THE UNIVERSITY *of York*

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GEM/ECU Trial Co-ordinator
Equality Challenge Unit
55-56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear GEM/ECU Trial Co-ordinator

Letter of Endorsement from Head of Department

The Department of Education at the University of York wishes to bid for a GEM/ECU Silver Award. I wish to lend my full support to the application.

The Department of Education is committed to the principles of equality and inclusivity. I have held the role of Head of Department for just under eight years. During this time, the Department has been through a period of considerable growth, with a number of new appointments to its academic staff. In making these appointments, the Department has seen a shift from having a very high proportion of male members of staff to a situation where female members of staff are now in the majority. This change has required particular care to be taken by senior staff in the Department to ensure that support is in place for all staff to be able to pursue successful careers and to contribute to planning and decision-making in the Department.

The Department of Education is very pleased that the Athena SWAN/ECU programme is being extended to include social science departments. The Department very much hopes that its ethos and working practices are worthy of recognition with a GEM/ECU award.

The Department's GEM/ECU group was established in October 2013 through an open invitation issued at a staff meeting. The group comprises seven members. The group has undertaken a thorough review of the Department's practices in relation to gender equity, and these are presented in our application, together with actions identified in a number of areas.

I would like to note the following in particular:

During my time as HoD, female members of staff have taken on senior departmental roles for the first time in the Department's fifty-year history. These roles include my role of Head of Department, and other senior roles such as Chair of the Department Research Committee (responsible for leadership of research in the Department), and teaching programme directors. Female members of staff have been actively encouraged to take on a range of career development opportunities within and beyond the Department. For example, female members of staff have been nominated successfully for university-level committees, including the University's Teaching Committee and Academic Promotions Committee, and for places on the University's Leadership Training programme.

The Department has been proactive in its support for members of staff taking maternity leave, particularly in relation to the development of their research careers. For example, one member of staff had been awarded a term of research leave prior to becoming pregnant. The scheduling of the term of research leave was adjusted to fit in with her return from work following maternity leave.

The Department has supported requests for flexible working by members of staff with caring responsibilities. For example, the Department has supported requests by one member of staff to decrease and subsequently increase her working hours following her return to work after maternity leave. The Department fosters a family-friendly working culture more generally by scheduling committee meetings and research activity in core working hours. Evidence of the positive impact of this culture comes from several junior members of staff with caring responsibilities having held significant administrative and leadership roles during my term as HoD.

Yours sincerely,

Professor J M Bennett
Head of Department

Gender equality charter mark
Department analysis and action template

Analysis and action relating to academic staff only is required for the completion of this template

Contact information

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Level of award applied for

Silver Award

The Department of Education is one of the founding departments of the University of York, having celebrated its 50th year in 2013. We currently have over 70 staff and 600 students and are organised around streams of teaching and research activity. The Department delivers teaching in four main areas: undergraduate provision; taught postgraduate provision; initial teacher training; and research postgraduate supervision. Our undergraduate students pursue a range of options post-graduation, including teacher training (primary and secondary), pupil support and welfare, education consultancy or project management, educational resource design, postgraduate study and doctoral research. Many of our undergraduate and postgraduate modules cover key issues relating to social and educational inequalities more broadly and gender inequality more specifically. Examples include *Social and Educational Inequalities, Education and Development, Education and Social Change, Learning Gender, Education and Social Justice, SEN and Inclusive Education, and Helping Troubled Pupils.*

Our Undergraduate Programmes consist of four degree programmes: BA Education, BA English in Education, BSc Psychology in Education (launched in 2013/14) and BA Sociology and Education (joint-honours). We have an undergraduate population of around 160 students, which is set to grow to 200 students in 2014/15, with the growth of the newly-launched BSc Psychology in Education degree. Our Graduate School of Education comprises taught postgraduate study, initial teacher training and research postgraduate study. There are over 120 initial teacher trainees, around 230 taught masters students (including 40 studying by distance learning) and over 100 research students. This makes the Department medium-sized in comparison to other arts, humanities and social science departments in the University. It is unusual in having a large majority of postgraduate students. The Department

has seen rapid growth over the past decade which has led to a doubling of overall size.The Department is currently located on the Heslington West campus at the University. A small majority of staff are housed in Derwent College, with others in Alcuin and Vanbrugh Colleges. The need to consolidate staff in a single location has been recognised by the University in order to further foster efficient working and an *esprit de corps*. In the longer term it is intended that the Department move to a single location, as part of a planned reconfiguration of space across the whole University. In the meantime, plans are well advanced to renovate space in Derwent College for the Department.

The Department has four principal areas of research, based in research centres. These are: Centre for Innovation and Research in Science Education; Centre for Research on Education and Social Justice; Centre for Language Learning Research; and Psychology in Education Research Centre. All academic and research active staff are located in a research centre and each centre has well-defined arrangements in place to ensure that training and development plans are developed for staff and that these are discussed and agreed in annual performance reviews. Each research centre discusses research plans and reports for research-active members of staff on a bi-annual basis. Our research activities are externally funded, by research council grants (ESRC and AHRC), independent funding bodies (e.g. British Academy) and charities (e.g. Esmee Fairbairn, Leverhulme Trust). In the 2008 Research Assessment Exercise, we were rated eighth in the UK for Education. As part of the above-mentioned reconfiguration of space, staff in three of the Department's centres will be moved into co-located offices in Derwent College in time for the next academic year (2014/15).

The Department Management Team currently comprises (2013/14) five women and one man. The roles represented are Head of Department, Deputy Head of Department, Departmental Manager, Chair of Board of Studies, Chair of Departmental Research Committee and the Manager of External Relations.

A To address gender inequalities, commitment and action at all levels of the institution is required

Senior management support

Silver and gold

HoD letter enclosed.

Ongoing commitment

1. **Describe the self-assessment process including information on members of the self-assessment team.**

Table 1. The self-assessment team.

Vanita Sundaram (Senior Lecturer in Education, co-chair of departmental GEM group)	Vanita Sundaram has worked full-time at the University of York, progressing from a post-doctoral research position in 2006 to a Senior Lecturer in 2013. Her areas of teaching and research are gender and education, looking at different manifestations of gender inequality in compulsory and higher education.
Paul Wakeling (Senior Lecturer in Education, co-chair of departmental GEM group)	Paul Wakeling has worked at the University of York since 2008, first in a part-time Lecturer post, and then as a full-time Lecturer. He progressed to Senior Lecturer in 2013. His areas of teaching and research are social and educational inequalities, with a particular focus on the effects of social class, ethnicity and gender on progression into postgraduate education.
Benedetta Bassetti (Lecturer in Education, GEM group member)	Benedetta Bassetti has worked full-time as a Lecturer at the University of York since 2010. She is Deputy PhD Programme Leader and the White Rose Doctoral Training Centre Academic Lead at York. Her areas of research and teaching are second language learning and bilingualism.
Victoria Elliott (Lecturer in Education, GEM group member)	Victoria Elliott has worked full-time as a Lecturer at the University of York since 2013. She is Examinations and Assessment Officer for Undergraduate Programmes in Education. Her areas of research and teaching are assessment in education and English in education.
Leah Roberts (Professor, Director of Centre for Language Learning	Leah Roberts has worked full-time as a Professor at the University of York since 2011. Her areas of teaching and research are second language learning and processing at word, sentence

Research, GEM group member)	and discourse levels.
Robert Klassen (Professor, Director of Psychology in Education Research Centre, GEM group member)	Robert Klassen has worked full-time as a Professor at the University of York since 2012. His areas of research and teaching are motivation, emotion and teacher effectiveness.
Judith Bennett (Professor, Head of Department, GEM group member)	Judith Bennett has worked full-time at the University of York since 1990, progressing from Lecturer to Professor in 2010. Her areas of teaching and research are attitudes towards science, evaluation of curriculum development and systematic reviews of research evidence in science education.

GEM group members include academic staff across a range of career stages, ranging from early career, mid-career and senior members of staff. Staff also reflect diverse experiences in terms of caring responsibilities. In terms of work-life balance, the group has a range of experiences, including children of various ages, and return from periods of parental leave.

The GEM initiative was introduced at an Education staff meeting in October 2013 by the Head of Department, who invited expressions of interest in membership of the GEM working group. Paul Wakeling, then Chair of the Board of Studies, was involved in the original application to the ECU to be part of the gender charter mark trial and was therefore appointed co-chair of the working group. Vanita Sundaram was approached to be the second co-chair, as a member of staff with a significant professional interest in matters surrounding gender inequality (in education). PW and VS sent an email reminder to all academic staff about the remit of the GEM working group and of the importance of having a broad range of views and experiences represented on the group. Six members of staff submitted expressions of interest and four of these were selected to ensure representation across gender, career stages and caring responsibilities. No expressions of interest were received from staff on fixed-term contracts and/or research students. In future we will actively recruit staff from these groups for the self-assessment team.

The GEM working group includes the Head of Department, Head of Centre for Language Learning Research, Head of Psychology in Education Research Centre, Deputy Director of PhD Programmes, Examinations and Assessment Officer for Undergraduate Programmes, and PW (formerly Chair of the Board of Studies until September 2013) and VS (formerly Director of Undergraduate Studies until April 2013). The co-chairs are both supported by the University Athena SWAN working group and attend termly meetings of this group at which experiences and expertise across departments is shared.

The GEM/ECU trial application has been led by Vanita Sundaram and Paul Wakeling and the group has reported on progress to the Department's Senior Management Team (via the Head of Department) and to all staff via the Department staff meeting. The draft action plan

has been shared with the Department's Senior Management team and the final action plan was approved by the Head of Department in April 2014.

Following submission of the GEM application and action plan, the GEM working group will monitor progress towards the action plan, reporting at regular intervals to staff in the Department via the Department Management Team, staff meetings and the Department intranet. Meetings of the full group will take place termly and minutes of these will be available on the intranet.

B   The absence of diversity at management and policy-making levels has broad implications which the institution will examine

Ratio of men and women in:

Academic departmental senior management team (**see table T3**)	2:3
Academic teaching and learning committee or equivalent (**see table T4**)	10:29
Research committee or equivalent **(see table T5)**	7:17

1.   How does line management work in the department? How are line managers chosen, do the roles rotate?

Current practice in the Department is that academic staff are line managed by the Head of Department and administrative staff are line managed by the Departmental Manager. Both of these roles are currently held by women.

Staff on fixed-term research contracts are managed by the Head of Department or, in the case of post-doctoral researchers, by the academic member of staff on whose project they are employed. Staff on fixed-term teaching contracts are managed by the Head of Department. The performance of individual members of academic staff is reviewed by senior staff in the Department, who are nominated by the Head of Department. Reviewers are matched to reviewees on the basis of common research interests or expertise. The Head of Department applies for the post via a formalised application process and, if successful, is appointed by the Vice-Chancellor for a four-year term. The Head of Department usually serves a maximum of two terms.

2.   What is the department doing to address gender imbalance on committees? What success/progress has been made?

The Head of Department pro-actively encourages female staff to take on senior administrative roles within and outside the Department. Table 1 illustrates representation by gender on Departmental teaching and research committees. This table demonstrates that 100 per cent of teaching and research committees are chaired by female staff. Half of these committees (2/4) are chaired by women at Lecturer level, thus evidencing the practice of encouraging junior female staff to take on senior administrative roles. The core membership of all committees is at least 50 percent female.

Table 2. Representation on decision-making committees, by gender.

Committee	Chair	Female staff*	Male staff*
Department Management Team	F	5	1
Undergraduate Teaching Committee	F	7	1
Postgraduate Teaching Committee[1]	F	7	2
Department Research Committee	F	4	3
Department Ethics Committee	F	5	2
Board of Studies	F	30	16

*Core membership of committee, as at 2013/14. Note that the Research Committee, Postgraduate and Undergraduate Teaching Committees each have a core membership but are open to other academic staff to attend as they wish.

The current composition of Departmental committees represents a significant improvement in representation of women compared with 2006, when the current Head of Department stepped into post. In 2006, the Head of Department, and Chairs of Department Research Committee, Undergraduate Teaching Committee, Postgraduate Teaching Committee and Board of Studies were all male and were all at Senior Lecturer level or above. The Department has also had female representatives on the University Academic Promotions Committee for a continuous period since 2007. This is in the context of men outnumbering women on Academic Promotions Committee (3:1) until 2012, when the gender balance was equalised. Whilst male staff have had a 100% promotion application success rate in the 2010/11 – 2012/13 period, this covers only two individuals. The success rate for the seven female staff applying for promotion was lower (57%), although a further female member of academic staff moved from a fixed term teaching fellow position to a permanent lectureship (which is not formally counted as promotion in the statistics).

The roles of Chair of Board of Studies and Department Research Committee have clearly specified terms of three years each. There is currently no specific guidance regarding the roles of Chairs of teaching committees. Until 2014, the practice for appointment to committees has been for the Head of Department to approach appropriate members of staff. In 2014, with the formation of the Graduate School of Education, a new process was

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[1] In April 2014 the Department formed the Graduate School of Education, which comprises taught postgraduate programmes, research postgraduate degrees and initial teacher training. The Chair of the Graduate School of Education is a male professor; the Director of Initial Teacher Training is a senior grade female academic; the Director of Research Programmes is a male professor; and the joint Directors of Taught Programmes are a female teaching fellow and a female lecturer, respectively.

developed whereby expressions of interest were invited from all members of academic staff. The expressions of interest were reviewed and discussed by the Senior Management Team before appointments were made.

In a Department with a large proportion of female staff at junior and medium levels of seniority, we need to ensure that women are not disproportionately burdened with administrative roles that detract from research time and might therefore, hamper progression through academic research grades. 'Committee overload' is not currently identified as a problem for the Department.

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3. Where there is an imbalance, what is the department doing to ensure a broad range of views are heard?

The Department has a range of forums in which diverse views might be heard. These include Departmental staff meetings and teaching and research committees. All members of staff (across function and grades) are encouraged to attend staff meetings at which feedback from Department Management Team meetings is given. Email invitations to attend teaching committees and Departmental research committee are sent to all members of academic staff. Additionally, staff meetings and teaching committee meetings are timetabled for all members of academic staff.

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4. How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?

The Department is committed to equality and respect for diversity. This is reflected in practices to ensure a broad range of views are reflected in teaching, learning and research matters. Undergraduate and postgraduate teaching committees include students from a range of programmes of study and across stages of study. Agendas for teaching committees include a discrete and standing item on 'student matters' under which students are actively encouraged to voice their opinions on central issues related to teaching and learning and any concerns they may have about current provision. When the Department conducts consultations regarding teaching and learning matters, such as assessment or feedback on student work, it ensures that students from underrepresented groups are consulted.

The pro-active encouragement of women to take on roles in which female staff are traditionally underrepresented is evidence of the Department's concern with gender equality. While an increased number of women in leadership roles on committees does not guarantee gender equality in terms of Departmental practices and culture, the prominent representation of women in these roles may impact positively on perceptions and expectations of female staff. Additionally, women are the main drivers of change in terms of gender equality (Palmieri, 2011) and the inclusion of women in leadership or decision-making roles may encourage and facilitate such changes to be made.

5. What training and induction is provided to committee members and those with decision-making powers?

The Department Manager is responsible for disseminating information about training opportunities to all staff and works with the University's Professional and Organisational Development team to ensure the timely communication of opportunities that support the professional development of academic staff. This process is inclusive and information is communicated to staff across levels of seniority.

The University has an Equality and Diversity Office (EDO) on campus and committee members and chairs can seek advice from staff in the EDO as needed. All members of academic staff are required to complete an online Equality and Diversity Awareness module on appointment to the University. Currently, induction is provided at the University level for Chair of Board of Studies and Chair of Department Research Committee. No modules or components on gender equality (or other forms of diversity, including sexuality and ethnicity) are currently included as part of this induction. No subsequent training is currently provided on the topic of gender equality and diversity. The Chair of Research Committee has also attended a leadership course run by the University; gender equality and diversity was not included as part of this training.

In the Department, the Chairs of teaching committees, Board of Studies and Research Committee have all completed the University's online Equality and Diversity training. The Head of Department has completed online training provided by the University in relation to equality issues and has most recently completed awareness training about the revised Equality Act (2010).

C   That employment policies, practices and procedures should actively promote gender equality

1.   How is gender equality considered in the development and implementation of departmental policies, practices and procedures?

The University and the Department are committed to equal opportunities employment policies and practices. The Head of Department and the Department Manager monitor that human resources guidance and statutory obligations are adhered to when new members of staff are being recruited to the Department.

The Head of Department ensures that all interviewing panels have representation from all genders and that junior female staff are included on such panels where appropriate. This practice is implemented to signal our commitment to gender equality to potential appointments to the Department, as well as to ensure that a range of views and experiences are reflected in interview panels. All staff chairing an interview panel or participating in recruitment complete a University training course, which also include equal opportunities training.

The Department actively avoids single-sex interview panels and this existing good practice will be formalised in Department policy as part of the Action Plan.

The Department is supportive of flexible working for all staff and recognises the importance of promoting a healthy work-life balance. The Department is aware of the potential negative impact of lacking flexible provision on female staff in particular. The Department has examples of flexible working, including part-time working, flexible hours and has previously used job shares for key administrative posts. The Department is keen to recognise the links between research and practice and to enable academics to engage with professional activity relating to their research. It was recently able to support a female member of staff in doing this by reducing her hours in the Department in order that she could apply her research expertise in a practice-based setting.

The Department has a 'working from home' policy which allows academic staff more flexibility around where they work. Currently, academic staff can work from home on one day a week with permission from the Head of Department.

2.   How does the department monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

The University's Human Resources department has overall responsibility for monitoring the effects of employment policies and procedures, including on gender equality. Each new member of academic staff is assigned a mentor, who is an established or senior colleague in the Department. The role of the mentor is to provide support in relation to professional and practical issues during the new staff member's first year in the Department. For post-doctoral researchers, the mentor is the project manager.

The relationship is informally managed, but typically mentors arrange termly meetings with their mentees. New members of staff can use these meetings to feedback on arrangements around their recruitment, including the interview process, induction and any training they have received. Concerns regarding employment policies or practices that were raised within these meetings would be taken forward by the mentor to the Department Manager or Department Management Team.

We currently have no examples of negative experiences by new staff or of negative impacts of our existing employment policies and practices. However, we propose a number of actions in the Action Plan that would enable closer monitoring of positive and negative experiences and impacts, and that clarify actions that should be taken when negative impact is found.

3. **Does the gender balance of staff whose research outputs were submitted to UK funding bodies' Research Excellence Framework 2014 (see table T6) reflect the gender balance of department staff eligible to submit to the REF?**

The Department adopts an inclusive approach to the REF, aiming to submit all academics who are eligible for submission. Of all staff who were submitted to the REF, two-thirds (67%) were women and 33% were men. This gender imbalance reflects the greater number of female academics in the Department overall. Of eligible staff not submitted the percentage of women was higher (80%) than that of men (20%). Submission rates for both men and women were higher than the University average for non-SET disciplines.

Of female staff who were eligible for submission to the REF, 22% were not submitted. The equivalent figure for men was 13%.

4. **Where a gender imbalance is identified, what action will the department take to enable a more representative sample of returns to future research assessment and funding allocation exercises?**

The Department adopts an inclusive approach to returning academic staff to research assessment exercises. Staff across all levels are consulted regarding their research outputs in relation to submission for research assessment. Staff members have individual conversations with the Director of Research and their research centre head regarding their aspirations for submission to the research assessment exercise and mechanisms for helping them to achieve their goals. We will enhance these actions to address the gender imbalance identified, for example, by increasing the amount of time available to work on output by temporarily reducing administrative responsibilities and through formal and informal mechanisms e.g. formal research leave. The Department is pro-active in recognising the impact of child-care responsibilities on research outputs, such as maternity breaks and part-time working. Support will continue to be given to staff who have such responsibilities to reduce the negative impacts they can have on research productivity. One example includes a female member of staff being awarded a term of research leave shortly after returning from a period of maternity leave.

D There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration of the institution

See *Athena SWAN factsheet: best practice: work-life balance* (www.athenaswan.org.uk/content/factsheets)

Comment and reflect on the following student data for the past three years:

= Ratio of students by gender on access or foundation courses (**see table T7**). Describe initiatives to attract men or women.

The Department has no provision at this level.

= Ratio of first degree undergraduate, other undergraduate, postgraduate taught and postgraduate research (**see table T1 or T8**) students (full and part time) by gender in comparison to national picture for the discipline (See subject information on pages 38 – 53 of ECU Equality in higher education: statistical report: Part2 Students). Describe initiatives to attract men or women.

Instead of using the ECU report we have sourced our comparative figures from HESA's 'heidi' database. This is because the statistics in ECU's report are at a high level of aggregation for field of study. The heidi database allows us to compare directly with the total for our main field of study 'X3 Academic Studies in Education'. We comment on initiatives to attract students under the applicant section below.

Undergraduate student numbers approximate the national ratio for our subject. Our postgraduate taught numbers need to be disaggregated further as these comprises two quite distinct groups of students with very different profiles. Our taught masters provision is heavily concentrated in language education, particularly English language learning. A large majority of the students on these programmes are recent graduates from China, with a very substantial female majority. The composition of the student body at this level is driven by the composition of qualifying undergraduate degree programmes in China (largely education and English language/literature degrees). We also have over 100 PGCE students training to be secondary school teachers. Here, the gender composition of programmes is related to the subject specialism, with mainly female trainees in modern foreign languages and mainly male in physics, for instance. At doctoral level the gender ratio is approximately 2:3 men to women. The 'market' for doctoral programmes in Education does not tend to involve progression direct from an undergraduate degree and most of our masters cohort intend to teach English rather than conduct academic research. Our doctoral students are drawn from a wider pool of countries than our Masters programme and also cover a much wider range of topics within the discipline of education. This makes a within-department 'pipeline' comparison invalid. Our proportion of female research students approximates that of the national figure (~60% vs. ~65% respectively). Nevertheless, we seek actively to encourage well-qualified undergraduate and postgraduate students to consider PhD study. All of our recently-awarded PhD studentships have gone to women, with three of the four in the analysis period being allocated to graduates of the Department.

= Ratio of first degree undergraduate, other undergraduate, postgraduate taught and postgraduate research applicants and offers made by gender (**see table T9**). Describe any initiatives/actions taken to address any imbalance and their effect to date

Undergraduate applications and offers are closely matched in terms of gender. They also match closely the profile of enrolled undergraduate students. We ensure that both male and female student ambassadors are available at Open and Visit days. We also ensure that student profiles from both male and female students are included in marketing material for the Department and that male and female staff are available to represent the Department at Open and Visit days.

As noted above, the picture at taught postgraduate level is complicated by the very different applicant profile of our various masters and PGCE programmes. The gender composition of our PGCE programmes varies across the different subject disciplines we specialise in (all our programmes prepare trainees to teach in secondary schools). Biology, Chemistry, History and Mathematics have broadly equal representation of men and women. In English and Modern Foreign Languages men are substantially underrepresented among applicants. We work hard to encourage men to apply for these programmes and try to interview as many male applicants as possible (whilst not lowering the standard for the offer of a place). A similar approach is adopted with female applicants for the PGCE Physics. We use the access fund introduced for the first cohort paying PGCE fees at £9,000 to support recruitment and retention of male MFL and female physics trainees.At research degree level, women's representation among applicants and offer holders has increased over the period in question. This is linked to an overall increase in the volume of applications for our research degrees.

= Degree classification of first degree and other undergraduate qualifiers by gender (**see table T10**). Describe actions being taken to ensure assessment processes are unbiased.

Given the small overall number of men on our undergraduate degree programmes and also the relatively small size of each graduating cohort (usually <50) it is difficult to detect any pattern in degree classifications by gender. We believe that the changes we have made to assessment practices in recent years help to ensure gender equality as well as the overall quality of our programmes. Thus we mark all work which counts towards the final degree classification anonymously; such work is moderated by a second examiner and, in the case of the final-year empirical dissertation, double marked. We have moved from a situation where the vast majority of assessment was via coursework essay to one where we use a range of assessment methods, including timed examinations, coursework essays, portfolios, creative writing pieces etc.

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1. **Comment, reflect on and explain gender differences in staff data on recruitment job application and success rates (see table T11).**

The number of new appointments to the Department across the period in question is relatively small. This is largely due to a high rate of retention of staff, with new vacancies typically arising from growth (e.g. the addition of a psychology in education strand) rather than replacement of leavers. The numbers of applicants for each gender are broadly equal, although it should be noted that the profile of job applicants varies depending on the nature of the post advertised. Science education tends to attract more male applicants than

language education, for instance. In terms of appointments, the numbers are small and so it is difficult to draw firm conclusions; however more women than men have been appointed across the period.

2. Describe the induction and training support provided to new staff at all levels, and how consideration of gender equality is embedded across the department and/or in the institution. Please provide data and analysis as appropriate.

The Department has an active induction process, supported by a programme of briefings with key members of staff. The induction process is overseen by the Department Manager who works with the Senior Management Team to identify and plan the tools and processes that support the induction of new staff.

New appointments to the Department are informed about research and teaching opportunities, IT support, and opportunities for personal and professional development. New research staff are informed about the University's Concordat to Support the Career Development of Researchers and its principles, including principle 6 on Equality and Diversity. This principle confirms the University's commitment to ensuring that working conditions are sensitive to diversity across gender, sexuality, race and disability. There is specific guidance regarding flexible working, maternity pay not covered by specific project grants, and barriers to progression and retention for female staff. The University builds on excellent practice which has been developed in Athena SWAN Gold and Silver departments in making recommendations for the institution as a whole.

New staff receive an induction programme, which details meetings with specific members of staff with whom they will work closely. An induction pack is also produced for new appointments which contains information about the Staff handbook (accessible via the Department's intranet). New members of staff are introduced to colleagues at the Welcome lunch hosted by the Head of Department at the start of the academic year, as well as in the termly Departmental newsletter and the annual Head of Department 'update' letter. At the start of every academic year, all staff are given written information about sources of support and information regarding harassment and bullying of students, as well as staff themselves.

3. Comment on career development and progression, looking at staff in all levels.

The highest proportion of female staff in the Department are at Lecturer level with the main attrition occurring between grade 8 (Senior Lecturer) and professorial or senior staff grade.

Table 3. Distribution of academic staff by grade and by gender

Grade	Female staff	Male staff
Post-doctoral researcher	3	1
Teaching fellow	2	3
Lecturer	10	1

Senior Lecturer	5	1
Senior Teaching staff	1	0
Reader	1	0
Professor	2	5

A number of practices exist within the Department to enable staff to progress into more senior roles. These include active encouragement by the Head of Department to take on senior administrative or leadership roles within and beyond the Department; dissemination about professional development and training opportunities; and individual consultations with the Head of Department about promotions.

For staff who are in, or are planning to move into, leadership roles the University runs leadership programmes (Research Leaders and Leadership in Action). The Head of Department nominates staff to participate in these programmes. Mid-career female colleagues have been encouraged and supported to attend these programmes as shown in Table 4 below. The greater number of women attending for some grades reflects the larger number of women overall at these grades. From 2014 the Pro Vice-Chancellor for Research invites staff to participate on the Research Leaders programme. The Department will monitor the gender balance of staff being invited to participate on the Research Leaders programme as part of the GEM Action Plan. If imbalances are identified, the Department Management Team will take steps to address this with the Pro Vice-Chancellor for Research, including identifying potential barriers to female staff obtaining grants or accessing leadership roles.

Table 4. Attendance at University leadership programmes, by gender.

Grade	Female	Male
Lecturer	2	0
Senior Lecturer	2	2
Reader	1	0
Professor	0	0
Total	5	2

As a Department with very large numbers of taught postgraduate students, we have several teaching staff on fixed-term contracts. The Department has been able to extend the contracts of 100% of colleagues on this type of contract. The Department recognises the challenges of moving into permanent, academic posts from fixed-term teaching contracts, especially for staff who are completing doctoral work. Staff on teaching contracts are therefore been allocated scholarship and teaching time which is recognised within their workload allocation in order that they have time available to them in which professional

development work can take place. The Department currently has a relatively modest number of post-doctoral researchers (4 in total) who are employed with fixed-term funding. Previously the Department has provided support to post-doctoral researchers to extend their contracts, re-deploy them or to find employment outside the Department. For example, a current Senior Lecturer in the Department was originally employed as a post-doctoral researcher in 2006. Four months before the end of the contract, the Head of Department initiated a conversation regarding future opportunities and provided support and advice to this member of staff about applying for other positions within the University and within the Department. This individual applied for several positions, including a lectureship within the Department, which she was successful in securing. All 'at-risk' staff are identified by the University as part of Human Resources records. HR has developed policy and guidelines for senior managers to follow when advising staff on temporary contracts on career progression opportunities. We would seek to enhance existing good practice in Departmental policy as part of the GEM Action Plan. This might include monitoring and developing on existing procedure for supporting all at-risk staff e.g. formal meetings with the Head of Department or research centre head; providing advice on Curriculum Vitae; and enabling professional and personal development.

The career development process is also supported by an annual Performance Review for each member of staff. This process is described in detail in the following section.

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4. Describe current appraisal schemes for staff at all levels.

The Department supports career development through the annual Performance Review. The Performance Review provides all staff with a structured and regular framework for reflecting on their work and for discussing development opportunities and aspirations with a senior colleague. The Performance Review pro forma includes a section on progression and career aspirations which has to be completed as part of the review. All staff therefore discuss their plans for progression, their development needs, and opportunities for professional development within and outside the Department on an annual basis. Staff are asked to indicate whether they would like to take on more responsibility than they currently have and whether they aspire to progress to a promoted grade in the next year. They can then discuss specific actions that would be useful to achieving these goals with their reviewer.

Staff do not choose their own reviewer and these are allocated by the Head of Department and the Departmental Manager. All staff have their Performance Review conducted by a senior colleague, who is in a position to advise on career development. Gender is not considered when matching reviewers to reviewees. This might be a disadvantage to female staff, if their reviewer is unaware of gender-specific barriers to progression. We will propose that staff can request to be matched to a reviewer of the same gender as part of the Action Plan.

Postdoctoral staff include Teaching Fellows and Research Fellows in the Department. There is no discrete system in place for reviewing the performance and discussing the career development of staff on postdoctoral contracts. Postdoctoral staff with a research component in their contract can choose to complete a research plan and research report on

an annual basis and discuss these with their peers at specially-designated research centre meetings.

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5. Comment, reflect on and explain gender differences in staff data on promotion and success rates (see table T12).

There is close approximation between men's and women's success rate in applying for promotion. During the period, no staff have applied for promotion to chair (male or female). This is mainly a 'pipeline' issue, since the Department's staff demographic has been hour-glass shaped, with a number of professorial staff, few senior lecturers and many lecturers. Such a profile is common across education departments and related to historical patterns of appointment and growth in the field. More junior staff are now beginning to achieve promotion to senior lecturer/reader positions. The Department has expanded greatly in the past seven years (see C.6 and 12) and the gender profile has shifted significantly e.g. gain of five female senior lecturers in 2006-2013 and two female professors in 2007-2011 (both from baseline of zero).

The Head of Department pro-actively encourages colleagues to consider their position in relation to promotion on an annual basis. Staff are made aware of promotions criteria by email and are encouraged to speak with the Head of Department if they are considering applying for promotion. Staff who would like to put themselves forward for promotion liaise with the Head of Department who offers advice on the curriculum vitae to be produced for promotion and highlights areas that might need to be emphasised or strengthened within an application. The Head of Department writes a confidential letter to accompany the application in consultation with the applicant's research centre leader and the other relevant senior colleagues e.g. Director of Research.

No specific initiatives exist to encourage women to apply for promotion but the Department has made notable advances in terms of ensuring that women are encouraged to take up roles which can be used in promotions applications. These includes senior administrative roles, such as chairs of teaching committees, examinations officer, admissions tutor, and leadership roles, including research centre leadership and director of research. All staff are encouraged to participate in professional development opportunities, such as leadership courses, discipline-specific training, seminars and conferences. Information about University and external opportunities are circulated to all academic staff, without prejudice to the nature of their contract (e.g. post-doctoral, teaching fellow, fixed-term). Similarly, information about Departmental, University and external funding opportunities are circulated to all staff.

All staff have the option to indicate whether they have taken maternity, paternity or other career breaks in their promotions applications. This is in line with University (HR) policy.

6. Comment, reflect on and explain gender differences in staff data on staff turnover (see table T13).

Turnover is low, based mainly on a high rate of staff retention. The Department has witnessed a sustained period of growth over the past decade. We have grown from 11 to 26 academic staff in the past seven years and we have seen considerable growth in teaching fellow positions (all of which we have managed to retain past their initial contracts, see p. 15). There is no obvious gender pattern to staff turnover. A number of staff have been promoted through the University's internal promotion procedures or have successfully secured a more senior externally-advertised post as an internal candidate.

7. Describe what the department does to support staff on maternity leave and the arrangements in place to provide cover during a period of maternity leave.

The Department provides information about University (HR) policy on maternity leave, maternity pay, returning to work and risk assessments before and after birth to female staff once they have made the Department aware that they are expecting a baby. Arrangements for covering work are made in liaison with the Department Manager to identify appropriate colleagues (internal or external) to cover work during maternity leave. No formalised procedure for keeping women in touch about developments while on maternity leave currently exists. The Head of Department does request alternative contact details through which to keep in touch with women while on maternity leave, including to discuss *Keeping in Touch* days in line with University policy. Women returning from maternity leave are eligible to apply for flexible working arrangements, such as reduced hours.

We have limited experience of maternity leave among members of staff who are funded by external grants but existing procedures regarding information about maternity pay, risk assessments and returning to work would apply.

8. Comment on data on maternity leave return rate (see table T14).

Both staff members who took maternity leave during the period returned to work. Both subsequently were awarded research leave and were promoted to senior lecturer within two years of their respective returns to work.

9. Comment on data on uptake of paternity (see table T17), additional paternity (see table T18) and adoption (see table T19) leave by grade and gender.

One staff member took paternity leave in the period, and returned to work. There was no adoption leave.

10. Comment on data on formal requests for flexible working by gender and application success rate (see table T18).

The Department adheres to University policy regarding flexible working arrangements. Currently one member of academic staff has formalised flexible working arrangements (part-time working). This member of staff is female and has negotiated part-time working following maternity leave. The working hours of this member of staff have been increased and then decreased at the request of the individual, to suit her working needs since she returned from maternity leave.

11. Provide information on support for staff who are carers or have caring responsibilities.

Flexible working

Information about flexible working arrangements is available via the Human Resources pages of the institution. Requests for flexible working can be made to the Head of Department. (See Action Plan D10.1)

Family-friendly scheduling

The Department schedules all committee meetings, teaching, and research seminars between 9am and 5pm in order to allow staff with caring responsibilities to attend. It is recognised that early morning and late afternoon timings may preclude some staff, for example, those with young children from attending. (See Action Plan D11.1)

12. Describe the work the department has undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff.

The process of applying for a Gender Equality Mark award has been useful for the Department in evaluating and reflecting on its current practices regarding gender equality. The Department of Education has, in the past seven years, progressed from a Department in which men were over-represented at all academic staff levels to one Department where female staff outnumber males overall, and particularly so at junior levels. Numerous initiatives have been developed to support the progression of junior staff in the Department, such as increased pump-priming funds, pro-active encouragement to take on senior administrative and leadership responsibilities, and the inclusion of scholarship time in the workloads of junior colleagues on teaching contracts. The impact of such initiatives can be seen in the recent promotion of a number of staff who had undertaken significant administrative responsibilities and which has increased the number of female staff at mid-career stage by 150%. Similarly, the inclusion of scholarship time for teaching-only staff has enabled one member of staff to progress from a teaching contract into a permanent lectureship.

The Department has been supportive of requests for flexible working in order to support staff with personal commitments such as caring responsibilities. Further it has encouraged staff who have had periods of parental leave to apply for research leave at the institutional and departmental level. Three members of staff who have had periods of parental leave and/or part-time working have been awarded research leave and have subsequently applied successfully for promotion within the institution.

The application process has revealed that much good practice exists within the Department but that this could be more visibly and sustainably implemented through formalisation and embedding into Department policy. This includes formal evaluation of the impact of initiatives to support staff in overcoming personal and/or structural barriers to progression. Our Action Plan proposes to embed systems for formalising, monitoring and evaluating existing good practice, as well as to be innovative and ambitious in proposing future enhancements of current initiatives.

E to tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institution or department, and includes all staff and students.

See *Athena SWAN factsheet: best practice: organisational culture* and *Athena SWAN factsheet: best practice: work-life balance* (www.athenaswan.org.uk/content/factsheets)

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1. **Using the UKRC cultural analysis tool for staff (see page 7 of the trial handbook) – what do the findings indicate?**

The findings of the UKRC cultural analysis staff survey indicate that overall, staff in the Department agree that the departmental culture is one that is supportive of gender equality and that in some instances, actively promotes gender equality through its practices and policies. The majority of staff were positive about the four broad dimensions on which gender equality was measured: promotion practices and policies; workplace culture; leadership and management; and social responsibility and reputation. A total of 38 staff members responded to the survey across academic and administrative/technical categories, which represents well over half of departmental staff. Thirty respondents self-identified as female, 6 as male and 2 respondents did not disclose their gender.

Promotion practices and policies

In particular, staff responded positively to questions about the fair allocation of work irrespective of gender, and equitable treatment of male and female colleagues in relation to professional development, training and promotion opportunities. It was noteworthy, then, that a number of respondents (29%) felt that they did not understand the promotions process or criteria in the Department. A further 13% responded that they neither agreed nor disagreed with this question. We will continue to build on good practice in relation to policies and practices regarding promotion and professional development and will especially seek to formalise and make visible existing good practice via departmental policy. This includes the processes for making staff aware of promotions procedures and initiatives taken to encourage under-represented groups to apply for training or promotion. The Head of Department currently writes to all staff on receipt of their performance review forms, commenting on possibilities for professional development and progression opportunities.

The majority of respondents agreed that the Department provides mentoring/networking opportunities. A minority (24%) of which two-thirds were academic staff disagreed with this question. The Department seeks for staff to positively identify these opportunities and is proposing actions to improve staff experience in this regard. These include reviewing the need for a departmental mentoring scheme which matches junior female staff to senior female colleagues. It is fair to note that some of the negative responses were given by administrative staff who are not covered by practices and policies described or proposed in

this submission. For example, with regard to mentoring opportunities, 59% of respondents who disagreed or neither agreed nor disagreed with this question classified themselves as non-academic staff.

Workplace culture

The majority of staff responded positively that the culture of the Department was supportive of equality and diversity and that gender equality more specifically was valued by the Department. Most respondents agreed that departmental working arrangements were family-friendly, including sensitive scheduling of meetings (76%) and equivalent career opportunities being made available to staff working flexibly (50%). However, a minority of staff across all levels disagreed or did not identify family-friendly practices and policies as visible in the Department. This suggests that actions might be taken to improve the visibility of family-friendly policies adopted by the Department which are in line with University guidance, and further, that the culture of the Department might be further strengthened in terms of family–friendliness. The latter might include pro-active sharing of good practice regarding career progression within the Department and embedded systems to discourage the scheduling of meetings outside of core hours. Research seminars and committee meetings are all scheduled in the between 9am and 5pm to allow staff with family responsibilities to attend. We aim to change the scheduling of meetings from 9.30am to 4.00pm over the next two years, as we recognise that staff with young or school-aged children may be precluded from attending early morning or late afternoon meetings.

No member of staff disagreed that the departmental culture was supportive of gender equality. Some staff did respond that they 'neither agreed nor disagreed' that the Department has clear policies against gender-based harassment, stereotyping or inappropriate language. This indicates that the Department could signal more visibly its commitment to equitable treatment and to challenging gender inequality. We will aim to include a statement to this effect in public departmental spaces, such as the staff rooms and the Department reception. Our position will also be reiterated to students in written materials, such as their departmental induction packs, and in their face-to-face induction meetings.

Leadership and management

Most staff responded positively overall to the survey, suggesting that the Department is explicitly and successfully committed to ensuring and promoting gender equality. Staff were particularly positive about equitable treatment in relation to career progression and the family-friendly culture of the Department. Despite this, some respondents reported that they were unaware of departmental policies on gender equality (39%) and of the necessity to take action on gender equality (26%). The majority of staff (68%) reported that their line manager was supportive of requests for flexible working but 29% disagreed that this was the case. Most people (76%) felt that their line manager would deal effectively with offensive or unwanted behaviour, but about one-fifth (21%) disagreed with this. We aim to ensure that all staff feel well-supported by the Department and especially so in circumstances of bullying or harassment. We propose to signal this commitment clearly in writing at the start of every academic year, via the Head of Department newsletters. Future actions might include the introduction of a monthly 'drop-in' slot with the Head of

Department in order to further support an accessible leadership model. As the Department will be undergoing changes to the Department Management Team in the next six months, this type of action would need to be proposed in collaboration with the new team.

Social responsibility and reputation

Most staff feel positively about the Department's reputation and action in relation to gender equality. Respondents were particularly positive about the equal representation of men and women at external events and as role models. A majority agreed that they were kept up-to-date about gender equality matters, such as changes to flexible working or parental leave. A relatively large percentage (45%) disagreed or responded 'neutrally' to this question. This question related to institutional, as well as departmental information about gender equality and may indicate that more visibility and pro-active communication needs to be given to these matters at both levels.

The vast majority of staff responded that 'the Department is a great place to work for women and men'. Although we are a split-site Department, staff social spaces on both sites function as hubs for interaction across all categories of staff. Staff are supportive of each other as evidenced by celebrations of individual and group achievements, including Supervisor of the Year awards won by staff members; attendance at research centre events such as the launch of the Psychology in Education centre; and more informal support including willingness to 'help out' in terms of teaching cover when necessary.

2. **How do you ensure line managers are familiar, or at a minimum aware of the range of policies available to staff? How do you ensure they actively support staff to utilise relevant policies and benefits?**

The Head of Department and Department Manager receive updates from Human Resources and Equality and Diversity Office when changes are made to policies. These are electronically cascaded down to staff in the Department. In specific circumstances e.g. maternity leave, the Departmental Manager signals to staff where they can access relevant institutional policies. We might aim to enhance mechanisms for supporting staff to use relevant policies by explicitly addressing these in the Departmental newsletter (termly) and at one staff meeting during the academic year.

3. **Demonstrate how the department is gender aware and how it promotes the involvement of women.**

The Department has a number of formal and informal policies and practices to promote the involvement and advancement of women. Departmental materials (electronic and paper) reflect the Department's commitment to equality and respect for diversity gender-sensitive practices include the active encouragement of women to take on leadership responsibilities on committees within and outside the Department by the Head of Department. The Head of Department also pro-actively encourages staff who she believes should apply for promotion and offers specific advice on areas of strength to highlight, plus support in compiling curriculum vitae for promotion.

The representation of women on key Department groups, including teaching and research committees and interview panels, is monitored and action is taken to redress gender imbalances. The gender balance of staff in the Department as a whole is monitored, with particular consideration given to the gender distribution by grade and in promoted posts (e.g. Senior Lecturer, Reader, Senior Teaching Fellow, Professor).

When guest speakers are invited to the Department and to individual research centres, action is taken to ensure an appropriate gender balance. The Department recently celebrated two major milestones, the 50th anniversary of the Department itself, and the 30th anniversary of the University Science Education Group. Guest speakers were invited to mark both of these occasions with the Department and action was taken to ensure that 50% of these were women.

The Department actively works to ensure family-friendly hours in relation to timing of teaching and meetings. Staff are encouraged to indicate their child care or other caring commitments, in order that teaching can be scheduled with respect to these. Social events, such as Departmental Christmas lunches and staff-student gatherings are scheduled during working hours or family are explicitly invited to attend these if they take place in the evening.

4. Provide evidence of how staff with family responsibilities and part-time staff are considered when scheduling meetings and social gatherings.

Consideration of staff with caring and family responsibilities and staff on part-time contracts is embedded into the administrative process of scheduling teaching and meeting timetables. A first step in the process of timetabling lectures and meetings for each academic year is consulting with academic staff about their family commitments. Staff are encouraged to indicate the timeslots or days of the week in which they have caring responsibilities, so that their teaching can be scheduled in respect of these. An example is a member of staff requesting not to be scheduled for teaching past 5pm due to childcare arrangements. These timetabling constraints are approved by the Head of Department.

5. Where long-hours culture is an issue, what actions are being taken to address it?

Long-hours culture was not identified as an issue in the UKRC cultural survey. It was raised as an issue for the Department in the University's Staff Survey 2012. Since that point, a number of new appointments have been made to address issues of staff:student ratio. We will consider initiatives such as 'e-mail-free zones' after 6pm to discourage staff from viewing long-hours as the norm/as expected.

Comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres (see table T19).

Commenting on this activity is not straightforward since a number of colleagues work closely with schools as part of their main role. For instance colleagues working in teaching training and science curriculum development work extensively with schools and colleges on a regular basis given the nature of their duties. Clearly this activity is part of their regular

appraisal. In terms of outreach related to undergraduate admissions, the role of admissions tutor is recognised as an administrative responsibility, with time allocated accordingly in the workload model. The admissions tutor in 2014/15 is female; prior to that the role was held by a man for three years.

F the system of short-term contracts has particularly negative consequences for the retention and progression of female academics

1. **Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T20).**

The proportion of staff on fixed-term contracts is very small and there are no apparent gender disparities in this area (. The Head of Department has striven to retain staff on fixed term contracts and, where possible, to convert staff to open-ended contracts. A number of teaching and lecturing staff have moved from fixed-term to permanent contracts in the period in question. The number of fixed-term staff in the Department has increased again in 2013/14, although all these staff are associated with fixed-term research projects. Our approach to retaining fixed-term staff is set out in section D3.

G   a broad range of work activity undertaken by staff is recognised in their career progression and promotion

1. **Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.**

The Department has used a workload allocation model for several years. This was introduced by the current Head of Department, in consultation with staff. It has been reviewed and revised since its introduction. Following feedback from staff, it was decided to publish the full workload model for all staff covered by the model, in order to aid transparency and collegiate working. The model provides an allocation of research time of 40% pro rata for staff with standard lecturing contracts. Administrative roles and teaching activities are all allocated amounts of time, as are pastoral activities such as taught student supervision. The model is based on published formulae.

2. **Is the department using workload management/modelling?**

The full range of administrative, teaching and research responsibilities are included in the workload model and reflect the range of skills and experiences that are recognised in University promotions criteria. The UKRC staff survey revealed that the majority of respondents (61%) agreed or strongly agreed that the Department values the range of work (pastoral, teaching, administrative and so on) that individuals do. Further, staff see work as being fairly and clearly allocated irrespective of gender.

UKRC Cultural Analysis Tool: Looking at Table T21 of the data template, discuss analyse and develop any necessary action points in relation to the results. See page 7 of trial handbook for further information.

The results indicate that most staff believe the full range of skills and experience are taken into account in appraisal and promotion decisions. There is a clear difference in the results for men and women: all men agree with the proposition, whereas a minority of women do not. This may be due to small numbers: if one man had disagreed, the results would look very different. However we will investigate these issues further

H   to tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

ECU does not require data on trans staff to be presented within this section. Any decision to monitor gender identity should be taken in consultation with trans staff and student groups as well as trade unions and the students' union. If, following consultation, an institution does decide to monitor gender identity, consideration must be given to anonymity, confidentiality and storing of data.

This section should be completed after consulting relevant staff members working at an institutional (rather than departmental) level.

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1.   **What steps is the institution taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution?**

The University has clear student and staff equality policies which include reference to trans staff and students. Training for staff and broader awareness-raising across the range of protected characteristics including gender reassignment is carried out through staff inductions, on-line and face to face equality training, publicity including the equality and diversity Roadshow and web resource.

The University's Code of Practice on Harassment outlines the protection afforded to trans people and a specific webpage providing information on harassment by the protected characteristic of gender reassignment and common forms of transphobic harassment has been developed:
www.york.ac.uk/admin/eo/Harassment/HarassmentDefinitionGenderReass.htm

The Students Union and the Graduate Students' Association have active LGBT officers who work with the University in order to support trans students and who are active in local networks.

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2.   **What further initiatives are necessary to ensure trans people do not experience unfair treatment at your institution?**

Further initiatives:

- development of further specific training and awareness-raising on trans issues as part of the University's on-going equality training
- build on the success of the 2014 LGBT History month to work collaboratively with other institutions and the student body to offer a range of events aimed

at students, staff and members of the public including specific events with a trans focus

- review the provision of support for trans staff and students experiencing unfair treatment and for more visible support, information and advice on trans issues

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3. How does the institution monitor (and act on any findings of) positive and/or negative impact of its policies and procedures on trans people?

The University has sought information in relation to gender identity of staff through the Staff Survey of 2011 and will continue to do so in the forthcoming 2014 survey. The University continues to consult with its trans staff both through the staff equality forum 'LGBTI Matters' and through the Staff Survey and other consultation, with the outcome reported to the University's Equality and Diversity Committee for consideration and action.

Case study: impacting on individuals.

Reflecting on the ways in which initiatives to overcome personal and structural obstacles to progression have benefitted members of the Department.

Paul Wakeling, Senior Lecturer, Member of self-assessment team

I joined the Department in April 2008 as a Lecturer in Education. This was my first faculty position and I was writing up my PhD at the time of my appointment. The Department was very keen to support me in completing my PhD and enabled me to join on a part-time contract in order to do this. I was given a lighter teaching and administrative load during this time. When I joined the Department I had two children under the age of five and even once I progressed to a full-time contract, my caring responsibilities were taken into consideration in scheduling of teaching and meetings.

In 2009 I took on the role of programme leader for the (then) combined Sociology with Education degree which allowed me to more actively involved in the running of undergraduate programmes in the Department. In 2010 I became Chair of the Board of Studies which gave me an insight into the running of the Department, offered me an opportunity to sit on the Departmental Management Team and allowed me to take on a significant leadership role. The latter position of responsibility played an important part in my successful application for promotion to Senior Lecturer in 2013.

I have never been made to feel like my family responsibilities were problematic in terms of my work and the supportive culture of the Department has enabled me to work flexibly to achieve my professional goals alongside these commitments.

Florentina Taylor, Lecturer

I joined the Department in 2010 as a Teaching Fellow in Teaching English to Speakers of Other Languages (TESOL) while I was completing my PhD. I took on a busy teaching role on the largest Masters programme in our Department and I was assigned a mentor on appointment (Programme leader for the MA in TESOL). I found this relationship very valuable in terms of being able to discuss challenges in a supportive way and my mentor and I would frequently meet for informal discussions about issues related to the programme and my role.

I aspired to progress into an academic role and made these ambitions known to my Head of Department by involving myself in research activity, including successfully applying for external funding alongside my teaching role. The HoD recognised the challenges of carving out time to work on research publications and grant applications while working in an immensely busy teaching role. In order to facilitate such opportunities for me (and others on similar teaching-only contracts), time for scholarship was built into my workload allocation (equivalent of one day a week). I was supported to bid for Departmental pump-priming funding, was invited to collaborate on research bids with colleagues, and was given access to research training and resources on a par with colleagues on standard lecturing contracts.

I was appointed to the role of Deputy Programme Leader of TESOL in 2011 which allowed me to be more involved in the running of postgraduate programmes and gave me a gentle

introduction to a leadership role. In 2011 I became Programme Leader of TESOL, a role which I continue to hold. I successfully applied for formal transfer into a lectureship in 2012 and continue to be well-supported by the Department in terms of my research ambitions.

Principle ref number	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Timeframe		Person responsible Include job title	Target outcome Where possible include a tangible measure of success	Comments
B1.1	Review the process by which performance reviewers and reviewees are matched, in order to identify and address gender-specific barriers to progression.	Underrepresentation of female staff at senior levels (Reader and Professor)	Performance reviews include a standard section on aspirations for progression	Department Management Team to review performance reviewer allocation and to discuss possible mechanisms by which female staff might be matched to female reviewers	Oct 2014	Oct 2015	Department Management Team	Departmental mechanism for junior female staff to request a female peer reviewer	
B1.2	Review the need for a mentoring scheme which matches female staff to female mentors within the Department.	Underrepresentation of female staff at senior levels	A University mentoring scheme for female academics already exists. Informal mechanisms by which female staff can seek advice from senior colleagues exist.	Department Management team to consult with staff about the need for a mentoring scheme for female staff	Oct 2014	Oct 2015	Department Management Team	Collation of staff views (female) on need for mentoring scheme	

B1.3	Review the process by which academic members of staff might request a change of performance reviewer.	To allow staff to be matched with a reviewer of the same gender if they feel this would benefit them	Each member of staff is allocated a reviewer with broadly matching research interests. Gender is not currently considered as a criterion for allocation.	Department Manager and Head of Department to consider the process by which staff might request a change of reviewer and the implications for allocation	Oct 2014	Oct 2015	Department Manager and Head of Department	Departmental policy specifying how (and when) staff might request a change of performance reviewer	
B2.1	Review of process for appointment to committees and agreement on clear guidance on procedures for appointment.	There is currently no standard procedure for making key appointments to teaching or research committees	Action has been taken to make appointment process more transparent, for example, by inviting expressions of interest. This has had mixed results and it has not been decided to adopt this process in future.	Department Management Team to agree on clear procedures for appointment to committees and produce guidance outlining this.	Sept 2014	Dec 2014	Department Management Team	Development of guidance for appointments to committees	
B2.2	Formalisation of current good practice into Departmental policy which should be easily accessible on the intranet, in	The Department has good practice in terms of encouraging junior academics to take on leadership roles. There is no policy	Recording of existing good practice in GEM application and Departmental documents e.g. Periodic Review.	Head of Department to outline current practice in collaboration with Equality and Diversity champion	Sept 2014	Dec 2014	Head of Department and Equality and Diversity Champion	Formalisation of departmental initiatives to encourage staff to take on leadership roles and administrative	

	the staff handbook, and via email reminders.	outlining or promoting this at present.						responsibilities	
B2.3	Review of procedures for ensuring that junior female staff are not overloaded with administrative responsibilities i.e. 'committee overload'	Female staff are currently overrepresented at junior levels and underrepresented at senior levels. While acknowledging that administrative responsibilities can be beneficial for progression it is important to monitor the impact on other areas of work.	The Departmental workload allocation model ensures that work is allocated on a fair and transparent basis across all staff. Action to clarify and formalise process for appointment to committees will further enhance transparent allocation of roles.	Department Management Team to monitor appointments to committees to ensure gender balance and to be mindful of 'committee overload' for junior female staff.	Ongoing	To be completed by Sept 2015	Department Management Team	Ongoing monitoring by Department Management Team of committee appointments.	
B3.1	Ensure that within the range of forums offered in the Department, a broad range of views is actively sought out and acted upon. Agree upon procedures for	Female staff currently outnumber male staff overall and in terms of core membership of teaching committees.	All staff are invited to attend teaching committees and boards of studies. Staff are actively encouraged to contribute at meetings by chairs and	Chairs of Teaching and Research committees to agree upon procedures for seeking out a range of views so these can be clearly outlined in Departmental policy. To be done in collaboration with Department	Ongoing	To be completed by Sept 2015	Chairs of Teaching and Research committees and Department Management Team.	Development of clear policy regarding mechanisms for seeking a broad range of views.	

	achieving this and monitor success.		agendas clearly demarcate items that are for discussion by all staff present.	Management Team.					
B3.2	Actively approach members of underrepresented groups to solicit their views outside formal meetings, for example, via email or via the GEM working group.	Female staff currently outnumber male staff overall and in terms of core membership of teaching committees. The views of staff with protected characteristics (gender/sexual identity, disability and ethnicity) are not sought separately.	The Department has a clearly stated commitment to equality and diversity. The UKRC staff survey indicates that the culture of the Department is supportive of a range of views and experiences across gender and other protected characteristics.	The GEM working group and/or Equality and Diversity champion to ensure that staff from underrepresented groups are actively invited to give their views on specific issues for the Department e.g. publicity materials, inclusive teaching. Procedure for doing this to be developed and made visible on staff intranet.	Ongoing	Procedure to be developed by Dec 2014	GEM working group or E& D champion in liaison with Department Management team.	Development of clear procedure for seeking views of underrepresented groups in the Department outside of formal meetings.	
B4.1	Review the ways in which existing good practice might be formalised and embedded into processes of committees	Numerous examples of good practice regarding gender equality in committees exist but few are formalised in policy.	Junior colleagues (where women are overrepresented) are pro-actively encouraged to take on senior administrative roles. Chairs of	Head of Department to work with GEM working group/E&D champion to outline policy for embedding gender equality into thinking and processes of committees.	Dec 2014	Jul 2015	Head of Department and GEM working group/E&D champion	Development of policy which outlines process for embedding gender equality into committees.	

			all teaching and research committees are currently female and the Department Management Team has a male:female ratio of 1:3						
B4.2	Develop a checklist of issues for good practice in relation to gender equality in different areas of the Department's work.	Numerous examples of good practice regarding gender equality in committees exist but few are formalised in policy.	Numerous examples of good practice in relation to ensuring representation of women in leadership positions, and seeking a gender balance in relation to key roles in the Department.	Head of Department to work with GEM working group/E&D champion to develop a checklist outlining existing good practice in relation to committees	Dec 2014	Dec 2015	Head of Department and GEM working group/E&D champion	Development of checklist of good practice for gender equality in committees	
B4.3	Develop a checklist for innovative and aspirational practice in relation to gender equality in different areas of the Department's work.	In order to be champions of gender equality and diversity it is important to think innovatively about ways to promote and achieve gender equality in the Department.	Several forward-thinking initiatives exist in the Department including transparent and open workload modelling; innovative practice in relation to	Head of Department to work with GEM working group/E&D champion to develop a checklist outlining innovative/aspirational practice in relation to committees	Dec 2014	Dec 2015	Head of Department and GEM working group/E&D champion	Development of checklist of innovative practice for gender equality in committees	

			enabling staff with caring responsibilities to achieve professional goals.						
B4.4	Chairs of teaching and research committees and Department Management Team should refer to this checklist in reflecting on their processes and procedures. An annual self-evaluation and update of the checklist should take place.	No formalised reflection in relation to gender equality and diversity currently exists.	The current Head of Department monitors gender balance in relation to key roles in the Department, external visibility and representation and new appointments.	Department Management Team and Chairs of committees to conduct annual self-evaluation in reference to good practice checklist. Update to take place where relevant.	Ongoing	First self-evaluation to take place in Summer 2016	Department Management Team and Chairs of committees	Completion of self-evaluation	
B4.5	Include a section which explicitly details the Department's commitment to gender equality in student and staff handbooks	Departmental handbooks do not currently contain an explicit statement on gender equality	Some Departmental materials, such as job advertisements, include an explicit statement in relation to equality and diversity	Department Manager to ensure that a statement of the Department's commitment to gender equality and diversity is included in student and staff handbooks.	Sept 2014	Oct 2014	Department Manager (and programme administrators)	Inclusion of statement about gender equality and diversity in student and staff handbooks.	
B5.1	Information session with Equality and	Training for committee chairs and research	All staff have access to online equality and	Department Manager to ensure that all incoming committee	Oct 2014	Oct 2015	Department Manager	All committee chairs and research centre	

	Diversity Office to be compulsory for all incoming committee chairs or research centre leaders	centre leaders does not currently include gender equality training.	diversity training, which includes a component on gender equality.	chairs and research centre leaders have a face-to-face session with E&D office about gender equality, additional training, support and resources.				leaders to have undergone face-to-face information session with E&D office by October 2015.	
B5.2	Online module on Equality and Diversity Awareness to be compulsory for all committee chairs and for members of the Department Ethics committee.	Training for committee chairs and research centre leaders does not currently include gender equality training.	All staff have access to online equality and diversity training, which includes a component on gender equality. This is not currently compulsory.	Department Manager to ensure that all incoming committee chairs and research centre leaders have completed the online equality and diversity awareness module.	Oct 2014	Oct 2015	Department Manager	All committee chairs and research centre leaders have completed online awareness module by Oct 2015.	
B5.3	Clear guidance about the Equality and Diversity Office and what forms of advice and support are available for staff to be included in the staff handbook.	The staff handbook does not currently contain information about the Equality and Diversity Office.	All staff have access to online equality and diversity training, which includes a component on gender equality. This is not currently compulsory.	Department Manager to ensure that a section about the Equality and Diversity office and what forms of advice/support are available to staff is included in the staff handbook. (This section might be written in liaison with E&D champion)	Sept 2014	Oct 2014	Department Manager (in collaboration with E&D champion)	A section on Equality and Diversity office to be included in staff handbook	
B5.4	Induction process to include explicit	Documentation for the induction process does not	New staff are made aware of the online	Department Manager to ensure that a written statement	Ongoing	To be completed by Jul 2015	Department Manager	A statement about the Department's	

	reference to Department's commitment to equality and diversity (e.g. written statement to be included on documentation)	currently include a statement about equality and diversity.	equality and diversity awareness module.	about the Department's commitment to equality and diversity is included on documentation for induction process.				commitment to equality and diversity to be included on documentation for induction of new staff.	
B5.5	A Departmental 'welcome' pack to be developed, which includes information about parental leave, childcare and sources of family support in the community for all short-listed applicants (in recognition that the family-friendliness of a Department and University may influence a candidate's decision to accept a post)	The Departmental welcome pack does not currently include documentation for new staff with caring responsibilities.	New staff can access information about parental leave, childcare and sources of community support via the University HR website.	Department Manager to include information about University policy on parental leave, University sources of childcare and key sources of support in the community in 'welcome' pack for appointed candidates (at the point of offer rather than acceptance)	Oct 2014	Jul 2015	Department Manager	Inclusion of family-friendly material in Departmental 'welcome' pack to be sent to candidates at the point of offers being made	
C1.1	Review of	Existing good	Existing	Department	Ongoing	To be	Department	Development of	

	existing good practice and ways to formalise this into Departmental policy e.g. statement that single-sex interview panels should be avoided; interview panel should comprise at least 50% women and at least one male member of staff	practice in relation to gender equality in Departmental process, procedures and practice exists. It is not currently formalised in Departmental policy.	examples of good practice include gender sensitive chairing of meetings, attention to gender balance in interview panels, support of work-life balance, transparent workload modelling and flexible working arrangements.	Management Team to review and collate existing good practice and develop policy that clearly states expectations for gender equality in Departmental practices.		completed by Jul 2016	Management Team	clear Departmental policy regarding gender equality in different areas of the Department's work (based on existing good practice).	
C1.2	Process for nominating Departmental Equality and Diversity champion to be outlined by Department Management Team. Process and remit of this role to be made available on the Departmental intranet.	No transparent procedure for nomination to this role exists. No clear remit for this role currently exists in writing.	Information about equality and diversity policies and sources of support are circulated to staff electronically and in writing at regular intervals (usually the start of the academic year). The Head of Department deals with	Department Management Team to outline the remit of the E&D champion and the process for nomination to this role.	Oct 2014	Dec 2014	Department Management Team	Development of role description and process for nomination of E&D champion.	

			concerns regarding discrimination on the basis of protected characteristics.						
C1.3	Introduction of final pre-advertisement stage of recruitment process, whereby Department Manager checks the interview process, ensures the pay grade proposed is commensurate with similar roles in the Department and comparable to grades of existing staff.	The Head of Department currently does this but there is no formalised process to ensure standardisation and sustainability.	The Head of Department currently checks equity in terms of proposed pay grade and role.	Department Manager to develop formalised process for the pre-advertisement stage of recruitment to ensure equity for candidates with protected characteristics.	Dec 2014	Dec 2015	Department Manager (in liaison with Department Management Team)	Development of formal process for equity checks in recruitment process.	
C1.4	Job descriptions for senior academic positions (Reader or above) to include an explicit statement encouraging applications	Women are underrepresented at senior levels (Reader, Professor) in the Department. Job descriptions for senior academic positions do not currently include an explicit	The Department has initiatives to support women to progress to senior positions. Since 2012, four women have progressed to	Department Manager to ensure that job descriptions for senior academic positions include an explicit statement encouraging women and other underrepresented groups (people with disabilities, sexual	Sept 2014	Dec 2014	Department Manager (in liaison with E&D champion)	Development of explicit statement for job descriptions for senior roles.	

		from women and other underrepresented groups	statement encouraging women (and other underrepresented groups) to apply.	Senior Lecturer and Reader via internal promotion. While Senior Lecturer is not defined as a 'senior' role this transition has shifted the balance of women in junior/early career roles.	minorities and ethnic minorities) to apply.				
C1.5	Review current 'working from home' policy in relation to those adopted by Departments with high proportion of female staff (in recognition that staff with child-care responsibilities may be adversely affected by limited flexibility regarding where they work)	The UKRC staff survey suggested that about 50% of staff felt flexible working arrangements might be improved. While not all respondents were academic staff the qualitative comments made suggested that 'working from home' was a particular issue for academics.	The Department has informal and formal flexible working practices. In terms of informal practices, the Head of Department permits academic staff to work from home on one day a week. It is, of course, recognised that meetings, seminars and other events take staff out of the office at	Department Management Team to consult with Athena SWAN accredited departments at the institution to share examples of good practice with regard to flexible working/working from home.	Jan 2015	Oct 2015	Department Management Team	Consultation with Athena SWAN accredited departments and report to staff on outcomes in writing and/or staff meeting.	

			other times.						
C2.1	Monitoring of induction process to include possible feedback from staff about interviewing process if problems are noted in relation to gender balance	We have no current concerns about gender inequality in relation to interview and induction process in the Department. We will continue to monitor this to ensure our record remains positive.	Interview panels are gender-balanced, colleagues across all levels of seniority are invited to attend presentations and lunches with candidates. New appointments are introduced to key members of staff including committee chairs(currently all female)	Head of Department to monitor induction process and respond to any concerns arising about gender balance.	Ongoing	Ongoing	Head of Department	Report to Department Management Team if any concerns regarding gender balance in induction process arise.	
C2.2	Enhanced communication about impacts of specific gender-sensitive employment policies to all staff in order to inform staff about the necessity of these policies and practices (e.g. via Staff	We do not explicitly communicate the positive impacts of our gender-sensitive initiatives to staff, although individual staff achievements are certainly celebrated.	Staff successes are communicated to all staff electronically and on the Departmental webpages.	External relations manager to ensure that, where applicable, the impact of gender-sensitive employment policies are communicated to staff e.g. case studies of staff on the Department webpages. This would follow existing good practice in Athena SWAN accredited departments.	To commence by Jan 2015	Ongoing	External relations manager	Development of case study profiles to showcase positive impact of gender sensitive employment practices.	

	pages on intranet or Departmental website as appropriate)								
C2.3	Strengthening of link between Department Management Team and GEM working group, such that negative impacts can be jointly identified and responded to	There is currently no formal process for dealing with negative impacts of existing policies. The Department Management Team monitors this on an ongoing basis and acts as appropriate.	The Department monitors negative impacts of policies on staff via mechanisms such as annual performance reviews, individual staff consultations with the Head of Department and monitoring of progression statistics. No negative impacts have been identified thus far.	The relationship between the Department Management Team and GEM working group and/or Equality and Diversity champion should be strengthened so that negative impacts can be jointly identified and responded to. A formal process for dealing with negative impacts should be developed.	Ongoing	Formal process to be developed by Dec 2015	Department Management Team and GEM working group/E&D champion	Development of a formal process for responding to negative impact of policies or practices.	
C2.4	GEM working group to review employment policies, practices and procedures on an annual basis and will report on impact and proposed enhancements	There is currently no gender equality working group in the Department (other than GEM self-assessment team)	The self-assessment team has reviewed current policies, practices and processes in the Department. Much excellent	The GEM working group and Equality & Diversity champion will review Departmental policies, practices and processes on an annual basis and report on impacts and proposed enhancements to the	Ongoing	First self-assessment report to Department Management Team in Oct 2014	GEM working group and E&D champion	Formalisation of GEM working group and report to Department Management Team in Oct 2014	

	to Department Management Team.		work goes on but there is room for enhancement. This requires ongoing monitoring, reflection, ambition and innovation.	Department Management Team.					
C4.1	Enhance mechanisms for enabling a more representative sample of staff to be returned to next REF	Women were overrepresented in sample of eligible staff not submitted to the REF (80% of staff not submitted were women)	The Department adopts an inclusive approach to the REF, aiming to submit all staff who are eligible. Staff are supported in achieving their goals for REF via performance review, research centre, as well as by the Director of Research. Existing mechanisms include supportive discussion of research plans, annual performance	Director of Research and Department Management Team to review submission of staff to the REF paying particular attention to the overrepresentation of female staff among those not submitted. Consideration of mechanisms to further enhance support given to junior (and female) colleagues e.g. flexible working, 'teaching-light' terms, reduced administrative responsibilities.	Ongoing	Review and recommendation to be completed by Jul 2016	Director of Research (with Department Management Team)	Review and recommendation to be developed and communicated to staff at Department Research Committee by Jul 2016.	

			review, award of research leave.						
D3.1	Monitor the progression of female staff from Grade 8 posts to professorial positions and review potential barriers to progression	Female staff in the Department are underrepresented at senior levels (Reader and Professor)	Gender-sensitive initiatives to help staff overcome personal and structural barriers to progression exist. These have impacted positively on female staff at junior levels.	Department Management Team to review the obstacles that hinder progression of female staff to Reader and Professor positions. DMT to make recommendations for initiatives that might be implemented to support female colleagues to progress to senior levels.	Ongoing	Initial review to be completed by Jul 2016	Department Management Team	Review and recommendation to be completed by Jul 2016 and reported on in suitable staff forum.	
D3.2	Monitor the attendance of staff on University leadership programmes and identify and take steps to redress any gender imbalances	Female staff are encouraged to take on leadership roles within the Department but women continue to be underrepresented in institutional leadership positions and at senior academic levels	The Head of Department currently monitors the gender balance of staff attending University leadership programmes. No imbalances have been identified thus far.	Head of Department to continue to monitor the attendance of staff on University leadership programmes and to take steps if imbalances arise.	Ongoing	Ongoing	Head of Department	Continued gender balance in terms of attendance at leadership programmes.	
D3.3	Harmonisation of practice for supporting staff on fixed-term contracts, for example,	The Department has an excellent record of supporting staff on fixed-term contracts to	Line managers currently advise and support staff on fixed-term contracts	Head of Department/Department Management Team to develop advisory panel arrangement for all	Oct 2014	Jan 2015	Head of Department/Department Management Team	Development of formal procedure for creating advisory panels for staff on	

	through the development of advisory panels which will mentor staff on temporary contracts about career progression and professional development opportunities	transition into continued and permanent employment at the institution or elsewhere. In order to ensure equal opportunities for all staff on temporary contracts a formalised procedure should be developed.	regarding future employment. The Department has retained 100% of teaching staff on fixed-term contracts and has supported all post-doctoral researchers in finding continued employment in the Department or elsewhere.	staff on temporary contracts, in order to harmonise practice for supporting these colleagues. Each advisory panel will comprise the staff member's line manager and one other member of academic staff.					temporary contracts.
D4.1	Discrete guidelines should be developed for the performance review of postdoctoral researchers to include discussion of progression opportunities and forward planning.	The Department has an excellent record of supporting staff on fixed-term contracts to transition into continued and permanent employment at the institution or elsewhere. Discrete guidelines for performance review might impact positively on forward	Line managers currently appraise and review the performance of post-doctoral researchers at (unspecified) regular intervals. In very few instances has this process been unsatisfactory for one or both parties.	Department Management Team/Research centre leaders to develop discrete performance review guidelines for post-doctoral researchers. These guidelines should explicitly deal with opportunities for progression and forward planning.	Jul 2015	Jul 2016	Department Management Team and Research Centre Leaders	Development of performance review guidelines for appraising performance of post-doctoral researchers.	

		planning for these colleagues.							
D4.2	Recommend to performance reviewers that they include discussion of work-life balance and changes to family life during annual review.	No formalised process exists by which staff can discuss work-life balance with a senior peer, including impacts of changes to family life on work.	Performance reviewers use the pro-forma developed by the University (HR) for Departments. It includes questions on progression and aspirations but no questions about impacts on these e.g. family life, changes in work-life balance.	Head of Department/Department Manager to include a recommendation in guidance to performance reviewers to ask reviewees about work-life balance and changes to family life in annual review.	Jul 2014	Oct 2014	Department Manager/Head of Department	Inclusion of recommendation in guidance for performance reviewers that they ask about work-life balance and changes to family life in annual review.	
D4.3	Recommend to performance reviewers that they pro-actively discuss promotion with junior academics and identify opportunities for taking on more responsibilities that would aid progression.	The performance review pro-forma includes a section on progression and aspirations. Junior colleagues may be hesitant to plan for promotion or be unable to identify clear opportunities that would aid them in progression (research suggests that this is more likely to be the	Performance reviewers currently discuss what colleagues have indicated in the section on progression. The UKRC staff survey data suggests that some staff (50%) would value enhancements to the process to include	Head of Department to include recommendation to performance reviewers who review junior colleagues in particular, to pro-actively discuss promotion (not just progression) and help them to identify opportunities for taking on more responsibility.	Jul 2014	Oct 2014	Head of Department/Department Manager	Inclusion of recommendation in guidance for performance reviewers that they are pro-active in discussing promotion and opportunities for leadership with junior colleagues in particular.	

		case for female staff)	discussion of skills, experiences and future opportunities.						
D5.1	Review process for making staff aware of promotions criteria and consider whether enhancements can be made.	The UKRC staff survey indicates that some staff (42%) do not feel well-informed about promotions criteria and processes in the Department	The Head of Department circulates information about promotions criteria and deadlines to all staff on an annual basis. This information includes detail about the process to follow in the Department for staff considering applying for promotion.	Department Management Team to review the process for informing staff about promotions criteria and process and to consider whether/how enhancements might be made.	Oct 2014	Ongoing	Department Management Team	Report on review and potential enhancements to process in suitable staff forum in 2015/16	
D5.2	Consider the need to develop specific initiatives to encourage women to apply for promotion, particularly to senior positions (Senior Lecturer to Reader and	Female staff in the Department are underrepresented at senior levels (Reader and Professor)	Gender-sensitive initiatives to help staff overcome personal and structural barriers to progression exist. These have impacted positively on	Department Management Team to review the obstacles that hinder applications for promotion to Reader and Professor positions. DMT to make recommendations for initiatives that might be implemented to	Ongoing	Initial review to be completed by Jul 2016	Department Management Team	Review and recommendation to be completed by Jul 2016 and reported on in suitable staff forum.	

	Reader to Professor). See also D3.2		female staff at junior levels.	support female colleagues to progress to senior levels.					
D7.1	Review current arrangements for keeping women in touch with developments while on maternity leave	No standardised procedure for keeping women in touch with developments while on maternity leave exists.	The Head of Department asks for alternative contact details which can be used to keep women on maternity leave in touch about work developments. No standard procedure exists for how and when women on maternity leave should be updated about work.	Department Manager to consult with Athena SWAN accredited departments at the institution in order to share models of good practice in this regard. Recommendations for a formal and harmonised procedure to be developed.	Jan 2015	Dec 2015	Department Manager	Recommendation for harmonised Departmental procedure to be developed after Consultation with Athena SWAN departments.	
D7.2	Review of arrangements for women returning from maternity leave. Improvements might include development of policy for discussing flexible working options available to women before	No standardised procedure for transitioning women back into work in the Department exists.	Department Manager sends information about return to work and discusses preferred dates of return to work with women going on maternity leave. There is currently a low take-up of	Department Manager to consult with Equality and Diversity champion and Athena SWAN accredited departments at the institution to share examples of inclusive practice. These might include the development of a standard policy to discuss flexible working options that	Jan 2015	Dec 2015	Department Manager (with E&D champion)	Recommendations for policies that might enhance return to work for staff taking parental leave.	

	returning to work.		flexible working arrangements by staff with caring responsibilities in the Department.	are available to staff taking parental leave before they return to work.					
D10.1	Review Departmental process for raising awareness about flexible working options for academic staff	No standardised process for informing staff about options for flexible working exist. The UKRC staff survey indicated that over 25% of staff either did not know about flexible working or disagreed that it was supported in the Department.	Information about types of flexible working is available on the University (HR) webpages. The Department does not have many requests for flexible working.	Department Management Team to review current process for raising awareness among staff about flexible working options. This might include develop pro-active ways of promoting flexible working as an option for staff with caring responsibilities.	Jul 2015	Mar 2016	Department Management Team	Development of procedures for pro-actively informing staff about flexible working options.	
D10.2	Consider ways in which men might be encouraged to consider flexible working in order to achieve a work-life balance (See also D10.1)	The UKRC staff survey indicated that all male respondents agreed that the Department is supportive of flexible working requests. No male staff in the Department have requested flexible working arrangements in the assessment	Information about types of flexible working is available on the University (HR) webpages. The Department does not have many requests for flexible working (one in total in the assessment	Department Management Team to review current process for pro-actively promoting flexible working as an option for male staff with caring responsibilities.	Jul 2015	Mar 2016	Department Management Team	Development of specific mechanisms aimed at male staff with caring responsibilities.	

		period.	period)						
D11.1	To aim for enhanced family- friendly timetabling by scheduling meetings between 9.30am and 4.00pm.	The UKRC staff survey indicated that some staff (18%) felt more could be done to make timetabling of meetings family-friendly. Early morning starts (9am) or late afternoon finishes (5pm) might preclude staff with young children from attending meetings.	The Department currently schedules all committee meetings and research seminars in core hours (9am-5pm). Staff with caring responsibilities can indicate additional constraints on their time ahead of timetabling of teaching e.g. no teaching after 5pm. There have been no formal complaints about this system thus far.	Department Management Team to consider enhancing family-friendly scheduling by starting meetings at 9.15am and finishing by 4pm where possible.	Jan 2015	Oct 2015	Department Management Team	Revised scheduling of morning and afternoon meetings to start at 9.15am and finish by 4pm.	

Gender charter mark <u>departmental</u> data template

Click on figure number to go to sheet.

This data template has been developed to assist institutions in collecting and analysing their data for submission to the Equality Challenge Unit's gender charter mark.

Please complete the shaded blue cells on each sheet in order to generate the relevant statistics and charts. All student fields should report full-person equivalent (FPE) data. All staff fields should report full-person equivalent (FPE) data and exclude atypical staff. For definitions of the fields, please see the corresponding submission document.

Students by level of study, mode and gender (2010/11 - 2012/13)

Please complete the shaded cells below.

	2010/11 Female No.	2010/11 Male No.	2011/12 Female No.	2011/12 Male No.	2012/13 Female No.	2012/13 Male No.
First degree undergraduate						
Full-time	120.1	16.3	132.6	17.2	116.5	20.5
Part-time						
Other undergraduate						
Full-time						
Part-time						
Postgraduate taught						
Full-time	264	65	244	59	236	65
Part-time	46	10	32	8	38	5
Postgraduate research						
Full-time	21	8	22	14	28	19
Part-time	14	9	16	8	13	9

	2010/11 Female No.	%*	%^	2010/11 Male No.	%*	%^	2010/11 Total No.	%*	%^	2011/12 Female No.	%*	%^	2011/12 Male No.	%*	%^	2011/12 Total No.	%*	%^	2012/13 Female No.	%*	%^	2012/13 Male No.	%*	%^	2012/13 Total No.	%*	%^
First degree undergraduate																											
Full-time	120.1	100.0%	88.0%	16.3	100.0%	12.0%	136.4	100.0%	100.0%	132.6	100.0%	88.5%	17.2	100.0%	11.5%	149.8	100.0%	100.0%	116.5	100.0%	85.0%	20.5	100.0%	15.0%	137	100.0%	100.0%
Part-time	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
All first degree undergraduates	120.1	100.0%	88.0%	16.3	100.0%	12.0%	136.4	100.0%	100.0%	132.6	100.0%	88.5%	17.2	100.0%	11.5%	149.8	100.0%	100.0%	116.5	100.0%	85.0%	20.5	100.0%	15.0%	137	100.0%	100.0%
Other undergraduate																											
Full-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Part-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
All other undergraduates	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Total undergraduate																											
Full-time	120.1	100.0%	88.0%	16.3	100.0%	12.0%	136.4	100.0%	100.0%	132.6	100.0%	88.5%	17.2	100.0%	11.5%	149.8	100.0%	100.0%	116.5	100.0%	85.0%	20.5	100.0%	15.0%	137	100.0%	100.0%
Part-time	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
All undergraduates	120.1	100.0%	88.0%	16.3	100.0%	12.0%	136.4	100.0%	100.0%	132.6	100.0%	88.5%	17.2	100.0%	11.5%	149.8	100.0%	100.0%	116.5	100.0%	85.0%	20.5	100.0%	15.0%	137	100.0%	100.0%
Postgraduate taught																											
Full-time	264	85.2%	80.2%	65	86.7%	19.8%	329	85.5%	100.0%	244	88.4%	80.5%	59	88.1%	19.5%	303	88.3%	100.0%	236	86.1%	78.4%	65	92.9%	21.6%	301	87.5%	100.0%
Part-time	46	14.8%	82.1%	10	13.3%	17.9%	56	14.5%	100.0%	32	11.6%	80.0%	8	11.9%	20.0%	40	11.7%	100.0%	38	13.9%	88.4%	5	7.1%	11.6%	43	12.5%	100.0%
All taught postgraduates	310	100.0%	80.5%	75	100.0%	19.5%	385	100.0%	100.0%	276	100.0%	80.5%	67	100.0%	19.5%	343	100.0%	100.0%	274	100.0%	79.7%	70	100.0%	20.3%	344	100.0%	100.0%
Postgraduate research																											
Full-time	21	60.0%	72.4%	8	47.1%	27.6%	29	55.8%	100.0%	22	57.9%	61.1%	14	63.6%	38.9%	36	60.0%	100.0%	28	68.3%	59.6%	19	67.9%	40.4%	47	68.1%	100.0%
Part-time	14	40.0%	60.9%	9	52.9%	39.1%	23	44.2%	100.0%	16	42.1%	66.7%	8	36.4%	33.3%	24	40.0%	100.0%	13	31.7%	59.1%	9	32.1%	40.9%	22	31.9%	100.0%
All research postgraduates	35	100.0%	67.3%	17	100.0%	32.7%	52	100.0%	100.0%	38	100.0%	63.3%	22	100.0%	36.7%	60	100.0%	100.0%	41	100.0%	59.4%	28	100.0%	40.6%	69	100.0%	100.0%
Total postgraduate																											
Full-time	285	82.6%	79.6%	73	79.3%	20.4%	358	81.9%	100.0%	266	84.7%	78.5%	73	82.0%	21.5%	339	84.1%	100.0%	264	83.8%	75.9%	84	85.7%	24.1%	348	84.3%	100.0%
Part-time	60	17.4%	75.9%	19	20.7%	24.1%	79	18.1%	100.0%	48	15.3%	75.0%	16	18.0%	25.0%	64	15.9%	100.0%	51	16.2%	78.5%	14	14.3%	21.5%	65	15.7%	100.0%
All postgraduates	345	100.0%	78.9%	92	100.0%	21.1%	437	100.0%	100.0%	314	100.0%	77.9%	89	100.0%	22.1%	403	100.0%	100.0%	315	100.0%	76.3%	98	100.0%	23.7%	413	100.0%	100.0%
All levels																											
Full-time	405.1	87.1%	81.9%	89.3	82.5%	18.1%	494.4	86.2%	100.0%	398.6	89.3%	81.5%	90.2	84.9%	18.5%	488.8	88.4%	100.0%	380.5	88.2%	78.5%	104.5	88.2%	21.5%	485	88.2%	100.0%
Part-time	60	12.9%	75.9%	19	17.5%	24.1%	79	13.8%	100.0%	48	10.7%	75.0%	16	15.1%	25.0%	64	11.6%	100.0%	51	11.8%	78.5%	14	11.8%	21.5%	65	11.8%	100.0%
All students	465.1	100.0%	81.1%	108.3	100.0%	18.9%	573.4	100.0%	100.0%	446.6	100.0%	80.8%	106.2	100.0%	19.2%	552.8	100.0%	100.0%	431.5	100.0%	78.5%	118.5	100.0%	21.5%	550	100.0%	100.0%

%* compare vertically within degree levels
%^ compare horizontally

Students by level of study, mode and gender (2012/13)

Category	Female	Male
First degree undergraduate		
Full-time	85.0%	15.0%
Part-time	0.0%	
All first degree undergraduates	85.0%	15.0%
Other undergraduate		
Full-time	0.0%	
Part-time	0.0%	
All other undergraduates	0.0%	
Total undergraduate		
Full-time	85.0%	15.0%
Part-time	0.0%	
All undergraduates	85.0%	15.0%
Postgraduate taught		
Full-time	78.4%	21.6%
Part-time	88.4%	11.6%
All taught postgraduates	79.7%	20.3%
Postgraduate research		
Full-time	59.6%	40.4%
Part-time	59.1%	40.9%
All research postgradutes	59.4%	40.6%
Total postgraduate		
Full-time	75.9%	24.1%
Part-time	78.5%	21.5%
All postgraduates	76.3%	23.7%
All levels		
Full-time	78.5%	21.5%
Part-time	78.5%	21.5%
All students	78.5%	21.5%

■ Female ■ Male

Students by level of study and gender (2010/11- 2012/13)

Year	Category	Female	Male
2010/11	All first degree undergraduates	88.0%	12.0%
	All other undergraduates	0.0%	
	All undergraduates	88.0%	12.0%
	All taught postgraduates	80.5%	19.5%
	All research postgradutes	67.3%	32.7%
	All postgradutes	78.9%	21.1%
	All students	81.1%	18.9%
2011/12	All first degree undergraduates	88.5%	11.5%
	All other undergraduates	0.0%	
	All undergraduates	88.5%	11.5%
	All taught postgraduates	80.5%	19.5%
	All research postgradutes	63.3%	36.7%
	All postgradutes	77.9%	22.1%
	All students	80.8%	19.2%
2012/13	All first degree undergraduates	85.0%	15.0%
	All other undergraduates	0.0%	
	All undergraduates	85.0%	15.0%
	All taught postgraduates	79.7%	20.3%
	All research postgradutes	59.4%	40.6%
	All postgradutes	76.3%	23.7%
	All students	78.5%	21.5%

■ Female ■ Male

Proportion of female students in each level who are in full-time study

Level	2010/11	2011/12	2012/13
First degree undergraduate	100.0%	100.0%	100.0%
Other undergraduate	0.0%	0.0%	0.0%
Total undergraduate	100.0%	100.0%	100.0%
Postgraduate taught	85.2%	88.4%	86.1%
Postgraduate research	60.0%	57.9%	68.3%
Total postgraduate	82.6%	84.7%	83.8%
All levels	87.1%	89.3%	88.2%

■ 2010/11 ■ 2011/12 ■ 2012/13

Proportion of male students in each level who are in full-time study

Level	2010/11	2011/12	2012/13
First degree undergraduate	100.0%	100.0%	100.0%
Other undergraduate	0.0%	0.0%	0.0%
Total undergraduate	100.0%	100.0%	100.0%
Postgraduate taught	86.7%	88.1%	92.9%
Postgraduate research	47.1%	63.6%	67.9%
Total postgraduate	79.3%	82.0%	85.7%
All levels	82.5%	84.9%	88.2%

■ 2010/11 ■ 2011/12 ■ 2012/13

Academic staff by UCEA/XpertHR contract level and gender 2010/11-2012/13

Year	Level	Female No.	Female %*	Female %^	Male No.	Male %*	Male %^	Total No.	Total %*	Total %^
2010/11	A0 VC		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B1 UCEA level 2A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B2 UCEA level 2B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C1 UCEA level 3A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C2 UCEA level 3B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D1 UCEA level 3/4A1		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D2 UCEA level 3/4A2	1	4.0%	100.0%		0.0%	0.0%	1	2.9%	100.0%
	D3 UCEA level 3/4A3		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E1 UCEA level 4A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E2 UCEA level 4B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F1 UCEA level 5A		0.0%	0.0%	4	40.4%	100.0%	4	11.4%	100.0%
	F2 UCEA level 5B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	I0 XpertHR level I	3.4	13.5%	68.0%	1.6	16.2%	32.0%	5	14.3%	100.0%
	J0 XpertHR level J	11	43.8%	82.7%	2.3	23.2%	17.3%	13.3	38.0%	100.0%
	K0 XpertHR level K	2.4	9.6%	54.5%	2	20.2%	45.5%	4.4	12.6%	100.0%
	L0 XpertHR level L	7.3	29.1%	100.0%		0.0%	0.0%	7.3	20.9%	100.0%
	M0 XpertHR level M		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	N0 XpertHR level N		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	O0 XpertHR level O		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	P0 XpertHR level P		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	Total	**25.1**	**100.0%**	**71.7%**	**9.9**	**100.0%**	**28.3%**	**35**	**100.0%**	**100.0%**
2011/12	A0 VC		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B1 UCEA level 2A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B2 UCEA level 2B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C1 UCEA level 3A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C2 UCEA level 3B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D1 UCEA level 3/4A1		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D2 UCEA level 3/4A2	1	3.7%	100.0%		0.0%	0.0%	1	2.7%	100.0%
	D3 UCEA level 3/4A3		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E1 UCEA level 4A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E2 UCEA level 4B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F1 UCEA level 5A	1	3.7%	25.0%	3	30.9%	75.0%	4	10.8%	100.0%
	F2 UCEA level 5B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	I0 XpertHR level I	4.2	15.4%	91.3%	0.4	4.1%	8.7%	4.6	12.5%	100.0%
	J0 XpertHR level J	14.1	51.8%	86.0%	2.3	23.7%	14.0%	16.4	44.4%	100.0%
	K0 XpertHR level K	2.9	10.7%	42.0%	4	41.2%	58.0%	6.9	18.7%	100.0%
	L0 XpertHR level L	4	14.7%	100.0%		0.0%	0.0%	4	10.8%	100.0%
	M0 XpertHR level M		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	N0 XpertHR level N		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	O0 XpertHR level O		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	P0 XpertHR level P		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	Total	**27.2**	**100.0%**	**73.7%**	**9.7**	**100.0%**	**26.3%**	**36.9**	**100.0%**	**100.0%**
2012/13	A0 VC		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B1 UCEA level 2A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B2 UCEA level 2B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C1 UCEA level 3A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C2 UCEA level 3B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D1 UCEA level 3/4A1		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D2 UCEA level 3/4A2	1	3.6%	100.0%		0.0%	0.0%	1	2.6%	100.0%
	D3 UCEA level 3/4A3		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E1 UCEA level 4A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E2 UCEA level 4B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F1 UCEA level 5A	2	7.3%	33.3%	4	37.4%	66.7%	6	15.7%	100.0%
	F2 UCEA level 5B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	I0 XpertHR level I	3.6	13.1%	72.0%	1.4	13.1%	28.0%	5	13.1%	100.0%
	J0 XpertHR level J	14.5	52.7%	91.8%	1.3	12.1%	8.2%	15.8	41.4%	100.0%
	K0 XpertHR level K	3.4	12.4%	45.9%	4	37.4%	54.1%	7.4	19.4%	100.0%
	L0 XpertHR level L	3	10.9%	100.0%		0.0%	0.0%	3	7.9%	100.0%
	M0 XpertHR level M		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	N0 XpertHR level N		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	O0 XpertHR level O		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	P0 XpertHR level P		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	Total	**27.5**	**100.0%**	**72.0%**	**10.7**	**100.0%**	**28.0%**	**38.2**	**100.0%**	**100.0%**

Academic staff by UCEA/XpertHR contract level and gender
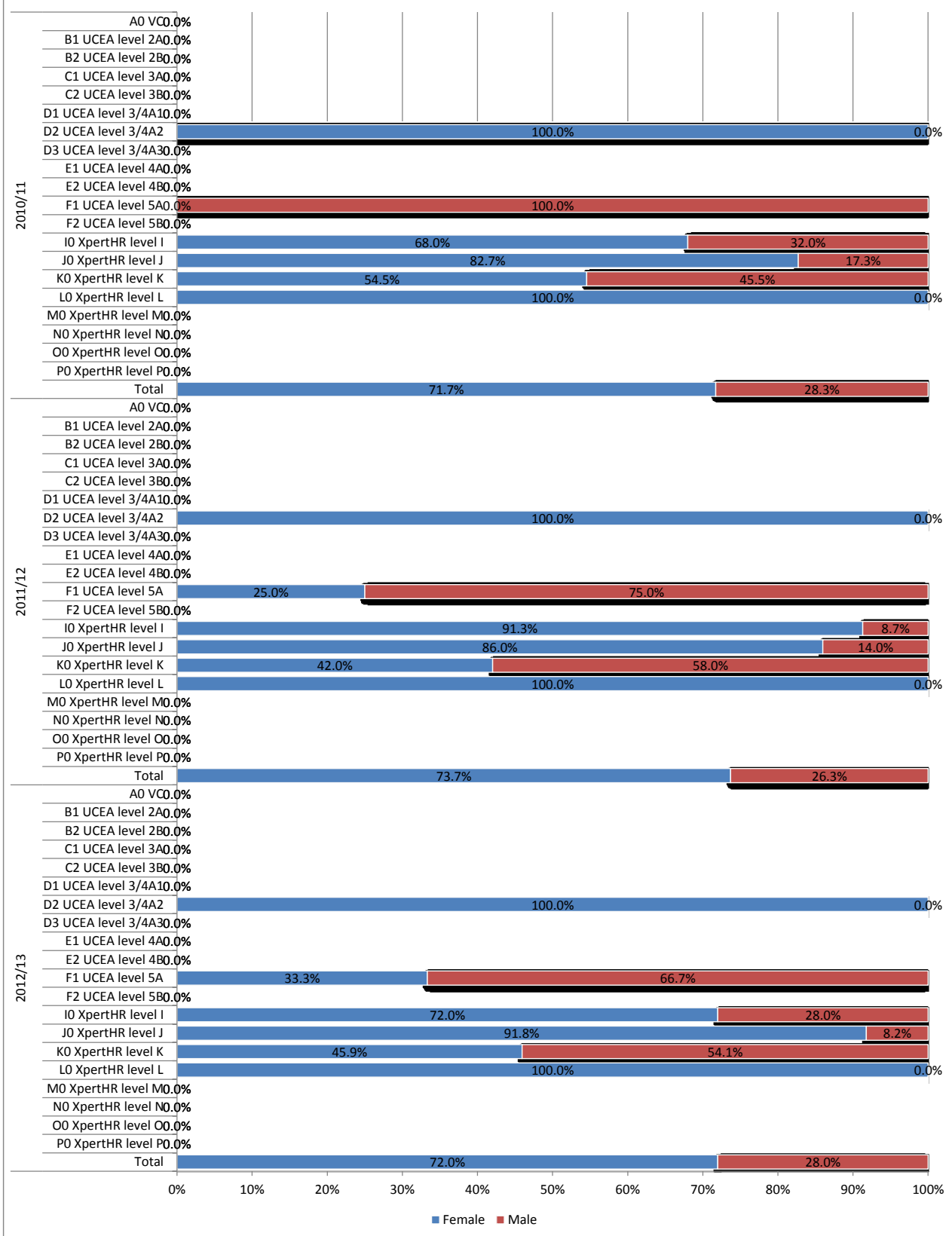
Academic staff on UCEA/XpertHR contract levels by gender

Contract level	Year	Female	Male
A0 VC	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
B1 UCEA level 2A	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
B2 UCEA level 2B	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
C1 UCEA level 3A	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
C2 UCEA level 3B	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
D1 UCEA level 3/4A1	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
D2 UCEA level 3/4A2	2010/11	100.0%	0.0%
	2011/12	100.0%	0.0%
	2012/13	100.0%	0.0%
D3 UCEA level 3/4A3	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
E1 UCEA level 4A	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
E2 UCEA level 4B	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
F1 UCEA level 5A	2010/11	0.0%	100.0%
	2011/12	25.0%	75.0%
	2012/13	33.3%	66.7%
F2 UCEA level 5B	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
I0 XpertHR level I	2010/11	68.0%	32.0%
	2011/12	91.3%	8.7%
	2012/13	72.0%	28.0%
J0 XpertHR level J	2010/11	82.7%	17.3%
	2011/12	86.0%	14.0%
	2012/13	91.8%	8.2%
K0 XpertHR level K	2010/11	54.5%	45.5%
	2011/12	42.0%	58.0%
	2012/13	45.9%	54.1%
L0 XpertHR level L	2010/11	100.0%	0.0%
	2011/12	100.0%	0.0%
	2012/13	100.0%	0.0%
M0 XpertHR level M	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
N0 XpertHR level N	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
O0 XpertHR level O	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
P0 XpertHR level P	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
Total	2010/11	71.7%	28.3%
	2011/12	73.7%	26.3%
	2012/13	72.0%	28.0%

Legend: ■ Female ■ Male

Departmental academic senior management team by gender 2010/11-2012/13

	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	3	75.0%	1	25.0%	4	100.0%
2011/12	3	60.0%	2	40.0%	5	100.0%
2012/13	3	60.0%	2	40.0%	5	100.0%

Departmental senior management team by job type, SET marker and gender

	Female	Male
2010/11	75.0%	25.0%
2011/12	60.0%	40.0%
2012/13	60.0%	40.0%
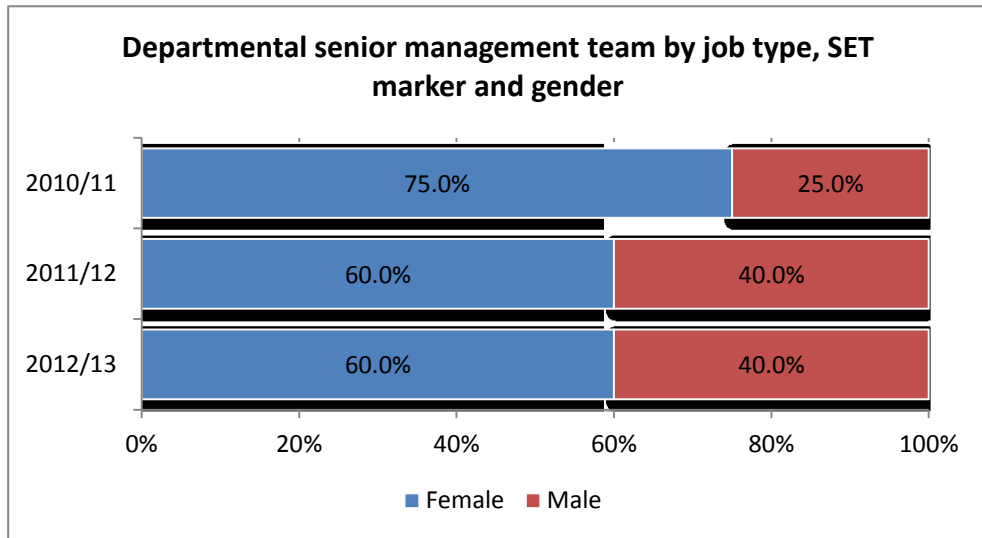
Academic staff on teaching and learning committee (or equivalent) by gender 2010/:

	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	21	72.4%	8	27.6%	29	100.0%
2011/12	27	75.0%	9	25.0%	36	100.0%
2012/13	29	74.4%	10	25.6%	39	100.0%

Teaching and learning committee (or equivalent) by gender

Year	Female	Male
2010/11	72.4%	27.6%
2011/12	75.0%	25.0%
2012/13	74.4%	25.6%
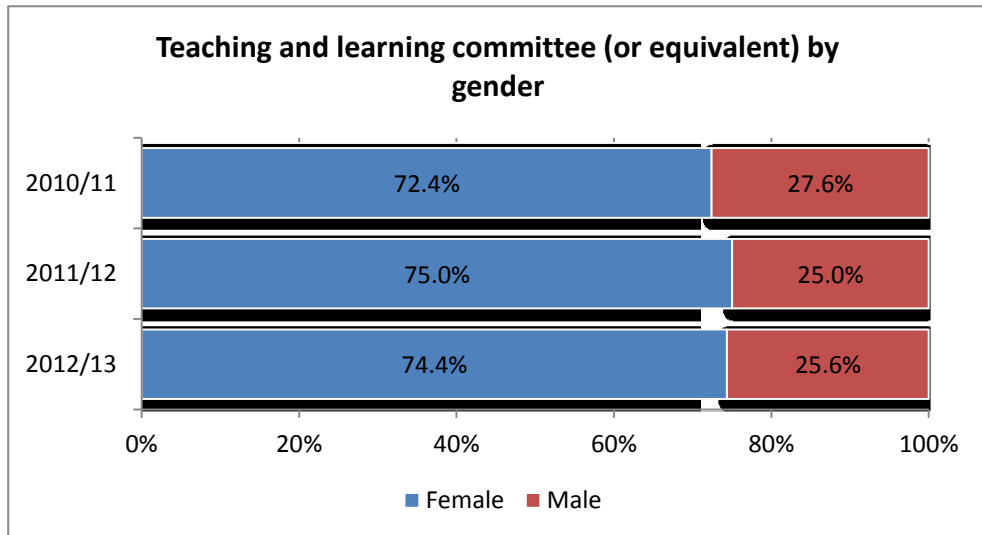
■ Female ■ Male

Academic staff on research committee (or equivalent) by gender 2010/11-2012/13

	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	14	63.6%	8	36.4%	22	100.0%
2011/12	16	72.7%	6	27.3%	22	100.0%
2012/13	17	70.8%	7	29.2%	24	100.0%

Research committee (or equivalent) by gender

Year	Female	Male
2010/11	63.6%	36.4%
2011/12	72.7%	27.3%
2012/13	70.8%	29.2%
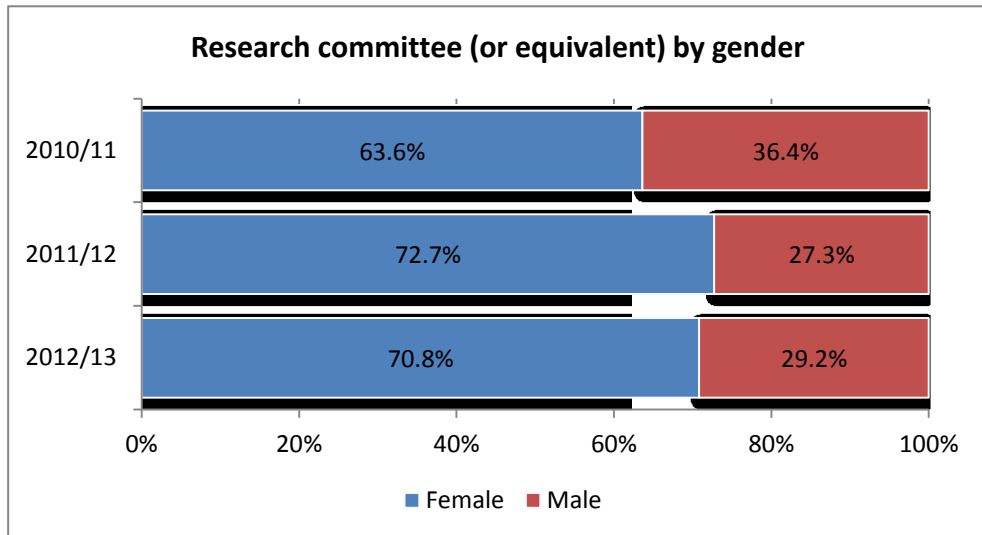
■ Female ■ Male

REF 2014 submissions by department, SET marker, institution and gender

	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
Department									
Submitted	14	77.8%	66.7%	7	87.5%	33.3%	21	80.8%	100.0%
Not submitted	4	22.2%	80.0%	1	12.5%	20.0%	5	19.2%	100.0%
Total eligible for submission	**18**	**100.0%**	**69.2%**	**8**	**100.0%**	**30.8%**	**26**	**100.0%**	**100.0%**
Institution									
SET									
Submitted	91	67.9%	25.6%	265	78.2%	74.4%	356	75.3%	100.0%
Not submitted	43	32.1%	36.8%	74	21.8%	63.2%	117	24.7%	100.0%
Total eligible for submission	**134**	**100.0%**	**28.3%**	**339**	**100.0%**	**71.7%**	**473**	**100.0%**	**100.0%**
Non-SET									
Submitted	147	74.2%	45.1%	179	73.4%	54.9%	326	73.8%	100.0%
Not submitted	51	25.8%	44.0%	65	26.6%	56.0%	116	26.2%	100.0%
Total eligible for submission	**198**	**100.0%**	**44.8%**	**244**	**100.0%**	**55.2%**	**442**	**100.0%**	**100.0%**
All									
Submitted	238	71.7%	34.9%	444	76.2%	65.1%	682	74.5%	100.0%
Not submitted	94	28.3%	40.3%	139	23.8%	59.7%	233	25.5%	100.0%
Total eligible for submission	**332**	**100.0%**	**36.3%**	**583**	**100.0%**	**63.7%**	**915**	**100.0%**	**100.0%**

%*   compare vertically
%^   compare horizontally
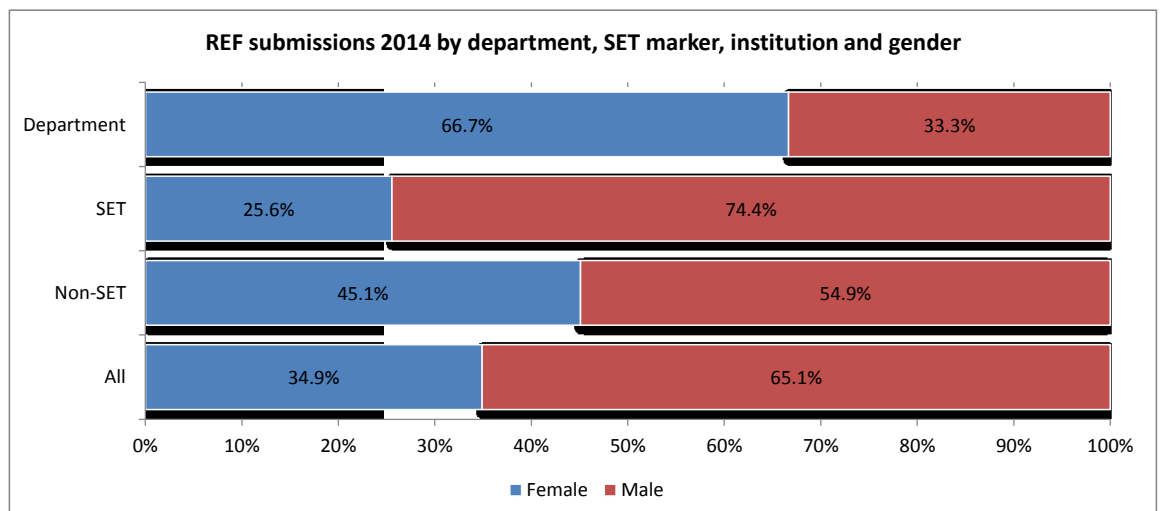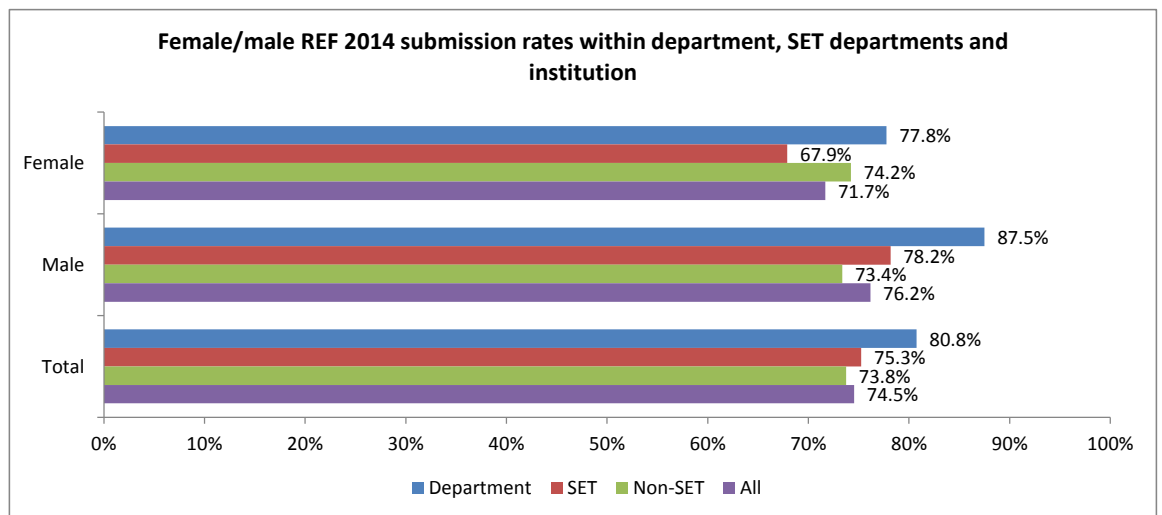
Female/male REF 2014 submission rates within department, SET departments and institution

REF submissions 2014 by department, SET marker, institution and gender

Students on access or foundation courses by gender 2010/11-2012/13

	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2012/13	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

Students on access or foundation courses by gender

2010/11	0.0%
2011/12	0.0%
2012/13	0.0%

0%   20%   40%   60%   80%   100%
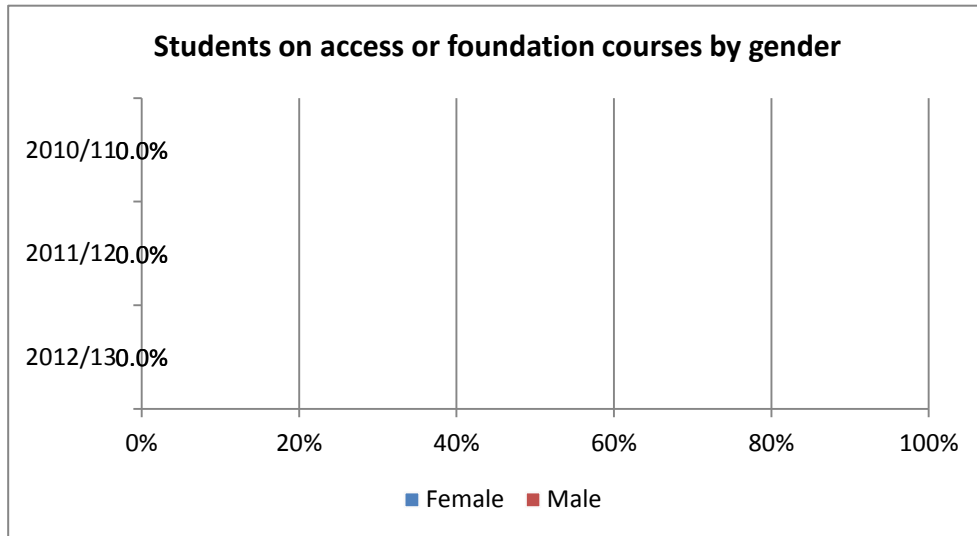
■ Female ■ Male

Students by level of study and gender 2010/11-2012/13

Please note: this sheet does not require any additional data. The tables below provide a summary of the information provided in T3a-T3c.

		Female		Male		Total	
		No.	%	No.	%	No.	%
First degree undergraduate	2010/11	120.1	88.0%	16.3	12.0%	136.4	100.0%
	2011/12	132.6	88.5%	17.2	11.5%	149.8	100.0%
	2012/13	116.5	85.0%	20.5	15.0%	137	100.0%
Other undergraduate	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
All undergraduates	2010/11	120.1	88.0%	16.3	12.0%	136.4	100.0%
	2011/12	132.6	88.5%	17.2	11.5%	149.8	100.0%
	2012/13	116.5	85.0%	20.5	15.0%	137	100.0%
Postgraduate taught	2010/11	310	80.5%	75	19.5%	385	100.0%
	2011/12	276	80.5%	67	19.5%	343	100.0%
	2012/13	274	79.7%	70	20.3%	344	100.0%
Postgraduate research	2010/11	35	67.3%	17	32.7%	52	100.0%
	2011/12	38	63.3%	22	36.7%	60	100.0%
	2012/13	41	59.4%	28	40.6%	69	100.0%
All postgraduates	2010/11	345	78.9%	92	21.1%	437	100.0%
	2011/12	314	77.9%	89	22.1%	403	100.0%
	2012/13	315	76.3%	98	23.7%	413	100.0%
All students	2010/11	465.1	81.1%	108.3	18.9%	573.4	100.0%
	2011/12	446.6	80.8%	106.2	19.2%	552.8	100.0%
	2012/13	431.5	78.5%	118.5	21.5%	550	100.0%

Students by level of study and gender
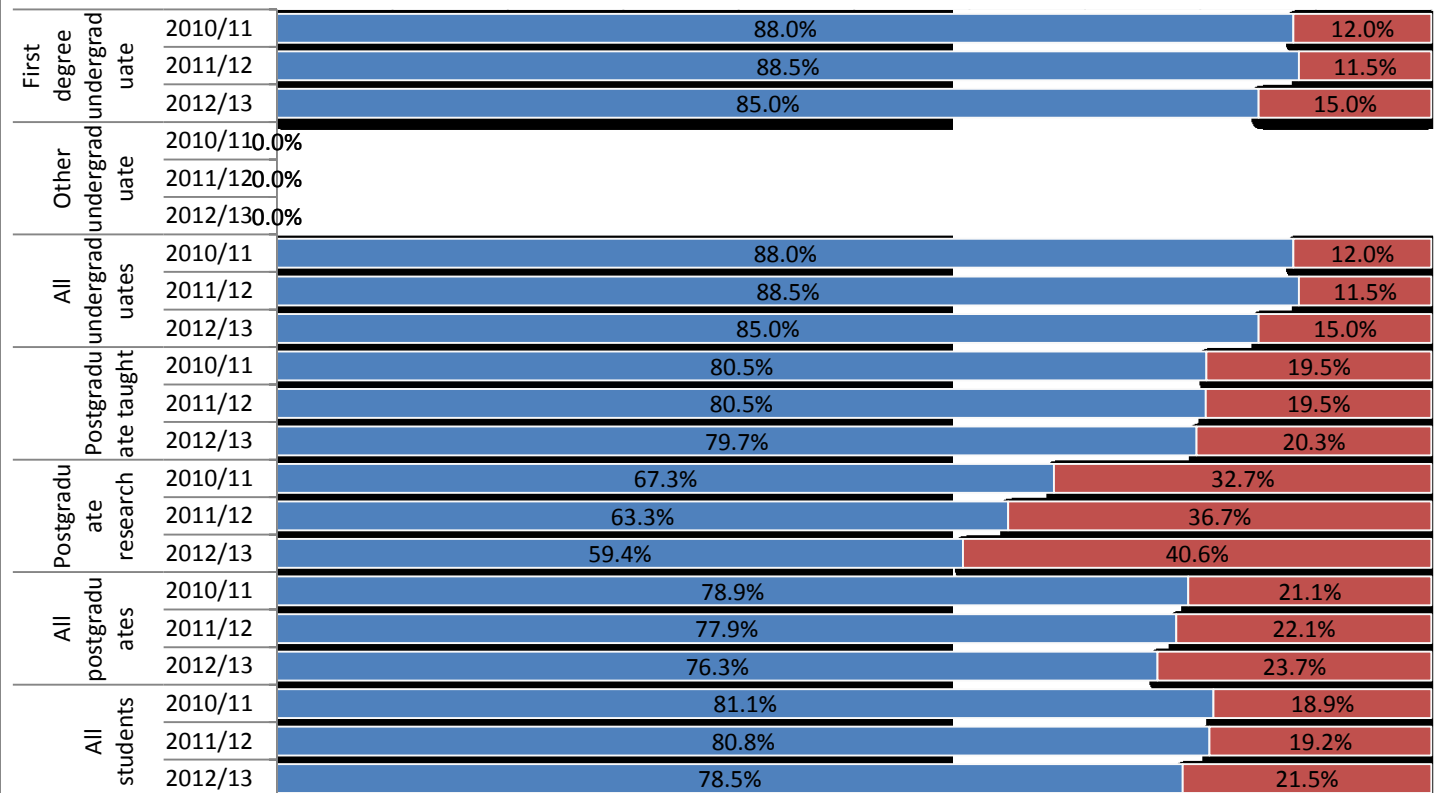
		Female	Male
First degree undergraduate	2010/11	88.0%	12.0%
	2011/12	88.5%	11.5%
	2012/13	85.0%	15.0%
Other undergraduate	2010/11	0.0%	
	2011/12	0.0%	
	2012/13	0.0%	
All undergraduates	2010/11	88.0%	12.0%
	2011/12	88.5%	11.5%
	2012/13	85.0%	15.0%
Postgraduate taught	2010/11	80.5%	19.5%
	2011/12	80.5%	19.5%
	2012/13	79.7%	20.3%
Postgraduate research	2010/11	67.3%	32.7%
	2011/12	63.3%	36.7%
	2012/13	59.4%	40.6%
All postgraduates	2010/11	78.9%	21.1%
	2011/12	77.9%	22.1%
	2012/13	76.3%	23.7%
All students	2010/11	81.1%	18.9%
	2011/12	80.8%	19.2%
	2012/13	78.5%	21.5%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Female ■ Male

■ Female ■ Male

Student applicant and offers by level of study and gender 2010/11-2012/13

			Applicants		Offers		Success rate
			No.	%	No.	%	
First degree undergraduate	2010/11	Female	202	82.8%	164	82.8%	81.2%
		Male	42	17.2%	34	17.2%	81.0%
		Total	**244**	**100.0%**	**198**	**100.0%**	**81.1%**
	2011/12	Female	221	87.0%	192	86.5%	86.9%
		Male	33	13.0%	30	13.5%	90.9%
		Total	**254**	**100.0%**	**222**	**100.0%**	**87.4%**
	2012/13	Female	239	86.0%	158	86.3%	66.1%
		Male	39	14.0%	25	13.7%	64.1%
		Total	**278**	**100.0%**	**183**	**100.0%**	**65.8%**
Other undergraduate	2010/11	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
All undergraduate	2010/11	Female	202	82.8%	164	82.8%	81.2%
		Male	42	17.2%	34	17.2%	81.0%
		Total	**244**	**100.0%**	**198**	**100.0%**	**81.1%**
	2011/12	Female	221	87.0%	192	86.5%	86.9%
		Male	33	13.0%	30	13.5%	90.9%
		Total	**254**	**100.0%**	**222**	**100.0%**	**87.4%**
	2012/13	Female	239	86.0%	158	86.3%	66.1%
		Male	39	14.0%	25	13.7%	64.1%
		Total	**278**	**100.0%**	**183**	**100.0%**	**65.8%**
Postgraduate taught	2010/11	Female	1419	78.5%	871	86.4%	61.4%
		Male	388	21.5%	137	13.6%	35.3%
		Total	**1807**	**100.0%**	**1008**	**100.0%**	**55.8%**
	2011/12	Female	1647	78.6%	843	86.4%	51.2%
		Male	449	21.4%	133	13.6%	29.6%
		Total	**2096**	**100.0%**	**976**	**100.0%**	**46.6%**
	2012/13	Female	1848	81.3%	1068	87.8%	57.8%
		Male	426	18.7%	149	12.2%	35.0%
		Total	**2274**	**100.0%**	**1217**	**100.0%**	**53.5%**
Postgraduate research	2010/11	Female	43	50.6%	13	48.1%	30.2%
		Male	42	49.4%	14	51.9%	33.3%
		Total	**85**	**100.0%**	**27**	**100.0%**	**31.8%**
	2011/12	Female	57	52.3%	34	55.7%	59.6%
		Male	52	47.7%	27	44.3%	51.9%
		Total	**109**	**100.0%**	**61**	**100.0%**	**56.0%**
	2012/13	Female	94	59.9%	51	63.8%	54.3%
		Male	63	40.1%	29	36.3%	46.0%
		Total	**157**	**100.0%**	**80**	**100.0%**	**51.0%**
All postgraduate	2010/11	Female	1462	77.3%	884	85.4%	60.5%
		Male	430	22.7%	151	14.6%	35.1%
		Total	**1892**	**100.0%**	**1035**	**100.0%**	**54.7%**
	2011/12	Female	1704	77.3%	877	84.6%	51.5%
		Male	501	22.7%	160	15.4%	31.9%
		Total	**2205**	**100.0%**	**1037**	**100.0%**	**47.0%**
	2012/13	Female	1942	79.9%	1119	86.3%	57.6%
		Male	489	20.1%	178	13.7%	36.4%
		Total	**2431**	**100.0%**	**1297**	**100.0%**	**53.4%**
All students	2010/11	Female	1664	77.9%	1048	85.0%	63.0%
		Male	472	22.1%	185	15.0%	39.2%
		Total	**2136**	**100.0%**	**1233**	**100.0%**	**57.7%**
	2011/12	Female	1925	78.3%	1069	84.9%	55.5%
		Male	534	21.7%	190	15.1%	35.6%
		Total	**2459**	**100.0%**	**1259**	**100.0%**	**51.2%**
	2012/13	Female	2181	80.5%	1277	86.3%	58.6%
		Male	528	19.5%	203	13.7%	38.4%
		Total	**2709**	**100.0%**	**1480**	**100.0%**	**54.6%**

Student applicant and offers by level of study and gender

			Female	Male
First degree undergraduate	2010/11	Applicant	82.8%	17.2%
		Offer holder	82.8%	17.2%
	2011/12	Applicant	87.0%	13.0%
		Offer holder	86.5%	13.5%
	2012/13	Applicant	86.0%	14.0%
		Offer holder	86.3%	13.7%
Other undergraduate	2010/11	Applicant	0.0%	
		Offer holder	0.0%	
	2011/12	Applicant	0.0%	
		Offer holder	0.0%	
	2012/13	Applicant	0.0%	
		Offer holder	0.0%	
All undergraduate	2010/11	Applicant	82.8%	17.2%
		Offer holder	82.8%	17.2%
	2011/12	Applicant	87.0%	13.0%
		Offer holder	86.5%	13.5%
	2012/13	Applicant	86.0%	14.0%
		Offer holder	86.3%	13.7%
Postgraduate taught	2010/11	Applicant	78.5%	21.5%
		Offer holder	86.4%	13.6%
	2011/12	Applicant	78.6%	21.4%
		Offer holder	86.4%	13.6%
	2012/13	Applicant	81.3%	18.7%
		Offer holder	87.8%	12.2%
Postgradute research	2010/11	Applicant	50.6%	49.4%
		Offer holder	48.1%	51.9%
	2011/12	Applicant	52.3%	47.7%
		Offer holder	55.7%	44.3%
	2012/13	Applicant	59.9%	40.1%
		Offer holder	63.8%	36.3%
All postgraduate	2010/11	Applicant	77.3%	22.7%
		Offer holder	85.4%	14.6%
	2011/12	Applicant	77.3%	22.7%
		Offer holder	84.6%	15.4%
	2012/13	Applicant	79.9%	20.1%
		Offer holder	86.3%	13.7%
All students	2010/11	Applicant	77.9%	22.1%
		Offer holder	85.0%	15.0%
	2011/12	Applicant	78.3%	21.7%
		Offer holder	84.9%	15.1%
	2012/13	Applicant	80.5%	19.5%
		Offer holder	86.3%	13.7%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Female ■ Male

Student applicant success rate by level of study and gender

Level of study	Year	Gender	Success rate
First degree undergraduate	2010/11	Female	81.2%
		Male	81.0%
		Total	81.1%
	2011/12	Female	86.9%
		Male	90.9%
		Total	87.4%
	2012/13	Female	66.1%
		Male	64.1%
		Total	65.8%
Other undergraduate	2010/11	Female	0.0%
		Male	0.0%
		Total	0.0%
	2011/12	Female	0.0%
		Male	0.0%
		Total	0.0%
	2012/13	Female	0.0%
		Male	0.0%
		Total	0.0%
All undergraduate	2010/11	Female	81.2%
		Male	81.0%
		Total	81.1%
	2011/12	Female	86.9%
		Male	90.9%
		Total	87.4%
	2012/13	Female	66.1%
		Male	64.1%
		Total	65.8%
Postgraduate taught	2010/11	Female	61.4%
		Male	35.3%
		Total	55.8%
	2011/12	Female	51.2%
		Male	29.6%
		Total	46.6%
	2012/13	Female	57.8%
		Male	35.0%
		Total	53.5%
Postgraduate research	2010/11	Female	30.2%
		Male	33.3%
		Total	31.8%
	2011/12	Female	59.6%
		Male	51.9%
		Total	56.0%
	2012/13	Female	54.3%
		Male	46.0%
		Total	51.0%
All postgraduate	2010/11	Female	60.5%
		Male	35.1%
		Total	54.7%
	2011/12	Female	51.5%
		Male	31.9%
		Total	47.0%
	2012/13	Female	57.6%
		Male	36.4%
		Total	53.4%
All students	2010/11	Female	63.0%
		Male	39.2%
		Total	57.7%
	2011/12	Female	55.5%
		Male	35.6%
		Total	51.2%
	2012/13	Female	58.6%
		Male	38.4%
		Total	54.6%

Undergraduate qualifers by degree classification and gender 2010/11-2012/13

			Female			Male			Total	
			No.	%		No.	%		No.	%
First degree undergraduate qualifers	2010/11	First	4	14.3%	100.0%	0	0.0%	0.0%	4	100.0%
		2:1	11.7	41.8%	92.1%	1	33.3%	7.9%	12.7	100.0%
		2:2	11.3	40.4%	85.0%	2	66.7%	15.0%	13.3	100.0%
		Third/Pass	1	3.6%	100.0%	0	0.0%	0.0%	1	100.0%
		All qualifiers	28	100.0%	90.3%	3	100.0%	9.7%	31	100.0%
	2011/12	First	3.3	7.7%	100.0%		0.0%	0.0%	3.3	100.0%
		2:1	30.7	71.9%	90.3%	3.3	58.9%	9.7%	34	100.0%
		2:2	6.7	15.7%	77.0%	2	35.7%	23.0%	8.7	100.0%
		Third/Pass	2	4.7%	87.0%	0.3	5.4%	13.0%	2.3	100.0%
		All qualifiers	42.7	100.0%	88.4%	5.6	100.0%	11.6%	48.3	100.0%
	2012/13	First	10	23.0%	83.3%	2	33.3%	16.7%	12	100.0%
		2:1	27	62.1%	90.0%	3	50.0%	10.0%	30	100.0%
		2:2	6.5	14.9%	100.0%	0	0.0%	0.0%	6.5	100.0%
		Third/Pass	0	0.0%	0.0%	1	16.7%	100.0%	1	100.0%
		All qualifiers	43.5	100.0%	87.9%	6	100.0%	12.1%	49.5	100.0%
Other undergraduate qualifers	2010/11	First	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2011/12	First	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2012/13	First	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
All undergraduate qualifiers	2010/11	First	4	14.3%	100.0%	0	0.0%	0.0%	4	100.0%
		2:1	11.7	41.8%	92.1%	1	33.3%	7.9%	12.7	100.0%
		2:2	11.3	40.4%	85.0%	2	66.7%	15.0%	13.3	100.0%
		Third/Pass	1	3.6%	100.0%	0	0.0%	0.0%	1	100.0%
		All qualifiers	28	100.0%	90.3%	3	100.0%	9.7%	31	100.0%
	2011/12	First	3.3	7.7%	100.0%	0	0.0%	0.0%	3.3	100.0%
		2:1	30.7	71.9%	90.3%	3.3	58.9%	9.7%	34	100.0%
		2:2	6.7	15.7%	77.0%	2	35.7%	23.0%	8.7	100.0%
		Third/Pass	2	4.7%	87.0%	0.3	5.4%	13.0%	2.3	100.0%
		All qualifiers	42.7	100.0%	88.4%	5.6	100.0%	11.6%	48.3	100.0%
	2012/13	First	10	23.0%	83.3%	2	33.3%	16.7%	12	100.0%
		2:1	27	62.1%	90.0%	3	50.0%	10.0%	30	100.0%
		2:2	6.5	14.9%	100.0%	0	0.0%	0.0%	6.5	100.0%
		Third/Pass	0	0.0%	0.0%	1	16.7%	100.0%	1	100.0%
		All qualifiers	43.5	100.0%	87.9%	6	100.0%	12.1%	49.5	100.0%

Undergraduate qualifiers by degree classification and gender

First degree undergraduate qualifiers (Female / Male)

Year	Classification	Female	Male
2010/11	First	100.0%	0.0%
2010/11	2:1	92.1%	7.9%
2010/11	2:2	85.0%	15.0%
2010/11	Third/Pass	100.0%	0.0%
2010/11	All qualifiers	90.3%	9.7%
2011/12	First	100.0%	0.0%
2011/12	2:1	90.3%	9.7%
2011/12	2:2	77.0%	23.0%
2011/12	Third/Pass	87.0%	13.0%
2011/12	All qualifiers	88.4%	11.6%
2012/13	First	83.3%	16.7%
2012/13	2:1	90.0%	10.0%
2012/13	2:2	100.0%	0.0%
2012/13	Third/Pass	0.0%	100.0%
2012/13	All qualifiers	87.9%	12.1%

Other undergraduate qualifiers (Female / Male)

Year	Classification	Value
2010/11	First	0.0%
2010/11	2:1	0.0%
2010/11	2:2	0.0%
2010/11	Third/Pass	0.0%
2010/11	All qualifiers	0.0%
2011/12	First	0.0%
2011/12	2:1	0.0%
2011/12	2:2	0.0%
2011/12	Third/Pass	0.0%
2011/12	All qualifiers	0.0%
2012/13	First	0.0%
2012/13	2:1	0.0%
2012/13	2:2	0.0%
2012/13	Third/Pass	0.0%
2012/13	All qualifiers	0.0%

All undergraduate qualifiers (Female / Male)

Year	Classification	Female	Male
2010/11	First	100.0%	0.0%
2010/11	2:1	92.1%	7.9%
2010/11	2:2	85.0%	15.0%
2010/11	Third/Pass	100.0%	0.0%
2010/11	All qualifiers	90.3%	9.7%
2011/12	First	100.0%	0.0%
2011/12	2:1	90.3%	9.7%
2011/12	2:2	77.0%	23.0%
2011/12	Third/Pass	87.0%	13.0%
2011/12	All qualifiers	88.4%	11.6%
2012/13	First	83.3%	16.7%
2012/13	2:1	90.0%	10.0%
2012/13	2:2	100.0%	0.0%
2012/13	Third/Pass	0.0%	100.0%
2012/13	All qualifiers	87.9%	12.1%

Female/male first degree undergraduate qualifiers by degree classification

Year	Gender	First	2:1	2:2	Third/Pass
2010/11	Female	14.3%	41.8%	40.4%	3.6%
2010/11	Male	0.0%	33.3%	66.7%	0.0%
2011/12	Female	7.7%	71.9%	15.7%	4.7%
2011/12	Male	0.0%	58.9%	35.7%	5.4%
2012/13	Female	23.0%	62.1%	14.9%	0.0%
2012/13	Male	33.3%	50.0%	0.0%	16.7%

Female/male other undergraduate qualifiers by degree classification

Year	Gender	Value
2010/11	Female	0.0%
2010/11	Male	0.0%
2011/12	Female	0.0%
2011/12	Male	0.0%
2012/13	Female	0.0%
2012/13	Male	0.0%
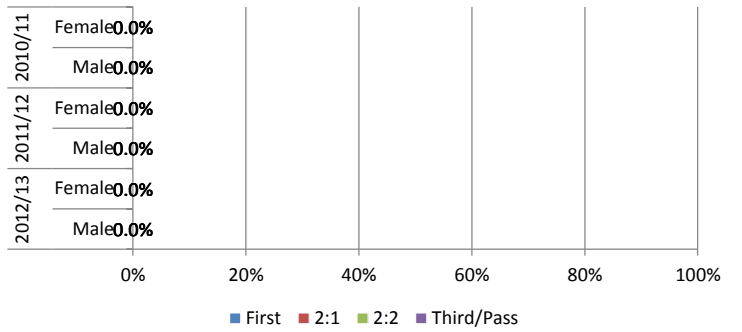
Female/male all undergraduate qualifiers by degree classification

Year	Gender	First	2:1	2:2	Third/Pass
2010/11	Female	14.3%	41.8%	40.4%	3.6%
2010/11	Male	0.0%	33.3%	66.7%	0.0%
2011/12	Female	7.7%	71.9%	15.7%	4.7%
2011/12	Male	0.0%	58.9%	35.7%	5.4%
2012/13	Female	23.0%	62.1%	14.9%	0.0%
2012/13	Male	33.3%	50.0%	0.0%	16.7%
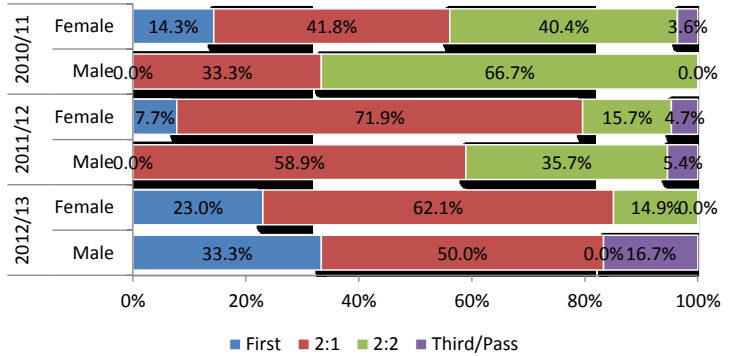
Recruitment by gender 2010/11-2012/13

			Applicants		Successful applicants		Success rate
			No.	%	No.	%	
Vice-Chancellor / Principal / Head of Institution	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
UCEA level 2A / 2B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
UCEA level 3A / 3B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
UCEA level 4A / 4B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	**#DIV/0!**	0	**#DIV/0!**	**#DIV/0!**

Category	Year	Gender					
UCEA level 5A / 5B	2010/11	Female	7	58.3%		#DIV/0!	0.0%
		Male	5	41.7%		#DIV/0!	0.0%
		Unknown		0.0%		#DIV/0!	#DIV/0!
		Total	**12**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	4	50.0%		0.0%	0.0%
		Male	4	50.0%	1	100.0%	25.0%
		Unknown		0.0%		0.0%	#DIV/0!
		Total	**8**	**100.0%**	**1**	**100.0%**	**12.5%**
	2012/13	Female	2	28.6%		#DIV/0!	0.0%
		Male	5	71.4%		#DIV/0!	0.0%
		Unknown		0.0%		#DIV/0!	#DIV/0!
		Total	**7**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
XpertHR I	2010/11	Female	17	56.7%	1	100.0%	5.9%
		Male	13	43.3%		0.0%	0.0%
		Unknown		0.0%		0.0%	#DIV/0!
		Total	**30**	**100.0%**	**1**	**100.0%**	**3.3%**
	2011/12	Female	6	54.5%	1	100.0%	16.7%
		Male	5	45.5%		0.0%	0.0%
		Unknown		0.0%		0.0%	#DIV/0!
		Total	**11**	**100.0%**	**1**	**100.0%**	**9.1%**
	2012/13	Female	3	50.0%		#DIV/0!	0.0%
		Male	3	50.0%		#DIV/0!	0.0%
		Unknown		0.0%		#DIV/0!	#DIV/0!
		Total	**6**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
XpertHR J	2010/11	Female	87	53.4%	3	100.0%	3.4%
		Male	76	46.6%		0.0%	0.0%
		Unknown		0.0%		0.0%	#DIV/0!
		Total	**163**	**100.0%**	**3**	**100.0%**	**1.8%**
	2011/12	Female	43	53.1%	4	80.0%	9.3%
		Male	37	45.7%	1	20.0%	2.7%
		Unknown	1	1.2%		0.0%	0.0%
		Total	**81**	**100.0%**	**5**	**100.0%**	**6.2%**
	2012/13	Female	18	56.3%	1	50.0%	5.6%
		Male	14	43.8%	1	50.0%	7.1%
		Unknown		0.0%		0.0%	#DIV/0!
		Total	**32**	**100.0%**	**2**	**100.0%**	**6.3%**
XpertHR K	2010/11	Female	16	44.4%		#DIV/0!	0.0%
		Male	20	55.6%		#DIV/0!	0.0%
		Unknown		0.0%		#DIV/0!	#DIV/0!
		Total	**36**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	26	46.4%	1	100.0%	3.8%
		Male	30	53.6%		0.0%	0.0%
		Unknown		0.0%		0.0%	#DIV/0!
		Total	**56**	**100.0%**	**1**	**100.0%**	**1.8%**
	2012/13	Female	58	54.2%	1	50.0%	1.7%
		Male	47	43.9%	1	50.0%	2.1%
		Unknown	2	1.9%		0.0%	0.0%
		Total	**107**	**100.0%**	**2**	**100.0%**	**1.9%**
XpertHR L	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR M	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**

XpertHR N	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR O	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR P	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
All staff	2010/11	Female	127	52.7%	4	100.0%	3.1%
		Male	114	47.3%	0	0.0%	0.0%
		Unknown	0	0.0%	0	0.0%	#DIV/0!
		Total	**241**	**100.0%**	**4**	**100.0%**	**1.7%**
	2011/12	Female	79	50.6%	6	75.0%	7.6%
		Male	76	48.7%	2	25.0%	2.6%
		Unknown	1	0.6%	0	0.0%	0.0%
		Total	**156**	**100.0%**	**8**	**100.0%**	**5.1%**
	2012/13	Female	81	53.3%	2	50.0%	2.5%
		Male	69	45.4%	2	50.0%	2.9%
		Unknown	2	1.3%	0	0.0%	0.0%
		Total	**152**	**100.0%**	**4**	**100.0%**	**2.6%**

VC/principal/head of institution applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	0.0%		
	Successful applicants	0.0%		
2011/12	Applicants	0.0%		
	Successful applicants	0.0%		
2012/13	Applicants	0.0%		
	Successful applicants	0.0%		

UCEA 5A/5B applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	58.3%	41.7%	0.0%
	Successful applicants	0.0%		
2011/12	Applicants	50.0%	50.0%	0.0%
	Successful applicants	0.0%	100.0%	0.0%
2012/13	Applicants	28.6%	71.4%	0.0%
	Successful applicants	0.0%		

UCEA level 2A/2B applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	0.0%		
	Successful applicants	0.0%		
2011/12	Applicants	0.0%		
	Successful applicants	0.0%		
2012/13	Applicants	0.0%		
	Successful applicants	0.0%		

XperHR I applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	56.7%	43.3%	0.0%
	Successful applicants	100.0%		0.0%
2011/12	Applicants	54.5%	45.5%	0.0%
	Successful applicants	100.0%		0.0%
2012/13	Applicants	50.0%	50.0%	0.0%
	Successful applicants	0.0%		

UCEA 3A/3B applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	0.0%		
	Successful applicants	0.0%		
2011/12	Applicants	0.0%		
	Successful applicants	0.0%		
2012/13	Applicants	0.0%		
	Successful applicants	0.0%		

XpertHR J applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	53.4%	46.6%	0.0%
	Successful applicants	100.0%		0.0%
2011/12	Applicants	53.1%	45.7%	1.2%
	Successful applicants	80.0%	20.0%	0.0%
2012/13	Applicants	56.3%	43.8%	0.0%
	Successful applicants	50.0%	50.0%	0.0%

UCEA level 3/4A1, 3/4A2, 3/4A3 applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	0.0%		
	Successful applicants	0.0%		
2011/12	Applicants	0.0%		
	Successful applicants	0.0%		
2012/13	Applicants	0.0%		
	Successful applicants	0.0%		

XpertHR K applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	44.4%	55.6%	0.0%
	Successful applicants	0.0%		
2011/12	Applicants	46.4%	53.6%	0.0%
	Successful applicants	100.0%		0.0%
2012/13	Applicants	54.2%	43.9%	1.9%
	Successful applicants	50.0%	50.0%	0.0%

UCEA level 4A/4B applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	0.0%		
	Successful applicants	0.0%		
2011/12	Applicants	0.0%		
	Successful applicants	0.0%		
2012/13	Applicants	0.0%		
	Successful applicants	0.0%		

XpertHR L applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	0.0%		
	Successful applicants	0.0%		
2011/12	Applicants	0.0%		
	Successful applicants	0.0%		
2012/13	Applicants	0.0%		
	Successful applicants	0.0%		

XpertHR M applicants and successful applicants by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

■ Female ■ Male ■ Unknown

XpertHR N applicants and successful applicants by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

■ Female ■ Male ■ Unknown

XpertHR O applicants and successful applicants by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

■ Female ■ Male ■ Unknown

XpertHR P applicants and successful applicants by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

■ Female ■ Male ■ Unknown

All staff: applicants and successful applicants by gender

		Female	Male	Unknown
2010/11	Applicants	52.7%	47.3%	0.0%
	Successful applicants	100.0%		0.0%
2011/12	Applicants	50.6%	48.7%	0.6%
	Successful applicants	75.0%	25.0%	0.0%
2012/13	Applicants	53.3%	45.4%	1.3%
	Successful applicants	50.0%	50.0%	0.0%

■ Female ■ Male ■ Unknown

Vice chancellor/principal/head of institution recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

UCEA level 5A/5B recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	25.0%
	Unknown	0.0%
	Total	12.5%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

UCEA level 2A/2B recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

XpertHR I recruitment success rate by gender

2010/11	Female	5.9%
	Male	0.0%
	Unknown	0.0%
	Total	3.3%
2011/12	Female	16.7%
	Male	0.0%
	Unknown	0.0%
	Total	9.1%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

UCEA 3A/3B recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

XpertHR J recruitment success rate by gender

2010/11	Female	3.4%
	Male	0.0%
	Unknown	0.0%
	Total	1.8%
2011/12	Female	9.3%
	Male	2.7%
	Unknown	0.0%
	Total	6.2%
2012/13	Female	5.6%
	Male	7.1%
	Unknown	0.0%
	Total	6.3%

UCEA level 3/4A1, 3/4A2, 3/4A3 recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

XpertHR K recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	3.8%
	Male	0.0%
	Unknown	0.0%
	Total	1.8%
2012/13	Female	1.7%
	Male	2.1%
	Unknown	0.0%
	Total	1.9%

UCEA level 4A/4B recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

XpertHR L recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

XpertHR M recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%

XpertHR N recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%

XpertHR O recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%

XpertHR P recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%

All staff recruitment success rate by gender

2010/11	Female	3.1%
	Male	0.0%
	Unknown	0.0%
	Total	1.7%
2011/12	Female	7.6%
	Male	2.6%
	Unknown	0.0%
	Total	5.1%
2012/13	Female	2.5%
	Male	2.9%
	Unknown	0.0%
	Total	2.6%

0%   1%   2%   3%   4%   5%   6%   7%   8%

UCEA level 5A / 5B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female	1	100.0%	1	100.0%	100.0%
		Male		0.0%		0.0%	#DIV/0!
		Total	**1**	**100.0%**	**1**	**100.0%**	**100.0%**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR I	2010/11	Female	2	100.0%	0	#DIV/0!	0.0%
		Male		0.0%		#DIV/0!	#DIV/0!
		Total	**2**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female		0.0%		0.0%	#DIV/0!
		Male	1	100.0%	1	100.0%	100.0%
		Total	**1**	**100.0%**	**1**	**100.0%**	**100.0%**
	2012/13	Female	4	80.0%	3	75.0%	75.0%
		Male	1	20.0%	1	25.0%	100.0%
		Total	**5**	**100.0%**	**4**	**100.0%**	**80.0%**
XpertHR J	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR K	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR L	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR M	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**

XpertHR N	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR O	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR P	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
All staff	2010/11	Female	2	100.0%	0	#DIV/0!	0.0%
		Male	0	0.0%	0	#DIV/0!	#DIV/0!
		Total	**2**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	1	50.0%	1	50.0%	100.0%
		Male	1	50.0%	1	50.0%	100.0%
		Total	**2**	**100.0%**	**2**	**100.0%**	**100.0%**
	2012/13	Female	4	80.0%	3	75.0%	75.0%
		Male	1	20.0%	1	25.0%	100.0%
		Total	**5**	**100.0%**	**4**	**100.0%**	**80.0%**

VC/principal/head of institution applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

UCEA 5A/5B applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	100.0%	0.0%
2011/12	Successful applicants	100.0%	0.0%
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

UCEA level 2A/2B applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

XperHR I applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	100.0%	0.0%
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	100.0%
2011/12	Successful applicants	0.0%	100.0%
2012/13	Applicants	80.0%	20.0%
2012/13	Successful applicants	75.0%	25.0%

UCEA 3A/3B applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

XpertHR J applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

UCEA level 3/4A1, 3/4A2, 3/4A3 applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

XpertHR K applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

UCEA level 4A/4B applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

XpertHR L applicants and successful applicants for promotion by gender

		Female	Male
2010/11	Applicants	0.0%	
2010/11	Successful applicants	0.0%	
2011/12	Applicants	0.0%	
2011/12	Successful applicants	0.0%	
2012/13	Applicants	0.0%	
2012/13	Successful applicants	0.0%	

XpertHR M applicants and successful applicants for promotion by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

0%   20%   40%   60%   80%   100%

■ Female ■ Male

XpertHR N applicants and successful applicants for promotion by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

0%   20%   40%   60%   80%   100%

■ Female ■ Male

XpertHR O applicants and successful applicants for promotion by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

0%   20%   40%   60%   80%   100%

■ Female ■ Male

XpertHR P applicants and successful applicants for promotion by gender

2010/11	Applicants	0.0%
	Successful applicants	0.0%
2011/12	Applicants	0.0%
	Successful applicants	0.0%
2012/13	Applicants	0.0%
	Successful applicants	0.0%

0%   20%   40%   60%   80%   100%

■ Female ■ Male

All staff: applicants and successful applicants for promotion by gender

2010/11	Applicants	100.0%	0.0%
	Successful applicants	0.0%	
2011/12	Applicants	50.0%	50.0%
	Successful applicants	50.0%	50.0%
2012/13	Applicants	80.0%	20.0%
	Successful applicants	75.0%	25.0%

0%   20%   40%   60%   80%   100%

■ Female ■ Male

Vice chancellor/principal/head of institution promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

UCEA level 5A/5B promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	100.0%
	Male	0.0%
	Total	100.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

UCEA level 2A/2B promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

XpertHR I promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	100.0%
	Total	100.0%
2012/13	Female	75.0%
	Male	100.0%
	Total	80.0%
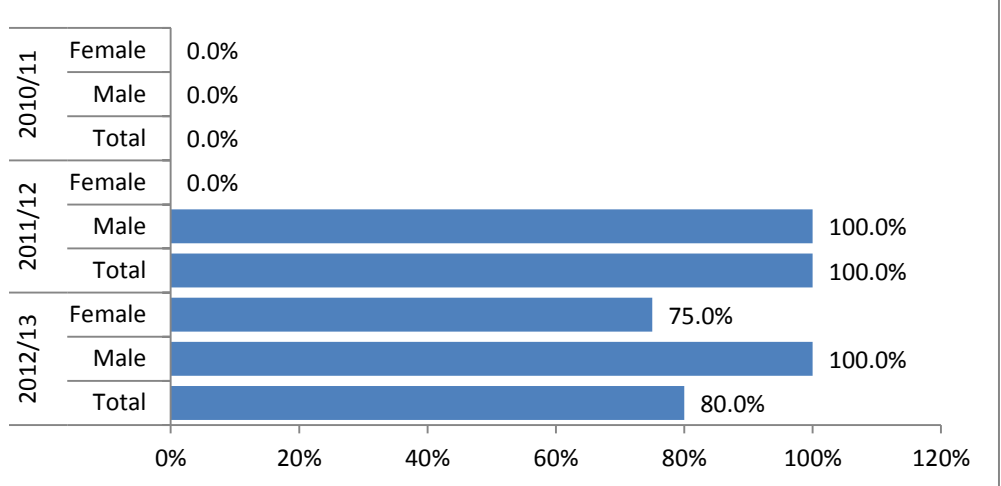
UCEA 3A/3B promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%
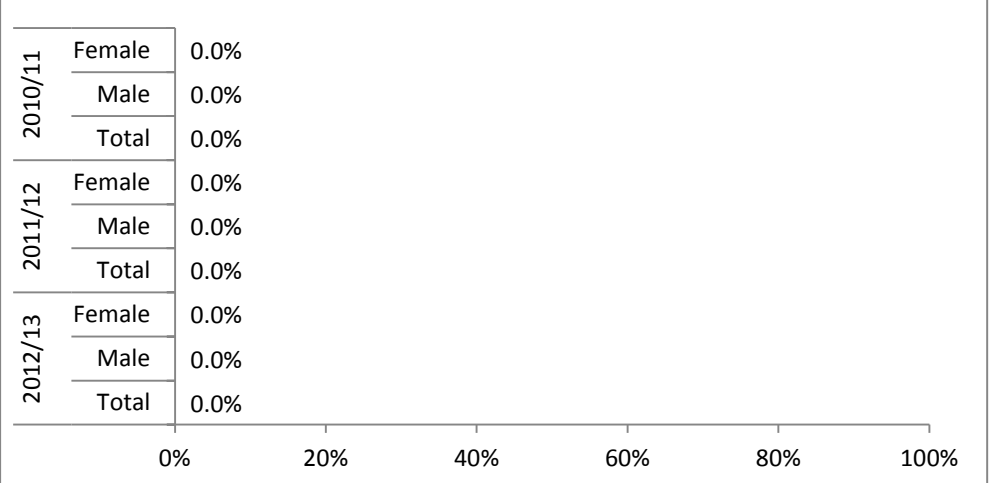
XpertHR J promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%
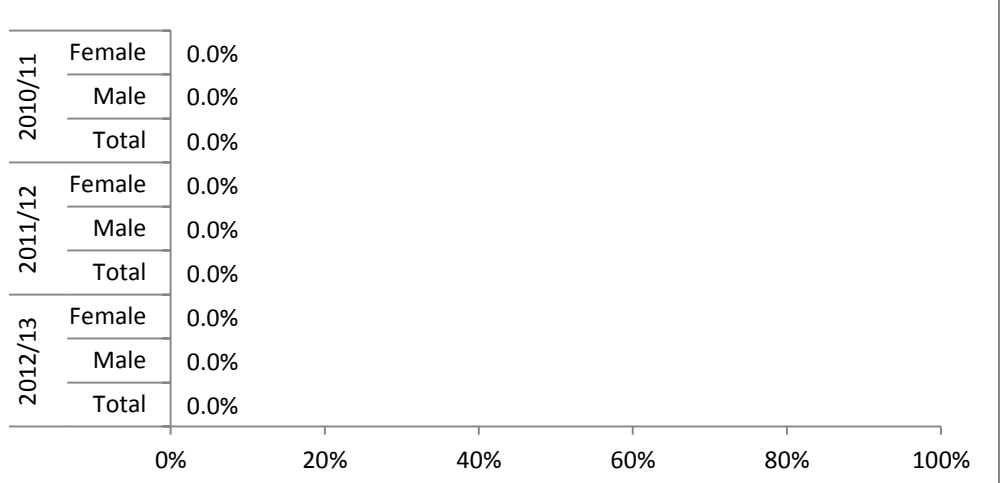
UCEA level 3/4A1, 3/4A2, 3/4A3 promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%
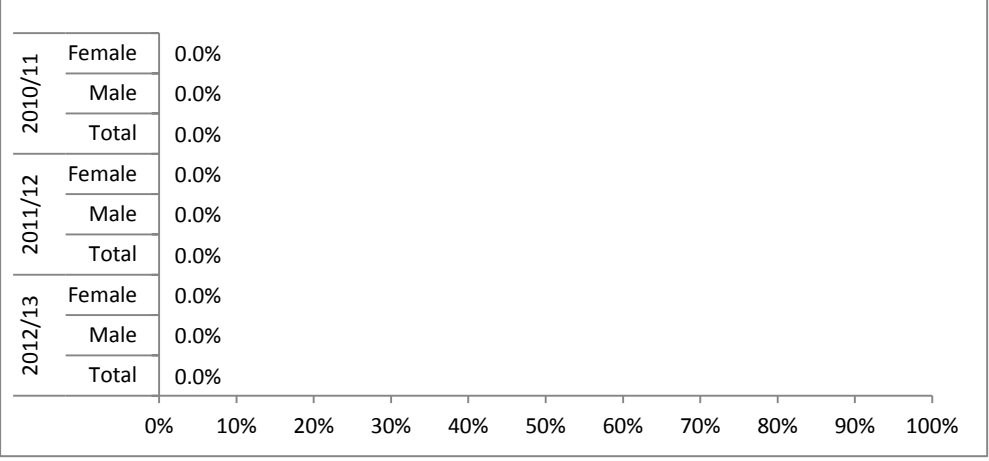
XpertHR K promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%
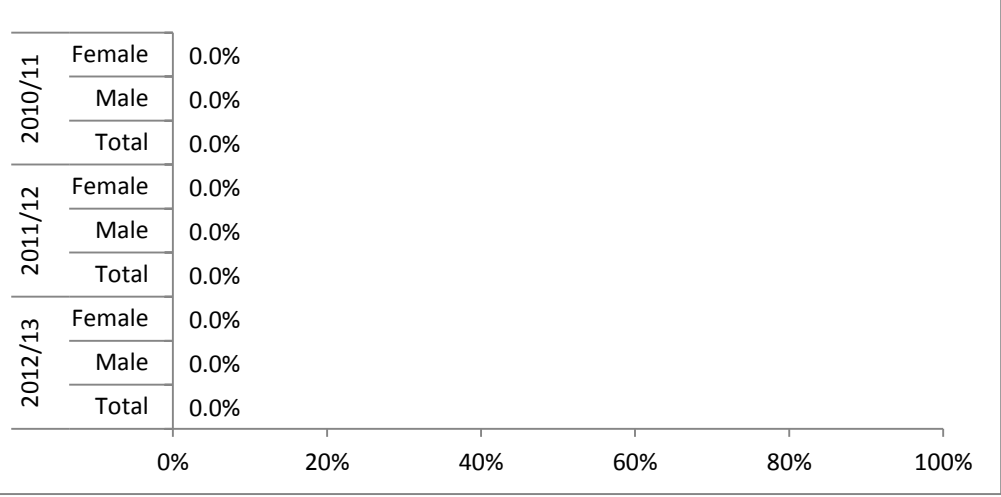
UCEA level 4A/4B promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%
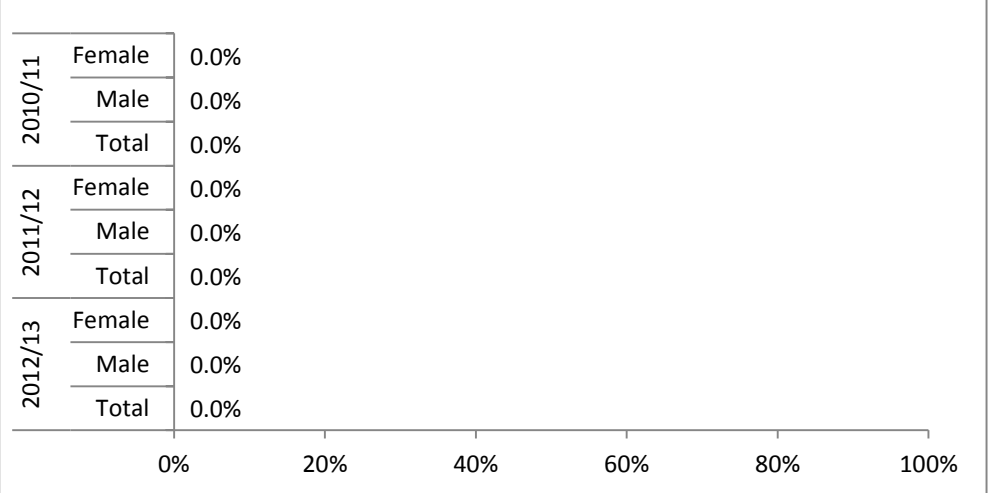
XpertHR L promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%
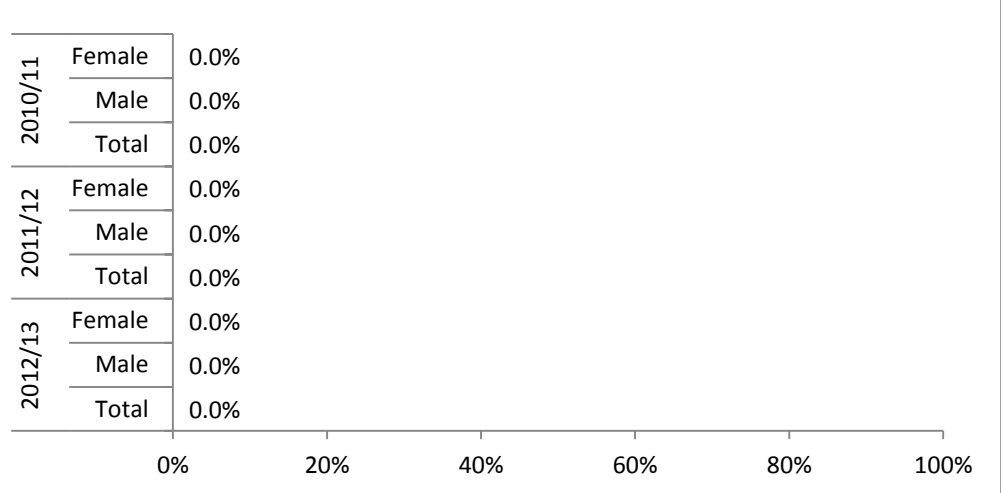
XpertHR M promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%
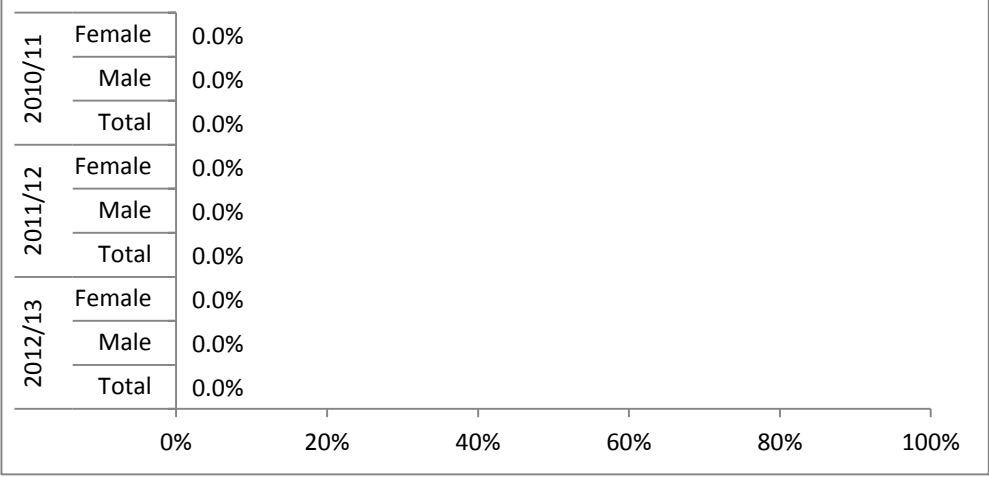
XpertHR N promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%
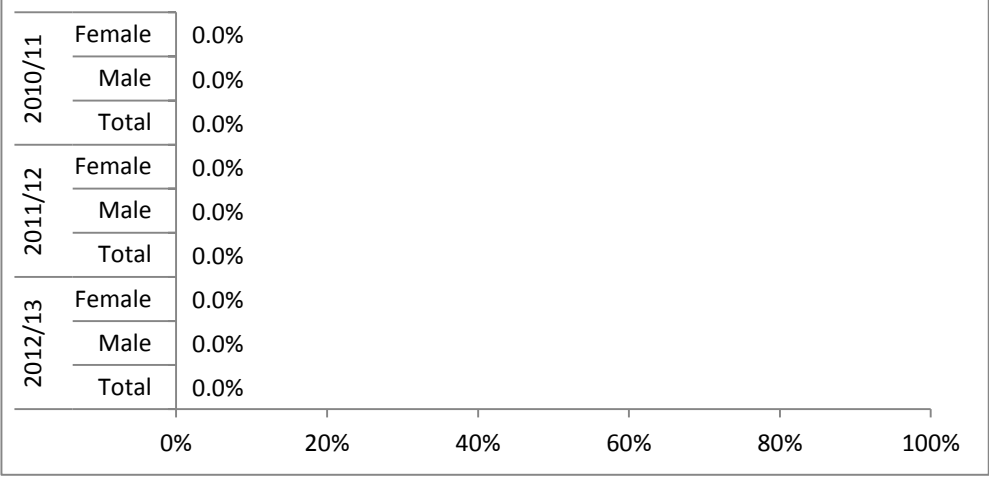
XpertHR O promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%
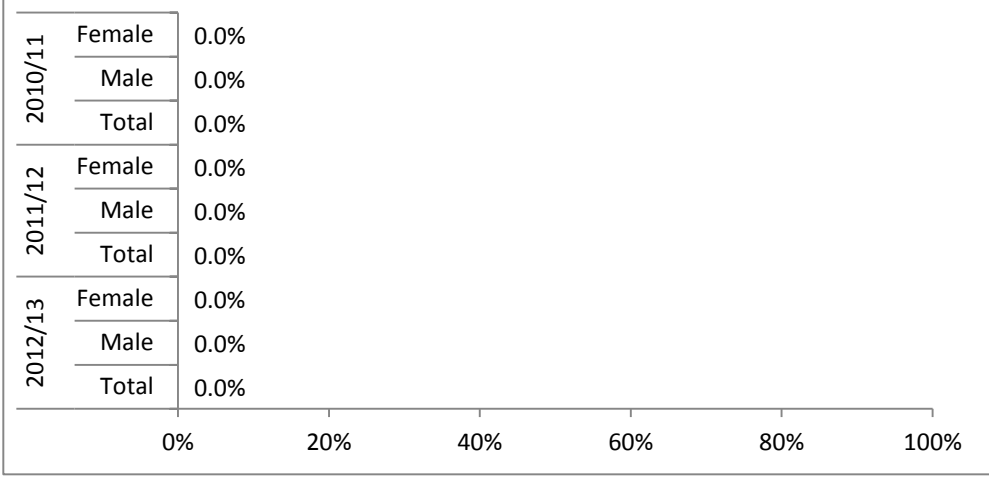
XpertHR P promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Total	0.0%

0%   20%   40%   60%   80%   100%
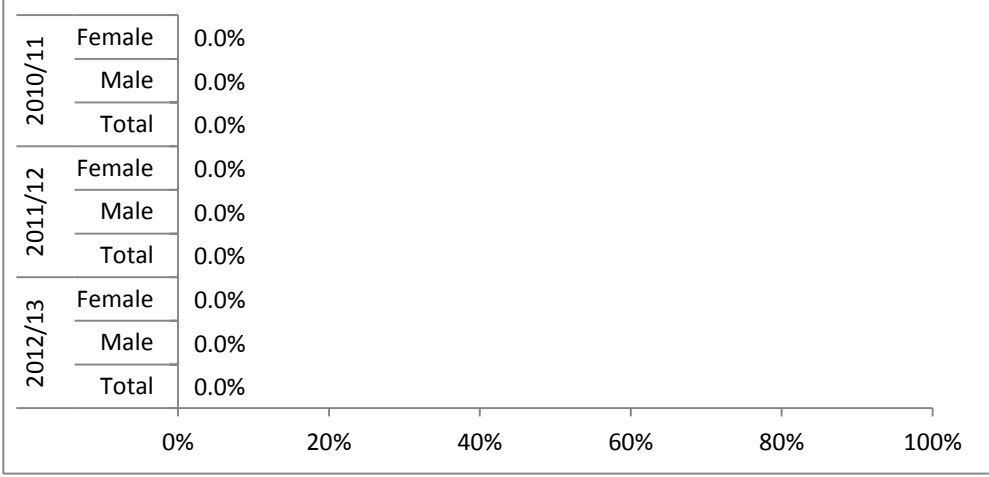
All staff promotion success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Total	0.0%
2011/12	Female	100.0%
	Male	100.0%
	Total	100.0%
2012/13	Female	75.0%
	Male	100.0%
	Total	80.0%

0%   20%   40%   60%   80%   100%   120%
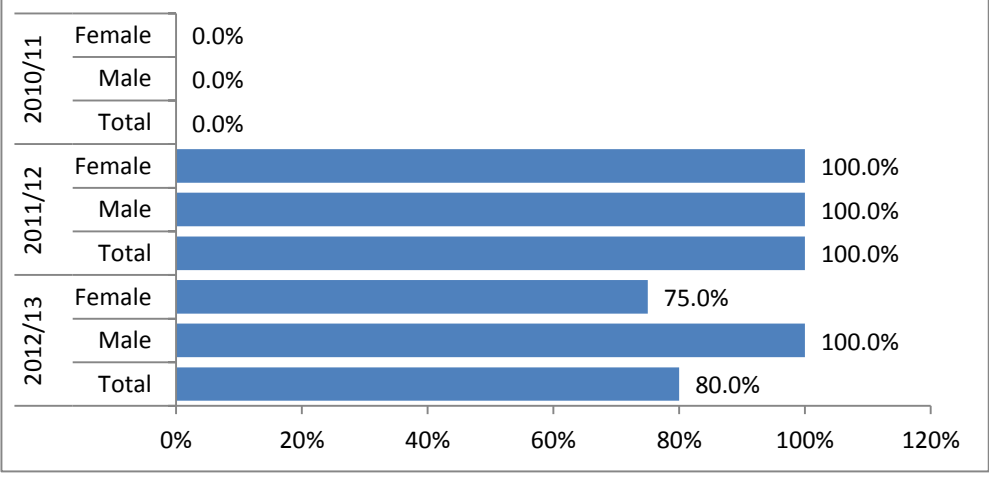
			All		Leavers		Turnover
			No.	%	No.	%	
Vice-Chancellor / Principal / Head of Institution	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
UCEA level 2A / 2B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
UCEA level 3A / 3B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	Female	1	100.0%		#DIV/0!	0.0%
		Male		0.0%		#DIV/0!	#DIV/0!
		Total	**1**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	1	100.0%		#DIV/0!	0.0%
		Male		0.0%		#DIV/0!	#DIV/0!
		Total	**1**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2012/13	Female	1	100.0%		#DIV/0!	0.0%
		Male		0.0%		#DIV/0!	#DIV/0!
		Total	**1**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
UCEA level 4A / 4B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
UCEA level 5A / 5B	2010/11	Female	0.2	5.6%		#DIV/0!	0.0%
		Male	3.4	94.4%		#DIV/0!	0.0%
		Total	**3.6**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	1	22.7%		#DIV/0!	0.0%
		Male	3.4	77.3%		#DIV/0!	0.0%
		Total	**4.4**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2012/13	Female	2	32.3%		#DIV/0!	0.0%
		Male	4.2	67.7%		#DIV/0!	0.0%
		Total	**6.2**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
XpertHR I	2010/11	Female	8.2	70.7%		0.0%	0.0%
		Male	3.4	29.3%	2	100.0%	58.8%
		Total	**11.6**	**100.0%**	**2**	**100.0%**	**17.2%**
	2011/12	Female	8.2	77.4%	1	100.0%	12.2%
		Male	2.4	22.6%		0.0%	0.0%
		Total	**10.6**	**100.0%**	**1**	**100.0%**	**9.4%**
	2012/13	Female	8.8	75.9%		0.0%	0.0%
		Male	2.8	24.1%	1	100.0%	35.7%
		Total	**11.6**	**100.0%**	**1**	**100.0%**	**8.6%**
XpertHR J	2010/11	Female	15.6	83.9%		#DIV/0!	0.0%
		Male	3	16.1%		#DIV/0!	0.0%
		Total	**18.6**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	17	86.7%		#DIV/0!	0.0%
		Male	2.6	13.3%		#DIV/0!	0.0%
		Total	**19.6**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2012/13	Female	17	86.7%		#DIV/0!	0.0%
		Male	2.6	13.3%		#DIV/0!	0.0%
		Total	**19.6**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
XpertHR K	2010/11	Female	4.4	68.8%		#DIV/0!	0.0%
		Male	2	31.3%		#DIV/0!	0.0%
		Total	**6.4**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	4.6	53.5%		#DIV/0!	0.0%
		Male	4	46.5%		#DIV/0!	0.0%
		Total	**8.6**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2012/13	Female	5.6	59.6%		0.0%	0.0%
		Male	3.8	40.4%	1	100.0%	26.3%
		Total	**9.4**	**100.0%**	**1**	**100.0%**	**10.6%**
XpertHR L	2010/11	Female	11.8	100.0%	2	100.0%	16.9%
		Male		0.0%		0.0%	#DIV/0!
		Total	**11.8**	**100.0%**	**2**	**100.0%**	**16.9%**
	2011/12	Female	8.4	100.0%	1	100.0%	11.9%
		Male		0.0%		0.0%	#DIV/0!
		Total	**8.4**	**100.0%**	**1**	**100.0%**	**11.9%**
	2012/13	Female	7.4	100.0%	5	83.3%	67.6%
		Male		0.0%	1	16.7%	#DIV/0!
		Total	**7.4**	**100.0%**	**6**	**100.0%**	**81.1%**
XpertHR M	2010/11	Female	6.4	100.0%	2	100.0%	31.3%
		Male		0.0%		0.0%	#DIV/0!
		Total	**6.4**	**100.0%**	**2**	**100.0%**	**31.3%**
	2011/12	Female	9.4	100.0%	1	100.0%	10.6%
		Male		0.0%		0.0%	#DIV/0!
		Total	**9.4**	**100.0%**	**1**	**100.0%**	**10.6%**
	2012/13	Female	9	100.0%	3	100.0%	33.3%
		Male		0.0%		0.0%	#DIV/0!
		Total	**9**	**100.0%**	**3**	**100.0%**	**33.3%**
XpertHR N	2010/11	Female	1	100.0%		#DIV/0!	0.0%
		Male		0.0%		#DIV/0!	#DIV/0!
		Total	**1**	**100.0%**	**0**	**#DIV/0!**	**0.0%**
	2011/12	Female	2	100.0%	1	100.0%	50.0%
		Male		0.0%		0.0%	#DIV/0!
		Total	**2**	**100.0%**	**1**	**100.0%**	**50.0%**
	2012/13	Female	1.8	100.0%	1	100.0%	55.6%
		Male		0.0%		0.0%	#DIV/0!
		Total	**1.8**	**100.0%**	**1**	**100.0%**	**55.6%**
XpertHR O	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
XpertHR P	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	**0**	**#DIV/0!**	**0**	**#DIV/0!**	**#DIV/0!**

Maternity leave contract renewal and return rate

	Maternity leave No.	Leavers No.	Contract not renewed No.	Contract non-renewal rate %	Return rate %
2010/11	1			0.0%	100.0%
2011/12	1			0.0%	100.0%
2012/13				#DIV/0!	#DIV/0!

Maternity return rate

2010/11	100.0%
2011/12	100.0%
2012/13	0.0%

0% 50% 100% 150%

Contract non-renewal rate during maternity leave

2010/11	0.0%
2011/12	0.0%
2012/13	0.0%

0% 20% 40% 60% 80% 100%
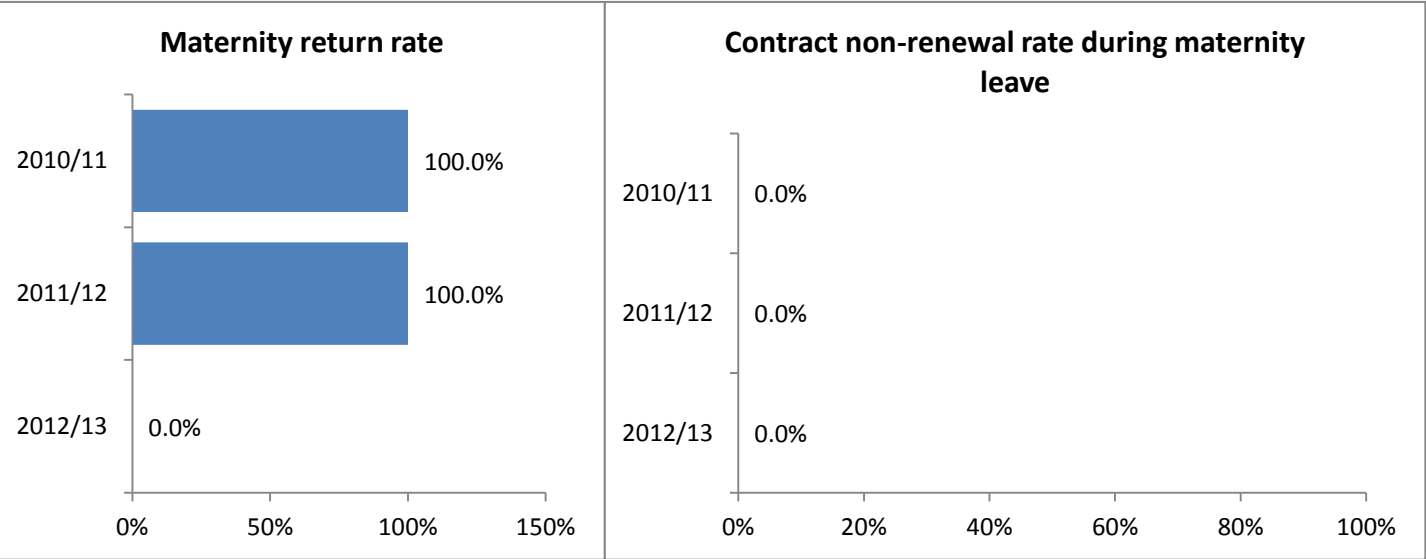
Paternity leave take-up and return rate by gender 2010/11-2012/13

		Eligible for paternity leave	Paternity leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!
2011/12	Female				#DIV/0!	#DIV/0!
	Male			1	#DIV/0!	100.0%
2012/13	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!

Paternity leave take-up rate by gender
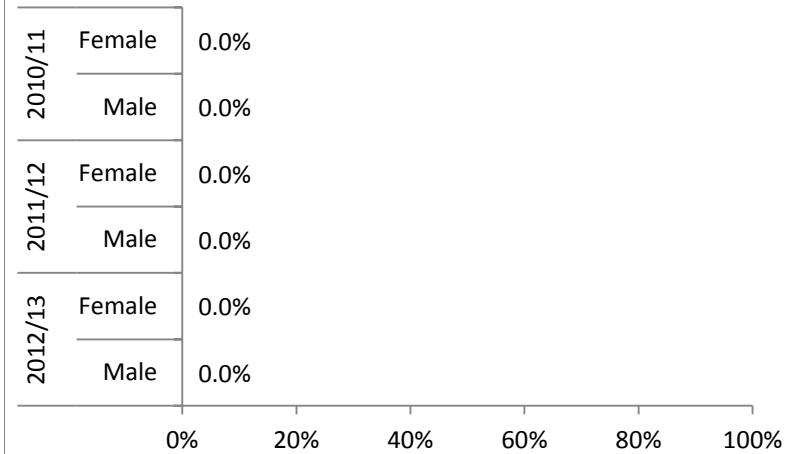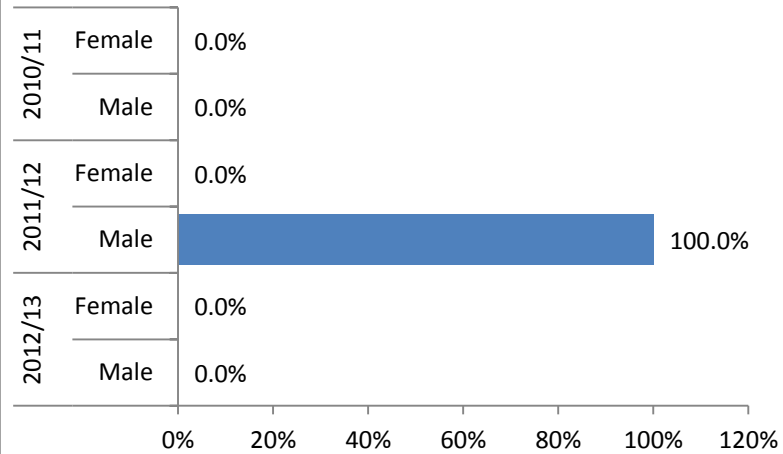
2010/11	Female	0.0%
	Male	0.0%
2011/12	Female	0.0%
	Male	0.0%
2012/13	Female	0.0%
	Male	0.0%

Paternity leave return rate by gender

2010/11	Female	0.0%
	Male	0.0%
2011/12	Female	0.0%
	Male	100.0%
2012/13	Female	0.0%
	Male	0.0%

Additional paternity leave take-up and return rate by gender 2010/11-2012/13

		Eligible for additional paternity leave	Additional paternity leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!
2011/12	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!
2012/13	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!

Additional paternity leave take-up rate by gender

2010/11	Female	0.0%
	Male	0.0%
2011/12	Female	0.0%
	Male	0.0%
2012/13	Female	0.0%
	Male	0.0%

0%   20%   40%   60%   80%   100%

Additional paternity leave return rate by gender

2010/11	Female	0.0%
	Male	0.0%
2011/12	Female	0.0%
	Male	0.0%
2012/13	Female	0.0%
	Male	0.0%

0%   20%   40%   60%   80%   100%

Adoption leave take-up and return rate by gender 2010/11-2012/13

		Eligible for adoption leave	Adoption leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!
2011/12	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!
2012/13	Female				#DIV/0!	#DIV/0!
	Male				#DIV/0!	#DIV/0!

Adoption leave take-up rate by gender

2010/11	Female	0.0%
	Male	0.0%
2011/12	Female	0.0%
	Male	0.0%
2012/13	Female	0.0%
	Male	0.0%

0% 20% 40% 60% 80% 100%
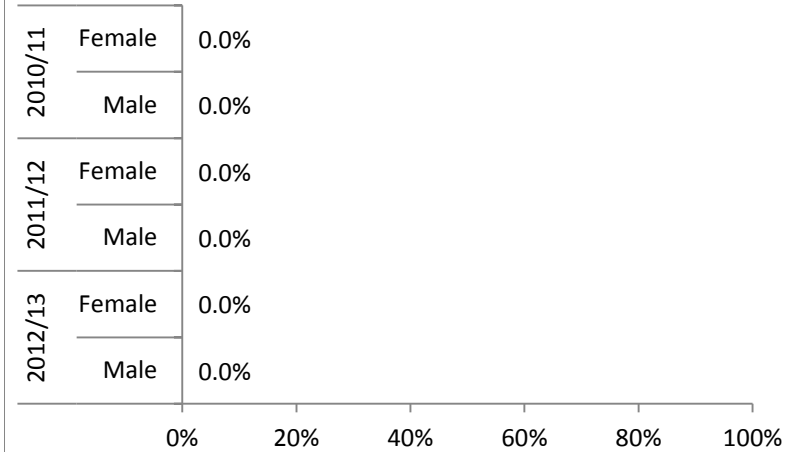
Adoption leave return rate by gender

2010/11	Female	0.0%
	Male	0.0%
2011/12	Female	0.0%
	Male	0.0%
2012/13	Female	0.0%
	Male	0.0%

0% 20% 40% 60% 80% 100%
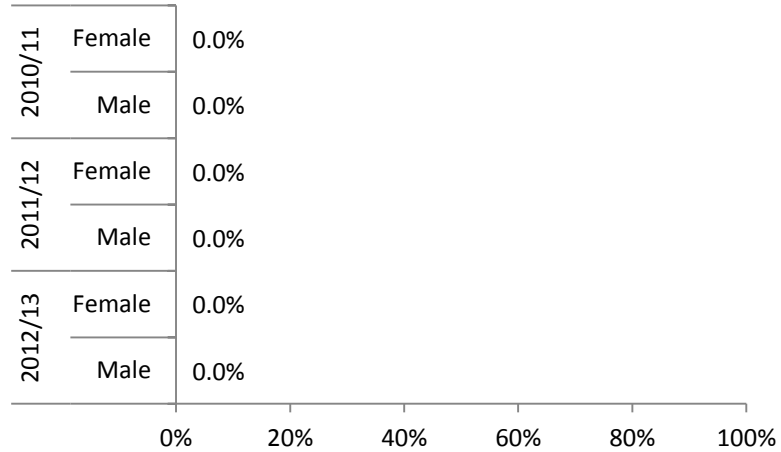
Formal requests for flexible working from academic staff and application success rate by gender 2010/11-2012/13

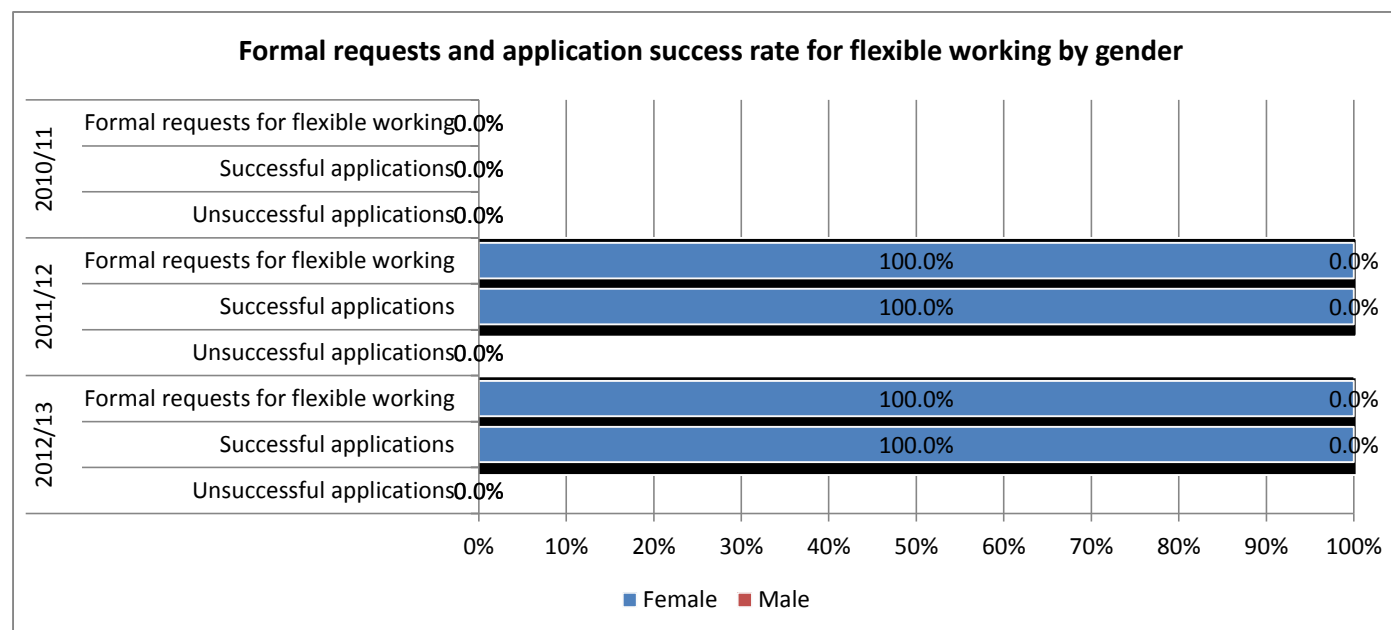|		Female			Male			Total		
		No.	%*	%^	No.	%*	%^	No.	%*	%^
2010/11	Formal requests for flexible working	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Successful applications	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Unsuccessful applications	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
2011/12	Formal requests for flexible working	1	100.0%	100.0%	0	#DIV/0!	0.0%	1	100.0%	100.0%
	Successful applications	1	100.0%	100.0%	0	#DIV/0!	0.0%	1	100.0%	100.0%
	Unsuccessful applications	0	0.0%	#DIV/0!	0	#DIV/0!	#DIV/0!	0	0.0%	#DIV/0!
2012/13	Formal requests for flexible working	1	100.0%	100.0%	0	#DIV/0!	0.0%	1	100.0%	100.0%
	Successful applications	1	100.0%	100.0%	0	#DIV/0!	0.0%	1	100.0%	100.0%
	Unsuccessful applications	0	0.0%	#DIV/0!	0	#DIV/0!	#DIV/0!	0	0.0%	#DIV/0!

Formal requests and application success rate for flexible working by gender

Academic staff participation in outreach activities with schools, colleges and other centres by gender 2010/11-2012/13

	Female		Male		Total	
2010/11	6	85.7%	1	14.3%	7	100.0%
2011/12	6	85.7%	1	14.3%	7	100.0%
2012/13	10	90.9%	1	9.1%	11	100.0%

Academic staff participation in outreach activities with schools, colleges and other centres by gender

Year	Female	Male
2010/11	85.7%	14.3%
2011/12	85.7%	14.3%
2012/13	90.9%	9.1%

75%   80%   85%   90%   95%   100%
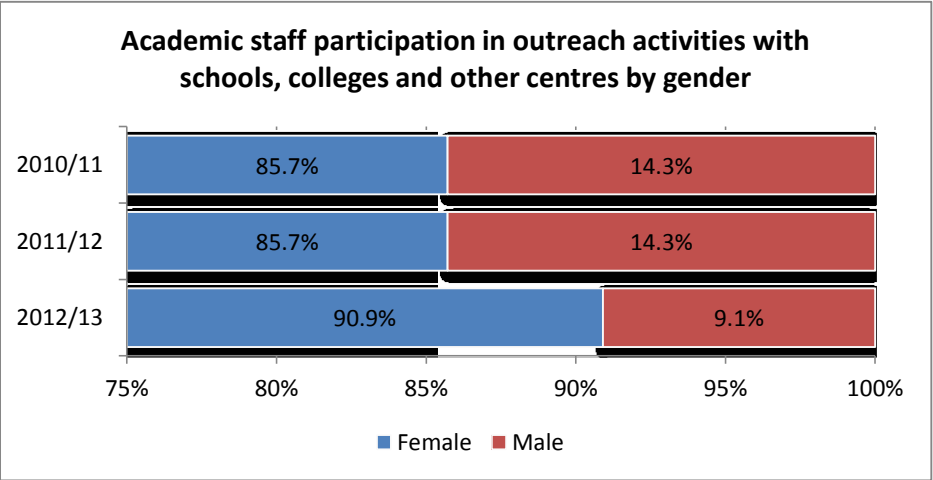
■ Female ■ Male

Academic staff by contract type and gender 2010/11-2012/13

		Fixed-term		Open-ended		Zero Hours	
		No.	%	No.	%	No.	%
2010/11	Female	5.8	100.0%	19.3	66.1%		#DIV/0!
	Male		0.0%	9.9	33.9%		#DIV/0!
	Total	**5.8**	**100.0%**	**29.2**	**100.0%**	**0**	**#DIV/0!**
2011/12	Female		0.0%	24.7	74.0%		#DIV/0!
	Male	1	100.0%	8.7	26.0%		#DIV/0!
	Total	**1**	**100.0%**	**33.4**	**100.0%**	**0**	**#DIV/0!**
2012/13	Female		0.0%	27.5	73.9%		#DIV/0!
	Male	1	100.0%	9.7	26.1%		#DIV/0!
	Total	**1**	**100.0%**	**37.2**	**100.0%**	**0**	**#DIV/0!**

Academic staff by contract type and gender 2010/11 - 2012/13
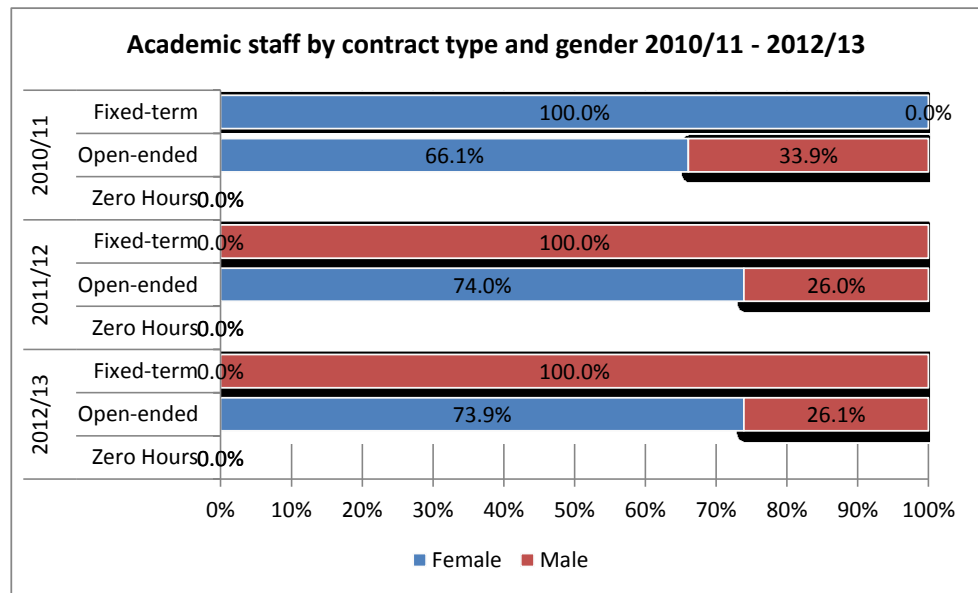
UKRC survey question 3 by gender

My department values the full range of an individual's skills and experience:

		Strongly disagree			Disagree			Slightly disagree			Neither agree not disagree			Slightly agree			Agree			Strongly agree			Total	
		No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%^
When carrying out performance appraisals	Female	0	#DIV/0!	0.0%	1	100.0%	3.3%	2	100.0%	6.7%	5	100.0%	16.7%	2	100.0%	6.7%	13	86.7%	43.3%	7	70.0%	23.3%	30	100.0%
	Male	0	#DIV/0!	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	2	13.3%	40.0%	3	30.0%	60.0%	5	100.0%
	Total	**0**	**#DIV/0!**	**0.0%**	**1**	**100.0%**	**2.9%**	**2**	**100.0%**	**5.7%**	**5**	**100.0%**	**14.3%**	**2**	**100.0%**	**5.7%**	**15**	**100.0%**	**42.9%**	**10**	**100.0%**	**28.6%**	**35**	**100.0%**
When considering promotions	Female	0	#DIV/0!	0.0%	3	100.0%	10.0%	3	100.0%	10.0%	7	100.0%	23.3%	2	100.0%	6.7%	10	76.9%	33.3%	5	71.4%	16.7%	30	100.0%
	Male	0	#DIV/0!	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	3	23.1%	60.0%	2	28.6%	40.0%	5	100.0%
	Total	**0**	**#DIV/0!**	**0.0%**	**3**	**100.0%**	**8.6%**	**3**	**100.0%**	**8.6%**	**7**	**100.0%**	**20.0%**	**2**	**100.0%**	**5.7%**	**13**	**100.0%**	**37.1%**	**7**	**100.0%**	**20.0%**	**35**	**100.0%**

My department values the full range of an individual's skills and experience when carrying out performance appraisals and when considering promotions (7-point scale)

My department values the full range of an individual's skills and experience when carrying out performance appraisals and when considering promotions (5-point scale)

My department values the full range of an individual's skills and experience when carrying out performance appraisals and when considering promotions (3-point scale)