



Department Application
Bronze and Silver Award



Department application	Bronze	Actual Word Count
Word limit	10,500	10,498
<i>Recommended word count</i>		
1. Letter of endorsement	500	503
2. Description of the department	500	483
3. Self-assessment process	1,000	980
4. Picture of the department	2,000	2,198
5. Supporting and advancing women's careers	6,000	6,334
6. Case studies	n/a	0
7. Further information	500	0

Name of institution	Queen's University Belfast	
Department	School of Law	
Focus of department	AHSSBL	
Date of application	May 2018	
Award Level	Bronze	
Institution Athena SWAN award	Date: 2014	Level: Silver
Contact for application Must be based in the department	Dr Kathryn McNeilly	
Email	[REDACTED]	
Telephone	[REDACTED]	
Departmental website	http://www.law.qub.ac.uk/	

ABBREVIATIONS USED

AHRC	Arts and Humanities Research Council
AHSS	Arts, Humanities and Social Sciences
CDRGC	Core Disciplinary Research Group Co-ordinator (School)
DE	Director of Education (School)
DFE	Department for the Economy (Northern Ireland)
DGov	Doctorate of Governance
DGS	Director of Graduate Studies (School)
DI	Director of Internationalisation (School)
DR	Director of Research (School)
FG1	Focus Group One (School)
FG2	Focus Group Two (School)
FG3	Focus Group Three (School)
GB	Great Britain
GCS	Gender Culture Survey (School)
HoS	Head of School
HR	Human Resources, QUB
IWD	International Women's Day
JD	Juris Doctor Degree
L	Lecturer
LDS	Learning and Development Service, QUB
LLB	Bachelor of Laws Degree
LLM	Master of Laws Degree
MPhil	Master of Philosophy Degree
NI	Northern Ireland
PDR	Postdoctoral Researcher
PGCHET	Postgraduate Certificate in Higher Education Teaching
PGR	Postgraduate Research
PGT	Postgraduate Taught
P/SS	Professional and Support Staff
PVC	Pro-Vice Chancellor, QUB
QUB	Queen's University Belfast

R	Reader
RAE	Research Assessment Exercise
RCUK	Research Councils United Kingdom
REF	Research Excellence Framework
SAT	Self-Assessment Team (School)
SB	School Board
SECC	School Exceptional Circumstances Committee
SSCC	Staff Student Consultation Committee (School)
SL	Senior Lecturer
SLS	Student Law Society (School)
SMB	School Management Board
STDU	Staff Training and Development Unit, QUB
TA	Teaching Assistant (School)
TEQs	Teaching Evaluation Questionnaires
UG	Undergraduate
VC	Vice-Chancellor, QUB
WAM	Workload Allocation Model

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Actual word count: 503 words



**QUEEN'S
UNIVERSITY
BELFAST**

School of Law

Queen's University Belfast
University Road
Belfast
BT7 1NN

Tel: +44 28 90975122

Email: r.hickey@qub.ac.uk

Dear Panel,

As Head of the School of Law, I wholeheartedly endorse our Bronze award application. I am committed to fostering a positive and inclusive School environment, and a culture where all staff are enabled to do their best work; are recognised and rewarded for their successes; and are confident of career progression. [REDACTED]

[REDACTED] I am deeply committed to the Athena SWAN Charter principles, and to mobilising all necessary resources to achieve substantive gender equality in the School of Law.

In my 18 months as Head of School, I see clear signs of progress. Our SWAN SAT has been established with Kathryn as an outstanding Champion, supported by a team of highly-committed colleagues. They have made tangible improvements on the basis of extensive staff consultation, including developing a new Mentoring Programme and an annual Career Development Workshop. They have also engaged in beacon activities to raise the profile of gender issues within the University, including on International Women's Day 2018 launching the School of Law Gender Principles, a unique set of guidelines which mark our commitment to gender equality and empower action, and are prominently displayed in the School.

I have contributed to the team's work with specific actions to promote gender equality. I undertook extensive consultation on workload allocation, including School Board discussion on gender concerns, and created a new model supported by all colleagues. Our SWAN Champion is a member of School Management Board, with a standing report to the School Board, and the significance of the role is recognised through substantial credit in the workload model. A member of the SWAN team also sits on each of the School's standing committees. I have created new mechanisms for informal support and feedback on career progression, and training for appraisers to ensure that appraisals are holistic and properly facilitate gender-sensitive career planning. I have standardised the structure of probation committees, with a renewed focus on mentoring that is aligned to supportive career development for new colleagues. I have committed to new Core Hours and Email Etiquette policies, to ensure that colleagues are freed and encouraged to enjoy family life and supported in wider care and other personal commitments.

These steps are a start on our journey of progress, as our action plan reveals, we have some distance to go. Career progression remains a significant challenge, with females particularly under-represented at SL/Reader level. We have actions underway to enhance internal career progression for female staff as well as to increase external job applications

from females, and generally to create the positive collegial culture where all staff can thrive. The action plan outlined below will guide our path on this journey.

I support this submission in the warmest terms, and confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours,

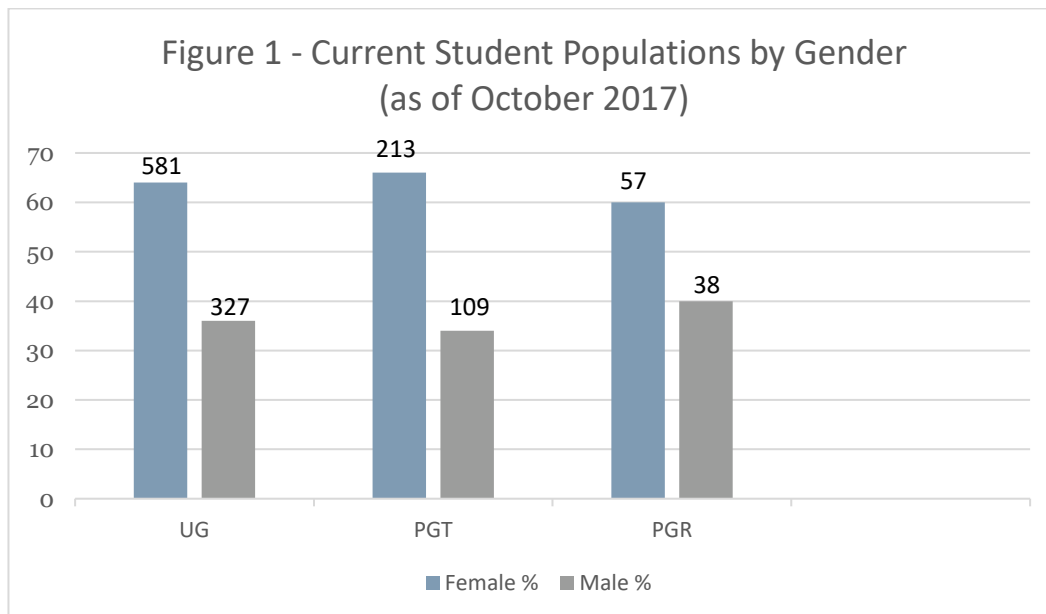
A handwritten signature in black ink, appearing to read 'RH', with a long, sweeping underline that extends to the right.

Professor Robin Hickey
Head of School

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Actual word count: 483 words

The Law School is one of five Schools in the AHSS Faculty at QUB. The School has strengths in public and private law, and has a teaching and research ethos which is rooted in social justice and equality. The School offers a UG LLB degree as a single honours programme and a joint honours programme with Politics, French or Hispanic Studies. The School currently has 908 UG students registered (Figure 1). The School offers six PGT programmes on a full-time and part-time basis across which 322 students are registered (Figure 1). At PGR level it offers a JD programme and a PhD programme on a full-time or part-time basis across which 95 students are registered (Figure 1). In our School female students outnumber males across all levels. At UG level 64% of students are female (581) and 36% male (327), at PGT level 66% of students are female (213) and 34% male (109), and at PGR level 60% of students are female (57) and 40% male (38) (Figure 1).



In September 2016 the School moved into a new state of the art building that facilitates organic interactions between staff and students. Dedicated space has been created for staff and student wellbeing, including staff and student common rooms, dedicated Peer Mentoring and Student Law Society (SLS) rooms, and a wellbeing suite which is open for private reflection and regular yoga and meditation classes. The building also features all-gender bathroom facilities, aligning with QUB's Trans Equality Policy.



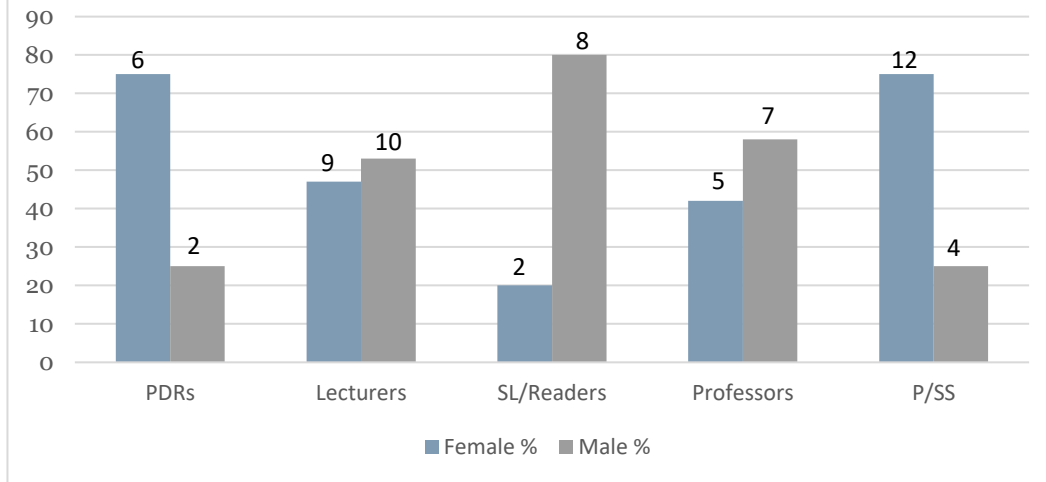
QUB School of Law



Student and Staff Hub in School of Law

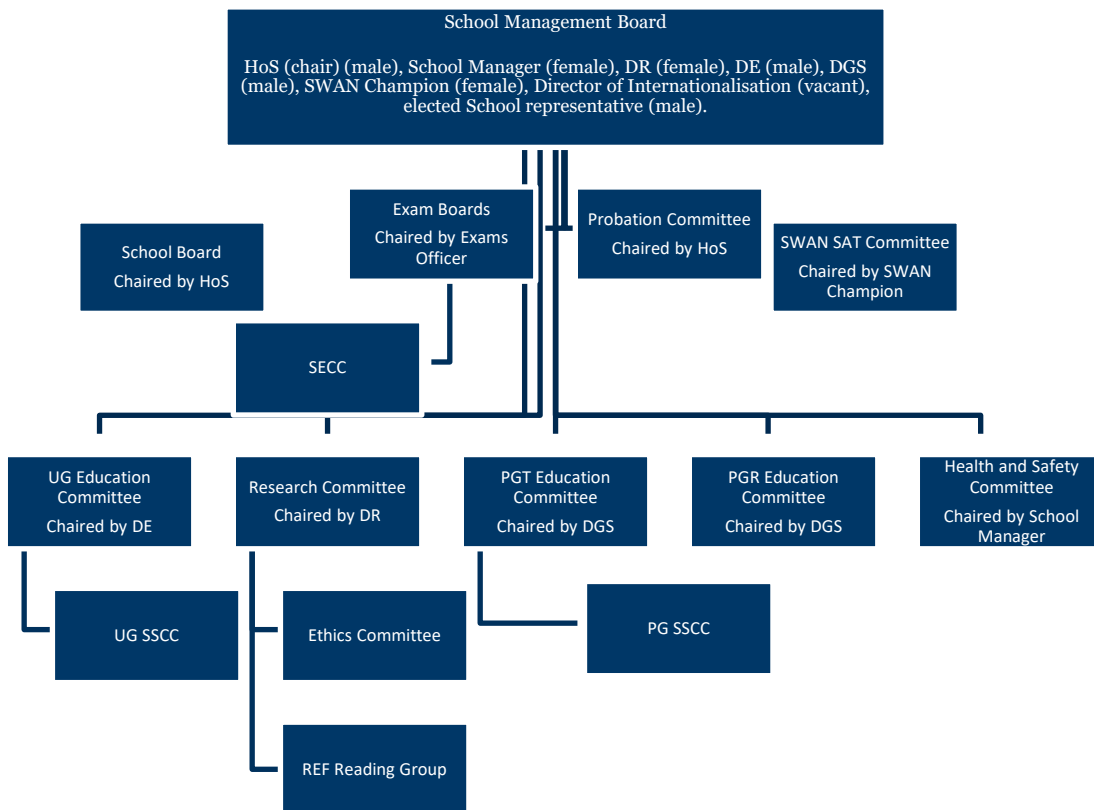
A total of 41 academic staff (16 female (39%), 25 male (61%)) are currently employed across all grades on permanent teaching and research contracts (Figure 2). Amongst the female staff five are Professors, two are SLs and nine are Lecturers. The School has increased its research (PDR) staff from four (three female, one male) in 2015-16 to eight in 2017-2018 (six female (75%), two male (25%)). Gender balance across academic and research staff has steadily improved in recent years (see section 4.2(i)). 16 professional and support staff work in the School (12 female (75%), four male (25%)). The School's Judge in Residence, appointed to link education and practice, is currently [REDACTED]

Figure 2: Current Staff Population by Gender
(as of October 2017)



The HoS is line manager for all staff and signs off on processes relating to probation, appraisal, promotion, flexible working, leave, etc. The School has a School Management Board (SMB) comprising of the HoS, the School Manager, the Director of Research (DR), the Director of Education (DE), the Director of Graduate Studies (DGS), the Director of Internationalisation (DI), the SWAN Champion, and an elected School representative. The School has ten standing committees that report to SMB. In 2017-18 female staff make up 46% of representation on these committees, and male staff 54%.

Figure 3: School Structure



3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Actual word count: 980 words

(i) A description of the self-assessment team

In November 2016 Dr Kathryn McNeilly was appointed SWAN Champion by the HoS. A call for SAT membership was circulated amongst all staff and PGR students. The HoS, School Manager and SWAN Champion were attentive to secure a diverse representation of staff and students in the SAT across grade, part-time/full-time work, family/caring responsibilities and gender. SAT members were subsequently allocated roles corresponding to their expertise (Table 1). A call for UG student representation was circulated in October 2017 via the SLS, and a UG Representative appointed. Currently, 10 women and five men sit on the SAT. SAT membership is recognised in the WAM as part of 200 hours allocated to staff for citizenship/committee membership. As Chair, the SWAN Champion receives 250 hours in the WAM. Student Representatives receive recognition of their work in the form of book vouchers at the end of each academic year.

Name and Gender	Job	SAT role and Area(s) of Experience
Dr Kathryn McNeilly (Female)	Lecturer QUB staff since 2014	SWAN Champion (SAT Chair), research expertise in gender and feminist scholarship
Professor Robin Hickey (Male)	Head of School QUB staff since 2013	Lead on probation and appraisal processes, promotions, recruitment and WAM
Ms Colette Farrell (Female)	School Manager QUB staff since 2002	Lead on staff induction, School policies, structures and finance
Professor Anne-Marie McAlinden (Female)	Director of Research QUB staff since 2003	Lead on School research issues and processes, REF and grant application
Dr Brian Jack (Male)	Director of Education QUB staff since 2001	Lead on UG issues, gender equality in teaching and curriculum design
Dr Ciaràn O’Kelly (Male)	Director of Graduate Studies QUB staff since 2003	Lead on PG issues, designated work-life balance SAT point of contact

Professor Ronan Deazley (Male)	Professor [REDACTED] QUB staff since 2015	Lead on WAM analysis, part-time staff member experiences
Professor Dagmar Schiek (Female)	Professor QUB staff since 2014	Research expertise in equality, REF reading group member, experience of career advancement from appraiser perspective
Dr Anna Bryson (Female)	Senior Lecturer QUB staff since 2014 [REDACTED]	Lead on SWAN Career Progression Workshop, expertise in qualitative/quantitative methods
Dr Kevin Brown (Male)	Lecturer (LLB Co- ordinator) QUB staff since 2014	Lead on student recruitment issues, LGBTQI staff and student issues
Dr Yassin Brunger (Female)	Lecturer (Director of UG Admissions) QUB staff since 2016	Lead on Gender Principles, research expertise in gender and race, UG admissions issues
Dr Sara Clavero (Female)	Postdoctoral Researcher [REDACTED] QUB staff since 2015	PDR representative, lead on IWD and career support for PDRs
Ms Ling Bai (Female)	Professional and Support Staff [REDACTED] QUB staff since 2008	Lead on P/SS experiences, expertise in international staff experiences
Ms Leah Treanor (Female)	PGR Representative [REDACTED]	Lead on PGR student issues, research background in gender equality in the legal profession
Ms Alana Hughes (Female)	UG Representative [REDACTED]	Lead on UG student issues, promotion of SWAN amongst UG population, SLS President

(ii) An account of the self-assessment process

The SAT met at least twice a semester from the beginning and SWAN became a standing item on all major School Committees, including SMB and School Board (SB). The first SAT meeting took place in January 2017, introducing the SAT to the Athena SWAN Charter and its place within QUB and mapping a timeline for the self-assessment process. A further two meetings between February and May 2017 focused on planning the School's Gender Culture Survey (GCS) and analysis of the resulting data.

The SAT designed four surveys which were circulated amongst all academic staff, professional and support staff, PDR staff and PGR students respectively in April 2017. The surveys were completed online with questions tailored to the particular staff/student group in question. The surveys focused on five areas: workplace culture; commitment to gender equality by School management; policies; workload; and career support/development. 72% of academic staff completed the survey (38% female, 42% male, 20% prefer not to say), 92% of professional and support staff (59% female, 33% male, 8% prefer not to say), 50% of PDR staff (100% female) and 31% of PGR students (76% female, 24% male). Lower levels of engagement from PDRs and PGR students appear attributable to a lack of awareness about SWAN at these levels at the time of this initial survey.

Three themes emerged from the staff surveys: workload; career progression and support; and information on/support for work-life balance and caring responsibilities. Further qualitative consultation was undertaken by the SAT on these themes:

a. Workload:

Between January and June 2017 workload modelling was discussed in the School. All staff were invited to comment on potential reform and a dedicated School meeting was held on the topic which included discussion of gender concerns pertinent to workload.

b. Career Progression and Support:

In June 2017 the SAT held two focus groups for academic (FG1) and PDR staff (FG2) on career progression and support. This was particularly important regarding the latter category of staff given their lower GCS response rate. These focus groups involved six members of academic staff across all levels – five female (one Professor, one SL, three Lecturers), one male (Lecturer) – and six members of PDR staff (four female, two male).

c. Work-Life Balance and Caring Responsibilities:

In September 2017 the SAT organized a third focus group on work-life balance and caring responsibilities (FG3). Six members of staff participated: two female (one Lecturer, one P/SS) and four male (three Lecturers, one P/SS). Further individual interviews were conducted with staff on this topic (two female Lecturers, one female PDR, one male Professor).

The GCS and focus groups highlighted existing good practice and areas for further work which informed short-term responses (e.g. creation of **new Staff Handbook** including information on family-friendly and work-life balance policies (**Action Point 4Ba**)) and long-term planning (e.g. **annual SWAN Career Development Workshop** and **new WAM** with gender equality check (**Action Point 2Aa and 3A**)) in the Action Plan. The results of staff consultation, and corresponding action points, were reported back to, and endorsed by, SMB.

The PGR student survey raised two main themes; career support, and enhanced awareness of gender equality. In response, short-term actions were implemented (e.g. **change to PGR induction to include information on SWAN (Action Point 1Ad)**), alongside longer-term activities (e.g. annual activities for **PGR career development (Action Point 2Fd and 2Ff)**).

Between September 2017 and April 2018, the SAT met five times. These meetings focused on monitoring and fine-tuning the Action Plan and preparation of this submission. In October 2017, the SAT presented the draft Action Plan and newly created School **Gender Principles (Action Point 1Ab)** to the SB for consultation. In April 2018 a 'reading day' was held for all staff to discuss the final draft of this application and make amendments which were then integrated by the SAT. The final submission was also placed on the School Sharepoint site for all staff to access.

External support in preparing the application has been provided by the QUB SWAN Champion network. The School SWAN Champion participates in regular Champion meetings and Away Days to share good practice. In finalising the application, the SAT was paired with a two 'critical friends', an initiative introduced by QGI to assist with application through external feedback. Further feedback on the application was received from the QUB SWAN Steering Group.

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

The SAT will continue to meet at least twice a semester to monitor and develop the Action Plan. Responsibility for specific actions has been allocated to relevant SAT members who will continue to champion these, including on committees they sit on. Action Plan progress will be reported by the HoS and SWAN Champion at SMB and SB. The School Action Plan is accessible on the School Sharepoint, and information on SAT activities will be posted on the School SWAN webpage.

SAT membership will be reviewed every two years to ensure representation from diverse personal and working backgrounds, and to facilitate inclusion of staff who wish to participate in the ongoing SWAN process (**Action Point 1Ba**). As part of this review, male membership will be increased. Plans are also in place to recruit a SWAN Co-Champion, reflecting best practice in other Schools (**Action Point 1Bb**).

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Actual word count: 2198 words

4.1. Student data

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

N/A.

(ii) Numbers of undergraduate students by gender

In 2016-17 the School had 894 undergraduate students, 563 (63%) female and 331 (37%) male (Figure 4). This population has steadily increased since 2014-15 due to a study agreement facilitating Level 3 entry for students from Brickfields College, Malaysia (beginning 2015-16) and boosts to international and GB recruitment. Gender breakdown has remained fairly constant, females making up 61%-64% and males 36%-39%. Our undergraduate profile is closely aligned with national trends, HESA data demonstrating that in 2015-16 63% of undergraduate law students were female and 37% male.

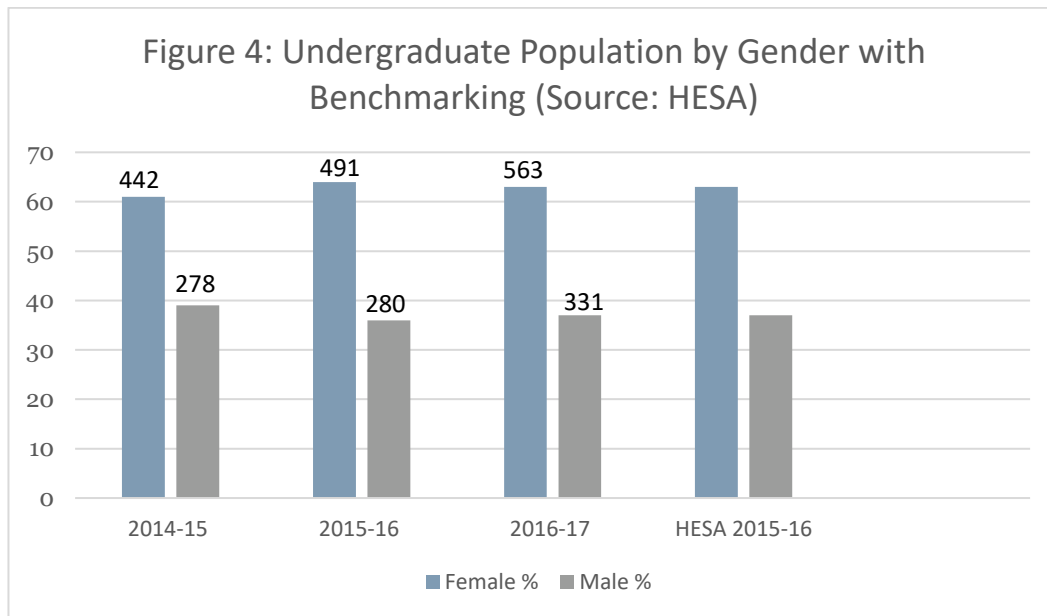


Table 2 outlines gender across undergraduate programmes. On the LLB Law, our largest programme, numbers of both female and male students have increased between 2014-15 and 2016-17 (females from 325 to 429, males from 200 to 259) due to the reasons outlined above. This has resulted in a steady division of 62%-63% female, 37%-38% male. On all other programmes, male numbers and percentages have decreased. Female numbers have gone up on all except Law with Hispanic Studies (a small decrease from 30 in 2014-15 to 26 in 2016-17), and female percentages have increased on all.

Table 2: Gender breakdown by Undergraduate Programme and year					
Year	Programme	Female	Female (%)	Male	Male (%)
2014-15	LLB Law	325	62%	200	38%
2015-16	LLB Law	366	63%	212	37%
2016-17	LLB Law	429	62%	259	38%
2014-15	LLB Law with Politics	60	50%	60	50%
2015-16	LLB Law with Politics	70	60%	47	40%
2016-17	LLB Law with Politics	80	58%	57	42%
2014-15	LLB Law with French	27	77%	█	23%
2015-16	LLB Law with French	26	70%	█	30%
2016-17	LLB Law with French	28	80%	█	20%
2014-15	LLB Law with Hispanic Studies	30	75%	█	25%
2015-16	LLB Law with Hispanic Studies	29	74%	█	26%
2016-17	LLB Law with Hispanic Studies	26	76%	█	23%

Actions are planned to enhance gender balance on our LLB programmes, especially on the Law with Languages programmes where males have remained between 20%-30%, reflecting lower male take-up of language learning:

Item Number	Objective	Planned Action
5C	Increase representation of male UG students on LLB programmes, in particular Law with Languages programmes.	<ul style="list-style-type: none"> a. Make contact with single sex male secondary schools across NI in UG admission recruitment activities and meet with career teachers to promote law as an option for male students. b. Work with School of Arts, English and Languages to develop a strategy to enhance male student applications and admissions to law with languages programmes. c. Develop a set of UG recruitment materials aimed at male students featuring case studies and positive role models. d. Recruit male UG student ambassadors to attend UG recruitment events.

Processing of applications is entirely based on ability to meet the entrance requirements (AAA at A Level). Applications are higher from females than males (Table 3). Over the past three years all applications have increased significantly, however, the gender balance remains fairly consistent between 59%-61% female and 39%-41% male. Offers and acceptances broadly follow suit. Success rate for female applicants is slightly higher (a mean of 24.67% compared to 21.33% for males), but there is no significant gender distinction.

		Applications		Offers		Acceptances	
		Female	Male	Female	Male	Female	Male
2014-15	Number	558	355	508	313	163	92
	%	61%	39%	62%	38%	64%	36%
	Success Rate	100%	100%	91%	88%	29%	26%
2015-16	Number	885	591	746	436	181	100
	%	60%	40%	63%	37%	64%	36%
	Success Rate	100%	100%	84%	74%	20%	17%
2016-17	Number	838	588	746	496	210	124
	%	59%	41%	60%	40%	63%	37%
	Success Rate	100%	100%	89%	84%	25%	21%

Females generally outperform males at undergraduate level (Table 4). Attainment of 1st class degrees has increased for females (11% in 2014-15, 17% in 2016-17), compared with a decrease for males (13% in 2014-15, 10% in 2016-17). Females also attain 2.1 degrees at a slightly higher percentage. Male 2:2 degrees have increased at a greater rate than female 2:2 degrees.

Year	Gender	1st	1st (%)	2.1	2.1 (%)	2.2	2.2 (%)	3rd	3rd (%)
2014-15	Female	■	11%	■	78%	■	11%	■	0%
2014-15	Male	■	13%	■	76%	■	11%	■	0%
2015-16	Female	■	13%	■	73%	■	13%	■	0.8%
2015-16	Male	■	12%	■	66%	■	21%	■	0.0%
2016-17	Female	■	17%	■	68%	■	15%	■	0.5%
2016-17	Male	■	10%	■	65%	■	24%	■	0.9%

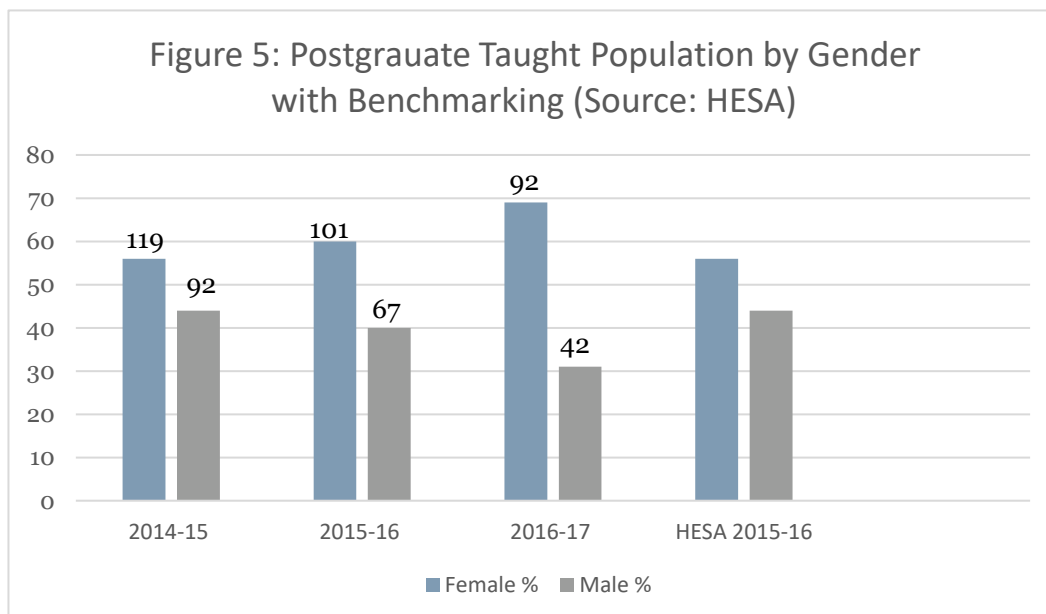
This data reflects a general tendency for females to educationally outperform males in NI, but we plan to further understand male underperformance and enhance academic support for male students:

Item Number	Objective	Planned Action
5F	Enhance academic support for male UG students and gain a fuller understanding of decreases in male UG attainment which will lead to further action.	<ul style="list-style-type: none"> a. Work with LDS on development of a series of learning and study skills workshops targeted at male UG students which are promoted in classes, through Peer Mentoring and individual communication from Personal Tutors. b. Amend module review forms to include grade breakdown by gender to facilitate greater understanding of where male students encounter attainment difficulties. c. Embed annual follow up with module co-ordinators to review content delivery, feedback mechanisms, student support options and assessment procedures in modules where male students are underperforming.

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

We offer full-time and part-time PGT degrees across six programmes. The School's JD programme was also taught at PGT level until 2015-16 (converted to PGR in 2016-17). PGT student numbers decreased 2014-15 to 2016-17 (Figure 5). This is due to a change in programme structure in 2015-16 which required suspension of offers pending programme approval. In 2016-17 decrease is attributable to conversion of the JD programme to PGR and also student deferral to avail of PGT student finance available in NI from 2017-18 (see increased 2017-18 PGT data in section 2 above).

Representation of females on PGT programmes has increased from 56% (119) (2014-15) to 69% (92) (2016-17), male representation decreasing from 44% (92) (2014-15) to 31% (42) (2016-17). Female representation is currently above the national average of 56% female, 44% male on PGT law programmes.



High female PGT student numbers are bolstered by the LLM Human Rights and Criminal Justice and LLM Human Rights Law programmes, subjects traditionally attracting females. Females have made up 73%-84% of these cohorts between 2014-15 and 2016-17 (with the exception of LLM Human Rights and Criminal Justice in 2015-16 where an unusually high intake of males led to a 58% female, 42% male population) (Table 5). A move away from gender balance has also occurred on the LLM Law (54% female, 45% male in 2014-15, 89% female and 11% male in 2016-17).

Action is planned to address the recent decrease in male PGT students and, in particular, increase representation of males in the above programmes (**Action Point 5D**).

Table 5: Postgraduate Taught Students by Gender and Programme					
Year	Programme	Female	Female (%)	Male	Male (%)
2014-15	LLM Criminology & Criminal Justice	■	48%	■	52%
2015-16	LLM Criminology & Criminal Justice	■	53%	■	47%
2016-17	LLM Criminology & Criminal Justice	■	62%	■	38%
2014-15	LLM Human Rights & Criminal Justice	■	73%	■	27%
2015-16	LLM Human Rights & Criminal Justice	■	58%	■	42%
2016-17	LLM Human Rights & Criminal Justice	■	80%	■	20%
2014-15	LLM Human Rights Law	■	75%	■	25%
2015-16	LLM Human Rights Law	■	84%	■	16%
2016-17	LLM Human Rights Law	■	84%	■	16%
2014-15	LLM International Business Law	■	53%	■	47%
2015-16	LLM International Business Law	■	54%	■	46%
2016-17	LLM International Business Law	■	75%	■	25%
2014-15	LLM Law	■	54%	■	45%
2015-16	LLM Law	■	60%	■	40%
2016-17	LLM Law	■	89%	■	11%
2014-15	Masters in Law	■	45%	■	55%
2015-16	Masters in Law	■	50%	■	50%
2016-17	Masters in Law	■	50%	■	50%
2014-15	JD (PGT)	■	50%	■	50%
2015-16	JD (PGT)	■	67%	■	33%
2016-17	JD Programme converted to PGR				

Item Number	Objective	Planned Action
5D	Address decrease of male PGT students on LLM programmes, in particular increasing male representation on the LLM in Human Rights and Criminal Justice, LLM in Human Rights Law and LLM Law programmes.	<ul style="list-style-type: none"> a. Undertake focus group with UG students and PGT students on the LLM Human Rights and Criminal Justice, LLM Human Rights Law and LLM Law programmes to gain insight into gender division in student numbers and inform further action. b. Review and make changes to PGT marketing materials to attract increased numbers of male students on LLM programmes, including use of male role models. c. Recruit male PGT student ambassadors to attend PGT recruitment events. d. Establish an annual LLM taster event for male UG students featuring input from existing male PGT students and male staff. As part of this event discuss preparation of a successful PGT Scholarship application.

Comparable numbers of PGT males and females elect to study either part-time or full-time (Table 6). An exception occurred in 2015-16 where a slightly lower percentage of male students opted to study part-time (27%). While this increased again in 2016-17 (to 31%), male part-time students have decreased slightly more than females. Action is planned to address this (**Action Point 5E**).

Year	Status	Female	Female (%)	Male	Male (%)
2014-15	Full Time	73	61%	55	60%
2014-15	Part Time	46	39%	37	40%
2015-16	Full Time	62	61%	49	73%
2015-16	Part Time	39	39%	18	27%
2016-17	Full Time	62	67%	29	69%
2016-17	Part Time	30	33%	13	31%

Item Number	Objective	Planned Action
5E	Increase numbers of PGT and PGR students studying part-time, especially male students.	<ul style="list-style-type: none"> a. Review and make changes to PGT and PGR marketing materials to draw attention to part-time options for study, including highlighting role models for part-time study. b. Highlight options for part-time PGT study at annual LLM taster event for male students and annual School PhD application workshop (action point 5Dd and 5Ga).

PGT offers are based on the achievement of admission criteria, normally a 2:1 undergraduate degree. Our recruitment strategy and career events encourage females and males to apply for PGT study. Over the past three years females have made up a higher percentage of applications (56%-61%) than males (39%-44%) (Table 7). This is replicated through offers and acceptances. Between 2014-15 and 2016-17 the success

rate for male applications decreased (27% in 2014-15 to 18% in 2016-17). Female success rate, in contrast, has shown a slight increase (24% in 2014-15 to 30% in 2016-17). As noted above, this has been identified as an area for action (**Action Point 5D**).

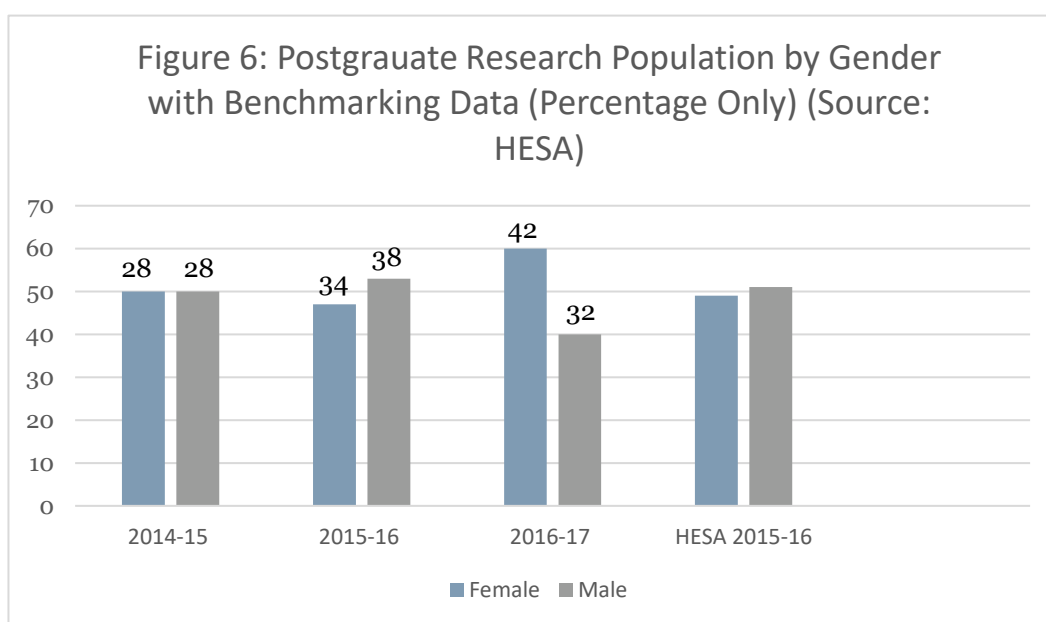
		Applications		Offers		Acceptances	
		Female	Male	Female	Male	Female	Male
2014-15	Number	327	252	233	201	77	69
	%	56%	44%	54%	46%	53%	47%
	Success Rate	100%	100%	71%	80%	24%	27%
2015-16	Number	382	263	210	125	78	30
	%	59%	41%	63%	37%	72%	28%
	Success Rate	100%	100%	55%	48%	20%	11%
2016-17	Number	263	170	216	119	79	31
	%	61%	39%	65%	35%	72%	28%
	Success Rate	100%	100%	82%	70%	30%	18%

Table 8 tracks PGT cohorts entering in 2013, 2014 and 2015 through to completion (courses are a full 12 months, so completions are not registered until the year after intake). Figures are impacted by students who have taken a leave of absence and re-enter the course with a different cohort than the one in which they started. Completion rates are high across all students. A comparable number of females and males complete indicating that there are no gender barriers affecting degree completion.

Year	No of Entrants		No of Completions		% Completion	
	Female	Male	Female	Male	Female	Male
2013 entry	80	58	73	52	91%	90%
2014 entry	78	59	68	48	87%	81%
2015 entry	67	37	61	35	91%	94%

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

The School offers a PhD programme and, from 2016-17, a JD programme at PGR level. A small number of PGR students are completing MPhil qualifications and the now discontinued DGov programme. Figure 6 demonstrates an increasing PGR population between 2014-15 and 2016-17. This is impacted by addition of the JD programme. The representation of females and males at PGR level in 2014-15 and 2015-16 was in line with HESA national average of 49% female, 51% male. Increased female representation to 60% in 2016-17 is due to a JD intake of eight females and two males. This is unusual compared to the 2015-16 intake for this programme of eight females and seven males.



Action is planned to address the recent drop in male representation on PGR programmes and return to greater gender balance:

Item Number	Objective	Planned Action
5G	Address decrease of male students on PGR programmes, and enhance successful PGR Scholarship applications from males.	<p>a. Establish an annual School workshop on how to write a successful PhD application, including discussion of PGR Scholarship applications with input from existing male Scholarship holders. Target advertising of workshop to existing male PGT students.</p> <p>b. Review and amend JD programme marketing material to feature male role models and case studies.</p>

Between 2014-15 and 2016-17 fewer males have undertaken PGR study part-time (Table 9). This figure has decreased from █████ (25%) in 2014-15 to █████ (9%) in 2016-17. However, female students undertaking study part-time also decreased from █████ (32%) in 2014-15 to █████ (15%) in 2016-17. Action is planned to further promote the option of part-time PGR study (**Action Point 5E**).

Year	Status	Female	Female (%)	Male	Male (%)
2014-15	Full Time	█	61%	█	61%
2014-15	Part Time	█	32%	█	25%
2014-15	Writing Up	█	7%	█	14%
2015-16	Full Time	█	71%	█	68%
2015-16	Part Time	█	18%	█	16%
2015-16	Writing Up	█	12%	█	16%
2016-17	Full Time	█	77%	█	81%
2016-17	Part Time	█	15%	█	9%
2016-17	Writing Up	█	8%	█	9%

PGR offers are based on achievement of admission criteria; a 2:1 undergraduate degree and a good LLM qualification for the PhD programme, and a 2:1 undergraduate degree for the JD programme. Applications, offers and acceptances data has fluctuated over the past three years (Table 10). Female applications have increased from 40% (40) in 2014-15 to 50% (63) in 2016-17. Male applications have also increased, but at a lesser rate leading to a drop in male representation from 60% (59) in 2014-15 to 50% (63) in 2016-17. From 2015-16 offers and acceptances follow a similar pattern. Of particular note is the change in gender division of acceptance from 37% █ female and 63% █ male in 2014-15 to 63% █ female and 37% █ male in 2016-17 (**Action Point 5G**).

		Applications		Offers		Acceptances	
		Female	Male	Female	Male	Female	Male
2014-15	Number	40	59	21	34	█	█
	%	40%	60%	38%	62%	37%	63%
	Success Rate	100%	100%	53%	58%	25%	29%
2015-16	Number	76	80	45	39	21	20
	%	49%	51%	54%	46%	51%	49%
	Success Rate	100%	100%	59%	49%	28%	25%
2016-17	Number	63	63	36	22	█	█
	%	50%	50%	62%	38%	63%	37%
	Success Rate	100%	100%	57%	35%	30%	17%

Between 2014-15 and 2016-17, █ female and █ male PGR students completed (Table 11). Our five-year completion rate for both males and females is above the AHSS faculty benchmark in all of the past three years with the exception of male students in 2014-15 when a very small number of males completed. In this period the numbers of female students completing within five years has decreased. While this is in line with wider faculty trends, actions have been planned to further support female PGR students (**Action Point 2F**, see further section 5.2(iv)).

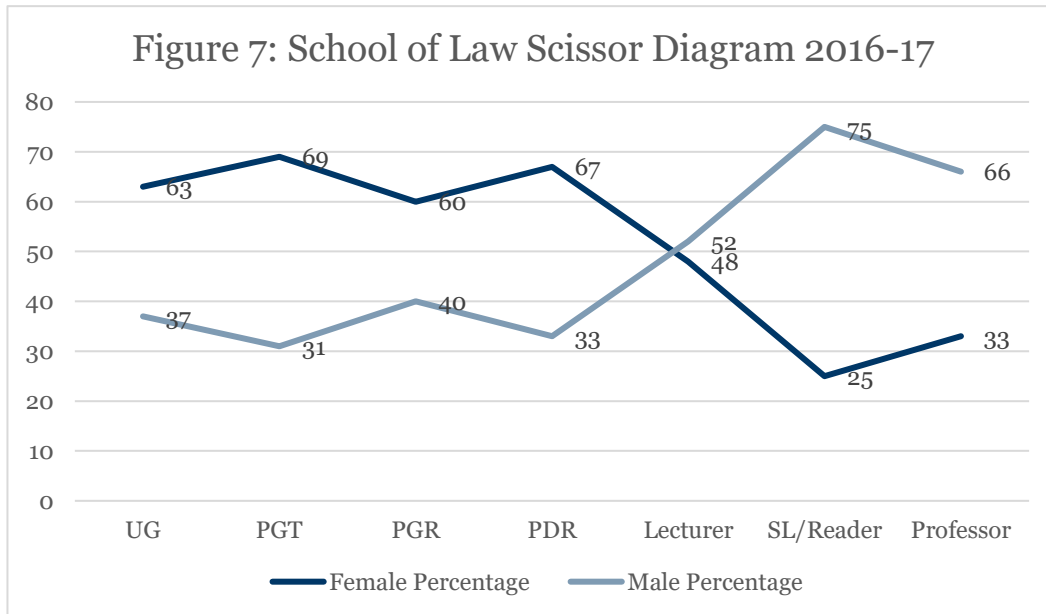
Table 11: Postgraduate Research Completion Rates by Gender and QUB AHSS Benchmarking Data								
	No completing		Completing within 5 years				QUB AHSS completing within 5 years	
	F	M	F	M	F	M		
2014-15	█	█	█	66%	█	50%	65%	69%
2015-16	█	█	█	60%	█	75%	47%	49%
2016-17	█	█	█	50%	█	50%	41%	42%

(v) Progression pipeline between undergraduate and postgraduate student levels

Table 12 shows a reasonably consistent distribution of females and males across UG, PGT and PGR programmes 2014-15 to 2016-17. At undergraduate and PGT level female representation has generally remained over 60% and male representation over 30%. At PGR level a closer gender parity is achieved; females making up 47%-60% of this population and males 40%-53%.

Table 12: Student Pipeline Across All Levels 2014-2017												
	2014-15				2015-16				2016-17			
	Female		Male		Female		Male		Female		Male	
UG	442	61%	278	39%	491	64%	280	36%	563	63%	331	37%
PGT	119	56%	92	44%	101	60%	67	40%	92	69%	42	31%
PGR	28	50%	28	50%	34	47%	38	53%	48	60%	32	40%

We are satisfied that female progression from UG to PG level remains high. The ‘Scissor Diagram’ in Figure 7 below demonstrates that the ‘leaky pipeline’ for females arises post-PDR in our School (see section 5 for actions).



4.2. Academic and research staff data

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

The distribution of staff across the various grades is shown in Table 13. Overall, males outnumber females. However, this gap has narrowed from 38% (19) female, 62% (31) male in 2014-15 to 42% (21) female, 58% (29) male in 2016-17. This is attributable to male staff departures, particularly at the Professorial level, alongside female recruitment at PDR and SL level. Our staff gender breakdown is moving closer to the UK Law School average, which HESA 2015-16 data indicates is 51% female, 49% male (Figure 8).

As many Law Schools, our School has traditionally had few PDR (research-only) staff, although this has steadily increased over the past three years. The majority of PDR staff (at least 67%) have been female.

To date the School has only hired one Lecturer (Education) (teaching-only) post to cover teaching during a period of externally-funded research leave. All other Lecturers have been hired on teaching and research contracts. At the Lecturer level, gender division is more even. Female representation at this level has increased from 45% (2014-15) to 48% (2016-17). This is due to a small decrease in male Lecturing staff (12 to 11) attributable to staff departure.

The SL/Reader grade demonstrates the largest gender gap. Females have remained at 25% of staff at this level over the past three years (see Action Point 2A).

At the Professorial level, female representation has increased from 25% (2014-15) to 33% (2016-17). This aligns our School with HESA 2015-16 national average for Law Professors which is 32% female, 68% male (Figure 9). This increase is due to an internal female promotion (Reader to Professor) and to male Professorial retirements/departures.

The majority of staff work full-time. Since 2015-16 PDR staff have been employed on part-time contracts () as has one male Professor.

Table 13: Academic and Research Staff Population by Gender							
		2014-15		2015-16		2016-17	
Academic grade	FT/PT	Female	Male	Female	Male	Female	Male
PDR	FT	■	■	■	■	■	■
	PT	■	■	■	■	■	■
	%	75%	25%	100%	0%	67%	33%
Lecturer	FT	■	■	■	■	■	■
	PT	■	■	■	■	■	■
	%	45%	55%	48%	52%	48%	52%
SL/Reader	FT	■	■	■	■	■	■
	PT	■	■	■	■	■	■
	%	25%	75%	25%	75%	25%	75%
Professor	FT	■	■	■	■	■	■
	PT	■	■	■	■	■	■
	%	25%	75%	27%	73%	33%	67%
Total		■	■	■	■	■	■
	%	38%	62%	40%	60%	42%	58%

Figure 8: Academic and Research Staff with Benchmarking Data (Source: HESA)

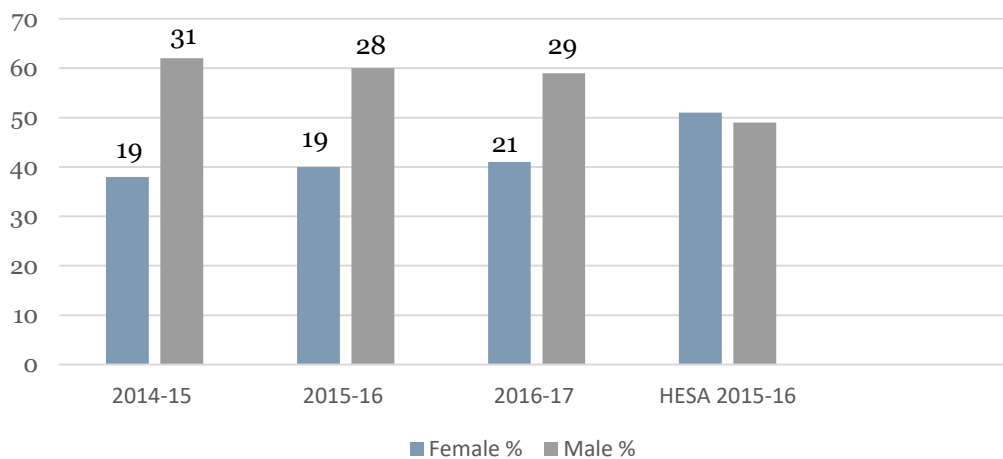
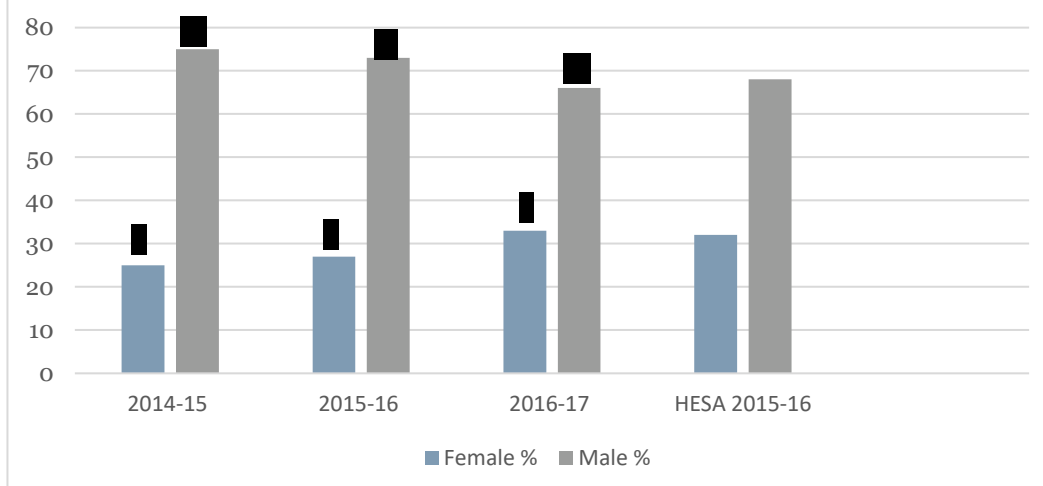


Figure 9: Professorial Staff with Benchmarking Data
(Source: HESA)



We recognise the challenges that our School faces around the career pipeline, and the need to increase female representation, particularly at SL/Reader and Professorial levels. Actions are planned to enhance internal career progression for female staff as well as external job applications from females (**Action Points 2A, 2G and 2H**).

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

QUB does not use zero-hours contracts. The School has employed a low number of Lecturers on fixed-term contracts (Table 14). In the past three years 75% of these have been female and 25% male. In 2016-17 the School employed its first fixed-term Lecturer (Education) (teaching-only) post. All other fixed-term Lecturer contacts have been teaching and research. All academic staff on fixed term-contracts over the past three years have subsequently secured a permanent academic post in the School. The same support structures are offered to fixed-term staff as for permanent staff on probation, including a mentor and a start-up fund of £4000 (alongside further career support outlined in section 5.2(iii)).

	Female FT	Female FT %	Male FT	Male FT %
2014-15	0	0%	1 Lecturer (Teaching and Research)	100%
2015-16	1 Lecturer (Teaching and Research)	100%	0	0%
2016-17	1 Lecturer (Education) 1 Lecturer (Teaching and Research)	100%	0	0%

The majority of fixed-term research staff are attached to research grants which have a finite period. Increased focus on grant income at the University level has expanded PDR staff, the majority of whom are female (Table 15). At the end of their contract PDRs are redeployed within the University where possible. Actions have been created to enhance career support for this growing body of staff (**Action Point 2G**).

Table 15: Fixed-Term Research (PDR) Staff						
	Female FT	Female PT	Female %	Male FT	Male PT	Male %
2014-15	█	█	75%	█	█	25%
2015-16	█	█	100%	█	█	0%
2016-17	█	█	67%	█	█	33%

Item Number	Objective	Planned Action
2G	Enhanced attention to and support for PDR staff, with a focus on career progression.	<ul style="list-style-type: none"> a. Establish annual nomination of a PDR staff member to sit on the University-wide Postdoctoral Forum and act as a contact point for the growing PDR community. b. Annual invitation to PDR staff to annual SWAN Career Development Workshop and a focus on career needs of this category of staff at this event (see Point 2Aa). c. Establishment of a weekly coffee event for PDR staff to provide informal support and networking. d. Inclusion of PDR staff in School Mentoring Programme to ensure provision of mentoring for PDR staff separate from line manager. e. Change to induction process for new PDR staff to ensure all meet with the HoS, School Manager and line manager and receive copy of the new Staff Handbook. f. DE/DR to proactively encourage PDR staff to sign up for School or University staff training relevant to career progression each year. g. Introduce exit interviews with PDR staff separate from line manager to gather views on career support in the School and further information on leaving destination.

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

[REDACTED]

[REDACTED] High staff turnover has been reflected on throughout our self-assessment process, one male commenting at FG1 that ‘staff often come to QUB to build their research profile to be enabled for promotion elsewhere.’

In 2015-16 a significantly higher proportion of females left the School than males (21% of female staff compared to 7% of males). However, this is not replicated in subsequent years; in 2014-15 a higher proportion of male staff left and in 2016-17, while a higher proportion of female staff left, the difference was slight.

	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
PDR	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
SL/Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Total	█	█	█	█	█	█
Total % of Staff by Gender	11%	16%	21%	7%	15%	14%

Central University gathers information on staff reasons for leaving. Of the female leavers, [REDACTED] availed of the University voluntary severance scheme, [REDACTED] pursued employment outside Higher Education, [REDACTED] reached the end of their contract, and other female leavers took up academic posts elsewhere. Of the male leavers [REDACTED] reached the end of his contract, [REDACTED] male Professors retired, all other males took up academic posts elsewhere.

Of the [REDACTED] leavers taking up academic posts elsewhere ([REDACTED] female Lecturers, [REDACTED] male Lecturers, [REDACTED] Professors), [REDACTED] went to a higher grade ([REDACTED] female Lecturers, [REDACTED] male Lecturers). While this demonstrates that their position at QUB equipped them to progress to a higher level, the School is aware that this also reflects concerns regarding internal promotion, which particularly affects females. Actions have been established to enhance support for career progression (see section 5.2(iii)). **Refinement of the exit interview process** is also planned to gather more in-depth feedback from leavers on culture and support in the School (**Action Point 2Aj**).

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Actual word count: 6334 words

5.1. Key career transition points: academic staff

(i) Recruitment

All staff engaged in School recruitment processes undertake training on equality and diversity and unconscious bias. Recruitment panels include at least one female and one male, aiming for 50:50 representation where possible, and represent diversity in community background (relevant in the NI context).

Table 17 shows applicants for academic and research posts 2014-15 to 2016-17. One PDR post was advertised in 2015-16, and three in 2016-17. Females made up the majority of applicants in 2015-16 (67% (31) compared to 33% (15) male). A closer parity was evident in 2016-17 (51% (52) female, 49% (50) male). This is attributable to a Research Fellowship advertised in Sports Law, an area attracting a higher number of males.

Two Lecturer posts were advertised in 2014-15, four in 2015-16 and five in 2016-17. Female applicants for these posts increased from 38% (27) in 2014-15 to 40% (53) in 2016-17. A high of 47% (60) female applicants in 2015-16 was due to one post being advertised in human rights, an area with high female representation.

No advertisements were made for SL/Reader posts in 2014-15 or 2015-16. In 2016-17 one SL post was advertised. The gender division of applicants was 50/50. This may be attributable to the interdisciplinary focus of this post, which did not require a law degree.

Professorial posts demonstrated the lowest level of female applicants. In 2014-15 one Professorial post was advertised, ■ female (25%), ■ male (75%). This was advertised in IP Law, which is traditionally male-dominated. In 2016-17 two Professorial posts were advertised. An increased number of ■ females applied (38%) and ■ males (62%). One of these posts was in the area of human rights which, as above, served to increase female applicants.

The School is aware that space exists to increase female applicants for Lecturer and Professorial posts and has planned action to this end (**Action Point 2H**).

	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
PDR	N/A	N/A	31 (67%)	15 (33%)	52 (51%)	50 (49%)
Lecturer	27 (38%)	44 (62%)	60 (47%)	69 (53%)	53 (40%)	80 (60%)
SL/Reader	N/A	N/A	N/A	N/A	27 (50%)	27 (50%)
Professor	■ (25%)	3 (75%)	N/A	N/A	■ (38%)	■ (62%)

Item Number	Objective	Planned Action
2H	Increase external job applications from females, with particular attention to Lecturer and Professorial grades, and increased success rates for female applicants at Professorial level.	<p>a. Change to process to ensure that job advertisements clearly outline commitment to gender equality. If SWAN application is successful, include Athena SWAN Bronze badge on all job advertisements.</p> <p>b. Review wording of advertisements to ensure there is no unconscious bias, that criteria are expressed in a way that would best attract female candidates, and specify research areas attracting female candidates at grades where females are under-represented.</p> <p>c. Change of process to ensure that one male and one female member of staff of equivalent level are identified as point of contact for potential job applicants.</p> <p>d. Require all Professorial search committees to produce lists with at least 50% female candidates and to actively approach female candidates with relevant profile and experience.</p> <p>e. Change of process to require any single sex shortlist at any level to be justified to Faculty Executive Board.</p>

A higher percentage of females were shortlisted for all posts, with the exception of the two Lecturer posts in 2014-15, and Professorial posts in 2014-15 and 2016-17 (Table 18). The former appears to be attributable to an unusually high number of males shortlisted in this year. Regarding the latter, actions are planned to ensure enhanced representation of females in Professorial shortlists (**Action Point 2Hd and 2He**).

	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
PDR	N/A	N/A	█ (23%)	█ (6%)	█ (21%)	█ (8%)
Lecturer	█ (11%)	█ (20%)	█ (12%)	█ (7%)	█ (13%)	█ (9%)
SL/Reader	N/A	N/A	N/A	N/A	█ (7%)	█ (4%)
Professor	█ (0%)	█ (33%)	N/A	N/A	█ (9%)	█ (17%)

Table 19 presents offers made for posts as a percentage of applications received. Female applicants are generally more proportionately successful than males. This is the case at PDR level, at Lecturer level in two out of the three years (2014-15 and 2015-16) and at SL/Reader level. At the Professorial level, males remain more successful than females. This is an area for action (**Action Point 2Hb**).

Table 19: Offers by Number and as a Percentage of Applications						
	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
PDR	N/A	N/A	█ (6%)	█ (0%)	█ (4%)	█ (4%)
Lecturer	█ (4%)	█ (2%)	█ (5%)	█ (1%)	█ (4%)	█ (4%)
SL/Reader	N/A	N/A	N/A	N/A	█ (4%)	█ (0%)
Professor	█ (0%)	█ (33%)	N/A	N/A	█ (0%)	█ (6%)

Data demonstrates high levels of acceptances for academic posts (Table 20). To maintain such, HoS has committed to ensure that potential staff are made aware of the School's commitment to gender equality and family-friendly policies during the recruitment process (**Action Point 4Bd**).

Table 20: Acceptances by Number and as a Percentage of Offers						
	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
PDR	N/A	N/A	█ (100%)	█ (0%)	█ (50%)	█ (100%)
Lecturer	█ (100%)	█ (100%)	█ (100%)	█ (100%)	█ (100%)	█ (100%)
SL/Reader	█ (0%)	█ (0%)	N/A	N/A	█ (100%)	█ (0%)
Professor	█ (0%)	█ (100%)	N/A	N/A	█ (0%)	█ (100%)

(ii) Induction

All new staff attend a University induction course where they are welcomed by the VC/PVC and introduced to the University's family-friendly policies and Athena SWAN. Nonetheless, our GCS revealed space to enhance awareness of University policies; 54% of academic staff responded either 'no' or 'not sure' to the statement 'I am aware of policies regarding maternity/paternity/adoption leave'. A **new Staff Handbook** has been created outlining this information (**Action Point 4Ba**). These policies are also available on the School's Sharepoint and will be overviewed at SB (**Action Point 4Bf**).

At the School level, all new academic appointees meet with the HoS, School Manager, DR and DE individually. New professional and support staff meet with the School Manager. In response to a gap in induction identified as part of the PDR GCS and FG2, new PDR staff

will meet with their line manager, the School Manager and the HoS (**Action Point 2Ge**). The SWAN Champion makes contact with all new staff after induction to highlight the School's gender equality commitment and to ensure the new member of staff is familiar with work-life balance and family-friendly policies (**Action Point 4Bc**). This acts as a follow up and review for induction activities. At FG3 one female member of staff spoke positively of this process, stating that this 'personal touch encouraged disclosure of my own family and personal needs.' At their first SB new staff are formally welcomed by the HoS.

(iii) Promotion

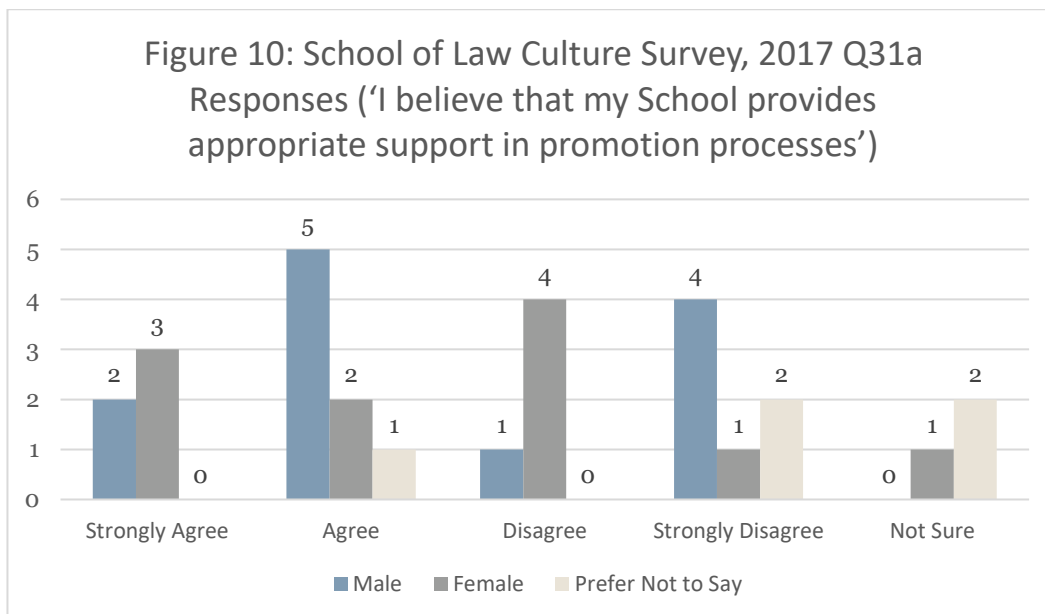
QUB runs an annual Academic Promotions exercise. Its outcomes are analysed by the University Operating Board, including equality analysis. The promotions exercise is advertised by HR through email and on QOL. In exceptional circumstances, the University Retention Committee considers for retention colleagues who have been offered alternative employment. This may result in promotion outside the normal cycle. In 2012-13 one male (Reader to Professor) and one female (Lecturer to Reader) were promoted using this mechanism. Following evidence at FG1 that staff are unfamiliar with this procedure, information on it will be circulated (**Action Point 2Ak**).

In applications for promotion, staff must outline how they exceed the academic standards of their current grade and meet those of the grade applied for in: research; education; academic leadership; and societal and economic impact. Advice on applications is available from appraisers, mentors and other senior staff. Promotion applications are considered by the School Promotions Committee, the Faculty Promotions Committee and the Central Promotions Committee (which takes the final decision). Applicants can request a review of the decision by a review panel.

Numbers of applications and promotions awarded in our School are low overall but increased significantly in 2016-17 following commitment made by central University that applications will be considered holistically (Table 21). Over the past three years, ■■■ females and ■■■ males have applied for promotion. ■■■■■ was successful in 2015-16 (Reader to Professor). This was a repeat application which succeeded following targeted mentoring at the School level. ■■■ male applications (both Lecturer to SL) were successful in 2016-17.

Table 21: School of Law Promotions				
	Female	Female %	Male	Male %
2014-2015				
Staff Eligible	█	47%	█	53%
Applications for Promotion	█	0%	█	100%
Applications for Retention	█	-	█	-
Promotions Awarded	█	-	█	0%
2015-16				
Staff Eligible	█	44%	█	56%
Applications for Promotion	█	100%	█	0%
Applications for Retention	█	-	█	-
Promotions Awarded	█	100%	█	-
2016-17				
Staff Eligible	█	26%	█	74%
Applications for Promotion	█	20%	█	80%
Applications for Retention	█	-	█	-
Promotions Awarded	█	0%	█	100%

In the GCS and FG1 staff indicated that promotion is a daunting process. For example, one female stated in the GCS that ‘promotion seems to hinge on research funding success and require exceptional performance across all fields’. Figure 10 reveals a mixed response in the GCS when academic staff were asked whether they felt supported through promotion processes; 46% agreed, 43% disagreed, 11% were not sure. Male staff were more likely to agree (58% compared to 45% of females).



Nevertheless, there is a hopefulness in the School that things are changing. One female in FG1 stating that ‘the University landscape for promotion is improving and I sense the

School wants staff to succeed.’ Building on this, enhanced support for career progression is a key pillar in our Action Plan, especially for females who remain under-represented in promotion applications and success. The following promotion-specific action points have been developed:

Item Number	Objective	Planned Action
2A	Develop a strategy to support more female staff to apply for promotion via the internal academic promotions process and to increase in achievement of promotions for female staff.	<ul style="list-style-type: none"> a. Establish an annual SWAN Career Development Workshop to provide information and support on issues such as career strategy, promotion, writing for publication, etc. b. Establish a new School Mentoring Programme for all post-probationary staff with a focus on career progression (drawing training from QGI mentoring initiative). Option to put forward preferences for mentor (including gender) and area which mentoring should target. Evaluation of this programme at the end of the first academic year (June 2018) for future development. c. Embed annual process whereby HoS proactively identifies staff eligible for promotion and offers one to one meetings to discuss a potential application. Particular attention given to offer meetings to staff who are eligible but are not applying. d. Initiate annual drop in session with HoS and female member of staff who has successfully been through the promotions process. Information on this session to be circulated to all staff via email and at School Board. e. Successful research leave applications to be shared on School Sharepoint site to encourage staff to apply for research leave to develop their research outputs and/or work on a grant application. This to be supplemented by DR annually identifying eligible female staff and encouraging them to apply for research leave. f. HoS to meet with unsuccessful promotion candidates each year to discuss feedback and action plan for going forward. g. Initiate annual reminder of QGI mentoring scheme to all female staff via email, in School newsletter and on School SWAN webpage. h. Establish annual check that PGR supervision is allocated fairly across all staff to ensure lack of supervisory experience is not a barrier to promotion. i. HoS to proactively identify and encourage female staff to apply for senior management roles, where appropriate, in annual review of administrative roles and to consider gender when recommending staff for inclusion on University committees for career development. j. Refine exit interview process with academic leavers to confidentially discuss experience of career progression and support in the School. k. Circulate information on Faculty retention policy to staff at School Board to enhance awareness and, where appropriate, use of this mechanism with the result that staff will be facilitated to stay in the School and advance their career here.

5B	Review of TEQs to detect any gender bias.	a. Annual review of TEQ scores for male and female staff. Any bias to be reported to DE/DGS and HoS. Appropriate action to be taken to address bias e.g. highlighting this to relevant probation/appraisal committee.
----	-------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Following an institutional Staff Survey in 2016, the University is presently reviewing current academic standards. To ensure effective communication of the outcomes of this process, HoS will provide a briefing on these new standards to all staff when they are released (**Action Point 2AI**).

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

The process for decisions regarding submission of eligible staff in REF 2014 (and similarly for RAE 2008) was set out in a QUB Code of Practice informed by REF 2014 guidance. The Code operates within equality legislation as well as QUB’s Equal Opportunities Policy. All staff involved in REF decision-making completed equality and diversity training based on materials developed by the Equality Challenge Unit.

In RAE 2008 85% (■) of eligible female staff in the School were submitted and 87% (26) of eligible male staff (Table 22). In REF 2014, a lower percentage of 64% (■) of eligible female staff were submitted in contrast to 85% (22) of eligible male staff. Female staff not submitted to REF 2014 were all at early career Lecturer level, male staff not submitted were ■.

Table 22: Return Rates of Eligible Staff by Gender in RAE 2008 and REF 2014						
	Female		Male		Total	
	No	%	No	%	No	%
RAE 2008						
Eligible	■	100%	30	100%	43	100
Submitted	■	85%	26	87%	37	86%
Not submitted	■	15%	■	13%	■	14%
REF 2014						
Total Eligible staff	■	100%	26	100	40	100%
Submitted	■	64%	22	85%	31	78%
Not submitted	■	36%	■	15%	■	22%

The School has committed to action ensuring increased submission of female staff in REF 2021:

Item Number	Objective	Planned Action
2D	Develop a strategy to increase the number of female staff submitted to REF 2021.	<ul style="list-style-type: none"> a. Dedicated attention to gender in REF preparations and regular reporting to SMB and School Board on how gender equality is being attended to in selection of REF outputs. b. Establishment of mentoring around REF pieces to assist staff in completion of 3/4* work, females in particular. c. Proactive identification of female staff whose work may be suitable for an impact case study and mentoring put in place around this. d. Conduct a review of the effectiveness of the above actions in REF preparations.

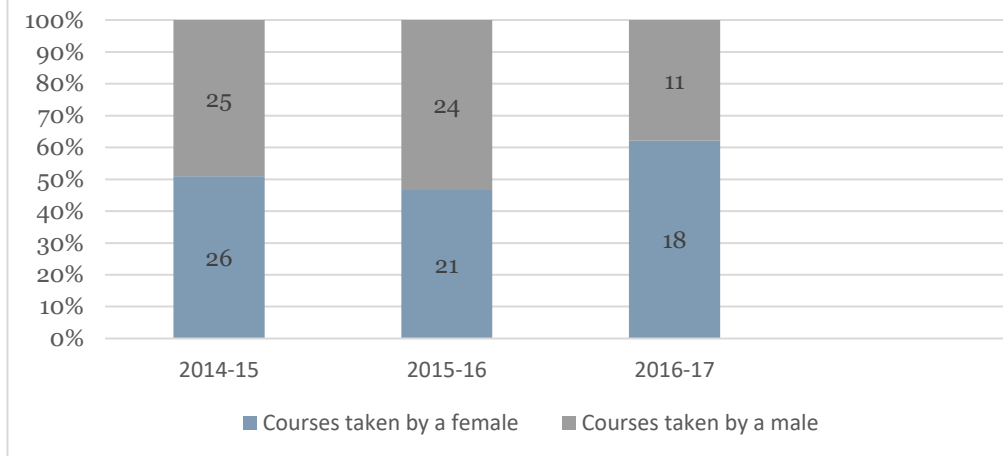
5.2. Career development: academic staff

(i) Training

The University's Staff Training and Development Unit (STDU) offers courses across teaching (e.g. 'Feedback and Assessment'), research (e.g. 'Introduction to Grant Writing') and career development (e.g. 'Designing Your Career'). Most courses are optional for academic staff – advertised via the STDU's website and email communication – and are undertaken following discussion with mentors or as the need arises throughout appraisal/probation processes. Some courses are mandatory for particular roles (e.g. 'Supervising PGR Students' for supervisors). QGI also offers career development training courses which specifically target female staff. All staff are encouraged to provide comments on the effectiveness of training courses which feeds into monitoring and amendment of training provision.

Over the past three years training activities have decreased amongst staff in the School, likely reflecting increasing demands on staff time (Figure 11). This decrease is more marked for males than for females. Training courses undertaken by female staff increased from 51% of all training in 2014-15 to 62% in 2016-17, courses undertaken by male staff decreasing from 49% in 2014-15 to 38% in 2016-17. Actions have been planned to encourage staff to continue to avail of training relevant to career development in a gender-aware manner (**Action Point 2Ia**).

Figure 11: Academic Staff Take-Up of Training Courses



Item Number	Objective	Planned Action
2I	Enhanced encouragement for staff to take up development opportunities relevant to career progression.	a. Annual promotion of training and development opportunities to staff in a gender-aware manner e.g. to enhance number of males undertaking training and to encourage females to undertake training useful to career progression.

All staff must complete online Equality and Diversity training and Unconscious Bias training. 97% of staff have completed Equality and Diversity training (33 female, 28 male). 87% of staff have completed Unconscious Bias training (31 female, 24 male). SAT monitor completion of this training and an annual reminder is sent to all staff who have not done so requiring completion within two months (**Action Point 1Ae**). These training courses are currently being updated by the University, the SAT will discuss how to best roll this out in our School once the training plan is confirmed (**Action Point 1Ai**).

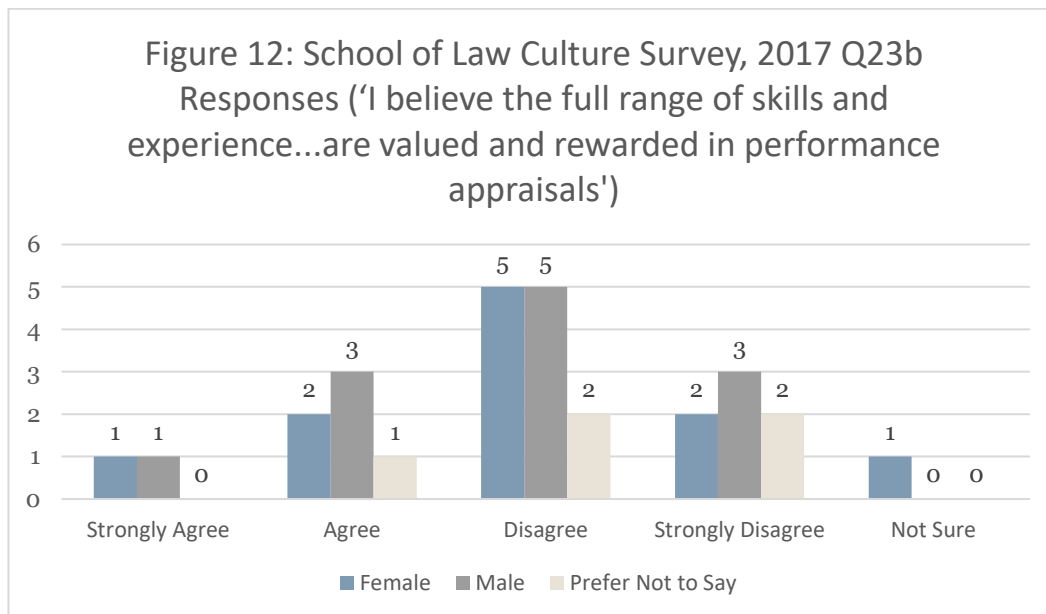
PDR staff also have access to training provided by STDU. In response to the recent increase in PDRs in the School, and the need to support such staff, proactive steps are planned to encourage PDR training:

Item Number	Objective	Planned Action
2G	Enhanced attention to and support for PDR staff, with a focus on career progression.	f. DE/DR to proactively encourage PDR staff to sign up for School or University staff training relevant to career progression each year.

(ii) Appraisal/development review

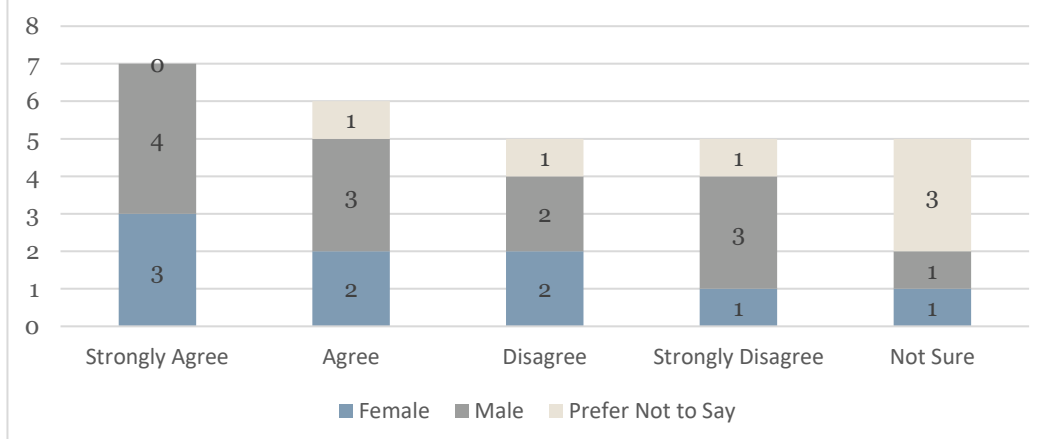
Annual appraisals are mandatory for all non-probationary academic staff with a six-month formal review. Appraisers are nominated by HoS and are normally current or former DRs or DEs or members of the Professoriate. PDR staff are appraised by the PIs of their research grants. Appraisers attend a mandatory training programme which offers advice on the process and provides an overview of legislation and best practice concerning fair and equal employment. Academic staff can express a preference regarding the gender of their appraiser. Changes are planned to proactively communicate this to staff once confirmed in post (**Action Point 2Bb**). The outcome of appraisal is an agreed statement about the achievements of the previous year, a set of objectives and key tasks/activities for the incoming year, and a career development plan.

The GCS revealed that staff would like a more holistic approach to appraisal. 71% of staff (40% female, 40% male, 20% prefer not to say) either disagreed or were uncertain as to whether the appraisal process values the full range of skills and experience across research, teaching, administration and pastoral work (Figure 12). In response, **HoS now meets with appraisers at the outset of every academic year to provide refresher training** on the need to take a holistic approach to appraisal, and be proactively attentive to gender equality, work-life balance and the impact of maternity leave, part-time working and career breaks (**Action Point 4Ac**).



The GCS and FG1 also revealed space to improve probation processes to better support staff. In the GCS while 46% of staff agreed that they received adequate support going through probation, 36% disagreed (Figure 13). Male staff were more likely to agree (54%) than females (38%).

Figure 13: School of Law Culture Survey, 2017 Q31b
Responses ('I believe that my School provides appropriate support in probation processes')



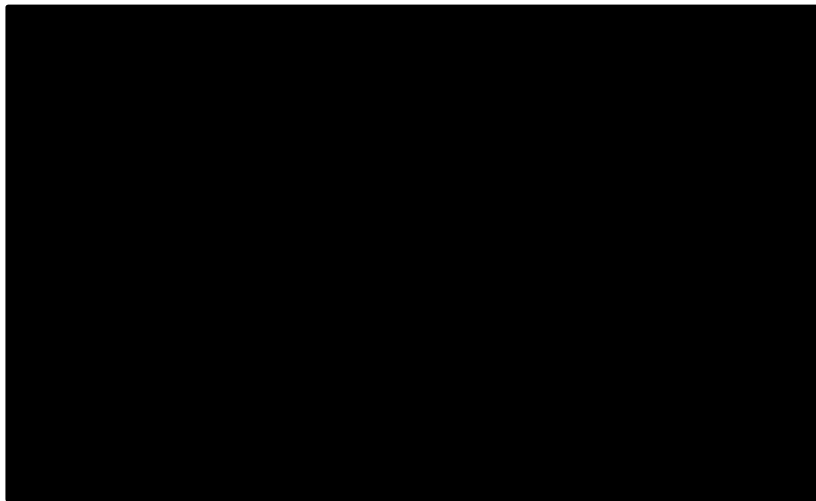
In response, **a standard probation committee** comprised of the HoS (Chair), DR, DE and DGS has been created which meets with probationers once a year. This aims to enhance consistency for probationary staff (**Action Point 2Ba**). All probationers have a mentor who they meet at least three times a year. **Mentees can express a preference for the gender of their mentor**. This will be proactively communicated to staff on appointment (**Action Point 2Bb**). Together the mentor and probation committee work with the member of staff to ensure that they are enabled to meet the criteria for confirmation-in-post which normally takes place at the end of three years (exceptionally, less). Following discussion at FG1 that new staff would benefit from further information on probation, this will be added to the Staff Handbook (**Action Point 2Bc**).

Item Number	Objective	Planned Action
2B	Develop a strategy to improve support for academic staff on probation or preparing to go through the appraisal process for the first time.	<ul style="list-style-type: none"> a. Revision of School probation process to establish standing School Probation Committee, facilitating enhanced equity of career planning. b. Establish process allowing academic staff to express a preference regarding the gender of their appraiser/probation mentor communicated to staff by HoS once they are confirmed in post/on appointment. c. Information on probation and appraisal processes to be included in Staff Handbook.

PDR staff have a probation period of six months. This process is overseen by their line manager. Support is offered to PDR staff around probation by their mentor as part of the **new School Mentoring Programme (Action Point 2Gd)** (see Section 5.2(iii)).

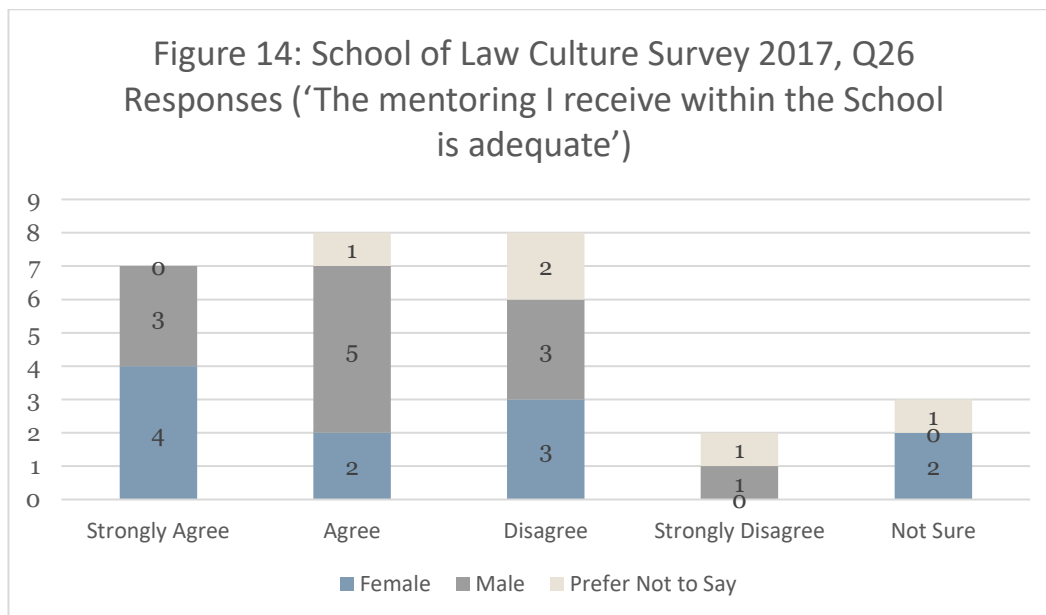
(iii) Support given to academic staff for career progression

Support for career progression is a top priority in our School. At the informal level, monthly staff coffee mornings offer opportunities for networking and seeking advice. A **Women's Lunch** has been introduced once a semester to provide enhanced networking and support opportunities for female academic and research staff and PGR students (**Action Point 4Cc**). At this event an external speaker shares reflections on a topical issue e.g. managing teaching and research, work-life balance.



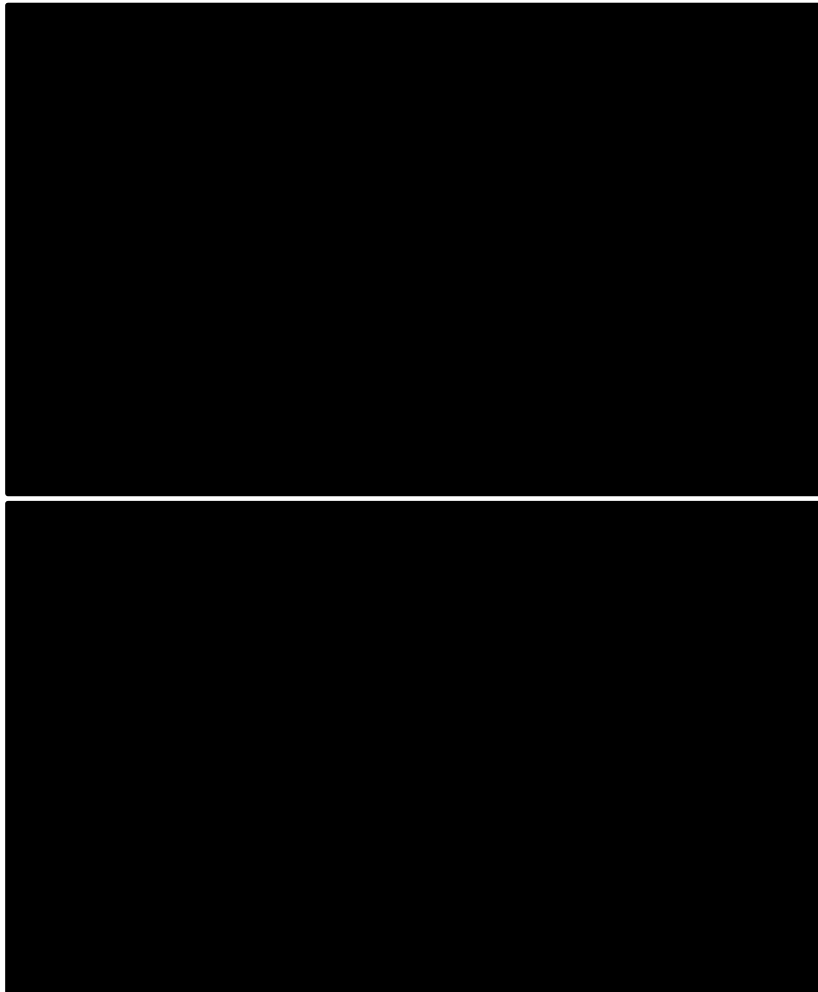
Women's Lunch, February 2018

A **School Mentoring Programme** has been introduced for all post-probationary staff (including PDRs) with a focus on career development (**Action Point 2Ab**). The GCS revealed that while 54% of staff agreed that they receive adequate mentoring within the School, 46% either disagreed or were unsure (Figure 14). Males were more likely to agree (67%) than females (55%).



The new School Mentoring Programme is supplementary to the QGI mentoring scheme for female academics which will continue to be advertised to staff (**Action Point 2Ag**). In 2017-18, a pilot of the Programme established four mentor pairings (one female Lecturer with a female Professor, one male Lecturer with a male Professor, and two PDRs – male and female - with female Professors). Feedback has been positive, one female mentee stating that ‘it is a very supportive relationship and, even though the mentors are senior academics, its distinctness from the more formal appraisal system facilitates freer discussions.’ Plans are in place to evaluate and expand the programme for 2018-19.

FG1 and FG2 indicated that staff would benefit from more dedicated career support events in the School. In response, an annual **SWAN Career Development Workshop** has been established (**Action Point 2Aa**). This event features input from senior academics (internal and external, female and male) on issues relevant to career progression. At the first Workshop in October 2017 13 academic staff (eight female, five male), three PDRs (two female, one male) and five PGR students (four female, one male) attended. Feedback was very positive, participants commenting that ‘the session showed the importance of role models and the visibility of them’ and that ‘I liked the sharing of common challenges and how those were overcome/managed.’



Participants at the SWAN Career Development Workshop, October 2017

Academic staff are eligible to apply for one semester’s research leave after completion of six semesters (pro-rata for part-time staff) of full teaching and administrative load, or to apply for one year’s leave after completing twelve semesters. **Past successful research leave applications have been made available to all staff**, and the DR will proactively encourage female staff who may wish to avail of the time to build their research profile for promotion to apply (**Action Point 2Ae**).

A **start-up research support package** of £4000 is awarded to all newly-appointed academic staff to assist in establishing international networks and collaborative connections. A **Conference Support Fund** is also available allowing academic staff to attend one of the main annual legal conferences and/or additional conferences. The Research Committee accepts applications to the fund. An annual allowance of £1500 is allocated to each staff member. In 2014-15 and 2015-16 uptake of this fund was comparable for males and females, in 2016-17 female uptake dropped (Table 23). In response, proactive steps will be taken to encourage applications from females (**Action Points 21c and 21d**).

	Female	% of Female Staff	Male	% of Male Staff
2014-15	9	56%	17	57%
2015-16	10	62%	17	61%
2016-17	9	53%	17	63%

New academic staff with teaching responsibilities are required to complete PGCHET if they do not possess an equivalent teaching qualification. This is funded by the University and recognised in the WAM. The probation mentor assists probationary staff with probation progress and career planning. The change to a central School Probation Committee (**Action Point 2Ba**) is intended to bring consistency to career support and strategic planning for all probationers. The School has a 100% confirmation-in-post success rate over the period 2014-15 to 2016-17.

FG2 revealed that PDRs are highly reliant on their line-manager for career support. This is usually a highly supportive relationship, but there is potential for a disparity of experience. In response, actions have been implemented to ensure the DR and DE takes a proactive approach to **notifying PDRs of School or University training and development activities (Action Point 2Gf)**. PDR staff are invited to participate in the new School Mentoring Programme, the annual SWAN Career Development Workshop and the Women’s Lunch (**Action Points 2Gb and 4Cc**). Enhanced informal networking opportunities for PDRs have also been established through creation of a **weekly coffee meet-up (Action Point 2Gc)**.

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

The School Careers and Employability Officer liaises with the Student Guidance Centre to provide career guidance to students and to promote employers' fairs, study fairs and networking events. All undergraduate students have a Personal Tutor and Advisor of Studies whose roles assist students in making informed choices about programmes of study, training and career opportunities. A **Peer Mentoring Programme**, supported by the University LDS, assists Level 1 undergraduate students transitioning to university life and study. Up-take of this scheme has been high, and has increased each year, across females and males (Table 24).

Table 24: Student Take Up on the UG Peer Mentoring Programme				
	Female	% of Female Students	Male	% of Male Students
2014-15	118	73%	57	62%
2015-16	117	75%	61	73%
2016-17	150	89%	91	93%

The School also offers a popular annual **City Law Tour** which facilitates travel to London for undergraduate students to meet and network with leading law firms over the course of a week. This opportunity is designed to facilitate career decisions, including regarding progression to further professional study. Female participation on the tour has been high (Table 25). Female participation doubled from 2015-16 when spaces on the tour were increased. As careers in city law firms remain male-dominated, we see this as positive in encouraging female students' career ambitions.

Table 25: Student Take Up on the UG City Law Tour				
	Female	Percentage	Male	Percentage
2014-15	■	58%	■	42%
2015-16	32	70%	14	30%
2016-17	32	67%	16	33%

A **QUB Alumni Career Mentoring Scheme** also provides final year undergraduate students with opportunities to engage with successful alumni in a range of careers.

Information on PGT programmes is circulated to all final year undergraduate students by email and by class presentations. Students are encouraged to attend Postgraduate Open Days and employer fairs ran by the University. Personal Tutors are reminded to encourage tutees with a strong academic record to consider PGT study. Three **PGT Scholarships are offered by the School**. Females made up over 60% of applicants for all scholarships between 2014-15 and 2016-17 (Table 26). All scholarships advertised during this period were awarded to females. Sustained female success in PGT Scholarship awards reflect higher levels of female attainment at undergraduate level (see section 4.1(ii)). Action is planned to encourage enhanced male success in this area (**Action Point 5Dd**).

	Applications				Awards			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %
2014-15	■	65%	■	35%	■	100%	■	0%
2015-16	■	69%	■	31%	■	100%	■	0%
2016-17	■	64%	■	36%	■	100%	■	0%

Item Number	Objective	Planned Action
5D	Address decrease of male PGT students on LLM programmes, in particular increasing male representation on the LLM in Human Rights and Criminal Justice, LLM in Human Rights Law and LLM Law programmes.	d. Establish an annual LLM taster event for male UG students featuring input from existing male PGT students and male staff. As part of this event discuss preparation of a successful PGT Scholarship application.

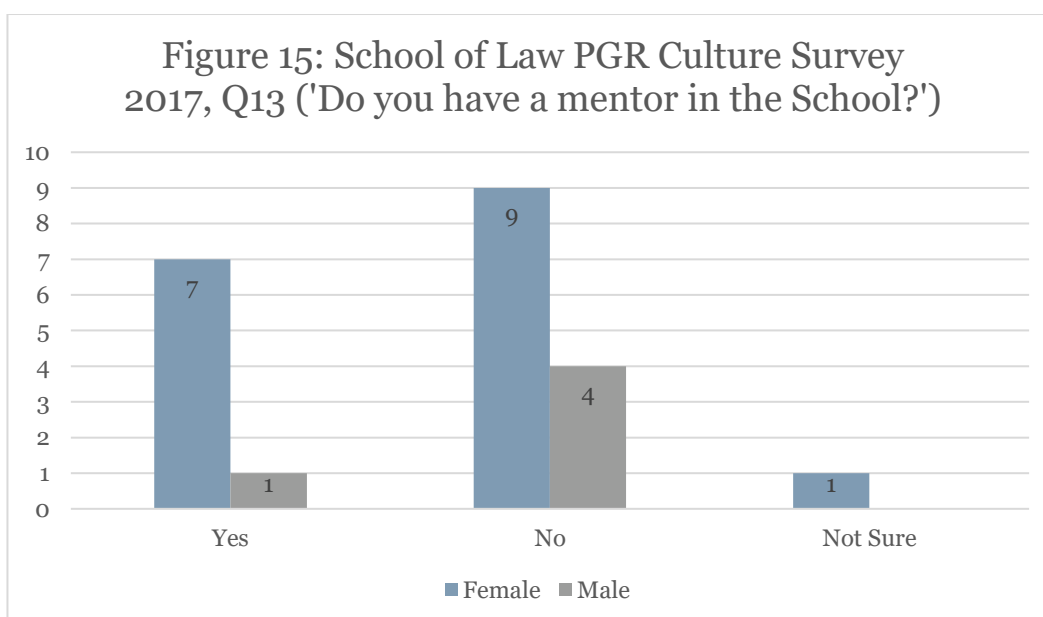
PGT students are supported by their programme director and an Advisor of Studies. Dissertation supervisors are reminded to discuss PGR study options with students, especially female students. An **annual workshop will assist students in preparing PGR applications (Action Point 5Ga)**. Students can apply for AHRC Northern Bridge, DFE Scholarships as well as specific Scholarships attached to research grants. While a balanced representation of females and males apply for **PGR Scholarships**, females have greater success in awards (Table 27). Action has been planned in response (**Action Point 5Ga**).

	Applications				Awards			
	Female	Female %	Male	Male %	Female	Female %	Male	Male %
2014-15	34	49%	36	51%	■	83%	■	17%
2015-16	32	52%	30	48%	■	55%	■	45%
2016-17	29	51%	28	49%	■	80%	■	20%

Item Number	Objective	Planned Action
5G	Address decrease of male students on PGR programmes, and enhance successful PGR Scholarship applications from males.	a. Establish an annual School workshop on how to write a successful PhD application , including discussion of PGR Scholarship applications with input from existing male Scholarship holders. Target advertising of workshop to existing male PGT students.

Supervisors support PGR students alongside a PhD Advisor of Studies. The JD Dissertation Co-ordinator provides support to JD students. All PhD students have an Annual Progress Review (focused on progress towards PGR completion) with two academic staff independent of their supervisory team. The **QUB Postgraduate Researcher Development Framework** requires PGR students to undertake training throughout their studies, including courses relating to career progression. A PGR email bulletin of funding, conference and publishing opportunities is circulated weekly by the School. A **PGR conference** is organised annually by the DGS giving students the opportunity to present and discuss their work with peers and staff. PGR students are also **invited to School research events** such as publisher visits.

The PGR GCS highlighted ways to further enhance PGR support. 59% of PGR respondents do not have a mentor in the School (Figure 15). Qualitative comments indicated that female PGR students would benefit from enhanced confidence putting themselves forward as budding researchers, as well as noting the support needs of PGR students with caring responsibilities.



We have planned gender-aware action in response, including a **PGR Mentoring Initiative**:

Item Number	Objective	Planned Action
2F	Enhance gender-aware support mechanisms for PGR students and those with caring responsibilities, with a focus on career progression.	<ul style="list-style-type: none"> a. Establish annual promotion of training courses on confidence and research marketing/communication for female PGR students. b. Annual invitation to PGR students to attend SWAN Career Development Workshop (see Point 2Ad above). c. Embed annual email communication to all PGR students advertising opportunity to apply for TA work in the School. Contact also made with PGR supervisors asking them to encourage male students to apply in order to enhance male representation in TA work. d. Development of peer mentoring initiative for PGR students. Review of this initiative at academic year end (June 2019). e. Establish a monthly coffee morning for PGR students to encourage opportunities for informal networking and support. f. Embed annual PGR student skills workshop including input from female academics on PGR specific career issues. g. Establish an annual family-friendly networking event for PGR students.

PGR students are provided opportunities to engage in **paid work as a TA** in which they lead undergraduate tutorials and may mark coursework. Training on teaching and assessing is provided by the School in addition to central University training. These opportunities help inform career decision-making and enhance employability. Over the past three years more female PGR students have undertaken TA work than males (Table 28). The PGR GCS indicated that not all PGR students were aware of the deadline to apply for TA work. The DGS will email all eligible PGR students when TA applications open each year and will contact supervisors to encourage male students to apply (**Action Point 2Fc**).

	Female	% of Female Students	Male	% of Male Students
2014-15	■	39%	■	14%
2015-16	■	21%	■	11%
2016-17	■	21%	■	6%

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

At University level, academic staff are supported by QUB Research and Enterprise Directorate in making grant applications. This includes training workshops, regular email communication regarding new research calls and upcoming deadlines, and one-to-one guidance.

Within the School, staff work with their mentor/appraiser in the decision to make a particular application. The DR then assists in the preparation of the application and puts in place additional internal feedback/support from relevant colleagues. A **grant repository** containing successful applications for all major funding streams is accessible to all staff on the School's Sharepoint. Grant applications undergo a **Faculty review process** where feedback is received from a senior staff member in the School and in another School.

Generally, a higher proportion of male staff have applied for research grants over the past three years (Table 29). This is unsurprising given the gender balance and grades of staff in the School. The percentage of eligible female staff making a grant application has decreased (86% in 2014-15 to 40% in 2016-17) while the percentage of eligible male staff making an application has increased (52% in 2014-15 to 92% in 2016-17). A lower success rate is also detectable for female staff in 2015-16 and 2016-17. Male staff applied for higher amounts in two out of the past three years (2014-15 and 2016-17) and in all three years the income successfully awarded to male staff was higher.

	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
Number of Eligible Staff	15	27	14	26	20	25
Number who made an Application	13	14	6	15	8	23
% of Staff making an Application	86%	52%	43%	58%	40%	92%
Value	£820,000	£3.8m	£1.4m	£662,000	£1.2m	£2m
Number of Successful Applications	7	5	1	7	3	13
Success Rate	55%	36%	17%	47%	37%	57%
Value	£228,000	£435,000	£196,000	£632,000	£358,000	£960,000
Average Value of Awards	£15,000	£16,000	£14,000	£24,000	£18,000	£38,000

This data, bolstered by discussion at FG1, demonstrates a need for greater support for female staff around grant income, encouraging more females to make applications and to apply for larger amounts. In response, the following actions have been developed:

Item Number	Objective	Planned Action
2C	Encourage enhanced grant applications from female members of staff and a higher number of awards, particularly for larger amounts of funding.	<p>a. Establish annual grant application workshop in the School, including input from successful female grant holders.</p> <p>b. Change to internal peer review of grant applications to widen pool of reviewers and include comment on gender balance in applications. Identification of female staff who may be relevant to project where balance not achieved.</p> <p>c. Establishment of a buddy system around grant applications where junior staff are paired with senior staff who have grant writing experience, targeted especially at female members of staff.</p>

Support is available in redrafting unsuccessful grant applications for submission to another funder. Staff are encouraged to meet with the DR (either through direct correspondence from the DR or via the appraisal/probation process) who will advise on alternative funding schemes and, where appropriate, establish support for reworking of the application from a senior grant holder.

5.3. Flexible working and managing career breaks

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

In both cases of leave, the staff member first contacts their line manager/HoS who sets up an individual meeting to discuss their needs and complete the relevant University documentation. HoS applies for cover from the Central Maternity fund which allows for full replacement of the member of staff during the 18 weeks of full paid leave that the University provides, the remainder is covered by the School.

HoS ensures that the workload leading up to maternity leave is suitable for the pregnant woman (taking into account factors such as travel, outreach activities, morning classes). The staff member meets with her appraiser/probation committee before going on maternity leave in order to offer support and agree plans for return to work and the 10 paid 'keeping in touch' days. The most suitable approach for cover is discussed with the member of staff to ensure satisfaction with the arrangements. Colleagues whose partners are pregnant are also facilitated in attending medical appointments related to the pregnancy.

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

Staff on leave are not expected to respond to emails and contact is made only to inform them of any significant changes taking place. The 10 paid 'keeping in touch days' can be used, if the individual staff member wishes, for meetings with their line manager/appraiser/mentor or for PGR student meetings. The member of staff on leave benefits from 18 weeks of full pay and is entitled to extend their leave for a further 6 months, during which they receive statutory maternity pay. For academic staff, our School counts the unpaid period of maternity or adoption leave up to one full year towards the accrual of research leave to ensure no disadvantage in terms of research

plans. HoS offers support through meetings/discussion via phone/email to ensure a suitable workload/working pattern is in place for the staff member's return to work.

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

On return the staff member will meet with their line manager/HoS to review workload/working pattern and further needs arising to ensure a smooth transition back to work. Staff are also made aware on their return of flexible working arrangements offered by the University. Academic staff returning from maternity or adoption leave have six months free of teaching responsibilities to facilitate focus on research. When staff do recommence teaching their workload will include subjects taught prior to taking leave.

(iv) Maternity return rate

During 2014-15 to 2016-17 no staff have taken maternity leave in our School (Table 30) (see Action Point 4A). In the years 2012-13 to 2013-14 [REDACTED] members of staff took maternity leave. [REDACTED]

[REDACTED] All members of staff availing of maternity leave 2012-2014 returned to work, giving a 100% return rate.

Table 30: Maternity Return Rate					
	Staff contract & grade	Leave date	Return	Return rate	Total
2016-17	None	None	None	None	0
2015-16	None	None	None	None	0
2014-15	None	None	None	None	0
2013-14	[REDACTED]	[REDACTED]	[REDACTED]	100%	[REDACTED]
2012-13	[REDACTED]	[REDACTED]	[REDACTED]	100%	[REDACTED]

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

The University enhances statutory provision by providing three weeks of paternity leave on full pay following the birth of a child or the matching and placement of a child for adoption. Between 2014-15 and 2016-17 two male professional and support staff members took shared parental leave, and one academic member of staff (SL) took

paternity leave. No other staff were eligible for such leave. No staff member adopted a child during this period.

Enhanced communication of these leave policies, and maternity leave policy, is an important part of our Action Plan:

Item Number	Objective	Planned Action
4B	Increase awareness of family-friendly and work-life balance policies among staff and students.	<ul style="list-style-type: none"> a. Information on family-friendly and work-life balance policies to be included in new Staff Handbook. b. Designated SAT point of contact for informal staff queries relating to caring responsibilities and relevant policies. Annual communication of this role to staff at School Board. c. Implementation of post-induction follow up by SWAN Champion to ensure new staff are familiar with relevant policies. d. Family-friendly and work-life balance policies to be highlighted to job applicants during the recruitment process by HoS. e. Information on family-friendly and wellbeing policies to be included in UG and PG Student Handbooks and induction. f. One family-friendly leave policy to be overviewed at each School Board. g. Creation of a 'Student Carer Prize' awarded annually to the Level 2 undergraduate student with caring responsibilities who achieves the highest results in their year.

(vi) Flexible working

Our School offers all staff the opportunity to apply for flexible working, including part-time contracts and job-share arrangements. Staff are provided with information on this as part of induction and these policies are available on the School's Sharepoint and SWAN webpage (**Action Points 1Aa and 4Ba**). All staff benefit from a flexible approach to working which accommodates family-friendly policies (**Action Points 4Aa and 4Ab**). Staff considering flexible working are encouraged to discuss this matter with their line manager/HoS, not only formally but, crucially, also in an informal capacity, before making their decision.

Between 2014-15 and 2016-17 [REDACTED] requests were made for flexible working [REDACTED] to facilitate caring responsibilities (Table 31). [REDACTED] were approved. No requests were made for career breaks. FG3 indicated that both male and female staff have become more aware of flexible work options. This is partly attributable to an increase in part-time staff in the School in recent years. [REDACTED] members of professional and support staff are employed on a job-sharing contract. In 2015-16 and 2016-17 [REDACTED] female and [REDACTED] male PDRs were hired on part-time fixed-term contracts. [REDACTED]

More females than males currently work part-time (Action Point 4Bd and 4Bf).

Table 31: Flexible Working						
	Flexible Working Requests		Career Break Requests		Part-Time	
	Female	Male	Female	Male	Female	Male
2014-15	0	0	0	0	0	0
2015-16	0	0	0	0	0	0
2016-17	0	0	0	0	0	0

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

In line with University policy, academic and professional and support staff can return to full-time work after a career break or can apply for a reduced hours’ contract. Staff are invited to meet with HoS to discuss this transition and their individual support needs.

5.4. Organisation and culture

(i) Culture

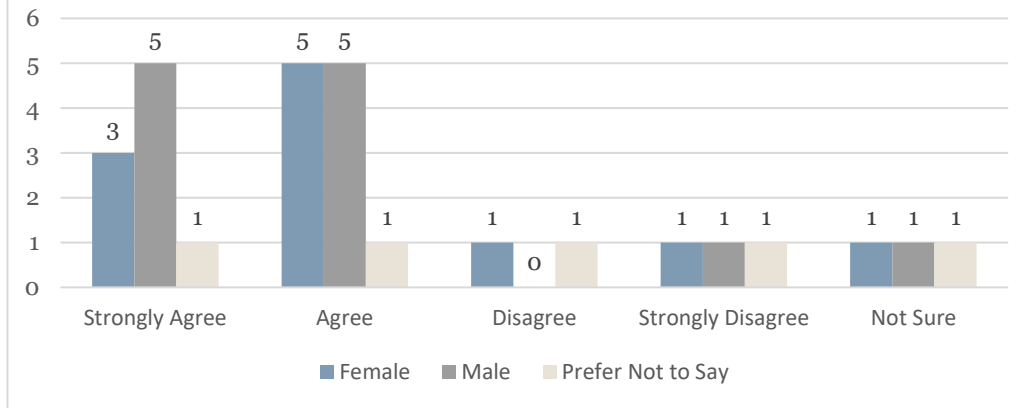
The School has a diverse staff and student body, and values inclusivity across gender, sexual orientation, religious, ethnic and political identity. Our School ethos, with a strong focus on social justice, promotes equal treatment amongst staff and students and recognises that academia cannot reach its full potential unless benefitting from the talents of all. Our Action Plan is committed to ensuring that women are not lost across the career pipeline, that women are supported in key transition points, and that men are also enabled to achieve their potential (Action Points 2A, 2F, 2G and 5F).

The School has a research and teaching environment attentive to gender equality and inclusivity. Ten staff research in the area of gender and law. We have a **Human Rights Centre**, a flagship for promotion of equality-related research, and a **Gender Network**, established in 2016 by academic staff in the School. A range of UG, PGT and PGR dissertations and theses are undertaken on gender issues every year. To further recognise and showcase gender research, an **annual School of Law Gender Lecture** is planned, to be delivered by a female academic on gender and law (Action Point 2Eh). Gendered approaches to teaching are taken across the undergraduate and postgraduate curricula. Actions are planned to further strengthen attention to gender equality in teaching and curriculum design:

Item Number	Objective	Planned Action
5A	Promote attention to gender equality and inclusivity in teaching and curriculum design.	<ul style="list-style-type: none"> a. Add requirement to scrutiny processes requiring all UG and PGT assessments to be attentive to gender equality. b. Design of two podcasts interviewing legal practitioners to dispel gender myths around UG module selection, encouraging male student interest in Family Law and female student interest in IP Law. c. Training to be delivered with TAs on Unconscious Bias and awareness of gendered issues in the classroom. d. Introduction of a 'Gender, Justice and Society' module at UG Level 3. This module to develop an online database storing and featuring student work. e. Audit of UG and PG syllabi to highlight any gendered approaches to reading lists, and best practice in curriculum design. Follow up action taken with Programme Directors and/or module co-ordinators as appropriate. f. At least one core module in at every UG level to include a gender-aware approach to law e.g. Legal Methods and Skills at Level 1, Equity at Level 2, Evidence at Level 3. g. Survey UG students to gather views on gender in teaching and curriculum design.

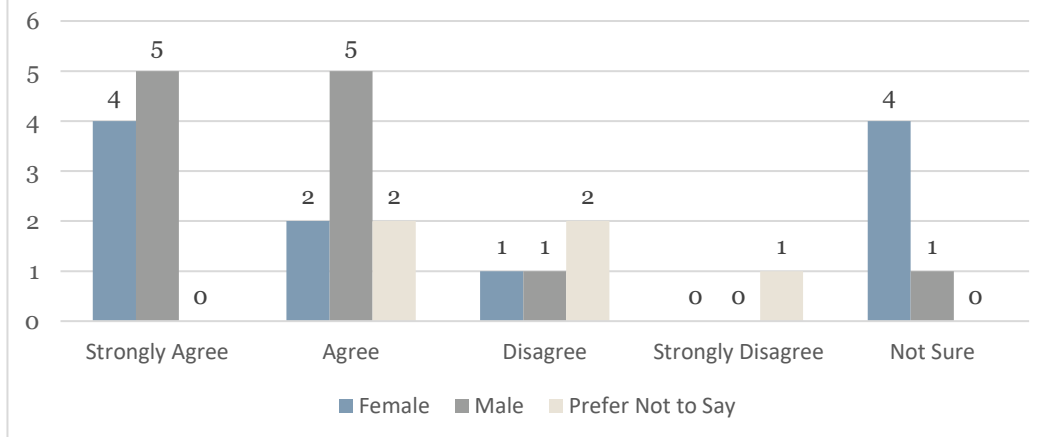
The School supports a range of informal opportunities for socialising within core hours. **Coffee mornings**, to which all staff are invited, are held once a month. These are also held to welcome new staff and mark staff departures. Additional social activities celebrate significant events and national cultural celebrations e.g. **Fat Thursday** (Poland), **International Human Rights Day**, and **IWD (Action Point 1Ac)**. The School holds a pizza lunch at the end of the spring term and an annual Christmas social to which all staff are invited. The GCS revealed that the majority of academic staff (71%) agree that these events are welcoming to both women and men (Figure 16). Agreement was even higher amongst professional and support staff, 100% of whom agreed.

Figure 16: School of Law Culture Survey, 2017 Q6 Responses ('Work related social activities in my School such as staff parties, team building or networking events are welcoming to both women and men')



The GCS indicated that the School has achieved a significant degree of success in fostering an explicit commitment to gender equality and inclusivity in its everyday culture, but that opportunities exist to build on this further. 64% of academic staff agreed that they felt respected by School colleagues. Female staff were less likely to feel respected (55%) than males (83%) (Figure 17).

Figure 17: School of Law Culture Survey, 2017 Q4 Responses ('I feel respected by colleagues within my School')



In response, actions have been created to promote a culture of respect that makes all staff feel valued for a wide-range of contributions and achievements:

Item Number	Objective	Planned Action
4C	Promote a culture of respect that makes all staff feel valued for a wide range of contributions and enhance feelings of collegiality and inclusivity, with particular focus on female staff.	<ul style="list-style-type: none"> a. Announcement of a range of staff achievements (academic and professional and support staff) in School monthly newsletter. This should be attentive to secure gender balance. b. Initiate a culture of little things such as individual notes from HoS in recognition of success. HoS then recognises these at School Board as appropriate. c. Establishment of a 'Women's Lunch' for female academic staff and PGR students once a semester to encourage collegiality and informal support. This event to include a '10 Minutes On' session where an invited external speaker discusses an issue relevant to career development. d. Change of process to proactively offer book launches for academic staff monographs to celebrate success of colleagues.

The School's senior management team are committed to advancing gender equality and facilitating structural change to this end. This is evidenced by membership of all senior managers on the SAT. To further demonstrate this commitment, the School has developed a set of **Gender Principles** in consultation with staff (**Action Point 1Ab**). These Principles, informed by the Athena SWAN Charter, guide every aspect of life in the School and ensure that gender equality is actively promoted. The Principles are prominently displayed in staff and student areas. SWAN will be made a **topic at annual Staff Away Days** to encourage further discussion on and embedding of Athena SWAN Charter principles (**Action Point 1Af**).

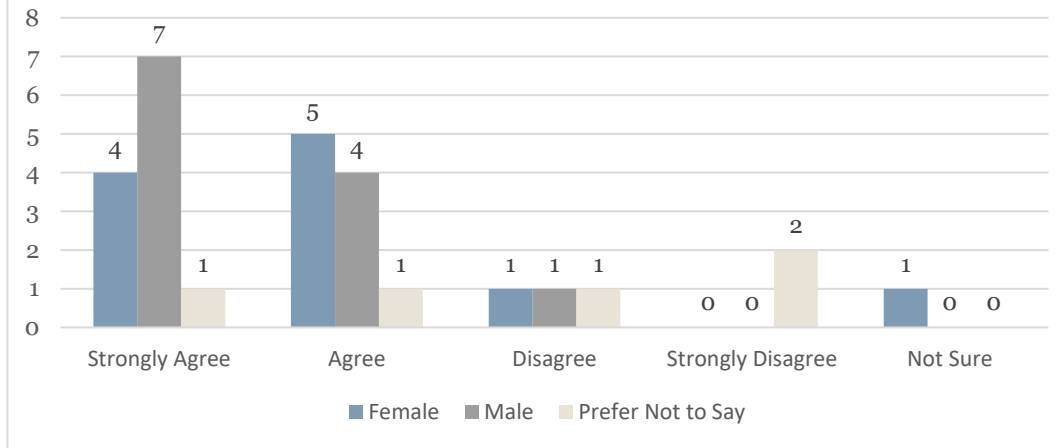
(ii) HR policies

The University's Equality and Diversity policies are strictly followed by our School, including bullying, harassment, grievance and disciplinary processes. The process is that, where possible, issues are dealt with at School level. The line manager has five days to accept any complaint and then investigates the allegation. The Diversity and Inclusion Unit must be notified in all cases of harassment. A central University panel meets to deal with the complaint and consider the report of the investigation. There is an opportunity to appeal the decision.

There have been no cases of bullying, harassment or grievance or other disciplinary processes in the School during the period under review. The School ensures that staff with management responsibilities are informed of any changes in policy via email and such changes are also communicated to all staff. Links to these HR policies are included in the Staff Handbook and on the SWAN webpage (**Action Points 1Aa and 4Ba**).

The GCS demonstrated confidence in reporting gender-related bullying and harassment to senior management (Figure 18). 79% of staff (82% of females, 92% of males) would feel comfortable in reporting sexist language and behaviour (**Action Point 4Ce**).

Figure 18: School of Law Culture Survey, 2017 Q2 Responses ('I would feel comfortable in reporting sexist language and behaviour to senior management in my School')



(iii) Representation of men and women on committees

The key decision-making committee in the School is the SMB. It is chaired by the HoS and includes staff in their roles as DE, DR, DGS, DI and SWAN Champion as well as an elected staff representative. Membership of other decision-making committees is also role-based. A SWAN representative sits on all these committees. A memo will be sent to Committee Chairs at the beginning of each academic year containing the School's Core Hour and Email policies and Gender Principles (**Action Points 1Ab and 4Ad**).

School committee membership demonstrates a good gender balance (Table 32). The SMB, Research and UG Education Committees have had at least 50% female membership over the past three years. In 2016-17 action was taken to ensure a closer gender balance on the Research Committee by increasing male representation. Representation of females on the PG Education Committees has been slightly lower but broadly in line with the proportion of female staff in the School.

To ensure ongoing gender balance in Committees, HoS has committed to proactively encourage women to take up senior management and administrative roles attached to Committee membership where appropriate for career development, while being attentive to the need to not overburden female staff with administrative duties (**Action Point 2Ai**).

Table 32: School Committee Membership						
	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
School Management Board (SMB)	4 (1 Prof, 1 R, 1 L, 1 P/SS)	3 (1 Prof, 2 SL)	5 (3 Prof, 1 R, 1 P/SS)	3 (1 Prof, 1 S/L, 1 L)	5 (1 Prof, 1 S/L, 2 L, 1 P/SS)	3 (1 S/L, 2 L)
	57%	43%	63%	37%	63%	37%
Research Committee	5 (1 Prof, 1 R, 1 SL, 1 L, 1 P/SS)	1 (1 Prof)	5 (3 Prof, 1 R, 1 P/SS)	1 (1 Prof)	5 (1 Prof, 1 S/L, 1 PDR, 2 P/SS)	3 (2 Prof, 1 L)
	83%	17%	83%	17%	63%	37%
UG Education Committee	3 (2 L, 1 P/SS)	3 (2 SL, 1 L)	4 (3 L, 1 P/SS)	2 (2 S/L)	4 (3 L, 1 P/SS)	3 (2 L, 1 P/SS)
	50%	50%	67%	33%	57%	43%
PG Education Committee	3 (2 L, 1 P/SS)	5 (1 Prof, 1 R, 1 SL, 2 L)	4 (1 Prof, 1 R, 1 SL, 1 L)	3 (1 L, 2 P/SS)	PG Education Committee separated into PGT and PGR Committees as below	
	38%	62%	57%	43%		
PGR Education Committee	PGR Education Committee established 2016-17.				4 (1 Prof, 1 L, 2 P/SS)	5 (1 Prof, 1 S/L, 3 L)
					44%	56%
PGT Education Committee	PGT Education Committee established 2016-17				4 (1 SL, 3 P/SS)	6 (1 Prof, 1 R, 1 S/L, 3 L)
					40%	60%
Total	15	12	18	9	20	21
	56%	44%	67%	33%	49%	51%

(iv) Participation on influential external committees

Staff are informed by email of opportunities for external committee membership such as editorial boards, RCUK panels, learned society executive committees, or central University committees and are encouraged to discuss applications with HoS or other relevant colleagues. HoS is committed to considering gender when recommending staff members for inclusion on University committees (**Action Point 2Ai**) and actively encourages female staff to accept nominations.

(v) Workload model

In 2017 the School's WAM was redesigned in consultation with staff (**Action Point 3A**). In the GCS 91% of females and 100% of males agreed with the statement 'I frequently

undertake work for the School/University that is not adequately recognised within the WAM'. As a result, an all-staff meeting was held to discuss workload modelling. From this discussion, a more transparent WAM was designed that better captures the full range of staff duties. This is re-issued mid-year to reflect any changes. All administrative roles are recognised in the WAM and rotated every three years.

The WAM process now begins with a form circulated during spring semester allowing staff to outline teaching, research and administrative preferences. Individual meetings with HoS follow where staff may discuss their preferences. Staff may also 'bid' for additional research or teaching innovation time on merit of the proposed activity e.g. journal article or strategic education development. This process is overseen by the Education and Research Committees with an attention to gender equality (**Action Point 3Ad**). In 2016-17 both submitted and successful research bids reflected a gender balance close to 50/50 (Table 33). Teaching bids were higher for females, perhaps reflecting a male prioritisation of research. Work will continue to ensure gender balance in this process in future years, including the DE encouraging males to apply for teaching innovation time.

Table 33: Bids for Additional Education and Research Time 2016-17				
Research Time Bids				
	Female	Female %	Male	Male %
Bids Submitted	8	47%	9	53%
Successful Bids	5	45%	6	55%
Teaching Innovation Time Bids				
	Female	Female %	Male	Male %
Bids Submitted	7	88%	1	12%
Successful Bids	2	100%	0	0%

HoS prepares the WAM and presents it to SMB for comment and amendment, including input from the SWAN Champion. The WAM is then circulated to all staff, outlining each staff member's research, teaching and administrative commitments. Analysis of the operation of the new WAM will be undertaken in May 2018, including for any material gender impact (**Action Point 3Ae**). Coordination of core modules will be circulated in subsequent years to ensure teaching workloads are equally spread, and module evaluation will require reporting of the responsibilities of individual teaching team members (**Action Points 3Af and 3Ag**). Opportunity also exists for staff to discuss WAM in appraisal and to raise any concerns using this process.

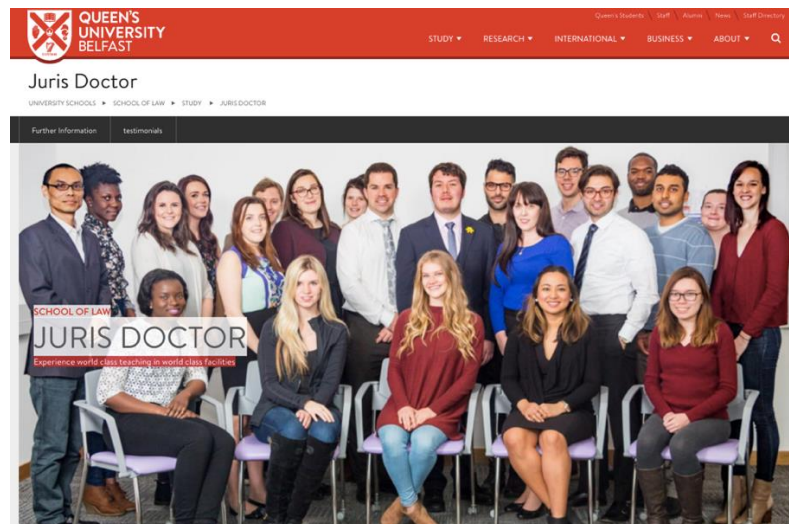
(vi) **Timing of departmental meetings and social gatherings**

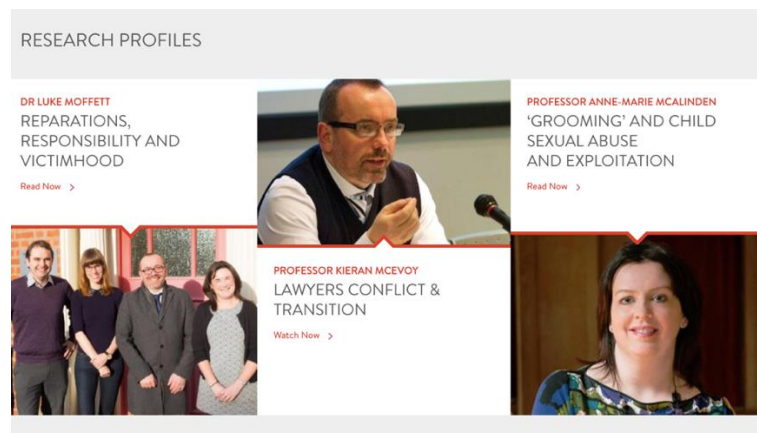
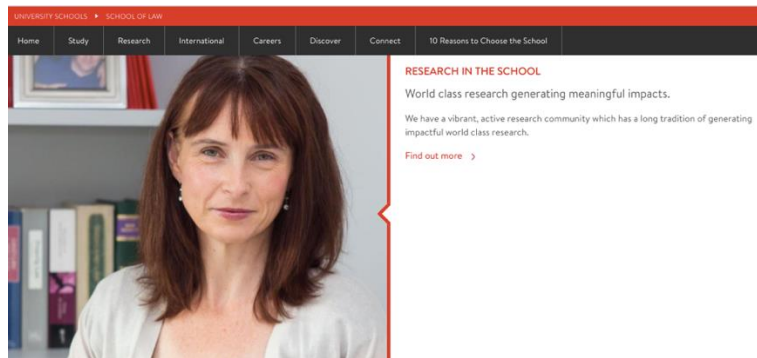
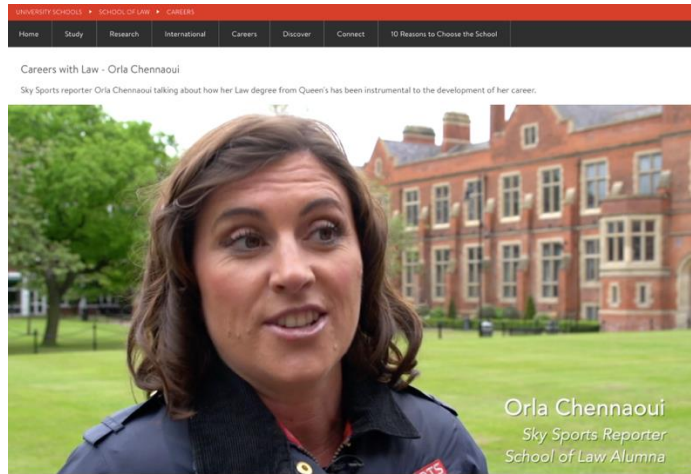
The dates and times for School meetings and social gatherings are circulated up to six months in advance. In the GCS 46% of academic staff felt that meetings and other School events are scheduled to maximise ability to attend (including for those with caring commitments). In response, a Core Hours policy will ensure that all School meetings take place between 10am and 4pm (**Action Point 4Ab**). School events aimed at an external audience, e.g. public lectures offering Continuing Personal Development points for legal practitioners, may take place in the early evening. HoS stresses that staff attendance at

such events is not expected. A review of the timing of these events is planned (**Action Point 4Ae**). School social gatherings, such as end of term celebrations, take place within core hours.

(vii) **Visibility of role models**

Our School recognises the importance of role models in creating a culture of gender equality and inclusivity. Gender, and wider diversity, is mainstreamed in the School's public presence through the choice of appropriate publicity materials, including the School's online presence (**Action Point 2Ea**). Staff and students from diverse backgrounds and career junctures are featured in promotional videos and recruitment material.



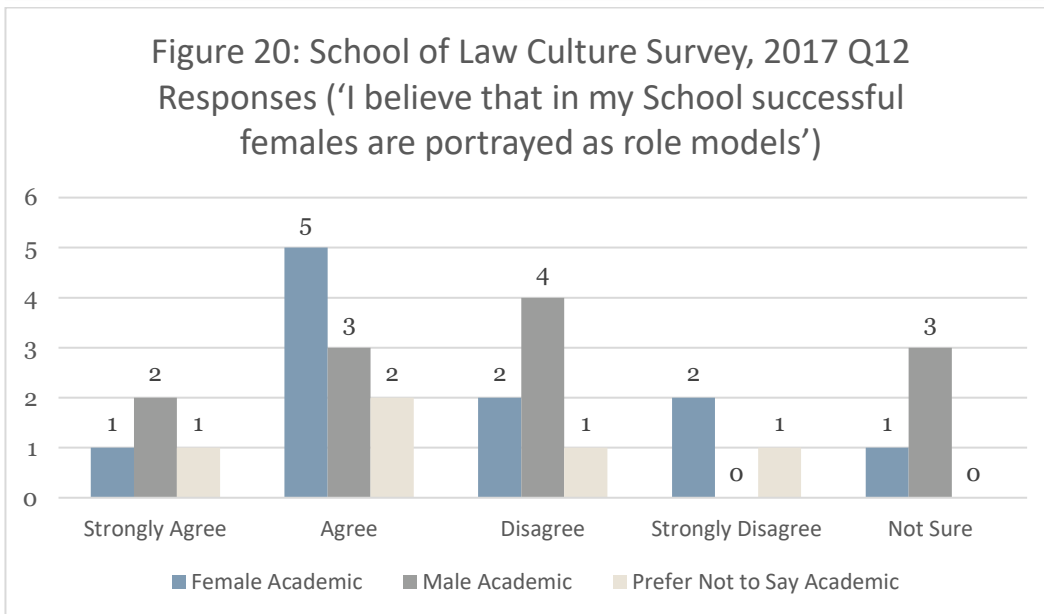
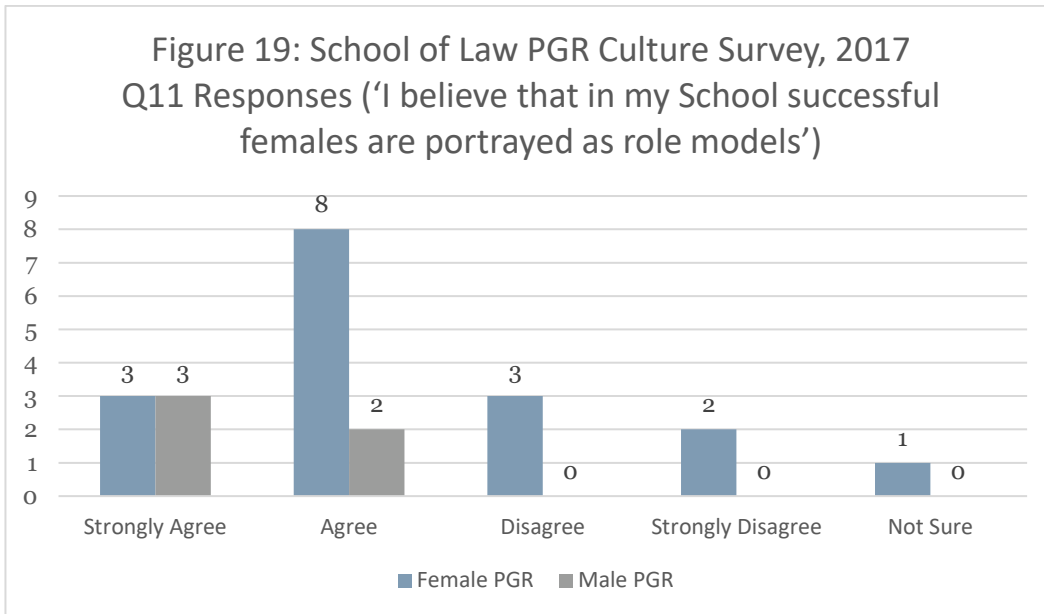


Images from School of Law Website

Data on speakers in the School Seminar Series is presented in Table 34. Speakers are nominated by staff and chairs rotated between areas, depending on speaker specialism. In 2014-15 and 2015-16 fewer females contributed than males. This was reversed, however, in 2016-17, through targeted invite of female speakers. The School has committed to monitor gender balance in this series (**Action Point 2Ee**).

Table 34: School Seminar Series Speakers by Gender				
	Female	Female %	Male	Male %
2014-15	36%	64%	64%	36%
2015-16	36%	64%	64%	36%
2016-17	64%	36%	36%	64%

The GCS revealed a significant degree of success in promotion of role models, but also space for further work, particularly around positive female role models. 73% of PGR students (65% of females, 100% of males) agreed that the School promotes strong female role models (Figure 19). A lower number of academic staff agreed; 50% (55% of females, 42% of males) (Figure 20).



In response, we have planned the following actions, including beacon art and conference activities to promote the School as a leader in positive female role models:

Item Number	Objective	Planned Action
2E	Actively promote positive female role models for staff and students.	<ul style="list-style-type: none"> a. Review School website to ensure female students and staff are featured, including but not limited to the SWAN webpage. b. Establish an annual programme of events around 'Successful Women in Law and Leadership' for UG and PG students. c. Development of promotional video celebrating and showcasing the work and successes of female staff featured on the SWAN webpage and main School website. d. School to take proactive steps to secure women take up visiting research positions in the School. e. Annual monitoring of gender distribution of speakers for School Seminar Series to achieve balance. f. Change to speaker selection process to ensure that one of the two public lectures hosted by the School annually is delivered by a female. An 'In Conversation With' event to be held prior to this lecture enabling staff and students to meet the speaker, learn about their career and engage in Q&A. g. Establishment of a working group with QUB School of History, Anthropology, Politics and Philosophy to mark centenary of Sex Disqualification (Removal) Act 1919 which allowed women to enter the legal profession. h. Establishment of an annual Gender Lecture to be delivered in the School by a senior female academic in the area of gender and law. i. Design a 'Women in Law' art display for the new Law School building featuring images and stories of successful women in the legal profession in Northern Ireland. b. Host a 'Women in Northern/Irish Law' conference bringing together academics, practitioners and students from Universities across Ireland to discuss the work of women and gender-related issues in Northern Irish and Irish law.

(viii) Outreach activities

The School recruits students through Open Days, attendance at Careers events and visits to secondary and grammar schools, and other activities such as Summer Schools. Traditionally, all staff have been expected to participate in outreach and recruitment activities. In 2016-17 38% of staff undertaking these activities were female ([REDACTED]) and 62% male ([REDACTED]).

To facilitate a fairer sharing of outreach work, a **Recruitment Team** was established in 2017-18 (**Action Point 3B**). Membership of this team will be rotated on a yearly basis and 50 hours credit is awarded to members in the WAM. Membership of the Recruitment Team in 2017-18 comprises two female lecturers and two male lecturers. The HoS will ensure ongoing gender balance in this team as well as engaging staff from different grades in future years.

6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Actual word count: 0 words

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

N/A.

THIS ACTION PLAN IS NOW VALID UNTIL 2023²

7. ACTION PLAN, 2018-2023

We have been developing our Action Plan from analysis of our School GCS in May 2017 onwards. In keeping with the Swan Handbook, this Action Plan is viewed as ‘an organic document, constantly reviewed and updated’. The updates below have focused on adapting actions to reflect changes in University policies and amending the scheduling of actions and outcomes to reflect the extension of the award period to five years. As a result of the Covid-19 pandemic, our priorities expanded to incorporate the move to online and blended learning and to enhance our support to staff and students who were working and learning at a distance and often balancing their work/study responsibilities with other life challenges. The Plan has not been adapted to reflect priorities that emerged as a result of the pandemic, but they will be reflected upon in our next Swan application.

THEME ONE: INFORMATION ON AND AWARENESS OF GENDER EQUALITY AND ATHENA SWAN IN THE SCHOOL						
Item Number	Objective	Rationale	Planned Action	Time scale/ Completion Date	Responsibility	Outcomes and Measurable Success Criteria
1A	Continue to promote the School’s ongoing Athena SWAN activities and increase awareness amongst staff and students of the School’s commitment to gender equality.	In the GCS 61% of academic staff and 68% of PGR students agreed that ‘my School has a strong commitment to gender equality’. There is scope to increase this further. Data also indicates space to improve training and awareness of gender equality issues amongst staff. Presently 97% of staff have completed	Create a SWAN webpage with details of relevant family-friendly, work-life balance and equality policies, links to QGI, and regular updates on School SWAN activities.	June 2017 (updated each semester)	SWAN Champion, IT Officer	Outcomes: Increased awareness of SWAN and School’s commitment to the Athena SWAN Charter, as well as enhanced understanding of issues surrounding gender equality amongst staff and students. Success criteria: In March 2022 GCS an increase in staff and students agreeing that
			Create a set of Gender Principles outlining commitment to gender equality in all School activities. Consultation and discussion of these at School Board. Display these	January 2018 (Communication to Committee Chairs October 2018, 2019, 2020 and 2021)	SWAN Champion, SAT	

² As part of the Athena SWAN Charter transformation plan, Advance HE – the awarding body– extended awards by an additional year so that awards are now held for five years. Therefore, this Action Plan and all association actions contained therein, will run until 29 April 2023.

		online Equality and Diversity training and 87% Unconscious Bias training.	principles in the School. Annual memo sent to Committee Chairs at beginning of each academic year regarding these Principles.			‘my School has a strong commitment to gender equality’ from 61% and 68% respectively to 80%. At least 90% of staff and students in March 2022 GCS able to identify the SWAN award that the School holds/is aiming towards and to correctly identify the SWAN Champion(s). Increase in staff completion of online Equality and Diversity and Unconscious Bias training from 97% and 87% to 100% by 2022.
		Establish annual School event to celebrate IWD.		March 2018	SWAN Champion, SAT	
		Change to School induction process for UG, PGT and PGR students to include information on SWAN		September 2018	DGS	
		Embed annual check to ensure all staff undertake QOL Equality and Diversity and Unconscious Bias training. Reminder sent annually to staff who have not completed requiring completion within two months.		September 2018	School Manager	
		Annual staff away day to include discussion of relevant SWAN and equality issues.		October 2018	HoS, SWAN Champion	
		Carry out interim GCS (amended to address emerging gaps in knowledge) to monitor change and progress of Action Plan implementation. Embed GCS as part of good practice every three years.		October 2018 (interim GCS), March 2022 (full GCS)	SWAN Champion, SAT	
		If successful in application, ensure Athena SWAN		November 2018	IT Officer, Director of UG	

			Bronze badge is visible on School website, all marketing materials, and develop an advertising campaign showcasing School's commitment to gender equality.		Admissions, DI, DGS	
			Creation of a plan to assist in rolling out and completion of the new QUB Equality and Diversity training at School level.	2018 (Date TBC)	SWAN Champion, SAT	
			Establish annual SWAN report to SMB that updates the tables and graphs included in this application.	June 2019	SWAN Champion	
1B	Ensure ongoing staff and student diversity and enhanced male representation in future of School SAT.	Good practice outlines that representation on the SAT should be diverse and demonstrate a gender balance.	Establish review of SAT membership every two years to include academics, professional and support staff, researchers, and students at different grades and levels that is representative of the School. This should include full time and part time staff, and staff on different contracts. As part of this, circulate membership to allow others to contribute to ongoing SWAN work. In 2021, to address gender imbalances in the SAT membership, the decision was taken to include SAT membership, with different	September 2019	School Manager, SWAN Champion	Outcomes: SWAN SAT to lead by example with diverse representation and regular review of membership. Success Criteria: SAT to represent all levels of staff, UG and PG students, and part-time staff each academic year. By 2022 SAT membership to reflect the gender profile of the School.

			work allocations for application and non-application years. This corresponds to the Athena Swan guidance on the self-assessment process. ³			
			Appoint a SWAN Co-Champion (three-year term) reflecting best practice in QUB Schools.	September 2022	HoS	
THEME TWO: CAREER PROGRESSION AND SUPPORT						
Item Number	Objective	Rationale	Planned Action	Time scale/ Completion Date	Responsibility	Outcomes and Measurable Success Criteria
2A	Develop a strategy to support more female staff to apply for promotion via the internal academic promotions process and to increase achievement of promotions for female staff.	<p>[REDACTED] female staff apply for promotion at a lower rate than males (in 2016-17 promotion applicants were 80% male and 20% female). Females continue to be underrepresented at the SL/Reader and Professorial levels in the School. In 2016-17 25% of SLs/Readers were female while 75% are male, and 33% of</p>	<p>Establish an annual SWAN Career Development workshop to provide information and support on issues such as career strategy, promotion, writing for publication, etc.</p> <p>Establish a new School Mentoring Programme for all post-probationary staff with a focus on career progression (drawing training from QGI mentoring initiative). Option to put forward preferences for mentor (including gender). Evaluation of this</p>	<p>October 2017</p> <p>September 2022 (review June 2023)</p>	<p>SWAN Champion, SAT</p> <p>SWAN Champion</p>	<p>Outcomes: Rise in applications and awards of promotion for female staff.</p> <p>Success criteria: Increase numbers of female staff applying for promotion to 40% of applicants by 2022. Increase in numbers of female staff at SL/Reader level to 30% by 2022 and at Professorial level to 40% by 2022, with a view to improving these figures further. Increase in staff agreeing that</p>

³ <https://www.advance-he.ac.uk/knowledge-hub/athena-swam-self-assessment-process> 'Conducting a thorough self-assessment and completing an application requires considerable time and effort, and there should be consideration of participation on the SAT in the following: any workload allocation model; recognition in appraisal; and as evidence of leadership and/or contributing to the running of the institution/department in promotion.

		Professors are female while 67% are male. The GCS demonstrated that 45% of female staff (and 58% of male staff) agreed that appropriate support is provided by the School in promotion processes.	programme at the end of the first academic year (June 2018) for future development.			'appropriate support is provided by the School in promotion processes' from 45% of females and 58% of males to 75% of all staff in March 2022 GCS.
			To replace the process whereby the HoS proactively identifies staff eligible for promotion and offers one to one meetings to discuss a potential application in light of changes to academic progression within the University. Under the new Academic Progression, all PDR reviewers are expected to support staff in their career development reflections and determinations of readiness to apply for progression. Reviewers should also encourage reviewees who are considering applying for progression to participate in the Academic Progression sessions offered in each Faculty together. It may also be beneficial for reviewees to attend the sessions offered by QGI.	December 2017	PDR reviewers	
			Successful research leave applications to be shared on School Sharepoint site to encourage staff to apply for leave to develop their	January 2018 (Contact from DR June 2018, 2019, 2020 and 2021)	DR	

			research outputs and/or work on a grant application. This to be supplemented by DR annually identifying eligible female staff and encouraging them to apply for research leave.			
			HoS to meet with unsuccessful promotion candidates each year to discuss feedback and action plan for going forward.	June 2018	HoS	
			Initiate annual reminder of QGI mentoring scheme to all female staff via email, in School newsletter and on School SWAN webpage.	June 2018	SWAN Champion	
			Establish annual check, as part of the annual update of Swan data, that PGR supervision is allocated fairly across all staff to ensure lack of supervisory experience is not a barrier to promotion.	June 2018	Swan Champion	
			HoS to proactively encourage female staff to apply for senior management roles, where appropriate, in annual review of administrative roles and to consider gender when recommending staff for inclusion on University	June 2018	HoS	

			committees for career development.			
			Refine exit interview process with academic leavers to confidentially discuss experience of career progression and support in the School.	June 2018	HoS, School Manager	
			Circulate information on Faculty retention policy to staff at School Board to enhance awareness and, where appropriate, use of this mechanism with the result that staff will be facilitated to stay in the School and advance their career here.	September 2018	HoS	
			Briefing by HoS for all staff on new academic standards following completion of central University review.	2018/19 (Date TBC)	HoS	
2B	Develop a strategy to improve support for academic staff on probation or preparing to go through the appraisal process for the first time.	The GCS and FG2 revealed inconsistency of experience around probation and appraisal processes. For example, the GCS revealed that while 46% of staff feel supported around probation, 54% do not or were uncertain.	Revision of School probation process to establish standing School Probation Committee, facilitating enhanced equity of career planning.	May 2017	HoS	Outcomes: Improved processes for probationary staff and those moving to PDR that are consistent, transparent and lead to an enhanced culture of support. Success measure: In March 2022 GCS increase from 46% to 75% of academic staff
			Establish process allowing academic staff to express a preference regarding the gender of their reviewer/probation mentor communicated to staff by HoS once they are	September 2022	HoS	

			confirmed in post/on appointment.			agreeing that 'I feel supported around probation and PDR processes'.
			Information on probation and PDR processes to be included in Staff Handbook.	September 2018	School Manager	
2C	Increase the number of grant applications made by female staff, including for larger amounts of funding, and number of awards achieved.	Fewer females than males apply for grants in the School. In 2016-17, 40% of eligible female staff applied compared to 92% of eligible male staff. When female staff do apply the amount sought is usually lower. In 2016-2017, the value of awards applied for by female staff was 37% of the amount applied for by male staff.	Change to internal peer review of grant applications to widen pool of reviewers and include comment on gender balance in applications. Identification of female staff who may be relevant to project where balance not achieved.	September 2018	DR	Outcomes: Increase in grant applications and successful awards for female members of staff. Success criteria: 60% of eligible female staff to be making grant applications by 2022 and an increase in value of grant applications from female staff to 80% of the value applied for by male staff.
			Embed annual grant application workshop in the School, including input from successful female grant holders.	November 2018	DR	
			Establishment of a buddy system where junior staff are paired with senior staff who have grant writing experience, targeted especially at female members of staff. This action will be addressed as part of the development of the mentoring programme.	April 2023	HoS, DR	
2D	Develop a strategy to increase the number of female staff submitted to REF 2021.	64% of female staff in the School were submitted to REF 2014 in comparison with 85% of male staff. Impact case studies for REF 2014 did not feature a	Dedicated attention to gender in REF preparations and regular reporting to SMB and School Board on how gender equality is being attended to in selection of REF outputs.	May 2018	DR, REF Champion, Impact Champion	Outcomes: Gender awareness in all REF processes and in the final School REF 2021 submission.

		project led by a female member of staff.	Establishment of mentoring around REF pieces to assist staff in completion of 3/4* work, females in particular.	May 2018	DR, REF Champion	Success criteria: Increase from 64% to 80% of eligible female staff submitted to REF 2021. The work of female staff to be the basis of at least two impact case studies.
			Proactive identification of female staff whose work may be suitable for an impact case study and mentoring put in place around this.	May 2018	DR, Impact Champion	
			Conduct a review of the effectiveness of the above actions in REF preparations.	May 2019	DR, SWAN Champion	
2E	Actively promote positive female role models for staff and students.	The GCS revealed that while 73% of PGR students agreed that 'the School promotes strong female role models', male students were more likely to agree (100%) than females (65%). 50% of academic staff agreed with this statement (55% of females and 42% of males).	Review School website to ensure female staff and students are featured, including but not limited to the SWAN webpage.	June 2017	IT Officer	Outcomes: Enhanced visibility of female success and strong female role models in the School for all staff and students. Success criteria: March 2022 GCS to demonstrate that 75% of PGR students and staff agree that 'the School promotes strong female role models'. Female respondents agreeing to be increased from 65% (PGR students) and 55% (academic staff) to 75%.
			Establish an annual programme of events around 'Successful Women in Law and Leadership' for UG and PG students.	September 2017	PGR and UG Representatives	
			Development of promotional video celebrating and showcasing the work and successes of female staff featured on the SWAN webpage and main School website.	January 2018	SWAN Champion, IT Officer	
			School to take proactive steps to secure women take up visiting research positions in the School.	June 2018	DR, CDRGC	
			Annual monitoring of gender distribution of	September 2018	The Swan Champion	

		speakers for School Seminar Series to achieve balance.		undertakes this as part of the Annual Update of Swan Data
		Change to speaker selection process to ensure that one of the two public lectures hosted by the School annually is delivered by a female. An 'In Conversation With' event to be held prior to this lecture enabling staff and students to meet the speaker, learn about their career and engage in Q&A.	September 2018	HoS, CDRGC
		Establishment of a working group with QUB School of History, Anthropology, Politics and Philosophy to mark centenary of Sex Disqualification (Removal) Act 1919 which allowed women to enter the legal profession.	January 2019	SWAN Champion, PGR and UG Representatives
		Establishment of an annual School Gender Lecture to be delivered by a senior female academic in the area of gender and law.	May 2019	SWAN Champion, CDRGC
		Design a 'Women in Law' art display for the new Law School building featuring images and stories of successful women in the legal profession in Northern Ireland.	September 2020	SWAN Champion, PGR and UG Representatives

			Host a 'Women in Northern/Irish Law' conference bringing together academics, practitioners, and students from Universities across Ireland to discuss the work of women and gender-related issues in Northern Irish and Irish law.	September 2022	SWAN Champion, SAT	
2F	Enhance gender-aware support mechanisms for PGR students and those with caring responsibilities, with a focus on career progression.	The GCS revealed career progression as a key area for enhanced PGR support. 59% of PGR students responded that they do not have a mentor in the School. Narrative comments also expressed a desire for assistance with confidence and assertiveness for female students and increased support for students with caring responsibilities. Additionally, five-year completion rates for female PGR students have decreased from 66% in 2014-15 to 50% in 2016-17.	Establish annual promotion of training courses on confidence and research marketing/communication for female PGR students.	October 2017	DGS, PGR Representative	Outcomes: Enhanced support and career development opportunities for female PGR students and those with caring responsibilities. Success criteria: In March 2022, GCS PGR students with a mentor to reach 75%. In addition, 75% of PGR students to agree that support for career progression is offered by the School. Increase in five-year completion rate for female PGRs to 68% by 2021.
			Annual invitation to PGR students to attend SWAN Career Development Workshop (see Point 2Ad above).	October 2017	SWAN Champion	
			Embed annual email communication to all PGR students advertising opportunity to apply for TA work in the School. Contact also made with PGR supervisors asking them to encourage male students to apply in order to enhance male representation in TA work.	July 2018	DGS	
			Development of peer mentoring initiative for PGR students. Review of this initiative at academic year-end (June 2019).	September 2018 (Review June 2019)	DGS, PGR Representative	

			Establish a monthly coffee morning for PGR students to encourage opportunities for informal networking and support.	October 2018	DGS	
			Embed annual PGR student skills workshop including input from female academics on PGR specific career issues.	April 2019	DGS	
			Establish an annual family-friendly networking event for PGR students.	June 2019	DGS, PGR Representative	

2G	Enhanced attention to and support for PDR staff, with a focus on career progression.	Over the past three years, the School's population of postdoctoral research staff has increased by 100% (from four to eight). In 2016-17, females made up 67% of PDR staff. FG1 revealed concerns around visibility, support, and career progression for PDRs. As part of the School's commitment to the Athena SWAN Charter and the Concordat to Support the Career Development of Researchers, there is a need to be attentive to the development needs of PDRs.	Annual invitation to PDR staff to annual SWAN Career Development Workshop and a focus on career needs of this category of staff at this event (see Point 2Aa).	October 2017	SWAN Champion	<p>Outcomes: Creation of a more visible and supported community of PDR staff and increased mechanisms attentive to the career progression needs of this category of staff.</p> <p>Success Criteria: In March 2022 GCS 80% of PDR staff to agree that they have had the opportunity to avail of career development opportunities appropriate to career stage. By 2022, 80% of PDR leavers progressing to permanent posts (either within or outside academia) after end of contract.</p>
			Establishment of a weekly coffee event for PDR staff to provide informal support and networking.	October 2017	PDR Representative	
			Inclusion of PDR staff in School Mentoring Programme to ensure provision of mentoring for PDR staff separate from line manager.	April 2023	SWAN Champion	

			Change to induction process for new PDR staff to ensure all meet with the HoS, School Manager, and line manager and receive copy of the new Staff Handbook.	September 2018	School Manager	
			DE/DR to proactively encourage PDR staff to sign up for School or University staff training relevant to career progression each year.	September 2018	DR, DE	
			Introduce exit interviews with PDR staff separate from line manager to gather views on career support in the School.	January 2019	HoS, School Manager	
2H	Increase external job applications from females, with particular attention to Lecturer and Professorial grades, and increased success rates for female applicants at Professorial level.	Applications from female candidates remain low for Lecturer and Professional level posts. In 2016-17, 40% of applicants for Lecturer posts were female, and 38% of applicants for Professorial posts were female. [REDACTED] Representation of females at this level is in line with the national average, but could be	Change to process to ensure that job advertisements clearly outline commitment to gender equality. If SWAN application is successful, include Athena SWAN Bronze badge on all job advertisements.	June 2018	HoS	Outcomes: Greater number of applications from female candidates for posts advertised, increased number of women shortlisted, and enhanced representation of women across all levels of academic posts within the School. Success criteria: Increase in numbers of females applying for Lecturer and Professorial posts to 50% by 2022. Increase in female applicant success rates at Professorial
			Review wording of advertisements to ensure there is no unconscious bias, that criteria are expressed in a way that would best attract female candidates, and specify research areas attracting female candidates at grades where females are under-represented.	June 2018	HoS	

		enhanced further (in 2016-17 33% of Professors were female).	Change of process to ensure that one male and one female member of staff of equivalent level are identified as point of contact for potential job applicants.	June 2018	HoS	level to above 0%, facilitating an increase in female staff at this level from 33% to 40% by 2022.
			Require all Professorial search committees to produce lists with at least 50% female candidates and to actively approach female candidates with relevant profile and experience.	June 2018	HoS	
			Change of process to require any single sex shortlist at any level to be justified to Faculty Executive Board.	June 2018	HoS	
21	Enhanced encouragement for staff to take up development opportunities relevant to career progression.	Male representation of staff undertaking training has decreased from 49% in 2014-15 to 38% in 2016-17. Female staff avail of funds to support career development to a lesser extent than their male counterparts. In 2016-17 53% of females applied to the School's Conference Support Fund in contrast to 63% of males.	Annual promotion of training and development opportunities to staff in a gender-aware manner e.g. to enhance number of males undertaking training and to encourage females to undertake training useful to career progression.	September 2018	HoS, DR, DE	Outcomes: Increased engagement with development opportunities by all staff. Success criteria: By 2022 staff undertaking training to reach 50:50 and 50% of applicants to the School Conference Support Fund to be made by female staff. Evidence in March 2022 GCS that 80% of all staff have undertaken training and
			Annual memo to Probation Committee and appraisers to proactively encourage female staff to make applications to the School Conference fund.	October 2018	CDRG	
			DR to monitor take up of Conference Support Fund	January 2019	DR, CDRG, Swan Champion	

			based on gender, reporting back to Probation Committee and HoS and proactively reminding staff of the availability of this fund, targeting female staff where appropriate. In addition, the Swan Champion includes this in the annual update of application data that is reported to SAT, SMB and the Research Committee			development opportunities useful to career progression in the past twelve months.
			Survey female staff on knowledge and use of School Conference Support Fund.	February 2019	CDRGC	

THEME THREE: WORKLOAD

Item Number	Objective	Rationale	Planned Action	Time scale/ Completion Date	Responsibility	Outcomes and Measurable Success Criteria
3A	Introduce a new Workload Allocation Model which is fair, transparent and attentive to gender equality.	The GCS revealed that 91% of female academic staff and 100% of males feel that they undertake work for the School that is not adequately recognised in the current WAM. Statistical analysis of the 2016-17 WAM revealed high levels of female representation in teaching of large, UG modules and a need for enhanced recognition of	New WAM designed and consulted on with staff.	January-June 2017 The SAT conducted a further review of this in summer 2020 and made a series of recommendations	HoS, SWAN Champion	Outcomes: Fairer distribution of work and recognition of the wide variety of work being carried out by staff. Success criteria: March 2022 GCS to demonstrate a significant decrease in feelings that work undertaken for the School is not adequately recognised from 100% of staff to 20% of staff.
			Change of process to ensure HoS meets with all staff annually to discuss workload prior to allocation for next academic year.	June 2017	HoS	
			Embed annual SMB review of allocated workload	June 2017	HoS, SMB, Swan Champion	

		pastoral and administrative activities which often fall on female staff.	across the School, including checks on gender balance from SWAN Champion on the first and final versions of WAM.			75% of staff to agree that 'changes to workload modelling mean work is allocated in a fair and transparent manner'.
			Check in annual process to bid for additional research and/or teaching time to ensure gender balance and encourage under-represented gender to make bids.	June 2017	DR, DE	
			Operation of WAM to be analysed for material gender impact and amended for incoming academic year.	May 2018	HoS, SWAN Champion	
			Circulation of teaching and coordination on core modules every three years to ensure division of workload on long-term basis.	September 2018	HoS	
			Change to module review to require module coordinators to provide information on division of duties across the teaching team. Any gender disparities in material workload to be fed back to HoS.	September 2021	DE, DGS	
3B	Achieve balance in gender and grade of staff undertaking	In 2016-17 38% of staff undertaking outreach activities were female [REDACTED]	Creation of a recruitment team awarded hours in the WAM for outreach activities. Attention to	September 2017	HoS	Outcomes: Fairer distribution of outreach activity and recognition for this work.

	School outreach activities, and formal recognition of such activities.	██████████ and 62% male ██████████. This activity was not formally recognised in the WAM.	gender balance within this team. Annual circulation of membership of recruitment team across gender and all academic levels.	September 2018	HoS	Success criteria: By 2022 staff undertaking outreach activities to be 50% male, 50% female. 50% to be Lecturers, 50% to be SL/Reader/Professors.
THEME FOUR: WORK-LIFE BALANCE						
Item Number	Objective	Rationale	Planned Action	Time Scale/ Completion Date	Responsibility	Outcome and Measurable Success Criteria
4A	Enhanced visibility of and support for work-life balance and caring responsibilities, for all staff.	The GCS and FG3 revealed that work-life balance and caring responsibilities could be further supported in the School. 39% of academic staff agreed that pregnancy/parenthood is viewed positively and supported within the School. 54% of academic staff believed that meetings and other School events are not currently scheduled to maximise the ability for staff to attend, including those with caring responsibilities.	Introduce Email Policy outlining expectation that email correspondence should be undertaken between 9am and 5pm.	April 2017 This was updated in May 2021 in line with new University policy on 'Preventing an Always On Culture and Burnout' ⁴	HoS, School Manager	Outcome: Meetings, events and culture in the School becomes more inclusive and attentive to other commitments. Success criteria: Annual monitoring of School meeting room bookings to demonstrate at least 80% of meetings taking place within core hours by 2022. In March 2022, GCS increase from 39% to 70% of staff feeling pregnancy/parenthood is viewed positively and supported in the School and 80% of staff believing that meetings and other School events
			Introduce Core Hours Policy to ensure all School meetings take place between 10am and 4pm. Annual analysis of meeting room bookings to monitor adherence to this policy.	April 2018	HoS, School Manager	
			Embed annual HoS training with appraisers to ensure reinforced commitment to gender equality, holistic understanding of the academic role and healthy	May 2018	HoS	

⁴ <https://www.qub.ac.uk/directorates/HumanResources/preventing-always-on/>

			work-life balance in appraisal process.			are scheduled to maximise ability of all staff to attend.
			Annual memo regarding Email and Core Hour Policies to be circulated via email to all staff at beginning of academic year.	September 2018	School Manager	
			Consultation with staff and external stakeholders on moving public lecturers to take place within core hours from 2018-19 onwards.	September 2022	HoS	
			Establishment of annual family-friendly picnic open to all staff, their children, and other family members.	September 2022	SWAN Champion, SAT	
4B	Increase awareness of family-friendly and work-life balance policies among staff and students.	The GCS revealed space to enhance staff awareness of policies pertaining to family/caring commitments and work-life balance. 54% of academic staff were unfamiliar University policies regarding maternity/paternity leave and adoption leave. In the period of review a new University student maternity policy has been introduced which requires	Information on family-friendly and work-life balance policies to be included in new Staff Handbook.	September 2017	School Manager	Outcome: Enhanced knowledge of family-friendly and work-life balance policies for all staff and students. Success criteria: In March 2022 GCS an increase from 54% to 75% of academic staff agreeing that they are familiar with relevant policies and how to find out further information about them. In the March 2022 GCS 75% of PGR students agree that they are familiar with
			Implementation of post-induction follow up by SWAN Champion to ensure new staff are familiar with relevant policies.	November 2017	SWAN Champion	
			Family-friendly and work-life balance policies to be highlighted to job applicants during the recruitment process by HoS.	June 2018	HoS	
			Information on family-friendly and wellbeing policies to be included in UG	September 2018	DE, DGS	

		communication at School level.	and PG Student Handbooks and induction.			family-friendly and work-life balance policies relevant to them.
			One family-friendly leave policy to be overviewed at each School Board.	September 2018- June 2019	SWAN Champion	
			Creation of a 'Student Carer Prize' awarded annually to the Level 2 undergraduate student with caring responsibilities who achieves the highest results in their year.	September 2022	HoS, SWAN Champion	
4C	Promote a culture of respect that makes all staff feel valued for a wide range of contributions and enhance feelings of collegiality and inclusivity, with particular focus on female staff.	Responses to the GCS indicated that staff felt changes could be made to enhance the School as a positive and rewarding place to work, especially for female staff. For example, 55% of female staff, in comparison to 83% of male staff, agreed that they feel respected by colleagues in the School.	Announcement of a range of staff achievements (academic and professional and support staff) in monthly School newsletter. This should be attentive to secure gender balance.	January 2018	HoS, HoS Secretary	Outcomes: Greater feeling of being recognised and valued in the workplace amongst all staff, in particular that female staff feel their contributions are valued. Success criteria: Increase in March 2022 GCS from 55% to 75% of female staff agreeing that the workplace is one where they feel respected by colleagues.
			Initiate a culture of little things such as individual notes from HoS in recognition of success. HoS then recognises these at School Board as appropriate.	January 2018	HoS, HoS Secretary	
			Establishment of a 'Women's Lunch' for female academic staff and PGR students once a semester to encourage collegiality and informal support.	February 2018	SWAN Champion, SAT	
			Change of process to proactively offer book launches for academic staff	September 2018	HoS	

			monographs to celebrate success of colleagues.			
			Embed annual reminder regarding HR procedures on bullying and harassment to all staff.	October 2018	HoS	
THEME FIVE: GENDER EQUALITY IN STUDENT RECRUITMENT, TEACHING AND THE CURRICULUM						
Item Number	Objective	Rationale	Planned Action	Time Scale/ Completion Date	Responsibility	Outcome and Measurable Success Criteria
5A	Promote attention to gender equality and inclusivity in teaching and curriculum design.	Law has been a traditionally male-dominated discipline and many approaches to teaching can adopt male scholarship and ways of thinking as the norm. Students also tend to select optional modules along gendered lines. For example, in 2017-18 students electing to study Family Law were 81% female and 19% male. Students electing to take Intellectual Property (IP) Law were 59% male and 41% female.	Add requirement to scrutiny processes requiring all UG and PGT assessments to be attentive to gender equality.	September 2017	Exams Officer	Outcomes: Enhanced awareness of and attention to gender equality and diversity in teaching and learning in the School. Success criteria: By 2022 100% of assessments across UG and PG to be checked for gender equality compatibility and scholarship of female academics to make up one third of module readings in at least 80% of all modules. 2022 survey of UG students to demonstrate that 80% are aware of gendered approaches to law and their importance. Increase in male students undertaking Family Law
			Design of two podcasts interviewing legal practitioners to dispel gender myths around UG module selection, encouraging male student interest in Family Law and female student interest in IP Law.	March 2018	SWAN Champion, UG Representative	
			Training to be delivered with TAs on Unconscious Bias and awareness of gendered issues in the classroom.	September 2018	DE, SWAN Champion	
			Introduction of a 'Gender, Justice and Society' module at UG Level 3. This module to develop an online database storing and featuring student work.	September 2022	DE	

			Audit of UG and PG syllabi to highlight any gendered approaches to reading lists, and best practice in curriculum design. Follow up action taken with Programme Directors and/or module co-ordinators as appropriate.	June 2019	DE, DGS, SWAN Champion	to 30% by 2022 and female students undertaking IP Law to 50% by 2022.
			At least one core module in at every UG level to include a gender-aware approach to law e.g. Legal Methods and Skills at Level 1, Equity at Level 2, Evidence at Level 3.	September 2022	DE	
			Design and conduct a survey for UG students to gather views on gender in teaching and curriculum design.	September 2022	DE, SWAN Champion	
5B	Review of teaching evaluation questionnaires (TEQs) to detect any gender bias.	Research has revealed the gendered nature of TEQs. Given that TEQ scores are taken into account in probation, appraisal and promotion procedures it is important to monitor this data carefully. Gender analysis of TEQs has not been undertaken to date in the School.	Introduce annual training session with UG Level 1 students on TEQs as part of induction activities.	October 2018	DE, LLB Director, SWAN Champion	Outcomes: Awareness of trends in student evaluation in relation to gender and, where appropriate, action taken. Success criteria: By 2022 embedded practice of TEQ analysis which facilitates detection of any gender bias. By 2022 female and male staff to be achieving comparable average scores.
			Development of PowerPoint presentation resource to be used by all staff in TEQ class outlining appropriate/inappropriate approaches.	December 2018 and May 2019	LLB Director, SWAN Champion	
			Annual review of TEQ scores for male and female staff. Any bias to be reported to DE/DGS and HoS. Appropriate action to be taken to address bias e.g. highlighting this to relevant	June 2019	SWAN Champion, DGS, DE, HoS	

			probation/appraisal committee.			
5C	Increase representation of male UG students on LLB programmes, in particular Law with Languages programmes.	Male student representation at UG level has remained between 36% and 39% over the past three years. Representation is particularly low on law with languages programmes. In 2016-17, 80% of students on the Law with French programme were female compared to 20% male, and on Law with Hispanic studies 76% female compared to 23% male.	Work with School of Arts, English and Languages to develop a strategy to enhance male student applications and admissions to law with languages programmes.	September 2022	Director of UG Admissions, LLB Co-ordinator	Outcomes: Enhanced representation of male students on LLB programmes Success criteria: By 2022 increase in male UG students to 45% and on Law with French and Law with Hispanic studies programmes from 20% and 23% to 30%.
			Develop a set of UG recruitment materials aimed at male students featuring case studies and positive role models.	September 2022	Director of UG Admissions, LLB Co-ordinator	
			Recruit male UG student ambassadors to attend UG recruitment events.	September 2022	Director of UG Admissions, LLB Co-ordinator	
5D	Address decrease of male PGT students on LLM programmes, in particular increasing male representation on the LLM in Human Rights and Criminal Justice, LLM in Human Rights Law and LLM Law programmes.	Male PGT student numbers have decreased from 44% in 2014-15 to 31% in 2016-17. Representation is particularly low on the LLM Human Rights and Criminal Justice, LLM Human Rights Law and LLM Law programmes, which had a cohort of 20%, 16% and 11% male respectively in 2016-17.	Undertake focus group with UG students and PGT students on the LLM Human Rights and Criminal Justice, LLM Human Rights Law, and LLM Law programmes to gain insight into gender division in student numbers and inform further action.	September 2022	DGS	Outcomes: increase in male student representation on PGT programmes. Success criteria: By 2022 male students to make up 45% of PGT students. Male representation on LLM Human Rights and Criminal Justice, LLM Human Rights Law and LLM Law to increase from 16%, 20% and 11% to 30%.
			Review and make changes to PGT marketing materials to attract increased numbers of male students on LLM programmes, including use of male role models.	September 2022	DGS	

			Recruit male PGT student ambassadors to attend PGT recruitment events.	September 2022	DGS	
			Establish an annual LLM taster event for male UG students featuring input from existing male PGT students and male staff. As part of this event, discuss preparation of a successful PGT Scholarship application.	September 2022	DGS	
5E	Increase numbers of PGT and PGR students studying part-time, especially male students.	Number of male PGT students studying part-time have decreased from 40% (2014-15) to 31% (2016-17). Female PGT students studying part-time has also decreased during this time from 39% (2014-15) to 33% (2016-17).	Review and make changes to PGT and PGR marketing materials to draw attention to part-time options for study, including highlighting role models for part-time study.	September 2022	DGS	Outcomes: increase in male and female PGT students undertaking study part-time. Success criteria: By 2022, 40% of female students and 40% of male students to be undertaking PGT study part-time.
			Highlight options for part-time PGT study at annual LLM taster event for male students and annual School PhD application workshop (action point 5Dd and 5Ga).	September 2022	DGS	
5F	Enhance academic support for male UG students and gain a fuller understanding of decreases in male UG attainment that	Male attainment of 1st class LLB degrees has decreased from 13% in 2014-15 to 10% in 2016-17. Male attainment of 2:1 degrees has decreased from 76% in 2014-15 to 65% in 2016-17.	Work with LDS on development of a series of learning and study skills workshops targeted at male UG students that are promoted in classes, through Peer Mentoring and individual communication from Personal Tutors.	November 2018	UG Representative, DE	Outcome: Male UG students further engaged with academic support opportunities and male UG attainment enhanced. Success criteria: By 2022 male student attainment to increase 5% at 1st

	will lead to further action.		To utilise central university data on grade breakdown by gender to facilitate greater understanding of where male students encounter attainment difficulties.	May 2018	DE, LLB Co-ordinator	class level, 3% at 2:1 level and decrease 8% at 2:2 level.
			Embed annual follow up with module co-ordinators to review content delivery, feedback mechanisms, student support options, and assessment procedures in modules where male students are underperforming.	September 2022	DE	
5G	Address decrease of male students on PGR programmes and grow the number of PhD Scholarship applications from males.	Male student PGR numbers have decreased from 50% in 2014-15 to 40% in 2016-17. Males are also under-represented in scholarship awards. In 2016-17, 20% of successful PhD Scholarships were awarded to males and 80% to females.	Establish an annual School workshop on how to write a successful PhD application, including discussion of recent award-winning PhD applications. Successful applicants sharing their applications can request that their identify is not disclosed. Target advertising of workshop to existing students.	November 2018	DGS	Outcomes: Return to greater gender parity in PhD offers and applications. Success criteria: By 2022 PhD cohort to be in line with HESA benchmarking data.
			Review and amend JD programme marketing material to feature male role models and case studies.	September 2022	DGS	