

# BSMS Athena Swan Successful Gold Application (Redacted)

16<sup>th</sup> November 2023



# Athena Swan Gold application form for departments

## Applicant information

Name of institution	University of Sussex
Name of department	Brighton and Sussex Medical School
Date of current application	16 November 2023 (revised from 31 July 2023)
Level of previous award	Silver
Date of previous award	30 November 2017
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Section	Words used
An overview of the department and its approach to gender equality	3150
An evaluation of the department's progress and success	3531
An evaluation of the department's sector-leading activity	1698
An assessment of the department's gender equality context	2621
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	11,000

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

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### **Note on tables**

For ease of reading, zero values have been omitted from the more complex tables in this submission.

### **Staff survey – 5-point scale**

Respondents answered questions on a 5-point scale (Agree to disagree). These have been combined into three categories (Agree or slightly agree; Neither agree nor disagree; slightly disagree or disagree) for the purpose of analysis.

### **Reported gender categories**

University of Sussex report gender as 'male' and 'female'; University of Brighton report gender as 'man' and 'woman'. For this submission, BSMS has reported gender according to the terms used at the point of data collection. For all self-declared gendered data, BSMS refers to 'men' and 'women' but for data collected by the employer, these data are referred to as 'male' and 'female'. When referring to the proportion of females these are denoted in parenthesis as (x%F).

### **Reported gender within BSMS staff survey**

The gender groups reported were self-declared by the respondents. The "All respondents" group includes those who skipped the gender question or answered "prefer not to say" so this group is larger than F and M combined.

### **Different staff totals** (please see section 1.2)

UoS HR data is generally provided at census date (31<sup>st</sup> March annually). Other numbers, such as staff survey or appraisal totals, are from different points in the year and may include UoB employed BSMS staff, so they will not always match.

### **Source for comparator data**

Our comparator student data has come from Advance HE (2022) Equality in Higher Education: Statistical Report 2022, Student.

Our comparator staff data come from Advance HE (2022) Equality in Higher Education: Statistical Report 2022 Staff, SET Dept: Clinical Medicine.

### **Years of data**

For the core culture survey questions, we have included three years of data, and for the required data collection and where possible, we have included five years' worth of data.

### **Terminology around trans staff and students**

We follow the Advance HE guidance on terminology for trans staff and students as found in Gender Equality Guidance, v1, May 2020.

### **References within the text**

A number of references are made within the text to the BSMS Silver Action Plan, the new Gold Action Plan and to supporting data and documents in the Appendices. These are contained within parentheses as follows (where x refers to the number):

'(Ax:Tx)' or '(Ax:Fx)' refers to data listed in Appendices 1 and 2 with reference to the specific table(s) or figure(s); '(A4.x)' refers to additional data or documentation listed within Appendix 4; '(Silver.APx)' refers to the BSMS Athena SWAN Silver Action Plan with reference to the specific action point(s); '(Gold.APx)' refers to the BSMS Athena SWAN Gold Action Plan with reference to the specific action point(s).

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

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### **1.1 Letter of endorsement from the head of the department (see next page)**

31 July 2023

Dear Equality Charters Manager,

As we embark on the 20<sup>th</sup> anniversary of the opening of BSMS, I am delighted to take this opportunity to restate our commitment to EDI through my support of this application for Athena SWAN Gold.

In the last five years we have seen unprecedented changes across the higher education and health sectors. I am proud of the way BSMS responded very quickly to embed new models of teaching and learning whilst facing ongoing challenges from strike action and an increasing need for pastoral and financial support during the cost of living crisis.

BSMS has undergone significant expansions in staff and student numbers. Further expansions are planned for the future as we meet the demand for increased numbers of medical school places in response to the NHS Long Term Workforce Plan. This growth has been accompanied by a substantial increase in staff and we have focussed on increasing diversity in both our student and staff populations.

Throughout this period of growth BSMS has moved beyond the binary gendered approach to embrace a more intersectional approach to identify and challenge any differential experiences of those at multiple intersections to ensure that BSMS remains fully inclusive and justice-orientated with all students, staff and broader community made to feel welcome and respected.

Athena SWAN has acted as a powerful driver for change resulting in a number of improvements including the development of a new and diverse Equality, Diversity and Staff Development Committee (EDSD), an EDI Data Team to improve the quality of intersectional data available and the creation of annual EDI Staff and Student Awards. BSMS has committed additional resources through a full-time BSMS EDI Project Officer, a part-time EDI Data Analyst, expansions to dedicated EDI funds including the Returner's Fund. Since 2017, BSMS has seen:

- ◆ increases in the number of female academics applying for and achieving promotion
- ◆ more women than men on the School Management Group
- ◆ increases in the proportion of female clinical academics
- ◆ expansions to the Returner's Fund to include PST staff
- ◆ efforts to tackle the systematic barriers to PST promotion through supporting recruitment for new posts and secondments
- ◆ increases in flexible working arrangements to recognise the disproportionate impact on female staff with caring responsibilities
- ◆ significant decolonisation and diversification of curricula

BSMS is the first department from the Universities of Sussex and Brighton to apply for AS Gold. I do not see Athena SWAN Gold as the end of our journey but rather a focus for ongoing critical reflection to ensure that our policies and practices continue to develop and improve over the next 20 years.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. I fully endorse our application for [Gold] AS award which fully aligns with our strategic plan over the coming decade

Yours faithfully,

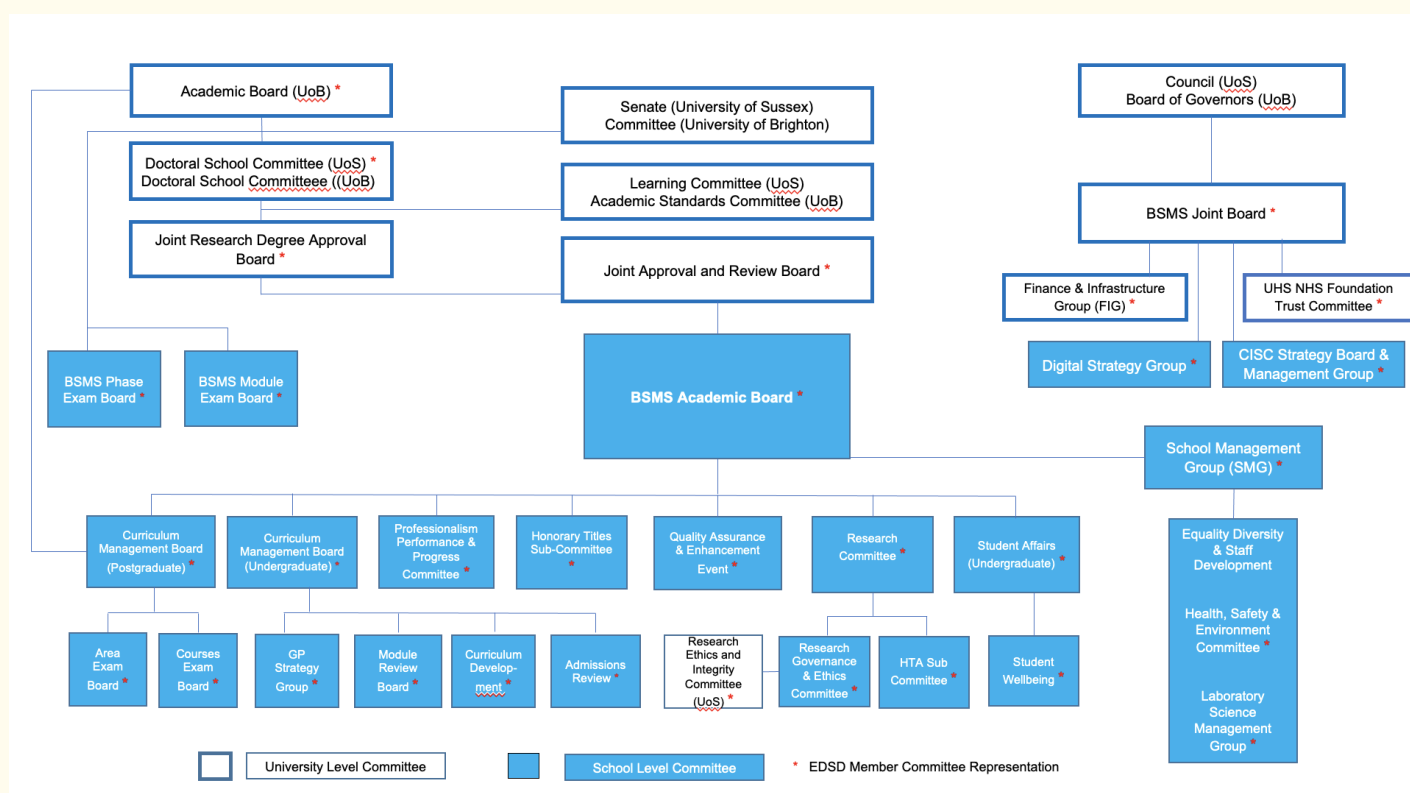
A handwritten signature in black ink, appearing to read 'M Reed', with a large, sweeping flourish extending to the right.

**Professor Malcolm Reed**  
Dean, Brighton and Sussex Medical School

## 1.2 Description of the Department

Brighton and Sussex Medical School (BSMS) was established in 2003 as a partnership between the Universities of Sussex (UoS) and Brighton (UoB)<sup>1</sup>. While undergraduate and postgraduate students are members of both universities receiving joint degrees, most staff are employed by UoS (305, 271 FTE) with an additional 10 employed by the University of Brighton. All BSMS employees are included in BSMS AS activities, staff survey and consultations but, compliant with Advance HE employee definitions, are not in subsequent data tables.

**Figure 1 BSMS Management Structure within Universities of Brighton and Sussex and Broader Committee Structures with EDSD Member Committee Representation**



BSMS has undergone significant expansion since 2017 with increases across both staff and student populations with an increase from 210 staff (143 FTE, 68%F) in 2017 to 305 staff (213 FTE, 70%F) in 2023 (A2:T3.1/T5.1).

59% (104/176) of AR staff and 84% (109/129) of PST staff are female. This compares favourably with the 55% “Clinical Medicine” benchmark from the Advance HE Statistical Report 2022. While there remains a lower proportion of female clinical academics (42%F) than non-clinical academics (70%F), this has increased from 35% in 2017 (SILVER.AP6). This includes a growing number of Clinical Academic Fellows hosted by BSMS during their four-year training programmes in a number of specialties with academic supervision from across BSMS and partner NHS Trusts.<sup>2</sup>

<sup>1</sup> Further details on how the dual University structures work are set out in Appendix 4.1

<sup>2</sup> An explanatory overview of clinical pathways alongside indicative clinical and non-clinical pathways are set out in Appendix 4.2



Alongside expansion in staffing, our student body has grown significantly since 2017 with an increase in the total number of students from 1149 in 2016/2017 to 1610 in 2021/22. This includes increases in the number of undergraduate students from 694 in 2017/18 (59%F) to 895 in 2021/22 (64%F) and postgraduate taught students from 429 in 2017/18 (56%F) to 675 in 2021/22 (59%F). The proportion of female students is in line with benchmark data (A2:T1.1) with a higher proportion of female PGR students at BSMS. This growth in female PGRs (A2:T1.4) may also be related to the increasing number of outputs submitted to the Research Excellence Framework from female academics (from 40% of submission in 2014 to 49% in 2021, including three of the six impact case studies based on projects lead by female researchers) (Silver.AP9; A2:T11; GOLD.AP2).

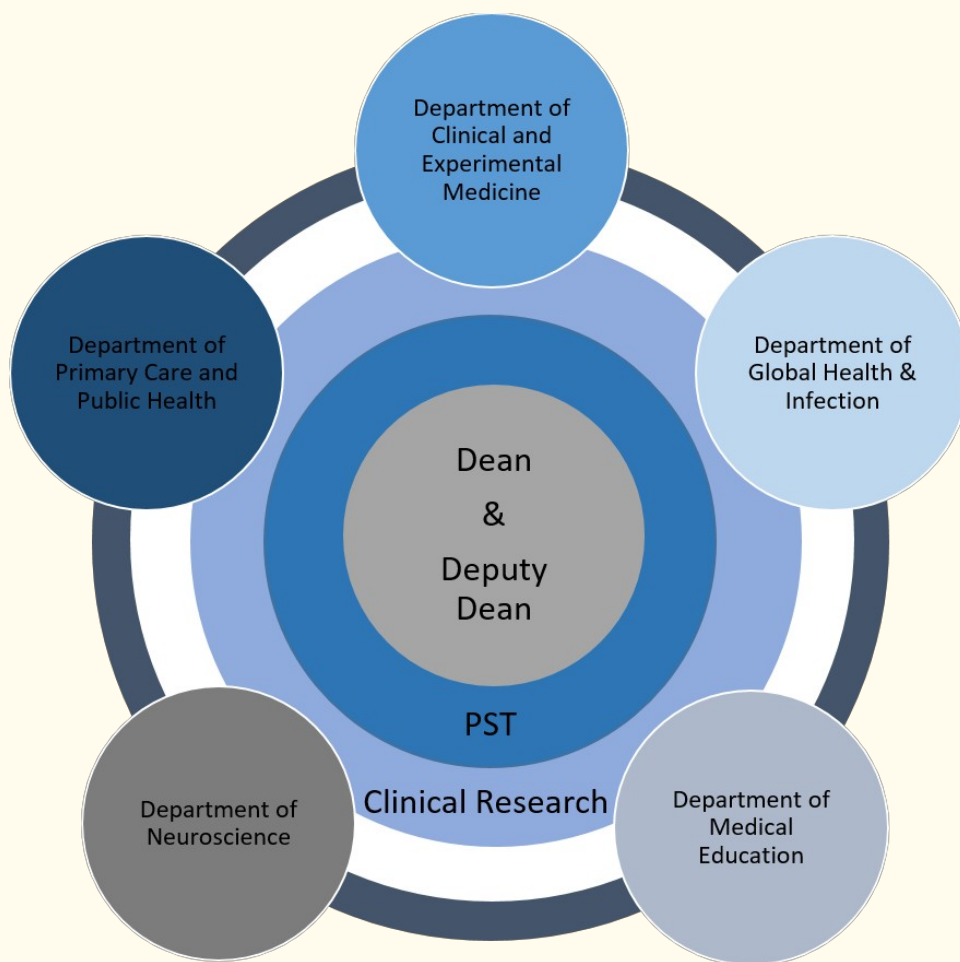
BSMS delivers one UG programme: the five-year BMBS degree course where students spend much of years one and two predominantly on campus before moving into regional hospitals, primary care and community settings across Sussex and nationally for the subsequent three years of the course. NSS feedback has demonstrated consistently high levels of BSMS student satisfaction (> 80%). While satisfaction across all HEIs has fluctuated in recent years with the impact of Covid<sup>3</sup>, in 2022, the overall satisfaction rating for BSMS was 81%, placing BSMS 8<sup>th</sup> amongst UK medical schools (GOLD.AP3.1.5).

Our portfolio of postgraduate taught provision has expanded from 15 MSc/MRes courses in 2017 to 19 in 2023 with associated increase in the number of postgraduate students from 484 in 2017/18 (61%F) to 675 in 2021/22 (59%F) (A2:T1.3). Developments in PGT reflect the educational needs of our health workforce as well as BSMS's vision to support sustainable and inclusive healthcare that is responsive to broader environmental concerns. In addition to working closely with both partner universities, BSMS has strong strategic educational and research links with its partner NHS Trusts, particularly University Hospitals Sussex NHS Foundation Trust which has recently occupied new and hugely improved premises at the Brighton site providing a substantially improved environment for students and staff.

Staff are distributed into five departments with the Professional Services and Technical Staff and Research functions as central activities (Figure 2). 13/19 positions on the School Management Group are held by female staff (A2:T12). This represents an increase in the proportion of women in similar roles in 2017 and reflects the overall growth of the school at all levels (A2:T3.2). For example, in 2017 84/143 of all staff (59%) on grade 7 or above were female compared with 129/207 of all staff (62%) in 2023 (SILVER.AP23/AP25; A2:T3.1/T5.1).

## **Figure 2 BSMS Departmental Structure, 2023**

<sup>3</sup> Office for National Statistics (2021) Statistical bulletin: Coronavirus and higher education students: England, 4 to 12 May 2021. <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandwellbeing/bulletins/coronavirusandhighereducationstudents/england4to12may2021> (Accessed 26 July 2023)



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

### 1.3.1 Governance Structures

The BSMS Management structure is set out in Figure 1 above. BSMS has committed to embedding EDI across all departmental activities from recruitment to teaching to the management of the department. This commitment has been demonstrated through the inclusion of EDI as a standing item on all committees since 2020 and the application of formal Equality Analyses on all major projects or significant policy or business decisions. This echoes the UoS vision to become 'Inclusive Sussex' and the Department's values as an inclusive and justice orientated medical school (Gold.AP2).

In making their decisions, all BSMS committees pay due regard to the public sector general duty of the Equality Act (2010). This statement is included in the Committee Handbook which details the terms of reference, constitution and membership of the school's decision-making bodies. Wherever possible, committee meetings are scheduled to start and finish between the core hours of 10am and 4pm on working days to ensure inclusivity for those with caring responsibilities and are held via Microsoft Teams or in a hybrid format.

Since 2017, there have been changes to further embed EDI within BSMS culminating in the establishment of the Equality, Diversity and Staff Development (EDSD) Committee in 2021. EDSD replaced several fragmented, single-issue working groups with a diverse committee consisting of senior management, academic and professional services staff across all departments. The committee consists of 24%M, 72%F, 3%NB as well as 14% part time staff, 24% reporting a disability and 33% ethnic minorities (excluding white minorities) (A2:T14/T15). The Dean attends the EDSD Committee and supports the Chair through mentoring and regular one-to-one meetings.

Committee memberships comprise both ex-officio and representative positions. The School Management Group (SMG) is entirely comprised of ex-officio members (68%F). Other committees, EDSD for example, include representative members who bring the perspective of their department or professional service area. Vacant positions are advertised via the school's weekly electronic newsletter, InPulse, which is distributed to all staff.

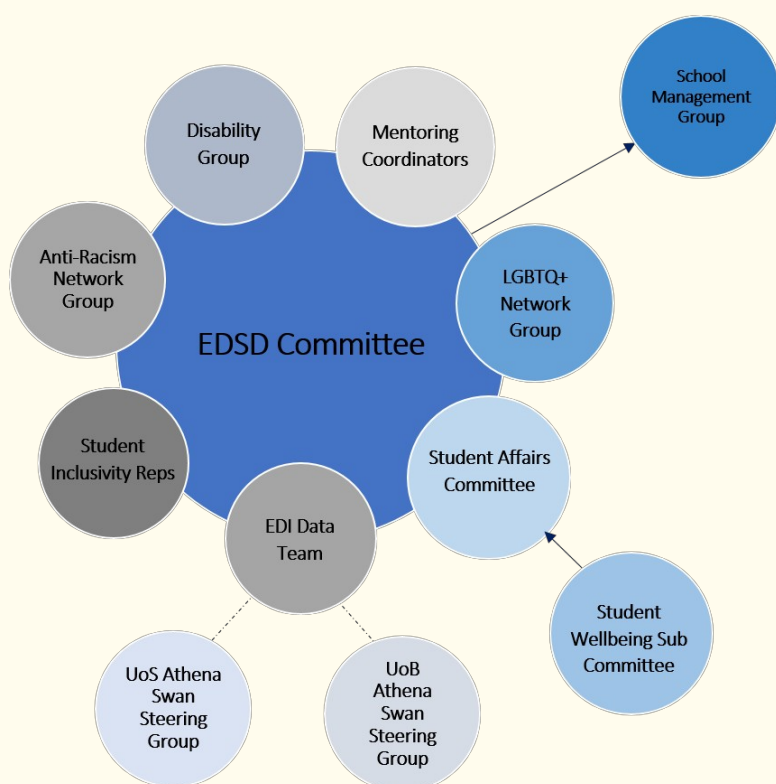
Each member of EDSD is tasked with representing the recommendations of the Committee and taking forward the business of EDSD in other committees and meetings to ensure that all key priorities and recommended changes are embedded across all BSMS functions. Committee attendance of each EDSD member is set out in Table 15 with the full range of EDSD member committee representation illustrated in Figure 1. Across these committees, EDSD members act as proactive advocates for EDI, share examples of good practice and ensuring inter-committee reporting loops are maintained.

One example of an issue that was raised at EDSD and then progressed to implementation is that of the need for additional training opportunities for PST staff resulting in funds being made available for leadership training offered to three female PST staff members:

*“The course expanded my knowledge and understanding of the HE sector, whilst also developing my skills as a reflective practitioner and manager. This has led to me being able to more effectively incorporate professional values into my everyday working life.” BSMS PST Manager*

EDSD oversees several smaller working groups (A2:T16; Figure 3) and reports directly to SMG whose membership includes the leaders of academic and professional services areas. This enables new or revised policy proposals to be evaluated and implemented without delay. Examples of such decisions include authorising adaptations to buildings to improve accessibility, funding of staff to undertake British Sign Language courses, joining the University of Sussex Period Dignity initiative and adding optional personal pronouns to email signatures.

**Figure 3: BSMS EDI structure**



Our approach to EDI has evolved from a gendered focus to consider the intersections of gender with other protected characteristics to better meet the needs of our staff and students. To better understand the experiences of staff and students sitting at these intersections, the EDI Data Team was established in 2019 to analyse data on an intersectional basis to complement data held centrally at UoS/UoB. This has resulted in the use of an anonymous online EDI survey for staff so that we can better identify, and tackle, any differential experiences or progression outcomes based on a broader range of protected characteristics (A4.3). To date, this tool has helped to look at committee membership and PhD supervisors to improve diversity and better reflect the overall BSMS staff and student populations (Silver.AP5; Gold.AP3.3.2; A4.3).

Within BSMS, the EDSD committee defines the vision and strategy for the school with the responsibility for the delivery of the goals remaining the responsibility of everyone, particularly the Department Heads who hold the

levers to enact change. BSMS has also embedded EDI within several key job roles across the department. For example, there are leads for inclusive curriculum at UG and PGT levels with EDI clearly articulated in all job descriptors for course and module leads. It forms a central pillar in the appraisal and promotion processes to enable staff to demonstrate their involvement. EDI forms a key descriptor in the proposed new workload allocation model to ensure collective engagement and responsibility for workstreams (Gold.AP2.1/AP2.2).

### **1.3.2 Recognition of EDI work**

Since 2017, the Department has committed additional resource for EDI including: the creation of a full-time post of EDI Project Officer in 2020, a part-time Assistant Data Analyst post in 2022, it also seconded a Grade 9 Academic Lead for Athena SWAN for 15 months and has enhanced the staff development budget to support fee waivers for PST to study towards professional qualifications and an increase to the returners fund budget (Silver.AP18). Following the successful implementation of the UoB Inclusive Practice Partnerships, BSMS has committed to fund the scheme to continue decolonising the medical school curriculum<sup>4</sup> (Gold.AP3.1.1/A4.4.11).

In addition to formal appraisal and promotion processes documenting EDI activities, BSMS launched its inaugural BSMS EDI Awards in 2022/2023 to recognise the hard work undertaken by staff and students in their efforts to advance a more inclusive and justice-orientated medical school. BSMS has committed to hosting these awards annually (Gold.AP2.9; A4.4.10).

## **1.4 Development, evaluation and effectiveness of policies**

Most policies are developed and evaluated at the institutional level with all major policy changes reviewed through UoS Equality Analysis process. Since 2017, BSMS has spearheaded several new departmental policies, most of which have been initiated by members of EDSD (set out in A2:T17).

All policies are open to consultation and disseminated through key EDI processes including the EDSD, Staff and Student Inclusivity Fora, InPulse (weekly digital newsletter), BSMS EDI website as well as at BSMS Staff Open Meetings and Departmental Away Days. Feedback from staff surveys and student inclusivity fora have often instigated changes and the establishment of new practices within BSMS, e.g. the use of real cases in mandatory active bystander training for students; increasing the diversity of patient groups and actors for learning and in clinical assessments; ensuring religious observance advice is placed in handbooks with allowances made in exams, assessments and placements; student name pronunciations provided in advance to all staff and placements providers.

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<sup>4</sup> <https://www.brighton.ac.uk/about-us/your-university/equality/inclusive-practice.aspx>

## 1.5 Athena Swan self-assessment process

The BSMS SAT was established in 2012 and expanded to include PST staff in 2016. In line with the evolution towards a more embedded approach to EDI, the SAT was fully integrated within the EDSD Committee where members can self-nominate with a two-year tenure. The Diversity Leads, EDI Project Officer and Academic Lead for AS are also members of the UoB and UoS AS Steering Groups.

Ensuring the representative nature of the EDSD Committee is central to BSMS. In recognition of the need to improve the quality of data held by BSMS on membership of key committees and to ensure that we continue to challenge any under-represented intersections, membership is monitored and maintained through the BSMS EDI Monitoring Form. This survey runs annually to monitor the membership of all committees across BSMS and, through EDSD, to make recommendations to address any under-represented intersections (A4.4.9).

Staff and Students are actively consulted through surveys and a range of other consultative methods. Examples of changes that have taken place following consultation include the revision of the Religious Observance Guidance following a focus group with members of the Islamic Students' Society and more directed dissemination of the bullying and harassment guidance following focus groups held with staff (A4.4.3/A4.4.13).

The BSMS annual staff survey has historically returned a relatively high response rate indicative of positive staff engagement. In recent years, response rates have been affected by COVID, strike action and potentially over-surveying by BSMS and its parent institutions. The most recent survey saw a 53% response rate, more than 20% below our 2018 survey but still above our parent institution survey response rates (UoS 2023 Pulse Survey Response Rate: 31%; UoB 2023 Staff Survey Response Rate: 22%) (A1:T1). Surveys remain an important method of data collection around staff views and opinions which are reported back to staff through the BSMS Open Meeting and in Departmental Away Days.

Students are actively involved in EDI through EDSD, annual student surveys and the introduction of six Student Inclusivity Representatives in 2020 who attend the Student Affairs Committee and ensure that student priorities and perspectives across the whole EDI spectrum. Inclusivity Representatives meet termly with the EDI Project Officer termly whilst working on their own EDI initiatives<sup>5</sup> (Silver.AP2/AP17; A4.4.8).

### AS Application Process

EDSD acted as the overarching driving force for the AS Application. Following the secondment of an Academic Lead in May 2022, the application writing and submission was formalised within this role which brought together a small writing team. This writing team consisted of the EDI Data Team, EDI Project Officer with additional EDSD members brought on board to undertake specific data analysis and writing tasks throughout the period. The writing team initially met on three-weekly cycle increasing to fortnightly in the 4

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<sup>5</sup> For more information about our Inclusivity Representatives please see:  
<https://www.bsms.ac.uk/about/working-here/inclusivity/student-inclusivity.aspx>

months prior to submission. Monthly meetings were held with the Dean with regular updates provided to staff through the SMG, BSMS Open Meetings, EDSD meetings and departmental meetings and away days. Information was regularly uploaded to the BSMS Inclusivity Intranet page and our revised public-facing EDI website (Figures 4, 5).

Embedding the role of the EDI Data Team within BSMS was central to the success of this application. This team was responsible for the collation, analysis and production of outputs from institutional and survey data as well as benchmarking data from HESA statistics and other comparable institutions. Based on these outputs, each section of the application was approached in succession with regular reviews from EDSD members and the Dean. The emphasis was on ensuring that all views and experiences across BSMS from UG, PGT and PGR students through to all staff were collated and analysed based on a broad range of surveys, focus groups and national data such as NSS and PTES.

Our submission was also reviewed by the UoS EDI Consultant, Sarah Law; UoB Equality and Diversity Advisor Catherine Ramshaw; and a range of BSMS colleagues.

**Figure 4: Screenshot of the internal EDI webpage**

The screenshot shows the internal website of the BSMS Equality, Diversity and Inclusivity Team. The page has a clean, professional layout with a navigation bar at the top. The main content area is divided into several sections. On the left, there is a sidebar with links to various documents and recent items. The main content area starts with a welcome message and a project status section. Below this, there are two main sections: 'EDI initiatives' and 'Best Practice EDI Resources to support staff and students'. The 'EDI initiatives' section includes a 'Mentoring Scheme 2022/23' and a 'Mentoring workshop'. The 'Best Practice EDI Resources' section lists several bullet points. The page also features an illustration of a group of people standing in front of a large building.

**BSMS Equality, Diversity and Inclusivity Team internal website**

Welcome to the BSMS Staff Inclusivity website. This is intended to be a source of information for staff on the Athena Swan project and wider Equality and Diversity related news and documents. If you have any questions about anything here, please contact Suze Cruttwell (s.cruttwell@bsms.ac.uk).

**Project status:**

Brighton and Sussex Medical School is fully committed to the Athena Swan Charter and is proud to have achieved its Silver award in the November 2017 round. We are currently working towards our next application in May 2023.

**EDI initiatives:**

**Mentoring Scheme 2022/23**

BSMS has been running a one-to-one mentoring scheme for academic and research staff since 2014/15 and we have now launched the recruitment for mentees and mentors for 2021/22. If you would like to join the scheme, please get in touch with Suze Cruttwell (s.cruttwell@bsms.ac.uk) and to become a mentee, complete the application form: [BSMS Mentoring Scheme - mentee guidelines and application form 2022-23.docx](#)

**Mentoring workshop**

The University of Sussex deliver workshops on becoming a mentor or a mentee - you can find further details on the Organisational Development webpages: University of Sussex mentoring workshops

**Best Practice EDI Resources to support staff and students :**

-with hearing difficulties:

- Be aware of concentration fatigue. Talk about it and let us know that being tired is ok.
- Remember that as the day goes on our concentration and communication skills will wane.
- Schedule important meetings for early in the day and in bright quiet rooms.
- Provide handouts and make sure lecture slides are totally self-explanatory so that the important messages are clearly visible.
- Don't walk around when lecturing, face the audience all the time – sides and backs of heads are not lip-readable!
- Don't judge those of us who have limited verbal vocabulary.

**Get involved with Inclusivity work at BSMS!**

The Inclusivity Team is entering an exciting phase. We achieved our Athena Swan Silver award (valid until May 2023) and have an action plan to implement in relation to that as well as some more freedom to expand the diversity strands that we look at. Since

**Cafe Club - Professional Services and Technical Staff Networking**

We have relaunched a networking scheme for all Professional Services and Technical Staff. See the guidelines for how this works and FAQs and get in touch with Suze Cruttwell if you would like to be paired - [BSMS PST Networking Scheme Cafe](#)



Figure 5: Screenshot of the BSMS external EDI webpage



## Plans for the future of the SAT

As an integrated part of the ESD, all Athena SWAN activities including the AS Action Plan will be implemented and monitored regularly through the EDI Project Officer and EDI Data Analyst. BSMS will continue to include staff members from each department in the ESD committee to share best practice, promote equality and diversity policies and implement actions going forward. The inclusion of representatives from each department will ensure clear communication across BSMS and ensure that EDI remains everyone's business to allow us to measure progress in tackling intersectional inequalities.

Following on from the expansion of the ESD's Terms of Reference in 2018 to bring greater focus on intersectionality (A4.4.5), BSMS contributed to the University of Newcastle's consultation on an intersectional approach and continue to identify and tackle any intersectional differences. To reinforce the importance of EDI, BSMS has extended its original EDI budget (to £11,000 per annum) to support all EDI related activities. It will continue to review this budget over the next five years (GOLD.AP3.1.1/AP4.4.3).



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

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### 2.1 Evaluating progress against the previous action plan

The annotated Silver Action Plan is set out in Table 1 below. All actions have been monitored and reviewed by members of the EDSD and EDI Data Team with actions coded according to their implementation, and regularly updated with contemporaneous data collection throughout the 2017-2023 period. A short overview of our success with Green actions is set out below alongside more critical reflection on where there have been barriers to achieving Amber and Red actions. Where relevant, these actions have gone on to form new actions in our 2023 Gold Action Plan while others have transferred as legacy actions.

Resources used in this section have included staff focus groups, student and staff data provided by the Universities of Sussex and Brighton, data collected from annual staff surveys and equality and diversity monitoring forms, student end of year evaluation feedback and guidance from EDSD.

#### Green Actions

Most actions have been achieved through the increased monitoring and reporting of the representativeness of the inclusivity team (now EDSD), committee membership, the SMG, along with the introduction of Inclusivity Representatives to improve student representation on the Student Affairs Committee (SILVER.AP2). In 2017/18 for example, 51% of committee members identified as female compared with 57% of all BSMS staff. In 2022/23, 70% of all BSMS staff identify as female, as do 68% of the School Management Group (Gold.AP2; A2:T12-T14). Where there were no specific targets set to define what 'representativeness' looked like in the Silver Action Plan, these have been defined in the Gold Action Plan moving forward.

There are several workstreams where despite significant progress having been made, there remains more to achieve. One example is SILVER.AP3, the expansion of our work to intersectional strands by creating an ethnicity working group. BSMS has achieved a significant amount through establishing an ethnicity working group in 2018 which led to the launch of an Anti-Racism Action Group in 2021. This group has a 70% female membership and was integral in challenging the curriculum content, addressing marginalisation within staff and student experiences and acknowledging the need to inculcate decolonising practices into all areas of the school (A4.4.11). The establishment of the Anti-Racism action group and its associated 'town hall style' anti-racism forums thereby opened up conversations about oppression more generally, and indeed, each meeting began with an explicit disavowal of the most common forms of social marginalisation, and a brief conceptual reminder of how oppression operates, with reference to intersectionality. During these meetings, students raised issues regarding sexism as well as racism (e.g. the racism and sexism faced by Muslim women students who wear Islamic dress) and following these public meetings, women students, emboldened by the forum, approached inclusivity staff members to discuss sexual harassment in medicine, and shortcomings in the curriculum's coverage of women's health issues. The anti-racism forums gave additional momentum to the development of the current anonymous

reporting tools, which were designed to address all forms of marginalisation. In this way, the anti-racism forum was deliberately intersectional, but also spurred a great many unexpected, but very welcome, conversations about sex and gender.

Our commitment to this workstream will continue in the future as we do not want this work to lose momentum or be complacent as there remains a lot to be achieved in this regard. BSMS committed to the BMA REC in 2020 and future actions include: anti-racist workshops for staff and students, continuation of student bystander training and rolling this out for staff, capturing data on career progression and pay gap by ethnicity for the last three years, implementing further questions about ethnicity in to the BSMS staff survey and develop admissions procedures to ensure inclusive practice (Gold.AP2/AP3; A2:T3.3/T5.3/T14/T15). These improvements will help us to better target inequalities in the future.

Actions that sought to target the increased promotion of female academics have been met through increased awareness of promotion processes and the BSMS annual promotions workshops that have run since 2019 with the main speaker(s) being recently promoted female staff members. Since 2017, the number of female staff applying for promotion has increased with more female applicants than male since 2017. In 2021/22: 55% of applications were female with 100% successful (A2:T9.1/F9.1). Our promotions process was frozen due to COVID in 2019/20 therefore applications were higher during 2020/21 (GOLD.AP2).

Data on female progression and promotions are evaluated by the EDI Data Team following each annual promotion round. Recommendations are then made via EDSD and the SMG to establish a plan of action for subsequent rounds and where specific interventions may be needed to support the promotion of female academics. This includes annual career progression workshops with female speakers, mentoring for promotion matching potential female applicants with recently promoted and more senior female colleagues, identification of career enhancing roles at annual appraisals to include secondments or more senior interim roles to give female academics the best chance of success in the next promotion round. The series of Inspirational Women at BSMS (Figure 9) has been part of the active promotion of female academic and PST staff to foster the notion of positive female role modelling.

One example is [REDACTED] who was matched with a female mentor at BSMS who supported her promotion from Lecturer A to Lecturer B in 2018. For [REDACTED], this mentor gave her:

*“the confidence and belief in myself and my ability to navigate the promotions process and was always willing to suggest avenues I should explore to progress with my career.”* [REDACTED]

Since then, [REDACTED] has gone on to be promoted to Senior Lecturer and the [REDACTED].

We have also worked hard to increase the proportion of female clinical academics at BSMS. Whilst we met this action and achieved an increase from 2017 to 2023, there remains a gulf in the proportion of female clinical academics (42%F) and non-clinical academics (70%F) (SILVER.AP6). There remain concerns for the career progression for all clinical academics (CAs) who balance the needs of their clinical training requirements alongside their academic commitments. In our 2022 Staff Survey, only 14% of respondents were clinical academics of whom 78% agreed that there were career progression opportunities available to them. This rose to 88% for female clinical academics. Over the last couple of years BSMS has created a Clinical Athena SWAN Lead and worked closely with two local Trusts to create the Brighton Integrated Academic Training (IAT) Partnership, co-led by a female clinical academic.

As BSMS and other medical schools seek to expand in the coming years to better meet the needs of the NHS Long Term Workforce Plan and meet the challenge to expand the pool of clinical academics needed to deliver medical curricula. Support for clinical academics and tackling any differential career progression remain priorities for BSMS and are covered in GOLD.AP4.3.

## Amber Actions

Many of our Amber Actions relate to activities that were paused during the COVID pandemic and/or were significantly impacted because of the highly gendered impact of COVID on those staff with caring responsibilities, many of whom had line management responsibilities. For example, data from staff surveys indicated that the percentage of new staff receiving an induction from their line manager has decreased in the last five years (SILVER.AP8; A1:F9-10). During the pandemic, all in-person induction and training activities were halted as most staff moved to remote working to support the mammoth task of shifting taught content and student support online. During the first lockdown, much of the 'normal business' of BSMS was paused to allow for this significant transition to take place. However, within six months of the first lockdown, all resources were shifted online with the creation of video inductions for new BSMS staff and online new starter handbooks. In response to staff feedback around the decline in inductions and their preference for in-person activities, all in-person inductions will recommence in September 2023 (GOLD.AP4.5). Inductions remain a regular question in our staff survey and will continue to be tracked going forward (GOLD.AP2).

Managing a hybrid workforce and hybrid student body presented additional challenges to BSMS. In many ways, the pandemic enabled the creation of more flexible models of working that staff have reported positively on. 68%F and 72%M agree that BSMS has made efforts to mitigate against the gendered impact of COVID (A1:F7) while 93%F and 97%M agree that BSMS enables flexible working (A1:F3). As in-person activities on campus have

resumed, there has been a disparity in the views of PST and AR staff, with PST reported a decline in the support for flexible working requests (particularly amongst male staff) while AR staff have reported an increase in flexibility (A1.F16/F17).

The disparity between AR and PST staff is most evident in the SILVER.AP10/AP15 targeting career development events and career progression opportunities. While AR staff satisfaction remains high at 77% in 2022, satisfaction around career development opportunities for PST is 37%. There remain systemic barriers to progression with PST structures which impact on the satisfaction of staff in these roles. Given the significant proportion of female PST staff, this remains an area of active consideration.

A reduction in the number of career development events due to the COVID may have contributed to the drop in PST staff satisfaction and resulted in us not meeting our target. However, BSMS has sought to provide career progression opportunities by proactively encouraging PST staff to apply for internal posts from Grades 3 to 7 to provide a ladder of progression opportunities for existing staff as more senior posts become vacant. Line managers are encouraged to actively consider whether the post can be filled internally thus creating a further vacancy. This approach has resulted in 30 PST staff achieving internal 'promotion' between 2017 and 2022, 26 (87%) of whom are female. This remains an important action and we shall continue to promote vacancies, staff development opportunities and mentoring for PST staff. (GOLD.AP4; T10.1).

BSMS remains committed to tackling systemic barriers to progression for female staff. For AR staff, we have offered 'academic career progression workshops' ensuring that the speakers are always women who have had a recent promotion. We have ensured greater intersectional representation in the last three years whereby speakers have been women of colour and women with disabilities. We will continue to focus on PST staff development especially for PT staff.

While the overall proportion of female staff applying for, and achieving, promotion has declined from 71%/67% in 2017 to 56%/59% in 2022, the total number of applicants has increased significantly from five applicants in 2017 to ten in 2022 with 100% of applicants achieving promotion in 2022 (A2:T9.1/F9.1).

While there were a number of events hosted online during COVID, tackling the disparity between AR and PST staff and ensuring an equitable provision of opportunities to all staff, regardless of profession or contract, remains an important action for BSMS. In line with the recognised need to develop and implement a workload allocation model for AR staff, BSMS is committed to delivering a new ringfenced model for all PST staff to ensure time for career development, the majority of whom are female. (GOLD.AP2.1/AP2.2/AP4.2; A1:F11).

Linked to the matter of career development and progression is the quality and benefit of annual appraisals undertaken by BSMS line managers. SILVER.AP11 sought to improve the quality of the appraisal process by training all appraisers to ensure that appraisals are helpful. While the quality of appraisals has been improved by UoS revising its appraisal programme to place greater emphasis on achievements and development, the number of appraisals completed or found to be helpful has declined. Our main concern surrounds the differential experiences of PST staff, particularly as there are a greater proportion of female staff within PST who did not find their appraisals helpful (27%F vs 12%M).

The impact of COVID was significant here with some staff reporting that there was insufficient time to focus on appraisals when seeking to upskill staff and students in teaching and learning online. Another potential contributing factor is the proportion of female line managers within PST, many of whom have experienced difficulties balancing the gendered impact of COVID with additional caring responsibilities and meeting the needs of direct line reports. BSMS remains committed to improving the quality of appraisals for all staff (GOLD.AP4; A1:F12-F14) and will seek to tackle this along with all other line manager responsibilities with a significantly enhanced upskilling of all line managers moving forward (GOLD.AP2.3). As discussed in Section 4, the role and training of line managers is central to achieving a number of BSMS's Gold Actions (particularly in Priorities 2 and 4).

One student group that has remained challenging to engage with is PGT Students (SILVER.AP24). While we have seen significant expansion in the number of PGT students since 2017 (A2:T1.1), the majority of students study with us on a part-time basis whilst working full-time in health and social care. Course Leads have worked hard to implement new Student Representative systems to echo those within the UG course. Many of these students are working in patient or client-facing roles and, during COVID and subsequent workforce shortages, their level of engagement in student evaluation processes has naturally declined. To better understand student experiences alongside the curriculum decolonising activities that are taking place, DME staff and the EDI Project Officer are finalising questions for the PGT survey to ensure that questions on inclusivity are included from September 2023 within the PGT student inductions along with additional feedback mechanisms inserted throughout the academic year (Gold.AP2.13/AP3.1.1/A4.4.11).

## Red actions

Two of the three red Silver Actions were based on increased data gathering from those undergraduate students identifying as male to better understand their experiences of applying to BSMS and of those who took part in student outreach (SILVER.AP27/AP28).

A decision was made by EDSD in 2021 that these actions were too narrow in focus and did not further BSMS's aspiration to look more critically at a broader range of protected characteristics. As a result, these focus groups

were expanded to include all students and to explore differential experiences and awarding gaps amongst all students, particularly those with intersecting protected characteristics. Targeted focus groups remain an important data collection tool for BSMS and will continue to be used to further investigate the experiences of all students, particularly as part of our focus on tackling awarding gaps (GOLD.AP3.1.5).

The final red action relates to further analysis of the application pipeline in research roles (SILVER.AP29). Analysis of research-only contracts in 2017 identified that there were very few male staff within the lower grades (90%F in Grade 6). The number of Grade 6 staff has halved from 10 in 2017 to 5 in 2023 and while there remains an imbalance this has improved over time (60%F; A2:3.1). All UoS appointment panels are scrutinised for inclusive representation to mitigate against any potential bias in recruitment. In addition, BSMS has committed significant resource to develop a wide range of support and career progression activities for all research staff and those on education and research contracts which should see regular progression from Grade 6 upwards. This remains a priority for Gold (GOLD.AP3.2.1). Additional mentoring and support are also provided by the Early Career Researcher (ECR) academic lead and BSMS research manager (GOLD.AP3.2.2) with further events planned as part of the next REF exercise (GOLD.AP3.2.3).

## **2.2 Three key priority actions from Silver application that have demonstrated long term progress**

Longitudinal progression across a number of key priority areas is set out in Table 20 (A1:T20). This highlights changes across more than one award period from Bronze (2013) to this application for Gold (2023).

### **2.2.1 Action 4: Expansion of Inclusivity work to non-gender strands by creating a disability working group**

Since the launch of the BSMS disability working group in 2019, we have successfully identified areas of concern and worked towards improving facilities and building spaces – e.g. a new lift has been installed, automatic doors for mobility access, ramps in lecture theatres, using accessible non-white paper and lecture presentation backgrounds in teaching and meetings, regular hearing loop checks and encouraging the use of transcription facility for meetings held on MS Teams to enable live captions for staff and students with hearing impairments. Alternative text is also provided with all images used in BSMS digital communications.

The working group is designed so that all staff members can join in order to voice their own experiences or concerns and actions are taken to the EDS Committee where operational decisions are made. The format of the disability working group has worked well as it provides a safe space for staff members to talk openly knowing that their feedback will be listened to and acted upon. The group also review the disability focused questions from the annual staff survey and work towards streamlining feedback and concerns into actions. The safe space format of

the disability group has led to the introduction of the use of an anonymous Padlet (a digital noticeboard) for all BSMS inclusivity forums (Gold.AP2.4)

The disability working group has an 80% female membership. Several members have intersectional identities and have experienced stigmatisation and discrimination in previous academic institutions. Their positive experiences at BSMS have empowered them to support and mentor other staff and students experiencing difficulties and barriers to work and study.

*"I am a profoundly deaf female Professor of Cancer Research who juggled work and parenthood for the best part of 28 years. Since arriving at BSMS in 2017 I have always felt equal, supported and encouraged by my peers and the general ethos of the school. As a result, I acquired the confidence to put myself forward for promotion (Senior Lecturer, Reader and Professor) and senior management roles. I would never have done this in my previous institution where I was a Research Fellow/Lecturer for 18 years despite having a consistent record of strong publications and grant capture.*

*... It has not been resources as such that have helped me thrive at BSMS, but more the general environment of equality and respect to all. Importantly for me, I now see my disability not as something to try and hide, but as something I can be very open about and I use my experiences to help support disabled students at the start of their careers."* Professor Andrea Pepper

The working group is also concerned with potential awarding gaps in the undergraduate programme related to gender and disability. BSMS is undertaking qualitative research (funded through the BSMS Returners Fund) to understand progression in the context of disability and gender with the aim of understanding barriers to progression in the context of disability; whether experiences vary depending on disability; to understand how best these students can be supported through the UG medical degree.

### **2.2.2 Action 21 - Promotion of flexible working to PST staff**

COVID was a facilitator to enabling flexible working for the majority of PST staff. During the pandemic, BSMS ran a survey focused on preferences and requirements for home working or hybrid working going forwards. The results of this survey were used to implement a 'working from home' policy which was circulated to line managers to ensure that PST staff, where appropriate, could work in a hybrid fashion to improve their work/life balance and to enhance wellbeing and productivity (A1:F15-F18). This policy was aimed at female PST who make up the vast majority of all PST staff at BSMS (84%F) and particularly those at lower grades (85%F) who would not previously have benefitted from more flexible models of working. Commitments to this policy have been reinforced through individual staff appraisals enabling line managers to discuss more flexible models of working with all PST staff.

### 2.2.3 Action 30 - Creation of Returners Fund and other support for those returning from maternity or other career break

The returners fund was introduced in 2019 for AR staff only which allowed staff who had taken paid or unpaid leave for three months or more to access up to £5k for staff development courses, training or conferences. It was primarily aimed to tackle the gendered impacts of child rearing and caring responsibilities on female members of staff.

In 2022 this was extended to include PST staff and the budget was increased to £10k per person. This shows greater investment and enhanced career development opportunities for both AR and PST staff. Further expansions of this Fund to include childcare costs to better support those seeking to attend conferences and courses is planned in 2023/24 (Gold.AP3.1.7). To date, all recipients of this fund have been female including

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



**Table 1**                      **Annotated BSMS Silver Action Plan**

Silver Action	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	RAG rating	Gold Action Plan/Reference
1	Improve representativeness of Inclusivity Team (SAT) in relation to fixed-term and part-time staff by targeting a recruitment campaign for new Inclusivity Team members to fixed-term and part-time staff.	The gender balance on the Inclusivity team now matches the school balance and will continue to be monitored. Further emphasis is needed on fixed-term vs permanent and part-time vs full-time membership. Currently 30% of staff are fixed term and 31% are part-time. The Inclusivity Team is 12% fixed-term and 24% part-time.	Recruitment campaign for new Inclusivity Team members targeted at fixed-term and part-time staff (launched Spring 2018).	Diverse and active SAT with participation from these groups in proportion to their size in the school (for fixed-term staff to move the % from 12% to 30%, for part-time staff to move from 24% to 31%). The EDSD Committee was launched in Jan 2022 and consists of part time members (18%) - (A2: T14). BSMS no longer has 'fixed term' contracts so this action no longer applies. All UoS contracts are open ended.	2018- 2023	EDI Project Officer / Chair of EDSD Committee	Green	Gold.AP2.11; A2:T14.
2	Improve representativeness of the Inclusivity Team in relation to students by monitoring outcomes from the student group	After various models of student involvement, our new student working group was launched	Student group meetings have continued and evolved into a Student Affairs Committee and Student Wellbeing Committee which was launched in 2021. Six student inclusivity reps	Student agreement that BSMS is inclusive in 2021/22: 75%. Questions in student end of year survey being updated for Sept	2017 - 2023	Inclusivity Lead / Chairs of Student Wellbeing Committee and Student Affairs Committee/	Green	Gold.AP3

		in Oct 2017 and will be run by the Inclusivity Lead.	who will be attending inclusivity committee meetings to share the student perspective. Objectives of two student committees agreed and feed into the Equality, Diversity and Staff Development Committee by the Inclusivity Lead. Involvement of students in every year group.	2023.		Digital Project Officer/ Phase Lead		
3	Expansion of Inclusivity work to non-gender strands by creating an ethnicity working group	To date, our Athena SWAN analysis and initiatives have been focused on gender. We would like to expand our work to look at ethnicity and will start an ethnicity working group in Spring 2018. This group will look at existing data, apply the framework of AS to it and look at alternative kite marks to guide our further data collection, analysis and	Amend SAT terms of reference (Spring 2018) - Launch Ethnicity working group (Spring 2018) - Assess existing data under the AS framework (Summer 2018) - Research ethnicity-related frameworks/kite marks (Autumn 2018) - Establish action plan as appropriate (Autumn 2018) - Build additional data collection requirements into staff survey 2019 (Spring 2019) - Ongoing review of data and action plans (Summer 2019 onwards) - - Ethnicity working group was active between 2018- 2021. This group then merged in to an Anti-racism Action Group and	Objectives from BMA REC achieved. Staff survey data.	Annual monitoring	EDI Project Officer, EDI Leads for UG and PGT curriculum, Inclusivity Lead	Green	Gold.AP2/AP3; A2:T3.3 A2:T5.3/A4.4.11

		action planning.	focused on main areas of: Decolonising the medical school curriculum (A4.4.11) using phonetic spellings of names, reviewing career progression in terms of race, committing to the BMA REC, sharing and promoting anti-racist resources, introduction of anti-racism forums for staff and students to voice concerns, development of a student anonymous reporting system allowing students to report incidents of micro-aggression and marginalisation. Spring 2018 onwards. The anti-racism action group was merged in to our broader EDSD Committee in January 2022. (T14). EDSD committee members consist of: 19% of staff from a minority ethnic background compared to 18% of all BSMS staff (A2:T3.3, A2:T5.3)					
4	Expansion of Inclusivity work to non-gender strands by creating a disability working	To date, our Athena SWAN analysis and initiatives have been focused	Amend SAT terms of reference (Spring 2019) - Launch Disability working group (Spring 2019) - Assess existing	Establishment of disability working group Data analysis completed Key	Spring 2019 - Summer 2020 and onwards. BSMS disability sub group has	EDI Project Officer EDSD Committee Disability subgroup	Green	Gold.AP2.4

	group	on gender. We would like to expand our work to look at disability and will start an disability working group in Spring 2019. This group will look at existing data, apply the framework of AS to it and look at alternative kite marks to guide our further data collection, analysis and action planning.	data under the AS framework (Summer 2019) - Research disability-related frameworks/kite marks (Autumn 2019) - Establish action plan as appropriate (Autumn 2019) - Build additional data collection requirements into staff survey 2019 (Spring 2020) - Ongoing review of data and action plans (Summer 2020 onwards)	data for monitoring success of disabled staff and students agreed. Monitoring in place and rates improving. We are not able to quantify these targets as we have not yet got baseline data. This action plan will be updated when we have the data.	been active since 2019 - meets bi-annually			
5	Monitor gender balance for: - Brightmed/ WP/ B Mat - UG students - PGT students - PGR students - Academic & research staff - Professional Services and Technical staff	Gender balance of each group has been analysed for the last three to six years. We understand the need to continue this data collection annually to review the success of our actions and to identify any changes or	Annual data monitoring process in summer/autumn of each year	Repeat analysis annually, compare against benchmark and develop further actions if not approaching parity or benchmark as appropriate. More quantified targets are included in relation to specific actions listed for each group.	Annual monitoring - continues to be a higher percentage of females than males who participate in Bright Ideas scheme. Current student no's show greater % of female across all degrees for 21/22: UG - 64% F. PGT - 59% F. PGR - 71% F. As	EDI data team	Green	Gold.AP3; A2:T3.3, A2:T5.3, A2:T1:1.

		trends.			of March 23 there are A/R staff: 59% F and PST staff: 84%. BSMS as a dept: 70% F.			
6	Create new Clinical Staff Lead post to provide additional support for clinical staff	We see a gender difference between our clinical and non-clinical staff, particularly at higher levels. Lots of actions (such as mentoring scheme, training, promotions workshop) have taken place but have not shifted this gender imbalance so, in November 2017, the Steering Group approved the creation of a new Clinical Staff Lead (modelled on the Early Career Researcher Lead) to focus	Prepare proposals and business case for Steering Group and SMG to consider (DONE) - Role description written (Spring 2018) - Role advertised and appointed to (Summer 2018) - Action plan devised (Winter 2018) - Success measures of that action plan tracked (Winter 2019)	Clinical Staff Lead in Post, action plan agreed and underway. Improving gender balance in clinical staff pipeline (currently 35% of clinical staff are F - target 40% for winter 2019). March 23: 42% clinical staff are F. (A2: F4.3)	Autumn 2017 - ongoing	Dean / Clinical Lead/ Inclusivity Lead / EDI Project Officer	Green	Gold.AP2; A2:F4.3

		on this issue, gather additional data and develop and deliver an action plan to support this group.						
7	Investigate numbers of female and part-time leavers by reviewing data again in summer 2018 and if necessary carrying out further data collection to establish any common issues.	2016/17 seems to be a blip year with higher rates of leavers amongst female and fixed-term staff than in previous years. Preliminary analysis does not reveal any concerns but this will be monitored in 2017/18 and appropriate action taken if repeated.	Summer 2018, leaver data reviewed and % female and % fixed term calculated and compared to staff population	Leaver data analysed. If 2017/18 similar to 2016/17, take further actions in relation to F and part-time leavers. 190 all staff members have left between 2017-2023, 69% are F. (A2: T18). Historically there have been significantly more F than M who have left BSMS.	Annual monitoring	AS data team / EDI Project Officer / AS Data Analyst	Green	Gold.AP2, A2:T18
8	Improve line manager skill and ability in relation to staff induction	Rates of staff receiving induction from their line managers has improved to 29/37 (78%) (Figure 20). We will give line managers	Line manager training bundle promoted to all line managers (Spring 2018) - Question re induction from line manager in staff survey (summer 2018) - Line manager attendance at training tracked (autumn 2018)	Improvement in staff survey response rate to line manager induction (currently 78%; target 85%). - Head of research offers research inductions to new	Spring / Summer 2018 ongoing to 2023	Medical School Secretary/ Operations Manager	Amber. Covid was a barrier during 2020-2021 as in person inductions could not go ahead. These were moved	Gold.AP2; A1:F9, A1:F10

		clearer guidelines and training to ensure all are carrying out inductions with their new staff		staff. Induction handbook has been updated. - Online induction materials created during covid. Future in person events to continue in Sept 23. 71% of PST respondents received an induction from the Line Manager and 57% found it fully or partially met their needs. A/R - 64% received induction from their Line Manager and 100% found it fully or partially met their needs (A1: F9 / A1: F10).			online and new staff had access to recordings about each department.	
9	Increase the number of female staff returned in future REF submissions	In previous RAE and REF returns, relatively small numbers of F staff were submitted. By supporting all staff with the research initiatives presented throughout this application,	Presentation of research-related staff survey findings at Spring Research subcommittee (Feb 2018) - action plan to respond to this created (Summer 2018) - planning of 2021 REF submission with gender equality in mind	% of female researchers submitted to REF matches % of female academic and research staff. 90 (49%) submissions from F staff V's 93 submissions from M staff in 2021 REF.	Next REF: 2028	DRaKE Research Subcommittee Departmental Research Leads Co-Leads of Inclusivity Team	Green	Gold.AP2; A2:T11

		and in particular in section 5.3, we aim to increase the number of female staff returned in future REF submissions.						
10	Improve uptake of career development events for all staff by i) better dissemination ii) looking at the barriers to attending in particular for part-time staff	Since 2015, we have been improving dissemination of career development events using direct emails and our weekly newsletter. "I feel encouraged to take up career development opportunities" has substantially improved for all AR staff over the 4 year period. For F staff from 56% (23/41) in 2014 to 83% (45/54) in 2017, for M staff from 63% (19/30) to 70% (21/30) in	dedicated section in InPulse on career development activities - increased availability of training on-line to facilitate access for those who work part-time	improved response rate to the relevant questions in staff survey (for part-time staff: from current 50% to 60%, for all staff from current 76% to 80%) - greater attendance at training by all staff. Promotion of academic career progression workshops, we have had a wide range of speakers for workshops including women of colour and women with a disability. Survey stats 2023: A/R staff: 74% of men and 70% of women agree that career progression	2018 and on-going	EDI Project Officer/ Comms/ AS Dats team	Amber	Gold.AP2/AP4; A1:F11



		2017. When asked about opportunities for part-time staff, agreement increased from 19% (6/31) to 50% (10/20). We are pleased with this improvement but acknowledge that there is still further distance to go to support the remaining 50%.		opportunities are available. (A1:F11).				
11	Improve the quality of the appraisal process by training all appraisers to ensure appraisal is helpful	Since 2014, we have seen a gradual improvement in satisfaction with appraisal so that, in 2017, 74% of F (40/54) and 72% of M (21/29) agreed that their appraisal is helpful. We will continue to require that all managers are trained before they appraise and will ensure	dates of appraisal training communicated to all existing and new managers - appraisal rate improving - satisfaction with appraisal improving in next staff survey	appraisal rate improving (from current 83% to 90%) - satisfaction with appraisal improving in next staff survey (from current 74% to 80%) - In 2022: A/R: 82% had an appraisal and 72% found it helpful. PST - 72% had an appraisal. 49% found it helpful (A1:F12/ A1:F13/ A1:F14).	Each annual appraisal round starting Spring 2018	Medical School Secretary/ Operations Manager	Amber	Gold.AP4/ A1:F12/ A1:F13/A1:F14

		that newly promoted managers are also aware of this training						
12	Increase access to line manager training	We have worked with UoS SDU to produce a bundle of training sessions for existing and new managers. These will be promoted to all managers.	2018 line manager training bundle dates set - dates advertised to all managers	Staff survey results	Spring 2018 and annual monitoring	Medical School Secretary/ EDSD Committee	Amber	Gold.AP2
13	Provide training on grant writing	Part of the feedback from the research section of the staff survey was about wanting more support for grant writing so we will organise more training.	- training course on grant writing commissioned and advertised to all staff	- high numbers attending grant writing workshop. Grant writing workshops ran in Nov 22/ May 23 - 43 attendees and more planned for 2023/24.	Summer 2018 and annually afterwards	Research Leads	Green	Gold.AP3
14	Increased support for researchers	We have collated the responses to the staff survey research questions and are working with the BSMS DRaKE and the departmental	Presentation of staff survey findings to Research subcommittee (21 Feb 2018) - DRaKE and committee action plan created - Action plan implemented	greater satisfaction with the support for researchers expressed in staff survey (from current 29% agreement "have received support" to 50% by 2019	2018 for first action plan and activities. Further iterations in following years. Regular ECR symposiums are open to all research staff	DRaKE/ Departmental Research Leads	Green	Gold.AP3

		research leads to generate an action plan to address these.		and 60% by 2021)				
15	Greater understanding of career progression for PST staff	There is no "track" for promotion for PST staff. The PST working group has been using the staff survey responses and free text to formulate actions to address this including café club, skills sharing board and UoB mentoring scheme and is working with SDU to produce a Grade 4 training bundle of key training courses for PST staff.	evaluate café club in May 2018 (one-year anniversary) - promote Grade 4 training bundle to all PST staff - promote UoB mentoring scheme to all PST staff - organise career progression event for PST staff (Dec 2018)	Promotion of training opportunities & Grade 4 "bundle" Café Club evaluation completed and any changes made. 87% of PST promotions since 2017 have been F staff. Between 2017 - 2023, 85% of PST promotions were female (T10.1), Greater satisfaction with career progression opportunities expressed in staff surveys each year (2017: 56%, 2019: 60% , 2021: 65%, 2022: 37% - all PST staff).	Throughout 2018 and ongoing	EDI Project Officer/ EDSD Committee	Amber	Gold.AP4; T10.1
16	Promote mentoring to PST staff	We have looked at the possibility of including our PST staff in the BSMS mentoring scheme but the	promote UoB mentoring to all staff - continue to promote the UoS PST mentoring scheme	2017 survey : 65% satisfaction amongst Professional Services and Technical staff with mentoring opportunities.	Throughout 2018 and ongoing	Mentoring coordinators	Green	Gold.AP2/AP4; A1:F21

		feedback from the staff survey is that they would value the opportunity to be mentored outside of the school so we have liaised with our parent universities. UoB has recently launched a scheme which our staff can take part in.		2022 survey: 61% of PST staff aware of mentoring opps.				
17	The student group met in October 2017 and generated a number of actions including expansion of consent training to all students. (p74 Silver App)	Expanded consent training for all students in 2018/19	Consent training to be included in student inductions going forward. - Sexual consent workshop for all new medical students is delivered by an Independent Sexual Violence Advisor from the Survivors' Network. This has been happening since 2018.	Annual monitoring - student survey to implement question about consent training and recommendations for improvement.	2018 - 2023	UG EDI Curriculum Lead / Inclusivity Lead	Green	
18	Monitor BSMS case-by-case response for non-RCUK funded staff on maternity leave	The UoS research office lists BSMS as having 59 researchers attached to 37 different funding grants.	track number of staff who fall into this category in 2018 - monitor support given by BSMS	Non-RCUK researchers receiving support from the school. Between 2017 - 2022 7 staff members who were non RC-UK	Annual monitoring	Medical School Secretary/ EDI data team / HR	Green	

		<p>A member of the Inclusivity Team contacted a selection of these funders to find out how maternity would be treated in terms of funders' deadlines, possible extensions, use of grant to pay for cover and childcare as we wanted to explore how we could ensure all researchers were treated consistently regardless of the funder. We received a mixed response so BSMS is exploring its own case by case response for the small number of staff this applies to.</p>		<p>funded took maternity leave. Maternity leave is paid for by the University and not external grant funders. If someone's FTC contracted ended while they were on Maternity leave, they would not be paid any Occupational Maternity leave pay (funded by the University) after their last day but they would continue to receive Statutory Maternity Pay (from the government) until the end of 39 weeks of their full maternity leave.</p>				
19	Extension of fixed term staff contracts	We have a drop in our	Devise communication for fixed term staff	Improvement in post-maternity or	Action no longer required as we	EDI Project Officer/ AS	Green	

	by the length of their maternity or other leave	maternity retention rate that occurs in those who have been back 12 months. For AR staff, the 4 who have not returned or who have left since returning were all on fixed term contracts. We will continue to provide support to staff on fixed term contracts and will develop more tailored support such as access to a fund to support their research and more flexible hours for those recently returned from a career break.	taking a career break (maternity or other) informing them of new policy of extending fixed term end date by length of time spent on leave - track number of staff this applies to - monitor post-maternity and other leave retention following this change	other career break retention from late 2018 onwards	do not have fixed term contracts for staff as of 2022.	Data Analyst / UoS		
20	Promotion of info in relation to parental, paternity, adoption and shared parental leave	There is very low uptake of these forms of leave within BSMS. In the last six years, there have been no	communication of policy and guidance to all staff - Create flowcharts for adoption, parental and paternity leave - communication/training for managers on supporting staff before,	greater understanding of policies around leave from current (2017): 72% for PST staff and 71% for AR staff of expressed	2019 and annually thereafter	EDI Project Officer / HR / Comms/ Line Managers	Green	

		requests for adoption leave or shared parental leave. As context, we know that, of 2150 staff at UoS, only 5 individuals have taken shared parental leave and nobody has taken adoption leave in the last 3 years. Since 2012, there have been two instances of parental leave and 6 requests for paternity leave (all 6 for ordinary paternity leave and none for additional paternity leave). We will continue to provide information about these policies to all our staff and managers.	during and after all types of leave - tracking of take-up	understanding of HR policies to 80% for both groups (A1: F8). 2022 - awareness has increased: AR: 83% staff are aware of policies/ PST: 75% are aware of policies (A1: F8)				
21	Promotion of flexible working to	We have been tracking the	communication of policy and guidance to all staff	2022 survey results: Greater	2018 and annual	EDI Project Officer / Line	Green	

	PST staff	confidence that managers will be supportive of flexible working arrangements. We will continue to promote flexible working for AR & PST staff and to provide guidance to line managers and will monitor this again in the staff survey in 2018.	- communication/training for managers on supporting staff around flexible working - tracking of take-up	understanding of policies around flexible working - AR - 52%, PST - 87% (A1: F15) - Manager supportive of flexible working policy - All staff - 81%. AR 74%, PST 88% (A1: F16, A1: F17, A1: F18)	monitoring	Managers		
22	Promoting awareness and knowledge of policies on Gender Equality	Our 2014 staff survey highlighted only 32% of female staff felt BSMS had made the policies on gender equality clear. In 2017, across both PST and AR staff, the response is positive with over 70% of staff agreeing (PST 72%,	continue promoting policies to staff - track understanding through staff survey	Greater awareness expressed in staff survey 2018 and annually after - 2023 results: All staff - 79%, AR 83%, PST 75% (A1: F8)	2018 and annual monitoring	EDI Project Officer / Med School Secretary/ EDSO Committee	Green	



		51/71, AR 71%, 65/91). We will continue with our current activities that highlight the HR policies in order to ensure the remaining 30% are reached.						
23	Monitor proportion of women officers and on senior committees i) Monitor membership ii) collate data on % of female applicants and appointees	The gap between female committee membership and the proportion of female staff narrowed from 20 percentage points in 2013/14 (38% F committee members, staff F% of 58%). In 2017/18 51% of committee members were F compared with 57% of all BSMS staff. In 2022/23, 70% of all BSMS staff identify as F, as do 68% of the Senior Management Committee.	We will continue to ensure that promotion and career progression opportunities are such that more staff are able to apply for positions on committees when they come up; to ensure that these are always in open competition; that the meeting policy is adhered to so these committees are not excluding people due to their scheduling and continue to be mindful of the EDI statement in our committees handbook	Continued upward trend in committee F gender balance to match F% in staff cohort. In 2023: 68% of the Senior Leadership roles identify as female (A2: T12)	On-going with annual data monitoring. Target achieved for 2020	EDI Project Officer / Assistant Data Analyst	Green	Gold.AP2; A2:T12- T14

24	Devise different ways to engage with the PGT students to understand their experiences of applying to and studying at BSMS	Online survey carried out of PGT students. Low response rate (18%; 53/295). The low response rate from this student group while disappointing is in line with other surveys such as the UoB Postgraduate Taught Experience Survey 2016 where the BSMS PGT student response rate was 16%. We will work with their teaching team to devise better ways to understand their experience such as focus groups or questionnaires from their module leaders. The number of PGT students	Engage with DME & Admission staff team - Together devise better means of judging PGT student satisfaction - Track satisfaction with expanding questions regarding experience / application process at BSMS	Higher response rate of PG student surveys. Data to be monitored and EDI related questions revised.	2019 - 2023	DME staff/ EDI Project Officer / Inclusivity leads	Amber	Gold.AP2.13
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		applying has been rising over the last 6 years reflecting an increase in the number and quality of courses offered. We have had more female applicants than male and, in most years, women were more successful than their male counterparts at receiving offers						
25	Monitor gender balance in senior leadership positions	Action on open recruitment and increasing opportunities has led to 11/20 senior staff positions being held by women. In 2023, 13 out of 19 senior positions (68%) are held by those who identify as F.	See action 23	See action 23	Annual monitoring	See action 23	See action 23	Gold.AP2; A2:T13.
26	Improve rates of F staff applying for and achieving promotion	Annual promotions workshops have been held	Promotions workshop held in 2018 and annually thereafter Staff survey shows better	Better understanding reflected in staff survey (from 2017:	Annual monitoring	EDI data team	Green	Gold.AP2; A2:T9.1, A2:F9.1.

		in Sept 2014, 2015, 2016 & 2017. 2017 staff survey demonstrates better understanding of promotions process (29% agreement in 2014 increased to 73% agreement in 2017) New process of internal panel being introduced in 2018. Impact to be monitored.	understanding of promotions process (and improving each subsequent year) Numbers of women applying for and succeeding in promotion increases	73% to 80%, A1: F19). In 2022: 66% of all staff understood the promotions process. Greater numbers of staff applying for and achieving promotion. F staff applying for promotion has increased and is greater than M staff every year since 2017. In 2021/22: 55% of applications were F and out of those 100% were successful (A2: T9.1, F9.1). Our promotions process was frozen due to COVID_19 in 2019/20 therefore applications were higher during 2020/21.				
27	Hold focus group with M UG students to understand their experiences of applying to BSMS					Admissions	Red	Reconfigured to include ALL students Gold.AP3.1.5

28	Hold focus group with M UG students to understand their experiences of student outreach at BSMS					Student Outreach	Red	Reconfigured to include ALL students Gold.AP3.1.5
29	Further data analysis of application pipeline in research roles	We have provided the breakdown of our staff into teaching only, research only and teaching and research and note that the level of F staff in Research and Teaching is lower than in Research only. Within research-only, particularly at Grade 6, we note that there are very few M staff. We will relook at the by grade job application data to see whether there is any pattern and interview M staff in	more detailed analysis of recruitment data - hold M research staff focus group - develop action plan accordingly	Focus group held Clearer understanding of experience and data by role type. Once we have these, more quantifiable targets will be set.	2019 - 2023	Research Leads	Red	

		Research roles to understand their experience of applying.						
30	Creation of returners fund and other support for those returning from maternity or other career break	We will support all staff recently returned from a career break with access to a returners' fund to support their research and more flexible hours.	establish fund and guidance - publicise to staff and managers - track take-up of fund - track satisfaction in maternity returner's survey and staff survey	Increase in post-maternity or other career break retention from late 2018 onwards. 4 staff have accessed this fund since 2019. Budget has increased to £10k per person in Nov 22 and extended to PST.	Communication in Spring 2018 Tracking and monitoring as arises - promote to PST	EDSD Committee/ Med School Secretary/ BSMS Finance Manager	Green	Gold AP1/AP4

## Section 3: An evaluation of the department's sector-leading activity

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### 3.1 Maintaining good practice and innovation

#### 3.1.1 BSMS EDI Staff and Student Awards

In 2022/23, as part of our commitment to furthering equality, diversity and inclusivity (EDI), BSMS launched the EDI Staff and Student Awards. These awards allowed BSMS to recognise and celebrate inspirational staff and students working hard and contributing to advance a more inclusive and justice-orientated medical school.

In the first round of awards, eight students and six staff were nominated highlighting a broad range of activities including leadership of EDI projects, speaking at events, support for colleagues to reach EDI objectives, student or community led research, the development of community engagement. As a result, ten awards were made to staff and students.

The importance of grassroots level EDI activities and their impact across regional, national and international arenas has resulted in BSMS committing to deliver these awards on an annual basis to further inspire and promote EDI activities. The awards process itself will be reviewed annually to ensure inclusivity. After each meeting of the awards panel, feedback from panellists was requested to embed future process improvements for 2023/24. The success of these EDI awards will continue to be measured by EDI Data Team who will monitor the number and type of nominations made each year. After the first awards cycle, the University of Sussex are seeking to adopt the BSMS EDI Champion model (see Section 3.2).

#### 3.1.2 Leading Change in Medical Curricula through Decolonising and Diversifying the Curriculum

The BSMS Anatomy Department has made significant efforts to move towards a fully inclusive curriculum. Anatomy at BSMS reflects its wider Anatomical Professional Societies' values and the values of both its parent institutions. It has also been engaged in wider global debates about inclusive anatomy curricula and about how we consider historical legacy collections.

At the undergraduate level, BSMS staff and students have worked closely with the Inclusive Practice Partners (IPP) scheme (Silver.AP3/Gold.AP3.1.1/A4.4.11) to ensure that curricula are inclusive of all intersections. This has resulted in changes including within the dissection room and teaching on anatomy modules to include:

- A new 3D female anatomy model used to teach first year medical students at BSMS
- Trans anatomy and gender affirmation surgery

- Intersex anatomy
- Diversity of pelvic shape
- Sickle cell anatomy pathology (e.g. Avascular Necrosis)

Students have reported significant benefits to the proactive nature of the Anatomy team including their creation of an Anatomy Representative role:

*“I liaise with the anatomy team and the student body to facilitate student participation and ideas within events many of which are student-led. This bridges a gap where often in medicine there is a traditional hierarchy that can be difficult to overcome.” Anatomy Representative 2022/23*

BSMS anatomy undertake activities at the community level and offer a broad range of public events through science festivals and the Brighton Fringe Festival. At the national and international level, the team play a significant role in challenging the boundaries of anatomy through children’s BBC programme Operation Ouch, encouraging girls into STEMM subjects through female role models and in pioneering documentaries broadcast on national television. *My Dead Body* was broadcast in early December 2022 on Channel 4 and charted the life of Toni Crews who died in 2020 from cancer and donated her body for public display during a dissection. The documentary was nominated for a Royal Television Society award in the Science and Natural World category.

### 3.1.3 Delivering development opportunities for Professional Service and Technical Staff

BSMS Staff Surveys have highlighted structural challenges faced by PST staff in their career progression and perceived disparities between opportunities available to PST and AR staff. This issue is relevant to all HEIs but the predominance of women in PST roles results in a significant gender disparity. In response, BSMS has developed two internal initiatives:

**Recruitment within the department** – Professional services structures are regularly reviewed and where appropriate the structure of teams has been revised to ensure a ladder of posts from grade 3 to grade 7 to provide progression opportunities for existing staff as more senior posts become vacant. In addition, the ‘request to fill’ form which forms part of the recruitment and selection process for all new and replacement posts prompts the manager to consider whether the post can be filled internally to create a further vacancy. This approach has resulted in 27 staff achieving internal ‘promotion’ between 2017 and 2022, of which 85% were female.

**Extension of the returner’s fund to include PST** – this is unique to BSMS and has been shared within the UoS and UoB as a model of good practice for adoption more widely across the institutions. To date four individuals have taken up this opportunity although more promotion amongst PST is needed (Gold.AP4.2). This fund is currently being expanded to increase flexibility and include childcare costs to enable attendance



at conferences or courses (Silver AP30 and Gold.AP3.1.7). Benefits from those who have been in receipt of this fund are clear:

*“Returning from maternity leave was overwhelming. It took a while to find my feet again. The returners fund enabled me to apply for funding to attend a leadership course, and to fund a small study in my area of work. My line manager and mentor were really supportive in applying for this fund”. Dr Elaney Youssef, Lecturer in Medical Education*

**Creation of informal and formal working arrangements during Covid** – during the pandemic the balance of caring responsibilities amongst BSMS staff fell primarily on female staff. During this period, staff were able to work with their line managers to establish informal and formal working arrangements to meet their needs as carers and to ensure that business needs continued to be met. As set out above in section 2.2, this policy was aimed at female PST who make up the majority of all PST staff at BSMS (84%F), particularly those at lower grades (85%F in PST grades 3-6) who would not previously have benefitted from more flexible models of working. Commitments to this policy have been reinforced through individual staff appraisals enabling line managers to discuss more flexible models of working with all PST staff.

## 3.2 Supporting Others to Improve

BSMS works across a number of different organisations to promote its model of inclusive curriculum, specific EDI initiatives and to support change in those institutions at the local and national level. BSMS is an active member of the UoB/UoS Athena SWAN Committees through which it shares its submissions and models of good practice. BSMS is currently working with UoS who are keen to adopt a similar model of EDI Awards building on the success of BSMS’ inaugural awards. BSMS is also working with the newly formed Institute of MAH who are seeking to apply for their Bronze Award. BSMS is also supporting two other medical schools with their Athena SWAN applications<sup>1</sup>.

### 3.2.1 Embedding Active Bystander Training in medical curricula and across the NHS

BSMS actively challenges staff and student experiences of sexism and racism in healthcare with the development of Active Bystander Training. This has since been embedded into the BSMS medical curriculum and adopted by other medical schools (including Glasgow and Birmingham), NHS Trusts (including University Sussex Hospitals NHS Foundation Trust and Southampton University Hospitals Trust) and national organisations such as the Royal College of General Practitioners where BSMS faculty have enabled the delivery of an e-learning module and workshop on safe and effective bystandership (Gold.AP3.1.2).

### 3.2.2 Knowledge Exchange

BSMS is actively researching a number of key health policy fields. These often start at grassroots level engaging researchers across BSMS before being embedded into teaching and clinical practice at national and international levels. BSMS works in partnership with colleagues in Lusaka, Zambia where activities have focused on female sexual and reproductive health to tackle those disproportionately affected by HIV and sexually transmitted infections (STI). This collaboration draws heavily on a predominantly female UK based team and will use participatory methods engaging young female patients in the region.

BSMS is leading an initiative to challenge historic gaps in policies to support women's health and develop a new menstruation policy. This collaborative project is led by female academics and students with local, female school aged, students. The resulting policy will be implemented at BSMS and, through ongoing engagement at the local and national levels, ensure that BSMS operates within these policy arenas to push through significant improvements to women's health (Gold.AP1.2).

### **3.2.3 Sharing inclusive curricula and EDI initiatives across medical schools**

In line with the intersectional approach to EDI adopted by BSMS, we continue to advance all intersectional activities beyond the local health economy using research conferences and lectures to share examples of good practice from work undertaken here. In 2021, BSMS was the first medical school in the UK to host a Conference on Anti-Racist Practices in Medical Education which highlighted the work of a number of female academic staff and students that sit at the intersections of gender/ethnicity and gender/disability. The 2022 conference focussed on the intersection of race and gender with multiple presentations by female researchers presenting female-centred topics including the experiences of ethnic minority women making decisions requiring their consent during pregnancy and birth.<sup>6</sup> BSMS has committed to funding these conferences on an annual basis.

For the forthcoming Anti-Racist Symposium in 2024, BSMS has ensured balanced gender representation on all panels including the panel on ethical international staff recruitment into the NHS where three of four members are female experts in this field. There is also a focus on research into female centred health services including maternity services to explore the racial disparities in obstetric outcomes.

At a national level, we formally share our medical curriculum innovations with Kent and Medway Medical School for whom we act as a contingency partner as well as with the University of Portsmouth. Work undertaken at BSMS has been furthered in the national domain by the Dean of BSMS who, as Co-Chair of the

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<sup>6</sup> <https://www.bsms.ac.uk/about/events/2022/11-18-anti-racist-practice-in-medical-education-race-gender-and-health.aspx>

Medical School Council (MSC), championed the creation of the MSC's Equality, Diversity and Inclusivity Alliance:

*'Without Prof Reed's leadership it is unlikely that the EDI Alliance would have been created as early as it was – nor that significant resources would have been committed to it from the outset.'* Dr Katie Petty-Saphon, Chief Executive, MSC

## Section 4      An assessment of the department's gender equality context (3,500 words)

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### 4.1      Culture, inclusion and belonging

#### Overarching Departmental Values and Culture

BSMS strives to be an inclusive place to work and study and to engender a positive sense of belonging for all staff and students. We have set out a clear, public statement on our approach to inclusion and belonging:

*"BSMS is committed to ensuring that our curriculum and values are inclusive and justice-oriented, and that our students, staff, and broader community feel welcome and respected. We recognise the complex intersecting social issues within which medicine operates and acknowledge that BSMS has an important role to play in ensuring that medicine is a positive force for change whose benefits are available to all."*<sup>1</sup>

#### Intersectional Approach

The integration of the Athena SWAN SAT into the broader EDSD Committee was reflective of BSMS's broader shift in culture to maintain high standards with regards to gender equality while moving to a more intersectional approach to clearly identify and tackle any intersectional barriers and inequalities experienced by staff and students. The ethos underpinning the EDSD (A4:4.5) is that the committee identifies priorities and actions required across all of BSMS with the responsibility for implementation resting with the Departments and professional services. This ensures that the ownership of EDI is embedded across the school rather than residing within the EDSD. The work of the EDI Data Team and EDI data collection tool are central to monitoring and evaluating all actions made to tackle any identified barriers or reported inequalities. The focus on staff development in this committee was also an acknowledgement of the need to ensure all staff, regardless of their protected characteristics, were supported to develop both personally and professionally in a supportive environment (Silver.AP10/Gold.AP4.1).

The EDSD Committee has brought together a highly diverse group (A2:T14) of active staff who all share a common interest in promoting EDI across BSMS. The rotating nature of EDSD and all Committees ensure that EDI remains everyone's business and not just the business of the few. EDSD also allows staff the opportunity to hold the leadership to account and to ensure that EDI is embedded and normalised across all BSMS business. This includes the adoption, and reporting, of Equality Analyses as standard practice for any major decisions made across BSMS and within committees. As BSMS seeks to expand further in response to NHS England's Longterm Workforce Plan<sup>2</sup> each decision will be subject to Equality Analyses to ensure that EDI remains at the heart of any changes to the existing structure and processes within the School.

## Championing Staff and Students



Figure 6

*Dr Seb Shaw, leading on neurodiversity research*

BSMS champions students and staff seeking to challenge EDI across the medical profession and medical education. In 2021, BSMS was the first medical school in the country to run a conference tackling Anti-Racist Practices in Medical Education, faculty led anti-racist workshops with local Trusts (A4:4.4) and staff and students undertake a broad range of activities to decolonise and diversify BSMS curricula (Gold.AP3.1.1). BSMS is a centre of excellence for research into neurodivergence and neurodivergent medical students. The implementation of findings has resulted in the development of clear models of good practice (e.g. all course handbooks and assessments are reviewed by neurodivergent staff to ensure accessibility) to provide a highly supportive environment for neurodivergent staff and students.

Dr Seb Shaw identifies as multiply neurodivergent. His research seeks to improve the experiences of neurodivergent people in relation to healthcare through the promotion of medical education for neurodivergent students and healthcare

professionals. He was awarded a BSMS EDI Staff Award in 2022/23 and the 2023 UoS Equality, Diversity and Inclusion in Research Award in recognition of his considerable work.

## Gendered Role Models

BSMS actively promotes positive role modelling for students and staff to challenge historic stereotypes around medical leadership and to engender a higher sense of belonging for diverse groups. For staff this has been formalised in a mentoring programme which has seen 30 pairs of AR staff take part in a mentoring scheme. BSMS also promotes the AIMMS mentoring for minority women<sup>3</sup> and supports the UoB and UoS mentoring schemes.



Figure 7 Dr Duncan Shrewsbury, Deputy Lead for Curriculum Design

BSMS actively promotes the idea of 'if you can see one, you can be one' within the medical and academic professions with the positive gendered role models (including non-binary and LGBTQIA+ staff and students) and those who sit at the intersection of gender and ethnicity and/or disability further supporting our inclusive environment. Dr Duncan Shrewsbury who is a queer academic GP in Brighton who leads on trans health. Within BSMS, they are the Deputy Lead for Curriculum Design, have researched dyslexia in doctors and led international teaching and research into LGBTQ+ health inequalities.



[REDACTED]  
[REDACTED]. Duncan feels that BSMS has a supportive environment for them:

*“I have felt well supported and cared for at BSMS. The small size and friendliness of the school allows for identity in values that creates a great community feel. I aspire to be a role model at BSMS, specifically within queer professionalism”. Dr Duncan Shrewsbury.*

We have a number of positive female role models who lead research and academic teams who have nurtured a positive and supportive culture. For example, our Time for Dementia (TfD) team is a female driven, highly successful initiative within BSMS that has been adopted by other medical schools



*Figure 8 The Time for Dementia/Time for Autism team, led by Dr Stephanie Daley*

To celebrate our staff, and actively promote female role models to encourage female promotion and progression, BSMS has run a series of International Women’s Day events and a campaign to ‘meet the inspirational women of BSMS’ since 2017 to actively promote female role models from across all staff groups. More female staff are recruited to this campaign each year and their images are placed around BSMS estates and feature in the weekly InPulse newsletter.

## **Figure 9      Inspirational Women Series**

# MEET THE INSPIRATIONAL WOMEN OF BSMS



## Staff Wellbeing

Our staff survey indicates a reduction in the proportion of women that agree that their mental health and wellbeing are supported in their department over the last two years (2021: 77%; 2022: 69%; A1.F6). Increased concerns around workload and the burden of caring responsibilities that fell to female staff (59%F) during the Covid period may also have impacted on this response. All staff have recognised the efforts of BSMS in seeking to mitigate the adverse gendered impact of Covid (68%F, 72%M, 75%NB; A1.F7).

Within 10 weeks of the first Covid lockdown, BSMS disseminated a 'Working From Home' Survey to all staff to gather the views and experiences of all staff and to recognise the impact that working from home had on colleagues. In this survey, 63% of respondents felt that their stress levels had increased and mental wellbeing declined due in part to the stress of juggling work and childcare, declining social interaction, inadequate workstations and slow internet. This survey allowed for changes to be implemented to move all shared files online, introduce regular online meetings for staff groups, encouraging regular 'touching base' sessions as well as enabling the delivery of online conferences and workshops which may have been more challenging to arrange in an in-person arena. We also arranged delivery of office furniture and new IT to 159 staff members homes to help address poor working environments.

BSMS's strategy to ensure flexibility in the workplace has increasingly been recognised by staff (93%F, 97%M, 100%NB; A1:F3) with high levels of staff agreeing that their line managers are supportive of flexible working requests (A1:F16/17).

BSMS has actively promoted mental health and wellbeing from a regularly maintained wellbeing section on the Intranet which proved popular during Covid through to the incorporation of carer friendly in-person events during the working day such as 'crafty Thursday' as well as the PST Café Club. In recognition of the needs of line managers to better identify and support staff with additional mental health concerns, BSMS is committed to providing additional mental health training for all line managers moving forward (Gold.AP2.3.1).

## Tackling Bullying and Harassment

BSMS has worked hard to increase the awareness of bullying and harassment policies and procedures across all staff (71% AR; 79% PST reported awareness in 2022) (A1.F28/A4.4.12). Building on our anti-racism work, BSMS launched a dedicated anonymous 'Report and Support' tool for all students in 2021 to allow students to report cases of marginalisation they have witnessed or experienced. Student reports are shared in monthly Student Digest newsletters to give students an overview of issue and concerns happening throughout the school.

Bullying and Harassment procedures for staff have been promoted through posters with QR codes for further advice. Workshops and discussions about bullying and harassment at departmental away days also allow staff to discuss potential problems and co-create solutions that BSMS is committed to implementing moving forward (Gold.AP3.3.1/AP3.3.4/A4.4.12).

Concerns around the transparency of the bullying and harassment processes have been raised through student and staff feedback mechanisms. These continue to be addressed with further improvements made to the documentation provided to staff and students around the processes that follow the Report and Support Tool when a complaint is reported (Gold.AP3.3.1/AP3.3.4/A4.4.13). The EDI Project Officer and Comms team worked with student focus groups which included inclusivity representatives, and year representatives to listen to their recommendations from the student perspective. This has resulted in renewed information being delivered



through a revamped EDI website as part of developing more transparency and openness about all processes (Gold.AP3.3.1/AP3.3.4).

## 4.2 Key priorities for future action

These build on the achievements of the last decade and the workstreams developed as part of the AS Bronze (2013) and AS Silver (2017) award processes. As BSMS reaches its 20<sup>th</sup> anniversary, this Action Plan allows us the opportunity to ensure that BSMS continues to aspire to be truly inclusive and justice-orientated and to be held accountable by staff and students and external stakeholders who will help to co-create our future. Please note that all specific actions are set out in the full Gold Action Plan in Section 5.

### Priority 1 – Expanding and Reinforcing Gender Equality Policies

This priority sees BSMS continue to commit to actively tackle barriers related to gender equality through the promotion and delivery of International Women’s Day events and campaigns (Gold.AP1.1.1), to continue to promote our ‘Inspirational Women’ and increase the visibility of non-binary, LGBTQ+, minority ethnic and disabled role models amongst staff and students (Gold.AP1.1.4). BSMS has committed to increasing funding for resources linked to the Period Dignity campaign across all BSMS estates (Gold.AP1.2.1) - it has been agreed that the current budget of £400 will be increased to £2500 for the 2024/25 academic year which will include offering during the Freshers Week free reusable sanitary products – pads and period cups, to all students who menstruate. BSMS seeks to expand our commitment to tackling barriers related to women’s health through the development and implementation of a menstruation policy (Gold.AP1.2.2).

This priority also sees BSMS further its commitment to tackling sexism and racism in clinical and educational settings through the design and delivery of a Sexual Harassment Policy. In response to recent student research on the topic and concerns raised through the anonymous *Report and Support Tool*, this will deliver additional teaching within the core curriculum (Gold.AP1.3.1) and strengthen our existing Active Bystander Training through our close work with partner Trusts and other clinical partners to integrate the new BSMS Sexual Harassment Policy within local educational and clinical partners (Gold.AP1.3.2). This priority will see BSMS recruit a dedicated and named person to act as a Sexual Harassment Liaison for students to raise confidential concerns (Gold.AP1.3.3) alongside the anonymous Report and Support Tool.

### Priority 2 – Addressing the Gendered Impact of Workload

There remains a need to tackle the current impact of workload which is reported to disproportionately affect female staff as line managers and/or for those with caring responsibilities. This priority will see BSMS commit to develop a workload allocation model for non-clinical academic and research staff. Building on the successful

implementation of a workload allocation model for clinical academics post 2014, BSMS will explore the suitability of this sessional model to non-clinical staff to redress concerns around workload (Gold.AP2.1.1).

In response to the differential experiences of PST staff, BSMS is committed to commissioning external facilitators to run focus groups with PST staff to investigate how best to ensure they are able to benefit from career development, mentoring and training opportunities (Gold.AP2.2.1). Building on those findings, this priority will see BSMS design and deliver a new workload model for PST with ringfenced time allocated for development activities (Gold.AP2.2.2/Gold.AP4).

Central to this is the delivery of training to staff and all line managers (Gold.AP2.2.3). Furthermore, BSMS is committed to enhancing line manager skills with a clear emphasis on the development and support of staff to include specific EDI and mental health training (Gold.AP2.3.1). It is anticipated that improving the training of all line managers, with regular refreshers, will benefit all aspects of BSMS over time.

### **Priority 3 – Promoting an Inclusive Culture for Learning, Research and Development**

This priority sees BSMS recommit to promoting an inclusive curriculum and student learning environment through decolonising and diversifying all curricula across the medical school (Gold.AP3.1.1/A4.4.11), to extend active bystander training to all staff (Gold.AP3.1.2), to deliver annual Anti-Racist Practices in Medical Education Conferences (Gold.AP3.1.3) and continue to act as a signatory to the BMA Equality Charter (Gold.AP3.1.6). The BSMS Report and Support Tool to tackle any bullying and harassment will continue to be promoted and supported by all BSMS staff (Gold.AP3.1.4/A4.4.13).

This priority also sees BSMS promote an inclusive research environment through the delivery of an extensive range of training and support for researchers at BSMS with enhanced support for ECRs and PGRs (Gold.AP3.2.2/AP3.2.3).

BSMS is committed to promoting and maintaining an overarching an inclusive culture across the whole school. This priority will see the continued delivery of staff and student inclusivity fora, further embedding equality analyses across all key decisions made within BSMS, extensions to mandatory EDI training to all staff including PGRs and ECRs and the continued promotion and support of bullying and harassment mechanisms and the Dignity and Respect Policy (Gold.AP3.3.1/AP3.3.4/A4.4.12).

### **Priority 4 – All Staff Development**

Building on Priority 2 (Gold.AP2.1.1/Gold.AP2.2.2), this priority sees a clear commitment to enhance continuing professional development for all staff regardless of grade, role or specialism (Gold.AP4.1). It will also see the number of opportunities for all staff increased with a clear dissemination strategy to advertise courses, the returner's fund, mentoring opportunities and any secondment or new jobs being advertised on a BSMS Jobs Board

(Gold.AP4.2.3). This dissemination strategy will also be linked to the enhanced line manager training (Gold.AP2.2.3).

### **Ensuring Success: Supporting the Implementation of Priorities and the Monitoring of Actions**

Through investment to create an EDI Data Team and the development of an enhanced tool to collect and monitor intersectional data over and above that which is routinely collected by UoS/UoB, BSMS is able to monitor the implementation of all current and future actions. The Team will also collect data at the institutional level, data from surveys and commission additional data collection through focus groups and/or interviews to better understand the experiences of staff or students. The Team will continue to advise different departments and activities to improve their own data collection and identify their evidence of success and impact.

PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES							
Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
1.1	Continue to support national events and campaigns	Raising awareness around the barriers to gender inequality and to celebrate progress made.	1.1.1 International Women’s Day events – BSMS has held events since 2015 including lectures, book launches and a photobook. Plans for 2023/24 include a series of workshops based around the taboos of menstrual health with a Senior Lecturer in Global Health at BSMS and a community somatic coach and practitioner. EDI Project Officer and comms team are running a series of sessions focusing on the journey from menstrual health to menopause over the next two years. Holding this series of events will directly feed into the development of a menstrual health policy which would be a collaboration with UoS.	Event evaluation feedback and attendance numbers  Target for those reporting a benefit from attending educational events on menstrual health by 2025/26: 70%; by 2028/29: 80%  Awareness campaigns for IWD to have 100% women with a minimum of 50% women from ethnic minority backgrounds and/or with a disability	Ongoing	EDI Project Officer	Increase awareness and visibility of marginalised groups particularly women from ethnic minority backgrounds and/or with a disability.  Impact of these initiatives will help tackle the taboo around menstrual health and women’s physical and mental wellbeing and will allow women to have safe spaces and channels to seek support at work.
		Addressing the	1.1.2 Disability History Month - Call out in staff	Disability focused	Ongoing	EDI Project Officer/ Academic Lead	Ensuring a safe

## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
		disability equality gap - staff and student focus	newsletter for staff with a disability to give an insight in to their experiences and to offer advice to staff on how to adapt their work to positively impact those with physical and hidden disabilities e.g. using accessible documents and templates, providing sufficient lighting for staff, ensuring captions are available for online meetings and lectures. The purpose of this campaign is to encourage inclusive language and raise awareness of the challenges people face. Relatively easy tasks such as using accessible templates, alternative text, clear communication and open dialogue can enhance staff engagement and work towards creating an inclusive workplace culture.	<p>questions in staff surveys / Anonymous reporting tool</p> <p>Target by 2027/28:</p> <p>80% of all staff reporting a disability agreeing that 'BSMS cares about my wellbeing at work' including 80% of all female staff reporting a disability</p> <p>85% of all staff reporting a disability agreeing that BSMS buildings and facilities are accessible including 85% of all female staff reporting a disability</p> <p>0 reports of differential</p>		for AS/ Disability group	<p>space and sense of belonging to foster more female staff living with a disability to act as role models</p> <p>Continued investment in accessible working and studying spaces</p>

## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				experiences through the reporting tool from female staff/students with disabilities			
		Celebrating Black history and addressing the equality gap that still remains	1.1.3 Black History Month – The EDI Project Officer has and will continue to work with the Anti-racism network and the comms team to run events based on decolonisation and racial and gender inequality in health and medicine. The network has an Anti-racism symposium being run in March 2024 in order to mark Black History Month. Part of our BHM 2023 campaign includes the development of a film review about the plight of South Sudanese women.	Event evaluation feedback / attendance numbers  Target for those reporting satisfaction from attending anti-racism/black history month events by 2025/26: 70%; by 2028/29: 80%	Ongoing	Anti-racism network, EDI Project Officer, Comms team	All activities within this field to have gendered balanced panels (including the 2024 Anti Racist Symposium)  Continued investment in BHM activities across BSMS
		Focus on LGBTQIA+ inequalities and support for staff and students	1.1.4 Marking LGBTQIA+ History Month, ensuring LGBTQIA+ focus embedded within curriculum, LGBTQIA+ and trans awareness training offered to staff and students, social media campaigns, vlogs from LGBTQIA+ staff, events and collaborations with UoS and UoB.	Staff and Student surveys. Event engagement and feedback  Target by 2027/28:  95% of all staff reporting that BSMS is inclusive of LGBTQIA+ staff and students	Ongoing	EDI Project Officer/ LGBTQ+ network/	Successfully rolling out LGBTQIA+ awareness training and building stronger links with the LGBTQIA+ networks at our partner universities

## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				(92% in 2022/23) Target for those reporting satisfaction from attending LGBTQIA+ events by 2025/26: 70%; by 2028/29: 80%			
	Identify and promote role models	Raising the profile of female role models from all intersections	1.1.5 Increase the visibility of female, non-binary and transgender role models amongst staff and students through interviews, social media campaigns, events and additional questions in surveys to include marginalised groups.	Staff and student surveys  Awareness campaigns to have 100% female, non-binary and transgender role models	Ongoing	EDI Project Officer/ Comms team/ Inclusivity Leads	Ensuring a safe space and sense of belonging to foster more female, non-binary and transgender staff and students to act as role models
1.2	Tackling barriers related to women's health	Providing support / resources for staff and students who menstruate	1.2.1 Period Dignity Scheme – BSMS is continuing to fund the period dignity scheme to place sanitary products in all BSMS buildings toilets for all genders. This will positively impact female staff and students both financially and having access to resources. Feedback / question boxes about menstrual health events and the Period Dignity Scheme are distributed around campuses for staff, student and visitor's input and this feedback is used and questions answered at menstrual health events.  From the 2024/25 academic year, BSMS is funding £2,500 for reusable period products – pads and mooncups and will offer to students at Freshers Fairs. This move to reusable products is fundamental to our	Product supply – from 2024/25 academic year £2,500 to be spent per academic year on reusable period products  New staff and student survey questions for 2023/24 academic year to set baseline data	Ongoing	EDI project officer to disseminate products and comms	Increase wellbeing support for staff and students and tackle taboo subjects that have resulted in historic stigmatisation.  Increase in proportion of staff reporting sense of wellbeing at

## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
			commitment to both gender equality and sustainability.	to measure use and impact of period dignity scheme  Target for satisfaction amongst those using the scheme by 2028/29: 80%			work New questions added to staff and student surveys to measure the impact of the period dignity scheme  Continued funding from BSMS for reusable period products offered to all BSMS students at Freshers Fairs  Research funding to support ongoing research in this field
		Physical and emotional wellbeing support for all staff who menstruate	1.2.2 Development and Implementation of Menstruation Policy at BSMS and sharing with UoS to encourage their adoption of the policy. Preliminary research will involve interviewing focus groups of BSMS staff, NHS trust staff and students to help shape and implement future policies and events.	Development and implementation of policy within BSMS for the start of the 2024/25 academic year	2023/24	Senior Lecturer leading on menstrual health policies/ EDI Project Officer	Our aim is the development of a menstrual health policy which will benefit female staff and students. Having a formal policy



## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
							in place would open communication channels for staff, normalise difficult conversations and tackle stigma around women's health.
		Combatting taboos and barriers around menstruation and menopause and providing education and support to staff	1.2.3 The development and promotion of a series of workshops and talks about the journey from menstrual health to menopause. Attendees are asked in advance to submit anonymous questions that they would not otherwise ask and are answered at each event. This allows attendees to ask difficult and embarrassing questions which can educate all.	Post event evaluation forms are circulated and reviewed.  Target for those reporting satisfaction from attending menstrual health events by 2025/26: 70%; by 2028/29: 80%	2023/24	Senior Lecturer leading on menstrual health policies/ EDI Project Officer	A menstrual health policy would address issues for those suffering with menstrual health and menopause symptoms such as attendance, career development and student attainment.
		A safe space provided for knowledge exchange and understanding around menopause and where to signpost support	1.2.4 Promote attendance at the Menopause cafes at partnering universities. UoS menopause policy has been developed and menopause cafes are hosted regularly which BSMS promote in newsletters, open meetings and forums <a href="https://www.sussex.ac.uk/humanresources/business-services/staff-wellbeing/menopause">-https://www.sussex.ac.uk/humanresources/business-services/staff-wellbeing/menopause</a>	Monitoring attendance at menopause cafes.	Ongoing	EDI Project Officer	See 1.2.2 above

## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
			Menopause cafes offer a safe environment where colleagues can share concerns, experiences and advice.				
1.3	Design and Delivery of Policy to tackle Sexual Harassment in the University and Clinical Workplace	Reports from anonymous student tool indicate concerns around sexual harassment; concerns have been raised nationally through the BMA and GMC	<p>1.3.1 Design and delivery of sexual harassment policy with timetabled teaching sessions delivered through UG medical curriculum and in educational settings. Educating students about sexual harassment will enhance knowledge and equip students with the tools to help tackle and manage difficult situations.</p> <p>1.3.2 Work closely with the partner Trusts and other clinical partners to integrate BSMS Sexual Harassment Policy within local Trusts</p> <p>1.3.3 Recruitment of Sexual Harassment Liaison Officer as named individual students can raise confidential concerns to. To complement the anonymous Report and Support Tool</p>	<p>New policy and timetabled teaching adopted – and greater student awareness for 2024/25 academic year</p> <p>Policy adopted by local Trusts leading to a decrease in reports during 2024/25 academic year</p> <p>Sexual Harassment Liaison appointed for 2024/25 academic year</p>	<p>2023-2025</p> <p>2023-2025</p> <p>2023-2025</p>	Director of Undergraduate, Inclusive Curriculum leads for UG and PGT, Medical School Secretary	Students need to feel supported to challenge any behaviour within a clinical or educational setting. The creation of a sexual harassment liaison post and policy will hugely benefit students as they will be provided with a named contact to raise concerns in a safe setting.
1.4	Promotion of UoB and UoS LGBTQIA+ staff and student network groups	Providing support and resources to ensure BSMS is a more inclusive community for LGBTQIA+ staff and students	1.3.4 UoB and UoS have LGBTQIA+ network groups which review policies and identify areas of concern which need to be addressed. These groups and policies need to be circulated more widely within BSMS. Additional staff and student survey questions with an LGTBQIA+ focus to gain a greater understanding of people's experiences and perspectives. This data will also be used to measure impact of current initiatives	Staff and student surveys will allow people to have a voice and share thoughts and concerns.	Ongoing	EDI Project Officer/ LGBTQIA+ allies	Increase representation of LGBTQIA+ staff and students on consultation groups.

## PRIORITY 1 – EXPANDING AND REINFORCING GENDER EQUALITY POLICIES

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
			and shape future changes.				
1.5	Continue to embed EDI into all job roles, job descriptors and staff handbooks	Addressing EDI within all staff roles and ensuring it is the foundation of BSMS culture.	1.5.1 Guidance on EDI work has been implemented in Course and Module Leader job descriptions – for example flexible working policy, workload allocation, line manager training around menopause awareness and managing staff who have caring responsibilities. This also needs to be applied to all BSMS job descriptions in order to normalise EDI being part of all staff roles.	Appraisals – EDI objectives; staff and student survey data  By 2024/25: All appraisals incorporate BSMS EDI objectives  By 2027/28: 87% of respondents reporting that they are clear on BSMS policies in relation to gender equality (including 87% of female respondents)	2023-2025	Director of Undergraduate, Inclusive Curriculum leads for UG and PGT, Medical School Secretary	All job descriptions, line manager training and staff inductions to reflect that EDI is central business for all BSMS staff.

## PRIORITY 2 – ADDRESSING THE GENDERED IMPACT OF WORKLOAD

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
2.1	Develop a Workload Allocation Model for all non-clinical Academic and Research Staff	Workload is impacting on sense of belonging and mental health of staff, particularly line managers. May also be responsible for increases in bullying and harassment and sense of lack of support from managers.	<p>2.1.1 Development of a Workload Allocation Working Group Chaired by a senior academic colleague to work in consultation with staff to develop a SMART Academic Workload Allocation Model (WAM).</p> <p>We are currently consulting all faculty to determine an approach that will allow more robust monitoring of workload. This will help us to get a more accurate understanding of workload distribution in relation to gender and other protected characteristics. This system will help colleagues to develop cases for promotion as it will better record the diverse tasks that women are more likely to undertake.</p> <p>A Workload Allocation Model will demonstrate the distribution of tasks across the academic workforce and will be used by the school to ensure fair distribution of additional task and scrutinise how these impact on promotion and salary supplements.</p>	WAM developed and adopted by BSMS. To be piloted in the 2024/25 academic year.	2023 - 2025	Workload Allocation Working Group	<p>Barriers include difficulty in monitoring workload – target is to increase career progression awareness and manage workload allocation.</p> <p>Adopting a formal WAM for academic staff may increase perceived gulf between AR and PST. GOLD.AP2.2 is one way of minimising this risk.</p>
2.2	Ringfenced time within PST workload for staff development opportunities whilst recognising business needs and caring responsibilities	Staff survey data 2022 shows dissatisfaction amongst PST around lack of career development or training opportunities	2.2.1 Commission external facilitators to run focus groups with PST to understand concerns and issues	<p>Feedback from Focus Groups and staff survey PST questions.</p> <p>Target for agreement about career development opportunities amongst PST:</p> <p>By 2024/25: 45%</p>	2023-2024	Medical School Secretary / Operations Manager	The systematic barriers to PST career progression result in different perceptions of how much PST are valued by the department. 84% of PST staff are female and therefore this action will directly benefit female staff. Ringfencing time for development will be challenging and require buy-in from all line managers to put the development needs of staff ahead of pressing workloads.

## PRIORITY 2 – ADDRESSING THE GENDERED IMPACT OF WORKLOAD

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				By 2025/26: 50% By 2026/27: 55% By 2027/28: 60%			
			2.2.2 Design and delivery of model of ringfenced PST development time	New model devised and piloted in the 2024/25 academic year	2024-2025	Medical School Secretary	
			2.2.3 Delivery of training to staff and line managers to implement and maintain new model	As part of expansion to line manager training before the start of the 2024/25 academic year	2024-2025	Line Managers/ Heads of depts	
2.3	Enhancing Line Manager skills with emphasis on the development and support of all staff	Staff survey 2022 data suggests a drop in appraisals completed and a lack of support from line managers (PST)	2.3.1 Mental health training for line managers, review and reinforce the eight-person maximum of line reports per manager, promote UoS Line Management training resources. 92% of PST line managers are female and therefore this will positively impact female staff.	BSMS Staff Survey  Target by 2027/28:  80% of all staff reporting that 'BSMS cares about my wellbeing at work' including 80% of all female staff  80% of all staff reporting that 'my mental health and wellbeing are	2023-2024	Medical School Secretary	Line Manager training may resolve a number of key issues (including bullying and harassment) and help to reinforce all actions made here.

## PRIORITY 2 – ADDRESSING THE GENDERED IMPACT OF WORKLOAD

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				supported in my department' including 80% of all female staff			
2.4	Broad gender representation on senior committees	Continue to monitor gender representation on senior committees	2.4.1 Monitor representation on all senior committees and develop policy for ensuring committees have broad and diverse representation by working with Chairs. Ensuring meetings happen within core hours to make them accessible for staff who have caring responsibilities, of which 59% are female.	Monitor gender balance via EDI monitoring form  Target for 2027/28: Gender balance amongst all committees reflects the gender balance of the department	Ongoing	Chairs of Committees / EDI Project Officer	Ensuring rotation in committees to share workload and improve representativeness

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
3.1	Promoting an inclusive curriculum and student learning environment	Continuation of the current Inclusive Practice Partners scheme and expand to all intersections	3.1.1 Decolonise & Diversify the Medical Curriculum. BSMS will continue to fund and maintain the Inclusive Practice Partners scheme which was started in 2020. Staff and students collaborate on a project to review all teaching materials, content and images in order to modify the curriculum with the aim to make it fully inclusive (A4:4.11). An example of work undertaken so far includes the introduction of a 3D female anatomy teaching model for improved diagnosis and treatment of women and the integration of diversity of pelvic shape and FGM image review.	Objectives of BMA REC met	2023 - 2025	UG Curriculum Lead, EDI Project Officer, Anti-racism network	All staff to use accessible resources and updated inclusive curriculum. In doing so this will provide a greater focus on female health.
		Staff EDI training	3.1.2 Extending Active Bystander Training to all BSMS Staff will equip them with the knowledge and tools to identify and challenge all forms of harassment and discrimination.	Training completion numbers and evaluation feedback:  Target for staff training: 40% for 2024/25 70% for 2027/28	Pilot for 2023/24 - ongoing	Lead for Bystander training/ Inclusivity Leads	Improved feedback from staff survey about bullying and harassment. 2022 staff survey showed that 75% of all staff who felt uncomfortable because of their gender were female therefore bystander training is directed specifically to benefit women.
		Deliver annual Anti-Racist Practices in Medical Education Conference  Conferences focus on the intersection between race and	3.1.3 Deliver annual Anti-Racist Practices in Medical Education Conference  Conferences have been held in 2021, 2022 and a third is planned for 2023. These were the first conferences of their kind to be held at a medical school. BSMS has committed to deliver these on an annual basis moving forward.	Evaluation feedback / Attendance numbers  Target for those reporting satisfaction from	2021 - 2025	Anti-racism network, Chair of EDSD	Anti-racism Symposium being held in March 2024.

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
		gender and how it impacts health outcomes	The conferences aim to include both pedagogical/curriculum innovations that can help us understand how to teach medical students these subjects with sincerity and sensitivity. We also welcome research papers that aim at increasing our understanding and knowledge in this area in a humanising manner	attending anti-racist events by 2024/25: 70% 2027/28: 80%			
	Student anonymous reporting resource for tackling marginalisation	3.1.4 Continue to promote and support Report and Support Tool  The BSMS student anonymous reporting tool was launched in March 2021 – cases are reviewed by the student advice team to capture themes and patterns of behaviour happening throughout the school. Six female student inclusivity reps were involved in the planning and development to ensure we had a female perspective.  Student representatives and the communications team have also developed a student wellbeing card containing signposting for all reporting tools – these are disseminated at events as well as scattered around campuses for students to keep for reference. Digital version also available via the BSMS student app.	Student feedback  Focus group with gendered groups of students to explore satisfaction with the Report and Support Tool  General student feedback target for satisfaction with the Report and Support Tool: 2025/26: 70%; by 2028/29: 80%	2021 - 2025	Student Advice team/ Inclusivity lead / EDI Project Officer	New reporting systems will be monitored quarterly.  Students will be surveyed to ask if they would prefer the option of named reporting.  To ensure female student involvement, focus groups will be run to explore any barriers in using the tool to improve future processes.	
	Focus groups with students with protected characteristics to explore specific	3.1.5 Tackling student awarding gaps at the intersections. We plan to monitor award gap data annually; we have noted that there is some disparity by students reporting disability whereby they were not	Annual monitoring  Focus Groups New Baselines to	2023-2024	EDI Data Team/Inclusive Curriculum Leads/Undergraduate Lead	Tackling differential attainment and awarding gaps are central priorities for BSMS. Small numbers of, for example, students with disabilities can	



### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
		intersections	<p>progressing in the same way as other students, this will be explored closely.</p> <p>Progression data for academic year 2022/23 to be reviewed.</p> <p>Review of prize data for 2022/23 onwards</p> <p>Working with Student Advice Team to think about other data monitoring e.g. progression among those returning from intermission</p> <p>Ensuring female student representation on staff committees</p> <p>Evidence suggests a progression gap for those reporting a disability at different stages of their medical school studies. The numbers are very small and, as such, should be treated with caution. Regardless, BSMS is committed to the removal of all progression and awarding gaps over time and to ensure that any systemic barriers to progression and success are eliminated.</p>	<p>be established following additional research</p> <p>Target: Reduce all progression gaps by 50% by 2027/28</p> <p>Expansion of Mental Health First Aid training for staff (see above) will benefit staff and students</p> <p>Reinforce signposting for all students to gain support for hidden and visible disabilities</p>			result in the suppression of data. Using qualitative methods such as focus groups will complement other data collected.
		BMA REC Anti-racism equality charter	3.1.6 Signatory to BMA Equality Charter - BSMS committed to the BMA REC in 2021 - actions have been implemented in the form of an anti-racism network being established with colleagues setting up individual anti-racism projects, research, training, and events which collaborate and overlap throughout the school.	Objectives of BMA REC met	2023 - 2025	EDI Project Officer/ Anti-racism network	This is a requirement for BSMS in order to demonstrate our commitment to the BMA REC. Work is linked across the decolonising initiative, as discussed above (action 3.1.1) with female focused changes to

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
							the anatomy curriculum
	Extension of funding and resources for EDI based work	Review EDI budget over next five years	3.1.7 BSMS have extended its EDI budget from £5k to £11k since 2017. This budget now also covers the returners fund of which 100% of applicants have been female (Silver AP30) and the IPP programme (Gold.AP3.1.1/A4.4.11) and will continue to review and extend over the next five years.	Budget review against business need on an annual basis  Expansion of EDI budget over next five years	2023 - 2028	Medical Secretary/ Finance Manager	BSMS is committed to funding EDI and this remains a priority despite a financial tightening. BSMS will increase the budget to cover gender equality policies including period dignity scheme, returners fund, menopause training and menstrual health awareness talks and events.
	Inclusion of pronouns in web profiles/ email signatures	Encouraging inclusive language	3.1.8 All staff have been encouraged, but remains optional, to add their pronouns to their email signatures to avoid misgendering colleagues and on web profiles so that colleagues can correctly refer to staff on agendas, minutes and newsletters.	Target for proportion of staff with pronouns on email signatures:  2024/25: 50% 2027/28: 70%	2023 - 2025	Comms team	The use of inclusive language is important to ensure sense of belonging at BSMS. All external and student facing outputs are reviewed prior to dissemination
3.2	Promoting an inclusive research environment	Encouraging inclusive language and research methods	3.2.1 Continue to deliver extensive range of training and support for researchers at BSMS. Research leads to run 14 extensive and diverse research workshops in Autumn and Winter 2023/24.	Attendee numbers and event feedback  General feedback target for satisfaction with the workshops 2025/26: 75% 2027/28: 85%	2023 - 2025	Research Leads	Aim is to increase workshops and support for researchers, particularly those on time or fund limited contracts
			3.2.2 Enhanced support for ECRs and PGRs – ECRs Fellowship workshops to be run annually.	Attendee numbers and event feedback	2023 - 2028	ECR Leads	Ongoing

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				General feedback target for satisfaction with the workshops 2025/26: 70% 2027/28: 80%			
3.3	Promoting and maintaining an overarching inclusive culture across BSMS	Providing an anonymous platform for staff and students to express concerns and experiences	3.3.1 Continued delivery of Staff and Student Inclusivity Forums - separate staff and student Inclusivity forums are held twice yearly and hosted by the BSMS Inclusivity Lead. These forums are open to all staff and students and create a safe space for attendees to express their concerns and experiences about all types of marginalisation including racism, disability, sexism, LGBTQ+, ageism and religious beliefs- an anonymous digital padlet is provided for attendees to write on without being identified and remains open for all staff to access at any time.	Evaluation feedback from events/ Attendee numbers / anonymous comments on digital padlet open to all staff  Feedback target for satisfaction with the Inclusivity Forums 2025/26: 70% 2028/29: 80%	2021 - 2025	Inclusivity Leads and EDI Project Officer	These forums have evolved from specific Anti-racism forums to broader Inclusivity forums and we plan to run an Inclusivity conference in 2024 at which there will be a female focused component.
		Ensuring EDI impact assessment at all levels	3.3.2 Embed Equality Analyses across all key decisions made within BSMS	Impact assessments  Target: 2024/25: 80% of all key decisions affecting female students/staff subject to impact assessments	2023-ongoing	Medical School Secretary/ Operations Manager	UoS requirement to be monitored within BSMS

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				2027/28: 100% of all key decisions affecting female students/staff subject to impact assessments			
		Adding value and embedding EDI into all job roles	<p>3.3.3 Extension of EDI training to all staff including PGRs and ECRs. 2022 Staff Survey shows 71% of AR staff and 79% of PST staff are aware of EDI training – target for 2024 is 80%.</p> <p>To perform the duties in a manner which supports and promotes the BSMS commitment to equality, diversity and inclusivity.</p>	<p>Completed EDI courses data audited termly and progress reports sent directly to Head of Depts</p> <p>Target for awareness of EDI training: 2024/25: 80% 2027/28: 85%</p> <p>Target for completion of (non-mandatory) EDI courses: 2024/25: 50% 2027/28: 65%</p>	Ongoing	Medical School Secretary/ EDI Data Team/EDSD	EDI remains everyone's business. High levels of awareness of training needs to be matched by higher levels of attendance. Subject to line managers setting time aside for staff to attend
		Clear and transparent pathways for bullying and harassment (A4.4.12).	3.3.4 Continued promotion and support of Bullying and Harassment mechanisms and Dignity and Respect Policy.	Bullying and harassment reports/ Staff Survey feedback	Ongoing	Medical School Secretary/ EDI Project Officer/ Inclusivity Leads	Reduce the proportion of people experiencing or witnessing bullying and harassment in the department

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				Target for reports of bullying and harassment in staff surveys: 2024/25: 10% of all staff (10% of female staff) 2027/28: 5% of all staff (5% of female staff)			by creating and promoting clear channels of reporting for all staff and students. This would directly benefit women as staff surveys have shown that the majority of staff who have felt uncomfortable because of their gender are female. In 2022, 75% of those reporting were female. We aim to decrease this overall number in the next two years.
		Acknowledgement of staff and student EDI work throughout the school	3.3.5 Annual Staff & Student EDI Awards – pilot took place in 2023 and will be extended to take place annually. Staff and students nominate an individual or group to recognise and celebrate the passion, dedication and time devoted by staff and students in their promotion of, and commitment to, equality, diversity, inclusivity and accessibility across all BSMS activities. We ensure the award Chairs and panels are from a diverse range of gender, disability and ethnicity and include representatives from both A/R and PST staff.	Awards panel feedback /  New questions to be added to Staff and Student surveys to set baseline around recognition of EDI work	Annually	Athena Swan Leads/ EDI Project Officer	Awards Panels will be appointed each year to be representative of the staff and student populations.  New questions for staff/student surveys on recognition of EDI work
	Diverse range of staff in Clinical roles	Ensure wide representation of Clinical staff	3.3.6 - Monitor the gender split of Clinical Academics at BSMS	Target for female clinical academics at BSMS: 2024/25: 50% 2027/28: 60%	Annually	EDI Project Officer	Work with Clinical Lead to increase F staff in clinical roles
3.4	Monitor intersections of	Analysis of reasons for staff leavers	3.4.1 Exit interviews to be conducted by line managers and details to be reviewed annually to	Target for exit interviews for all	2023 - 2028	EDI Project Officer/ Line managers	Greater understanding of reasons for staff leaving and

### PRIORITY 3 – PROMOTING AN INCLUSIVE CULTURE FOR LEARNING, RESEARCH AND DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
	staff leavers		identify trends, for example what percentage of leavers are part-time women. This data will be used to make recommendations to EDSD.	female staff 2024/25: 60% 2027/28: 80%			identifying support needs and implementing where possible.

## PRIORITY 4 – ALL STAFF DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
4.1	Commitment to enhance continuing professional development opportunities for all staff regardless of grade, role or specialism	Extension of staff development questions in Staff Survey to include open ended questions. (A1:F11) Medical School Secretary to identify common themes and prioritise areas to work on	4.1.1 Ensure all appraisals are effective and implement questions regarding EDI and any negative impacts which should be addressed	<p>Staff Survey results data analysis</p> <p>Target to increase the proportion of PST staff that found their appraisal beneficial: 2024/25: 60% 2027/28: 75%</p> <p>Target to increase the proportion of female PST staff that found their appraisal beneficial: 2024/25: 60% 2027/28: 75%</p>	2023 - 2025	Medical School Secretary	<p>Increase the amount of staff who are satisfied with career progression opportunities and address any issues within PST staff.</p> <p>PST face systemic barriers across HEIs. We are not seeking piecemeal or tokenistic changes but to engender a better sense of satisfaction and of being valued.</p>
			4.1.2 Offer regular 'as and when' conversations with all staff to assess training needs and aspirations.	<p>Target to increase the proportion of PST staff that feel that there are training opportunities open to them: 2024/25: 75% 2027/28: 80%</p> <p>Target to increase the proportion of</p>		Line Managers/ Heads of Depts	

## PRIORITY 4 – ALL STAFF DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				AR staff that feel that there are training opportunities open to them: 2024/25: 75% 2027/28: 80%			
			4.1.3 Enhance line manager training to ensure the delivery of the above	Training completion numbers  Target: 2024/25: 70% 2027/28: 80%	Develop for 2023/24	Line Managers/ Heads of Depts	
4.2	Increase the number and dissemination of staff development opportunities for PST Staff	Equalise access to training and careers development opportunities (A1:F11)	4.2.1 Expand current budget to offer increased places for PST on all training and career development courses	Target to increase the proportion of PST staff that feel that there are training opportunities open to them: 2024/25: 75% 2027/28: 80%  Target to increase the proportion of PST staff that feel that there are career development opportunities open to them: 2024/25: 50%	2023/24 and onwards	Medical School Secretary	Increased uptake and completion on courses. 84% of PST staff are female so this action will directly benefit women at BSMS



## PRIORITY 4 – ALL STAFF DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				2027/28: 70%			
		Equalise access to training and careers development opportunities (A1:F11)	4.2.2 Offer three places on PG Cert in Leadership and Management for PST per annum; in 2022/23 100% of funded places were awarded to female staff.	Course completion numbers  3 completions per round	2023 - 2028	Medical School Secretary/Line Managers	
		Equalise access to job vacancies to PST staff	4.2.3 PST Job Boards to be included in InPulse and creation of job shadowing and secondment opportunities	Staff Survey – awareness questions  New questions to be added to set baseline	2023 - 2025	Comms Team	
		Clear communication channels for PST staff development opportunities	4.2.4 Development of new PST Forum to allow for regular updates on career and training opportunities	New PST Forum established for 2024/25 academic year  Staff survey feedback - new questions to be added to set baseline	Develop for 2024	Medical School Secretary	
4.3	Increase the number and dissemination of staff development opportunities for AR Staff	Promote promotions resources widely to increase engagement / transparent promotions process	4.3.1 Mentoring programme to continue, career progression workshops for AR staff held every Autumn – internal female member of staff to host talk which encourages women's career progression. In 2022 BSMS registered for AIMMS - Academic Intersectional Mentoring in Medical Schools which offers mentoring to women from minority ethnic backgrounds who are employed in	Mentoring evaluation form/ events feedback Annual mentoring evaluation	2023-2028	Mentoring Coordinators	Increase in uptake of mentoring and career development opportunities by female AR staff

## PRIORITY 4 – ALL STAFF DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
			academic medicine: <a href="https://www.southampton.ac.uk/medicine/about/inclusivity/aimms.page">https://www.southampton.ac.uk/medicine/about/inclusivity/aimms.page</a>				
			4.3.2. Increase progression for clinical academics	Target for female clinical academics that feel that there are career development opportunities open to them: 2024/25: 78% 2027/28: 80%  Target for female clinical academics that feel that there are training opportunities open to them: 2024/25: 78% 2027/28: 80%	2023-2028	Clinical lead for Athena SWAN	

## PRIORITY 4 – ALL STAFF DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
4.4	Increase the number and dissemination of staff development opportunities for PGRs and ECRs	Ensure PGRs and ECRs are aware of training and development courses offered at UoB and UoS	4.4.1 Promotion of UoS and UoB mentoring schemes to all ECRs and PGRs, circulate development courses and workshops, funded qualifications, job shadowing opportunities.	<p>Target for female ECRs that feel that there are career development opportunities open to them: 2024/25: 65% 2027/28: 75%</p> <p>Target for female ECRs that feel that there are training opportunities open to them: 2024/25: 65% 2027/28: 75%</p> <p>Target for satisfaction with BSMS mentoring amongst female staff: 2024/25: 55% 2027/28: 65%</p>	2023-2028	ECR Lead/Research Manager/Mentoring Coordinator	
4.5	Reintroduce in person inductions for all new staff members	Promotion of EDI at BSMS to new staff	4.5.1 Termly in person inductions to be re-established three times a year for all staff with talks from key members of staff highlighting gender, EDI and staff development policies.	Target for attendance at induction: 2024/25: 70% 2027/28: 80%	Launch in Sept 2023	Operations Manager/ Medical School Secretary	Continue to hold termly within core hours to ensure sessions are accessible to staff with caring responsibilities

#### PRIORITY 4 – ALL STAFF DEVELOPMENT

Ref	Objective	Rationale (Achievable and realistic)	Actions and Implementation	Measure of Success	Timeframe	Ownership	Priority success criteria
				Target for satisfaction with induction meetings individual needs: 2024/25: 65% 2027/28: 70%			

## Appendix 1 - Culture survey data and additional survey data

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Table 1. Staff survey response rates

Figure 1. Core Q1: My contributions are valued in my department

Figure 2. Core Q2: Department Leadership Actively Supports Gender Equality

Figure 3. Core Q3: The department enables flexible working

Figure 4. Core Q4: I am satisfied with how bullying and harassment are addressed in my department

Figure 5. Core Q5: My line manager supports my career development

Figure 6. Core Q6: My mental health and wellbeing are supported in my department

Figure 7. Core Q7: My department has taken action to mitigate the adverse gendered impact of the Covid\_19 pandemic on staff

Figure 8. All staff: Policies in relation to gender equality

Figure 9. All staff: Receiving a line manager induction

Figure 10. All staff: Satisfaction with induction from line manager

Figure 11. AR staff: Career progression opportunities

Figure 12. AR staff: Helpful appraisals

Figure 13. PST staff: Helpful appraisals

Figure 14. All staff: I have had an appraisal

Figure 15. PST staff: I understand the policy on flexible working

Figure 16. AR staff: Line manager is supportive of flexible working

Figure 17. PST staff: Line manager is supportive of flexible working

Figure 18. All staff: Formal flexible working requests

Figure 19. AR staff: I understand the promotion process

Figure 20. AR staff: Useful mentoring opportunities

Figure 21. PST staff: Aware of mentoring opportunities

Figure 22. AR staff: I have an informal working arrangement

Figure 23. PST staff: I have an informal working arrangement

Figure 24. All staff: BSMS is a great place to work

Figure 25. AR staff: Meetings are in core hours

Figure 26. PST staff: Meetings are in core hours

Figure 27. AR staff: Sources of support for research applications

Figure 28. All staff - Awareness of bullying and harassment policies, Staff survey responses 2021 and 2022

Table 1 Annual BSMS staff survey response rates compared with UoS staff survey response rates

Year	Staff group	No. of respondents	Response rate	Female response rate		Male response rate		PNTS		Non-Binary		Comment
				A/R	PST	A/R	PST	A/R	PST	A/R	PST	
2018	AR & PST	194/264	73%	52%	77%	31%	16%	17%	7%	*	*	Continuation of questions run for AS Silver Award
2019	AR & PST	205/290	71%	51%	75%	35%	14%	14%	11%	*	*	Continuation of questions run for AS Silver Award
2020	AR & PST	145/269	54%	53%	76%	24%	15%	23%	9%	*	*	Extended questions for gender (LGBTQIA+) and disability.
2021	AR & PST	194/309	63%	49%	83%	34%	11%	■	■	■	■	AS core culture questions added to survey. Additional Covid questions added
2022	AR & PST	159/310	51%	51%	75%	35%	15%	11%	■	■	■	Continuation of 2021 survey
<b>UoS Department Pulse Survey</b>												
Jan-21	AR & PST	139	49%									Survey introduced this year
Sep-21	AR & PST	103	35%									
Apr-22	AR & PST	95	26%									
Oct-22	AR & PST	116	31%									UoS are reviewing this survey to replace with targeted focus groups given low response rates

\*Option not offered

Figure 1Core Q1 - My contributions are valued in my department

2020 Not asked

2021 My contributions are valued in my department

2022 My contributions are valued in my department

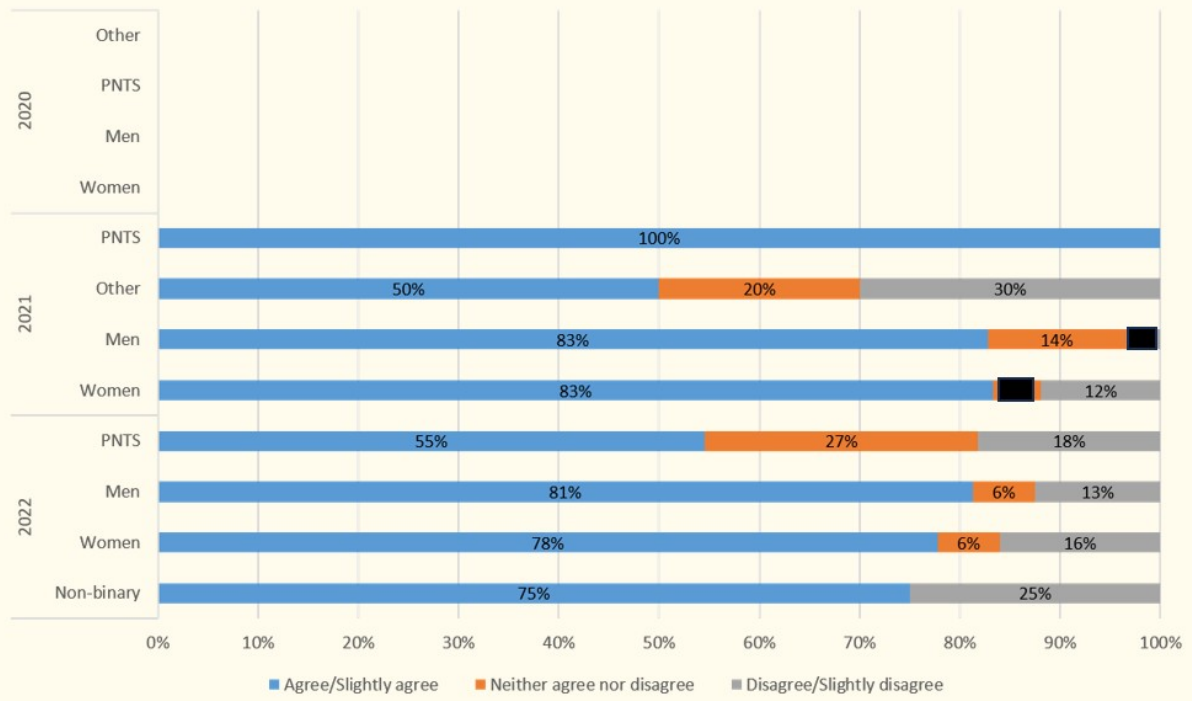


Figure 2Core Q2 - BSMS leadership actively supports gender equality

Question wording over the last three years:

2020 BSMS has made it clear to me what its policies are in relation to gender equality

2021 BSMS leadership actively supports gender equality

2022 BSMS leadership actively supports gender equality

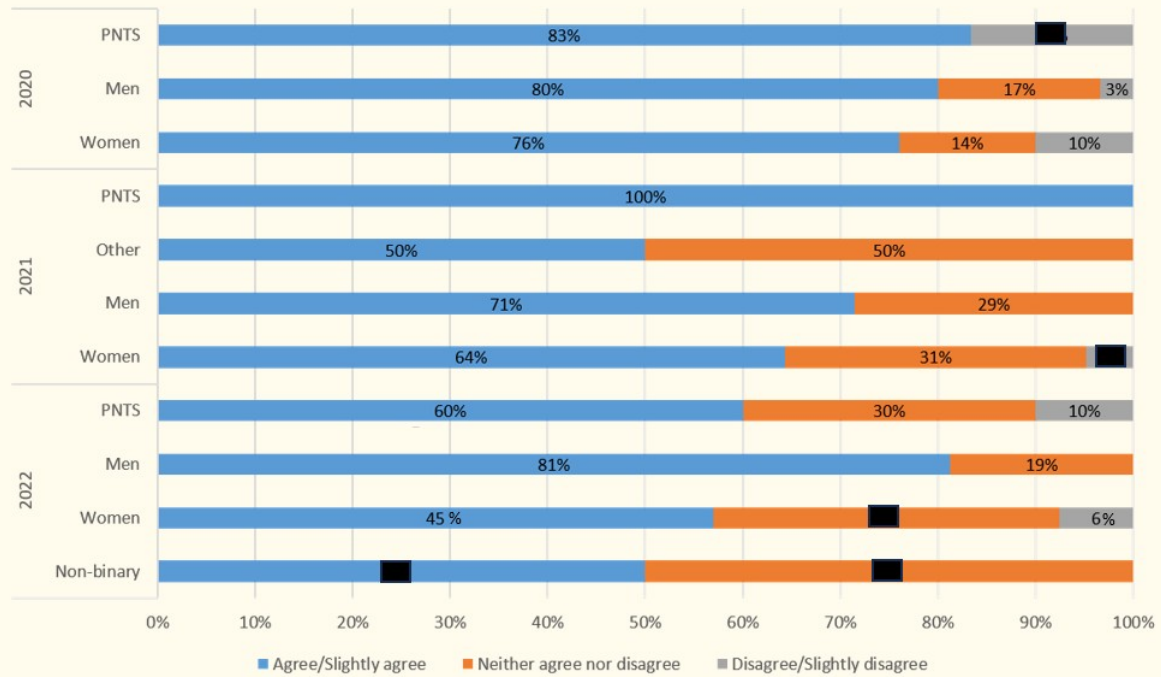




Figure 3Core Q3 – My department enables flexible working

Question wording over the last three years:

2020 My line manager/supervisor is supportive of requests for flexible working

2021 My department enables flexible working

2022 My department enables flexible working

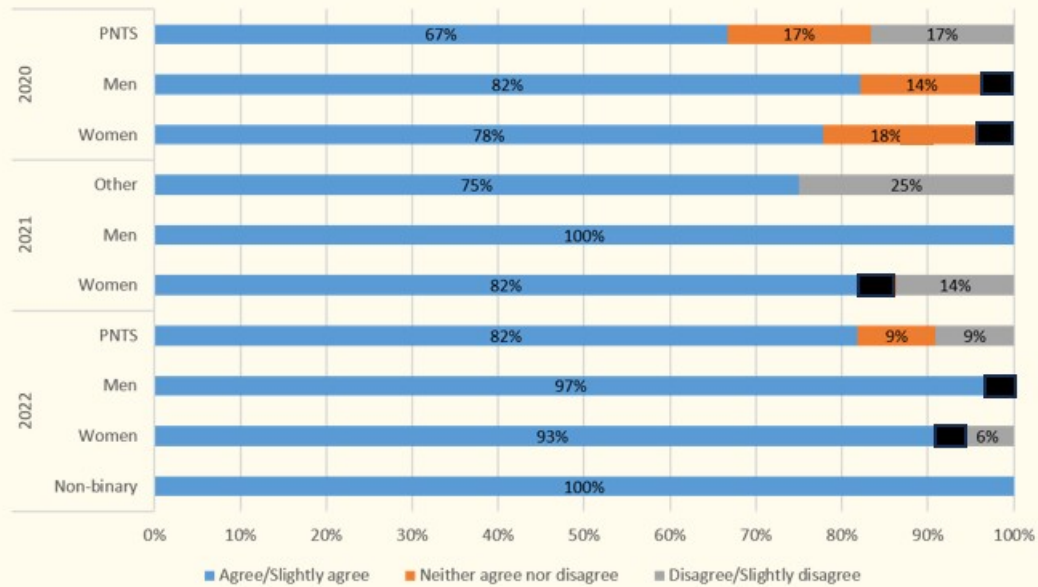


Figure 4Core Q4 – I am satisfied with how bullying and harassment are addressed in my department

Question wording over the last three years:

2020 I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour

2021 I am satisfied with how bullying and harassment are addressed in my department

2022 I am satisfied with how bullying and harassment are addressed in my department

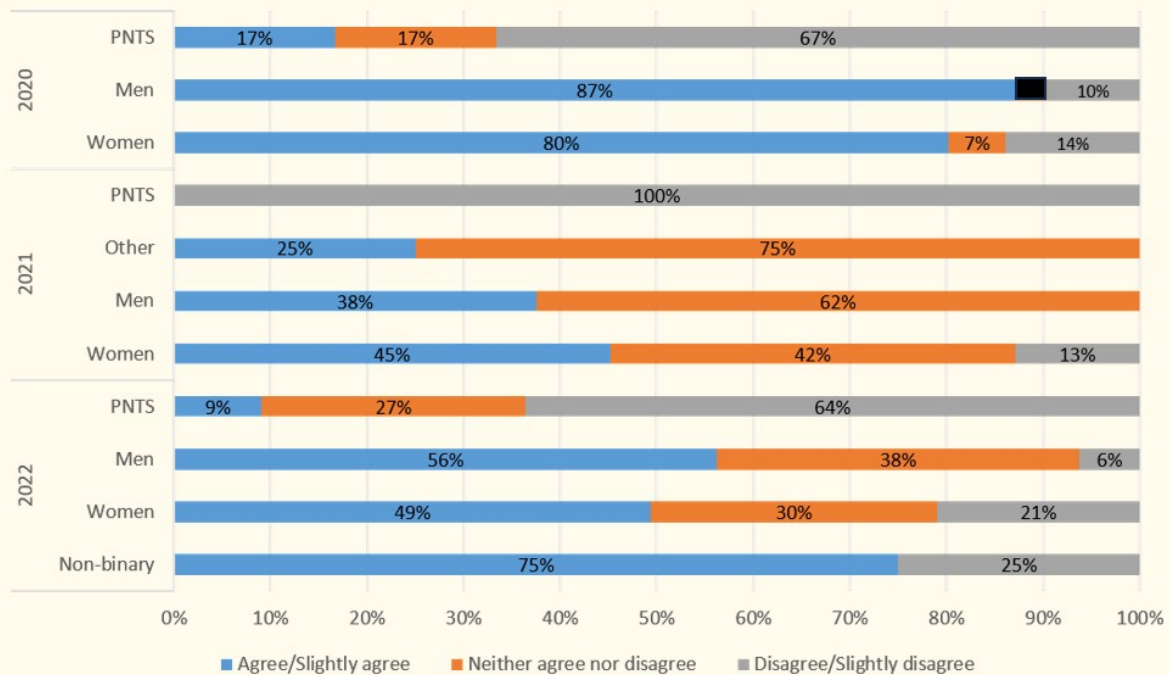


Figure 5Core Q5 – My line manager supports my career development

Question wording over the last three years:

2020 I am actively encouraged to take up career development opportunities

2021 My line manager supports my career development

2022 My line manager supports my career development

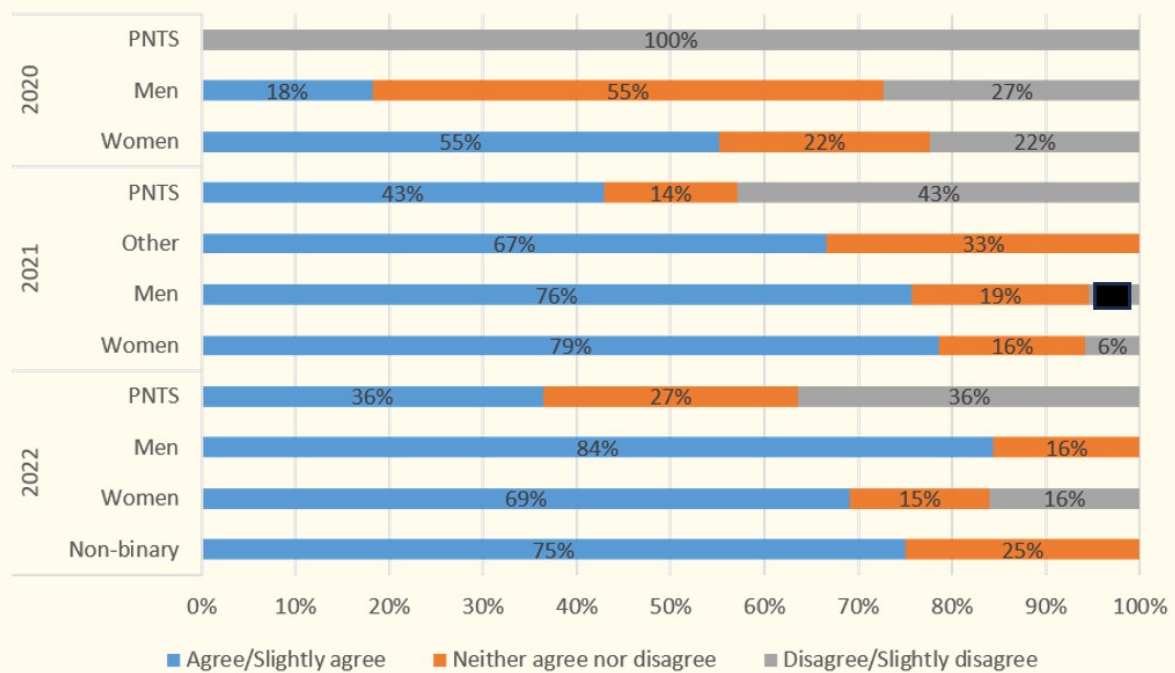


Figure 6Core Q6 – My mental health and wellbeing are supported in my department

Question wording over the last three years:

2020 I feel that BSMS cares about my well-being at work

2021 My mental health and wellbeing are supported in my department

2022 My mental health and wellbeing are supported in my department

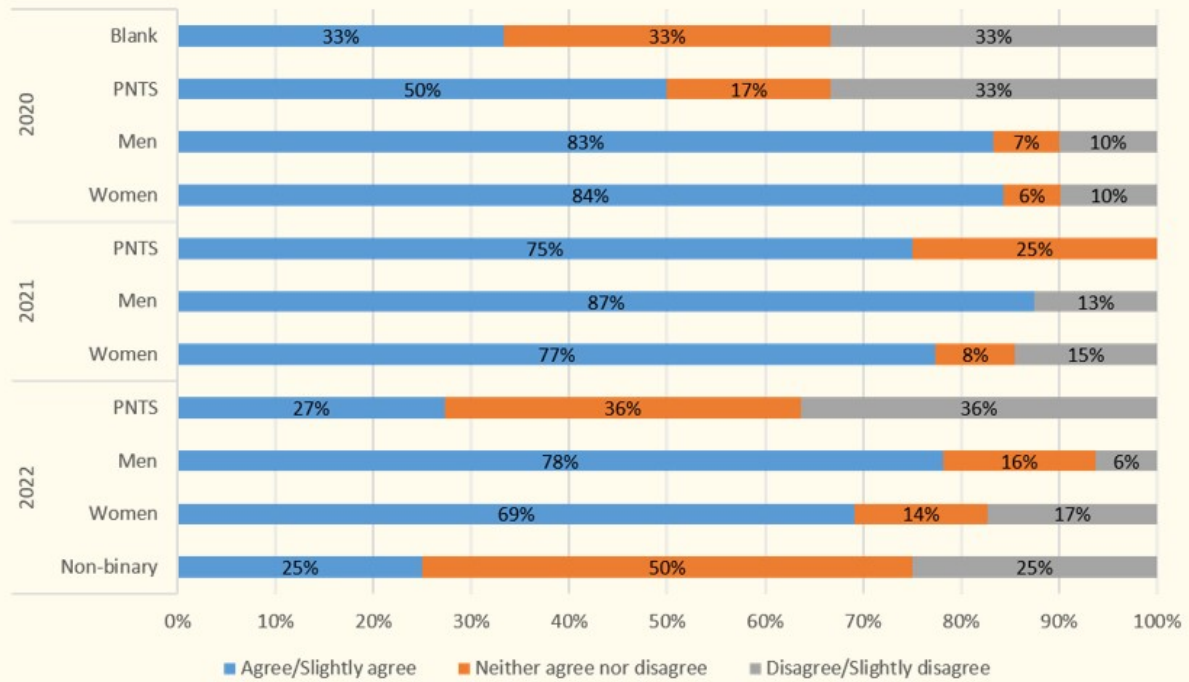


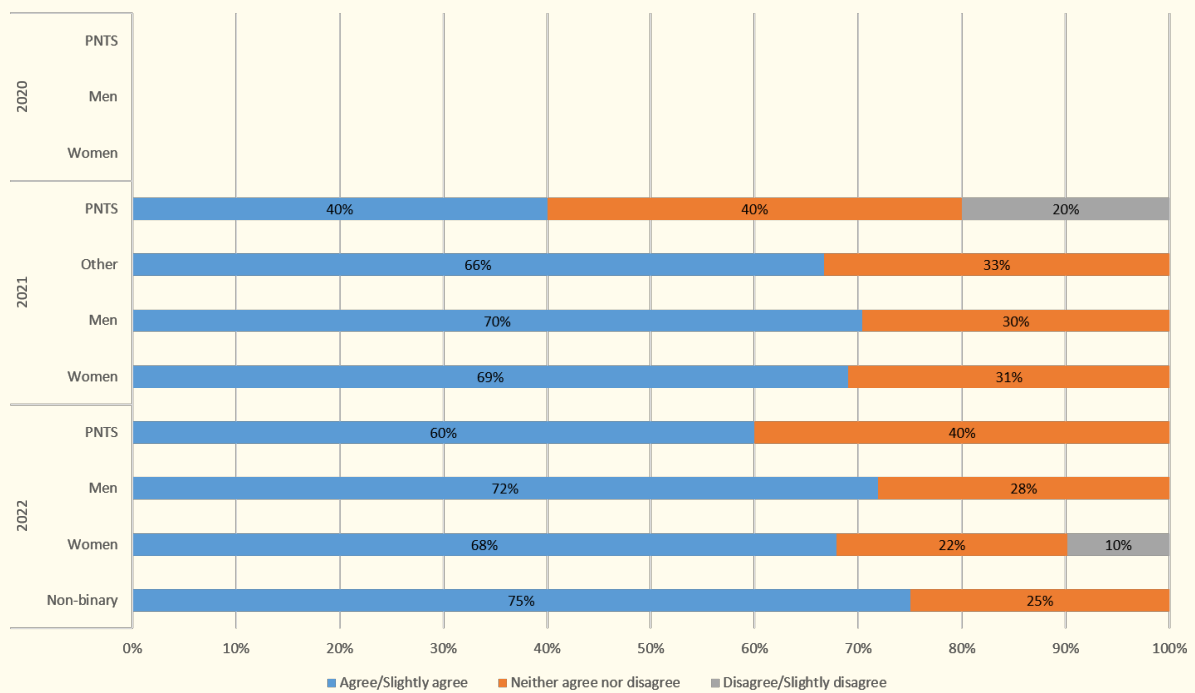
Figure 7Core Q7 – My department has taken action to mitigate the adverse gendered impact of the Covid\_19 pandemic on staff

Question wording over the last three years:

2020 Not asked

2021 My department has taken action to mitigate the adverse gendered impact of the Covid\_19 pandemic on staff

2022 My department has taken action to mitigate the adverse gendered impact of the Covid\_19 pandemic on staff



## Additional data

Figure 8 All BSMS staff - "BSMS has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carer's leave and flexible working)", Staff survey responses 2021 and 2022

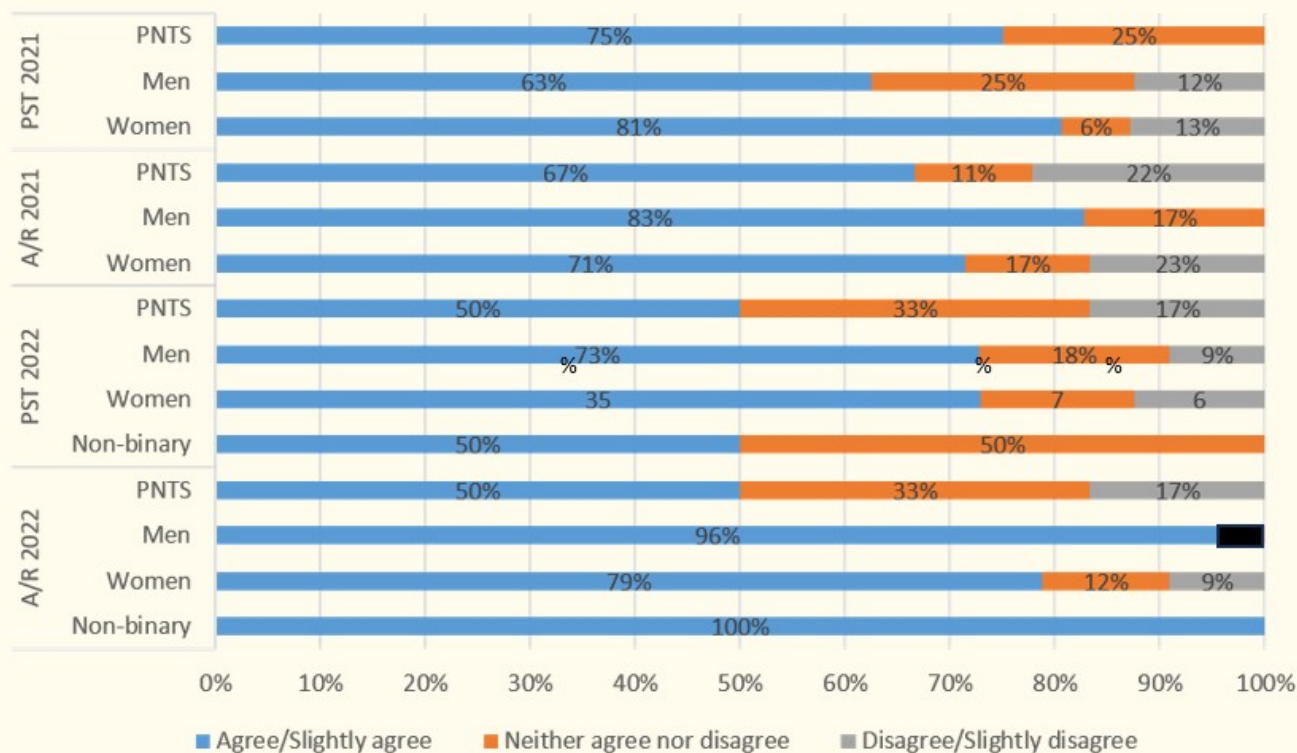


Figure 9 All BSMS staff receiving induction from line manager, Staff survey responses, 2021 and 2022

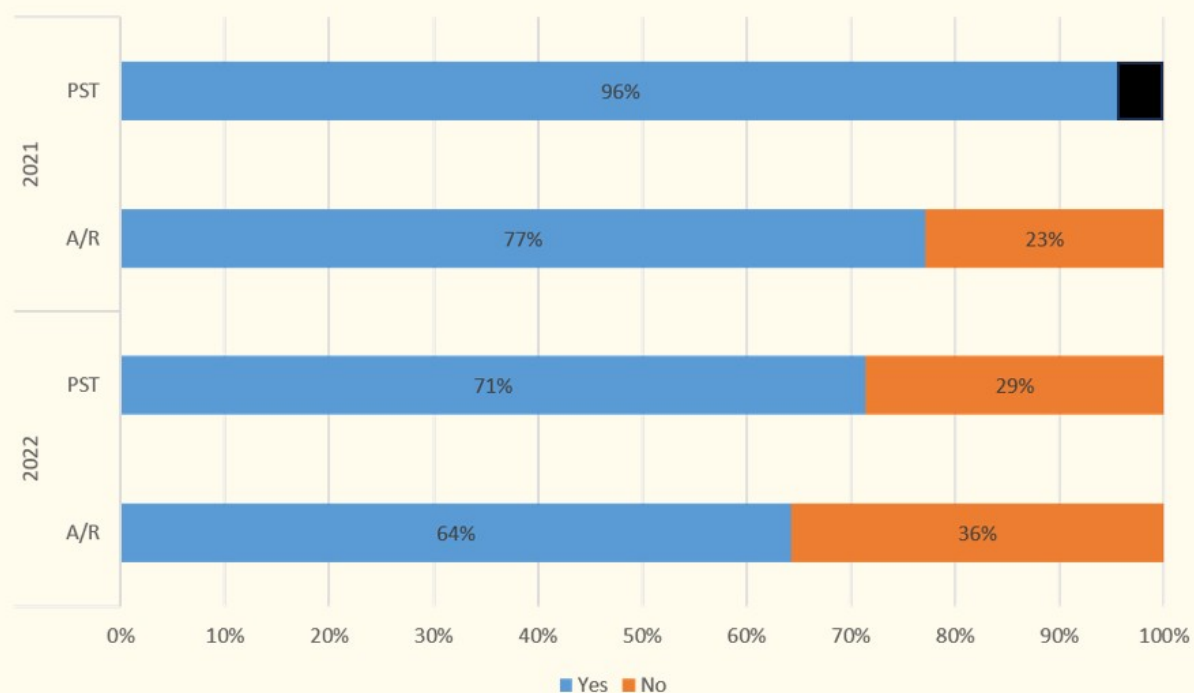


Figure 10 All BSMS staff satisfaction with line manager induction, Staff survey responses, 2021 and 2022

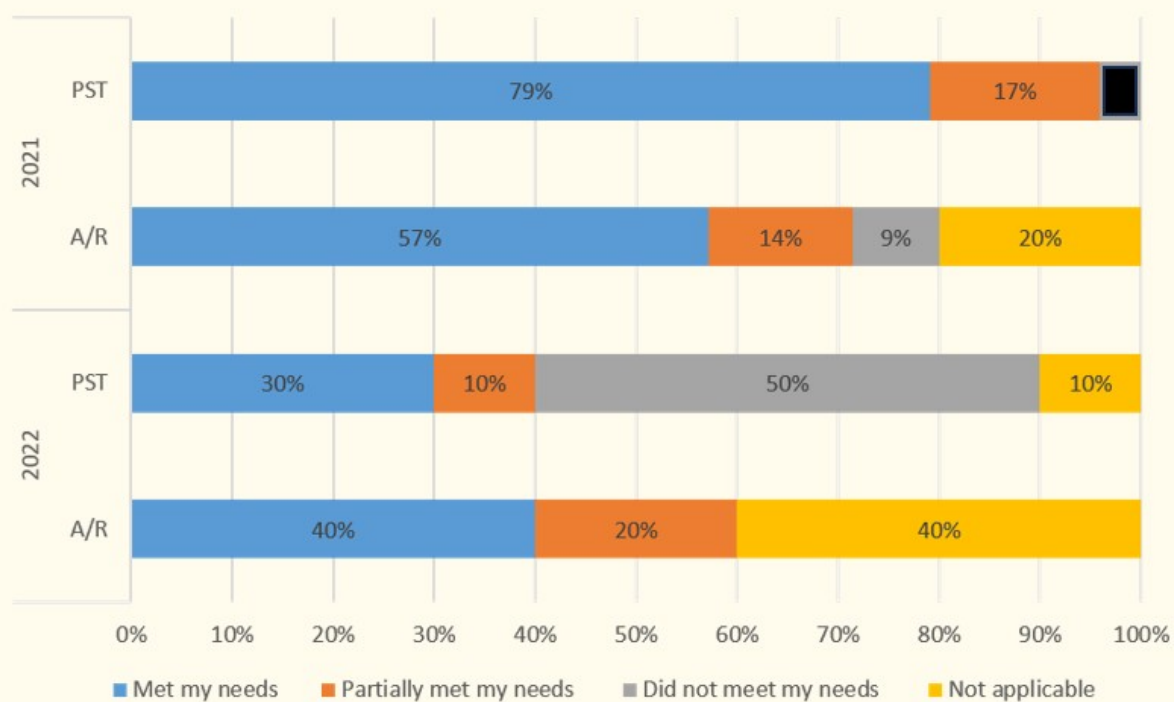


Figure 11 All A/R Staff - "Career progression opportunities are available to me", Staff survey responses, 2021 and 2022

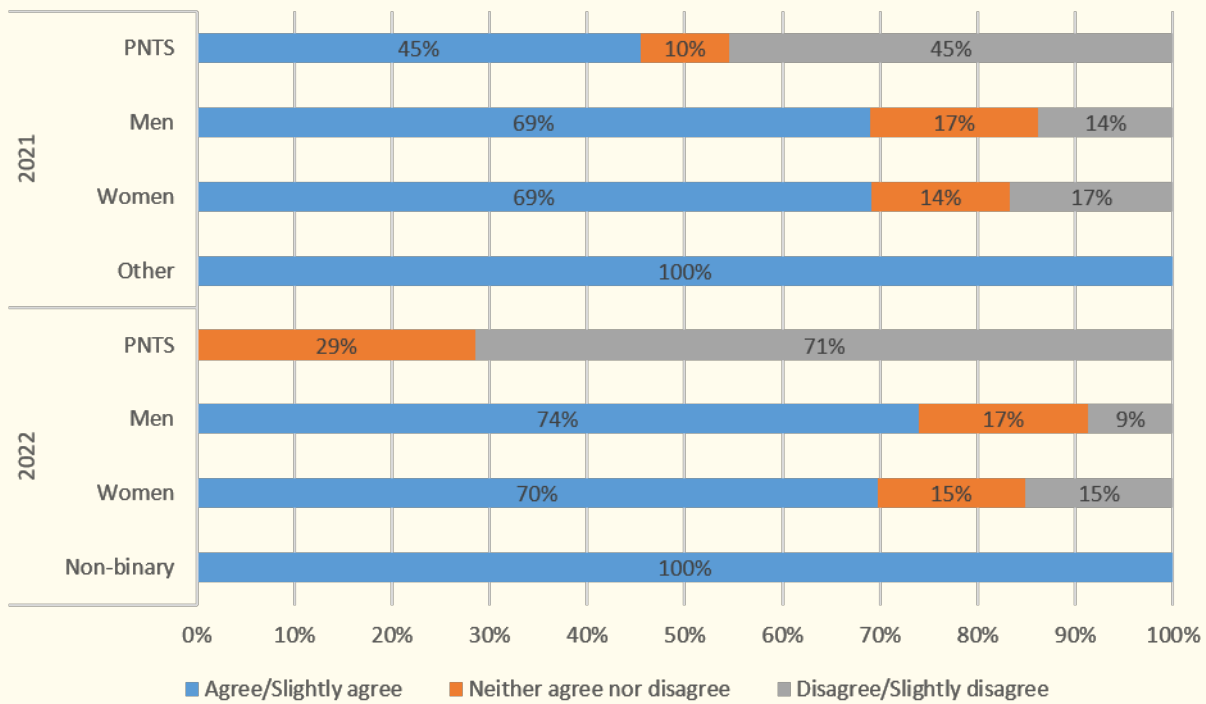


Figure 12 All A/R - "BSMS provides me with a helpful annual appraisal", Staff survey responses, 2021 and 2022

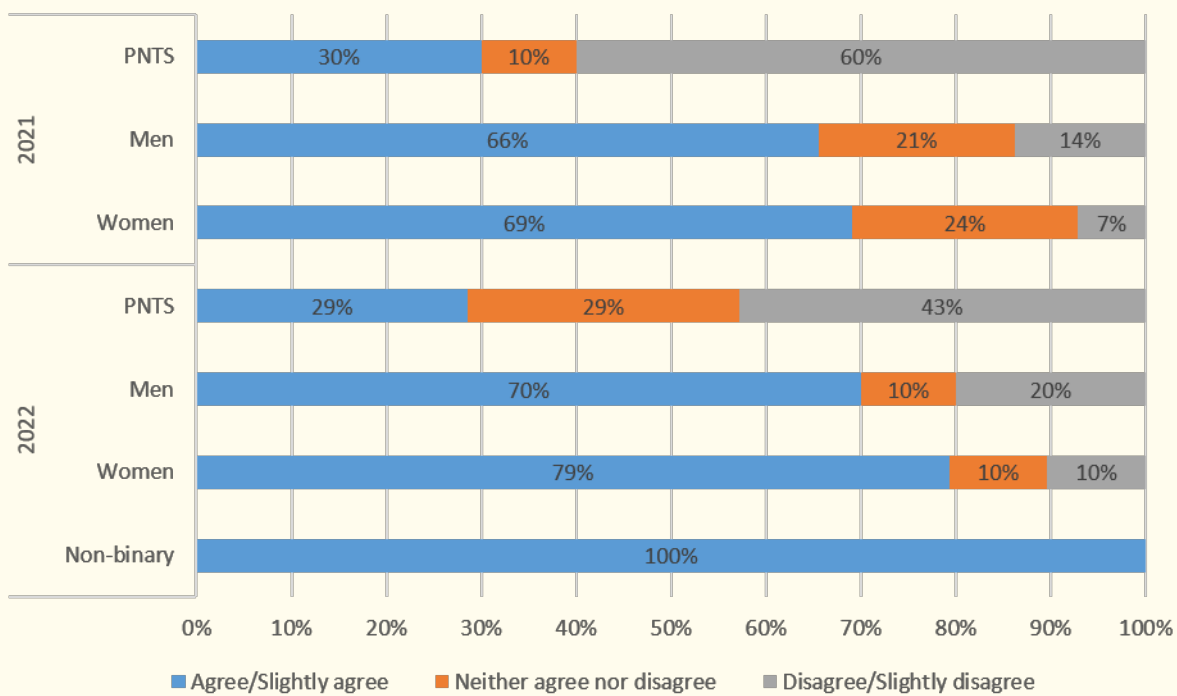




Figure 13 All PST Staff - to "My appraisal is helpful", Staff survey responses, 2021 and 2022

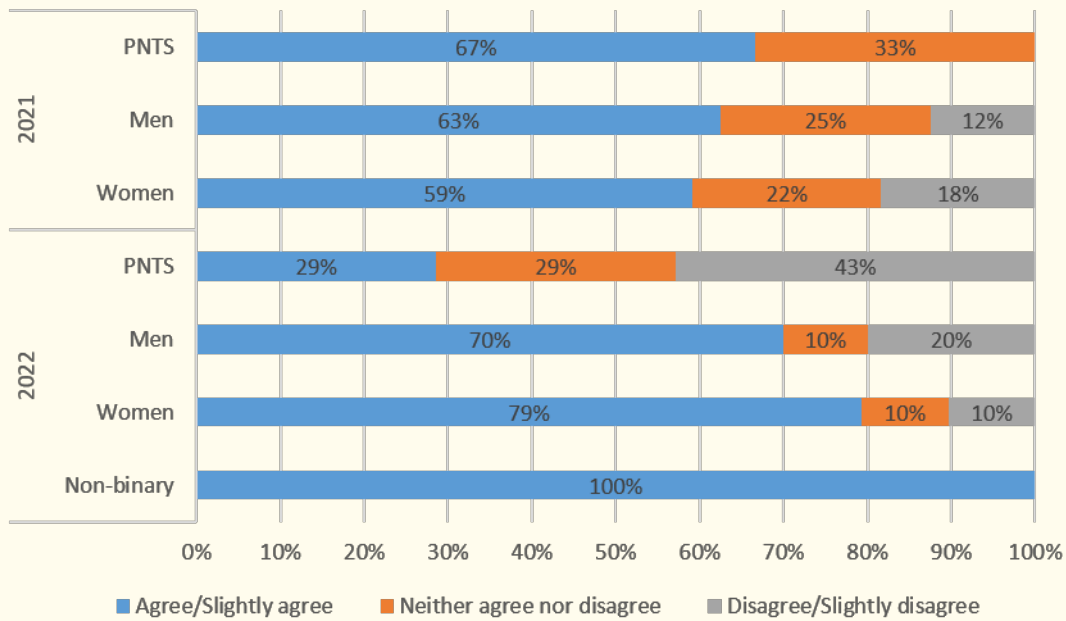
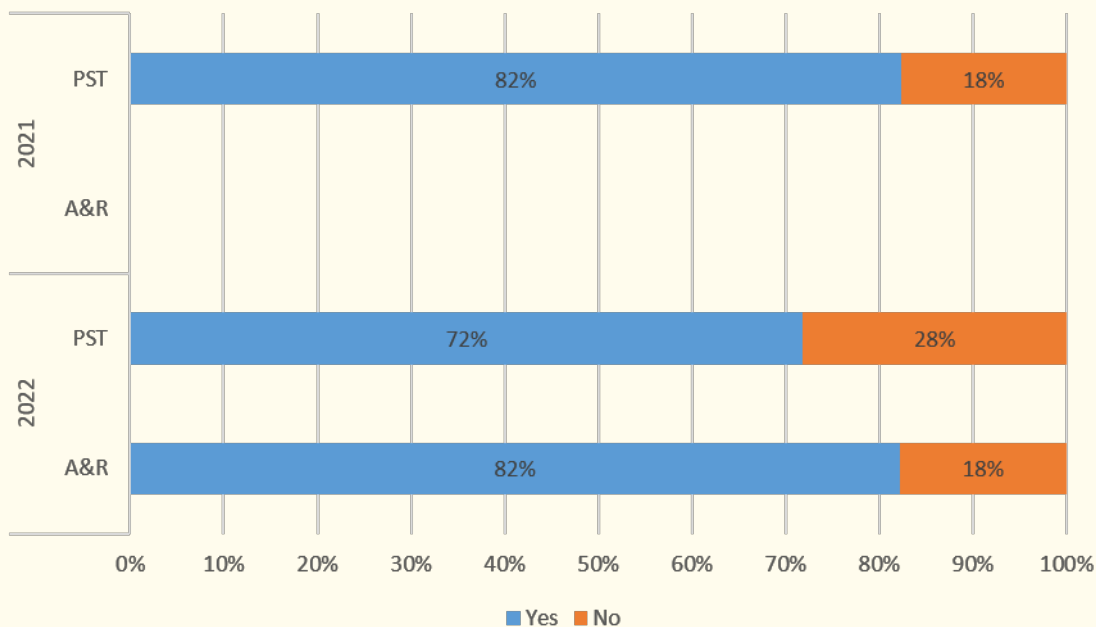


Figure 14 All staff - Have you had an appraisal? Staff survey responses, 2021 and 2022



\*Question not asked to A/R staff in 2021

Figure 15 All PST staff, "I understand the policy on flexible working" (including overtime and TOIL), Staff survey responses 2021 and 2022

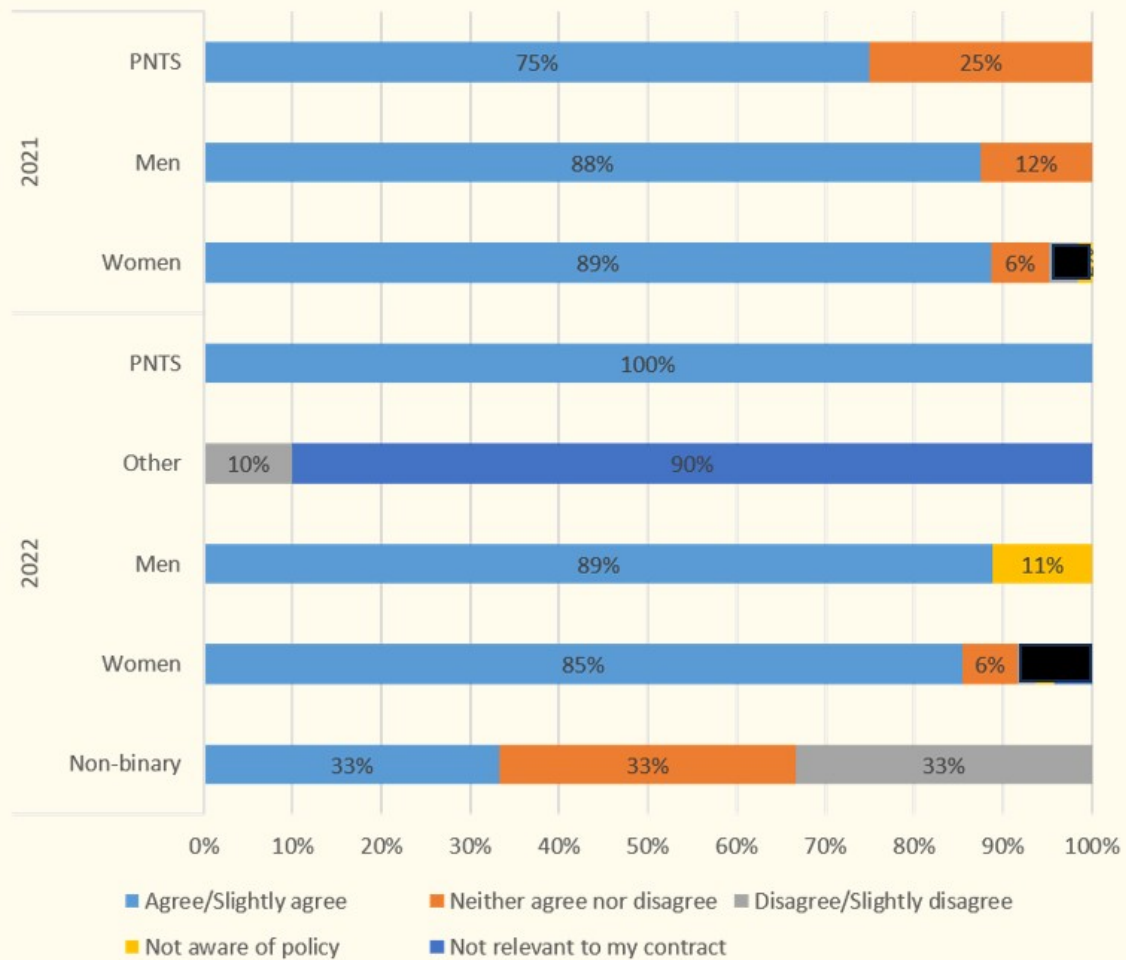


Figure 16 All A/R Staff - My line manager is supportive of requests for flexible working arrangements, Staff survey responses 2021 and 2022

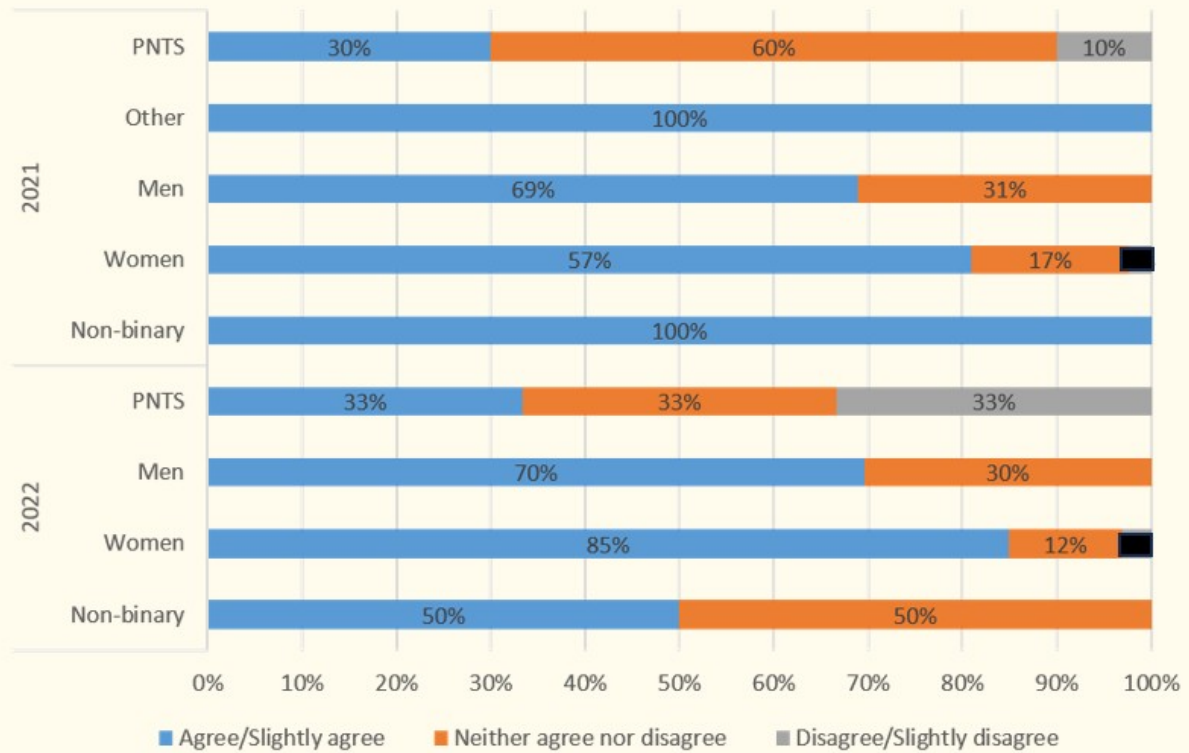


Figure 17 All PST staff - "My line manager is supportive of requests for flexible working", Staff survey responses 2021 and 2022

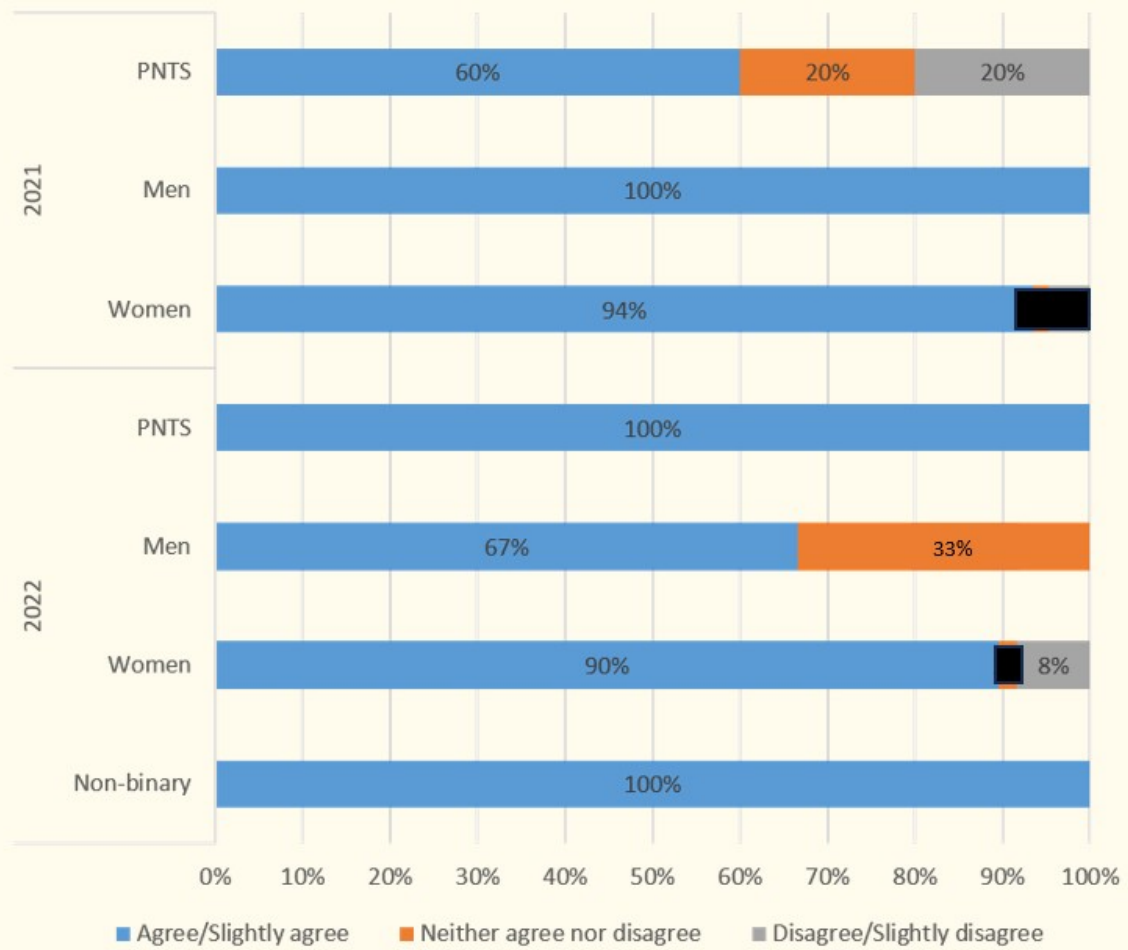


Figure 18 All BSMS staff formal flexible working requests, 2017/18 to 2021/22

		Academic	PST	Total
2017/2018	F	7	7	7
	M	0	0	0
	NB	0	0	0
2018/2019	F	0	0	0
	M	0	0	0
	NB	0	0	0
2019/2020	F	0	0	0
	M	0	0	0
	NB	0	0	0
2020/2021	F	7	7	7
	M	0	0	0
	NB	0	0	0
2021/2022	F	0	0	0
	M	0	0	0
	NB	0	0	0
Total	F	6	21	27
	%F	67%	91%	84%
	M	0	0	0
	NB	0	0	0

Figure 19 All A/R staff - I understand the promotion process, Staff survey responses, 2021 and 2022

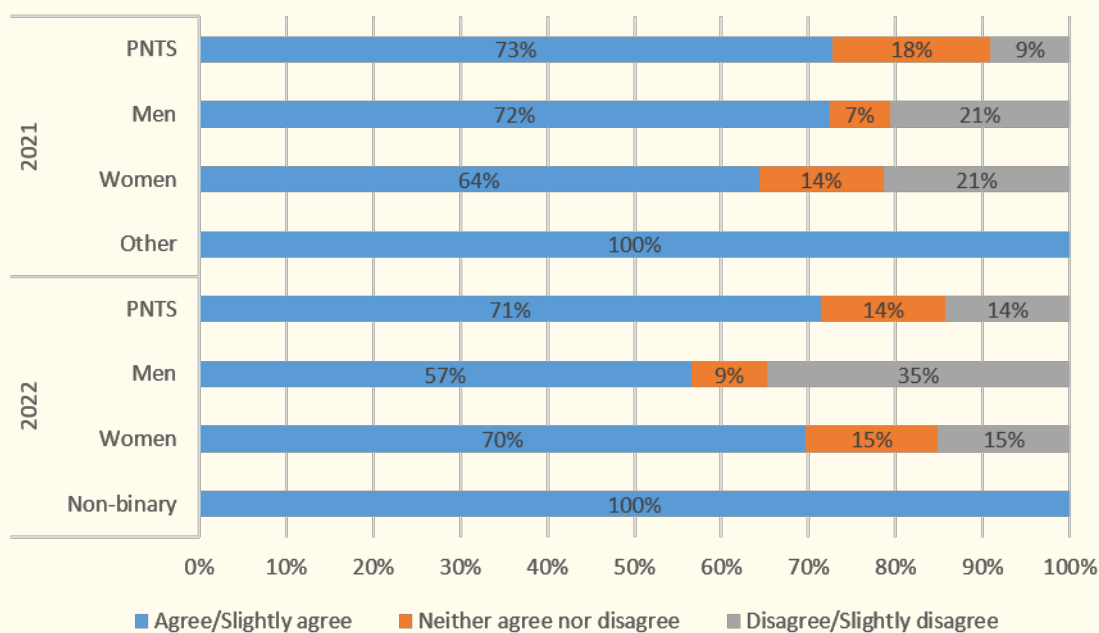


Figure 20 All A/R staff - BSMS provides me with useful mentoring opportunities, Staff survey responses 2020, 2021 and 2022

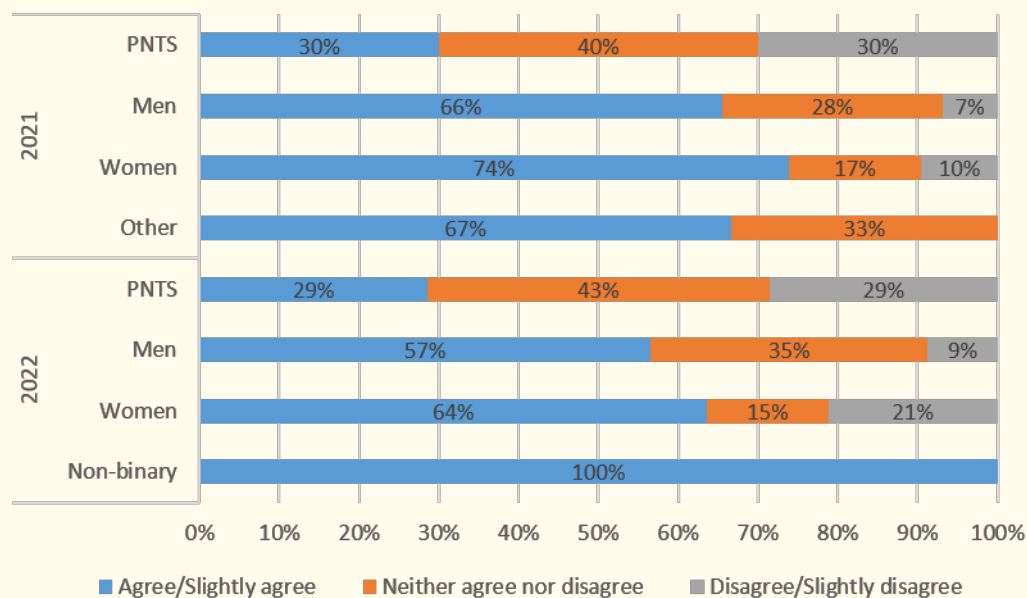


Figure 21 All PST Staff - Are you aware of the mentoring opportunities available to all BSMS PST through University of Sussex and University of Brighton, staff survey results 2022

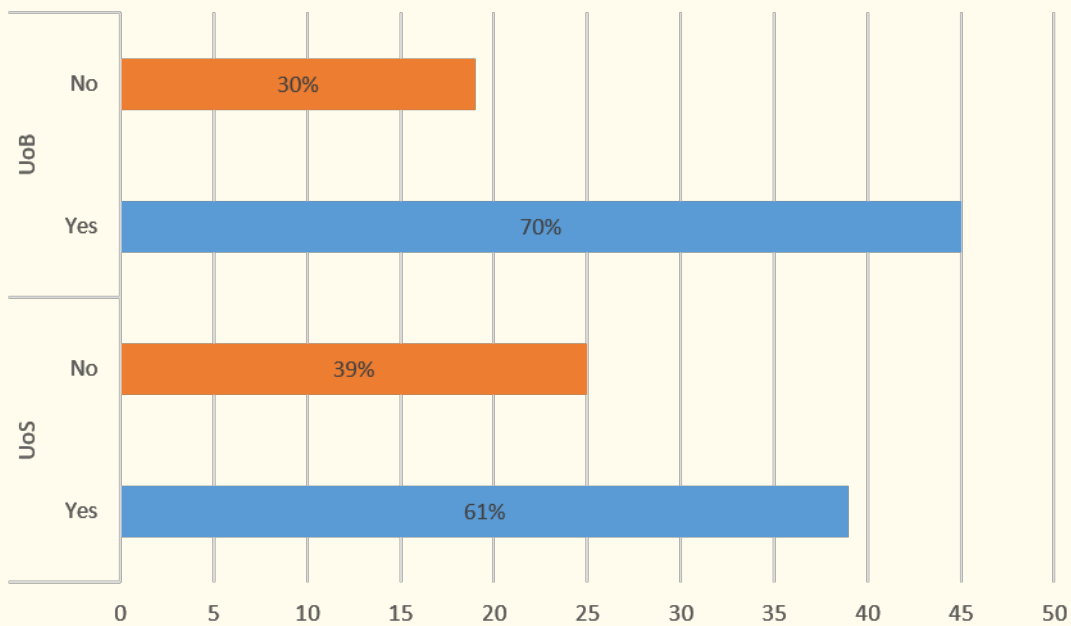


Figure 22 All A/R staff - I have an informal working arrangement, Staff survey responses 2021 and 2022

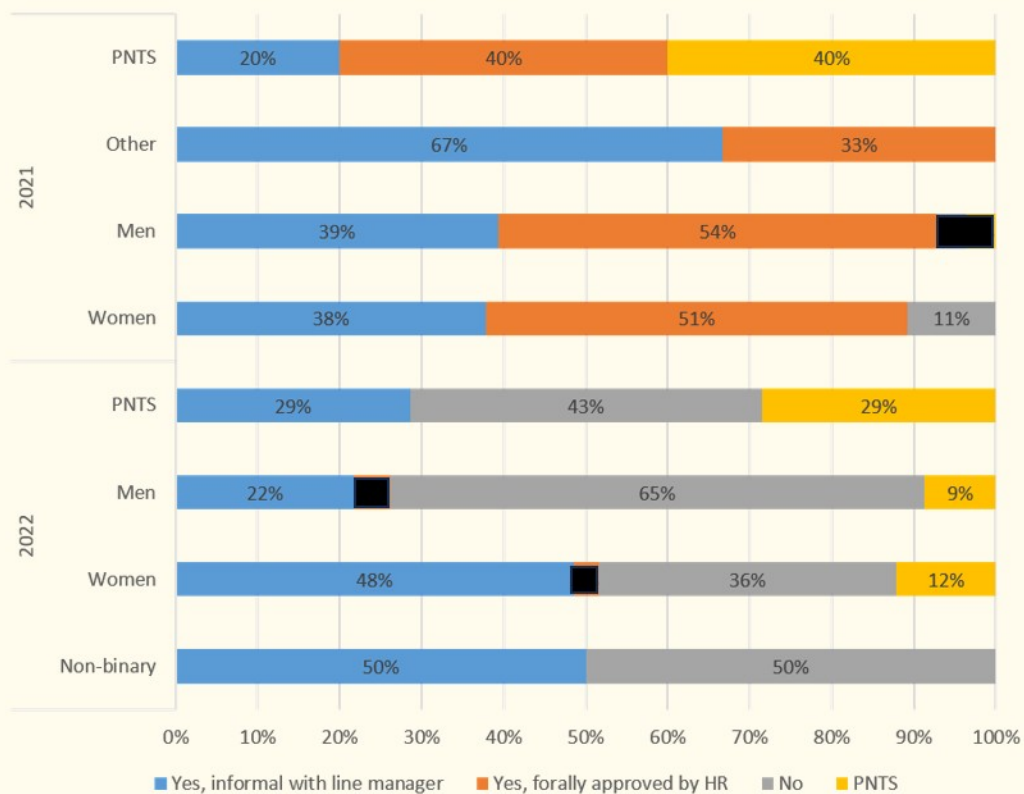


Figure 23 All PST staff - I have an informal working arrangement, Staff survey responses, 2021 and 2022

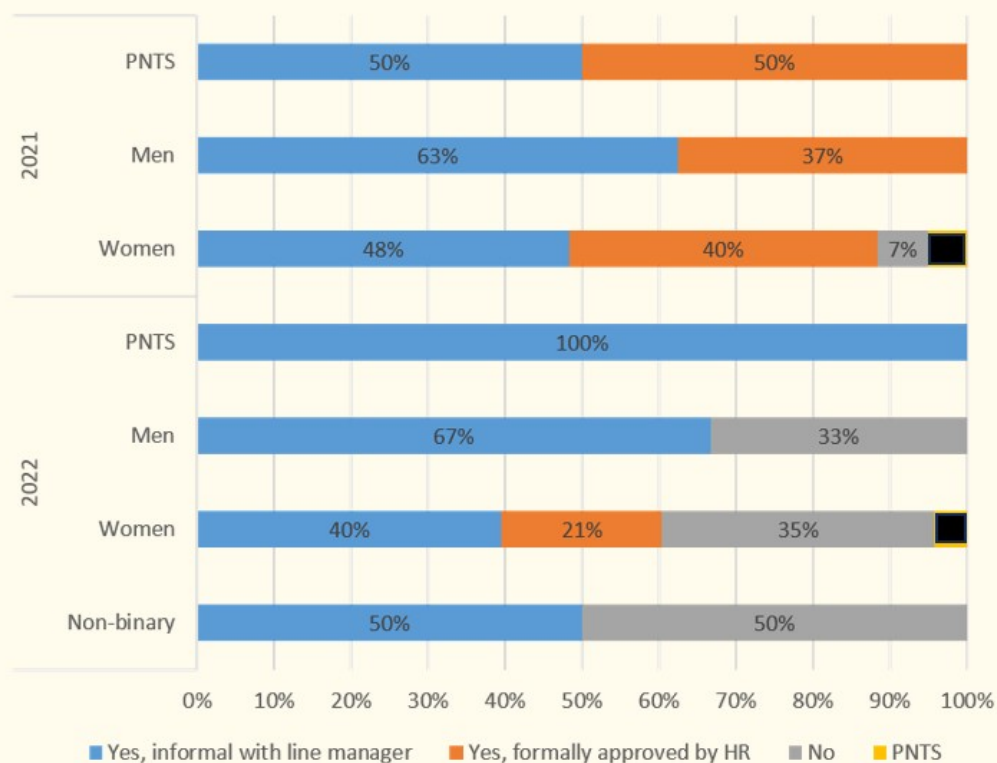


Figure 24 All BSMS Staff - "BSMS is a great place to work", Staff survey responses 2021 and 2022

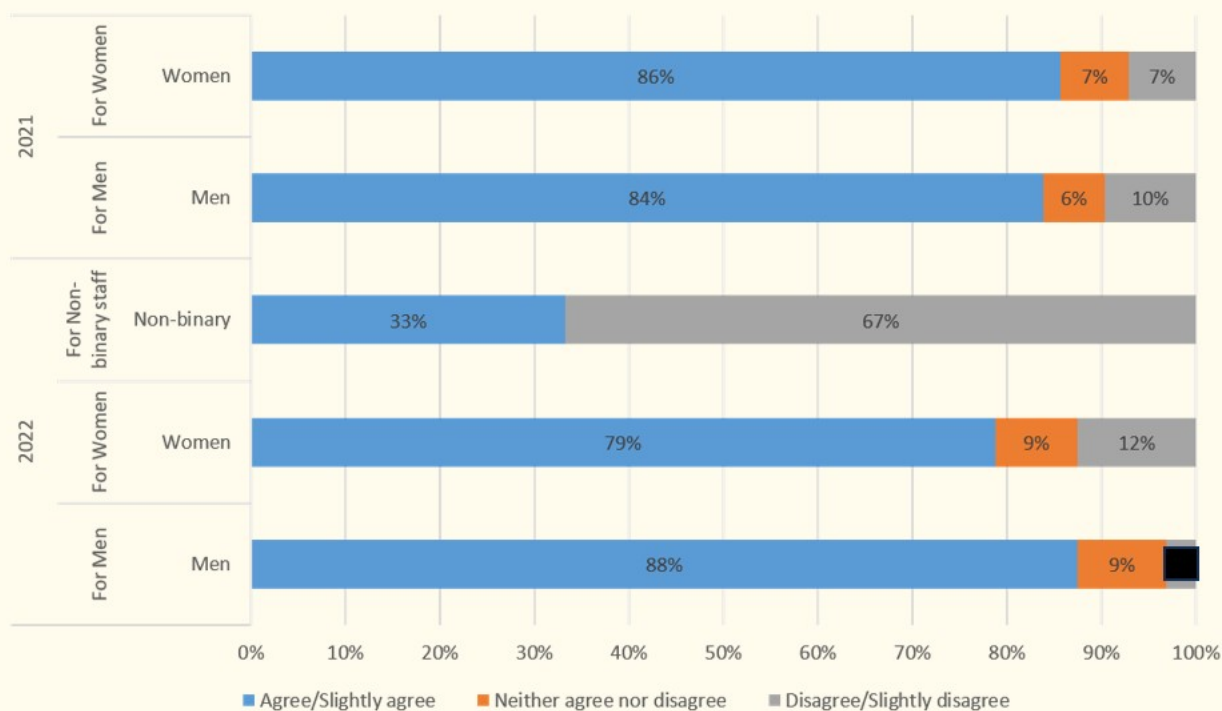




Figure 25 All A/R staff - Meetings in BSMS are completed in core hours to enable those with caring responsibilities to attend, Staff survey responses 2021 and 2022

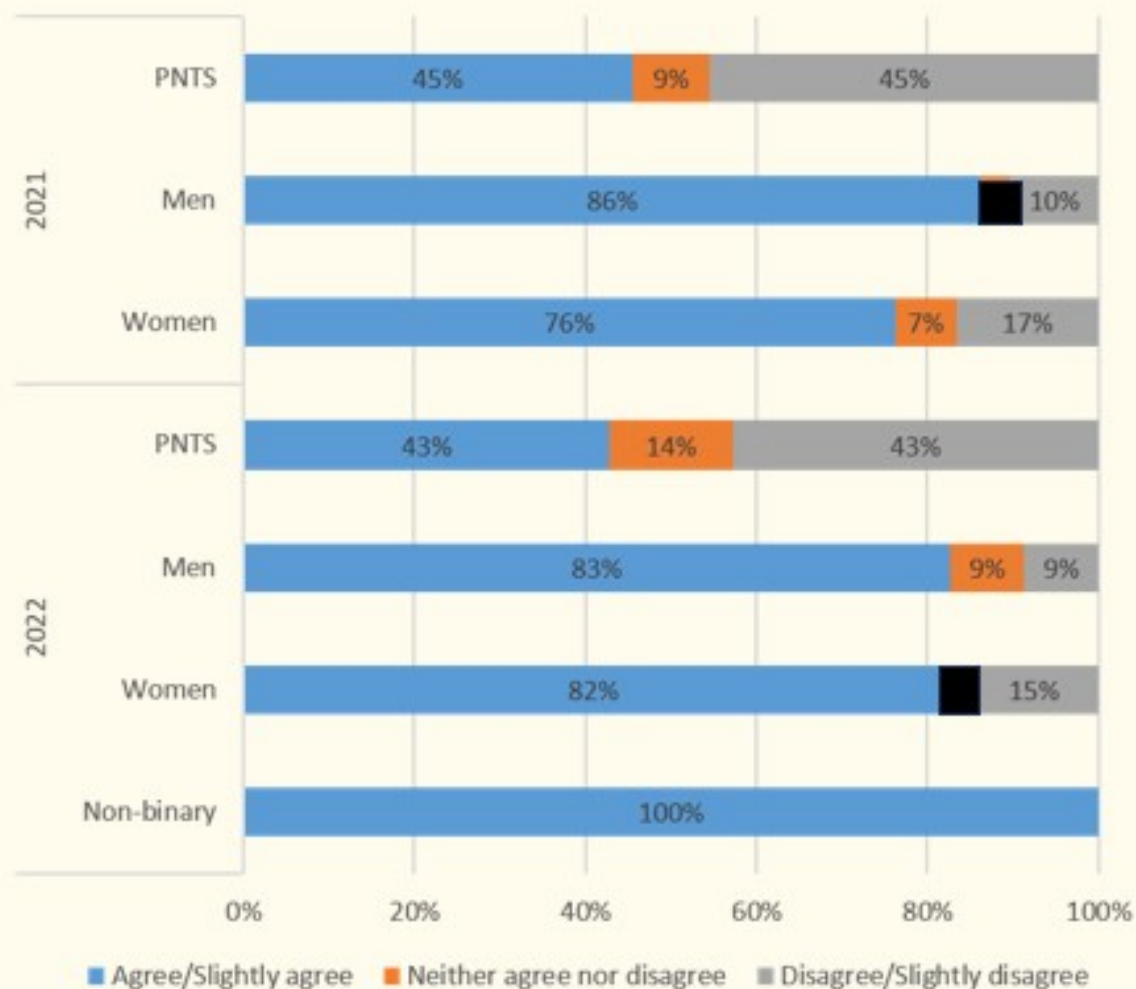


Figure 26 All PST staff - Meetings in BSMS are completed in core hours to enable those with caring responsibilities to attend, staff survey responses 2021 and 2022

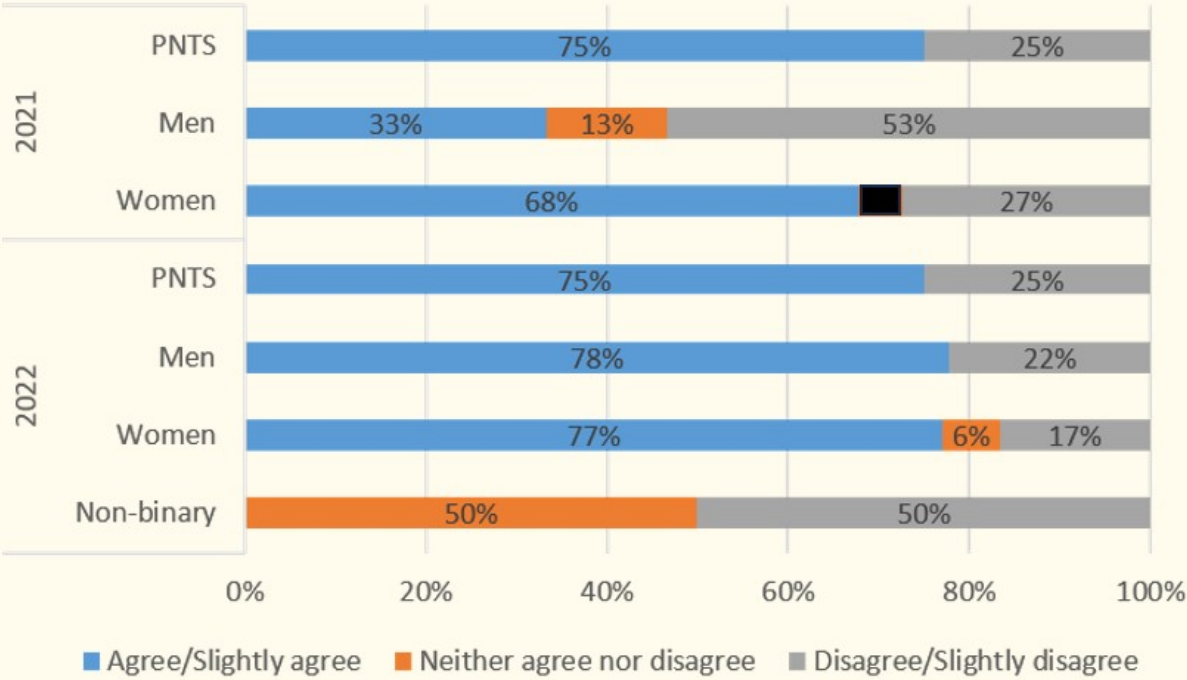


Figure 27 All A/R staff - "What sources of support have you accessed when preparing research grant applications?", Staff survey responses, 2022

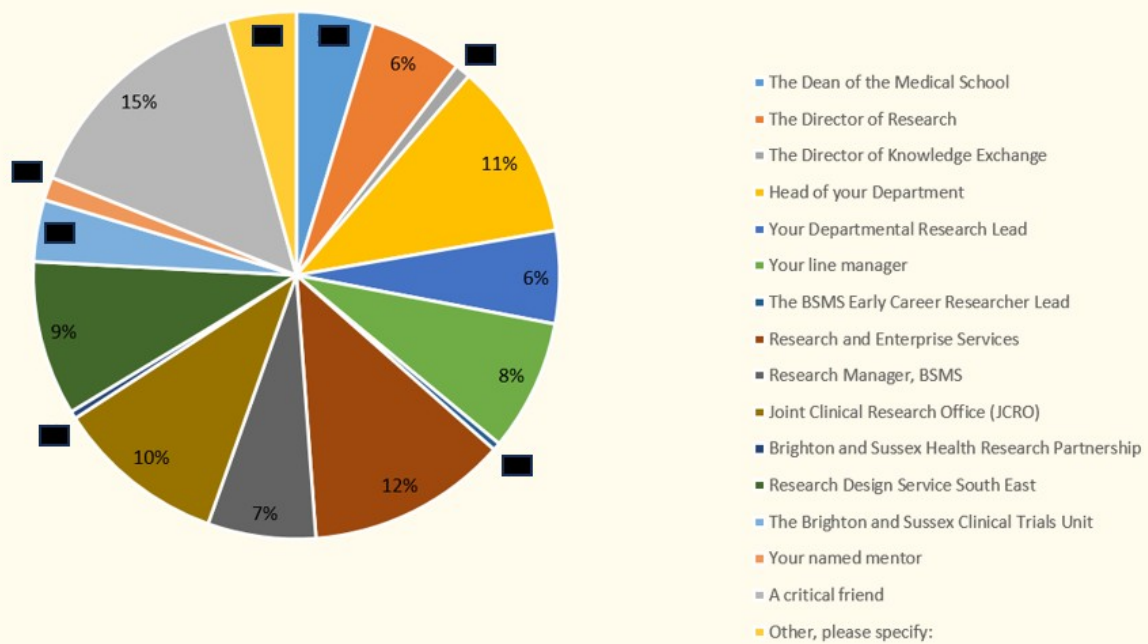
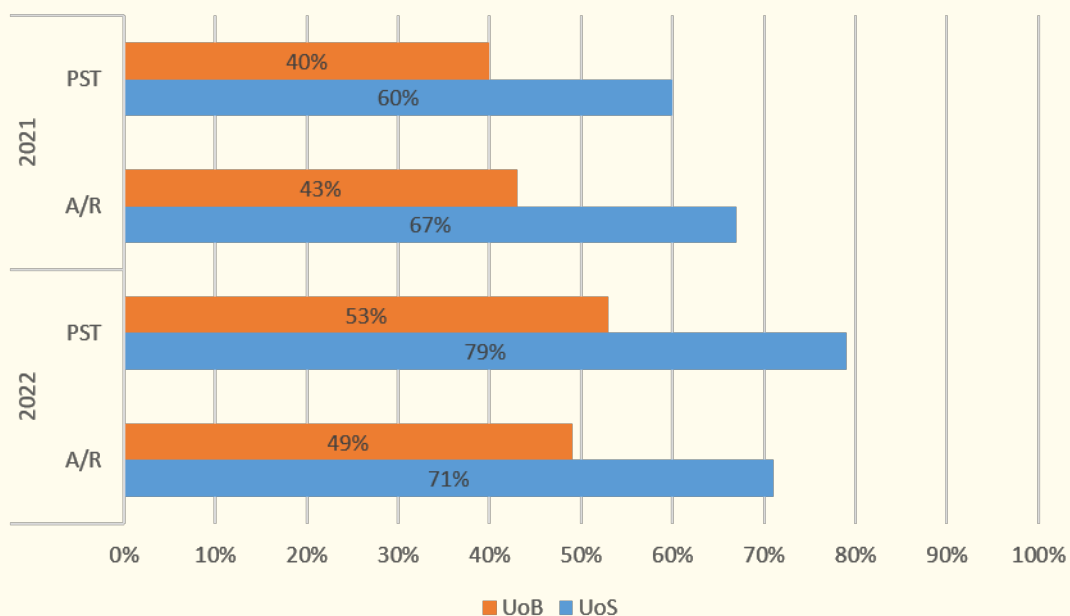


Figure 28 All staff - Awareness of bullying and harassment policies, Staff survey responses 2021 and 2022



### **AS requirement 1: Students at UG, PGT, PGR levels**

Table 1.1 All BSMS students at academic year 2021/2022

Table.1.2 All BSMS UG students 2017/18 - 2021/22

Table 1.3 All BSMS PGT students 2017/18 - 2021-22

Table 1.4 All BSMS PGR students 2017/18 - 2021/22

### **AS requirement 2: Degree attainment or completion rates for students**

Table 2.2.1 UG degree outcomes by gender 2017/18 - 2021/22

Table 2.2.2 PGT degree attainment by gender 2017/18 - 2021/22

Table 2.2.3 PGR degree attainment by gender 2017/18 - 2021/22

### **AS requirement 3: Academic staff by grade and function**

Table 3.1 All academic and research staff by grade and gender at 31/03/2023

Figure 3.1 All academic and research staff by contract function at 2021- 2023

Table 3.2 All academic research staff by grade and contract function 2017/18- 2021/ 22

Table 3.3 All academic research staff by ethnicity, gender and grade 2017/18 - 2021/22

### **AS requirement 4: Academic staff by contract type**

Table 4.1 All AR staff by grade and contract type 2017/18- 2021/22

Figure 4.1 All AR staff by gender and contract type 2017/18- 2021/22

Figure 4.2 All AR staff by gender and FT/ PT status 2017/18 -2021/22

Figure 4.3 All clinical academic and research staff by gender and grade 2021/22

Figure 4.4 All non-clinical academic and research staff by gender and grade 2021/22

### **AS requirement 5: PST staff by grade and job family**

Table 5.1 All PST staff by grade and job family at 31/03/2023

Table 5.2 All PST staff by grade and job family at 31/03/2023

Figure 5.1 All PST staff by grade and job family at 31/03/2023

Table 5.3 All PST staff by ethnicity, gender and grade 2017/18 – 2021/22

### **AS requirement 6: PST staff by grade contract type**

Table 6.1 All PST staff by grade and contract type 2017/18 – 2021-22

Figure 6.1 All PST staff by gender and FT/ PT status 2017/18 – 2021/22

### **AS requirement 7: Applications, shortlist and appointments made in recruitment to academic posts by grade**

Table 7.1 All academic and research staff applications, shortlist and appointments made in recruitment by gender and grade 2017 - 2021

Figure 7.1 All academic and research staff applications, shortlist and appointments made in recruitment by gender 2017 - 2021

### **AS requirement 8: Applications, shortlist and appointments made in recruitment to PST posts by grade**

Table 8.1 All PST staff applications, shortlist and appointments made in recruitment by gender and grade 2017 - 2021

Figure 8.1 All PST staff applications, shortlist and appointments made in recruitment by gender

2017 - 2021

**AS requirement 9: Applications and success rates for academic promotion by grade**

Table 9.1 Applications and successful outcomes for academic promotion by gender and grade 2017/18 - 2021/22

Figure 9.1 Applications and successful outcomes for academic promotion by gender 2017/18 - 2021/22 (unsuppressed)

**AS requirement 10: Applications and success rates for PST progression by grade (where there are formal routes for progression)**

Table 10.1 Applications and successful outcomes for PST progression by gender and grade 2017-2023

**Additional data**

Table 10 All BSMS staff submitting to the REF assessment 2021

Table 12 BSMS School Management Group Membership 2022/23

Table 13 BSMS Senior Management Roles by Department 2022/23

Table 14 Committee membership breakdown: Academic Board Committee, EDSD Committee, Research Committee, SMG

Table 15 EDSD committee members and EDI roles

Table 16 Composition, meeting frequency and key responsibilities of EDSD sub-groups

Table 17 New BSMS Departmental Policies, 2020-2023

Table 18 All staff by ethnicity 2021/2022

Figure 11 All staff by ethnicity 2021/2022

Table 19 Academic leavers by year, gender and FT/ PT status 2017/18 -2022/ 2023

Table 20 Longitudinal Progression from Bronze-Silver-Gold Awards

Table 21 Maternity return data for academic staff

Table 22 Maternity return data for PST staff

Table 23 UG student destination after BMBS

**Table 1.1 All BSMS students gender profile, 21/22**

	Undergraduate							Postgraduate Taught							Postgraduate Research						
	F		M		Other		Total	F		M		Other		Total	F		M		Other		Total
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
<b>BSMS</b>	<b>570</b>	<b>64%</b>	<b>325</b>	<b>36%</b>	<b>0</b>	<b>SU</b>	<b>895</b>	<b>400</b>	<b>59%</b>	<b>270</b>	<b>40%</b>	<b>1</b>	<b>SU</b>	<b>675</b>	<b>30</b>	<b>71%</b>	<b>10</b>	<b>25%</b>	<b>0</b>	<b>SU</b>	<b>40</b>
Uni of Brighton Benchmark		<b>62%</b>		<b>36%</b>		<b>■</b>	<b>6205</b>		<b>58%</b>		<b>41%</b>		<b>SU</b>	<b>3590</b>		<b>52%</b>		<b>46%</b>		<b>SU</b>	<b>130</b>
Uni of Sussex Benchmark	<b>7606</b>	<b>53%</b>	<b>6493</b>	<b>46%</b>	<b>SU</b>	<b>SU</b>	<b>14,109</b>	<b>1848</b>	<b>58%</b>	<b>1341</b>	<b>42%</b>	<b>13</b>	<b>■</b>	<b>3202</b>	<b>448</b>	<b>52%</b>	<b>403</b>	<b>47%</b>	<b>SU</b>	<b>SU</b>	<b>856</b>
Advance HE Benchmark	<b>47,430</b>	<b>62%</b>	<b>29,435</b>	<b>38%</b>			<b>76,865</b>	<b>9,325</b>	<b>64%</b>	<b>5,290</b>	<b>36%</b>			<b>14,615</b>	<b>4,550</b>	<b>60%</b>	<b>3,085</b>	<b>40%</b>			<b>7,640</b>

**Note:** Benchmark data drawn from Medicine and Dentistry students published by HE Advance (2022) Equality in Higher Education: Statistical Report 2022: Students

University of Brighton: (2022) Evaluation and policy Department: STEM students only

University of Sussex: (2022) Student Equality Duty Report 2021/22 <https://www.sussex.ac.uk/webteam/gateway/file.php?name=student-equality-duty-report-2022-error-fixed.pdf&site=369> [accessed 30 July 2023]: All students

**Table 1.2.1 All BSMS UG Students**

Sex	2017/18	2018/19	2019/20	2020/21	2021/22
Female	405	420	450	535	570
Male	285	295	300	310	325
Other	0	0	0	0	0
% Female	59%	59%	60%	63%	64%

**Table 1.2.2 All BSMS PGT Students**

Sex	2017/18	2018/19	2019/20	2020/21	2021/22
Female	295	365	355	300	400
Male	185	220	240	200	270
Other	0	0	0	0	0
% Female	61%	62%	60%	60%	59%

**Table 1.2.3 All BSMS PGR Students**

Sex	2017/18	2018/19	2019/20	2020/21	2021/22
Female	20	25	20	30	30
Male	10	20	15	15	10
Other	0	0	0	0	0
% Female	64%	58%	62%	62%	71%

**Table 2.1.1 Undergraduate degree attainment by gender, 2017/18 to 2021/22**

Sex	Degree Class	2017/18	2018/19	2019/20	2020/21	2021/22
Female	BMBS Degree	75	90	65	65	90
	Other outcome	0	0	0	0	0
Male	BMBS Degree	50	60	55	50	45
	Other outcome	0	0	0	0	0
Other	BMBS Degree	0	0	0	0	0
	Other outcome	0	0	0	0	0
% Female		100%	99%	99%	100%	100%
% Male		100%	100%	100%	100%	100%

% is proportion of BMBS degrees out of total awards

**Table 2.2.2 Postgraduate Taught degree attainment by gender, 2017/18 to 2021/22**

Sex	Degree Class	2017/18	2018/19	2019/20	2020/21	2021/22
Female	Distinction	30	25	25	35	85
	Merit	40	65	40	50	55
	Pass	15	20	15	■	15
Male	Distinction	15	20	15	20	45
	Merit	30	35	15	30	45
	Pass	15	20	10	10	15
Other	Distinction	0	0	0	0	0
	Merit	0	0	0	0	0
	Pass	0	0	0	0	0
% Female		81%	83%	83%	93%	89%
% Male		74%	75%	73%	80%	84%

% is proportion of Distinction/Merit out of total awards

Includes Intermediate exit award and other PG quals

**Table 2.2.3 Postgraduate Research Students by gender, 2017-22 to 2021/22**

Sex	2017/18	2018/19	2019/20	2020/21	2021/22
Female	■	10	■	■	■
Male	■	■	0	■	0
Other	0	0	0	0	0
% Female	43%	61%	67%	38%	SUPP



**Table 3.1 All BSMS A/R staff by grade, department and gender as at census 31/03/2023**

	Clinical and Experimental Medicine		Global Health & Infection		Lab Investigation		Medical Education		Neuroscience		Primary Care and Public Health		Sussex Health Outcomes, Research & Education in Cancer		Professional Services and Technical Staff		Totals as of 31 March 2023		
Clinical	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	F%	M
Dean		1																0%	1
Professor (Clinical)	1	1	1	1				1		1		1					1	18%	18
Reader (Clinical)	1	1						1									1	33%	1
Senior Lecturer (Clinical)	1	1	1	1			1	1	1	1		1					8	47%	9
Lecturer (Clinical)	1		1														1	100%	
Senior Teaching Fellow (Clinical)							1				1	1					1	67%	1
Teaching Fellow (Clinical)							1										1	100%	
Research Fellow (Clinical)	1	1	1			1				1							1	38%	1
Other (Clinical)		1						1										0%	1
<b>Clinical total</b>	<b>9</b>	<b>15</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>42%</b>	<b>39</b>
<b>Non-clinical</b>																			
Professor (Non-clinical)	1	1	1	1						1	1	1	1				8	53%	7
Reader (Non-clinical)	1						1				1	1					1	83%	1
Senior Lecturer (Non-clinical)	1	1	1			1	1	1	1	1	1						14	74%	1
Grade 9 - Research III			1						1			1	1				6	86%	1
Grade 8 - Lecturer B		1		1			10	1									10	71%	1
Grade 8 - Research II	1		1				1		1	1	1						7	88%	1
Grade 8 - Teaching Fellow							1				1						1	100%	
Grade 7 - Research I	1	1	6	1					1		1	1	1				19	73%	7
Grade 7 - Lecturer A		1					1	1		1							1	29%	1

	Clinical and Experimental Medicine		Global Health & Infection		Lab Investigation		Medical Education		Neuroscience		Primary Care and Public Health		Sussex Health Outcomes, Research & Education in Cancer		Professional Services and Technical Staff		Totals as of 31 March 2023		
Grade 7 - Teaching Fellow																			
Grade 6 - Research	■			■					■						■	■	■	60%	■
Other (Non-clinical)																			
Non-clinical total	12	8	15	6	0	■	20	7	13	6	10	■	6	0	■	■	76	70%	33
AR staff total	21	23	21	11	0	■	29	14	14	12	13	10	6	0	■	■	104	59%	72
Comparat or AR Staff Data																	14255	55%	11745
All BSMS Staff	24	23	24	11	0	■	32	14	21	16	13	10	10	0	93	18	213	70%	92

Our comparator staff data come from HE Advance (2022) Equality in Higher Education: Statistical Report 2022 Staff, SET dept: clinical medicine.

Figure 3.1 All A/R staff by contract function, grade and gender, 2021-2023

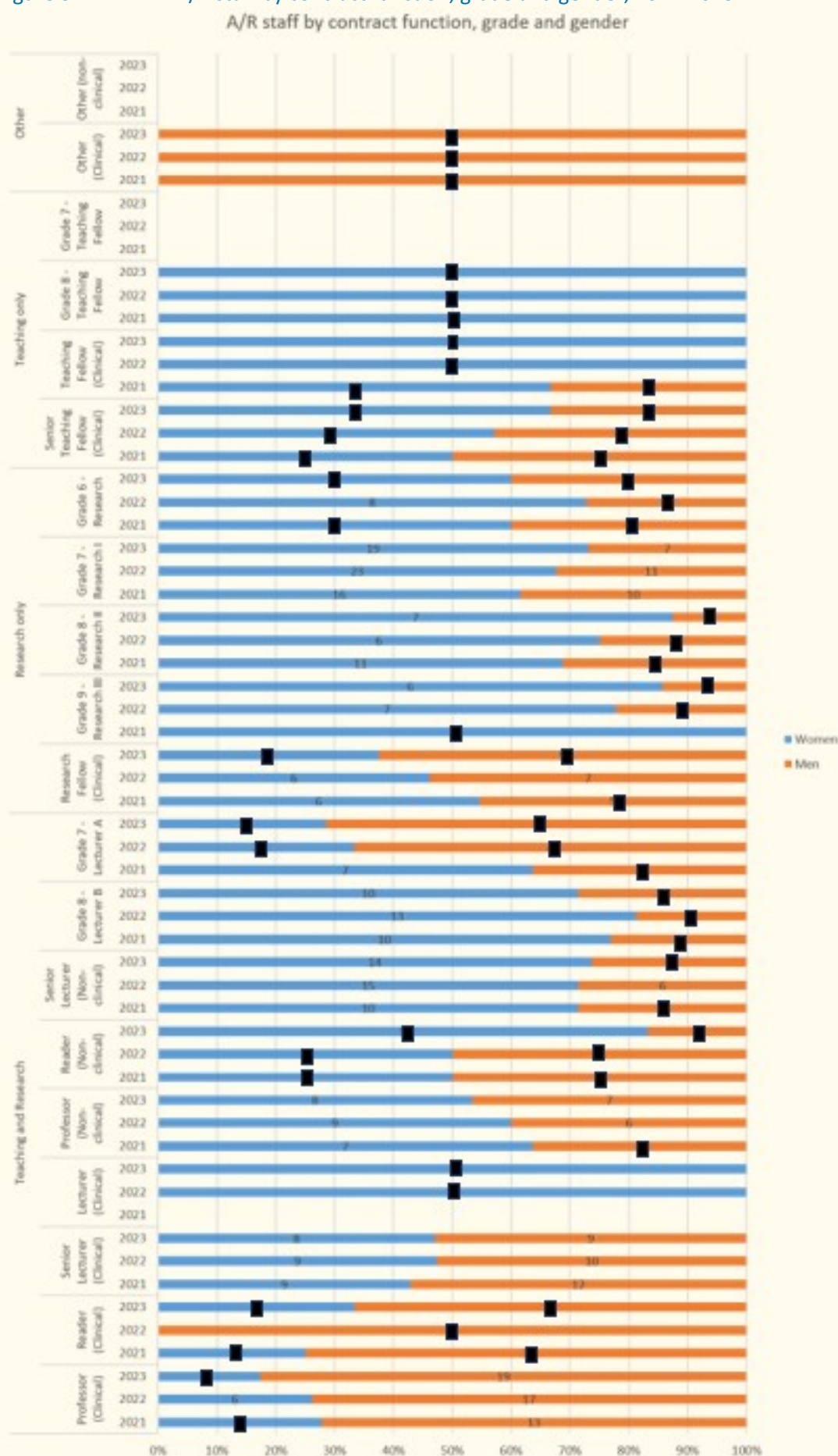


Table 3.2 All A/R staff by contract function and gender since Silver submission

Contract function	Gender	2017/18	2018/19	2019/20	2020/21	2021/22
Teaching only	Female	30	35	60	60	90
	Male	15	20	25	20	35
	Other	0	0	0	0	0
	Not Known	0	0	0	0	0
	% Female	65%	60%	70%	74%	73%
Research only	Female	30	40	40	35	45
	Male	15	15	25	20	20
	Other	0	0	0	0	0
	Not Known	0	0	0	0	0
	% Female	70%	69%	64%	66%	69%
Teaching and research	Female	35	30	40	35	35
	Male	45	40	45	40	40
	Other	0	0	0	0	0
	Not Known	0	0	0	0	0
	% Female	44%	45%	47%	46%	46%
Academic contract that is neither teaching nor research	Female	0	0	0	0	0
	Male	0	0	0	0	0
	Other	0	0	0	0	0
	Not Known	0	0	0	0	0
	% Female					

Table 3.3 All A/R staff by ethnicity, gender and grade 2017/18 to 2021/22

Year	Grade	BAME		White		Not Known	
		Female	Male	Female	Male	Female	Male
2017/18	Grade 6 or below	0	0	0	0	0	0
	Grade 7 & 8	0	0	35	15	0	0
	Grade 9 & 10	0	15	30	30	0	0
	Not Known	0	0	10	0	0	0
2018/19	Grade 6 or below	0	0	0	0	0	0
	Grade 7 & 8	10	0	35	15	0	0
	Grade 9 & 10	0	15	25	25	0	0
	Not Known	0	0	10	10	0	0
2019/20	Grade 6 or below	0	0	0	0	0	0
	Grade 7 & 8	10	0	35	20	0	0
	Grade 9 & 10	10	15	40	35	0	0
	Not Known	0	0	25	10	0	0
2020/21	Grade 6 or below	0	0	0	0	0	0
	Grade 7 & 8	10	0	40	15	0	0
	Grade 9 & 10	10	15	35	30	0	0
	Not Known	0	0	25	10	0	0
2021/22	Grade 6 or below	0	0	0	0	0	0
	Grade 7 & 8	10	0	30	15	0	0
	Grade 9 & 10	15	15	45	35	0	0
	Not Known	10	0	45	15	10	0

Table 4.1 All A/R Staff by contract type and grade 2017/18 to 2021/22

		2017/18					2018/19					2019/20					2020/21					2021/22				
Function	Grade	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female
Permanent	Grade 6 or below	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	60%	0	0	0	0	100%
	Grade 7 & 8	15	█	0	0	74%	20	█	0	0	73%	20	10	0	0	67%	25	10	0	0	74%	20	█	0	0	83%
	Grade 9 & 10	25	35	0	0	41%	25	35	0	0	40%	40	45	0	0	48%	40	40	0	0	51%	45	45	0	0	51%
	Not Known	20	10	0	0	61%	20	15	0	0	57%	40	15	0	0	70%	35	15	0	0	71%	60	25	0	0	72%
Fixed	Grade 6 or below	█	0	0	0	75%	█	0	0	0	83%	0	0	0	0	67%	0	0	0	0	100%	█	█	0	0	68%
	Grade 7 & 8	30	15	0	0	67%	30	15	0	0	66%	30	15	0	0	67%	20	10	0	0	69%	25	15	0	0	67%
	Grade 9 & 10	10	10	0	0	48%	█	█	0	0	56%	10	█	0	0	59%	█	10	0	0	47%	15	10	0	0	61%
	Not Known	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%

Figure 4.1: A/R staff by contract type and gender, 2017/18 to 2021/22

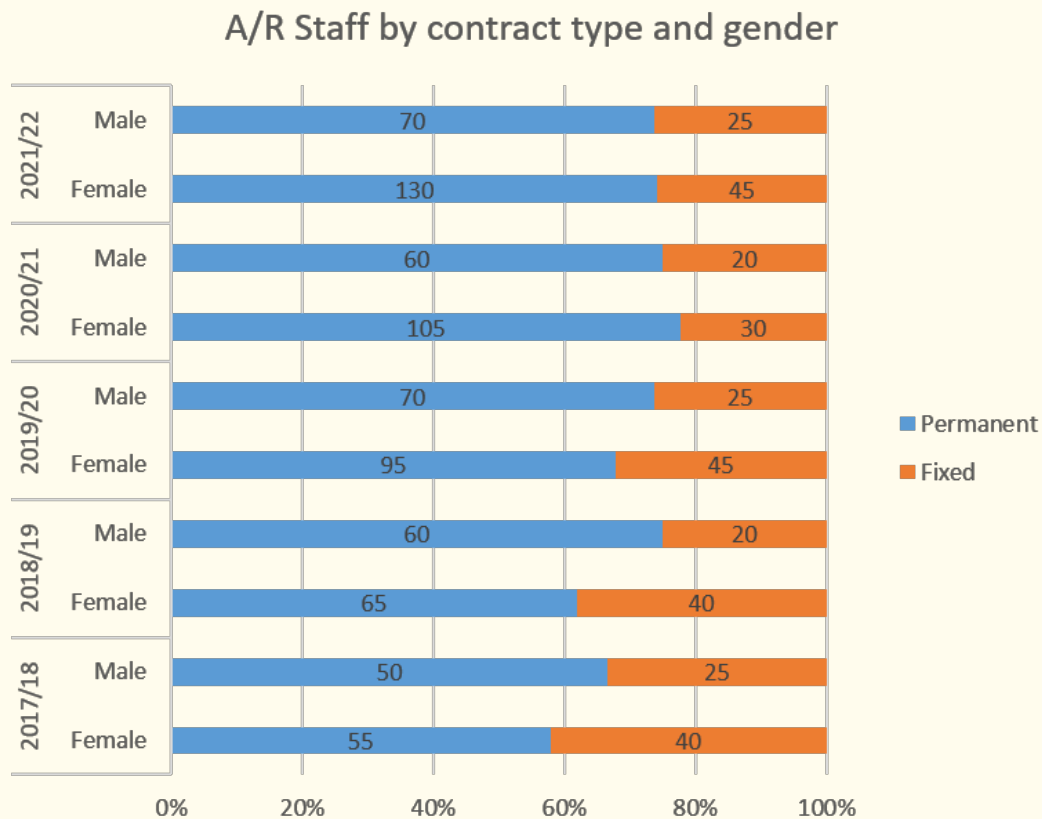


Figure 4.2: All A/R staff by gender by full- and part-time status, 2017/18 to 2021/22

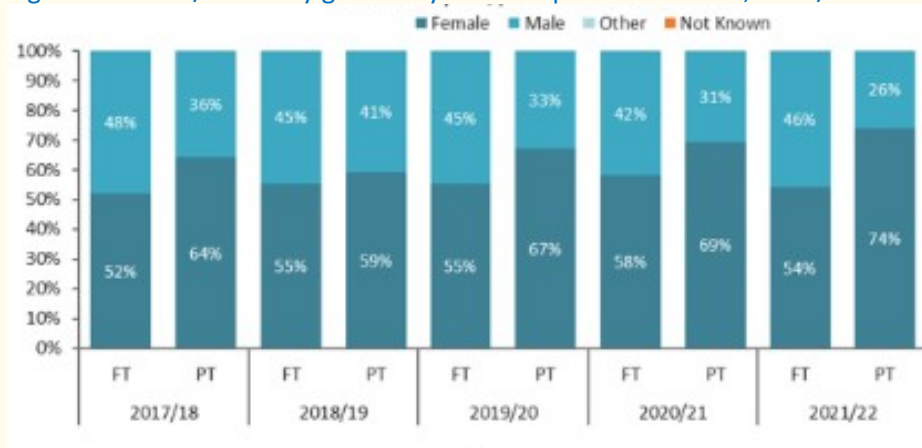


Table 4.3: All Clinical A/R staff by gender and grade, 2021/22

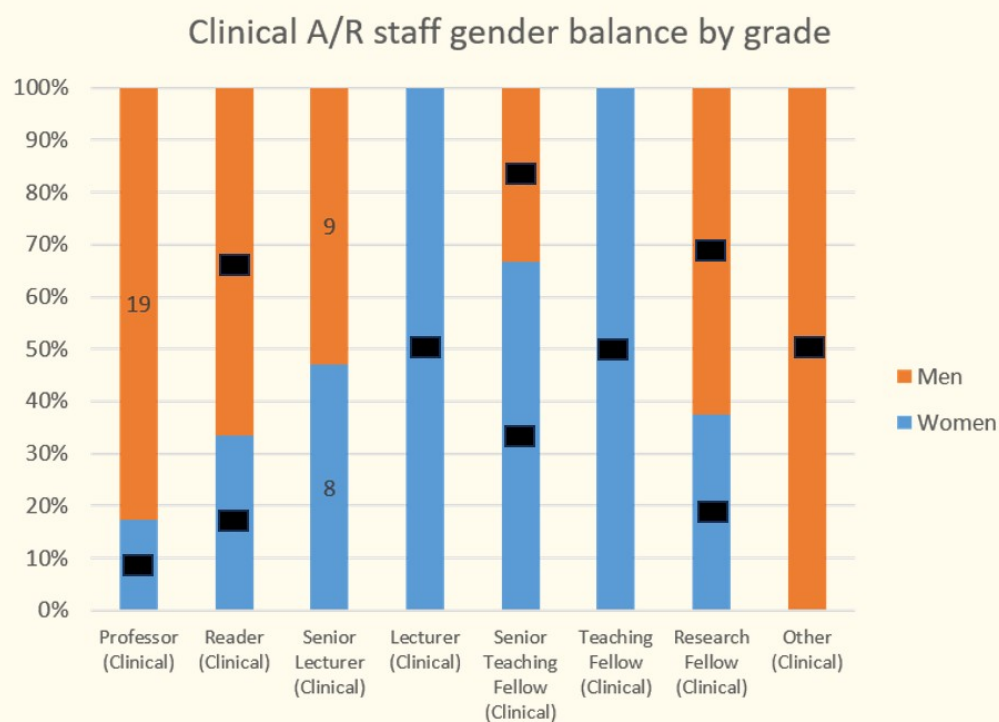


Figure 4.4: All Non-clinical A/R staff by gender and grade, 2021/22

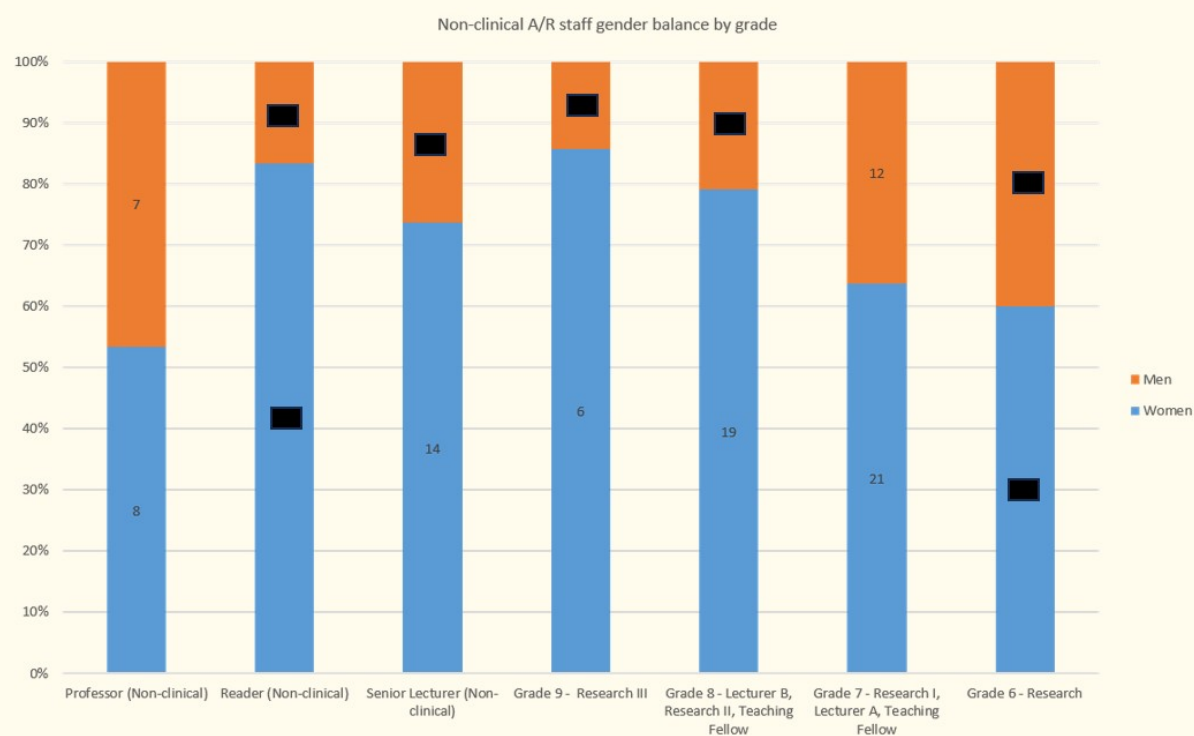




Table 5.1 All BSMS PST staff gender breakdown by grade, department and gender as at census 31/03/2023

	Clinical and Experimental Medicine		Global Health & Infection		Lab Investigation		Medical Education		Neuroscience		Primary Care and Public Health		Sussex Health Outcomes, Research & Education in Cancer		Professional Services and Technical Staff		Totals as of 31 March 2023		
Professional Services	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	F%	M
Grade 10 Administrative Faculty																		0%	
Grade 9 Administrative Faculty																		0%	
Grade 8 Administrative Faculty																		75%	
Grade 7 Administrative Faculty															19		23	96%	
Grade 6 Clerical															13		14	88%	
Grade 5 Clerical															25		28	90%	
Grade 4 Clerical															24		26	84%	
Grade 3 Clerical															8		10	100%	
Professional Services total															89	13	102	88%	14
Technical																			
Grade 9 Technical																		100%	
Grade 8 Technical																		0%	
Grade 7 Technical																		25%	
Grade 6 Technical																		50%	
Grade 5 Technical																			
Grade 4 Technical																		75%	
Grade 3 Technical																		100%	
Technical staff total																	7	54%	6
PST staff total									7		0	0		0	92	17	109	84%	20
Comparator PST Staff Data																	9950	72%	3380
All BSMS Staff	24	23	24	11	0		32	14	21	16	13	10	10	0	93	18	213	70%	92

Our comparator staff data come from HE Advance (2022) Equality in Higher Education: Statistical Report 2022 Staff, SET dept: clinical medicine.

Table 5.2 All PST staff by grade and job family as at census, 31/03/23

Job family	Gender	Total
Administrative Faculty	Female	26
	Male	1
	% Female	87%
Clerical	Female	78
	Male	10
	% Female	87%
Technical	Female	7
	Male	6
	% Female	54%

Figure 5.1 PST staff by grade and job family as at census, 31/03/23

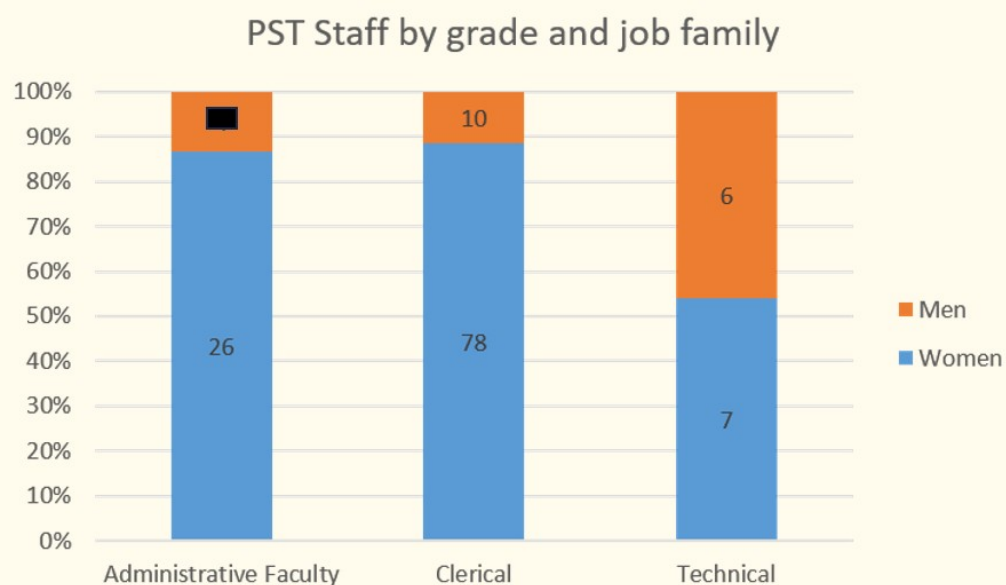


Table 5.3 All PST staff by ethnicity, gender and grade, 2017/18 to 2021/22

Year	Grade	BAME		White		Not Known	
		Female	Male	Female	Male	Female	Male
2017/18	Grade 6 or below	0	0	60	1	0	0
	Grade 7 & 8	0	0	15	1	0	0
	Grade 9 & 10	0	0	0	0	0	0
2018/19	Grade 6 or below	0	0	55	1	0	0
	Grade 7 & 8	0	0	15	1	0	0
	Grade 9 & 10	0	0	1	0	0	0
2019/20	Grade 6 or below	1	0	60	10	0	0
	Grade 7 & 8	0	0	20	1	0	0
	Grade 9 & 10	0	0	0	0	0	0
2020/21	Grade 6 or below	1	0	60	10	0	0
	Grade 7 & 8	0	0	15	1	0	0
	Grade 9 & 10	0	0	0	0	0	0
2021/22	Grade 6 or below	1	0	65	1	1	0
	Grade 7 & 8	0	0	15	1	0	0
	Grade 9 & 10	0	0	0	0	0	0

Table 6.1 All PST Staff by contract type and grade, 2017/18 to 2021/22

		2017/18					2018/19					2019/20					2020/21					2021/22				
Function	Grade	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not	% Female
Permanent	Grade 6 or below	45	■	0	0	89%	45	■	0	0	87%	60	10	0	0	88%	55	10	0	0	88%	60	■	0	0	90%
	Grade 7 & 8	10	■	0	0	75%	15	■	0	0	81%	20	■	0	0	72%	15	■	0	0	72%	15	■	0	0	74%
	Grade 9 & 10	0	0	0	0	0%	0	0	0	0	50%	0	0	0	0	50%	0	0	0	0	33%	0	0	0	0	33%
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
Fixed	Grade 6 or below	15	0	0	0	100%	15	0	0	0	100%	■	0	0	0	100%	10	0	0	0	100%	10	0	0	0	100%
	Grade 7 & 8	■	0	0	0	100%	■	0	0	0	83%	■	0	0	0	80%	0	0	0	0	50%	0	0	0	0	100%
	Grade 9 & 10	0	0	0	0	100%	0	0	0	0	100%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	

Figure 6.1 All PST staff by gender by full- and part-time status, 2017/18 to 2021/22

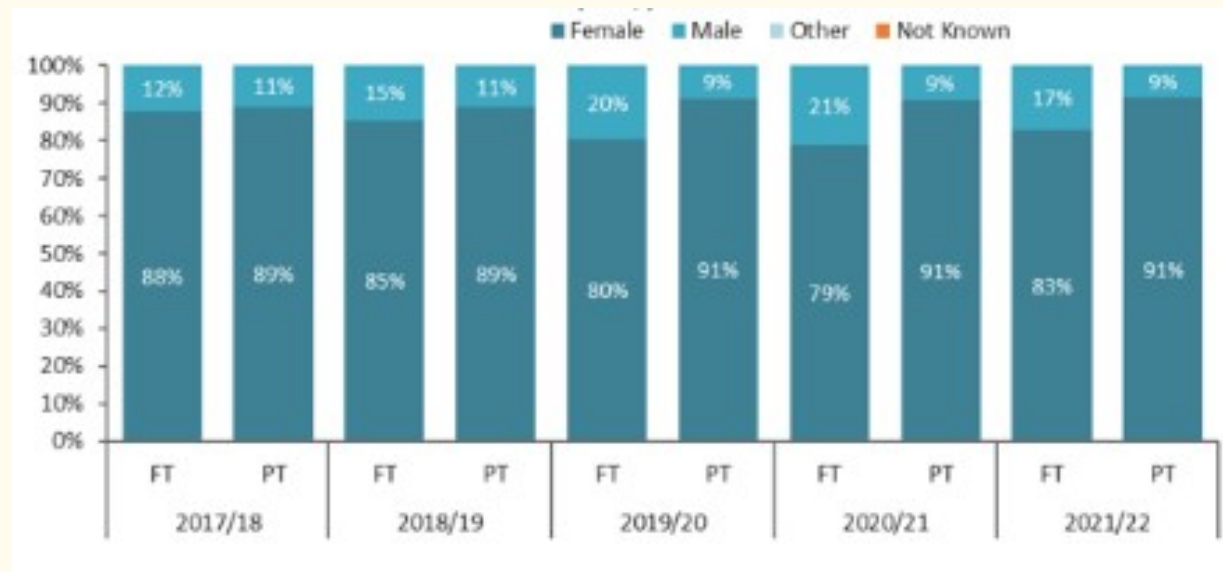
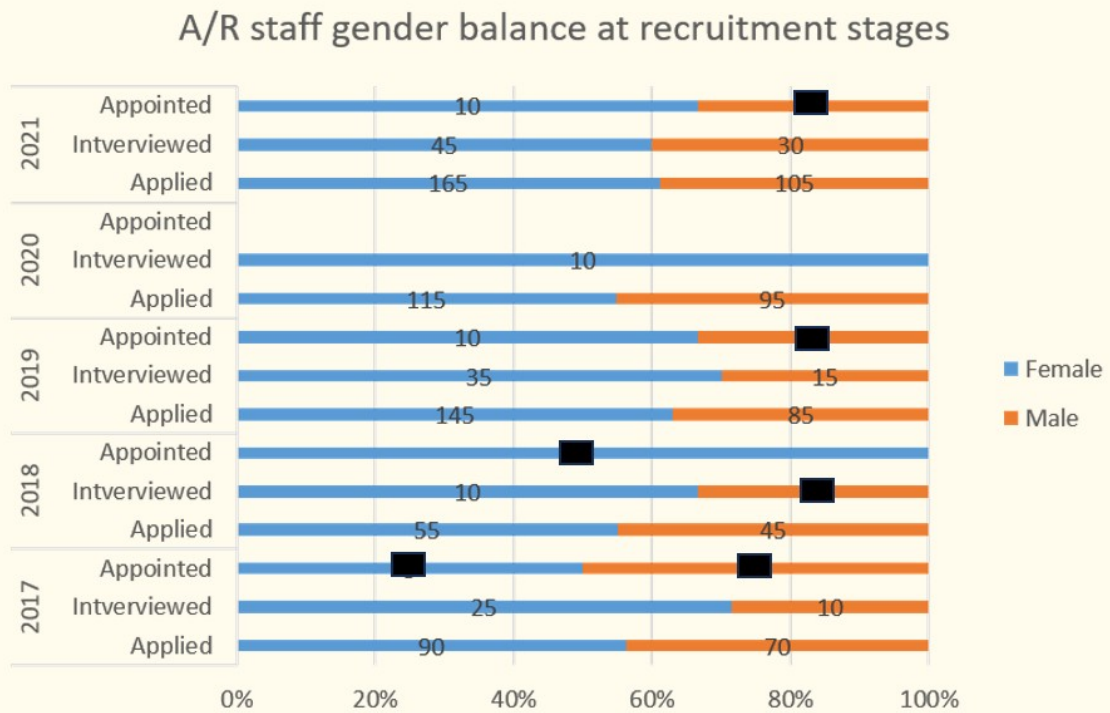


Table 7.1 All A/R staff applications, shortlist and appointments in recruitment by grade and gender, 2017 to 2021

Applied							Interviewed					Appointed				
Year	Grade	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female
2017	Grade 6 or below	30	20	0	0	61%	0	0	0	0	SUPP	0	0	0	0	
	Grade 7 & 8	60	40	0	0	59%	20	█	0	0	75%	█	0	0	0	78%
	Grade 9 & 10	█	10	0	0	23%	0	█	0	0	SUPP	0	0	0	0	SUPP
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2018	Grade 6 or below	0	0	0	0	SUPP	0	0	0	0		0	0	0	0	
	Grade 7 & 8	50	45	0	0	53%	10	█	0	0	77%	█	0	0	0	100%
	Grade 9 & 10	█	0	0	0	SUPP	0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2019	Grade 6 or below	80	35	0	█	65%	10	█	0	0	67%	0	0	0	0	SUPP
	Grade 7 & 8	60	45	0	10	53%	25	10	0	0	70%	█	0	0	0	75%
	Grade 9 & 10	10	█	0	0	64%	0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2020	Grade 6 or below	35	20	0	0	60%	0	0	0	0		0	0	0	0	
	Grade 7 & 8	75	60	0	10	52%	10	0	0	0	75%	0	0	0	0	SUPP
	Grade 9 & 10	█	15	0	0	32%	0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2021	Grade 6 or below	85	35	0	15	64%	10	█	0	0	67%	█	0	0	0	80%
	Grade 7 & 8	50	45	0	█	50%	15	15	0	0	53%	█	0	0	0	60%
	Grade 9 & 10	25	25	0	10	44%	15	10	0	0	58%	█	█	0	0	38%
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	

Figure 7.1 All A/R staff gender balance at recruitment stages 2017 to 2021



\*2020 Appointments have been suppressed

\*2020 Appointments have been suppressed

Table 8.1 All PST staff applications, shortlist and appointments in recruitment by grade and gender, 2017 to 2021

Year	Grade	Applied					Interviewed					Appointed				
		Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female	Female	Male	Other	Not Known	% Female
2017	Grade 6 or below	290	120	0	20	68%	35	10	0	0	77%	10	0	0	0	100%
	Grade 7 & 8	20	█	0	0	72%	█	0	0	0	60%	0	0	0	0	SUPP
	Grade 9 & 10	0	0	0	0		0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2018	Grade 6 or below	140	60	0	0	70%	25	█	0	0	88%	█	0	0	0	SUPP
	Grade 7 & 8	120	35	0	0	77%	15	0	0	0	87%	0	0	0	0	SUPP
	Grade 9 & 10	0	0	0	0		0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2019	Grade 6 or below	240	95	0	█	71%	75	15	0	0	82%	20	0	0	0	90%
	Grade 7 & 8	45	15	0	0	77%	15	0	0	0	94%	█	0	0	0	SUPP
	Grade 9 & 10	0	0	0	0		0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2020	Grade 6 or below	175	60	█	20	68%	25	0	0	█	82%	█	0	0	0	100%
	Grade 7 & 8	█	0	0	0	71%	0	0	0	0		0	0	0	0	
	Grade 9 & 10	0	0	0	0		0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	
2021	Grade 6 or below	220	85	█	15	68%	55	10	0	0	81%	10	0	0	0	90%
	Grade 7 & 8	10	0	0	0	90%	█	0	0	0	100%	0	0	0	0	SUPP
	Grade 9 & 10	0	0	0	0		0	0	0	0		0	0	0	0	
	Not Known	0	0	0	0		0	0	0	0		0	0	0	0	



Figure 8.1 All PST staff gender balance at recruitment stages 2017 to 2021

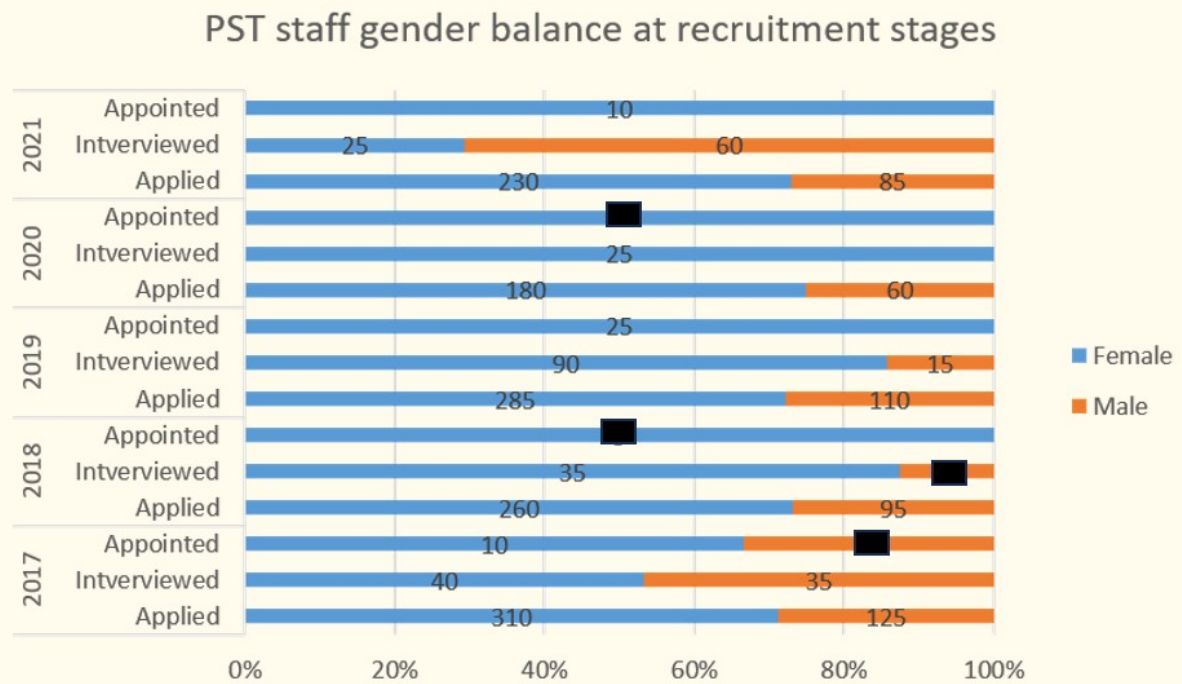
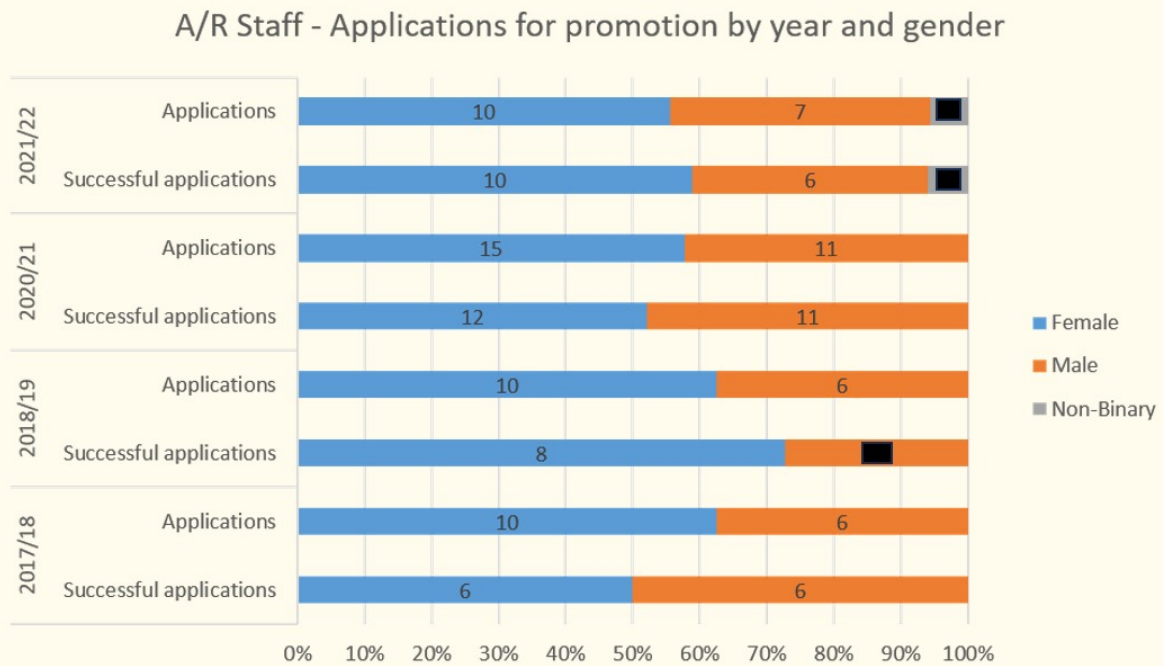


Table 9.1 All A/R applications and successful outcomes for promotions by gender and grade, 2016/17 to 2021/22

Year	Grade before promotion	All applications			Promoted			Not promoted			Other		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
2016/17	7	0	0		0	0		0	0		0	0	
	8	0	0		0	0		0	0		0	0	
	9	0	0		0	0		0	0		0	0	
	Not Known	█	0	71%	█	0	67%	0	0	SUPP	0	0	
2017/18	7	0	0	SUPP	0	0	SUPP	0	0		0	0	
	8	█	0	SUPP	0	0		█	0	SUPP	0	0	
	9	█	█	63%	█	█	63%	0	0		0	0	
	Not Known	0	0	SUPP	0	0	SUPP	0	0		0	0	
2018/19	7	█	0	SUPP	0	0	SUPP	0	0	SUPP	0	0	
	8	█	0	80%	█	0	SUPP	0	0	SUPP	0	0	
	9	█	█	43%	█	█	50%	0	0		0	0	SUPP
	Not Known	0	0		0	0		0	0		0	0	
2020/21	7	█	0	75%	█	0	71%	0	0	SUPP	0	0	
	8	█	█	67%	█	█	57%	0	0	SUPP	0	0	
	9	█	█	33%	█	█	33%	0	0		0	0	
	Not Known	0	0		0	0		0	0		0	0	
2021/22	7	0	0	SUPP	0	0	SUPP	0	0		0	0	SUPP
	8	█	0	83%	█	0	100%	0	0	SUPP	0	0	
	9	█	█	50%	█	█	44%	0	0		0	0	SUPP
	Not Known	0	0		0	0		0	0		0	0	

Figure 9.1 All A/R staff applications for promotion by year and gender, 2017/18 to 2021/22



*\*No Academic Promotions process held in 2019/2020*

Table 10.1 All PST staff applications and success rates for progression by grade and gender, 2017-2023

Year	Total Number Progressed	% Female
2023	1	100%
2022	12	86%
2021	1	100%
2020	1	100%
2019	1	75%
2018	6	83%
2017	1	100%

## ADDITIONAL DATA TABLES

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Table 11      Eligible and submitted staff by gender to REF 2021 by UOA

	Submitted	
	F	M
UoA1	19	29
UoA3	71	64
<b>Total</b>	<b>90</b>	<b>93</b>

Table 12 BSMS School Management Group at 31/03/23

Constitution	Membership	Tenure
Dean of BSMS (Chair)	Prof Malcolm Reed	Ex-Officio
Deputy Dean	Prof Jackie Cassell	Ex-Officio
Head of Clinical and Experimental Medicine	Prof Andrea Pepper & Prof Somnath Mukhopadhyay	Ex-Officio
Head of Department of Primary Care & Public Health	Prof Carrie Llewellyn	Ex-Officio
Head of Department of Medical Education	Prof Gordon Ferns	Ex-Officio
Head of Department of Neuroscience	Prof Andrew Dilley	Ex-Officio
Head of Department of Global Health & Infection	Prof Gail Davey	Ex-Officio
Medical School Secretary	Peter Dennis	Ex-Officio
BSMS Finance Manager	Sue Chapman	Ex-Officio
Director of Student Support	Dr Katie Hurt	Ex-Officio
Director of Undergraduate Teaching and Learning	Dr Tom Levett	Ex-Officio
Director of Doctoral Studies	Prof Sandra Sacre	Ex-Officio
Director of Research	Prof Sarah Newbury	Ex-Officio
Physician Associate Course Leader	Kate Bascombe	Ex-Officio
Medical Education Manager	Emily Pitt	Ex-Officio
Operations Manager	Cindy Eggleton	Ex-Officio
Communications Manager	Julie Wilton	Ex-Officio
BSMS HR Business Partner	Amy Howlett	Ex-Officio

*Gender Split: 13F (68%); 6M. Based on EDI Survey*

Table 13 BSMS Senior Roles by department at 31/03/23

<b>Dean's office</b>	Dean	Prof Malcolm Reed
	Deputy Dean	Prof Jackie Cassell
	Joint Heads	Prof Andrea Pepper
<b>Clinical &amp; Experimental Medicine</b>		Prof Somnath Mukhopadhyay
	Research Lead	Dr Simon Mitchell
	Teaching Lead	Dr Manuela Mengozzi
<b>Global Health &amp; Infection</b>	Head	Prof Gail Davey
	Deputy Head & Laboratory Lead	Prof Simon Waddell
	Teaching Lead	Dr Bethany Davies
	Head	Prof Gordon Ferns
<b>Medical Education</b>	Deputy	Prof Mike Okorie
	Director of Undergraduate Teaching & Learning	Dr Tom Levett
	Physician Associate Lead	Kate Bascombe
	Research Lead	Dr Duncan Shrewsbury
<b>Neuroscience</b>	Head	Prof Andrew Dilley
	Research Lead	Prof Alessandro Colasanti
	Teaching Lead	Prof Harry Witchel
	Head	Prof Carrie Llewellyn
<b>Primary Care &amp; Public Health</b>	Research Lead	Prof Stephen Bremner
	Teaching Lead	Dr Lauren Hardie-Bick
<b>Professional Services &amp; Technical Staff</b>	Head/School Secretary	Peter Dennis
	Operations Manager	Cindy Eggleton
	Director of Research	Prof Sarah Newbury
	Director of Knowledge Exchange	Prof Florian Kern
<b>Research</b>	Postgraduate Research, Director of Doctoral Studies	Prof Sandra Sacre
	Postgraduate Research, Deputy Director of Doctoral studies	Dr Stephanie Daley
	REF Lead	Prof Chris Pepper
	Research Manager	Dr Deeptima Massey

Gender Split: 13F (46%); 14M; ■ Based on EDI Survey

Table 14 Committee Breakdown of Academic Board, EDED, SMG and Research Committee, July 2023

	How would you describe your gender?				How would you describe your sexual orientation?				Which of the following best describes your ethnic origin?							Do you have an impairment, health condition or learning difference that has substantial or long-term impact on your ability to carry out day to day activities?		
	Man	Woman	% Women	Prefer to self-identify	Gay or lesbian	Heterosexual	Prefer not to say	Prefer to self-describe	Asian, Asian British - Indian	Any other Asian background	Black, Black British - African	Other Mixed background	White - English, Welsh, Scottish, Northern Irish or British	Any other White background	Prefer not to say	Yes	No	Prefer not to say
EDSD	7	21	72%	■	■	23	■		■	■		■	15	■	■	7	21	■
SMG	6	13	68%		■	15			■			■	14	■	■	■	15	■
Academic Board	14	10	38%	■	6	17	■	■	■	■	■	■	11	6	■	■	22	
Research Committee	■	11	65%	■	■	11	■	■					11	■	■	■	10	■

Data obtained through EDI monitoring survey



Table 14 cont. Committee Breakdown of Academic Board, EDED, SMG and Research Committee, July 2023


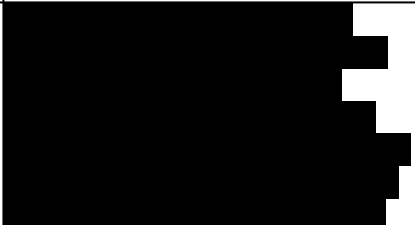

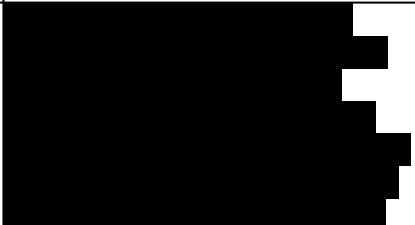
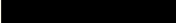
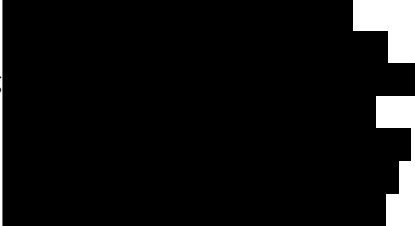
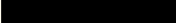
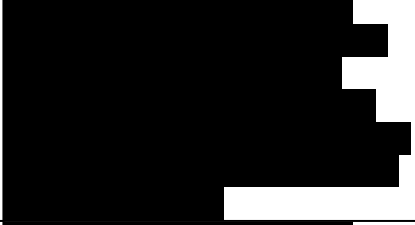

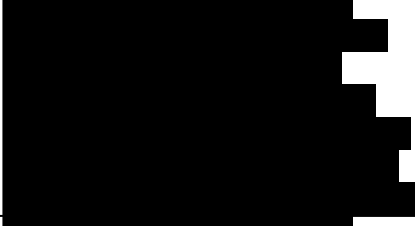

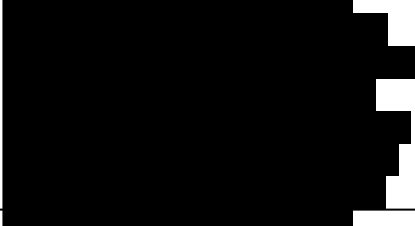
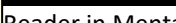
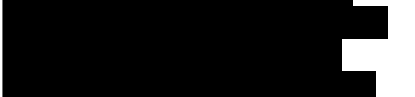
	Are you a Clinical Academic?		If you are a member of professional services or technical staff, what grade are you?			What is your employment status?			If you a member of academic or research staff, what grade are you?			
	Yes	No	Grade 3- 5	Grade 6 or above	Prefer not to say	Employed on a full time contract?	Employed on a part-time contract?	Prefer not to say	Teaching Fellow/Research Fellow/Lecturer	Senior Teaching Fellow/Senior Research Fellow/Senior Lecturer	Professor	Principal Lecturer/Reader
EDSD	1	24	1	9	1	23	1	1	1	9	1	
SMG	7	12		6		17	1				12	1
Academic Board	11	17		1	1	26	1		1	1	19	
Research Committee		17		1	1	12	1	1	1	1	1	1

Data obtained through EDI monitoring survey

Table 15 EDSD Committee Members and EDI roles

Name, Job Title, Department and Role Type	Professional profile	AS/EDI role or perspective	Additional committee membership
<p>Senior Lecturer in Medical Education</p> <p>DME Academic</p>		Academic Lead for Athena SWAN/ Disability Lead	Courses Exam Board/ Postgraduate Curriculum Management Board / Research Governance & Ethics Committee / Research Ethics and Integrity Committee (UoS)
<p>Lecturer B in Medical Education</p> <p>DME Academic</p>		EDI Data Team / inclusive Practice partners Programme	Student Affairs Committee / Professionalism, Performance & Progress Committee BM BS / Student Wellbeing Committee
<p>EDI Project Officer</p> <p>Central PST PST</p>		EDI Project Officer/ Secretary to EDSD Committee / EDI Data Team/ Period Dignity Lead / Disability Group (Chair)/ Mentoring Coordinator / PST Managers Group	
<p>Assistant Data Analyst</p> <p>Central PST PST</p>		AS Assistant Data Analyst /EDI Data Team / Mentoring Coordinator	
<p>Reader in Psychology</p> <p>PCPH Academic</p>		EDI Data Team/ Workload Allocation Lead	Research Governance & Ethics Committee
<p>Medical School Secretary</p> <p>Central PST PST</p>		Disability and LGBTQIA+ ally / PST Staff Development Lead / PST Managers Group (Chair)	SMG / University Hospital Sussex Foundation Trust (UHSx) Joint Committee / JARB / BSMS Academic Board /

Name, Job Title, Department and Role Type	Professional profile	AS/EDI role or perspective	Additional committee membership
			Admissions Review Group / Research Committee / Health, Safety & Environment Sub Committee / CISC Strategy Board / Digital Strategy Group
Dean Clinical Academic			SMG / University Hospital Sussex Foundation Trust (UHSx) Joint Committee / Finance & Infrastructure Committee / JARB / BSMS Academic Board / CISC Strategy Board / Senate (UoS)
Senior Lecturer In Medical Education DME Clinical Academic		EDI Lead for undergraduate teaching / Anti-racism Network / Inclusive Practice Partners Lead/ Anti-racism Network / Student Inclusivity Forums Co-Lead	Student Affairs Committee / Undergraduate Curriculum Management Board / CDG / Student Wellbeing Committee / Digital Strategy Group
Senior Lecturer in Medical Education DME Clinical Academic		EDI Lead for postgraduate teaching / Anti-racism network / Staff Inclusivity Forums Co-Lead	Postgraduate Curriculum Management Board
Senior Lecturer in Medical Education DME Academic		Chair - EDSD Committee / Anti-racism network / UoS Race Equality Charter Team	Research Governance and Ethics Committee / Post graduate Curriculum Management Board
Senior Lecturer in Ethics		Inclusivity Lead/ Anti-racism network / Staff and Student Inclusivity	Student Wellbeing Committee

Name, Job Title, Department and Role Type	Professional profile	AS/EDI role or perspective	Additional committee membership
CEM Academic		Forums Co-Lead/ Green Impact Committee	
 Reader in Clinical Education and Primary Care  DME Clinical Academic		LGBTQIA+ Network/ Disability group / Bystander training Lead / Dyslexia and disability ally	Joint Research Degrees Approval Board/ Undergraduate Curriculum Management Board / Curriculum Development Group
 Senior Lecturer in Infectious Diseases  GHI Clinical Academic		Period Dignity Network / Anti- racism Network	
 Senior General Practice Teaching Fellow  PCPH Clinical Academic		Anti-racism network	
 Year 2 student		Student Inclusivity Rep/ Student Disability Group	Student Affairs Committee (up to summer 2023)
 Research Manager  Central PST PST		PST Managers Group	Research Committee
 Learning Technologist  Central PST PST			Digital Strategy Group
 Reader in Mental Health & Dementia			Sussex Doctoral Board / BSMS CDG / Joint Research Degrees

Name, Job Title, Department and Role Type	Professional profile	AS/EDI role or perspective	Additional committee membership
Neuroscience (Academic)			Approval Board / BSMS Academic Board
Kate Bascombe Reader in Physician Associate Studies  (Academic)			SMG / DME / Digital Strategy Group / CMB / Postgraduate Curriculum Management Board Professionalism, Performance & Progress Committee PA / Quality Assurance & Enhancement Event / Digital Strategy Group
 Lecturer in Global Health Academic		Anti-Racism Network, Doctors of the World Expert Consortium	
 Director of Undergraduate Teaching & Learning  DME Clinical Academic		Sussex University Education Committee	CGD / GP Strategy Group / Student Affairs Committee / JARB / Exam board at all UG years/ SMG/ BSMS Academic Board / Undergraduate Curriculum Management Board / CGD / Admissions Review Group / Professionalism, Performance & Progress Committee BM BS / Quality Assurance & Enhancement Event / Digital Strategy Group
 Research Lead for Neuroscience		Clinical Lead for Athena Swan	BSMS Research Committee / CISC Management Group/ UoS

Name, Job Title, Department and Role Type	Professional profile	AS/EDI role or perspective	Additional committee membership
Neuroscience Clinical Academic			Neuroscience / Laboratory Science Management Group
Professor of Perinatal Medicine  CEM Clinical Academic			Academic Board / Curriculum Management Board
Reader in Health Data Science  PCPH Academic			Joint Research Degrees Approval Board / BSMS Academic Board / Research Committee / Laboratory Science Management Group / Digital Strategy Group
Head of Admissions & Student Welfare  Central PST PST			Admissions Review Group / CDG / CMG / Curriculum Development Group
Senior Lecturer in Translational Neuroscience  Neuroscience Academic			
GHI Research Programmes Manager  GHI PST		PST Managers Group  GHI Belonging Forum	
BSMS HR Business Partner  UoS PST			SMG
			SMG / Research

Name, Job Title, Department and Role Type	Professional profile	AS/EDI role or perspective	Additional committee membership
Director of Research Academic (up until summer 2023) Academic			Committee
Communications Manager Central PST PST		Disability Group / PST Managers Group	SMG
Senior Medical Education Coordinator DME PST			
Operations Manager Central PST PST			SMG / Health and Safety committee / Health, Safety & Environment Sub Committee
Medical Education Manager DME PST			Curriculum Management Board (UG and PG) / SMG/ CGD / Curriculum Development Group / Quality Assurance & Enhancement Event

**Table 16** Composition, meeting frequency and key responsibilities of EDSD sub-groups

Group	Chair	Members	Meeting frequency	Key responsibility for AS
Equality, Diversity & Staff Development Committee		32	Quarterly	The Athena SWAN application is a regular agenda item at the EDSD with a small working group to edit and review the application and actions.
LGBTQIA+ Network		6	Online network	This network of staff work and help to promote initiatives which focus on LGBTQIA+ inclusivity. These practices are highlighted in our Gold Actions including bystander training for students and staff.
EDI Data Team		5	Every 3 weeks	Responsible for the annual BSMS staff survey and collating and analysing data for the Athena Swan application.
Student Affairs Committee		35	Termly	The Committee provides a conduit for students' feedback. In addition, the EDI Lead brings actions and concerns to the EDSD which form the basis of policy changes and best practice initiatives.
Student Wellbeing Committee		22	Termly	The Committee will provide a conduit for students' feedback concerning wellbeing. The UG Curriculum Lead feeds back issues and concerns to the EDSD, any new practices are monitored and impact measured for Athena SWAN.
Anti-Racism Network		6	Online network	Various colleagues across the school are working on decolonising projects – this work and its impact is directly related to many of our Gold action points.
Disability Group		15	Termly	Members of the disability group assess and review staff survey questions relating to physical and hidden disability and digital accessibility – these changes are implemented and recorded in our Athena SWAN application.
Mentoring Coordinators		2	Quarterly	Responsible for coordinating mentors and mentees and improving the mentoring programme.
Student Inclusivity reps		6	Termly	Student Inclusivity reps work closely with the EDI Lead and Project Officer to define and develop inclusive practices for students – these feed in to the wider EDSD Committee and included in our future action plan.
Student and staff Inclusivity Forums		Open forum	Biannual	Open forums for staff and students to speak freely about any sort of EDI issue or concern. Anonymous channels are available for staff/ students to comment.



Table 17 New BSMS Departmental Policies, 2020-2023

Departmental Policy	Athena SWAN Focus	Year of Implementation
Online Staff and Line Manager Induction	New processes established during the Covid pandemic to ensure equitable access to all staff, particularly those with increased caring responsibilities during the pandemic.	2020
Children in Class	This policy is intended to support students who are parents to be able continue in their studies while balancing the right of other students not to have their learning disrupted.	2020
Shared Workspaces/Hot-Desking Policies	Building on 'Flexible Sussex', launched in 2018, the 'Remote Working Framework' (RWF) sets out to further promote and encourage the practice of remote working as allowed by an individual's role, team/departmental requirements, personal circumstances and preferences.  UoS policy applies - <a href="https://www.sussex.ac.uk/webteam/gateway/file.php?name=the-remote-working-framework.pdf&amp;site=302">https://www.sussex.ac.uk/webteam/gateway/file.php?name=the-remote-working-framework.pdf&amp;site=302</a>	2021
Returners Fund for Professional Service and Technical Staff (Silver AP30)	Extension of Returners Fund to all staff. This has been highlighted as a model of good practice by UoS and UoB who are exploring the application of this policy across the institution.	2021
Module and Course Lead Job Descriptions	Setting out clear EDI responsibilities to course and module leads. Job descriptions include the requirement that staff will perform the duties in a manner which supports and promotes the BSMS commitment to equality and diversity.	2021
Café Club Extension	PST Networking scheme started in 2017 and funding extended in 2021. The purpose of the networking scheme is:  to help staff get to know colleagues in other parts of the school to gain a better understanding of the work of other teams to strengthen the sense of BSMS as an	2021

Departmental Policy	Athena SWAN Focus	Year of Implementation
	entity.	
Inclusive guidance for teaching staff	Guidance for teachers to make their teaching as inclusive as possible	2020
Period Dignity at BSMS	This scheme was originally delivered in conjunction with UoS and is now funded by BSMS. The EDI Project Officer made a recommendation about the Period Dignity Scheme at the University of Brighton Athena SWAN Steering Group. The EDI Leads at UoB have since met to discuss adopting this initiative.	2022
Funding for British Sign Language Courses	BSMS commissions places on courses delivered by the University of Sussex. Seven places have been funded in 2022/23 and 2023/24 for staff wishing to develop their communication skills in British Sign Language.	2022
Religious Observances Policy	<p>At BSMS we believe that every student should have an equal opportunity to acquire knowledge and prove their ability. The main aim of this policy is to provide BSMS students with practical guidance to help fulfil their religious observances appropriately whilst meeting the training requirements of the medical school and the GMC.</p> <p>Religious observance allowances are made for students who require time/ space to prayer during exams / lectures/ placements. The assessments team endeavour to provide and facilitate separate gendered rooms, compasses, and mats for students during exam times. Prayer rooms are available on both UoS and UoB campuses and BSUH Trust.</p>	2022
Menstruation Sickness Policy	Establishment of working group to deliver menstruation policy for BSMS (Gold.AP4.4.1)	2022
Trigger warning policy	Our goal within BSMS is to foster a culture and environment in which students can attend and engage with all teaching and manage any stress/emotion that comes with learning about difficult topics. Trigger or content warnings are not a substitute for support and therefore should be complemented with relevant signposting to support services and tutorial sessions.	2022

Departmental Policy	Athena SWAN Focus	Year of Implementation
BSMS Scrubs Policy	Provision of BSMS medical scrubs to all students with accommodations for religious dress including modifications to scrubs and other clinical clothing to increase accessibility and inclusivity. From September 23, all students will be issued with two pairs of personal scrubs to avoid students having to purchase their own.	2023
Relaunched New Staff and Line Manager Induction	In recognition of feedback received by new starters and line managers, all inductions will return to face to face from September 2023	2023
Dress code in clinical spaces	The BSMS student dress code is currently being updated to be gender neutral and inclusive by the BSMS Inclusivity Lead.	2023

Table 18 Breakdown of all BSMS staff by ethnicity and function 2021/22

Detailed ethnic breakdown of staff by function			
Ethnicity	Academic	Professional services	Total
Asian	20	0	20
Black	8	0	8
Mixed	8	5	13
Other	0	0	0
White	128	95	223
Not Known/Refused	10	5	15
<b>Total FPE</b>	<b>174</b>	<b>105</b>	<b>279</b>

Figure 11 Breakdown of all BSMS staff by ethnicity and function 2021/22

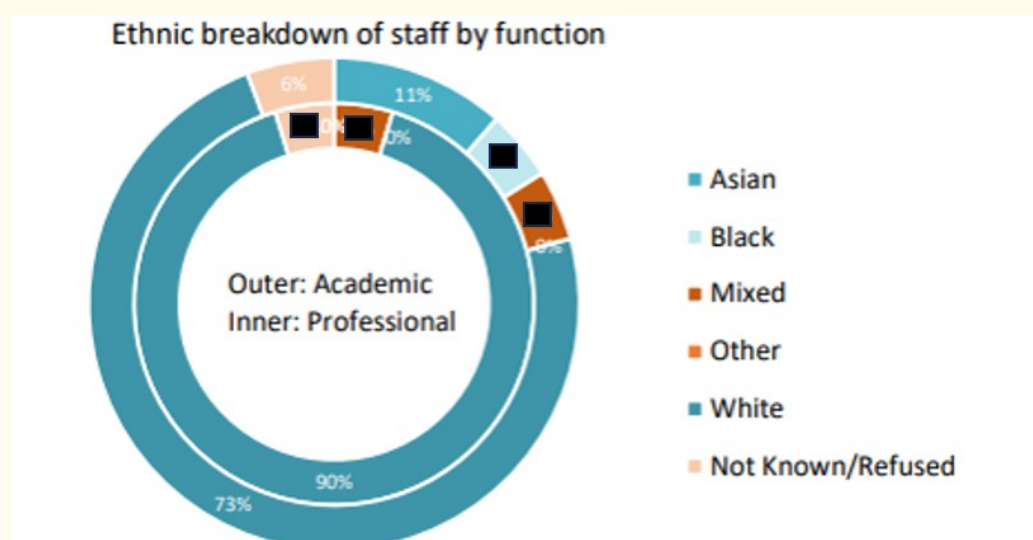


Table 19 A/R leavers by year, full-time/part-time status and gender

	2017/2018				2018/2019				2019/2020				2020/2021				2021/2022				2022/2023				Grand Total
	FT		PT		FT		PT		FT		PT		FT		PT		FT		PT		FT		PT		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Grade 6 - Research	█		█			█			█				█						█		█		█		10
Grade 7 - Lecturer A															█				█			█			█
Grade 7 - Research I	█	█	█		█				█	█			█	█	█		█	█	█			█	█		23
Grade 8 - Lecturer B					█									█						█	█	█			8
Grade 8 - Research II		█							█		█			█				█	█		█		█		9
Grade 8 - Teaching Fellow	█			█	█	█				█															█
Grade 9 - Research III																					█	█			█
Lecturer (Clinical)															█	█									█
Professor (Clinical)								█				█								█					█
Professor (Non-clinical)								█				█	█					█					█		6
PS Staff	█		█		█		█		█	█	16	█	█		█		7	█	█		8		6		73
Research Fellow (Clinical)				█			█	█				█			█	█	█			█	█				18
Senior Clinical Teaching Fellow												█													█
Senior Lecturer (Non-clinical)							█													█					█
Senior Teaching Fellow (Clinical)												█													█
Teaching Fellow (Clinical)			█	█																			█		█
TN Staff	█	█	█	█	█				█		█							█			█	█			18
Grand Total	11	█	6	█	9	█	7	█	10	█	18	7	8	█	8	█	11	10	9	0	21	15	14	█	190

Based on Distinct Count of NGA Employee Number

Table 20 Longitudinal Progression from Bronze-Silver-Gold Awards

	Baseline (2013/14)	For Bronze (2013)	For Silver (2017)	For Gold (2023)
Mentoring	<p>Staff survey 2014 showed only 42% of respondents felt BSMS offered useful mentoring opportunities.</p>	<p>Pilot (Oct 2014) and full launch (Oct 2015) of BSMS one-to-one mentoring scheme.</p> <p>mentoring pairs: 2014/15 = 6 pairs 2015/16 = 6 new pairs 2016/17 = 9 new pairs</p>	<p>Between 2014 and 2018 there were 30 mentoring pairs.</p> <p>2017 staff survey showed 71% of A/R respondents agreed that BSMS offered useful mentoring opportunities.</p>	<p>Since 2019 there have been 31 A/R staff mentoring pairs. The 2022 Staff survey showed 58% of A/R respondents agreed that BSMS offered useful mentoring opportunities, however this rose to 64% for female A/R respondents.</p> <p>Mentoring has continued to have a steady uptake and continues to be promoted via InPulse and remains a key focus of the Career Progression workshop which strives to increase career development for female academic staff.</p> <p>In the 2022 Staff survey 61% of PST staff agreed they were aware of mentoring opportunities, of which 63% were women. Since 2017 12 female PST staff have been involved in the UoB or UoS mentoring schemes.</p> <p>In 2022 we registered for AIMMS - Academic Intersectional Mentoring in Medical Schools - which offers mentoring to women from minority ethnic backgrounds who are employed in academic medicine.</p>

	Baseline (2013/14)	For Bronze (2013)	For Silver (2017)	For Gold (2023)
Career Development	<p>55% of A/R respondents agreed they were actively encouraged to take up career development opportunities. 19% of part-time respondents agreed they had the same career development opportunities as full-time staff (Staff survey 2014).</p>	<p>Improved communication of career development opportunities. Bespoke training courses for BSMS staff on CV writing, applying for grant funding, recruitment. Establishment of Career Development Working Group. Networking opportunities included at all events as of 2015: termly open staff meetings, departmental awaydays, induction, workshops and open lectures. In the 2014 Staff survey, 68% female staff agreed there were useful networking opportunities This increased to 83% in the 2017 Staff survey.</p>	<p>Appointment of Early Career Research Lead. 76% of all A/R respondents agreed they were actively encouraged to take up career development opportunities (83% of female and 65% male of respondents). 50% of part-time respondents agreed they had the same career development opportunities as full-time staff (Staff survey 2017).</p>	<p>In the 2019 Staff survey 66% of A/R and PST female staff responded positively about career development opportunities.</p> <p>In the 2022 Staff survey, 65% of all A/R staff agree they are actively encouraged to take up career progression opportunities; 70% of women responded positively about career development opportunities. 77% of A/R staff responded positively that their Line Manager supports their career development. <b>(Gold AP 5.2)</b></p> <p>BSMS continues to prioritise networking and foster a sense of community to enhance and encourage knowledge exchange about career progression. All BSMS events include networking opportunities which are regularly shared with all staff across various platforms.</p>



	Baseline (2013/14)	For Bronze (2014/15/16)	For Silver (2017)	For Gold (2023)
Promotions	<p>The 2014 staff survey showed only 29% of A/R respondents understood promotion process.</p>	<p>Annual Career Progression workshop introduced 2014/15 and ran in 2014, 2015, 2016 and 2017. Improved guidance on promotions process and available tracks.</p>	<p>The 2017 staff survey showed 73% of A/R respondents understood promotion process and 67% of attendees at the 2017 Career Progression workshop were female.</p> <p>25 have applied for promotion since 2013/14.</p>	<p>The 2022 staff survey showed 66% of A/R respondents understood the promotion process. The proportion of women A/R staff that agreed or slightly agreed that they understood the promotions process was higher than the proportion of men that agreed (70% vs 56%).</p> <p>We have continued to run an annual promotions workshop and there has been a significant increase in the number of staff applying for promotion since 2017. Between 2017/18 and 2021/22 83% of applicants were successful (63 out of 76 applications); 80% of women who applied for promotion were successful (36 out of 45).</p> <p>The gender balance of attendees at the 2022 Career Progression workshop remained high at 67% female.</p> <p>In the same period, 26 PST staff have progressed <b>(T43)</b></p>



	Baseline (2013/14)	For Bronze (2014/15/16)	For Silver (2017)	For Gold (2023)
Recruitment	Analysis of recruitment process highlighted issue of gender of panel members for staff recruitment. In 2012, 60% of panels were mixed gender.	Staff recruitment form updated to track gender and training status of panel members. Bespoke BSMS recruitment training delivered to our most frequent recruiters.	2017 to date recruitment panel data shows 94% were mixed gender panels.	Recruitment – In 2020 UoS introduced a policy to ensure all recruitment panels have diverse representation and that all panel members complete EDI and unconscious bias training.  2020 to date recruitment panel data shows 95% were mixed gender panels.  Revised BSMS Staff Handbook restates the need for the completion of all mandatory training including EDI and unconscious bias training.
Induction	2013 staff survey showed 49% agreed that they had received adequate induction at the start of their post.	BSMS induction process changed and bespoke 1/2 day induction training set up. Questions introduced from 2015 staff survey onwards to monitor satisfaction with Induction.	In staff survey 2017, 67% of A/R respondents and 86% of PST respondents confirmed that they have been to BSMS Induction. 61/62 said it had met or exceeded their needs.	In the 2022 Staff survey, 100% of A/R staff felt the induction from their Line Manager met their needs. 71% of PST received an induction from their Line Manager. Staff induction handbook introduced in 2022. Head of Research now offers Inductions to Research Staff. Termly in-person Inductions to recommence Sept 2023 with a focus on gender equality policies. Sessions will take place in core hours to allow staff with caring responsibilities to attend. <b>(Gold AP 5.5)</b>

Table 21      Maternity return data for Academic staff

Academic Year	Returned to work after mat leave	In post 6 months later	In post 12 months later	In post 18 months later
<b>2017/2018</b>	100%	100%	100%	100%
<b>2019/2020</b>	100%	100%	33%	33%
<b>2020/2021</b>	100%	100%	100%	100%
<b>2021/2022</b>	100%	100%	100%	100%
<b>Return/Retention rate</b>	<b>100%</b>	<b>100%</b>	<b>88%</b>	<b>88%</b>

Table 22      Maternity return data for PST staff

Academic Year	Returned to work after mat leave	In post 6 months later	In post 12 months later	In post 18 months later	Contract type
2017/2018	100%	100%	75%Y	75%Y	
2018/2019	100%	100%	100%	100%	
2019/2020	100%	100%	100%	100%	
2020/2021	100%	100%	100%	100%	66% Fixed Term
2022/2023*	100%	100%	100%	100%	
Return/Retention rate	100%	100%	91%	91%	

**Table 23** UG Students' destinations after BM BS

	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
<b>Students:</b>	No	%	No	%	No	%	No	%	No	%	No	%
on clinical training or service posts	121	90	142	90	112	88	117	95	133	91	132	96
on academic posts	12	9	20	12	12	10	N/A	0	N/A	0	7	■
on job overseas	0	0	0	0	0	0	0	0	0	0	■	■
not applying for foundation programme	N/A	0	■	■	■	■	■	■	■	■	■	■
<b>Total student number</b>	<b>133</b>		<b>157</b>		<b>126</b>		<b>122</b>		<b>146</b>		<b>137</b>	

### Appendix 3 - Glossary

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*Please provide a glossary of abbreviations and acronyms used in the application*

ACF	Academic Clinical Fellow
AFD	Academic Foundation Doctor
AFP	Academic Foundation Programme
AR	Academic and Research staff
AS	Athena SWAN
AUA	Association of University Administrators
BBSRC	Biotechnology and Biological Sciences Research Council
BMA	British Medical Association
BMAT	Bio-Medical Admissions Test
BMBS	Bachelor of Medicine, Bachelor of Surgery
BSc	Bachelor of Science
BSMS	Brighton and Sussex Medical School
BSUHT	Brighton and Sussex University Hospitals Foundation NHS Trust
CISC	Clinical Imaging Sciences Centre
CPD	Continuing Professional Development
DME	Department of Medical Education
DRaKE	Director of Research and Knowledge Exchange
ECU	Equality Challenge Unit
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDSD	Equality, Diversity and Staff Development Committee
ERC	European Research Council
F	Female
FE	Further Education
FT	Full time
FTE	Full-time equivalent
GMC	General Medical Council
HEKSS	Health Education (Kent, Surrey and Sussex)
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
HTA	Human Tissue Authority
IAT	Integrated Academic Training
InPulse	Weekly BSMS internal staff e-newsletter
IRP	Individual Research Project
IWD	International Women's Day (8 March)
JARB	Joint Approval and Review Board
KIT	Keeping-in-Touch Days
KSS	Kent, Surrey and Sussex [Deanery]
LETB	Local Education and Training Board

LGBTQIA+	Lesbian, Gay, Bisexual and Transgender, queer or questioning, intersex, asexual and more
M	Male
MD	Doctor of Medicine
MMI	Multiple Mini-Interview
MRC	Medical Research Council
MSc	Master of Science
NB	Non-Binary
NIHR	National Institute for Health Research
NSS	National Student Survey
NTD	Neglected Tropical Disease
PA-DA	Personal Assistant – Divisional Assistant
PCPH	Department of Primary Care and Public Health
PGCert ME	Postgraduate Certificate in Medical Education
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PI	Principal Investigator
PST	Professional Services and Technical staff
PT	Part time
Pulse	Biannual BSMS external comms magazine
PVC	Pro Vice Chancellor
REC	Racial Equality Charter
RF	Research Fellow
SAT	Self-Assessment Team
SDU	Staff Development Unit (UoS)
SET	Science, Engineering and Technology
SHORE-C	Sussex Health Outcomes Research & Education in Cancer
SMG	School Management Group
SPT	Sussex Partnership NHS Foundation Trust
SSC	Student Selected Component, tutorial style component of each Module
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SU	Suppressed data
TOIL	Time Off In Lieu
TfD	Time for Dementia Programme
UG	Undergraduate
UoA	Unit of Assessment
UoB	University of Brighton
UoS	University of Sussex
WAM	Workload Allocation Model
WiP	Work in Progress
WP	Widening Participation

## Appendix 4     Supporting documentation

- 4.1 Dual University Structures and External Performance Measures
- 4.2 Indicative Clinical and non-clinical pathways
- 4.3 Consultation Methods at BSMS
- 4.4 Anti-Racism seminar training flyer
- 4.5 EDSD Committee Terms of Reference
- 4.6 Trigger warning guidance
- 4.7 Inclusive Language Guidance
- 4.8 Student Inclusivity Representatives
- 4.9 BSMS EDI Survey
- 4.10 BSMS EDI Awards 2022/23

## 4.1 Dual University Structures and External Performance Measures

### Introduction

Opened in 2003, Brighton and Sussex Medical School is a joint venture of the University of Sussex and the University of Brighton. The activities of BSMS include undergraduate medical education, postgraduate taught and research degrees, research in medicine and related disciplines, and academic medical practice.

### Governance

BSMS is accountable through the BSMS Joint Board to the governing bodies of the two universities. The governance, administrative, academic, and financial arrangements for the partnership are set out in a memorandum of agreement and a series of annexes that specify the policies and procedures agreed between the two universities for key areas of activity (see further reading). In broad terms, the University of Sussex supports the employment and finance functions, and the University of Brighton supports student registration and IT systems (student and staff desktop).

In addition to the BSMS Joint Board, the governance structure includes a Joint Approval and Review Board which acts on behalf of the Academic Board of the University of Brighton and the Senate of the University of Sussex for all academic activities of the School, a Finance and Infrastructure Committee responsible for developing and recommending for approval a financial plan to enable delivery of the School's Strategic Plan

([https://www.bsms.ac.uk/\\_pdf/about/bsms-strategy-2020-low-res.pdf](https://www.bsms.ac.uk/_pdf/about/bsms-strategy-2020-low-res.pdf)) and a Joint Research Degrees Approval Board responsible to the universities' doctoral school committees. The Dean of BSMS is responsible to both Vice-Chancellors for the executive management of the School.

### External performance measures

National Student Survey –until 2022 BSMS had achieved a score of 95% or more for overall satisfaction for 9 consecutive years. The results for 2022 saw a drop in overall satisfaction to 81% placing BSMS in joint 8th position compared to other UK Medical Schools. The detailed feedback shows us where we need to focus our attentions; namely to increase access to student support, enhance communication, and a review of feedback mechanisms. These have all been previous areas of strength and the BMBS team will explore this in detail and create an action plan. The combined effects of the pandemic, increasing student numbers and necessary curriculum change are all likely factors to be considered and actions will be identified.

REF – The BSMS REF2021 submission was developed and approved with both Universities and comprised a joint return with the University of Brighton in UoA3 (63 BSMS FTE) which was well received and a small (19 FTE) return to UoA1 which was not competitive despite extensive metrics and external review suggesting that it would be. A review of BSMS research strategy has been requested by the Joint Board and this will include a review of the REF submission strategy.

PRES - the Postgraduate Research Experience Survey (PRES) for 2021 showed the PGR student satisfaction rating for the overall experience at BSMS was 90.9%. This was 11.8% points above the sector average and an increase on the score of 76.2% achieved in 2018.

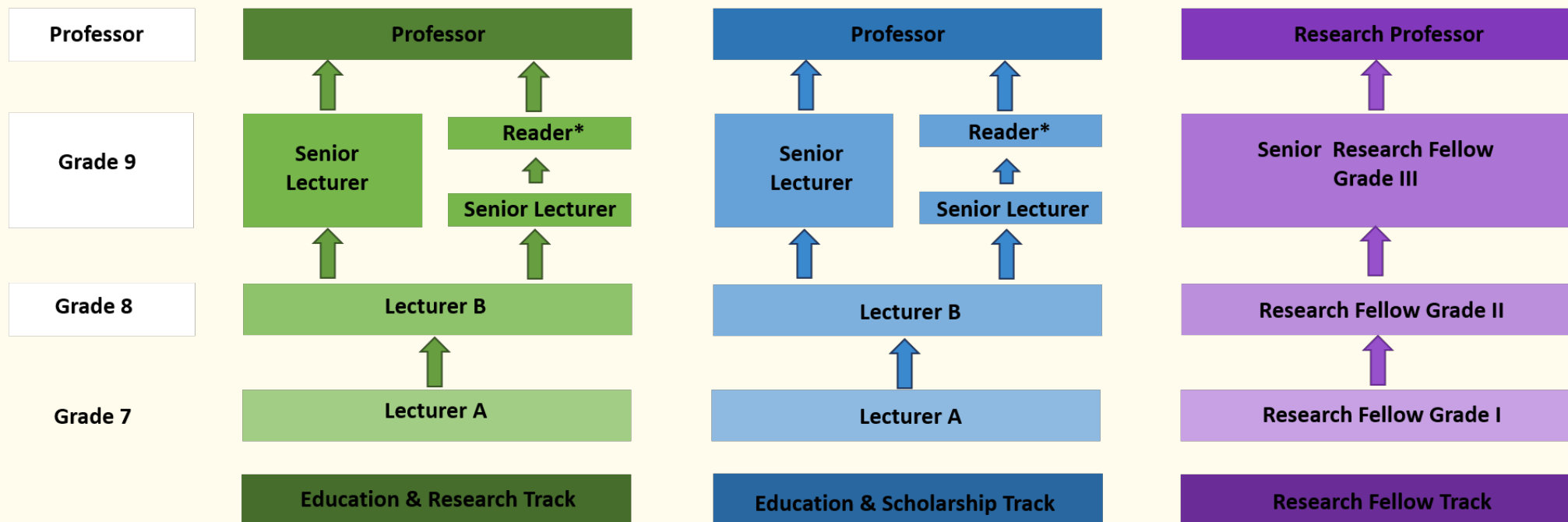
League tables – BSMS was ranked 10<sup>th</sup>/34 medical schools in the Times/Sunday Times Good University Guide for 2022. In the Complete University Guide 2022 BSMS was 16<sup>th</sup>/34 and in the Guardian University Guide 3<sup>rd</sup>/36.



## 4.2 Indicative Non-clinical and Clinical Career Pathways

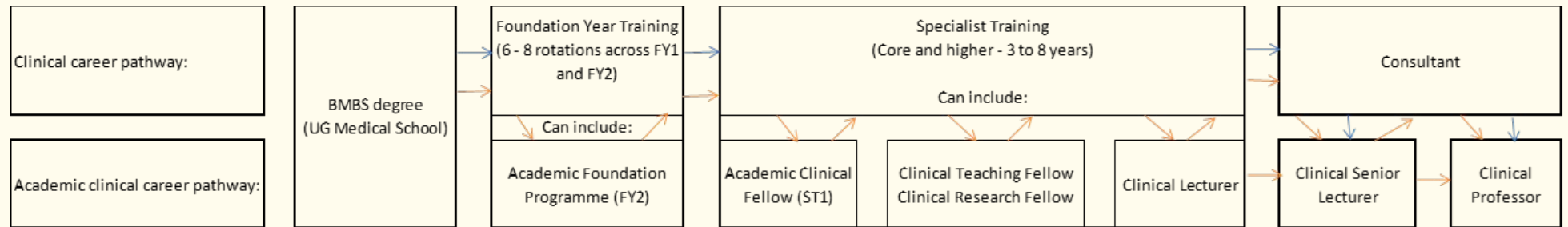
### Non-Clinical Career Pathways

#### Salary Grade



\*the title of reader may be awarded to members of teaching faculty on any scale, but it is most usually used at Senior Lecturer level

## Clinical Academic Career Pathway



Individuals can zigzag between the clinical and the academic clinical career pathways at various stages of their careers (peach arrows) or can complete their clinical career pathway and then move into academic clinical roles after they have become a consultant (blue arrows). The more junior academic clinical roles are part of their training and may be funded by BSMS, HEKSS or NIHR and the individuals may be employed by BSMS or the NHS depending on the exact role.


In the UK, the training pathway to become a clinical academics (CA) is supported by the existence of structured training “pipelines” and formal funding schemes from bodies such as NIHR and Wellcome Trust.

### 4.3 Consultation Methods at BSMS

Consultation Group	Focus of Consultation	Consultation Method
PGT Students	Experience of enrolling on course/ course content / EDI issues	PTES; BSMS PGT Survey
UG Students	Student experience – EDI/ course content	BSMS UG End of Year Survey
Final Year UG Students	Student Satisfaction	NSS; BSMS UG End of Year Survey
All BSMS Staff	Staff experience of the workplace	Annual BSMS Staff Survey
All BSMS Staff employed by UoS	Experience of working at University of Sussex	Bi-annual UoS Pulse Survey
Staff and Students	Student related issues and concerns	Student Affairs Committee
AR and PST staff	AR and PST staff focus group to assess bullying & harassment policies	Focus group to advise on policies and be shared via InPulse
Students – Islamic Students' Society	Religious observance guidance	Focus Group
Student Advice Team and wider UG curriculum leads	Issues and concerns around student wellbeing	Student Wellbeing Committee
UG students, EDI Leads, Comms team, Student Advice Team	4x with undergraduate students review anonymous reporting tool, BSMS prospectus and marketing materials	Focus Group for student perspective
All BSMS Students	Concerns and issues around all disabilities	BSMS Student Disability Group
Mentoring Coordinators	Monitoring mentors/ mentees evaluation of scheme	EDSD Subgroup / Annual mentoring survey
All BSMS Staff	Concerns and issues related to LGBTQIA+	LGBTQIA+ Network
BSMS Staff	Departmental focus for staff	Departmental away days
All BSMS Staff	All BSMS updates	Termly BSMS Open Meetings
All BSMS Staff and Students	Information for external audience	EDI Website
All BSMS Staff	Information and support for BSMS policies	EDI Intranet
All BSMS Students	Dedicated EDI section within newsletter	BSMS monthly Student Digest
All BSMS Staff	Dedicated EDI section within newsletter	BSMS weekly newsletter, InPulse
All BSMS Staff	Decolonising and diversifying workplace culture and curriculum	Anti-racism network
All BSMS Staff	Monitoring tool to capture representation on committees/ address workload and ensure diversity throughout decision making teams	EDI Monitoring form
All BSMS Staff	Twice yearly open forums for staff to raise any concerns regarding any type of marginalisation –	Staff Inclusivity Forums – biannual

Consultation Group	Focus of Consultation	Consultation Method
	anonymous padlet provided	
All BSMS Students	Twice yearly open forums for students to raise any concerns regarding any type of marginalisation – anonymous padlet provided	Student Inclusivity Forums – biannual
All Staff and Students	Campaigns to promote and raise awareness to anything EDI related	Social media – Twitter, Instagram, Facebook @bsmsMedSchool
BSMS Staff	Monitor, analyse and make recommendations for EDI representation and trends	EDI Data Team
BSMS Students	Reps act as a communication channel for students to voice any concerns and bring them to the EDI Leads / Student Affairs Committee	Student Inclusivity reps

#### 4.4 Anti-Racism seminar training flyer



# HEADS ON

Sussex Partnership NHS Foundation Trust's Charity

## Anti-Racism seminar training

addressing the role that racism plays in healthcare, and its impact on staff, patients and patient outcomes

**DATE:** 19/07/2022  
**TIME:** 10:00 AM - 4:00 PM  
**VENUE:** AUDREY EMERTON BUILDING, BN2 0AE

Training addressing the role that racism plays in healthcare, and its impact on staff, patients and patient outcomes, funded by NHS Charities Together, within their Community Partnership Fund.

**Topics covered:**

- The science of race
- Power, privilege, and marginalisation
- How race intersects with sexism, migration, etc.
- Racism in healthcare
- The impact of racism on staff
- The impact of racism on patients and patient outcomes

**Learning outcomes for the seminar programme will be for attendees to:**




- Become familiar with the topic: terms, concepts etc.
- To understand racism and how it links in to other axis of oppression.
- Be able to understand racism and have informed discussion in the workplace.
- Develop the confidence and humility to become effective change makers.
- Know how to escalate incidences of race discrimination and how to seek help.

**Who can attend?**

- Our 9 funded third sector partners (through the NHS Charities Community Partnership Fund)
- NHS charity teams in Sussex
- NHS trusts in Sussex
- Primary care staff in Sussex
- Grassroots ethnic minority third sector organisations / third sector health based organisations

The training is delivered as 12 separate sessions, delivered by Dr Neil Singh (GP and Senior Teaching Fellow) and Dr Arianne Shahvisi (Senior Lecturer, Medical Ethics) for third sector staff, NHS trust staff, NHS charity staff and primary care staff.

**Limited places, please contact:**



SUPPORTED BY  
NHS  
CHARITIES  
TOGETHER

## 4.5 BSMS Equality, Diversity and Staff Development Committee – Terms of Reference

Committee of: School Management Group

Senior committee to: Athena SWAN Steering Group  
Disability Working Group

### Terms of reference

The Committee is responsible for:

1. developing and delivering a strategy for equality and diversity and challenging marginalisation for approval by the School Management Group and implementation by individual academic departments and other relevant organisational units;
2. sharing best practice and promoting equality and diversity for all students and staff;
3. determining and recommending actions for implementation relating to student and staff recruitment, progression and achievement regarding EDI;
4. determining and recommending actions to address gender and ethnicity pay gaps and any inequalities arising from the use of short-term contracts;
5. monitoring progress in decolonising curriculum practices working with the University of Brighton's Inclusive Practice Partners Programme where appropriate;
6. reviewing and providing guidance on EDI issues relating to promotional and marketing materials;
7. monitoring the diversity of School committee membership to ensure the fair representation of academic, research and professional services staff and students;
8. determining and recommending actions to promote equitable workload distribution in relation to EDI;
9. monitoring the implementation of policies, schemes and practices for the promotion of equality and diversity to ensure they support the strategy taking an intersectional approach to understand how staff and students with more than one protected characteristic might be impacted;
10. producing an action plan and annual progress report against the EDI-related KPIs set out in the BSMS Strategic Plan for approval by the School Management Group and for the attention of the Academic Board and Joint Board. The report will include an evaluation of the impact of actions (adjusted as needed) and highlight good practice;
11. supporting and underpinning the development of submissions for equality charters including Athena SWAN;
12. identifying and promoting opportunities for the development of staff at all levels, with attention to protected characteristics, to ensure equity of access and progression.

### Constitution and membership 2022

Senior Lecturer in Leadership Commissioning		
EDI Lead, Senior Lecturer in Ethics		
Athena Swan Lead		
Equality and Diversity Project Officer (Secretary to Committee)		
Dean of Brighton and Sussex Medical School		
Academic Committees and Casework Manager		
Medical School Secretary		
Director of Undergraduate Teaching & Learning		
Director of Research		
Early Career Research Lead		
Deputy Director of Doctoral Studies		
Research Manager		
Adviser on decolonisation of UG curriculum and Clinical Senior Lecturer in Medical Education		
Postgraduate Taught EDI Lead		
Adviser on facilities and HR matters, BSMS Operations Manager		
Adviser on fair access, Head of Admissions and Student Welfare		
Adviser on promotional and marketing materials, Communications Manager		
Adviser on accessibility in TEL, Learning Technologist		
Adviser on data, Lecturer in Medical Education		
Clinical Inclusivity Lead		
Physician Associates Lead		
Academic rep from DME		
Academic rep from CEM		
Academic rep from GHI		
Academic reps from PCPH		
Academic reps from Neuroscience		
Professional Services rep for PGT		
Professional Services rep for DME		
Professional Services rep from GHI		
BSMS HR Business Partner		

**Quoracy:** 50% of members

**Frequency of meetings:** Four per year

## 4.6 Trigger Warning Guidance for PGT courses

Our goal within BSMS is to foster a culture and environment in which students can attend and engage with all teaching and manage any stress/emotion that comes with learning about difficult topics. Trigger, or content, warnings are not a substitute for support and therefore should be complemented with relevant signposting to support services, complemented with tutorial sessions.

### **Possible themes that require trigger warnings:**

- Sexual Assault
- Abuse
- Child abuse
- Animal cruelty or animal death
- Self-harm and suicide
- Eating disorders and body hatred
- Violence
- Kidnapping and abduction
- Death or dying
- Pregnancy/Childbirth
- Miscarriages/Abortion
- Blood
- Mental illness and ableism
- Racism and racial slurs
- Sexism and misogyny
- Classism
- Hateful language directed at religious groups (e.g., Islamophobia, antisemitism)
- Transphobia and trans misogyny
- Homophobia and heterosexism

### **General Principles**

- Students may find some topics particularly difficult and distressing, which may be due to current or previous personal experience, or as a response to the topic on the day without prior experience.
- Trigger/content warnings can be written or verbal usually delivered at the start of the course preferably in course/module handbook. Trigger/content warnings should not be routinely given. They can of course be used at the discretion of the teacher.

### **Trigger Warning Procedures**

1. Issue a clear trigger or content warning either verbally or in writing in advance of the session.
2. In line with BSMS accessibility guidance, any materials due to be used in forthcoming sessions (lectures, tutorials) should be available to students in advance. This allows students to view upcoming content.
3. Opportunities should be provided for students to voice any concerns or address any discomfort prior to the lecture with appropriate signposting by the module team.
4. Module/course leads should have a mechanism for meeting students to discuss the issues after the activity or lecture. In this debrief, faculty should engage with students and actively listen to their concerns.

Following this debrief, students should be advised that they should contact the Student Advice Service if they are concerned about how certain topics may affect them (proactive action) or if they have been affected by issues raised in taught sessions or on placement (after action).



## 4.7 Inclusive language guidance

### A brief guide to inclusivity in teaching at BSMS

We are trying to make our curriculum as inclusive as possible. This means reflecting on how race, gender, sexuality, disability and culture (amongst other identities) are discussed and portrayed in medical teaching and revising our teaching materials and discourse in order to do justice to our diverse students, staff, and the communities they serve.

Here are some brief guidelines to help teachers in making their teaching as inclusive as possible:

#### Terminology

Make sure you're using up-to-date terminology in relation to the groups you're discussing. Many marginalised groups request that they be referred to using terms they have chosen, rather than the oppressive terms that are sometimes used for them. One thing to consider is whether to use identity-first (e.g. autistic person) or person-first (e.g. person with diabetes) language, we suggest using the preferred term by most people in the group you are considering. You can learn about terminology around *disability* [here](#), about *LGBTQ+* terminology [here](#), and about *race* terminology [here](#). None of these is exhaustive, and terminology changes, so feel free to ask the inclusivity team if you have questions.

#### Images

There is a tendency in medical education to use images of white, male patients, and to use stock imagery which depicts heterosexual families. A recent study showed that male bodies are depicted 6 times as often as female bodies in medical textbooks. There is also concern that students are not properly trained to spot clinical signs in skin of colour. You can make your materials more inclusive by using stock images that represent a range of identities. The diversity portrayed in your educational images is especially important to students learning to treat diverse patient groups. If you are showing an image of a condition on a person with white skin, please also show images of the same condition on people with other skin tones.

There is no good, exhaustive, single resource for images of lesions in different skin tones, but two particularly noteworthy (and free) repositories are:

[Brown Skin Matters](#): informally put together by volunteers, so a bit ad hoc

[Mind The Gap](#): from students and staff at St George's Medical School

Another site, [VisualDx](#) has quite a diverse skin tone range, but after a free trial, it requires a paid subscription (BSMS no longer subscribes to it)

#### Clinical case studies

Devise case studies which recognise the diversity of patients and the specific needs of particular groups, but which do not reinforce stereotypes. For example, a gay man might be used in a case study about HIV but could also be used in a case study about a parent not wanting to immunise his child. We need to reflect real life in that people from marginalised groups experience universal medical issues, as well as sometimes medical problems more common within their group.

#### History and controversies

Teaching is a good place to remind students that medicine has a shameful history in relation to [women](#), [people of colour](#), [LGBTQ+](#) groups, and [disabled](#) people, and that those within the profession must always work to do better. Consider whether your teaching presents an opportunity to briefly mention these histories and acknowledge those who have been harmed by medicine.

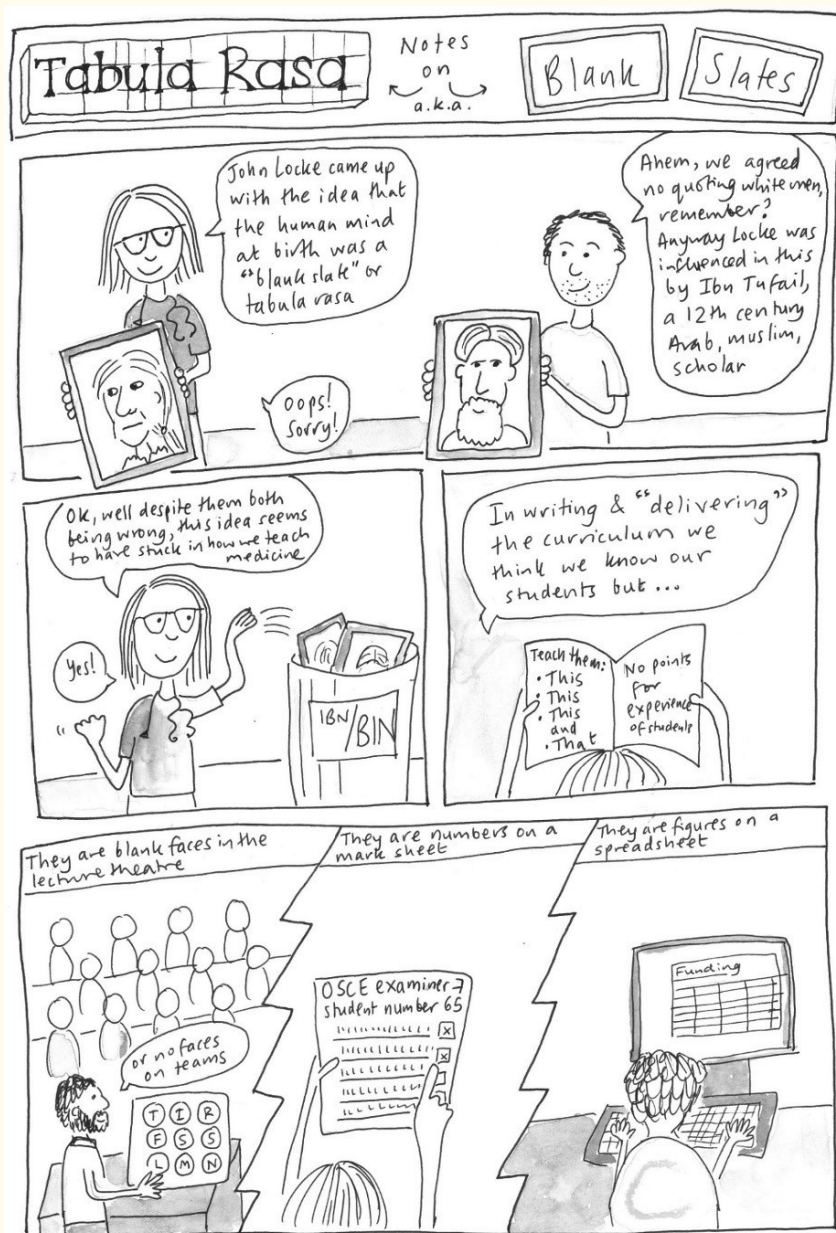
There are also live controversies in medicine which are likely to change imminently. For example, the spirometer used in the NHS still corrects for race despite this difference being based in a racist myth relating to Black slaves which has since been debunked. Mention any such controversies in your own field, so that students understand that while they must learn the current best practice, this may change in the future.

#### Inclusive Pedagogy

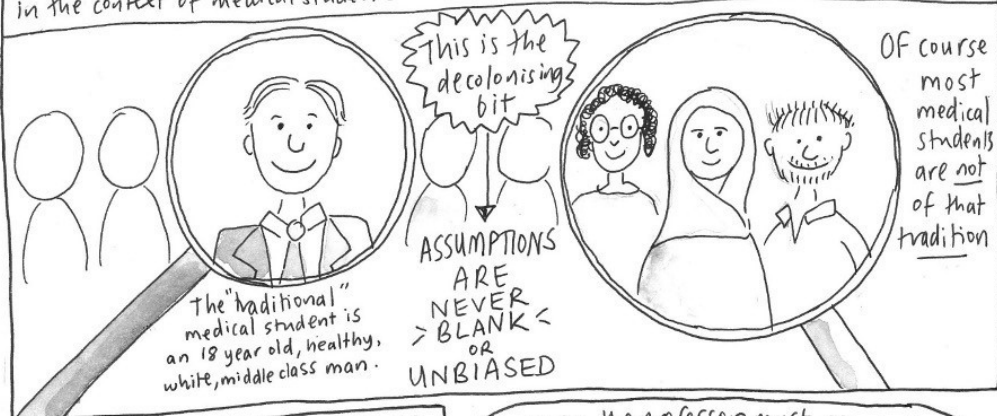
As well as thinking about content, teachers should also consider how they teach. This process requires reflection on teaching practices and student feedback. The comic below uses the work of bell hooks and might help teachers consider how we see our students, and how we might consider the relationship between teacher and student as one of the most important factors in learning.

### Responding to feedback

As teachers we will receive written and verbal feedback from our learners regularly. Module content and teaching might also be reviewed as part of ongoing work to decolonise the curriculum. The comic below considers how teachers might respond to feedback.



This might not seem so bad until we scrutinise what we really mean by "blank slate" in the context of medical students



So if we see our students as people, our curriculum has to change



To begin, the professor must genuinely value everyone's presence... recognition... that everyone contributes



### CURRICULUM

1. Make opportunities for learners to speak
2. Listen
3. Negotiate how to (or) work together

But how is there time for this with all the L.O.'s to deliver?

"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin"

bell hooks  
Teaching to Transgress / 1994



# The worrying work of decolonising the curriculum



After the students reviewed the curriculum we sent some emails

of course we included more detail, resources + were nicer!



Dear colleague,  
We are decolonising.  
Please think about what you said in that lecture. Thanks!

most of the replies were positive & lovely

But some were a bit...worrying

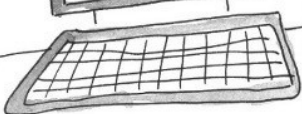
maybe these \*Worry Dolls\* will help us?

\*appropriated/bought from Guatemala - you tell them your worries & sleep on it → in the morning you have the answer



## WORRYING REPLY #1: OFFENCE TAKEN

Are you saying I'm racist?  
How dare you?  
That's it - I resign.



Oh no, I've upset them

But we are right and maybe they are being defensive

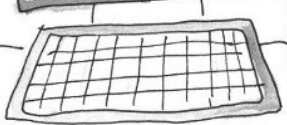
Shall I rage against? or apologise??

Call them in (not out)  
Be kind!  
Say:  
"I love you, tell me more"  
Use the joy that connects us...



## WORRYING REPLY #2: DIVERSIFY/DECOLONISE

I agree showing skin of colour is important, diversity is important. I don't like the term decolonising though.



Just changing skin colour on 1 or 2 slides is tokenist. It makes me feel like white skin is normal & brown skin is different

I guess we'll agree to disagree?



What is presented as "diverse" would usually be seen as "not the ordinary". Diversity reinforces the existing unjust system, decolonisation challenges it. Diversifying... without acknowledging unequal power relations cannot bring equality.

Nihan Albayrak (2)  
Worry Doll



# WORRYING REPLY #3 : TOO POLITICAL



Teaching medical knowledge is what Edward Said would call "pretended suprapolitical activity"

Teaching is always a political act whether the teacher acknowledges this or not



The liberal consensus that "true" knowledge is fundamentally non-political... obscures the highly...organised political circumstances when knowledge is produced

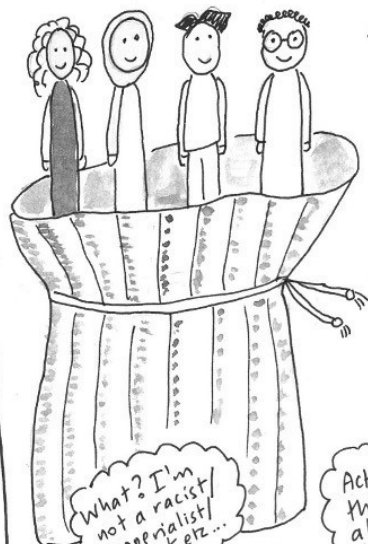
Edward Said [s] Worry Doll



WHAT DO YOU EXPECT THOUGH? You are criticising teachers who have worked hard & tried to be inclusive...

We know (it has happened to us) that it is normal to be defensive but perhaps it is not helpful?

So if someone less powerful than you (i.e. a student) queries your teaching... we expect you to say...



What? I'm not a racist/ imperialist/ sexist etc...

Thanks for telling me that

Actually thinking about it

I'll think about that

I hope what I am teaching is ok ..

I've changed this bit (a bit)

↑ might be weeks later



## **MEET THE BSMS STUDENT INCLUSIVITY REPS!**

Our Student Inclusivity Reps work closely with the BSMS Equality, Diversity and Inclusivity (EDI) team to help support students and promote and develop inclusive initiatives across the medical school. If you have any issues or concerns related to equality, diversity or inclusivity, you can contact the inclusivity reps as below:

## 4.9 BSMS EDI Survey

### BSMS ALL EDI DATA COLLECTION Equalities Monitoring Form

#### Why are we collecting information on equalities?

We aim to have an inclusive environment for all staff and students, by identifying and removing barriers in our practices, and we are asking staff to provide us with some information. This will help us to identify whether there are any differences in the experiences of staff with different characteristics. We also use these data to support our work on our Equality Charters and benchmarks initiatives such as Athena SWAN, the Race Equality Charter, Stonewall's Workplace Equality Index, and Disability Confident. For more information on why we are seeking to collect these data please see the [University of Sussex's Webpage on Staff Equality Monitoring](#) and [University of Brighton's Webpage on Equalities Legislation and Reporting](#).

#### How will my data be used?

The anonymous equalities monitoring of key BSMS decision making committees will be carried out annually. This form is also available to be used by other events and activities within BSMS to enable us to identify trends and highlight any significant differences between groups. All data collected through this form are collected anonymously. These data are held securely by the Equality, Diversity and Inclusivity Data Team and will only be viewed and accessed by members of that Team. The collated data will be included in equality charter submissions (e.g. Athena SWAN, Race Equality Charter) where inclusion of, for example, committee membership data is an essential requirement in submissions. In addition, the collated data may be used for the purpose of institutional monitoring and reporting in relation to the diversity in the attendance and/or participation in those activities and events that use this monitoring form.

Where data are required for equality charters' submissions, anonymous collated data for each committee or activity may be shared with the internal self-assessment teams. It may also be shared with Advance HE and Stonewall (who run the charters) and external charters' assessment panels. Charter submissions may be published or shared more widely after results have been announced.

#### Data Security and Anonymity

No names or identifying information are requested in the monitoring form and all data provided will be held anonymously. In some cases, though, individuals could potentially be identifiable, for example because of low numbers of staff with particular protected characteristics engaging in some activities. If you believe you may be identifiable from the information, then you may decide not to complete the form.

Where there are data with numbers low enough to potentially enable the identification of individuals, the actual numbers will not be provided. This means that any data with a number below five, will be presented as "<5", rather than the number itself. Where data are used for institutional monitoring processes, any numbers below five will also be presented in this way before the data are published or shared beyond the Equality, Diversity and Inclusivity Data Team.

Given the nature of this monitoring form and potential for identification, please only answer questions you are happy to provide a response to. If you do not wish to complete the monitoring form you can close it now.

Further information - If you have any questions about this monitoring form, please email [inclusivity@bsms.ac.uk](mailto:inclusivity@bsms.ac.uk)

#### The event or activity you are involved in

In this first section, we would like to ask you about the event or activity you are involved in.

1. What type of event or activity are you undertaking at BSMS?

▼ Committee Membership (1) ... Other (please state in question below) (10)

2. Please select which of the following committees you have attended in the last 12 months (please select all that apply)

- ☐ Joint Board (1)
- ☐ Finance and Infrastructure Committee (25)
- ☐ Joint Approval and Review Board (26)
- ☐ Joint Research Degree Approval Board (27)
- ☐ Academic Board (5)
- ☐ School Management Group (28)
- ☐ Postgraduate Taught Curriculum Management Board (29)
- ☐ Undergraduate Medicine Curriculum Management Board (30)
- ☐ Professionalism, Performance and Progress Committee BM BS (31)
- ☐ Professionalism, Performance and Progress Committee Physician Associates (32)
- ☐ Honorary Titles (33)
- ☐ Quality Assurance and Enhancement event (34)
- ☐ Undergraduate Medicine Admissions Board (35)
- ☐ Undergraduate Student Affairs (36)
- ☐ Research Committee (37)
- ☐ Human Tissue Authority Governance Group (38)
- ☐ CISC Strategy Board (39)
- ☐ Research Governance and Ethics Sub-committee (40)
- ☐ Digital Learning Strategy Group (41)
- ☐ Equality, Diversity & Staff Development (42)
- ☐ Student Wellbeing (43)
- ☐ Examination Boards (45)
- ☐ Module Examination Boards (46)
- ☐ Phase Examination Boards (47)
- ☐ Other (48) \_\_\_\_\_

3. What is the name of the specific event or activity that are you participating in? (This could include a BSMS Inclusivity Forum, BSMS PhD Supervision, University of Brighton PhD Supervision, Research Grants Workshop, Social Events and so on).

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4. What is (or was) the date of this event or activity?

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#### **Your role within BSMS**

**In this second section, we would like to ask you about your role within BSMS. This will help us to identify if there are some staff groups that are under-represented or over-represented within different activities and events across BSMS.**

5. Are you a member of academic or research staff?

☐ Yes (1)

☐ No (2)

☐ Prefer not to say (3)

6. As a member of academic or research staff, do you consider yourself to be an early career researcher? At BSMS, we define an early career researcher as a member of staff on a research-only contract, who is not currently registered for a higher degree (PhD or MD) and is not clinically qualified.

☐ Yes (1)

☐ No (2)

### **4.10 BSMS EDI Awards 2022/23**

#### **Background**

BSMS is committed to furthering equality, diversity and inclusivity (EDI) across the medical school and broader community. As part of this, BSMS is seeking to recognise and celebrate those inspirational staff working hard and contributing to advance a more inclusive and justice orientated medical school.

The creation of the BSMS Staff EDI Awards is a way of recognising and celebrating the passion, dedication and time devoted by staff in their promotion of, and commitment to, equality, diversity, inclusivity and accessibility across all BSMS activities.

For these inaugural BSMS Staff EDI Awards, there will be two EDI awards. One award will be for academic or research staff and the other award will be for professional services and technical staff.

The Awards will recognise work that may include, but is not limited to:

- Embedding equality, diversity and inclusivity into a BSMS course or module curriculum
- Activities or actions that aim to adapt or change procedures, policies or practices to make them more inclusive
- Creating a positive shift in culture at BSMS by working to change systems and environments drawing on principles of equality, diversity and inclusivity

- Role models that create a sense of inspiration and motivation throughout BSMS (and, where relevant, externally)
- Initiatives or actions that help students or staff from underrepresented groups feel welcome and included.

### **Award Eligibility and Criteria**

1. The nominator must be a student (undergraduate, postgraduate taught or postgraduate research) or member of staff of Brighton and Sussex Medical School (employed by the University of Sussex, University of Brighton or partner Trust).
2. The nominee must be a member of staff currently working at BSMS (employed by the University of Sussex, University of Brighton or partner Trust)
3. The application must showcase outstanding achievement in promoting and/or enhancing equality, diversity and inclusion activities within BSMS within the past academic year.
4. All submitted nominations will be reviewed and judged by the EDI Awards Panel.

### **Nomination Process**

Please complete the following nomination form before **midnight Friday 24 February 2023**.

If you have any questions please do not hesitate to contact: [inclusivity@bsms.ac.uk](mailto:inclusivity@bsms.ac.uk)