



## **Department Application** Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Actual (+1000 word extension)
<b>Word limit</b>	<b>10,500</b>	<b>11,500</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	541
2. Description of the department	500	585
3. Self-assessment process	1,000	1,015
4. Picture of the department	2,000	2,570
5. Supporting and advancing women's careers	6,000	6,710
6. Case studies	n/a	n/a
7. Further information	500	0
<b>AMRC TOTAL</b>		<b>11,421</b>

<b>Name of institution</b>	University of Sheffield
<b>Department</b>	Advanced Manufacturing Research Centre (AMRC)
<b>Focus of department</b>	<b>STEMM</b>
<b>Date of application</b>	November 2018
<b>Award Level</b>	<b>Bronze</b>
<b>Institution Athena SWAN award</b>	<b>Date: November 2015      Level: Silver</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Nicola Ridgway
<b>Email</b>	n.ridgway@sheffield.ac.uk
<b>Telephone</b>	
<b>Departmental website</b>	www.amrc.co.uk

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

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



## Advanced Manufacturing Research Centre



AMRC with Boeing  
The University of Sheffield  
Rolls-Royce Factory of the Future  
Advanced Manufacturing Park  
Wallis Way  
Catcliffe  
Rotherham. S60 5TZ

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

7<sup>th</sup> November 2018

Dear Panel Members,

I am delighted to support our application for Bronze Athena SWAN accreditation. As Executive Dean and co-founder of the AMRC, I believe this process is of great benefit to the AMRC and the engineering community in general. The application has become central to our strategy to address gender equality issues and helping us realise the full potential of all our staff. We aim to do this whilst creating an exciting, fair and inclusive environment which we hope will inspire more people to consider engineering and working at the AMRC. This process has highlighted that communication across our organisation needs to be improved and we need to adopt a long-term strategy for increasing female participation in engineering. The Directors of all research buildings attend the Self Assessment Team meetings and we have input from staff at every level/Grade, across every building to ensure input and actions are embedded right across the organisation.

I began my career in manufacturing industry but now work within academia specialising in research into advanced machining, manufacturing and materials, collaborating closely with industry to ensure we bridge the academic/industry divide. I have always been aware that the engineering sector and academic departments I

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have worked in have lacked female representation in scientific, engineering and manufacturing roles. As the Exec Dean of the AMRC I have always tried to increase female participation and encourage them to follow career paths where they will be able to influence the success of the organisation. However, working towards this application and adopting it as the central focus to our strategy to address our gender equality issues has really helped us to identify areas where we could make considerable improvements and improve the AMRC working environment for everyone.

We are aware that we need a culture-shift right across the organisation to introduce the improvements we really want. As a first step, Prof Paul Walton, from the University of York, recently presented to our staff to raise awareness of the challenges we are facing and why this cultural shift is so important. We have started to make some progress in addressing our gender issues but acknowledge that we still have some distance to travel. Aided by my senior colleagues we are committed to ensuring that this work to improve the environment for women at all levels within all AMRC centres is successful.

One of our greatest challenges (both within AMRC and our industrial partners) is to increase the number of females entering engineering. To support this we have ring-fenced £200k annually to start a STEM and Outreach team, employing three full-time coordinators and support all our staff to take time out of their research work to support outreach activities. I liaise daily with industrial members of the manufacturing community (across the UK and internationally) and engage regularly with policy leaders. I have promoted our Athena SWAN vision and initiated discussions on how we can work together to increase impact across the engineering community. In particular, I am keen to influence our industrial partners to consider their own work environments to improve equality and also encourage them to help us improve the STEM pipeline.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the AMRC Group.

Yours Sincerely,



Professor Keith Ridgway

[Word count 541]

## Abbreviations

AMRC	Advanced Manufacturing Research Centre
AMRC-B	Advanced Manufacturing Research Centre with Boeing
AMRC-M	Advanced Manufacturing Research Centre Machining Group
AMRC NW	Advanced Manufacturing Research Centre North West
ASTC	Advanced Structural Testing Centre
BME/BAME	Black and Minority Ethnic / Black, Asian and Other Minority Ethnic
C.O.S.H.H	Control of Substances Hazardous to Health
CEO	Chief Executive Officer
E&D	Equality and Diversity
EPSRC	Engineering and Physical Sciences Research Council
FoE	Faculty of Engineering
HR	Human Resources
HVM	High Value Manufacturing
IDC	Industrial Doctorate Centre
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
KIT	Keeping in Touch (days)
KPI	Key Performance Indicator
KTP	Knowledge Transfer Partnership

MANTRA	Manufacturing Technology Transporter
NLW	National Living wage
NMW	National Minimum Wage
PGR	Post-Graduate Research
POLAR	Participation of Local Areas
PPE	Personal Protective Equipment
PWC	Price Waterhouse Coopers
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SAT	Self-Assessment Team
SLT	Senior Leadership Team
SRA	Special Responsibility Allowance
STEM	Science, Technology, Engineering and Maths
STEMOT	STEM and Outreach Team
TC	Training Centre
TUoS	The University of Sheffield
WARP	Women Academic Returners Programme
WISE	Women in Science and Engineering
WiSET	Women in Science, Engineering and Technology

## 2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Advanced Manufacturing Research Centre (AMRC) Group is part of the University of Sheffield (TUoS) and includes 3 research centres, across 9 buildings (Figure 1, Table 1), with a further two opening in the North West and North Wales. The AMRC is a cluster of world-class centres for industry-focused research and development of technologies used in high-value manufacturing. Based on the Advanced Manufacturing Park in Rotherham, the AMRC is six miles from the university campus.

*Figure 1: Advanced Manufacturing Park, Catcliffe, showing organisations in the University of Sheffield AMRC. The picture on the right shows the location of AMRC's Factory 2050 (Integrated Manufacturing Group) compared to the other AMRC research buildings that are based in Rotherham.*



The first AMRC research centre opened in July 2004 with Nuclear AMRC (Nuclear) founded in 2009 and the Training Centre (TC) in 2014. Two new centres are opening (AMRC Wales and AMRC NW) with staff currently being recruited but none of these data have been included in the analysis as recruitment is on-going. A number of different data sets has been used as part of this application. All data analysis has a cut-off of 2017/2018 depending on the data source (e.g. student data is presented for the latest full academic year up until summer 2018). Leavers have been excluded from the historical data because records of past members are not kept.

The AMRC comprises three main research centres reporting to the AMRC executive board as shown in Figure 2. Staff work collaboratively across buildings and centres; where possible, analysis has been broken down by research group, but at times is presented as a whole as the AMRC has a single management and decision-making body.



Figure 2: AMRC Group centre and research group summary (including acronyms)

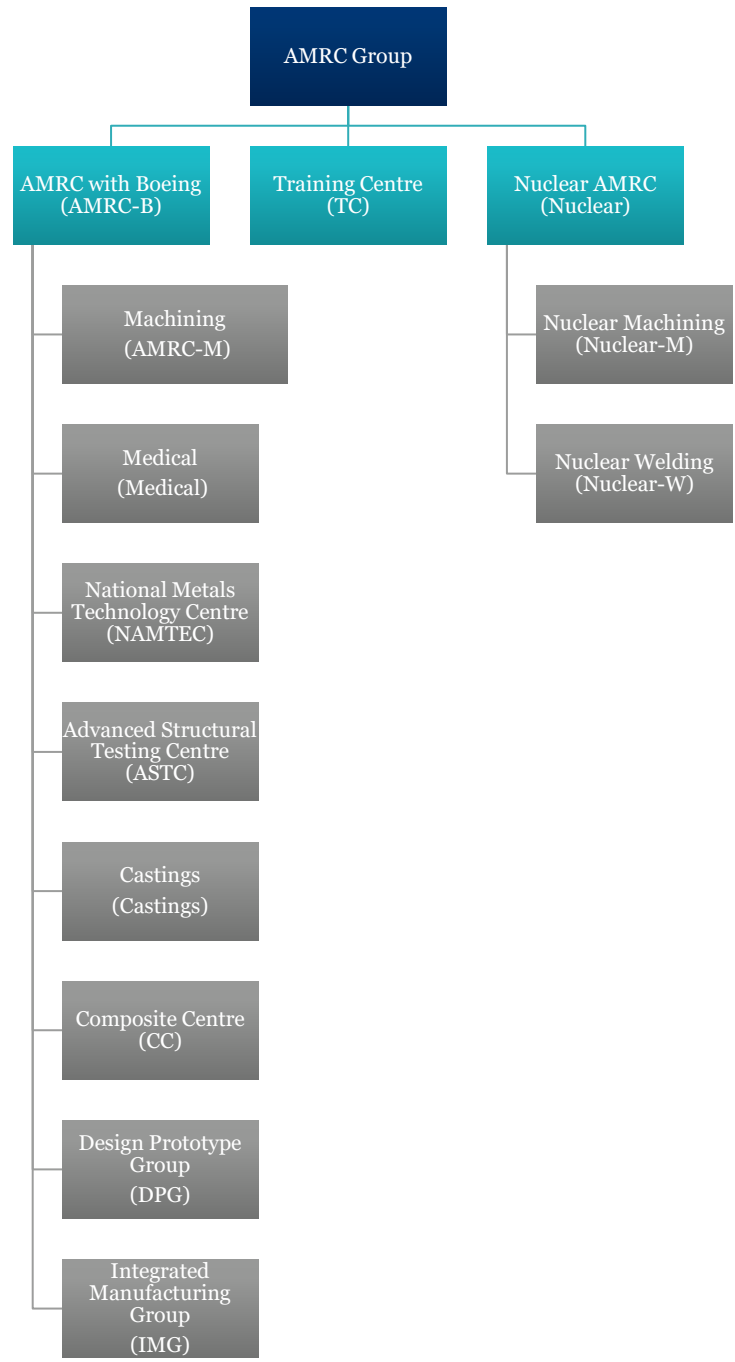


Table 1 defines acronyms for the different research centres and groups for ease of discussion throughout the remaining application.

Table 1: AMRC Group centre and research group summary

Centres	ACRONYM	Group	ACRONYM
AMRC with Boeing	AMRC-B	Machining	AMRC-M
		Medical	Medical
		National Metals Technology Centre	NAMTEC
		Advanced Structural Testing	ASTC
		Castings	Castings
		Composite Centre	CC
		Design Prototype Group	DPG
		Integrated Manufacturing Group	IMG
Training Centre	TC		
Nuclear AMRC	Nuclear	Nuclear Machining	Nuclear-M
		Nuclear Welding	Nuclear-W

The AMRC has grown rapidly and employs 619 staff. The breakdown by gender over the last five years is shown in Figure 3, with the breakdown by job category for 2017/2018 presented in Table 2. We have staff of 29 nationalities.

Figure 3: Headcount of AMRC Group by gender 2013-2018

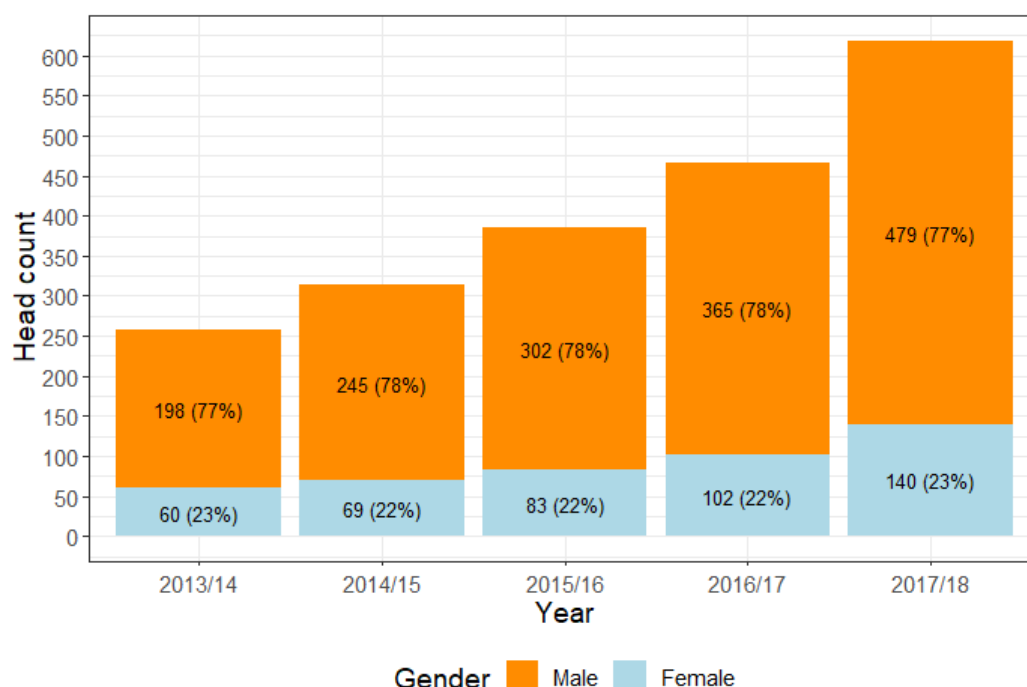
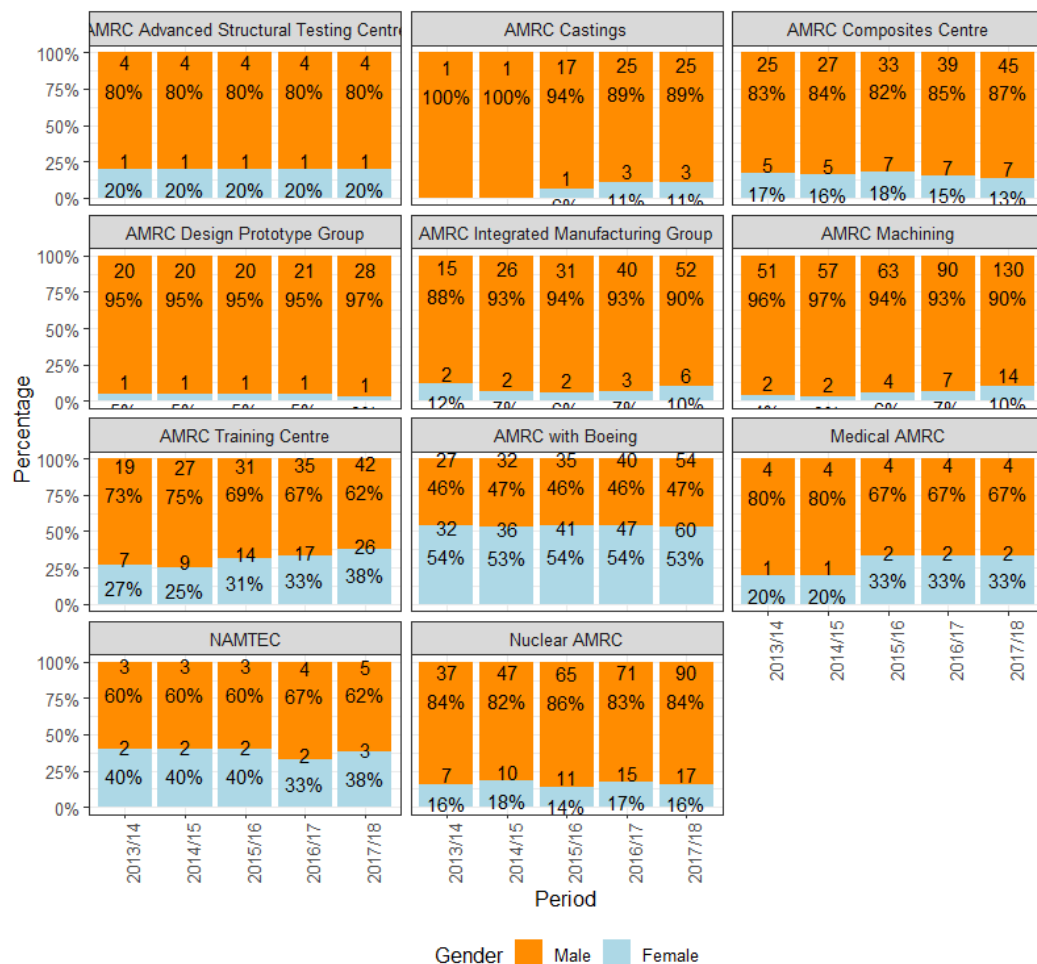


Table 2: Breakdown of 2017-2018 headcount by job category

Job Category	Female		Male		Total
	No.	%	No.	%	
Academic	24	9%	237	91%	261
Administration and Management	87	52%	81	48%	168
Facilities	20	91%	2	9%	22
Specialists and Professionals	5	10%	47	90%	52
Technical	4	3%	112	97%	116

The gender breakdown of staff across all AMRC groups over the last five years can be seen in Figure 4. AMRC-B has the highest proportion of female staff ; DPG has the lowest. It's important to note, the administration and management team and all cleaning staff for the AMRC group are based within the AMRC-B. These staff are categorised at group level and are not sub-categorised in to the technical divisions within AMRC-B.

Figure 4: Staff breakdown across AMRC groups over the last five years



The TC provides training in the practical and academic skills that engineering companies need to compete globally. The gender breakdown for the 2017-2018 academic year is shown in Table 3.

Table 3: AMRC Training Centre student numbers 2017-2018

Level 2 Apprenticeships (Intermediate)		Level 3 Apprenticeships (Advanced)		Level 4 Apprenticeships (Higher)		Level 6 Apprenticeships (Degree)		Level 7 Apprenticeship (Postgraduate)	
Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
26 (96%)	1 (4%)	191 (95%)	9 (5%)	3 (100%)	0 (0%)	11 (85%)	2 (15%)	7 (100%)	0 (0%)

The lower numbers of higher apprenticeship, degree and postgraduate students is due to the recent introduction of these courses. The first level 4 (higher) apprentices enrolled in 2015-2016, with the first cohort of degree students starting 2016-2017.

The AMRC is unconventional for a university department as our project teams comprise a mixture of researchers from academia alongside industrialists, supported by professional, financial and business development teams. Hence the culture of the AMRC can be considered as a hybrid of academia and industry and gender disparities in both academic and vocational STEM career pipelines are relevant. The AS expanded charter offers the opportunity to explore gender disparity across all facets of the centre, which is appropriate for the AMRC's integrated culture. The AMRC has applied for and been awarded an allowance of an additional 1000 words (Figure 5). This has been used to report data on apprentices, large staff groups as well as discussing the staff breakdown across research groups and roles since the usual academic job profiles do not apply. These data will provide a benchmark for our future submission to silver award. References to action points are indicated by highlighted initials not included in the word count throughout this document e.g. (AP 1.1).

Figure 5: Approval from Advance HE for an additional 1000 words

**Subject:** RE: word limit extension  
**From:** Athena Swan <Athena.Swan@advance-he.ac.uk>  
**Date:** 24/10/2018, 14:58  
**To:** Nicki Ridgway <n.ridgway@sheffield.ac.uk>  
**CC:** Athena Swan <Athena.Swan@advance-he.ac.uk>

Hi Nicki,

Many thanks for your email. I can confirm that we are happy to grant an additional 1,000 words for your November 2018 application, for the reasons stated in your email below.

Please include a copy of this email with your reasons in your application, and state clearly throughout the application where the additional words have been used.

With best wishes,

Jess

Jessica Kitsell  
 Equality Charters Adviser

E [jessica.kitsell@advance-he.ac.uk](mailto:jessica.kitsell@advance-he.ac.uk)  
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**Summary of action point objectives (details provided in action plan):**

AP1.1 - Ensure progress of equality within the AMRC according to the Athena SWAN Charter

[Word count 585]

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The SAT was established in June 2017 following initial discussions with the AMRC Directors and Chief Executive Officer on how we could improve equality within engineering, develop their STEM impact and incorporate AS principles into our culture. Nuclear successfully received their Bronze AS accreditation in 2016 but this did not cover the entire AMRC group. Senior management are keen that AS was at the core of the work conducted by all research groups. AMRC-B CEO therefore asked Dr Nicola Ridgway to support him with developing and co-chairing the AMRC SAT with the view to apply for Bronze accreditation for the remaining AMRC groups (excluding Nuclear who would continue working towards their silver accreditation). SAT membership was opened up to all AMRC staff and most of the team volunteered. A few individuals were encouraged to join to ensure a diverse team and balanced representation across the centres (Table 4). All research groups and AMRC buildings are represented but to ensure representation across grades and all key groups, a large SAT was formed. We are aware that the SAT is large, but this was necessary to ensure the views of teams right across the research groups were included. Due to the AMRC funding set-up, all staff complete weekly time-sheets, costing their time to different projects. To ensure staff were able to dedicate the necessary time to the SAT, an AS cost-code was established.

As the SAT process began, it was quickly realised that the two AMRC SAT teams (Nuclear and the rest of the AMRC group) were encountering the same issues and working towards similar actions. It was suggested that our impact and progress would be greater if the two merged. Following advice from ECU, in December 2017 it was decided that the new AS application should include Nuclear as the centres had the same management board, faced the same issues and most importantly had the same culture. Five members of the Nuclear SAT joined the AMRC SAT in January 2018 with the intention of submitting a single application to cover the entire AMRC group. The preceding work done by the Nuclear AMRC has informed the development of this application and, where relevant, progress made against the Nuclear AMRC action plan is highlighted in the action plan in this application. The SAT teams are now fully integrated as one centre-wide team and action points which the Nuclear AMRC were working on independently will be re-allocated to centre-wide teams.

*Table 4: Composition of the SAT*

<b>Gender</b>	<b>Job Role</b>	<b>Relevant experience and knowledge they bring to SAT</b>
F	HR Manager (employed by TUoS HR department to work with AMRC)	Provides HR advice to SAT. Two primary school-age children. Part-time to accommodate daily school drop-off and pick-up (2 days only).
F	Project Support Office – Nuclear AMRC	Developing the integrated management system for action plan. Full-time and works flexibly as needed but has no caring commitments.
M	Strategic Relationship Manager	Supports links with industry. He is South African and immigrated at age 13. He is a proponent of equality.
F	HR advisor	Full time HR Adviser supporting all groups and functions. Provides input to SAT on HR policy.
M	Marketing and Events Coordinator	Supports communications/marketing for the SAT. Works full-time using flexible hours around shared parental care of 3 year old son.
F	Software Engineer IMG	Research and development, STEM and outreach work. No dependants
M	Technical Fellow – Data Analytics	Brings data analytic and research skills to SAT. Works full time, with no dependants.
F	Bid Development Manager	Manages grant-funding applications across the AMRC. Uses flexible working hours due to medical condition and requirements of the job
F	Training and Skills Coordinator	Organises training for all staff across the AMRC. Leads outreach on MANTRA. Fulltime but flexible due to STEM work commitments.
M	Head of Machining	Leads AMRC's largest research group. Works full-time, no children.
F	Cleaner	Works fulltime 6am to 1:45pm to fit around 11 year old son and husband's working hours.
M	Research Technician	Provides input from technicians. Has used flexible hours in the past depending on job requirements. Works full-time.
F	Technical Fellow, Head of Manufacturing Intelligence group	Academic research, managing and delivering industrial and research projects. Two young children. Full-time.
M	Research Director of AMRC North-West	Long-term knowledge of AMRC. Started with PhD and progressed up to Research Director of AMRC NW. Fulltime 2 children.
F	Major Projects Manager	Leads development of new buildings, embedding Athena SWAN from an early stage. Works fulltime with 3 boys at secondary school.
F	Lecturer at AMRC Training Centre	Led Nuclear AMRC Bronze application. Is a STEM ambassador and works fulltime.
F	Director of AMRC Training Centre	Provides input from TC committees and strategy. Works fulltime.
F	AMRC Finance Manager	Financial leadership. Full time - 2 children. Has worked part-time previously. Studied while working. Started on G1 and progressed.
F	Learning and Teaching Lead	Supports apprentice welfare and provides input received from apprentices. Works full time.
F	Microwave Technology Lead, Composites Centre	Knowledge of project management and input from Composites Centre. Started maternity leave in October 2018. Awarded WARP funding.
F	Health and Safety Assistant	Input from Health and Safety perspective. Works full time. One 8 year old daughter and one 11 year old step-daughter.

F	Project Engineer IMG	Based in the Integrated Manufacturing Group in F2050. Works full-time with no dependents.
F	Research proposal manager	Co-chair of Athena SWAN SAT. Grant writer. Line-manages STEM and Outreach team. Uses flexible working hours due to medical condition
M	Executive Dean of AMRC Group	Academic research and research impact. Incorporation of Athena SWAN to AMRC Management Board. Three adult children.
M	Head of AMRC Design and Prototyping Group & Medical AMRC	Knowledge of equality in design and management of DPG/Medical. Uses flexible hours to support 2 children (13 and 10). Full-time.
M	Administrator	Recently completed Business Administration Apprenticeship at the AMRC. Works fulltime. Provides input from his own experiences of living with a disability.
F	Graduate Engineer - PG Diploma in Engineering Management	Brings experience of studying and working at the AMRC as part of the PGDip. Works fulltime.
M	CEO of AMRC with Boeing	Chair of SAT. Leading AMRC Wales development - provides input whilst it is being development. Fulltime, 2 adult children
M	Research Engineer, Composites	Brings knowledge of equality practices in Australia and recent experiences from paternity leave. Fulltime, one young child (4 months).
M	Senior Project Manager in the Design & Prototyping Group.	Insight into relationship between equality and AMRC design and insight for working parents. Full-time with twin girls under 2.
M	CEO of Nuclear AMRC	Implementation in Nuclear AMRC and link with Nuclear Sector Deal. Fulltime with 4 children.
F	Design and Development Engineer	Research and design within the Design and Prototyping Group and Medical AMRC. Part-time working to look after 2 young children.
M	Head of Communications	Support communications and dissemination of Athena SWAN information around staff. Fulltime with 2 adult children.
F	Research Associate Nuclear AMRC	Responsible for parental leave and flexible working hours for AS. Mum of one (2 years old). Full time, flexi-working pattern.

Existing equality teams within TC (with input from apprentices) and the Industrial Doctoral Centre (with input from postgraduate students) feeds in to this SAT via strategic members.

The Nuclear AMRC became signatories of the WISE 10 step plan in 2017. The membership was expanded to include the AMRC Group in 2018.

The Nuclear AMRC is in the process of embedding Equality and Diversity into its strategic objectives in line with the Nuclear Sector Deal<sup>1</sup>, which specifies the following targets relating to diversity:

- 40% women in nuclear by 2030 (up from 22% now)
- 50% female participation in apprenticeships by 2021
- Implementation of the Future Boards Scheme to give female executive direct access to board-level experience.

<sup>1</sup> Industrial Strategy: Nuclear Sector Deal (2018).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/720405/Final\\_Version\\_BEIS\\_Nuclear\\_SD.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/720405/Final_Version_BEIS_Nuclear_SD.PDF)



The Nuclear AMRC plans to work with National Skills Academy for Nuclear and Women in Nuclear UK to help the UK's nuclear sector to achieve the above targets, alongside improving E&D internally through the targets set out in this action plan.

(ii) an account of the self-assessment process

The SAT have met monthly since establishment to design data collection, discuss results and consider the AMRC's culture. The self-assessment process was greatly assisted by input from Nuclear staff who applied the year before, and the Faculty of Engineering AS project manager. Initial meetings during summer 2017 focussed on staff consultation, survey development, data analysis and presentation methods. Meetings were prepared and chaired by either Senior Management or Nicki. All SAT members were encouraged to contribute to the discussion and encourage open dialogue within their teams to ensure key information was disseminated to wider AMRC staff. Small working groups met at other times to help identify and resolve data issues.

The majority of the staff consultation was conducted through an online survey with a 65% response rate (75% of female staff 62% of male staff). This survey replicated the survey implemented in 2015 for the Nuclear bronze application, with changes recommended in the Nuclear 2016 action plan. The survey has been repeated every year in Nuclear AMRC since 2015 and introduced for the first time across the AMRC Group in 2018. Results of the survey are reported in the relevant sections throughout this application. The survey will be repeated annually to monitor impact against the action plan (AP1.1).

Following the survey and data analysis, the SAT collectively recognised that there had been a degree of complacency over the number of females entering engineering and applying for jobs at the AMRC. To start to rectify this, the AMRC dedicated funding to establish a full-time STEM and outreach team that reports to the SAT to increase engagement with school students and encourage them to consider engineering as a profession.

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

The SAT will meet bi-monthly to monitor progress towards our action plan (AP1.1), with other meetings to implement specific actions. Currently, we have more females than males on the SAT and membership will be reviewed and refreshed as required (AP1.1) to ensure that it is representative of the diverse AMRC demographic and employees are not overloaded. Leadership will continue to be represented and the SAT will report to the AMRC management board (AP1.2). Regular updates will be given in team briefs (AP1.3). An equality information noticeboard will be situated in all AMRC buildings and regularly updated (AP1.3). An annual newsletter will also be produced to publicise the SAT work and upcoming events (AP1.3). As staff are recruited in the new AMRC centres, we will ensure representatives join the SAT so that all centres contribute to AMRC Athena SWAN (AS) and equality. Senior representatives from all centres and HR advisors contribute to SAT meetings so that AS principals are embedded in their development and recruitment process (AP1.1).

**Summary of action point objectives (details provided in action plan):**

AP1.1- Ensure progress of equality within the AMRC according to the Athena SWAN Charter

AP1.2 - Ensure dissemination of equality progress to all members of the management board

AP1.3 - Increase staff awareness and compliance through updating all staff on AS progress.

AP1.4 - Invite all staff to contribute to the Athena SWAN progress and keep them updated

[Word count 1015]

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

### 4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

The TC offers five different pathways to engineering apprenticeships, allowing students to start as an advanced apprentices and work right through to postgraduate level. As apprentice students at all levels study at the AMRC, we have included their breakdown for this application as they form part of our culture. Intermediate (L2), advanced (L3) and higher (L4) apprenticeships are outlined under foundation/access courses as they are equivalent to GCSEs, A-levels and HNC. Although further education numbers would not normally be included in AS applications, we know engineering has low numbers of female students (HESA figures for 2016/2017 indicate on average 16% of mechanical engineering students at Universities similar to Sheffield are female) so it is imperative we analyse and benchmark all student data to assess the pipeline.

L2 courses available at the AMRC are Performing Engineering Operations and Performing Manufacturing Operations. L3 courses include Mechanical Manufacturing/Machining, Mechatronics Maintenance, Technical Support (Design and Quality Inspection), Fabrication and Welding and Other Engineering. L4 courses focus on General Engineering and can be regarded as an access course onto the L6 qualification (degree apprenticeship). Table 5 shows TC student numbers by gender.

Table 5: AMRC access/foundation course student numbers

Year	Apprenticeship	Male	Female	Total
2014 - 2015	Level 2	7 (50%)	7 (50%)	14
	Level 3	123 (94%)	8 (6%)	131
	Level 4	0 (0%)	0 (0%)	0
	<b>Total</b>	<b>130 (90%)</b>	<b>15 (10%)</b>	<b>145</b>
2015 - 2016	Level 2	11 (55%)	9 (45%)	20
	Level 3	160 (95%)	9 (5%)	169
	Level 4	6 (100%)	0 (0%)	6
	<b>Total</b>	<b>177 (91%)</b>	<b>18 (9%)</b>	<b>195</b>
2016 - 2017	Level 2	16 (100%)	0 (0%)	16
	Level 3	225 (96%)	9 (4%)	234
	Level 4	4 (80%)	1 (20%)	5
	<b>Total</b>	<b>245 (96%)</b>	<b>10 (4%)</b>	<b>255</b>
2017 - 2018	Level 2	26 (96%)	1 (4%)	27
	Level 3	191 (95%)	9 (5%)	200
	Level 4	3 (100%)	0 (0%)	3
	<b>Total</b>	<b>220 (96%)</b>	<b>10 (4%)</b>	<b>230</b>

There has been considerable gender balance variation for L2 students ranging from 50% to 0% female across the last four years. The L3 split has remained constant at 4-6%. L4 apprenticeships show a lower overall uptake for female students. At L3 where we have our highest number of learners, figures are slightly below national averages of UK engineering apprenticeships, with females accounting for 6.8% of engineering apprenticeships starts in 2015/2016<sup>2</sup>. We will monitor the figures over a longer period (as the courses become more established) to understand how to address these trends (AP2.1).

Application processing is based on ability to meet the entrance requirements and employer interviews. The AMRC recruits their own apprentices but students from other employers also attend the TC for training. Our recruitment strategy targets male and female students.

Due to the small numbers across L2 and 4, all data has been collapsed across L2-4 for further analysis to determine conversion rates of offers. Data shows that we have more applications from males, leading to a higher percentage of males being offered a place (Table 6). These figures have remained relatively constant. For 2014/2015 and 2015/2016 years the proportion of women enrolled is slightly higher than the proportion of females that applied, indicating that our offering is attractive to women and their employers. However, this pattern does not hold in other years.

*Table 6: Apprentice applications and assessments*

Year	Applications			Passed Assessment Centre			Starters		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>2014 - 2015</b>	384 (93%)	30 (7%)	414	220 (92%)	18 (8%)	238	130 (90%)	15 (10%)	145
<b>2015 - 2016</b>	707 (93%)	53 (7%)	760	361 (95%)	19 (5%)	380	177 (91%)	18 (9%)	195
<b>2016 - 2017</b>	916 (95%)	51 (5%)	967	547 (93%)	39 (7%)	586	245 (96%)	10 (4%)	255
<b>2017 - 2018</b>	683 (93%)	49 (7%)	732	268 (94%)	18 (6%)	286	220 (96%)	10 (4%)	230

Investigating the progression of males and females through the application stages (Table 7) suggests that a higher proportion of female applicants progressed through to start on the courses than males between 2014-2016. However, this pattern is reversed for 2016-2018. Data from 2016-2017 shows that only 26% of females that passed the assessment centre started an apprenticeship. This is the lowest conversion rate and we will continue to monitor recruitment and admissions data (AP2.1) and work to improve the ratio (e.g. female-only recruitment events AP2.1).

<sup>2</sup> FE Data Library, Updated Dec 2016 <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

*Table 7: Conversion rates of applicants to new starters for level 2 -4 apprenticeships*

Year	Applications			Passed Assessment Centre (as % of applicants)			Starters (as % of those that passed assessment)		
	M	F	Total	M	F	Total	M	F	Total
2014 – 2015	384 (93%)	30 (7%)	414	220 (57%)	18 (60%)	238	130 (59%)	15 (83%)	145
2015 - 2016	707 (93%)	53 (7%)	760	361 (51%)	19 (36%)	380	177 (49%)	18 (95%)	195
2016 - 2017	916 (95%)	51 (5%)	967	547 (60%)	39 (76%)	586	220 (45%)	10 (26%)	255
2017 – 2018	683 (93%)	49 (7%)	732	268 (39%)	18 (37%)	286	220 (82%)	10 (55%)	230

Encouraging more females to enter engineering is imperative for improving the gender balance of our learners. Table 8 outlines apprentice course choices by gender and shows that, in general, business administration has been the most popular apprenticeship with females with 22 (67%) starters over the last 4 years, but no-one has started since 2015-2016. 11 females have worked towards their L3 machining apprenticeships, but the proportion of total starters equates to only 4%. L3 technical support has a higher proportion of female starters (8-19%) with 13 starters over the last 4 years. No females have started Performing manufacturing operations L2, fabrication and welding L3 and Other engineering L3 apprenticeships over the four years.

*Table 8: Starters on apprenticeships by subject and gender*

Year	Business Administration			Performing Engineering Operations L2			Performing Manufacturing Operations L2		
	M	F	Total	M	F	Total	M	F	Total
<b>2014/2015</b>	6 (38%)	10 (62%)	16	2 (100%)	0 (0%)	2	0 (0%)	0 (0%)	0
<b>2015/2016</b>	5 (29%)	12 (71%)	17	7 (100%)	0 (0%)	7	0 (0%)	0 (0%)	0
<b>2016/2017</b>	0 (0%)	0 (0%)	0	13 (100%)	0 (0%)	13	3 (100%)	0 (0%)	3
<b>2017/2018</b>	0 (0%)	0 (0%)	0	23 (96%)	1 (4%)	24	3 (100%)	0 (0%)	3

Year	Machining L3			Maintenance L3			Technical Support L3		
	M	F	Total	M	F	Total	M	F	Total
2014/2015	54 (96%)	2 (4%)	56	26 (96%)	1 (4%)	27	23 (92%)	2 (8%)	25
2015/2016	61 (95%)	3 (5%)	64	57 (100%)	0 (0%)	57	20 (87%)	3 (13%)	23
2016/2017	71 (96%)	3 (4%)	74	98 (99%)	1 (1%)	99	22 (81%)	5 (19%)	27
2017/2018	66 (96%)	3 (4%)	69	73 (96%)	3 (4%)	76	22 (88%)	3 (12%)	25

Year	Fabrication and welding L3			Other Engineering L3			Higher Apprenticeship L4		
	M	F	Total	M	F	Total	M	F	Total
2014/2015	17 (100%)	0 (0%)	17	2 (100%)	0 (0%)	2	0 (0%)	0 (0%)	0
2015/2016	19 (100%)	0 (0%)	19	2 (100%)	0 (0%)	2	6 (100%)	0 (0%)	6
2016/2017	31 (100%)	0 (0%)	31	3 (100%)	0 (0%)	3	4 (80%)	1 (20%)	5
2017/2018	21 (100%)	0 (0%)	21	9 (100%)	0 (0%)	9	3 (100%)	0 (0%)	3

We will continue to dedicate resources from our STEM and outreach team and TC recruitment teams to try to increase the number of female applications and starters for apprenticeships (AP2.4). Since local employers are also involved in the assessment/recruitment process, we will work with them on gender equality (AP2.2) and ensure all AMRC staff are trained in unconscious bias (AP1.4).

## (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

The TC delivers degree (L6) apprenticeships which provide the opportunity to combine academic study with practical application in the workplace. The higher education programmes at the TC were introduced under a HEFCE project called 'Alternative Pathways'<sup>3</sup> with a remit of widening participation. The application process takes place in six or seven stages (Table 9).

<sup>3</sup> University of Sheffield announces pioneering degree level apprenticeships, 16 July 2015, <https://hvm.catapult.org.uk/news-events-gallery/news/university-of-sheffield-announces-pioneering-degree-level-apprenticeships/>

Table 9: Admissions stages

Admissions stage	AMRC section responsible
Eligibility check	Recruitment team
Practical skills tests	Recruitment team
Entry tariff for prior qualifications	Higher education team and recruitment team
Maths and physics diagnostic test	Higher education team
Interview	Higher education team
*Bridging course	Higher education team
Recruitment by an employer	Business development team

\*Optional stage dependent on outcome of diagnostic test and interview

The assessment process for the degree programmes is breaking new ground for the University in terms of E&D: we routinely accept applicants with a wider range of entry criteria than other university departments, including BTEC, Cambridge Technicals, Extended Projects, Principal Learning and AQA Technical levels. Our entry requirements are notably lower than the Faculty of Engineering (80 UCAS points, equivalent to BB at A-level, versus AAA - 360 UCAS points). We also accept HNDs for direct entry onto the top-up year which is not accepted by the Faculty of Engineering. As a result, students have graduated with a BEng from the TC (some with first class) who wouldn't be accepted elsewhere.

A POLAR analysis of socio-economic group (based on post codes) of our 2016-2017 cohort indicated that the modal group of TC students was the second quintile, in comparison to a mode of the fifth quintile for the Faculty of Engineering (FoE). Whilst gender balance and ethnic diversity of our courses are below national averages, it should be noted that white working-class young men, which are the majority of our cohort, are one of the most underperforming demographic groups in the country<sup>4</sup>.

In line with our remit of widening participation, we run a bridging course over the summer for students who meet the entry criteria but where the diagnostic indicates that their maths and physics are not at the required level.

The TC is aware that some employers have gone one step further in terms of diversity and inclusion by removing *all* entry criteria from their degree apprenticeship selection process, such as PWC which has been voted the UK's number 1 graduate employer for the last 14 years<sup>5</sup>.

We recognise that working closely with employers to value diversity, alongside improving our internal processes, will be essential to improve diversity within the TC cohorts (AP2.2).

Table 10 shows the number of students that started as undergraduates on the apprenticeship degree. The course has only been available since 2016 so historic data is not available.

<sup>4</sup> Baars, S., Mulcahy, E. & Bernardes, E. (2016). The under-representation of white working class boys in higher education. Kings College London

<sup>5</sup> The Times Top 100 Graduate Employer. <https://www.pwc.com/jg/en/careers/students/times-top-100.html>

Table 10: Number of students on the level 6 degree apprenticeships by gender

Year	Level 6 Apprenticeships (Degree)		
	M	F	Total
2015/2016	0 (0%)	0 (0%)	0
2016/2017	2 (100%)	0 (0%)	2
2017/2018	11 (85%)	2 (15%)	13

The pattern of data is very similar to our other apprenticeships. We are not attracting sufficient females (only 2 (15%) females are studying for a degree apprenticeship). However, this is only slightly under the national average of 16% of students studying Mechanical Engineering (MechEng) at Russell Group universities (HESA). We are committed to increasing the number of female apprentice degree students. AP1.2, AP2.4 and AP2.5 have all been put in place to address this.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Since 2017/2018 the TC has offered a postgraduate diploma, 'PGDip in Engineering Competence' for students who are on an apprenticeship programme (part of the Postgraduate Engineer standard), and 'PG Dip in Management for Engineers' for those who aren't. Numbers are given in Table 11. AP2.3 and AP2.4 apply here in order to improve gender balance.

Table 11: Number of students on the level 7 post graduate diploma

Year	PGDip in Engineering Competence		PGDip in Management for Engineers	
	Male	Female	Male	Female
2017/2018	6 (100%)	0 (0%)	1 (50%)	1 (50%)

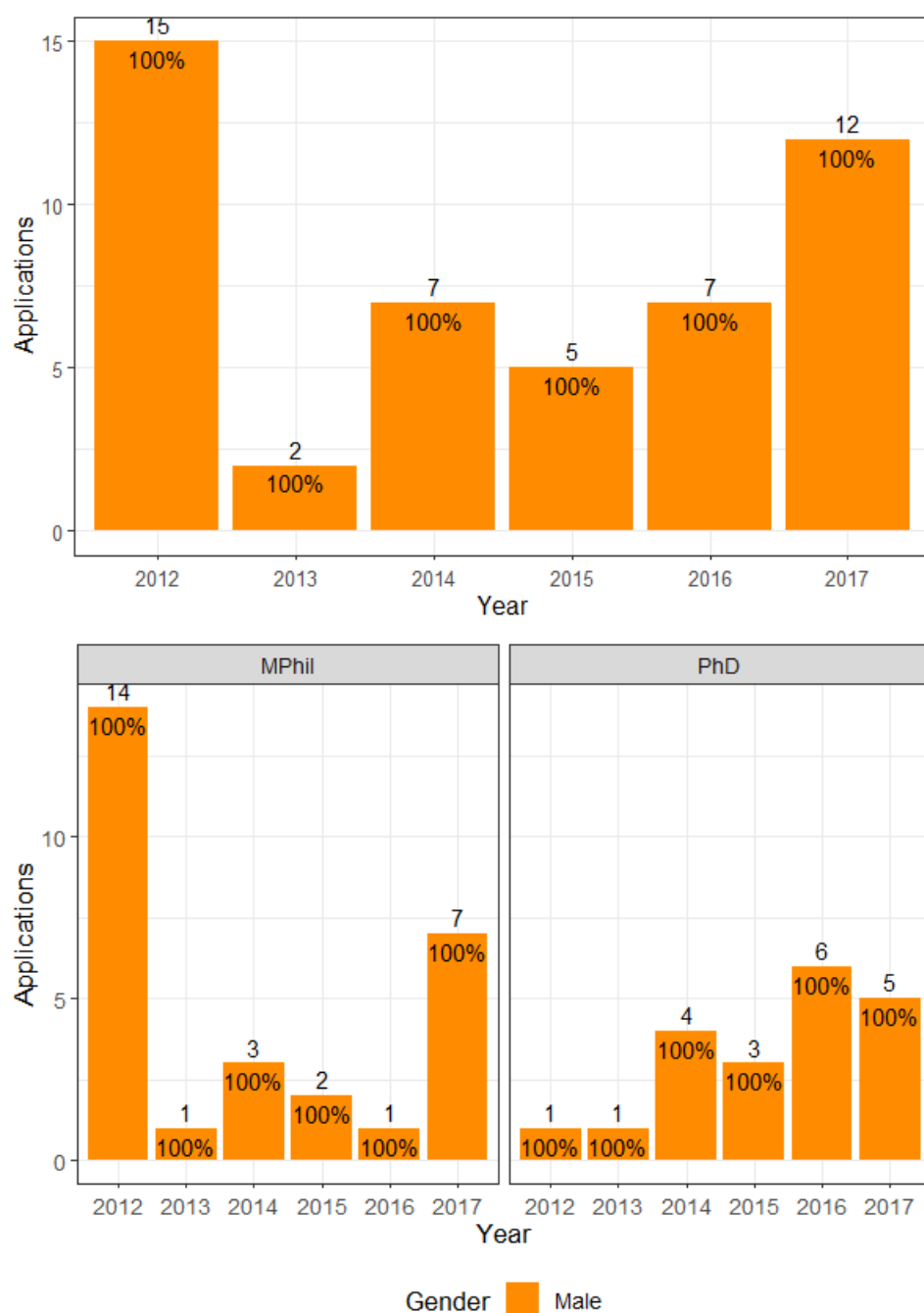
(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender

Research postgraduate (PGR) students at the AMRC can work towards MPhil or PhD qualifications. Figure 6 shows that since 2012, 100% of applications for PGR study have been from male applicants, with 58% of applications for MPhil vs PhD.

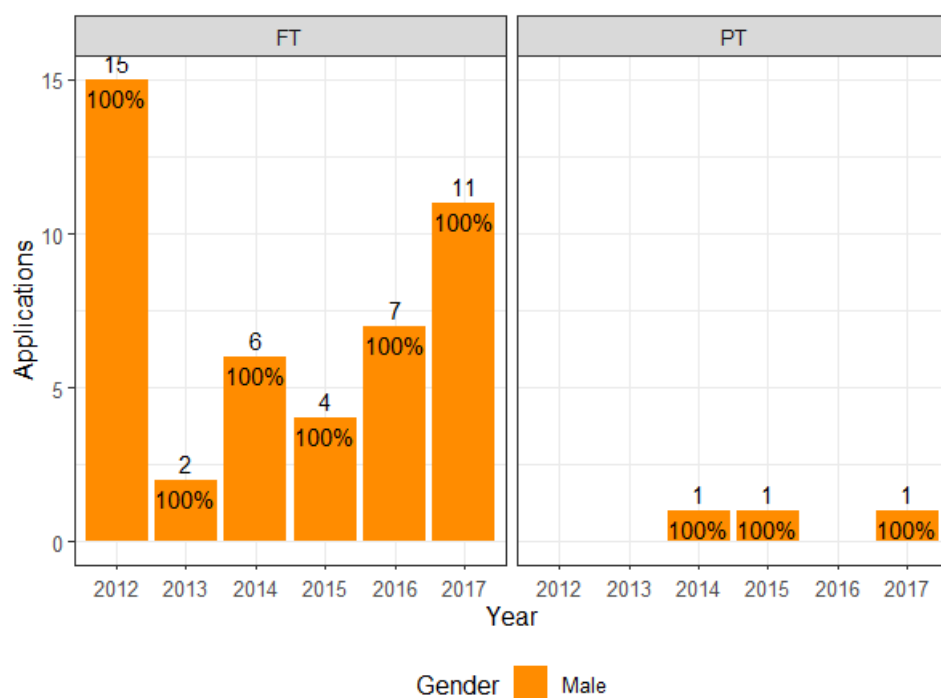


Figure 6: Numbers of applications for postgraduate research study at the AMRC



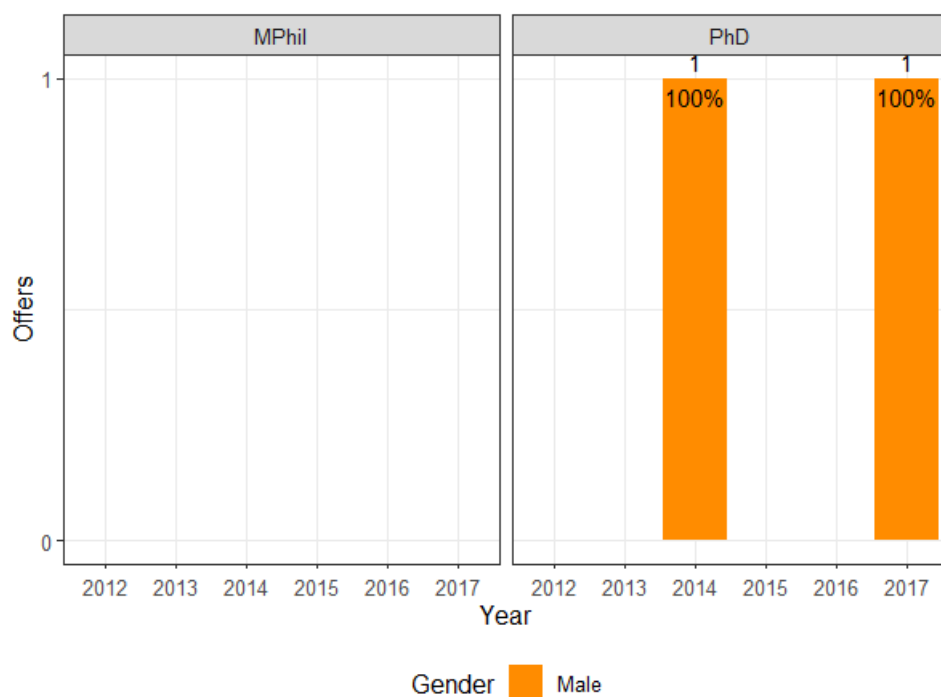
41 students have applied in total since 2012. Of those, only 3 applied to study part-time (Figure 7).

Figure 7: Number of research postgraduate applications by full-time/part-time



Out of the 41 applications, only 2 offers have been made - both for full-time PhDs (Figure 8). Only one student accepted this PhD offer (2014).

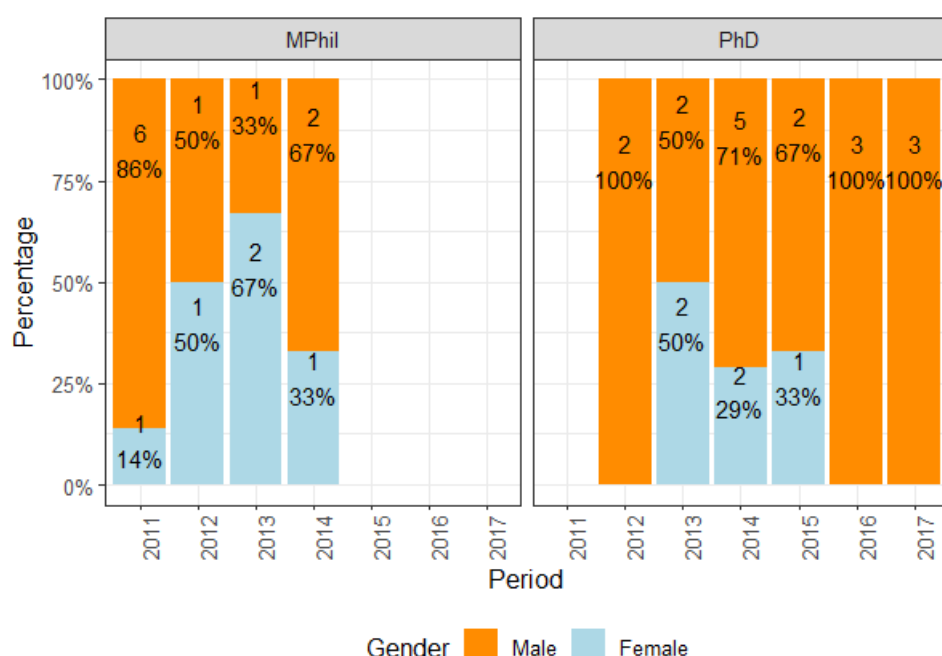
Figure 8: Offers for postgraduate study since 2012



This low number is due to the AMRC set-up. We have very few full-time studentships. Instead, staff are registered for PhDs alongside their full-time job. The number of people registered for postgraduate study is therefore a more accurate reflection. Figure 9 shows

that no new females have registered for PGR study since 2015 but prior to this around a third of those registered were female.

*Figure 9: Number of students registered for MPhil and PhDs since 2012*



A strategy is needed to encourage more females to consider PGR here (AP2.3, AP2.4 and AP2.5).

#### *Industrial Doctorate Centre (IDC)*

In addition to the PGR students discussed previously, the AMRC and TUoS FoE jointly operate the IDC, with the support of EPSRC and industrial partners. It provides a four-year engineering doctorate programme combining taught modules with original research addressing real business problems. The data for IDC students is presented separately (Table 12) since students are shared with the FoE and not always based at the AMRC.

*Table 12: Students numbers for IDC*

	Applications			Offers (as a % of applications)			Starters (as a % of applications)		
	M	F	Total	M	F	Total	M	F	Total
2016	46 (92%)	4 (8%)	50	8 (17%)	0 (0%)	8	8 (17%)	0 (0%)	8
2017	56 (93%)	6 (7%)	60	7 (13%)	1 (17%)	8	7 (13%)	1 (17%)	8
2018	58 (91%)	6 (9%)	64	13 (22%)	2 (33%)	15	13 (22%)	1 (17%)	14

Numbers of females applying to IDC are very low. Of those that apply, success rates are similar to males. We need to do more to encourage female students to apply (AP2.3).

(v) **Progression pipeline between undergraduate and postgraduate student levels**

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

We have very low numbers of female students studying at undergraduate level but the degree course is still relatively new. We hope the actions planned in this application will help this. There are higher numbers of females studying at postgraduate level (5 females (23%) registered for PhDs since 2013 and 2 (23%) on the IDC) but more still needs to be done. It is difficult to consider progression as our undergraduate courses are still in their infancy, but we will monitor it in line with our action plan (AP2.3).

**4.2. Academic and research staff data**

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

The AMRC has grown by 42% over the last five years (

Table 13), with most growth in research staff (109 – 242). Table 13 outlines only academic and research staff data.

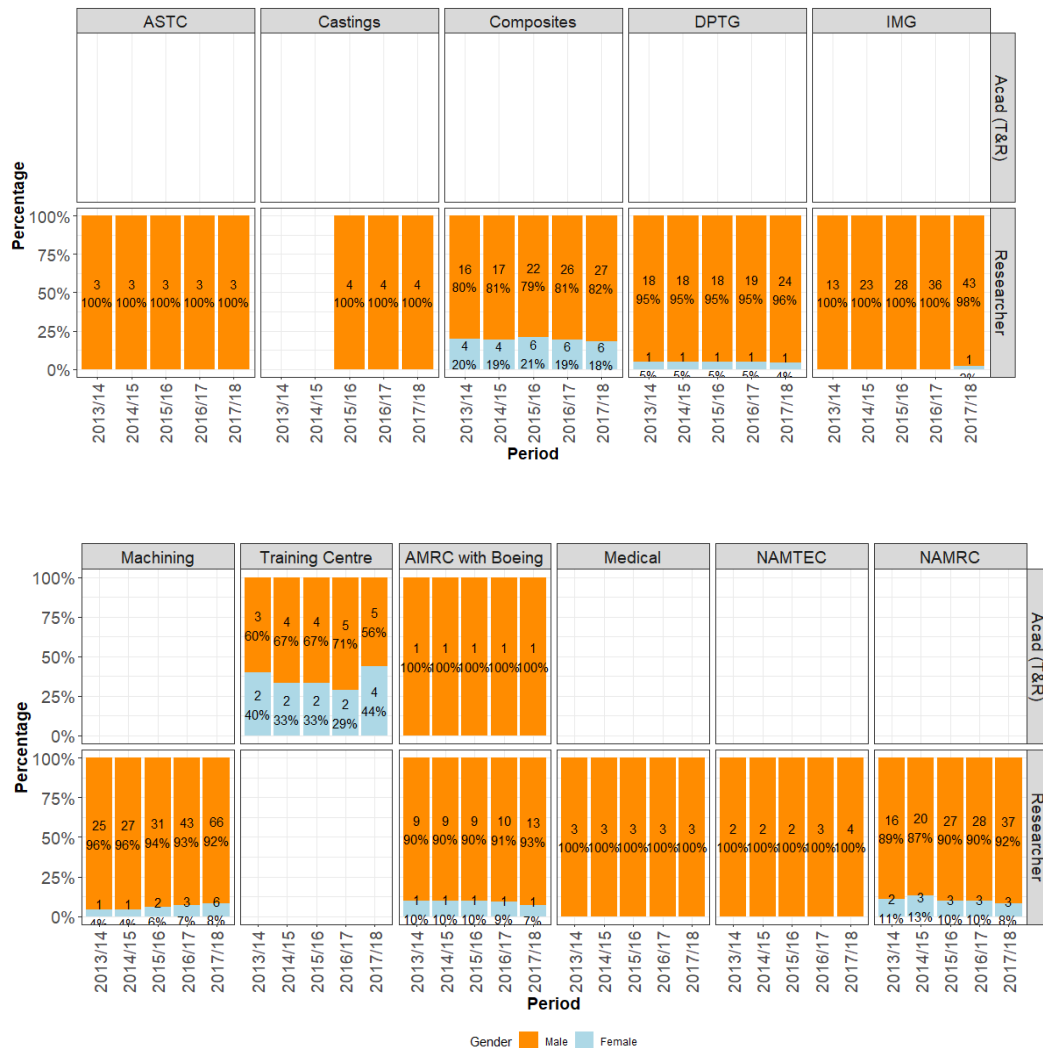
Table 13: Staff population over the last 5 years by role and gender

	2014		2015		2016		2017		2018	
	M	F	M	F	M	F	M	F	M	F
Academic teaching and research	4	2	5	2	5	2	6	2	6	4
Research only	100	9	121	10	144	13	171	14	224	18
Teaching only	0	0	1	0	1	0	3	2	7	2
Total	104	11	127	12	150	15	180	18	237	24

The proportion of women in all academic and research categories remains very low (consistently ~9%), which is lower than the national average of 16% for similar MechEng departments<sup>6</sup>. All academic staff are based in either the TC or AMRC-B. Research staff are spread across every organisational unit (*Figure 10*).

<sup>6</sup> HESA data from 2016/17 is used as the benchmark for the national average throughout the submission.

Figure 10: Spread of academic and research staff by organisational unit



By combining academic and research staff, we can compare staff breakdown to other roles. Within the academic teaching and research category all female staff are in grades 6-8 (Figure 11), which has been constant across the last five years. We need to improve our recruitment strategy to increase female representation across these roles, particularly at senior levels. We will put significant effort in to improving adverts for academic staff to encourage more female applications, including being more explicit about our commitment to flexible working and targeted advertising (AP3.1). We will also improve communication around promotion criteria/process to help develop staff (AP3.3).

Figure 11 shows, this does not mean female staff are not employed on G9 or professorial grades at the AMRC (we currently have 1 female on professorial and 4 on G9) but these staff are classified under administration and management (with one under specialist and professional). The way AMRC contracts are organised makes it difficult to fully understand what is happening for administration and management staff as we have a mix of staff doing clerical and management roles under one category. This will be disaggregated in future to ensure better understanding of career progression and salaries across gender (AP1.5). Figure 11 shows the majority of female administration staff are on salary grades 1-5 and the majority of males on 6 – professorial or equivalent. Whilst there is no evidence that salaries are not allocated fairly on the basis of job function (key and

typical responsibilities for each grade are standardised through TUoS's grade profiles<sup>7</sup>, the majority of women in this job category are in relatively low-paid roles (receptionists, administrators, etc.) whilst senior high-value roles (managers, directors, executives) are predominantly male. Actions for addressing this lack of female representation and lack of senior females across all job roles in our pipeline is discussed in recruitment (5.1.1), promotion (5.1.3), career development (5.3) and outreach (5.6.8).

Figure 11: Staff breakdown by gender, job role and pay grade

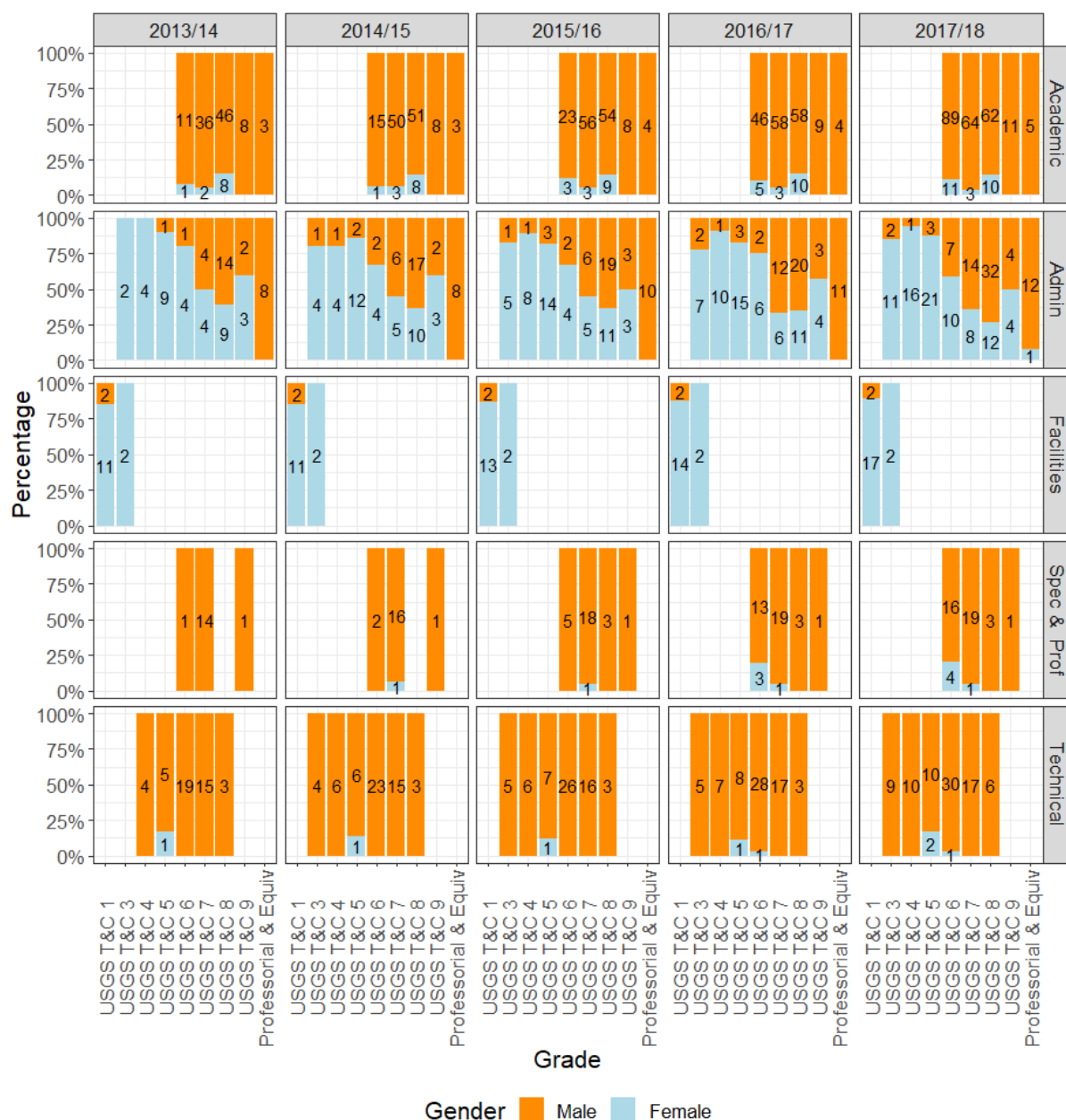
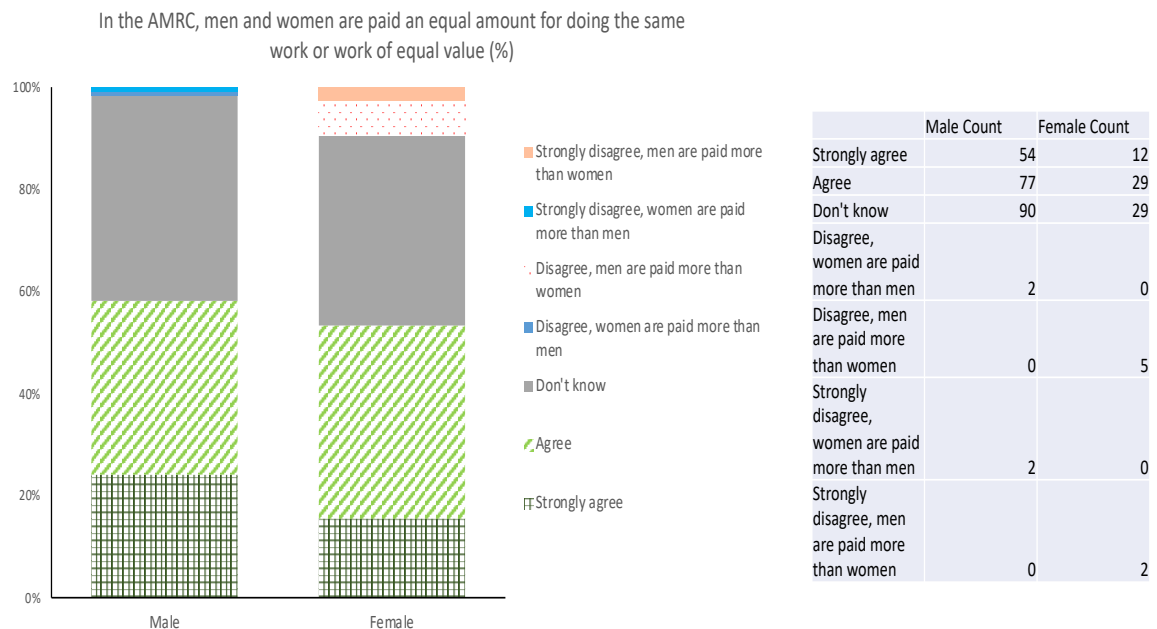


Figure 12 considers staff opinion on salaries; 58% of males and 54% of females strongly agreed or agreed that they are paid equally. 9% of females disagreed or strongly disagreed compared to only 2% of males. The perceptions of inequality of pay are therefore related

<sup>7</sup> The role requirements of each salary grade at the AMRC are clearly defined and available on the website here: <http://www.sheffield.ac.uk/hr/thedeal/pay>.

to the gender of the observer, i.e. no women perceive that women are paid more than men, and no men perceive that men are paid more than women.

*Figure 12: Staff survey results on salary*



As we have consistently low levels of female academic staff, we have already committed to more outreach work in an attempt to attract more females (AP2.4).

There are 312 different job titles across the AMRC. To find trends relating to job title and gender the frequency of single words (unigrams) in the job titles were calculated. The most frequent unigrams in job positions for female staff are displayed in Figure 13. The larger the word, the more frequently it is used.

*Figure 13: Word cloud for job titles for female staff*



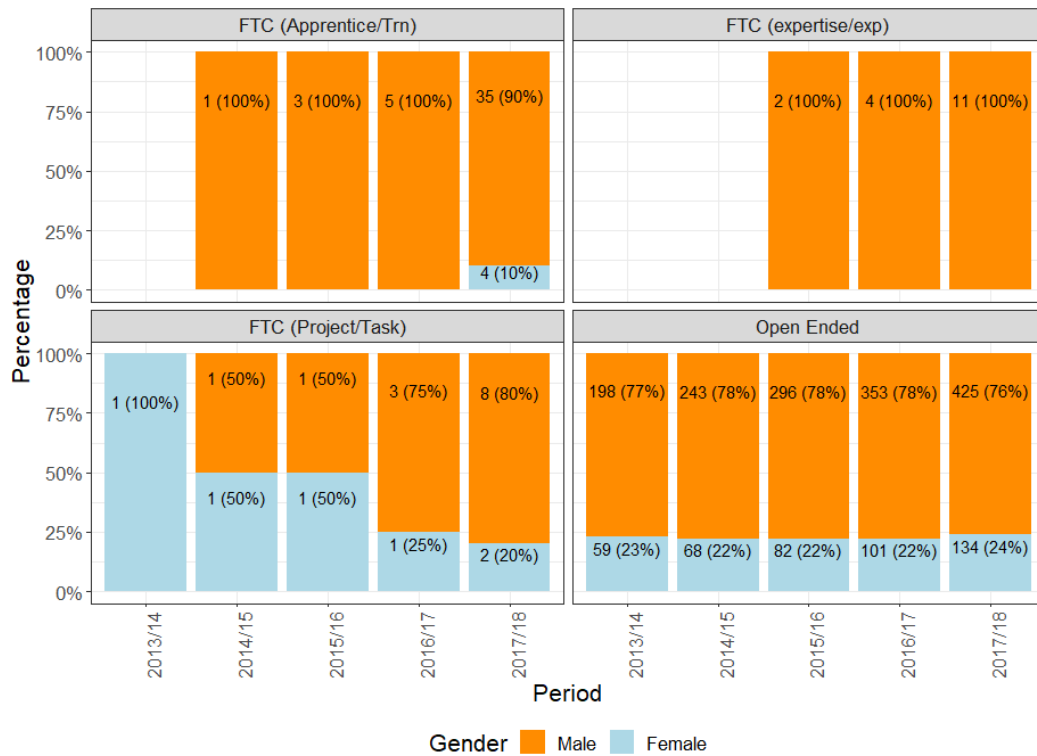
Coordinator (21), cleaner (17) and manager (17) are the most frequently used job titles for female staff. Administrator, engineer and officer are also commonly used.

Figure 14 shows the word cloud for male staff. Engineer (154) is by far the most common job title. Manager (60) and technical (50) are the next most frequently used job titles. For female staff, no single job title dominates but male staff are predominantly engineers. This highlights that job roles in engineering should be a key focus for improving gender balance.





Figure 15: Contract type by gender



Overall, the majority of staff either strongly agree or agree that they are satisfied with the contract type they are on, with 89% of females of 94% of males responding positively (Figure 16). 4% of males and females either strongly disagreed or disagreed.

Figure 16: Staff survey opinion on contract type

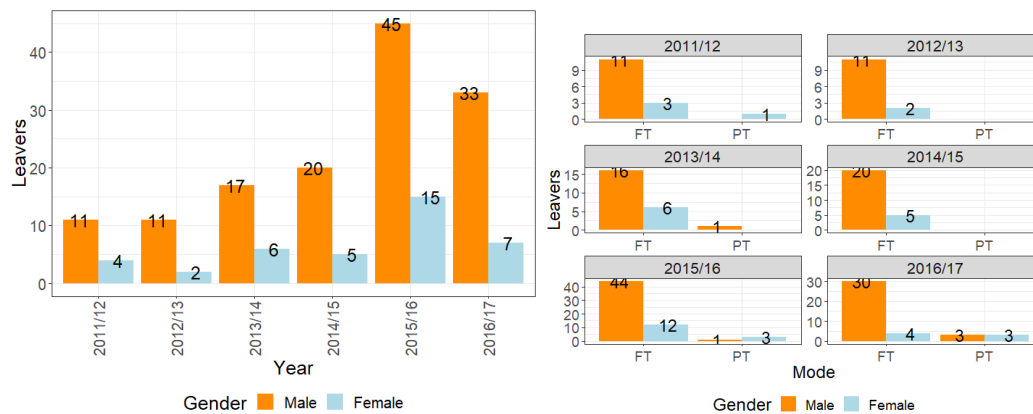


(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Since 2011, 137 males (78%) and 39 females (22%) have left. Figure 17 shows this breakdown by full-time/part-time working hours and gender. Raw data is presented since the way total staff numbers are calculated (a snapshot each year) makes it difficult to calculate accurate percentages i.e. the leavers data and total staff count snapshots are taken at different time periods.

Figure 17: Leavers broken down by gender (left) and working hours and gender (right)



Data shows that we lost 34% of those staff, mostly full-time workers, during 2015/2016. Figure 18 shows leaver's grades and Figure 19 shows sub-personnel area. KTP Associate is a Knowledge Transfer Partnership position and the salary equates to approximately G6.

Figure 18: Leavers since 2011 broken down by gender and grade (KTP Associate = Knowledge Transfer Partnership. NMW = National Minimum wage. NLW = National Living Wage)

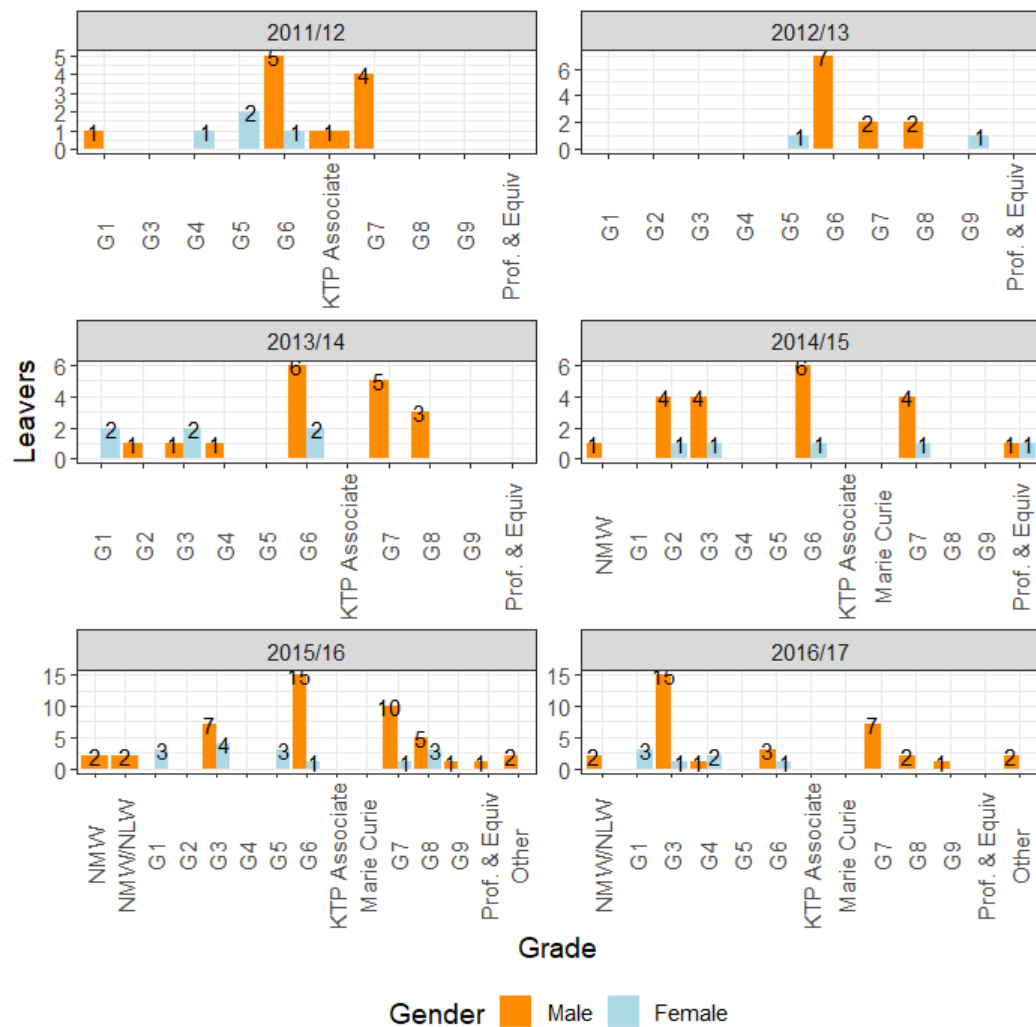


Figure 19: Leavers since 2011 broken down by job role (sub-personnel area)

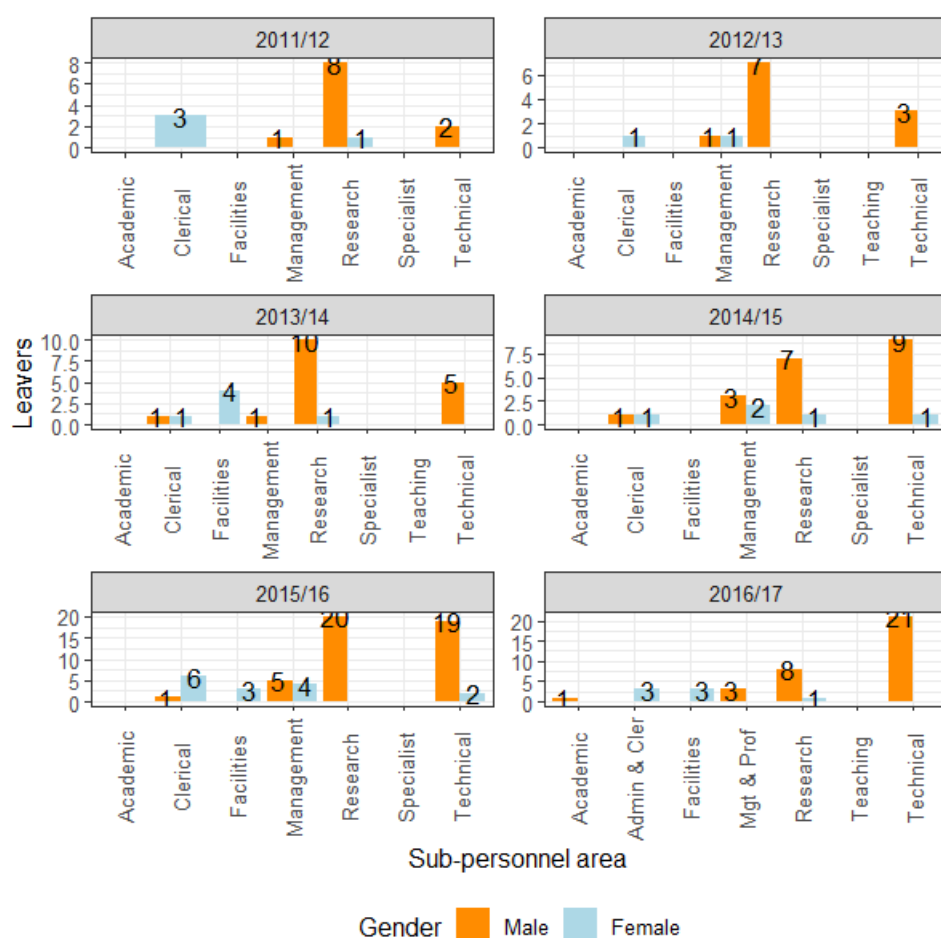


Figure 18 shows we lose most male staff from grades 6-8 and females from grades 1 and 3. Figure 19 shows the majority of males are lost from researcher roles and females from clerical and facilities roles. Table 14 shows the breakdown across research groups. In line with staff numbers, most of our loses are from our largest groups (AMRC-B, AMRC-M and Nuclear). 47% of male leavers and 54% of female leavers were from AMRC-B.

Table 14: Breakdown of leavers by gender and research group (2011-2017)

	Male	Female	Total
Advanced Structural Testing	0	0	0
Castings	4	0	4
Composites Centre	6	2	8
Design and Prototype Group	5	0	5
Factory of the Future	5	0	5
AMRC Group	12	3	15
Integrated Manufacturing Group	3	1	4
Machining (AMRC-M)	21	0	21
Training Centre	5	5	10
AMRC with Boeing (AMRC-B)	65	21	86
Medical	0	2	2
Nuclear	18	0	18

AP3.9 will formalise leaver interviews and collect data from previous leavers to inform future actions for staff retention.

**Summary of action point objectives (details provided in action plan):**

- AP1.4 - Increase staff understanding of equality and unconscious bias
- AP1.5 - Increase understanding of staff contract codes (e.g. clerical, management and professional)
- AP2.1 - Increase student/apprentice numbers
- AP2.2 - Promote gender equality locally by working with local industry
- AP2.3 - Increase applications for postgraduate research study and IDC.
- AP2.4 - Improve engineering pipeline by increasing STEM and outreach work
- AP2.5 - Ensure female role models are visible and used widely where appropriate to encourage STEM engagement.
- AP3.1 - Encourage more applications from female academic and research applicants
- AP3.3 - Ensure promotion process and criteria is clear to all staff.
- AP3.9 - Gain a better understanding of why staff are leaving

[Word count 2570]

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The AMRC complies with the University's equal opportunities policy. All job adverts contain a statement on the university's commitment to being an equal opportunities employer and include a job description and person specification to aid transparency.

Beyond the University's policy, the AMRC uses Textio, a tool for writing non-gendered job adverts to attract a wider pool of talent. The AMRC HR team take responsibility for advising on the recruitment processes and checking compliance at all stages. All jobs are advertised on:

- TUOS vacancy page
- Jobs.ac.uk
- LinkedIn
- Facebook
- Twitter

Jobs that may attract graduates are also advertised on Gradcracker. We advertised one job on WISE (Women in Science and Engineering) and plan to explore this further in the future (AP3.1).

The number of female applicants for academic posts are substantially lower than those from males (9 females (10%) over the 3-year period, compared to 82 males (90%), Table 15). To address this, we are targeting the STEM pipeline (AP2.4 and AP2.5) and using positive action for job vacancies (AP3.1). Only one academic professorial appointment has been made in the last three years. 14 males (88%) and 2 females (12%) (across the 3-year period) have applied for professorial grade or equivalent jobs but these were not academic posts (e.g. Chief Executive Officer). Non-academic G8 and G9 jobs have also been advertised that attracted female applicants.

Table 15: Number of applicants per job across each grade

	2014-2015		2015-2016		2016-2017	
	M	F	M	F	M	F
<b>G6</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)
<b>G8</b>	0 (0%)	0 (0%)	33 (86.8%)	3 (13.2%)	0 (0%)	0 (0%)
<b>G9</b>	0 (0%)	0 (0%)	41 (89%)	5 (11%)	1 (100%)	0 (0%)
<b>Professorial or equivalent</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (80%)	1 (20%)

The figures in Table 16 show that a higher proportion of female candidates were shortlisted than males for G8 and G9 positions (when females applied) but numbers are low so trends are difficult to determine.

*Table 16: Number of interviews across each grade and as a percentage of applications for that gender*

	2014-2015		2015-2016		2016-2017	
	M	F	M	F	M	F
<b>G6</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)
<b>G8</b>	0 (0%)	0 (0%)	8 (24%)	2 (67%)	0 (0%)	0 (0%)
<b>G9</b>	0 (0%)	0 (0%)	5 (12%)	1 (20%)	1 (100%)	0 (0%)
<b>Professorial and equivalent</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)

Table 17 shows that of the 9 females that applied for academic posts, only 1 was appointed (11%). Of the 82 males that applied, 10 were appointed (12%). The success rates are therefore similar and almost gender-balanced when considering the data as a whole but sample sizes are small.

*Table 17: Number of appointments across each grade and as a percentage of applications*

	2014-2015		2015-2016		2016-2017	
	M	F	M	F	M	F
<b>G6</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)
<b>G8</b>	0 (0%)	0 (0%)	6 (18%)	1 (33%)	0 (0%)	0 (0%)
<b>G9</b>	0 (0%)	0 (0%)	1 (2%)	0 (0%)	1 (100%)	0 (0%)
<b>Professorial and equivalent</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)

Due to the unusual structure of the AMRC, many appointments are not in purely academic roles. Table 18 outlines all appointments (except academic) over the last 3 years to allow recruitment of all staff to be assessed.

Table 18: Recruitment for all jobs (except academic) 2014-2017.

	Applied		Interviewed (% of applicants that applied)		Appointed (% of applicants that applied)	
	M	F	M	F	M	F
<b>G1</b>	190 (63%)	111 (37%)	57 (30%)	21 (19%)	19 (10%)	7 (6%)
<b>G2</b>	18 (43%)	24 (57%)	2 (11%)	7 (29%)	0 (0%)	3 (13%)
<b>G3</b>	380 (58%)	267 (42%)	122 (32%)	76 (28%)	43 (11%)	18 (7%)
<b>G4</b>	181 (48%)	215 (52%)	36 (20%)	39 (20%)	9 (5%)	11 (6%)
<b>G5</b>	203 (47%)	227 (53%)	30 (15%)	54 (24%)	10 (5%)	13 (6%)
<b>G6</b>	952 (85%)	167 (15%)	245 (26%)	42 (25%)	73 (8%)	10 (6%)
<b>G7</b>	497 (90%)	57 (10%)	119 (24%)	17 (30%)	34 (7%)	4 (7%)
<b>G8</b>	216 (83%)	44 (17%)	71 (33%)	16 (36%)	22 (10%)	6 (14%)
<b>G9</b>	47 (87%)	9 (13%)	20 (43%)	3 (33%)	5 (11%)	1 (11%)
<b>KTP Associate</b>	37 (90%)	4 (10%)	5 (14%)	2 (50%)	1 (3%)	0 (0%)
<b>Marie Curie</b>	15 (94%)	1 (6%)	4 (27%)	0 (0%)	1 (7%)	0 (0%)
<b>Professorial and equivalent</b>	41 (89%)	5 (11%)	9 (22%)	0 (0%)	6 (15%)	0 (0%)

For non-academic posts, final appointment success rates are not gender-balanced. For grades 1 and 3, males are more successful but at G2 females predominate. For G8, fewer females applied but were proportionately more successful than males. As with academic posts, the problem seems to be attracting females to apply for jobs at the AMRC (AP2.4, AP2.5 and AP3.1), and positive action is required (AP3.1). A suggestion for positive action is to offer informal tours with a female role-model for shortlisted female applicants and to invite more female seminar speakers to build relationships (AP2.5).

The staff survey highlighted that most staff strongly agree or agree (86% males and 91% females) that they have a good understanding of why positive action is required (Figure 20). However, as some did not know or disagreed, we will clarify and communicate the importance of this policy with the aim of standardising our positive action policy across the AMRC (AP3.1). Furthermore, 40% agreed that the AMRC took positive action to encourage women to apply for posts in areas where they are under-represented (Figure 21). A tool-kit for recruitment and positive action will be circulated to all staff (AP3.1).



Figure 20: Staff survey opinion on positive action

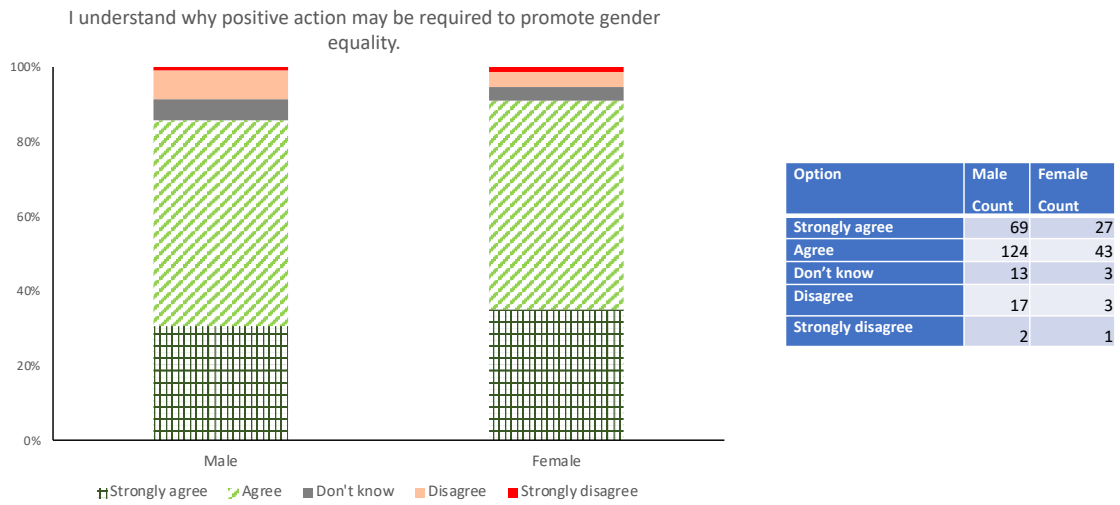
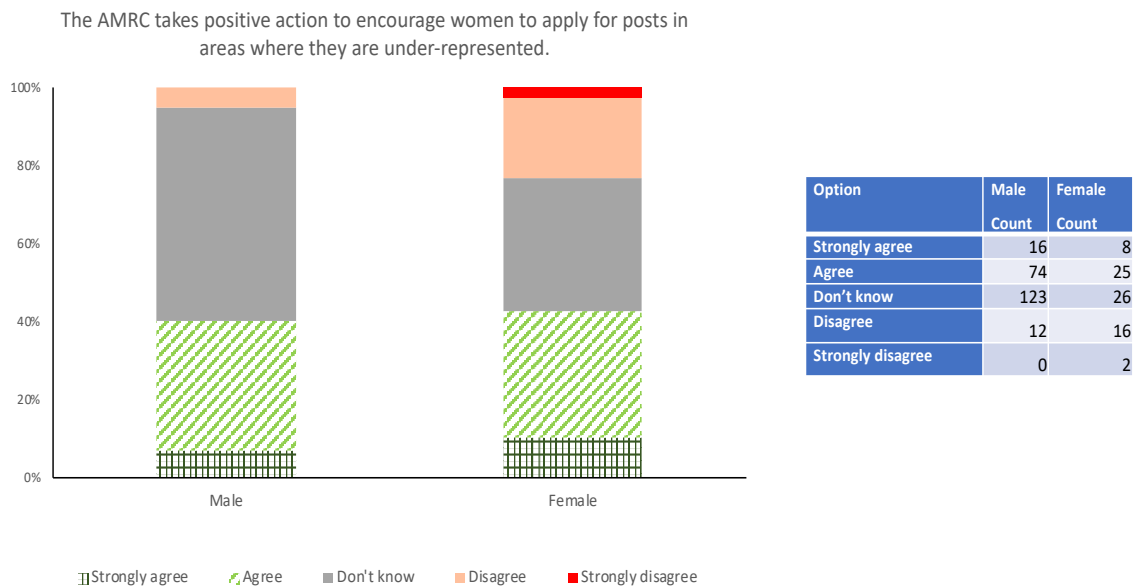


Figure 21: Staff survey results looking at the AMRC's positive action for encouraging women to apply for jobs.



### Shortlisting and Interviews

Figure 22 shows the stages for shortlisting and selection. Interviews are carried out by a panel of at least two, including the line manager for the advertised position. At least one interviewer is required to have completed TUoS interview training.

Figure 22: Flow chart for shortlisting and recruitment



Interview panels will aim to include at least one male and one female with the following rationale (AP3.2):

- Interviewing gives staff the opportunity to evaluate their own skills and understand the promotions process<sup>8</sup>.
- Ensuring gender balance on interview panels has been adopted by other universities such as UCL<sup>9</sup> and is standard practice for the FoE at TUoS.

Unconscious bias training, planned for all staff, should also support recruitment (AP1.4).

## (ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new staff at the AMRC have to complete a mandatory induction course. Requirements for induction are outlined in Table 19. Safety, an integral part of AMRC culture, is the primary purpose. Completion is monitored and evidenced by a signed checklist which is retained by the Quality team.

Table 19: List of induction modules for AMRC new-starters. All mandatory modules except the final three (shaded grey) which are only required if applicable to the role

Training
AMRC History / Overview
AMRC New Starter Induction (Booklet)
Fire Training (online)
Health & Safety Induction (online)
Manual Handling – Basic (online)
Out of Hours Training (online)
DSE Assessment (online)
Environmental Management System Awareness (AMRC Intranet)
Protecting Information (AMRC Intranet)
Protecting Personal Data (AMRC Intranet)
C.O.S.H.H (online) If you come into contact with Hazardous Substances
Ladders & step ladders (online) If applicable for role
Risk Assessment (online) If applicable for role

<sup>8</sup> Catherine Fox, 2012. *Myths about Women and Work*. NewSouth Publishing.

<sup>9</sup> UCL HR Policy and Planning. Updated May 2015. *Recruitment and Selection Policy*. <http://www.ucl.ac.uk/hr/docs/recruitment.php>

The Quality team regularly assess feedback and improve induction training as required. Feedback is currently positive with key areas covered clearly and concisely. However, the staff survey suggests that understanding of key HR policies in the areas of equality and diversity is not always clear e.g. maternity/paternity, returning to work, flexible working etc. We are currently updating the AMRC intranet to include signposts to policies on equality, diversity and bullying, which is already freely available through TUoS website (AP4.1). These will set out the AMRC's cultural expectations from the outset.

### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

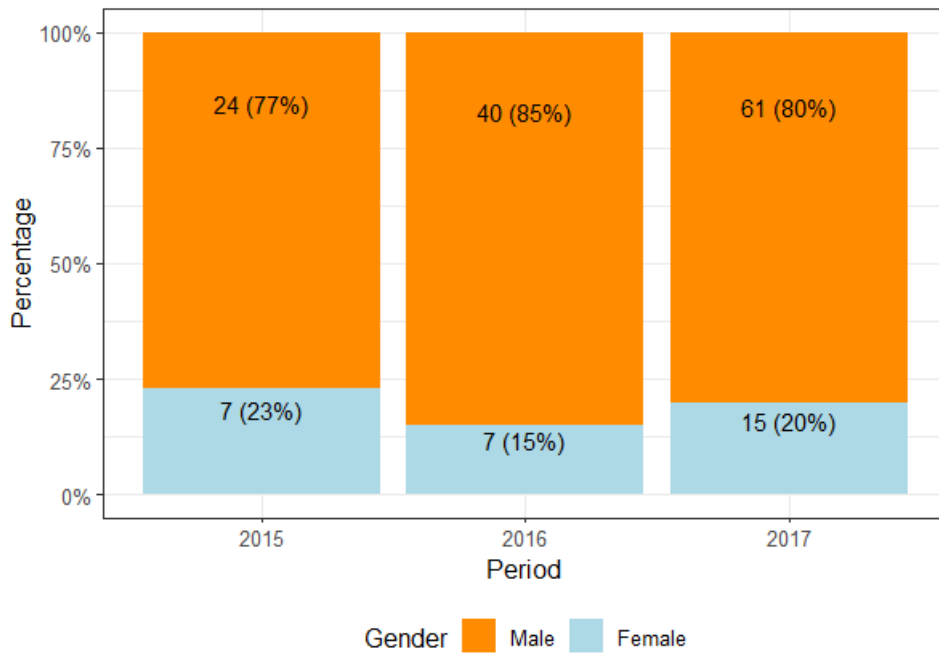
There are four routes for career progression at AMRC:

1. **Promotion:** Achieved by recruitment to a position at a higher grade, regrading or career progression.
2. **Special responsibility allowance (SRA):** Circumstances arise when it is appropriate to reward an individual for undertaking the responsibilities of a higher graded job for a period of time.
3. **Direct appointment:** By selection of a candidate for a specific role, e.g. named person on a funding grant.
4. **Accelerated increment (since 2014):** This allows for quicker progression through the normal pay range of a grade.

In all cases, requests are submitted by line managers to the Promotions Panel, usually after the annual appraisal, based on employee performance and demonstration of the ability to perform the new role. Line managers submit an expanded job description, benchmarked against TUoS's grade structure, to ensure the new salary is fair. The Promotions Panel meets annually and consists of AMRC directors. On occasion, promotions can be considered outside the annual cycle in the monthly Senior Leadership Team meetings, when they relate to increased job responsibility, direct appointments, or staff retention.

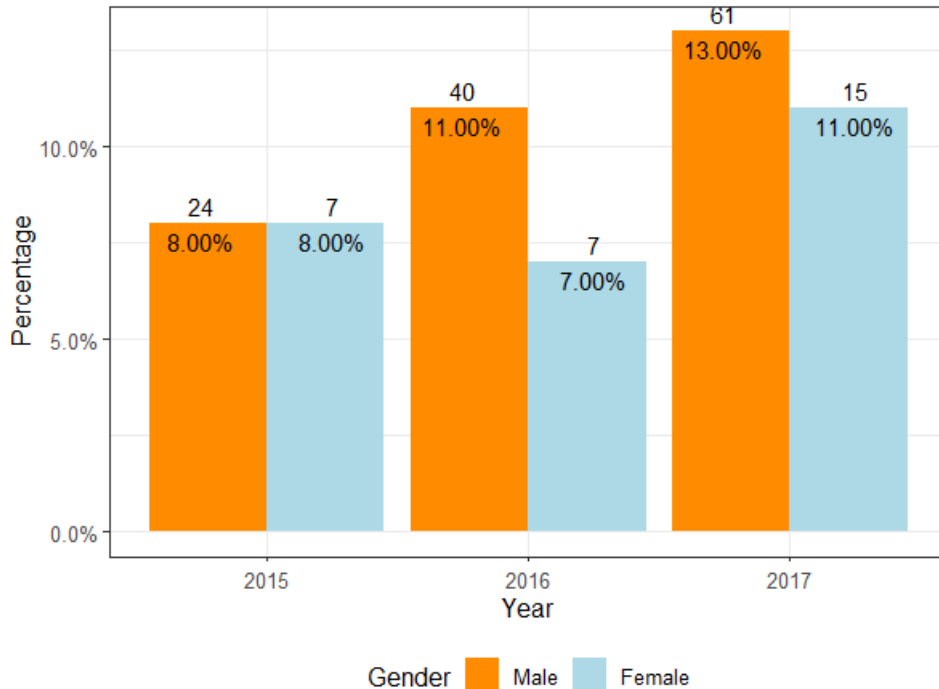
Figure 23 shows that of the 154 staff members proposed for promotion over the last three years, only 29 (19%) were female.

Figure 23: Proportion of staff promoted over the last three years



To provide more insight, the data was normalised by gender (Figure 24).

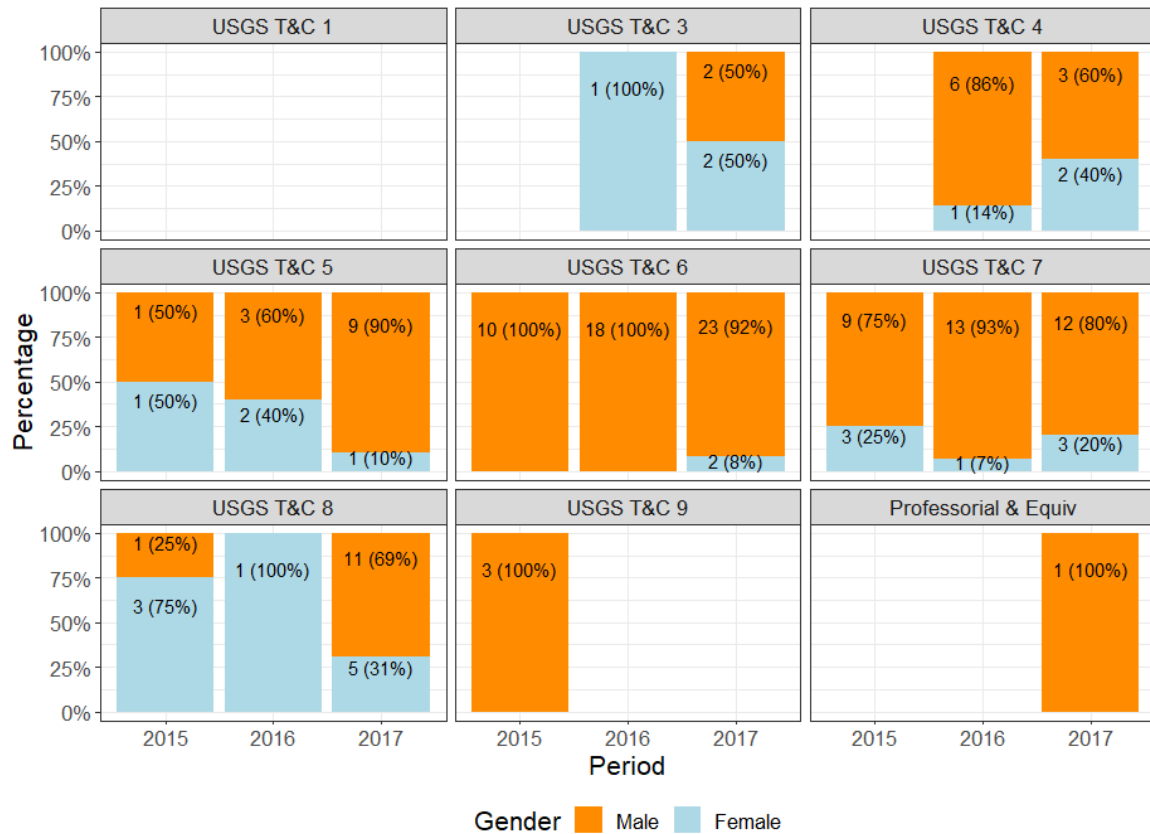
Figure 24: Staff proposed for promotion normalised gender of staff



In 2015, there was parity between male and female staff proposed for promotion: there were 83 female staff from which 7 were proposed for promotion (8%), compared with 8% of male staff nominated that year. However, since 2016 a higher proportion of males have been nominated than females, so we will continue to monitor this and ensure the promotion criteria/process is clear for everyone (AP3.3).

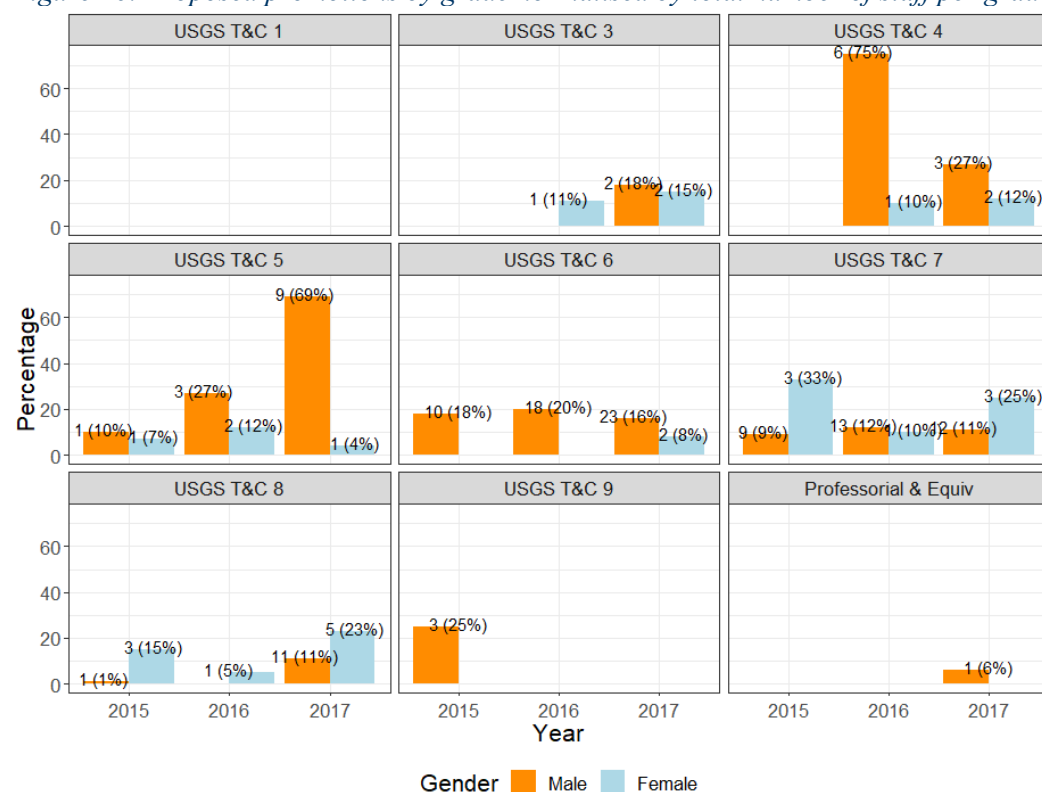
Analysing nominations across grades (Figure 25) shows that most promotions were proposed for G6 male staff (51) and G8 female staff (9). No female staff were proposed for promotion to G9 or professorial grades over the last three years.

*Figure 25: Proposed promotions by grade*



Normalising these data by the total number of staff within each grade offers more understanding. Figure 26 shows proposed promotions across grade are not gender-balanced. A higher proportion of G7 and G8 females were nominated, whereas a higher proportion of males were proposed in all other grades.

Figure 26: Proposed promotions by grade normalised by total number of staff per grade



Of the 154 staff nominated over the last three years, 141 were approved (92%). Of these, 27 were female giving success rates of 93% (female) and 91% (male) (Figure 27).

Figure 27: Promotion outcome by gender over the last three years



Results from the staff survey suggest that although many staff understood the promotion process and required criteria (Figure 28 and Figure 29) it is still unclear for more than a third. Action is therefore needed to clarify it (AP3.3).

Figure 28: Staff opinion on understanding of the promotion process

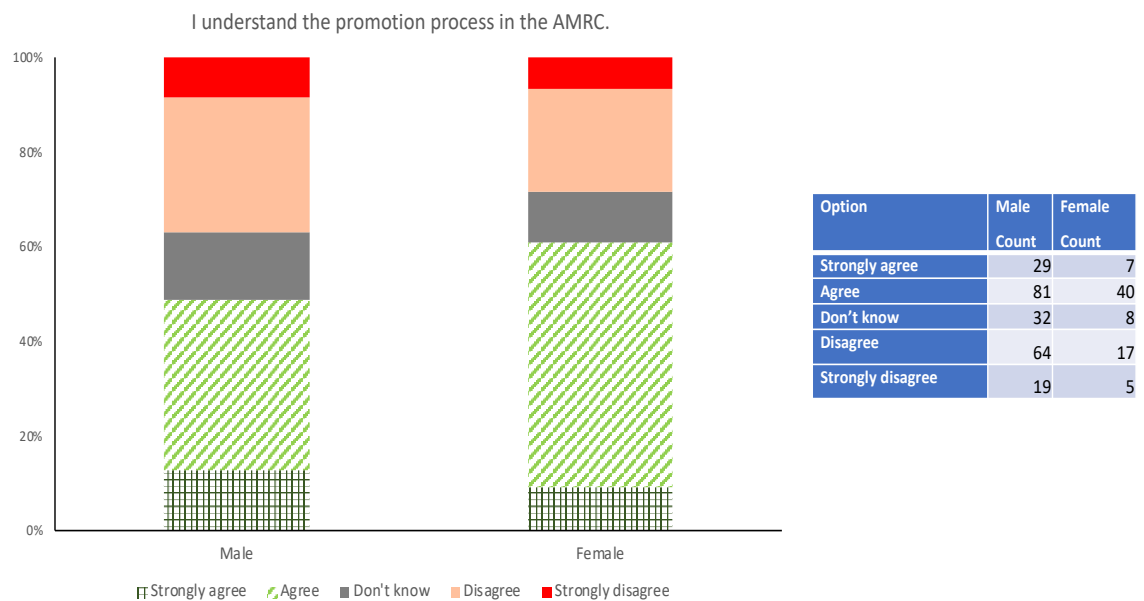


Figure 29: Staff opinion on understanding of promotion criteria

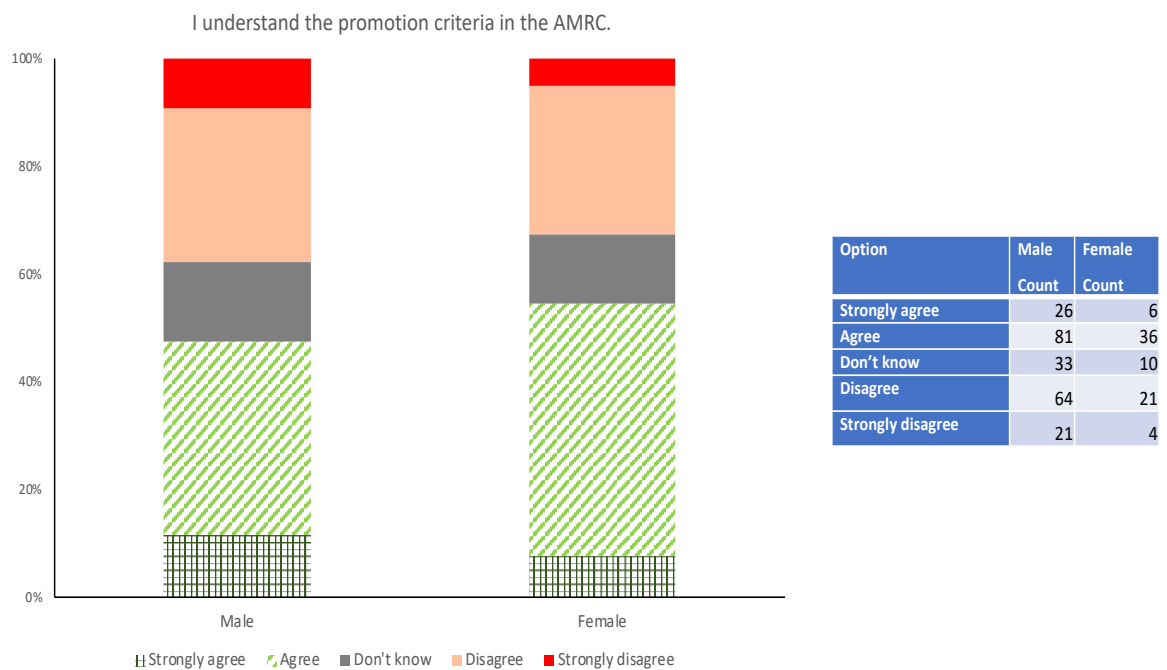
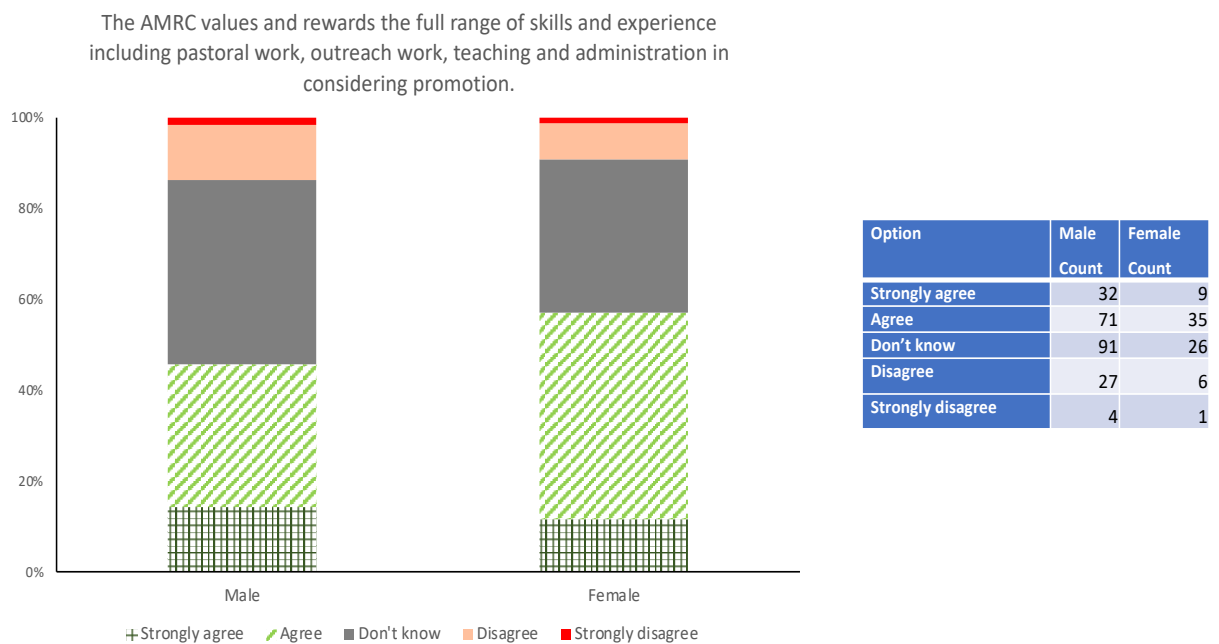


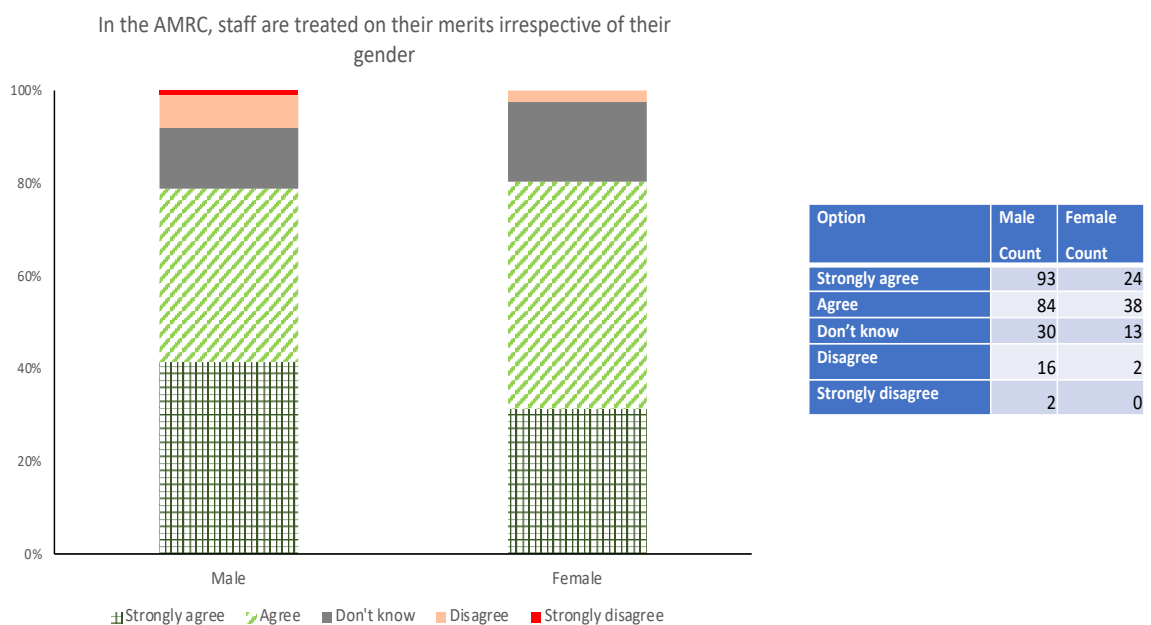
Figure 30 suggests that 45% of male responders and 57% of female responders felt that a full range of skills and experience is considered for promotion. However, large proportions of staff responded they don't know (40% and 33%), which supports the idea that more clarity is needed.

*Figure 30: Staff survey opinion on what's considered for promotion*



Despite some uncertainty surrounding promotions, it is encouraging that 79% of male staff and 80% of female staff felt that they were treated on their merits, irrespective of their gender (Figure 31). 8% of males and 3% females disagreed with this.

*Figure 31: Staff survey opinion on being treated on their merits*





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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The AMRC is not assessed under the REF as a unique department because the industrially-based nature of its sponsorship often precludes academic publication. Instead, eligible staff are submitted with the Department of MechEng submission. Only academic (research and teaching) staff were considered eligible. Research-only staff were not considered to be eligible. All eligible female staff were returned. Only one female has been eligible over the last two exercises (Table 20 and Table 21).

*Table 20: RAE 2008 submissions*

	Male	Female	Total
Eligible	1 (100%)	0 (0%)	1
Returned	1 (100%)	0 (0%)	1
Not Returned	0	0	0
Returned Rate	100%	100%	

*Table 21: REF 2014 submission*

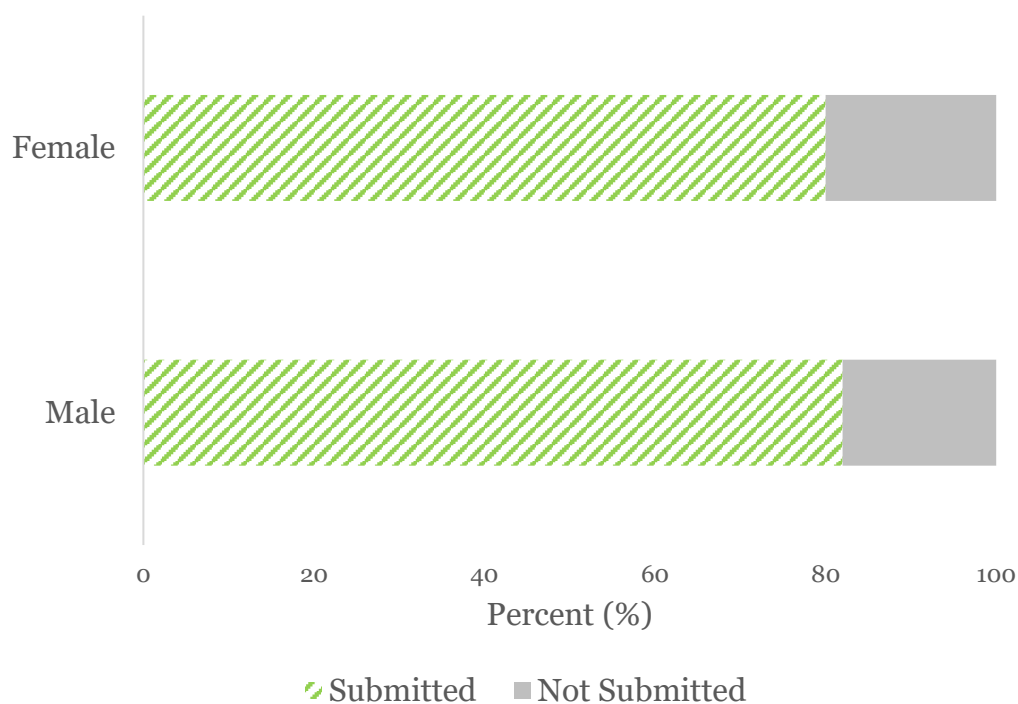
	Male	Female	Total
Eligible	1 (50%)	1 (50%)	2
Returned	1 (50%)	1 (50%)	2
Not Returned	0	0	0
Returned Rate	100%	100%	

The REF submission rates for the joint MechEng and AMRC submission in 2014 are outlined in Table 22 and Figure 32. A similar proportion of eligible male and female staff were submitted.

*Table 22: Gender breakdown for REF submissions*

Gender	Submitted Staff	Total Eligible	% of Staff Submitted
Female	780	980	80%
Male	3280	3980	82%

Figure 32: Percentage of Eligible Staff Who Were Submitted to the REF by Gender



## 5.2. Career development: academic staff

### (i) Training

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

Development of staff through training is a core strength of the AMRC. Many employees have anecdotally reported that the quantity of training they have received is the best in their careers. This concurs with the staff survey (Figure 33) with 86% of males and 94% of females strongly agreeing or agreeing.

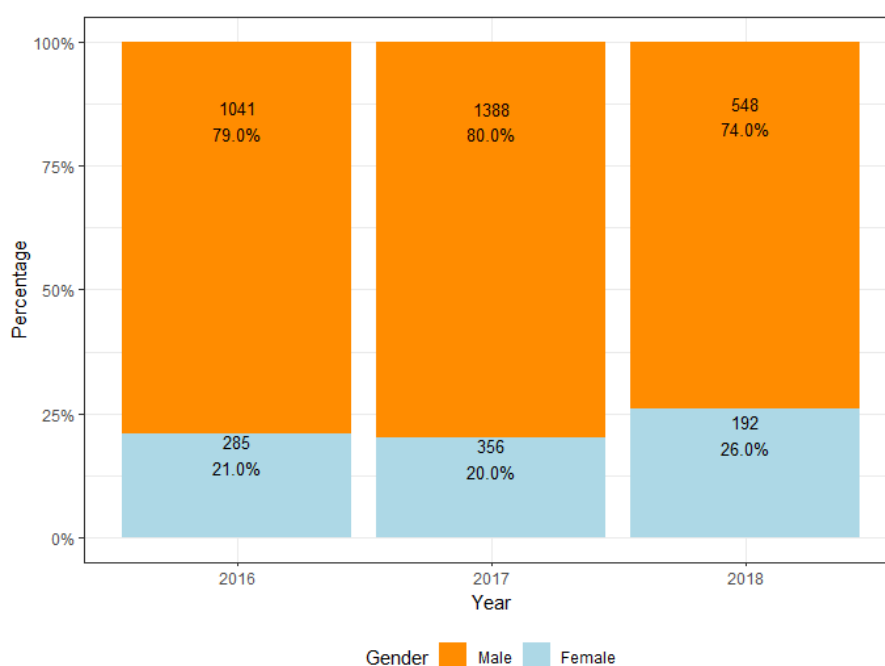
Figure 33: Staff survey opinion on training courses by gender



Training needs are identified by individuals and their line managers. Approval will usually be granted, subject to relevance of the course and availability of funds.

There is a good level of uptake for training (Figure 34) with 20-26% of the training taken each year being provided to females. This reflects the proportion of female staff within the AMRC. 172 different training courses have been taken in total over the last three years.

Figure 34: Uptake of training by gender

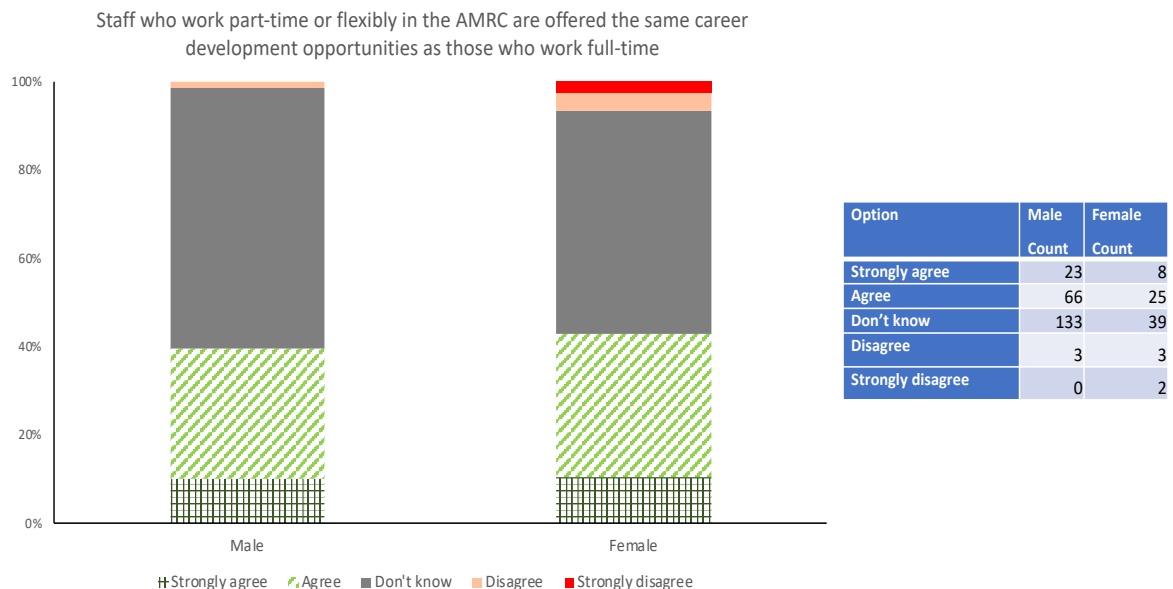


Feedback on training is collected and monitored by the AMRC Training Coordinator. However, the opportunities that are available (courses and suppliers) are not always visible or advertised widely to staff (there is no central repository for information) and processes for organising training are not explicit, meaning that a pro-active approach is required. Actions to address this will be:

1. Explain the procedures for requesting training in the induction (AP3.4).
2. Create a central repository for information on training courses where employees can register interest (AP3.4).

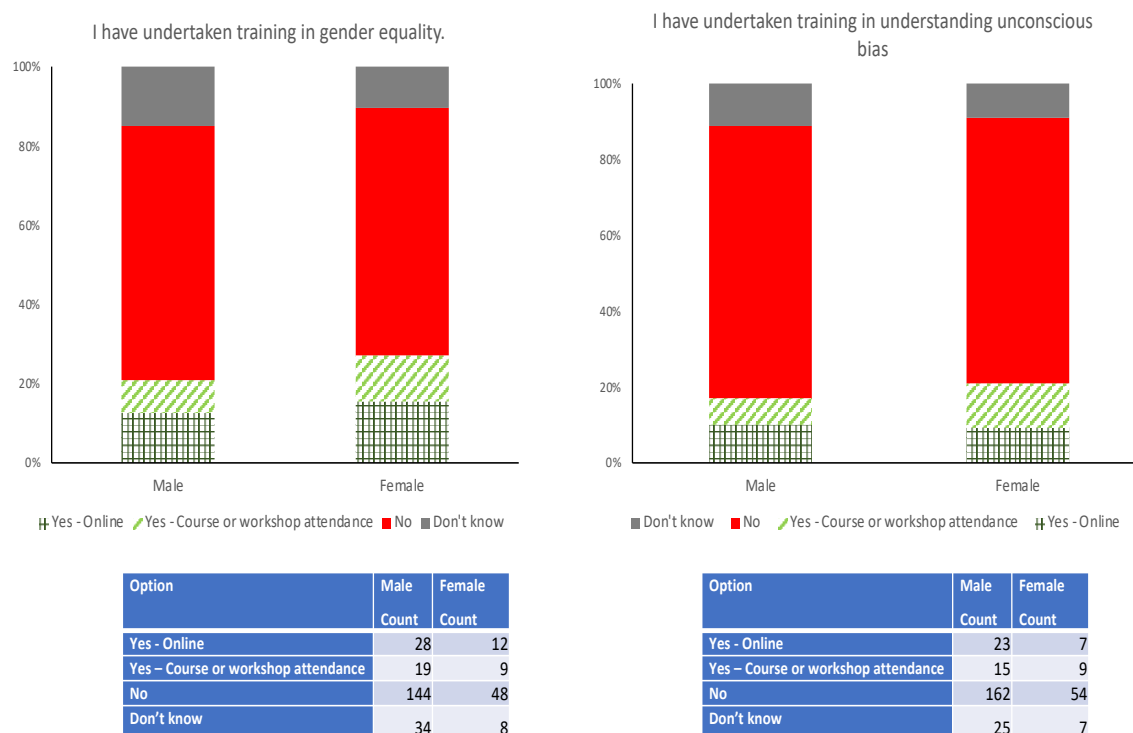
There is a low level of awareness around development opportunities for staff who work part-time (Figure 35). Around 40% of male and female staff agree that part time staff are offered the same opportunities but with over 50% unsure, which indicates that some clarification is needed. Action will be taken to improve visibility of training opportunities available to these staff (AP3.4).

*Figure 35: Staff survey opinion on career development opportunity for part-time staff*



Low levels of staff (approximately 20%) have undertaken gender equality and unconscious bias training. We are currently arranging for all staff to receive this (AP1.4).

Figure 36: Staff survey about gender equality and unconscious bias training



## (ii) Appraisal/development review

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

The annual appraisal is carried out using a standard format administered centrally by TUoS. The appraisal gives staff the opportunity to meet on a one-to-one basis with their line manager, reflect on progress over the previous year against their objectives for their role and set targets for the upcoming year. The AMRC runs training sessions every year to update line managers of any changes to the process.

All staff are invited to participate in the annual appraisal but the completion rate was only 49% for 2017. We anticipate actual completion rates may be higher but have not been recorded. To increase completion rates, all staff will be reminded of the importance of the annual appraisal, and information sessions will be organised (AP3.5). Table 23 shows particularly low completion rates for ASTC and castings groups.

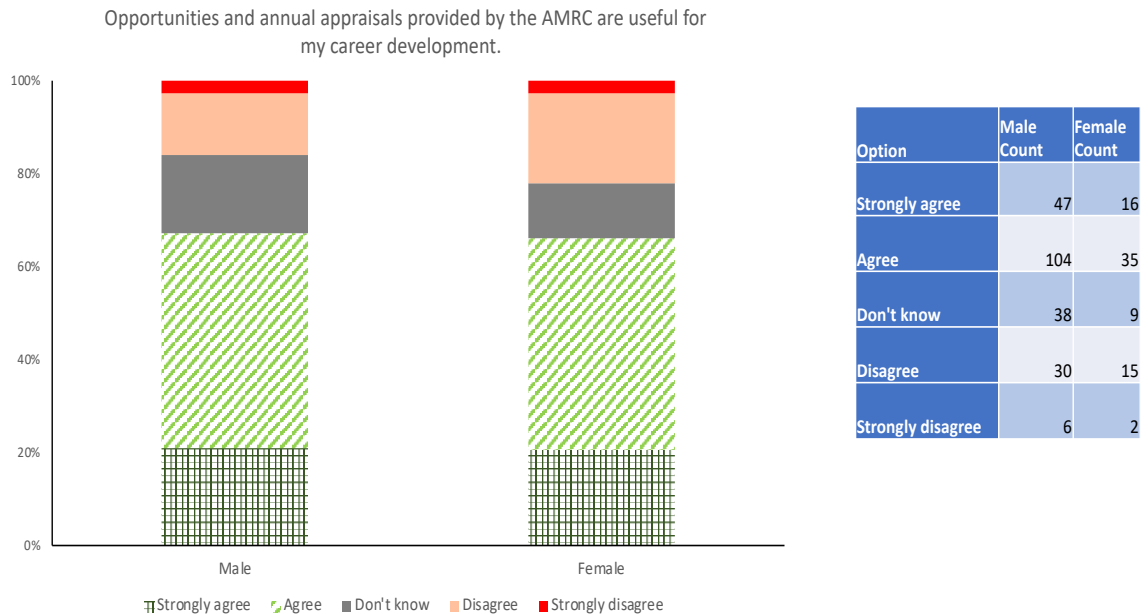
Table 23: Annual appraisal completion rate by group

Group	Acronym	2017 Appraisal complete (% of total staff in group)
Advanced Structural Testing	ASTC	0 (0%)
Castings	Castings	0 (0%)
Composite Centre	CC	10 (19%)
Design Prototype Group	DPG	21(72%)
Integrated Manufacturing Group	IMG	42(72%)
Machining	AMRC-M	65 (45%)
Training Centre	TC	44 (65%)
AMRC with Boeing	AMRC-B	34 (30%)
Medical	Medical	7 (100%)
NAMTEC	NAMTEC	3 (38%)
Nuclear AMRC	Nuclear	73 (68%)
<b>Total</b>		<b>304 (49%)</b>

We do not routinely assess annual review completion rates by gender but will do so in future (AP3.5).

Staff opinion shows that the majority of staff (67%) believe the annual appraisal (and other opportunities e.g. mentoring and networking) are useful for their career development (Figure 37). The pattern of responses is similar across male and female responders.

Figure 37: Staff survey opinion on annual appraisals

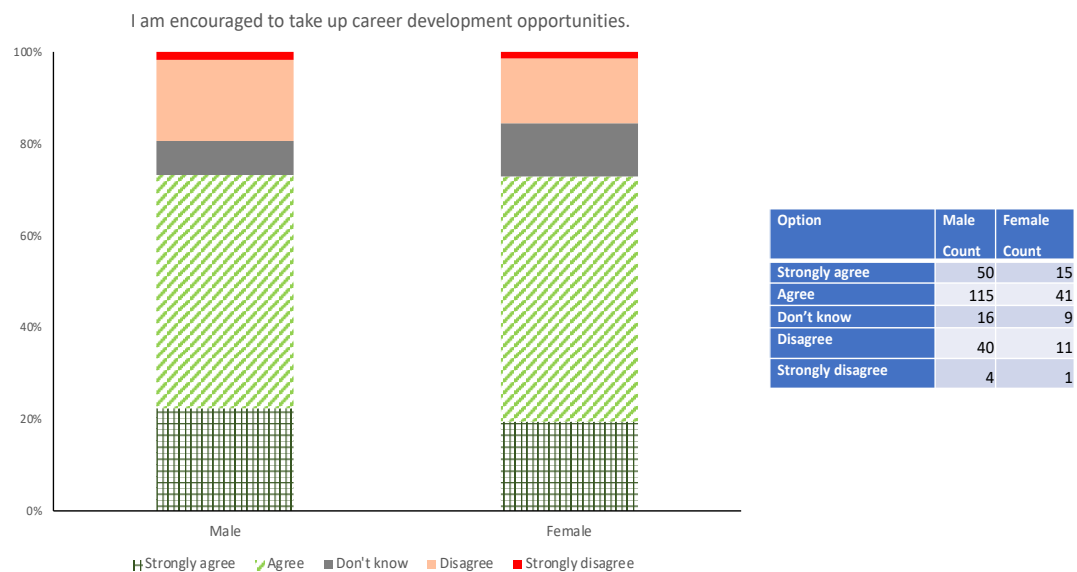


### (iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Support for career progression is a top priority for all staff in the AMRC and staff are encouraged to take advantage of opportunities. 73% of male responders and 72% of female responders strongly agreed/agreed that they are encouraged to take up career development opportunities (Figure 38). Just under 20% disagreed; this will be emphasised in training for annual appraisals and in communications to staff (AP3.5).

*Figure 38: Staff survey opinion on career development opportunities*

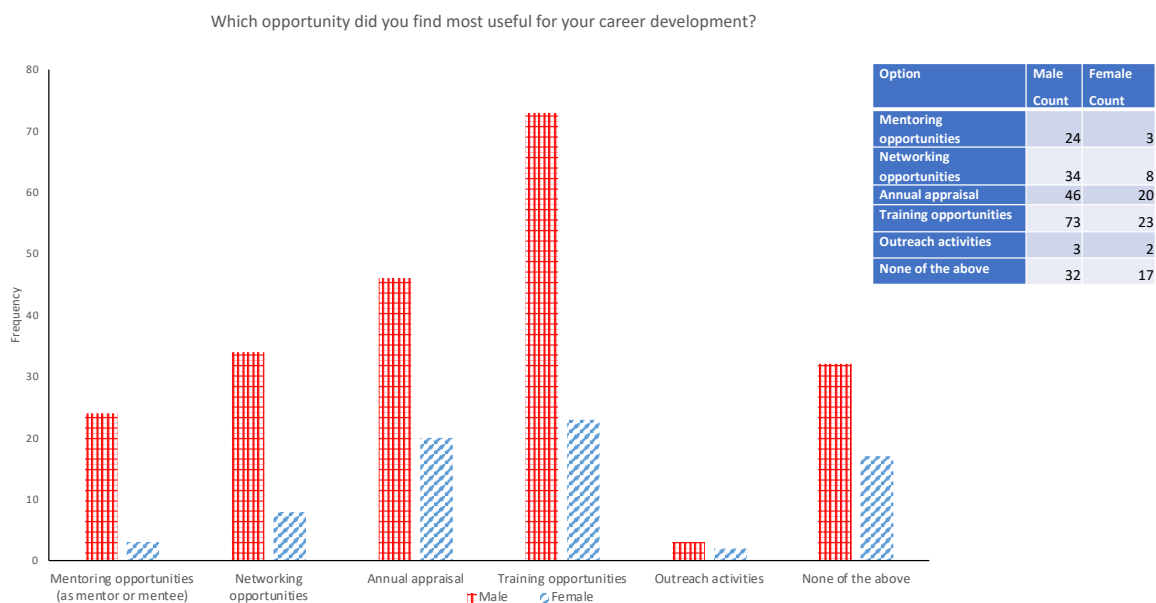


The survey investigated key areas where the AMRC offers support to staff for career progression:

1. Annual appraisal
2. Networking opportunities
3. Mentoring opportunities
4. Training opportunities (discussed previously)
5. Outreach activities

Figure 39 shows strong agreement between men and women regarding which of these areas are most useful for career progression, with training opportunities being the most useful, followed by appraisal.

Figure 39: Staff survey opinion on usefulness of career development options



### Mentoring

The AMRC does not currently have an internal mentoring scheme, which is reflected in the survey results (Figure 40).

Figure 40: Staff survey opinion on being a mentor or mentee





46% of male responders felt they were provided with useful opportunities as a mentor. In contrast, only 28% of female responders agreed with this. Almost 20% of females don't want to mentor anyone.

Assessing viewpoints about being mentored (as a mentee), the pattern of results is very similar. Responses are therefore quite mixed with some strong feeling by some people that they are not interested in mentoring opportunities. The SAT recognises that some people feel mentoring schemes can be a great source of support/development but feel that it should not be mandatory (in light of staff opinion). TUoS provides a number of mentoring schemes which are open to AMRC staff:

- Think Ahead – research staff
- Impact – female lecturers
- Futures – mentoring for female academics interested in pursuing senior leadership roles

Many AMRC staff have said they are not aware of these courses. We will ensure these schemes are advertised more widely to staff (AP3.6 and AP3.7).

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

#### *Tutor support*

The AMRC encourages regular 1-1 meetings with students to discuss issues, potential solutions and career options. These meetings can be booked at any time and are available to all students for the duration of their training programme. Furthermore, the university has a mentoring system that is open to all students. It should be noted that the TC support for learners was graded as 'outstanding' in a recent peer review in preparation for an imminent Ofsted inspection. This is partly due to the appointment of Learning Support Mentors who directly engage with students.

#### *Employer engagement*

We pride ourselves on good employer engagement with students at all levels, through the work of the TC with apprentice host employers and through the AMRC membership system (over 100 industrial members support the AMRC). These links provide students with valuable insights and contacts, both for research support, increased employer engagement and employability.

Apprentices' progress in the workplace is monitored by workplace assessors who help them address any welfare issues which may arise by liaising directly with employers. Alison Riley (Higher Degree / lead assessor at TC) has given the following testimonial:

*"My role is to provide guidance to degree level learners who are preparing evidence towards their 'end point assessment' as part of the new standards in education. This involves reviewing their work and providing feedback towards further development. Much of this support comes in the form of suggestions towards a more diverse approach to problem solving (outside the box thinking). Sometimes all learners need is a sound-box to bounce an idea onto to give them the direction they need."*

### *Females and BME students in engineering support*

Female and BME students have been identified as ‘at risk’ groups of students in the TC as a result of completion rates. The closely integrated nature of the TC has allowed issues raised by staff and students to be acted on promptly. Instances have included the only female on the summer Manufacturing Camp leaving early because she felt uncomfortable, and girls excluding themselves from social interaction during unstructured break times. The TC therefore introduced a girls’ support group in September 2018, to give girls a valuable platform. Student activities are monitored to ensure they do not encounter any barriers to their learning and progress. To avoid singling out BME students, a dedicated support group has not yet been introduced but students are closely monitored. Participation and impact of these activities will be reported on (AP2.1).

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The AMRC employs a dedicated team who support staff writing grant applications. Any staff member can ask the team to either write a bid on their behalf, support them in the writing process or proof-read their application. We believe this is a valuable service that helps AMRC researchers to develop and learn alongside experienced writers and research managers.

Staff are asked to register proposals so we can monitor submissions but this has not been mandatory and gender of applicant is not routinely recorded. This will be addressed in AP3.8. Of the submissions logged since November 2016, 22 applications were submitted from female PIs and 71 from male PIs. The higher number of submissions by males may be explained by higher proportion of male research/academic staff and males in senior positions. It may be that females are working on the proposals and may even be co-investigators but we do not currently have the records to see whether this is the case. AP3.8 will provide more data.

## SILVER APPLICATIONS ONLY

### 5.3. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

### 5.4. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

The AMRC follows TUoS policies in respect to maternity and adoption leave, with information available to staff. In both cases, staff are encouraged to notify their line-manager at an early stage so that they can plan for the anticipated absence and undertake a risk assessment. This is particularly important for staff who will be working near machinery, with chemicals or lifting heavy items.

Before taking maternity leave, female staff have a meeting with their line manager to agree plans for her return to work and use of 'keeping in touch' (KIT) days. Colleagues whose partners are pregnant are facilitated in attending medical appointments related to the pregnancy. A female staff member who has recently returned from maternity leave outlined that:

*"I found the entire process of requesting maternity leave, keeping in touch days and returning to work within the AMRC a positive and straightforward experience."*

There is informal support provided by Parent 2 Parent (P2P), part of the Parents@TUOSnetwork. P2P aims to support staff by providing an informal mentor or supporter, known as a buddy.

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

Explain what support the department offers to staff during maternity and adoption leave.

All staff that have worked at TUoS for at least 12 months (continuous service) by the expected week of childbirth are eligible for up to 52 weeks of leave. During leave, the staff member and their line manager are encouraged to maintain reasonable contact.

Except during the first two weeks after childbirth, an employee can agree to work for the University (or to attend training) for up to 10 days during the maternity leave period, without that work bringing the period of the maternity leave to an end and without loss of a week's statutory maternity pay. These are known as KIT days. The type of work to be undertaken should be agreed between the member of staff and their manager. Feedback from someone who has recently utilised KIT days:

*“Arrangement of my KIT days were made during maternity leave whereby I came in to assist on projects for 7 days. I found the KIT days beneficial and would certainly recommend them to any member of staff in this position.”*

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

A staff member may not return to work within 2 weeks of the birth of the child and no notice to return is required if the individual returns on the first working day after 52 weeks' maternity leave. Staff choosing to return to work at the end of the ordinary maternity leave have the right to return to the same job they occupied before their maternity leave began, on the same terms and conditions of employment as if they had not been absent. Those who take additional maternity leave also have this entitlement. However, where it is not reasonably practical for the University to allow a return to the same job, the University may offer the member of staff suitable alternative work, on terms and conditions that are no less favourable than would have applied if they had not been absent. Anna Whiteley recently changed her working pattern when returning to work:

*“Arranging the change of contract from full-time to part-time working was handled well throughout all the departments involved”*

For female academic and researchers, ToUS runs the Women Academic Returners' Programme which provides additional support either during maternity leave or on return to work, to minimise the impact of extended leave on research activities. Women are able to request up to £10,000 funding to support an additional post, or up to £5,000 to support other research related activity (to a maximum total of £10,000). Discussions with AMRC staff has revealed that this scheme is not generally known, so we will advertise it more widely and support AMRC in their applications for funds (AP4.2). One staff-member recently applied for WARP funding and was awarded the maximum (£10k); enabling her to appoint a Development Engineer to continue experimentation and write-up.

(iv) **Maternity return rate**

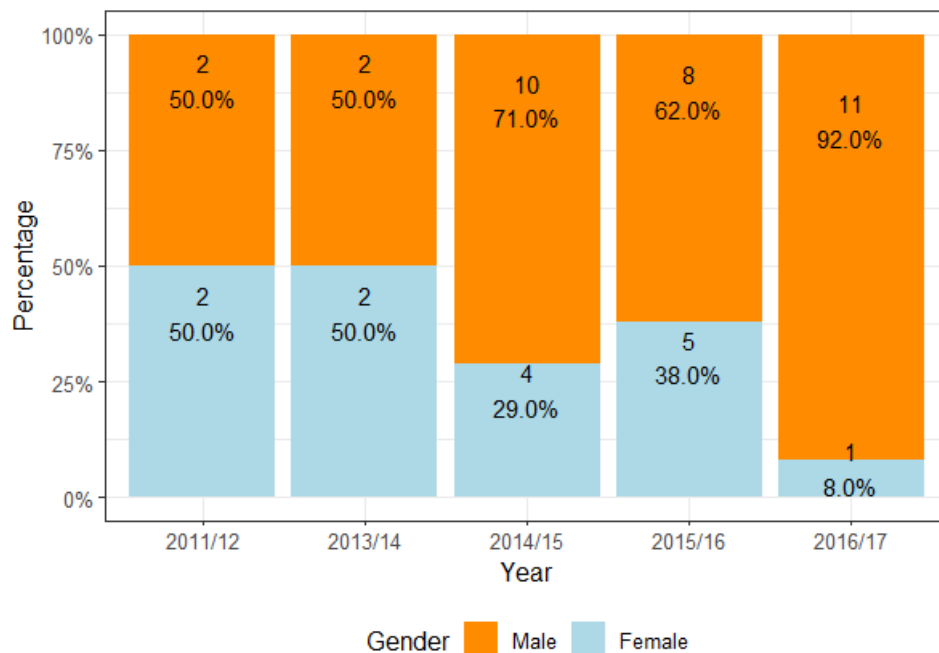
Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Figure 41 shows maternity and paternity leave rates since 2011; in total 14 members of staff have taken maternity leave. Of those, only 1 female did not return (left within 6 months) giving a maternity return rate of 93% overall. Most years there has been a 100% return rate (Table 24).

*Table 24: Maternity return rates since 2011*

Year	Number taking maternity	Number returned	Number left within 6 months	Maternity return rate
2011-2012	2	2	0	100%
2013-2013	0	0	0	0%
2013-2014	2	2	0	100%
2014-2015	4	4	0	100%
2015-2016	5	4	1	80%
2016-2017	1	1	0	100%

*Figure 41: Parental leave numbers since 2011*

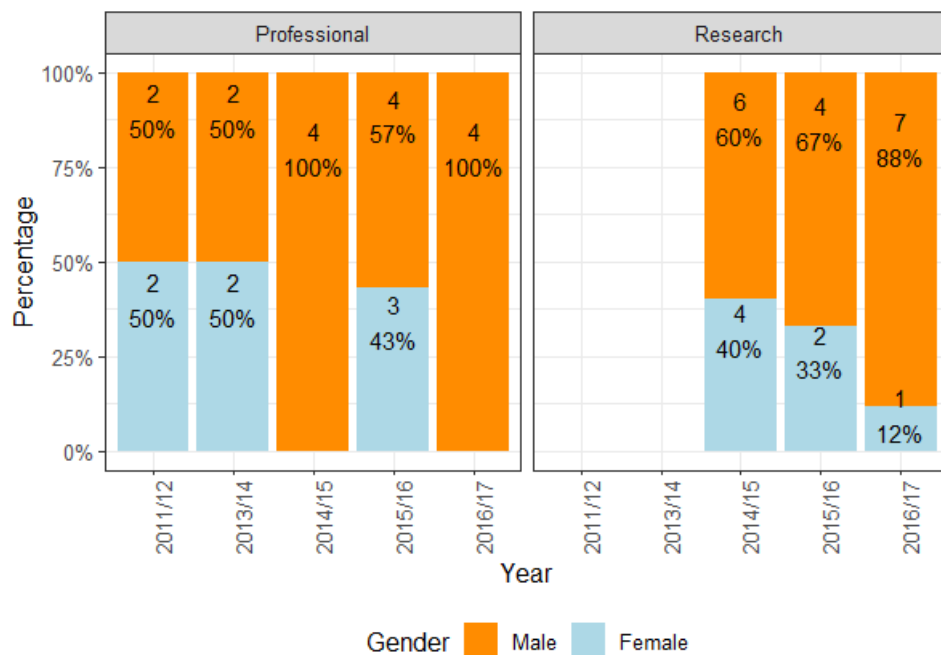


(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

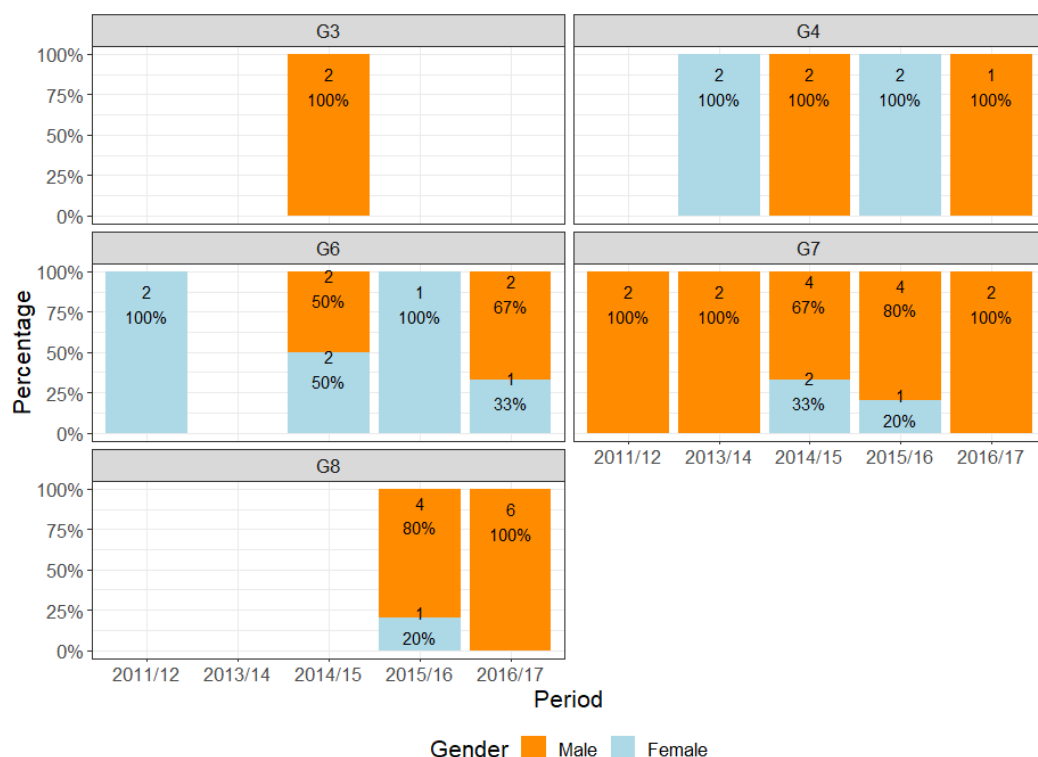
All fathers of new babies are encouraged to take paternity leave. The University provides two weeks of paternity leave on full pay following the birth of a child or the adoption of a child. Figure 41 (above) shows that in 2011-2017 a total of 33 men took paternity leave. Figure 42 shows that these staff are evenly spread between professional and research (16 vs 17).

*Figure 42: Parental leave by job category*



Staff from grades 3-8 have taken paternity leave, with most being G7 at the time of the leave (Figure 43).

Figure 43: Parental leave by grade



The University has policies to support shared parental, adoption or parental leave. We will advertise these policies more widely to staff and increase awareness of family friendly and gender policies (AP4.1 and AP4.3).

#### (vi) Flexible working

Provide information on the flexible working arrangements available.

AMRC general hours for full-time staff are 35 hours over five days from Monday to Friday:

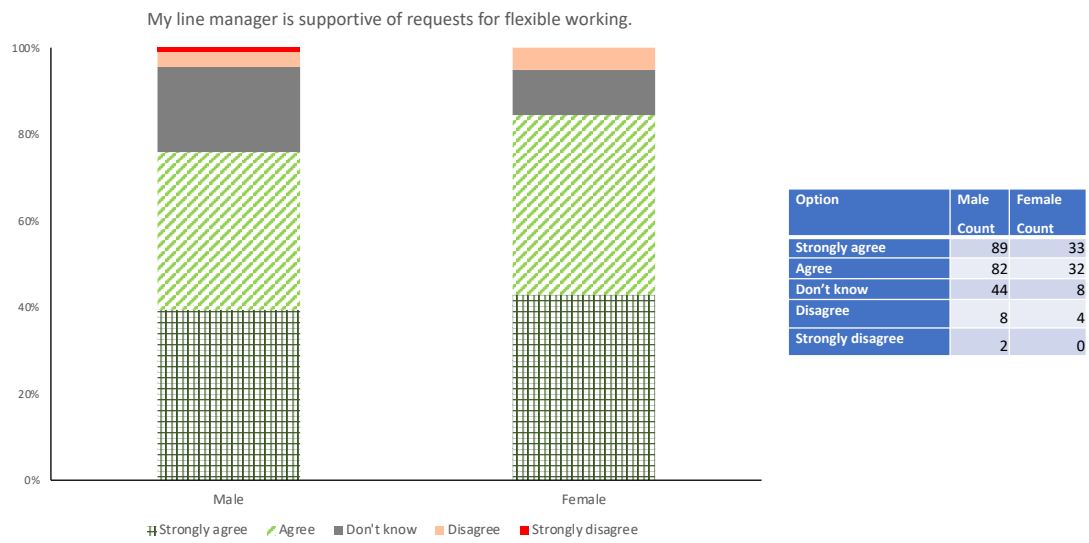
- 8am – 4pm
- or 9am - 5pm

Certain employees work agreed hours outside of these due to their role e.g. cleaners.

#### *Flexible working*

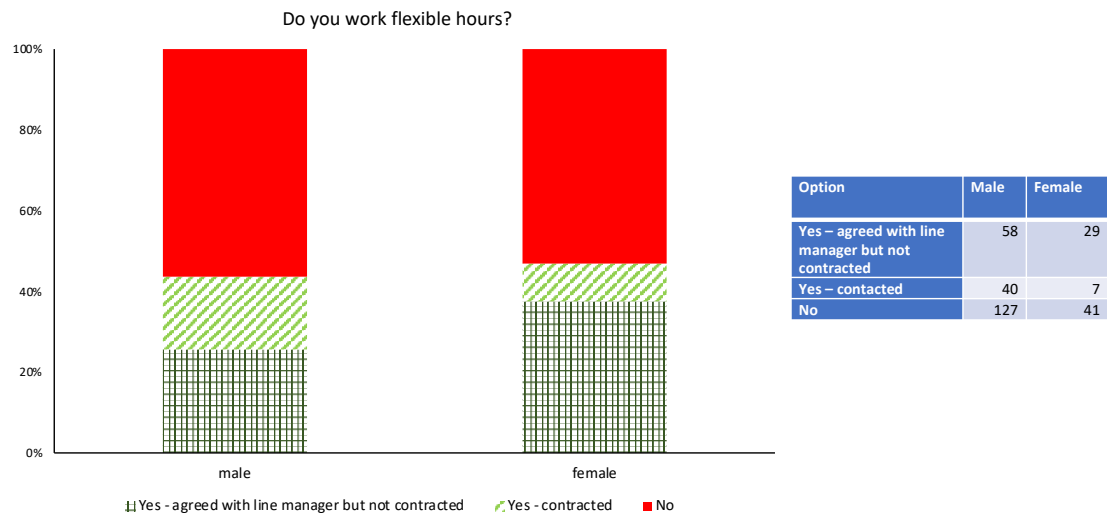
Requests for flexible working are generally supported, although there is a slightly more positive response from females (Figure 44).

Figure 44: Staff survey opinion on flexible working requests



59% of male staff and 80% of female staff that work flexibly agreed informally with their line-managers, with the rest contracted (Figure 45).

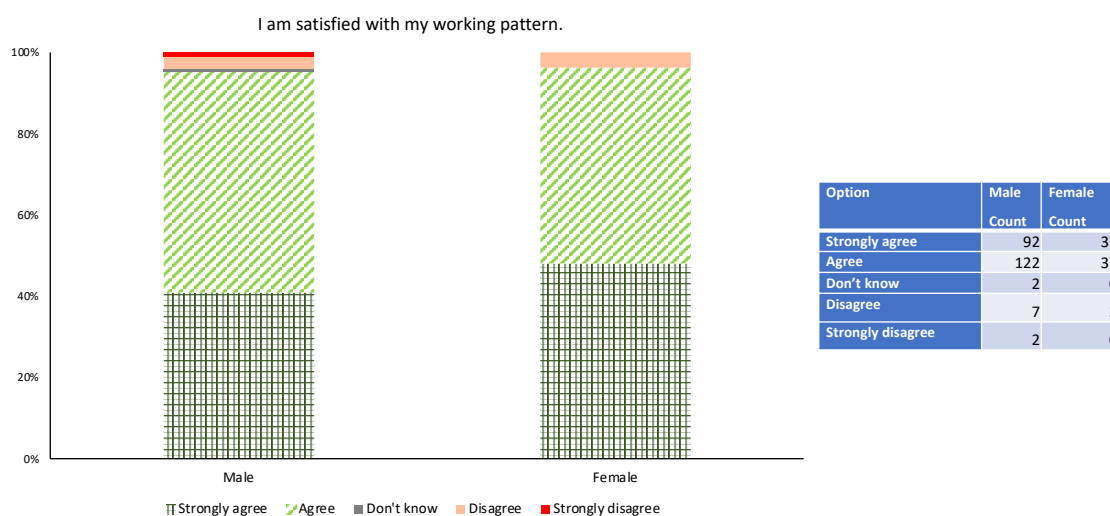
Figure 45: Flexible working by gender



95% of male and female staff are satisfied with their working pattern (Figure 46).



Figure 46: Staff survey opinion and satisfaction about working pattern



There is strong cultural acceptance towards flexible working or consistent working of non-standard hours across the AMRC:

- It is the organisational norm to work an extra half hour Monday to Thursday and then finish at 1.30 on Fridays. The early finish on Fridays is widely regarded as a major 'perk'.
- This is not mandatory and some prefer to work uniform hours. It is personal choice how they wish to work.
- Working flexibly is normally accepted to accommodate exceptional events which may or may not be related to caring responsibilities.
- Start and finish times outside of 8am to 5pm are allowed by agreement with the employee's line manager.

Further examples of good practice to support flexible working are:

- Office-based employees are provided with the technical capability to work from home (laptop and Virtual Private Network)
- Many staff members make use of the flexible working to work from home on a regular basis, including staff that work core hours but finish their full-time hours at home to fit around childcare.

Existing good practice in part-time and flexible working will be standardised and communicated in a policy (AP4.1).

### Part-time working

Currently 33 employees (17 female and 16 male) work part-time. This covers staff that applied and negotiated part-time working as part of the role and staff that have reduced their hours from full-time to accommodate caring commitments. TUoS is supportive of flexible and part-time working and a statement to this effect is made as standard in job advertisements. However, this is not discussed as an interview question: the onus is on the candidate to contact the department.

Action will be to find out if options for part-time and flexible working can be made more explicit in job adverts, or candidates asked for their preferences as standard at interview (AP3.1).

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The AMRC is very supportive to staff who return to work after a career break. We have had multiple staff members who have either reduced or increased their hours to suit. Both male and female staff have made use of this flexibility. Moving forward, we will collect information to determine ways of improving support for returning staff e.g. mentoring, research support, flexible working hours (AP4.3).

## **5.5. Organisation and culture**

(i) **Culture**

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The AMRC is a large research organisation with 619 staff, over 250 apprentices (trained through TC) and more than 35 postgraduate students across 9 geographically separate buildings. Despite challenging geography, we believe the AMRC is a positive, inclusive, happy and supportive atmosphere (backed up by the staff survey). Several respondents commented along these lines. For example:

*“I’ve never worked in a more friendly and supportive environment.”*

*“I think the AMRC workplace culture has always been excellent.”*

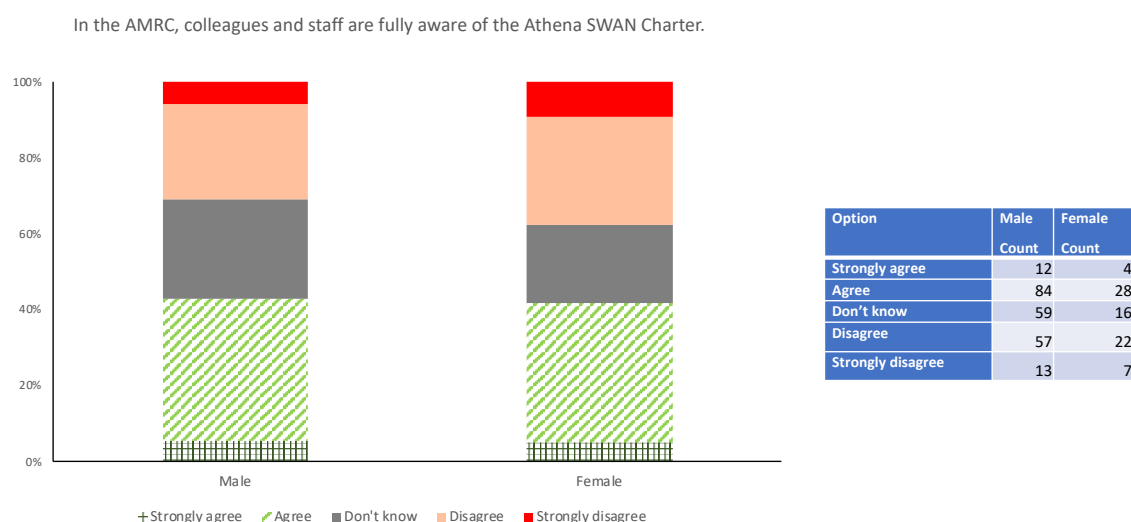
However, not all feedback was positive and it is clear we still have a lot of work to do. For example:

*“It can be a very ‘boyish’ culture sometimes, which reflects the poor distribution of gender among technical staff”*

*“AMRC is very male dominated. Workplace culture is affected by this”*

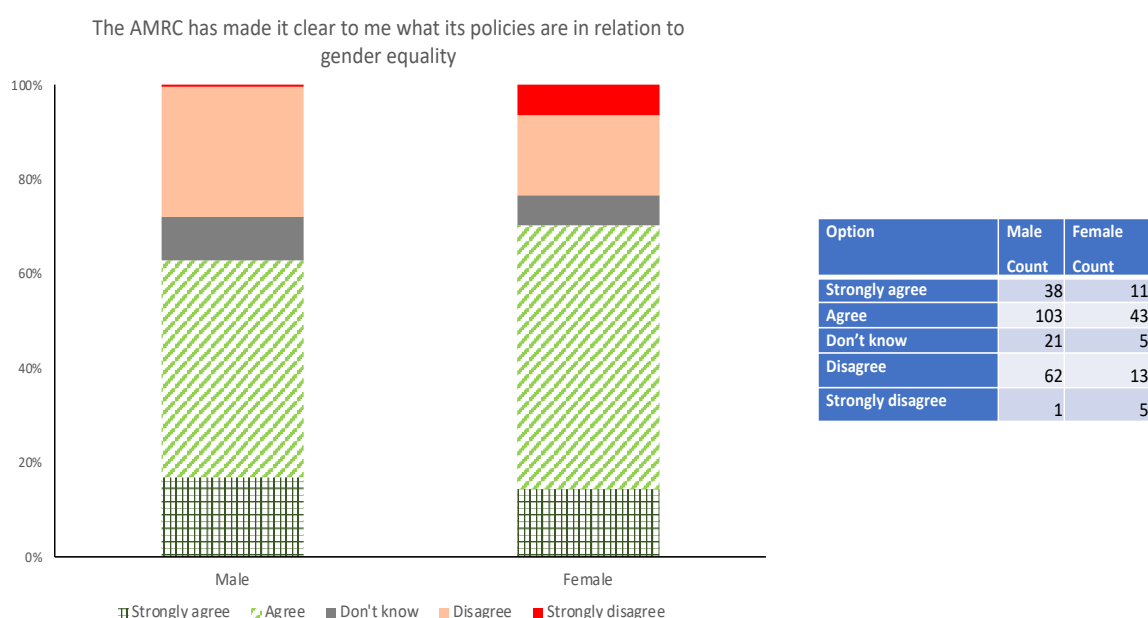
The staff survey was conducted at the start of the AMRC AS journey; Figure 47 shows that awareness of the charter is too low. Just over 40% of male and female responders agree that they are fully aware of the charter. The principles of the charter and the AMRC’s commitment to them have been communicated to all heads of groups and progress summaries are circulated for presentation at team meetings but communication to staff needs to be increased with improved verbal and visual communication (AP1.6).

Figure 47: Staff survey opinion about knowledge of the Athena SWAN charter



Although people are clearer on the AMRC's policies for gender equality, Figure 48 shows that more can still be done. Improved communication will support this (AP1.3, AP1.6 and AP4.1). Transparency and visibility of the AMRC's internal guidelines and support available should be a key part of organisational culture. This helps to remove invisible barriers and personal preferences/interpretations (AP1.6).

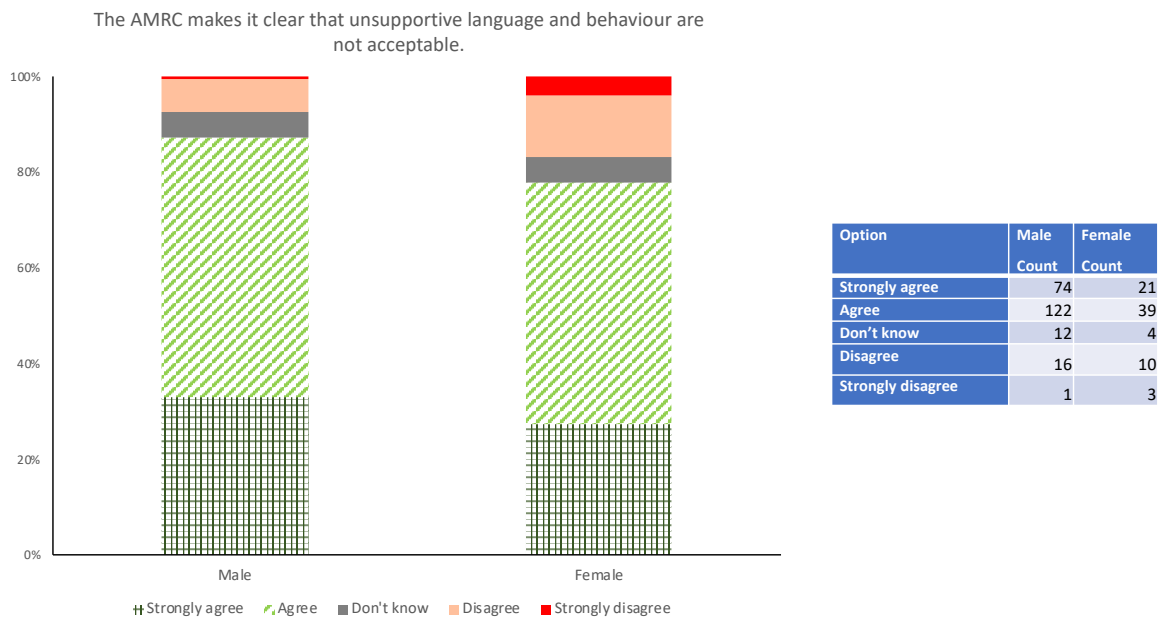
Figure 48: Staff survey opinion on gender equality policies at the AMRC



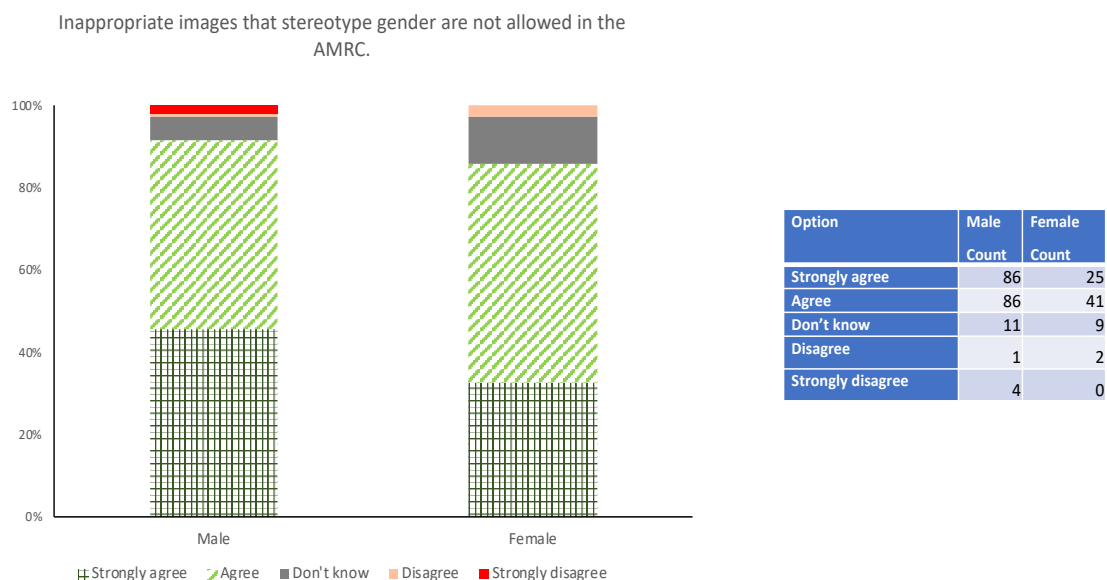
Employees, including senior leadership, have attended events relevant to gender issues throughout the AS process. The attendance of leadership reinforces behavioural and cultural expectations. Ongoing participation will be assisted by the availability of the time-booking code that has already been established and internal communication of available opportunities (AP1.3).

87% of male responders and 78% of female responders agree that unsupportive language and behaviour is not allowed at the AMRC (Figure 49) and over 90% of males and 85% females agree that inappropriate images that stereotype gender are not allowed in the AMRC (Figure 50). However, it is clear males agree more strongly with this than females. Communication around the AMRC will be increased to reinforce this point and make staff aware of ways to report inappropriate behaviour/images to ensure they feel supported (AP1.7 and AP4.1). Establishing equality reps in each building will provide an additional point of contact for staff to raise any concerns.

*Figure 49: Staff survey opinion on unsupportive language and behaviour*



*Figure 50: Staff survey opinion on inappropriate images that stereotype gender*



Importantly, approximately 90% of males and females felt that their line manager would deal effectively with complaints about harassment, bullying or offensive behaviour from colleagues within and external to the AMRC (Figure 51). As there are still some negative responses and approximately 4% responded as ‘don’t know’, new reporting guidance will be communicated to all staff to ensure clarity and we will look for training to support staff on how to deal with difficult situations. (AP1.7).

*Figure 51: Staff survey opinion on confidence of line managers dealing with harassment complaints from colleagues - internal (left) and external (right) to AMRC*



The survey confirms that 79% males and 97% females feel that the AMRC is a great place to work for women and men (Figure 52 and Figure 53), although there is slightly more negative sentiment from males when considering females working at the AMRC. It is possible this stems from the male dominated environment, so males perceive it as a less positive place for women to work.

Figure 52: Staff survey opinion on whether the AMRC is a great place for women to work

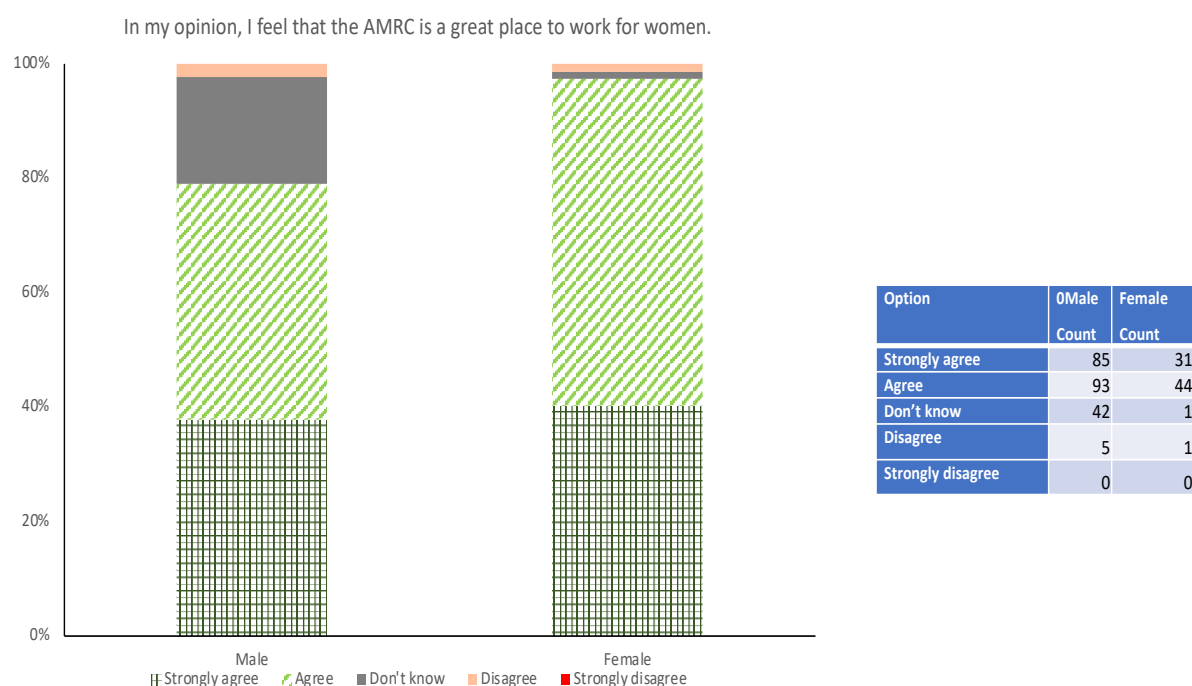
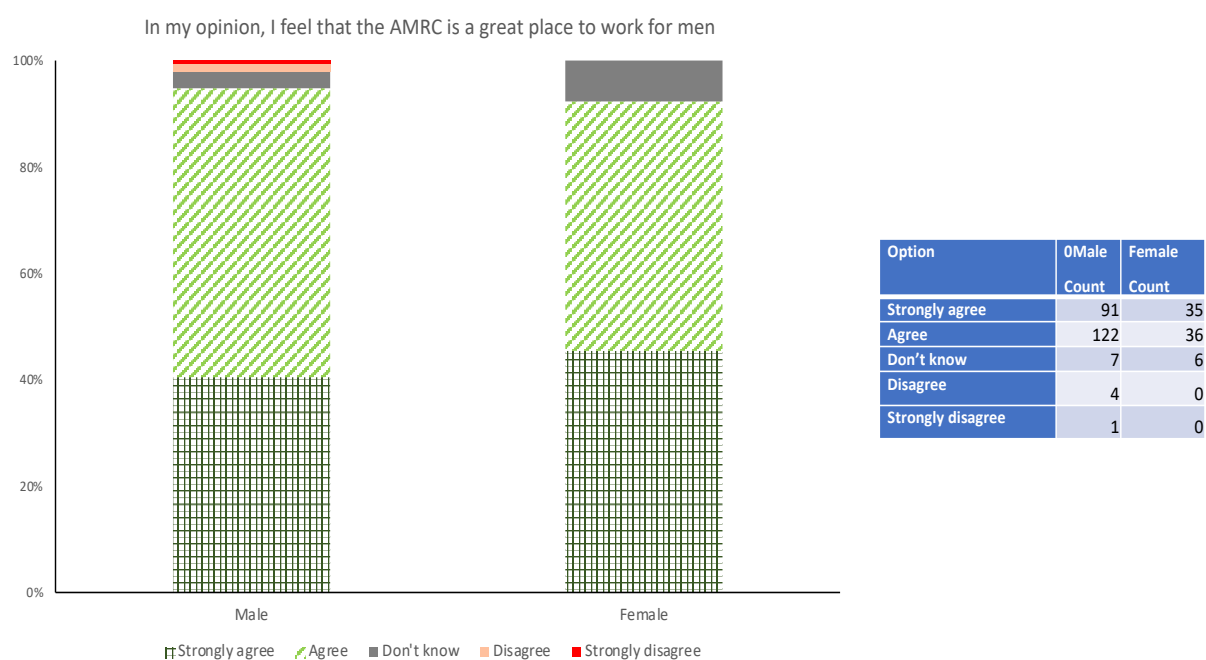


Figure 53: Staff survey opinion on whether the AMRC is a great place for men to work



### *Health and Safety*

As part of the self-assessment process, the AMRC has begun to look at key areas of the work place environment that may be impacting males and females differently. As a result, health and safety regulations have been overhauled to ensure all measures are effective for everyone e.g. all gender specific requirements for personal protective equipment (PPE) have now been met. This was particularly important as research suggests that 57% of females felt PPE hindered their work<sup>10</sup>. Implemented changes include:

- Welders workwear – a full change-out of their overalls which included getting bespoke female overalls.
- Eye protection – Bollé helped us to identify a style/product which is more suitable for female staff.
- Pregnant staff risk assessment – A risk assessment template has been established whereby pregnant staff engage discretely with their line manager and identify arrangements which suit the pregnant party.

### *AMRC membership*

As part of the AMRC set-up we have over 100 fee-paying members, ranging from global giants like Boeing and Rolls-Royce to local small businesses. A key issue for the AMRC is ensuring that principles for equality are embedded in all AMRC partners and working together towards the goals outlined in the charter. This will be addressed by internal visual communication of our values (AP1.6), promotion of our equality work during AMRC Management Board meetings with senior representatives (AP1.2) and work with members to promote gender equality in their working practices (AP2.2).

### *Teaching*

All staff within the TC have recently received training on unconscious bias. Equality and diversity are reviewed under Ofsted's common inspection framework, and as a result this topic is embedded within the induction for all levels of apprenticeships. Equality and diversity is also included as a learning outcome on the second year (level 5) compulsory module "Professional Responsibility" on the higher education programmes. The degree apprentices have been introduced to Athena SWAN as a result.

### *Cultural diversity*

Cultural diversity is regarded as an integral facet of the AMRC and a competitive strength. Staff of at least 29 nationalities are currently employed with new staff from outside the UK assisted through their transition to the AMRC by existing staff of the same nationality. This evidences that the existing culturally diverse workforce helps to support attraction and recruitment.

TUoS established a Black, Asian and Other Minority Ethnic (BAME) Staff Network in 2018 to address the needs, priorities and concerns of both academic and professional members of staff at the University from diverse non-White ethnic groups.

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<sup>10</sup> Personal protective equipment and women: Guidance for workplace representatives on ensuring it is a safe fit. TUC. (2017)

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The AMRC is guided by TUoS's Equality and Diversity policies and we have a central HR team available to advise staff. Established policies include Equality, Harassment and Bullying, Grievance and Disciplinary, and Dignity at Work. These are easily accessible through the University website.

Senior HR colleagues attend monthly meetings with AMRC Directors and CEOs to discuss issues which arise and advise on changes in HR policy, procedures and good practice. Relevant new policies are emailed to staff and put on the HR webpages.

However, there are currently no steps to:

- Monitor the application and impact of policies and ensure a consistent approach.
- Identify and address differences between policy and practice. In particular, whether policy is suited to the AMRC's unique environment (bridging academia and industry).

We have tried to assess this through the staff survey and will continue to monitor it and derive points in our action plan (AP4.1).

Grievances are commonly dealt with informally by line managers or staff are encouraged to go directly to AMRC HR if they feel more comfortable. If it is not possible to resolve the grievance informally they are encouraged to raise the matter formally in writing to their line manager. If the immediate manager is involved in the grievance, then the written grievance should be addressed to the next level of management.

The survey results indicate:

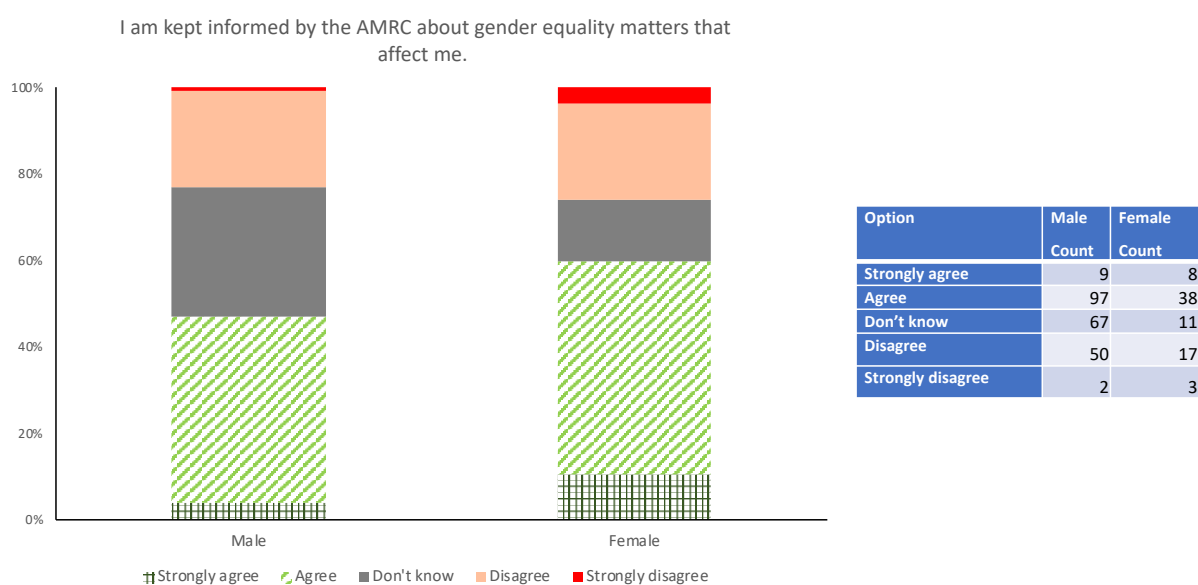
- Over 85% of employees agree that the AMRC has made its gender and equality policies clear to employees (Figure 48, page 67).
- Over 90% of employees agree that they understand the reasons for engaging in gender equality (Figure 54).
- 47% of males and 59% of females agree that the AMRC keeps them informed about gender equality, although there is a more positive response from females (Figure 55).



*Figure 54: Staff survey opinion on understanding reasons for engaging with gender equality*



*Figure 55: Staff survey opinion on how well the AMRC keeps staff informed about gender equality matters that affect them*



Action will be instigated to monitor the communication and consistent application of HR policies (AP4.1 and AP1.6).

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

There are only 6 AMRC committees, which can be regarded as equally influential. Note that many of these also have external members (not counted here), the majority of whom are male.

No female academic staff sit on any of these internal committees (Table 25). The committee with the largest proportion of female representation is the SLT (43% female). Data on grade is not presented in order to protect individual confidentiality. Committee members are identified and invited to join based on their job role e.g. HR advisor or research group lead. As discussed previously, it is difficult to comment on the administration staff and the gender breakdown as some staff are actually management/leadership but coded together under ‘administration and management’. This is clearly a different role to a clerical assistant. AP1.8 will help address this issue so we can investigate committee representation more closely and better understand gender breakdown across job roles.

*Table 25: Internal committee breakdown by gender and job category*

	AMRC Group Executive Board		AMRC Group Board		Office of Executive Dean		Senior Leadership Team (SLT)		AMRC with Boeing Strategy Group		Nuclear Executive Board	
	M	F	M	F	M	F	M	F	M	F	M	F
Academic	1	0	1	0	2	0	1	0	3	0	4	0
Administration	5	1	5	1	2	2	3	3	11	2	7	1

Minute-takers are counted in the above data and on these committees, they are always female administrators. No positive action is being taken as yet to ensuring gender equality in the selection of committee representative. AP1.8 will assess committee roles and invite more females to participate in the influential committees.

Our records show that those represented on the most influential committees have a number of other committee responsibilities, indicating a risk of ‘committee overload’. A review of current committee membership will be proposed, and a formal register will be kept and considered biannually to ensure work balance (AP1.8).

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

There is currently no formal register of staff representing the AMRC on influential external committees and therefore no way of monitoring gender balance. One will be created (AP1.8). We have tried to list this for the purposes of this application (Table 26). Female representation on external influential committees is low. AP1.8 will address this.

*Table 26: External committee representation by gender and job role*

	Sheffield Local Enterprise Partnership Innovation Board		Group Training Association Board		High Value Manufacturing Board		High Value Manufacturing Chief Technology Officers Board		Sheffield University Women's Newtork steering committee	
	M	F	M	F	M	F	M	F	M	F
Academic	1	0	0	0	0	0	0	0	0	1
Administration	0	0	0	1	2	0	2	0	0	0

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

There is no standard workload allocation model or rotation of responsibility due to the variety of roles. Work allocation is agreed with line-managers. The annual review provides a useful opportunity for line managers to review this. 84% of males and 91% females felt that work is allocated on a clear and fair basis, irrespective of gender (Figure 56).

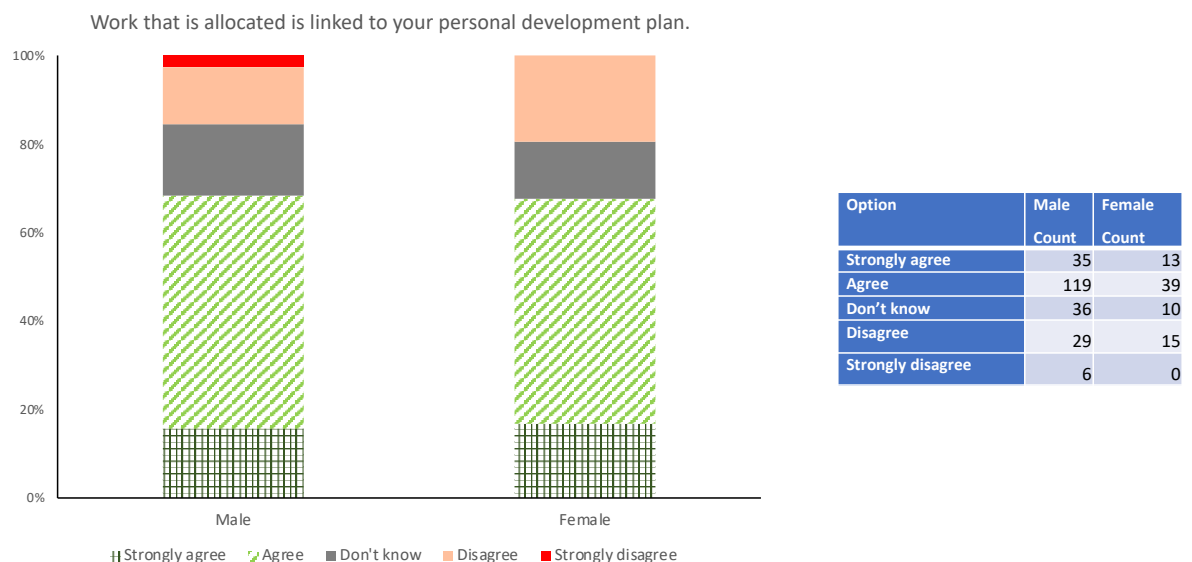
Figure 56: Staff survey opinion on how work is allocation in the AMRC



Most staff have a low administrative burden, but we recognise that some staff wish to undertake additional roles, which may be helpful to career development. Until now, these additional activities have not been monitored in a standardised manner; this will be addressed in AP3.5.

During annual appraisals, allocated workload should be discussed and linked to personal development plans and 68% of males and 66% of females agreed with this (Figure 57). However, 14% of males and almost 20% females disagreed with this. Guidance will be disseminated to all line managers to communicate the importance of this (AP3.5).

Figure 57: Staff survey opinion on work allocation being linked to personal development plans

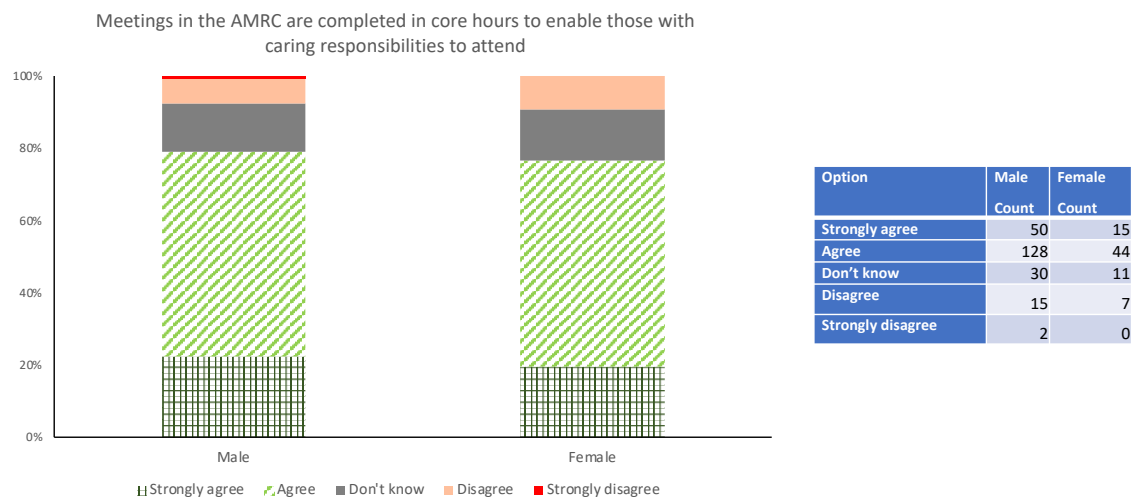


(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Meetings within the AMRC are frequently scheduled between 8am - 4pm as they are often scheduled in collaboration with industrial partners/customers. Figure 58 shows that almost 80% of males and 76% females agree that meetings are scheduled in core hours. There is a slightly more positive response from males overall.

Figure 58: Staff survey opinion on scheduling meetings in core hours



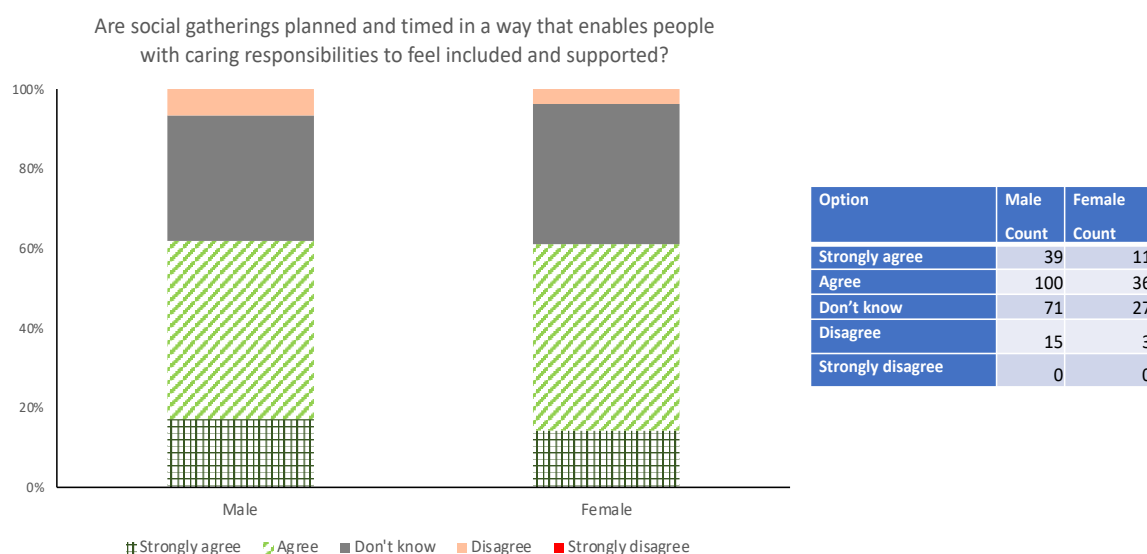
Meeting times will usually be scheduled to accommodate late starts or early finishes due to caring responsibilities at the request of the individual employee, but it does rely on the individual feeling comfortable to raise this. Other instances of consideration include:

- Early or late meetings accommodated by conference calls
- Avoidance of key meetings on a non-working day for part-time employee
- Sufficient notice of meetings to help staff plan ahead

Good practice will be strengthened and communicated in the policy on flexible working (AP4.1).

Social events are relatively frequent and inclusive. The majority are suitable for adults-only (e.g. nights out, annual Burn's night dinner), but some are family-friendly (e.g. rambles in the countryside). Invitations for social activities are circulated to all staff via email and no-one is excluded. The AMRC 'sports and social club' instigates site-wide events and are always open to suggestions for new events. 61% of males and females agreed that social gatherings are planned in a way that allows those with caring commitments to attend (Figure 59). Only 7% and 4% of males and females, respectively disagreed.

Figure 59: Staff survey opinion on the timing of social events



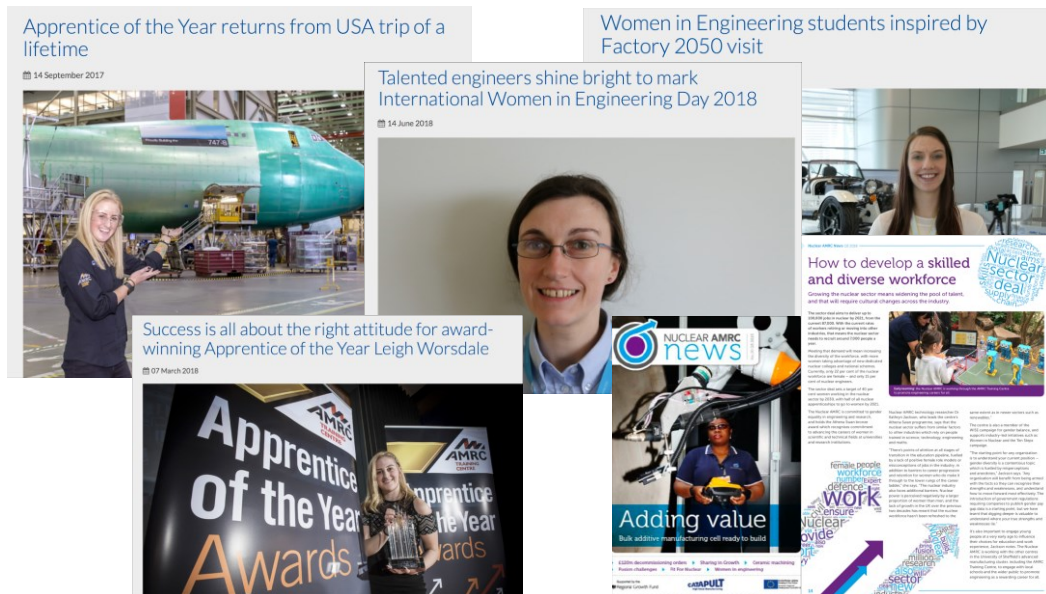
Events will be scheduled which are more appealing to females and/or accessible for families (AP4.4).

#### (vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The AMRC uses female role models in publicity materials to portray its cultural and diversity values (Figure 60). Good practice has been exemplified since the AMRC's inception, although this has strengthened since engagement in the AS process. This will continue as part of the action plan (AP2.5).

Figure 60: Example of publicity material celebrating AMRC female role models



76% of male and 73% of female responders to the survey agree senior women as well as senior men are used as visible role models (Figure 61). The action plan aims to increase the number of senior females and in turn helps us increase their visibility as role models. We are also cautious to balance workload so our low number of female staff do not feel pressure to have to engage in activities that takes them away from their research. We hope the development of the STEM and outreach team will provide visible female role models for young students.

Figure 61: Staff survey opinion on female role models



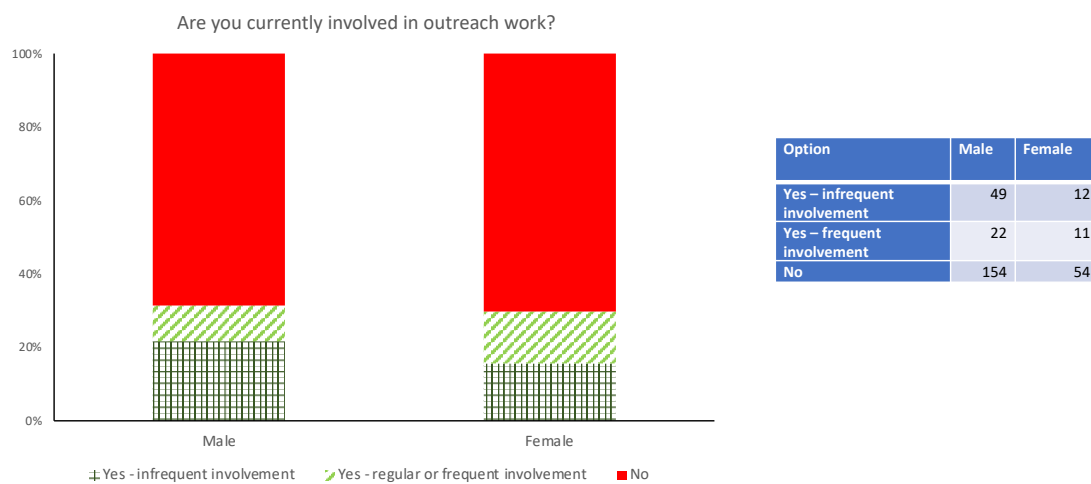
In terms of female role models external to the AMRC, there is currently no consideration of gender balance of speakers and chairs for seminars, etc; these are selected based on technical expertise and the majority are male due to male dominance in engineering. The gender balance of speakers at events will be improved, where possible (AP2.5).

#### (viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

At the start of the AS application (summer 2017) just under 30% of staff were involved in outreach, with only 10% males and 14% females involved on a regular basis (Figure 62). The AMRC is already conscious of the importance of female role models in outreach and therefore proactively encourages a gender-balanced representation. Activities include attending careers evenings, activity days and roadshows.

*Figure 62: Staff involvement in outreach*



With funding from EPSRC, the AMRC developed MANTRA (the Manufacturing Technology Transport) which is a specially customised 14m HGV trailer, packed with the latest machinery and simulators to travel nationally (and sometimes internationally) to support our outreach work (Figure 63).

*Figure 63: AMRC's MANTRA used to support outreach activity.*



In 2017, MANTRA had 4,822 unique visitors and attended 17 events (average gender breakdown was 60% male-40% female). As part of the SAT process, the team quickly realised that outreach work was essential for us to improve diversity in engineering. The directors then decided to ring-fence annual funds to support the AMRC, allowing any staff member to access funds to cover their time whilst they engage with outreach work. In addition, the AMRC developed a STEM and outreach team (STEMOT) and appointed



3 STEMOT coordinators in May 2018. In the first 4 months of their appointment the team have engaged with 450 children across 18 events. They have enabled a more coordinated approach to outreach across the AMRC.

#### *Outreach resources*

Through the benchmarking and SAT exercise it was obvious that we do not attract sufficient female staff. After much discussion, it was decided that this issue was two-fold:

1. *Not enough females are studying engineering*
2. *We do not work hard enough to attract female staff*

To help with outreach work we have also invested in new resources to help our staff deliver engaging sessions for school students (including robots, 3D printers, Lego, coding etc). Figure 64 shows some of the resources in practice.

*Figure 64: AMRC outreach activities (robots, virtual reality and 3D printing pens)*



The AMRC's STEM and outreach activities are not a key performance indicator (KPI) for the High Value Manufacturing (HVM) Catapult. The AMRC's senior management will suggest to the head of the HVM Catapults that STEM is introduced nationally as a KPI across all Catapult Centres to prioritise outreach (AP2.4).

#### *Manufacturing Camps*

The AMRC host annual manufacturing camps as an opportunity for young people to get a head start and undertake a one-week employability and work experience placement. A past student provided the following feedback:

*"I got a better insight into Engineering and the direction I wanted to go through attending the Manufacturing Camp. I liked the practical hands-on experiences and realised I could be paid to learn something I really enjoy."*

Over the last 4 years, it is clear that many more males than females are registering for the camps (Table 27). Registration is based on interest, but we will aim to increase female participation with more active female targeted advertising (AP1.4).

*Table 27: Intake for manufacturing camps hosted each summer*

Year	Male	Female	Total
2015	24 (100%)	0 (0%)	24
2016	30 (94%)	2 (6%)	32
2017	27 (84%)	5 (16%)	32
2018	37 (93%)	3 (7%)	40

### *Work Experience*

There are no detailed records of work experience placements but of the 11 recorded in 2017, all were male. So far in 2018 we recorded 20 placements (6 females, 30%). The data for this year is better than the national statistics for work experience in manufacturing disciplines. In 2004, around 5% of mechanical and engineering work experience placements were female<sup>11</sup>. Moving forward the STEMOT will coordinate our work experience placements to ensure a standardised approach and accurately record data. Women in Science Engineering and Technology (WiSET) previously advised Nuclear on setting up gender-balanced work experience in 2015 and gave examples of similar schemes run by other local organisations including RAF Cosford<sup>12</sup>. These examples of best-practice will be reviewed and a strategy developed at the AMRC to improve ratios of students conducting placements (AP2.4). Guidelines will be developed to offer a rotation around the facilities, an effective way to maximise exposure in a short time period (AP2.4).

<sup>11</sup> Francis et al, *Gender equality in work experience placements for young people*, 2005. London Metropolitan University.

<sup>12</sup> *Evaluation of 'RAF WISE' Work Experience Programmes*, RAF Cosford 2009-2012, <http://wise.statementscms.com/resources/2013/02/evaluation-of-raf-wise-work-experience-programmes-raf-cosford-2009-2012>

**Summary of action point objectives (details provided in action plan):**

- AP1.2 - Ensure dissemination of equality progress to all members of the management Board
- AP1.3 - Increase staff awareness and compliance through updating all staff on AS progress.
- AP1.4 - Increase staff understanding of equality and unconscious bias
- AP1.6 - Increase and improve internal communication
- AP1.7 - Ensure reporting guidelines and available support are clear for all staff that comes across inappropriate language/stereotypes
- AP1.8 - Improve gender balance on committees
- AP2.4 - Improve engineering pipeline by increasing STEM and outreach work
- AP2.5 - Ensure female role models are visible and used widely where appropriate to encourage STEM engagement.
- AP3.1 - Encourage more applications from female academic and research applicants
- AP3.2 - Improve equality and equity of interview panels
- AP3.3 - Ensure promotion process and criteria is clear to all staff.
- AP3.4 - Improving staff understanding of how to organise training
- AP3.5 - Increase staff annual review completion rates
- AP3.6 - Understand more about what career development opportunities staff feel they need and circulate AMRC-wide encouragement for opportunities
- AP3.7 - Ensure all staff are aware of potential mentoring opportunities.
- AP3.8 - Encourage and support all staff with grant writing.
- AP4.1 - Improve staff understanding of TUoS and AMRC policies on equality, diversity, bullying, flexibly working, shared parental leave etc.
- AP4.2 - Increase staff awareness of the Women Academic Returners Programme
- AP4.3 - Ensure better advice and support to staff returning from career breaks is widely available
- AP4.4 - Ensure all staff feel included in meetings, workshops and social events by planning them during core hours where practical.

[Word count 6710]

**SILVER APPLICATIONS ONLY**

**6. CASE STUDIES: IMPACT ON INDIVIDUALS**

**Recommended word count: Silver 1000 words**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

## 7. FURTHER INFORMATION

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

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

## 8. ACTION PLAN

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

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

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

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



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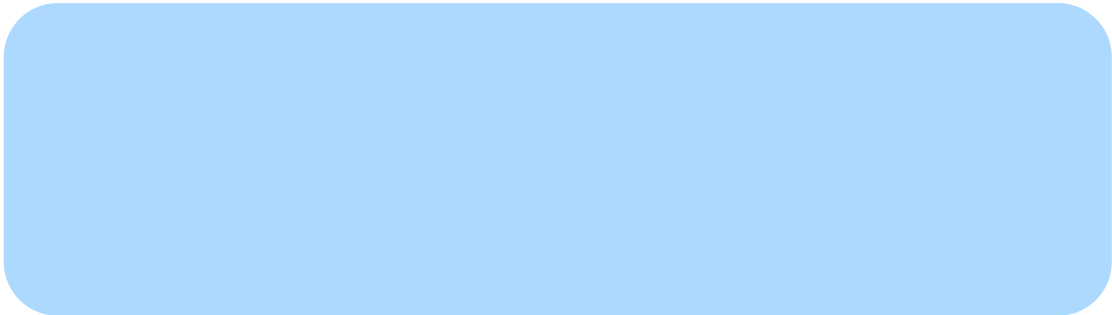
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The findings of our staff survey and interviews helped to inform our Action Plan. Input has been provided by all staff in different job roles and different pay grade. Our benchmark analysis has suggested that we have four key strands which we would like to develop our action plan around as priority areas.


1. Improving the **AMRC culture and inclusivity**
2. Increase diversity in engineering by **improving education and outreach**
3. Ensure improvements in under-represented groups by **improving careers**
4. **Promotion of equality and family-friendly policies.**

Our Action Plan will act as working document and therefore will progress and develop as the actions are implemented. We have assigned individuals to oversee each action and ensure it progresses but we don't envisage that actions will come down to individual members of staff in isolation. Other members of the SAT and AMRC staff will support all actions to ensure they can be implemented and delivered.



Ref	Objective	Rationale/ planned actions	Key outputs	Time frame	Person Responsible	Success Criteria	Progress since Nuclear 2016 application
<b>1. AMRC CULTURE AND INCLUSIVTY</b>							
AP1.1 	Ensure progress of equality within the AMRC according to the Athena SWAN Charter	Regular meetings are needed to discuss progress and consider the action plan. It is good practice to ensure diverse representation on the SAT. Essential the SAT reflects the people it represents and wants to attract.					
		a) Regular meetings (every other month) needed to ensure open platform available to discuss issues and maintain progress.	6 SAT meetings per year.	On-going		At least 6 meetings scheduled per calendar year and action plan progress discussed.	Meetings have continued to be held monthly in Nuclear AMRC.
		b) Monitor progress to ensure we don't lose focus and keep making positive impact.	Use Microsoft Office Integrated Management System (IMS) to track progress.	Action plan to be loaded on to IMS by end March 2019.		Working towards silver application by 2023 and all SAT members using IMS to update actions.	Nuclear AMRC action plan was transferred onto IMS system.
		c) Review membership of SAT at least every year to ensure diversity and give other staff an opportunity to input. SAT to include	Review make-up of SAT to ensure balanced representation:	Annually at the start of each calendar year		Representation of all AMRC centres and staff levels on SAT at all times.	Management membership of SAT has been refreshed and renewed

AP1.2			<p>i) Continuity of membership from the bronze application SAT as far as possible.</p> <p>ii) Diversity (ages, gender, ethnicity).</p> <p>iii) Representation of all of the organisational units</p> <p>iv) If original SAT members can no longer participate, appropriate replacements will be enrolled.</p>				on an ongoing basis due to staff changes.
		d) Ensure strong leadership representation.	CEO/Director for all centres involved in SAT meetings	On-going		Senior leadership attending every SAT meeting.	
		e) Ensure representation from all new research centres on the SAT	Regular meetings in person and over skype for any members at AMRC centres further afield.	On-going		All AMRC centres represented and engaged with SAT process	
		f) Conduct annual staff survey	Staff survey opinion	Annually. Next survey summer 2019		Survey completed and results compared to previous years.	

	Ensure dissemination of equality progress to all members of the management board	To ensure financial commitment and strong leadership the AMRC management board will need to be heavily involved. This will also aid dissemination to industrial board members helping to spread the Athena SWAN principles and message further afield. We hope this will be a two way process and that the management board will keep us accountable and interrogate us on progress.					Progress in Nuclear has been reported on at Board level.
		a) Prepare presentation for AMRC management once a year. As part of presentation, request input from all members (including industrial partners) for ideas to help with progress.	Presentation to AMRC board once a year. Ensure member of SAT is present at Board meeting.	November 2018-2023		<p>1.Established item on the AMRC board agenda.</p> <p>2.Involvement of industrial board members to progress action plan</p> <p>3. Financial support in each yearly budget from senior leadership to support our progress.</p>	
AP1.3	Increase staff awareness and compliance through	We want Athena SWAN principles to be embedded					Presentations on Athena SWAN






AP1.4	updating all staff on AS progress.	in the culture across the entire AMRC.					(survey results) have been carried out annually. Regular updates have been included in team brief. E&D noticeboard has been created in Nuclear.
	a) Establish a cost-code that any staff member can cost to and allow them to use this to cover their time and attend AS related events.	Remind all staff about cost-code.	Twice yearly at least. January and September each year.		20% Increase in staff support for Athena swan actions and outreach work measured by involvement/attendance at equality and outreach events.		
	b) Prepare a summary after every SAT to be delivered in team briefs across the organization to keep everyone updated and involved	Summary slide to be circulated to all heads of groups after each SAT meeting.	Within 2 weeks of each SAT meeting		Increase staff understanding of the Athena SWAN charter and the work we are doing from approximately 40% to 80%.		Rolling presentation on E&D has been put on screen display in Nuclear social heart.
	c) Design an equality notice board in each building and keep it updated.	Establishment of an equality notice board in each building	By March 2019 in all buildings with regular updated material		Same criteria as above		
	3d) Prepare and distribute an annual AS newsletter to disseminate information and update all staff	Annual newsletter circulated around all staff.	Summer 2019 and once a year from then on		Same criteria as above		







Increase staff understanding of equality and unconscious bias	Unconscious bias training is important for all staff. We hope this will help us increase diversity. Benefits include: How to recognize unconscious bias. How to challenge it Increase awareness of it.					Progress on UB training in Nuclear has stalled due to unavailability of suppliers.
	a) We will ensure training is provided for all staff. Seek approval of Executive Board to provide training. Select and plan courses. Refreshers and repeat sessions for new staff offered on a regular basis to maintain impact.	Training scheduled	January 2019		Survey question 25b achieves at least 90% 'yes' by December 2019, maintained to 2020 and beyond.	
	b) Communicate to all staff: Executive Dean to announce in staff communication and reiterate importance. Request Heads of Groups send e-mails to their groups. Reminders provided in AS team brief updates	Staff registered for training	February 2019		Staff awareness of course measured by over 90% of staff registered for course	
	c) Deliver course, monitor attendance and collect feedback.	Feedback collected on course delivery and report developed	September 2019 and annually thereafter for		Over 80% of staff complete course by end of summer 2019.	



			summarizing feedback.	refreshers and new staff.			
AP1.5 	Increase understanding of staff contract codes (e.g. clerical, management and professional)	We need a better understanding of staff contract breakdown to help inform our actions and progress. Currently administration, management and professional are grouped together.					Not identified under Nuclear application.
		a) HR to discuss with rest of SAT how staff are coded across the AMRC. Discuss all staff coded as administration and disaggregate where necessary.	New list of staff contract roles to ensure all staff coded as administration do a similar role.	September 2019 and review yearly thereafter.		Required data is easy to understand and clear for future assessment	
AP1.6 	Increase and improve internal communication of equality and diversity issues.	Verbal communication has high impact and necessary for top-down endorsement. Improved visual communication will help us nurture a change in culture.					Athena SWAN updates given in Nuclear team briefs.  Pop-up banner in Nuclear reception.  Commitment to WiN charter has been renewed
		a) Circulate a summary slide to all heads of groups following each SAT meeting so they can outline updates to their groups (as in 1.3).	Summary slide circulated within 2 weeks of each SAT	On-going		Staff awareness of Athena Swan charter measured by Q26 of staff survey (In the AMRC, colleagues and staff are fully aware of the Athena SWAN	


						Charter) and 80% agreement.	and is on display in reception.
		b) Information will be circulated to staff by email on: gender equality training updates on equality issues	Regular news updates produced for circulation by email,	November 2018- 2022		As above.	Nuclear is in the process of embedding E&D into internal strategy.
		c) Updates made on equality noticeboard/intranet	Noticeboards in all building receptions with regular updates and updates on AMRC intranet.	November 2018- 2022		As above.	
		d) Notice in reception of all buildings outlining our commitment to equality, diversity and inclusion.	Increased visibility of Athena SWAN commitment.	On-going.		As above.	
AP1.7 	Ensure reporting guidelines and available support are clear for all staff that comes across inappropriate language/stereotypes	Currently, staff are advised to approach their line-manager if they have a complaint but we need more structure put in place to support staff on who they can talk to when there's issues with their line manager or an external AMRC partner and ensure it reporting processes are clearer.					He4She Equality Allies training was implemented in Nuclear, but only a small number of staff attended. Needs to be renewed.

		a) Circulate process to all staff with contact details for who to contact.	Process chart and contact details disseminated to all staff.	March 2019		Retain at least 80% agreement on Q22 staff survey (The AMRC makes it clear that unsupportive language and behaviour are not acceptable) and Q23 (Inappropriate images that stereotype gender are not allowed in the AMRC).	
		b) Investigate and organise possible training to support staff in dealing with difficult situations or inappropriate behavior.	Training organised	September 2019		As above.	
		c) Appoint one male and one female equality rep to represent each building so staff have someone nearby that they can approach for advice/support	Names and contact details for reps disseminated.	March 2019		80% agreement on Q34 (I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour perpetrated by colleagues within the AMRC).	
AP1.8 	Improve gender balance on committees	All our influential committees are predominantly male. No female academic staff contribute to the internal committees. Mitigation of 'committee overload' will					No progress to report against this action point in Nuclear – committees are still

		help to improve workload balance for employees in addition to giving more opportunities for career progression for staff who currently do not participate.					strongly male dominated.
		a) More females need to be nominated/invited to sit on internal and external committees.	Table of committee breakdown and roles. List of potential females that could contribute to committees	On-going		30% female representation on all committees by December 2019. Fewer employees on several committees, and higher number of staff on one committee.	
		b) Mitigate committee overload by creating a formal register to log who is attending committee meetings. Assess committee log once per year to consider diversity and workload balance.	List of committee members kept up-to-date and committee workload reviewed during annual appraisal.	December 2019		As above.	
<b>2. EDUCATION AND OUTREACH</b>							
AP2.1 	Increase student/apprentice numbers	We need more diversity in our student numbers and need to encourage more females to consider engineering. We want to create a strong pipeline to					Nuclear AMRC work experience application process was standardised


	feed in to engineering research and employment					(electronic application and feedback form, with further information for hosts including E&D). Gender balance of work experience improved in 2016 – 2018. Work experience has now been handed over to dedicated STEM team.
	a) Monitor student and apprentice intake numbers	Annual report looking at application, offer and acceptance rates for all courses	Every October after students have started		Increase female student numbers to 10% in the first instance (by 2020). Working towards an ultimate goal of 50-50 split.	
	b) Develop a strategy looking at how to increase female engagement in STEM.	Strategy outlining the SAT plan for increasing student numbers of under-represented groups.	April 2019 for strategy		As above.	
	c) Identify suitable role models from current student/apprentice cohort.	Role models identified and publicised	March 2019 with list refreshed each year.		As above.	
	d) Ask role models to support outreach activities to encourage females to apply	List of ambassadors/role models held by STEM and outreach team.	Review annually at the end of each academic year (July)		25% increase in number of STEM ambassadors over the next 4 years.	
	e) Conduct annual female only recruitment events	Annual event hosted at AMRC TC or AMRC Knowledge Transfer Centre)	July 2019 and annually thereafter.		Increase female student numbers to 10% in the first instance (by 2020). Working towards an ultimate goal of 50-50 split.	

AP2.2 	Promote gender equality locally by working with local industry	Anecdotal feedback suggests local industry would like to do more but are unsure where to start. We should work with them to increase our impact but also guide them with this journey. With over 100 members we are well-placed to support change.					Nuclear AMRC has been presenting externally on Athena SWAN (NIA supply chain event on 13 <sup>th</sup> September, YGN network event on 15 <sup>th</sup> November 2018). Nuclear is developing links with WiN and NSAN to help deliver the E&D targets on the Nuclear Sector Deal.
		a) Make contact with AMRC members and local industry to discuss potential collaboration	Disseminate progress and impact to AMRC members via board meetings. Meetings organised with partners.	Ongoing		Increased collaboration with local industry for outreach and equality events. Meet/engage with 10 companies per year to discuss equality and outreach and how we can work together.	
		b) Organise an outreach event and invite local industry to support it	Large scale event organised each year in collaboration with industry	December 2019 and annually thereafter		As above.	
AP2.3 	Increase applications for postgraduate study and IDC.	It's important we increase diversity in the course and encourage more females to stay on for post-graduate study. Data currently shows females are under-represented.					Not identified in Nuclear AMRC application.

		a) Develop a strategy with the Faculty of Engineering for how we will increase applications from female students. Link with outreach activities (AP2.4).	Strategy written and approved by SAT and FoE equality teams. Annual coffee morning and focus group interviews to gather feedback	Annually in discussion with FoE to ensure it is scheduled around exam/thesis deadlines		Increase in number of women taking-up of PGR degrees. Well-attended and relaxed coffee morning that provides support and encouragement to female students.	
		b) Organise an informal coffee morning for all female research staff, degree and post-grad students once a year to increase awareness of opportunities and facilitate discussion of gender-related issues that students may be encountering.	Informal support group developed through coffee morning discussions	September 2019 and at least annually.		Annual coffee mornings an annual event and well-attended.	
AP2.4 	Improve engineering pipeline by increasing STEM and outreach work	To increase diversity in engineering and also attract more people to engineering we need to educate and engage young school children to show how exciting and rewarding it can be. Our current data shows a gender imbalance of students taking part in placements.					Time booking code for STEM and outreach was created and launched with management endorsement.  Number of Nuclear STEM ambassadors has increased.
		a) Formally recognise, account for and allow time	Budget code established	Annually in April		25% increase in the number of people	





		spent on outreach in workload model (annual appraisal).				involved in outreach work.	<p>A system for monitoring STEM participation has been introduced.</p> <p>An IMS page on STEM and outreach is currently under construction, and posters are on display on our E&amp;D noticeboard.</p> <p>STEM UK have been invited to the AMRC to deliver STEM ambassador training to staff.</p> <p>The STEM team have introduced the 'primary engineers' scheme to the AMRC.</p>
		b) Increase the number of AMRC STEM ambassadors	Register of AMRC STEM ambassadors stored by outreach team.	Reassess each October as new students start and may want to register		As above.	
		c) Coordinate STEM engagement across the whole AMRC for greater and more efficient impact	Outreach strategy developed including target numbers for school/student engagement	April 2019, revisited annually		Engage with over 5000 children per year on STEM and outreach activities (STEMOT events and MANTRA).	
		d) Research different resources to ensure outreach is engaging	Increase in resources available to outreach team and ambassadors	December 2019, reassessed twice per year.		Positive feedback (measured by evaluation forms) from schools about activities conducted.	
		e) Increase female participation in outreach events and manufacturing camps by targeting advertising and recruitment.	Improved advertising and recruitment policy.	May 2019		Initially target an increase to 20% female participation by July 2020. Working towards 50-50% in the future.	
		f) Improve gender balance of work experience placements by: 1. consistently recording work experience data to	New guidelines developed and communicated to all staff.	Guidance developed by November 2018 and then on-going		As above.	

		<p>collect gender and age statistics.</p> <p>2. Roll out the standardised work experience guidelines/process that have been developed over recent months.</p> <p>3. Target new schools, all-girls schools and community groups to increase diversity of work experience cohorts</p> <p>4. Collect feedback from students at the end of placements to improve the process in future and make it more attractive</p>					Nuclear AMRC has instigated its own STEM events for girls.
		g) Encourage HVMC to include STEM and outreach work as a KPI across all catapults.	STEM KPI formalised.	April 2020		KPI formalised across catapult centres	
AP2.5 	Ensure female role models are visible and used widely where appropriate to encourage STEM engagement.	We need to ensure high visibility of female role models to support student and staff recruitment as well as support current staff career progression.					Nuclear AMRC STEM ambassadors have good female and BME representation.
		a) Continue to disseminate information and celebrate achievements on female staff/student achievements	Visibility of female role models on AMRC marketing material	On-going		Over 80% agreement on staff survey Q36 (The AMRC uses senior women as well as senior men as visible	


		via website and social media.				role models). We already have quite high agreement but this can still be improved further.	
		b) Monitor seminar speaker bookings to see where we can improve.	List of past seminar speakers and breakdown by topic area and gender.	June 2019 and annually thereafter		As above.	
		c) Increase the number of female speakers invited to give seminars.	List of contacts for seminars	Next female speaker invited and will have presented over the next 12 months.		As above.	
<b>3. IMPROVING CAREERS</b>							
AP3.1	Encourage more applications from female academic and research applicants	Our data suggests female are under-represented. Speaking to staff there is also some confusion between positive action and positive discrimination when considering appointments. We need to use positive action to increase numbers of applications from females.					A Nuclear job has been advertised through WISE, but to no avail.
		a) More explicit wording in job adverts outlining flexible working policy	Standard text about flexible working to include in job adverts	On-going		Targets are 20% by 2020 for long listing of females into: academic	Textio talent has been used to analyse gender coded language on all Nuclear AMRC job

						and research jobs as well as professional senior management positions (grade 9+).	adverts between 2016 and 2017, but no trends were identified.
		b) Identify and use appropriate platforms to advertise jobs more widely. These may include social media, Women in Engineering societies etc.	Assess data collected on job applicants about where participants saw the job advertised.	April 2019.		Survey questions 14 (AMRC takes positive action to encourage women to apply) and 32 (I understand why positive action may be required) to achieve at least 80% agree or strongly agree for men and women.	
		c) Develop a toolkit of good practice in recruitment, including a policy on positive action, and communicate to all staff.	Tool-kit finalised and distributed around staff	October 2019		As above.	
		d) Communicate to all staff why positive action is required (e.g. on notice-board or newsletter)	Written communication emphasising importance of positive action	October 2019		As above.	
		e) Invite shortlisted female applicants to tour the AMRC (preferably with a female role model as a guide)	Policy for tours in place	March 2019		As above. Plus increase in female academic appointments to 20% by September 2020.	


		f) Increase invites to female seminar speakers to increase links with female engineers/potential future staff	List of potential female seminar speakers (linked with AP2.5)	Female seminar speaker invited and presented within next 12 months		Over 80% agreement on staff survey Q36 (The AMRC uses senior women as well as senior men as visible role models).	
		g) If possible, include guidance for interview panels on how to discuss flexible working during interviews and take the onus off candidates.	Guidance and good practice on how to discuss flexible working developed	December 2019		Improved external visibility of flexible/part-time working practices to applicants.	
AP3.2 	Improve equality and equity of interview panels	Our interview panels are not gender-balanced. Including women on interview panels gives the interviewer the opportunity to evaluate their own skills and understand the promotions and interview processes better. Similar has been adopted by other universities such as UCL.					No progress to report against this action point.
		a) Assessment of past interviews panels to consider gender breakdown and discussion with SAT on target gender ratios for interview panels to be agreed. Aim for at least one male and one female	List of staff members happy/trained to sit on interview panels	April 2019		Where possible at least 1 female and 1 male panelist included on all interview panels.	

		on all panels where possible.					
		b) AMRC line managers to be issued with a list of panelists and their corresponding areas of expertise	As above	May 2019		As above.	
		c) Line managers of panelists to adjust workload expectations when required to allow females to participate on panels	Discussed in annual appraisals	September annually		As above.	
		d) Include observer where possible to ensure interviews are fair	List collated and observers trained	December 2019 and reassessed annually.		Increase female academic/research and senior appointments to 20% by September 2020, raising target thereafter.	
AP3.3 	Ensure promotion process and criteria is clear to all staff.	Answers to the staff survey showed that 37% males and 29% females disagreed when asked if they understood the promotion process. The criteria is not very clear as our progression does not match that of a conventional academic department					A presentation on the promotions process was delivered to all staff by HR in the Nuclear AMRC in 2017. However, the



		a) Promotions process to be communicated to all staff (e.g. group briefings by heads of groups or invite central HR to give a presentation on 'The Deal'). This may include: How career breaks and the full range of work-related activities (e.g. outreach, pastoral work and administration) are considered. Timing of promotion panel meetings to be publicised to all staff	Communication to all staff and sign-posts to relevant HR pages.	Ahead of the next round of promotions and annual appraisals. Target May 2019.		Survey questions 10 and 11 (understanding process and criteria) to achieve at least 80% agreement.	most recent survey indicates that understanding of promotions is still poor. An internal guideline page on career development and promotions on IMS is currently under construction.
		b) Promotion to be discussed as standard in AMRC annual appraisals	Included in annual appraisal guidance	May 2019		As above.	
		c) Regular drop-in sessions run to allow staff to ask HR advice about the promotions process	Timetable of drop-in sessions organised.	June 2019		As above.	
		d) Improvement in understanding of promotions reviewed annually through repeat of staff survey	Annual staff survey.	June 2019 and annually thereafter.		As above.	
		e) Generic job roles to illustrate each grade	Generic AMRC grade profiles produced to guide what is	December 2019		As above.	

		relevant to AMRC staff will be produced.	expected for the next grade.				
AP3.4 	Improving staff understanding of how to organise training	New Starter Introduction Pack does not contain any information regarding the AMRC's training procedures. To encourage more uptake of career development opportunities and ensure everyone is getting access to courses it would help to create a central portal that lists all available training by AMRC role/grade. Staff should have more open access to training to see what matches their career development requirements.					Not identified in Nuclear action plan.
		a) Create an internal focus group to review induction packs once a year.	Focus groups organised.	May 2019		At least 80% agree or strongly agree to survey questions 6b (In the AMRC, staff are encouraged to attend training courses, irrespective of their gender) and 12 (I am encouraged to take up career development opportunities).	






		b) Update induction pack to make it clearer how training can be requested	Updated induction pack	July 2019		As above.	
		c) Arrange a meeting to look into uploading description of training courses on the AMRC Staff Portal. Create a list of training courses and a channel for staff to register their interest online.	New central portal outlining potential training courses	December 2019		As above.	
AP3.5 	Increase staff annual review completion rates	Data over the last year suggested that only 45% of staff had an annual review. Some research groups have poor completion rates (e.g. Advanced structural testing). We don't currently assess completion rates broken down by gender. We need to investigate this to see if there is any gender effect as it may help us identify new approaches for increasing completion rates.					No progress to report from Nuclear.
		a) Focus group with staff to gauge whether they are completing the annual review but just not logging or if the reviews aren't happening. As part of	Guidance document summarizing focus group feedback and outlining procedures for all staff.	August 2019		Increase annual review completion rates to 60% in 2019 and 80% in 2020.	


		focus groups, assess staff opinion what they find useful about their annual review and what further information they need to guide the action plan.					
		b) HR to run training sessions guiding staff on how to run annual appraisals and advising on key goals.	Training sessions organised	August 2019 and then annually.		As above.	
		c) Record all aspects of workload during annual appraisal. Add discussion of workload to annual appraisal paperwork to stimulate discussion. Guidance should outline how the workload should link back to personal development plan.	Annual appraisal guidance	August 2019		At least 80% agreement to staff survey question 4c (Work that is allocated is linked to your personal development plan).	
		d) Senior management to support the initiative and encourage all staff to complete an annual review.	Written communication from senior management to all staff stressing the importance of the annual review process.	August 2019		As above. Plus increase in annual review completion rates to 60% by 2019 and 80% in 2020.	
		e) Breakdown completion rates from 2018 by gender	Short annual update report on gender breakdown of annual	December 2019 and		Increase annual review completion rates to	



		and ensure it is tracked going forward.	reviews and completion rates for SAT.	annually thereafter		60% in 2019 and 80% in 2020.	
AP3.6 	Understand more about what career development opportunities staff feel they need and circulate AMRC-wide encouragement for opportunities	Approximately 20% did not feel encouraged to take up career development opportunities.					Not identified in Nuclear application.
		a) As part of the staff survey, investigate what career development opportunities staff feel they need.	Question included in annual staff survey.	June 2019		Over 80% agreement to question 12 on staff survey (I am encouraged to take up career development opportunities).	
		b) Circulate written communication signposting staff to opportunities and encouraging them to take up opportunities.	Sign-posting information to development opportunities. Communicate information via intranet and noticeboards	December 2019		As above.	
		c) Emphasise the importance of these opportunities to all staff during annual appraisals.	Included in annual appraisal guidance.	August 2019		As above.	
AP3.7 	Ensure all staff are aware of potential mentoring opportunities.	Mentoring is a powerful method of establishing peer-to-peer relationships that can effectively develop professional and					Information on University of Sheffield mentoring schemes have

		personal skills that are essential for career development and growth. Particularly beneficial for females.					been circulated by e-mail, but there is no impact to report in this area.
		a) Invite representatives of the TUoS mentoring schemes to the AMRC to present to staff so they can learn more about possible opportunities.	Staff presentation on mentoring opportunities delivered by staff at the main TUoS campus.	July 2019		Over 80% agreement to staff survey question 17a (The AMRC provides me with useful mentoring opportunities as a mentor) and 17b (The AMRC provides me with useful mentoring opportunities as a mentee).	
		b) Add information on mentoring opportunities on the AMRC intranet/noticeboards to help communicate information to staff	Intranet/noticeboards updates	July 2019		As above.	
		c) Discuss in SAT about value of having internal mentoring opportunities to consider if we should establish internal programme.	Programme considered in detail	January 2020		As above.	
AP3.8	Encourage and support all staff with grant writing.	Although we collect data on research proposals submitted, we don't record					Not identified on Nuclear application.

		the gender of technical staff involved. We need to assess the gender breakdown and try to support staff that aren't submitted proposals. By assessing the breakdown we can ensure all staff are being supported and encouraged to submit bids.					
		a) Add column to bid registration form to collect gender of PI and Co-I.	More complete list of who is submitting research bids across the AMRC to guide future action.	December 2018		Full quarterly summary of bids that have been submitted and in a position to consider gender breakdown and how we can support under-represented staff	
	AP3.9 Gain a better understanding of why staff are leaving	Reasons for leaving are currently not recorded in a way that can be confidentially shared, and therefore common themes/issues arising are difficult to identify across the centre and improve for better retention.					No progress to report since Nuclear application.
		a) Create a confidential way that reasons can be recorded and shared between SAT and develop a work plan addressing	Confidential sharing resource summarising reasons for leaving	Shared document outlining reasons shared by April 2019.		Improved understanding of common trends/specific issues from reasons for leaving.	

		reasons for leaving to aim to increase retention.					
		b) Encourage all line-managers to have a detailed exit interview with leavers to understand why they are leaving	Communication circulated	Summary of reasons reviewed annually every July and actions developed to improve retention		As above.	
<b>4. PROMOTION OF EQUALITY AND FAMILY FRIENDLY POLICIES</b>							
AP4.1 	Improve staff understanding of TUoS and AMRC policies on equality, diversity, bullying, flexibly working, shared parental leave etc.	Staff find it difficult to know what our policies are on equality, diversity, bullying and parental leave/flexible working. Q30 of the staff survey looking at awareness of AMRC gender policies showed that only just over 60% felt they knew what these were.					No progress to report since Nuclear application.
		a) Develop Athena SWAN and equality intranet page and add sign-posts to relevant TUoS HR policies	Intranet page developed	July 2019 and updated regularly		Over 85% agreement to Q30 of the staff survey (awareness of AMRC gender equality policies) Clear understanding by staff and signposting to	

						relevant university policies.	
		b) Run twice yearly drop-in sessions for people to come along and find out more about the policies	Regular drop-in sessions (twice per year) to create an informal environment for questions	September 2019		As above.	
		c) Develop 2 case-studies outlining staff experience of parental/adoption leave and flexible working to show how it worked for them	2 case-studies that can be disseminated on intranet/notice board	January 2020		As above.	
AP4.2	 Increase staff awareness of the Women Academic Returners Programme	Discussions with staff suggested that they did not know about WARP.					No progress to report since Nuclear application, but not applicable to any staff since 2016.
		a) Discuss with staff organising WARP who would qualify from the AMRC and disseminate information around staff and add to intranet/notice boards	Information circulated around staff and advertised on intranet/noticeboards	May 2019		Include question in staff survey to gauge awareness. Success will be determined when at least 80% of staff are aware of it.	
		b) All line-managers should be reminded of this when they inform HR about staff pregnancy.	Information available on HR and AMRC Intranet pages	May 2019		As above.	
AP4.3	Ensure better advice and support to staff	We offer flexible working and aim to support staff					An internal policy on

	returning from career breaks is widely available	however they need when they return from career breaks. We want to improve this even more but need guidance on what would help staff.					parental leave is currently being drafted on Nuclear's IMS.
		a) Ask all returning staff what additional support they feel they would benefit from to guide future steps. Begin with an anonymous survey for everyone that returned in the last 3 years.	Summary of support options.	On-going		At least 80% agreement that suitable support is available. Assessed with survey question in staff annual survey	
		b) Draft policy on support available e.g. flexible working and mentoring will be circulated to all staff when they are about to return.	Information signposting to available support across TUoS, on the AMRC intranet and AMRC noticeboards	On-going		As above.	
	AP4.4 Ensure all staff feel included in meetings, workshops and social events by planning them during core hours where practical.	Only 60% of staff agreed that social events are held during core hours. This may create difficulties for female and male staff with caring responsibilities and cause them to feel excluded.					No progress to report since Nuclear application.
		a) Internal AMRC committee meetings will be held during core hours wherever possible.	Where possible, internal meetings will be scheduled for core hours.	On-going		At least 80% agreement to Q16 (Meetings in the AMRC are completed	



		Communication sent round staff and partners.				in core hours to enable those with caring responsibilities to attend)	
		b) At least 2 social events a year to be held during core hours or in a family-friendly environment	More family friendly events and meetings organised.	On-going		At least 80% agreement to Q24 (Are social gatherings planned and timed in a way that enables people with caring responsibilities to feel included and supported?)	