Institution applications: comparison of pre-May 2015, and post-May 2015 forms

Further guidance for completing each section of the post-May 2015 forms can be found in the Awards Handbook. ECU will provide further clarifications in response to feedback.

QUESTION		CHANGES/ADDITIONS
1.	LETTER OF ENDORSEMENT	= Additional 200 word allowance for a short statement from an incoming vice-chancellor or principal, if the vice-chancellor/principal is soon to be/has very recently been succeeded.
2.	DESCRIPTION OF THE INSTITUTION	= Form has been restructured: Pre-2015, a pen picture of the university was included under "A description/picture of the university" and this is now a separate question. = A suggested word count of 500 is provided. = Data required for the total number of academic staff, professional and support staff, and students by gender. = Present the number of staff and students (and percentages for staff/students gender) in AHSSBL and STEMM departments, and non-academic departments, in a table, with academic and support staff presented separately. (Data analysis is covered in subsequent sections: this section is to provide the panel with context ahead of reviewing the self-assessment process.)
3.	THE SELF-ASSESSMENT PROCESS	= Form has been restructured: now Q.3, rather than Q.2. = Additional SAT membership details specifically requested: how appointed; how representational; any workload allocation received. = Additional details on plans for the future specifically requested: succession planning; ongoing communication with staff.
4. A PICTURE OF THE INSTITUTION		
= The word count for the section has doubled: 2000 for Bronze; 3000 for Silver. = NOTE: student data is no longer required at institutional level. Previously, this was included in Silver applications.		
4.1	Academic and research staff data	= Data to be presented for AHSSBL and STEMM departments separately. = Questions previously only asked for Bronze applications, which are now asked for at both award levels: leavers; contract type (fixed/open-ended and now zero-hours); equal pay audit/review. = Additional question: contract function (research-only, teaching and research or teaching-only).

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		= Additional information required: reflection on pipeline; benchmarking; inclusion of postdoctoral researchers in academic staff data. = Q.4.1. (i) to include ethnicity data, and narrative relating to this data. = Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
		SILVER APPLICATIONS ONLY = Evidence the pay gap at professorial level has been investigated, and analysis of any issues discovered.
4.2	**Professional and support staff data**	**SILVER APPLICATIONS ONLY** = Additional questions for professional and support staff: grade and gender (including pipeline); contract type; leavers. = Data to be presented for AHSSBL, STEMM and non-academic departments separately. = Q.4.2. (i) to include ethnicity data, and narrative relating to this data. = Include: benchmarking data. = Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS		
= Silver applications no longer include the following questions: **4. Evidence of the impact of university and department good practice; 5. Embedding Athena SWAN.** Both Silver and Bronze applications now include **5. Supporting and advancing women's careers** and there are some additional Silver level questions.		
5.1	**Key career transition points: academic staff**	= Data to be presented for AHSSBL and STEMM departments separately. = Questions previously only asked for in Bronze applications, which are now asked for at both award levels: recruitment; promotion. = Additional data requested: further recruitment data (short-listing data particularly, offer and acceptance); staff perceptions of promotion (staff consultation is now a specific requirement of the assessment process); further in-group analysis of promotion data (i.e. considering applications as proportions of the eligible pools by gender); promotions data for part-time and full-time staff; analysis of pay gap at promotion. = Additional questions: induction support and uptake; comparison between the submission profile for RAE2008 and REF2014 (and in-group analysis). RAE data previously asked for in Bronze applications only.

QUESTION		CHANGES/ADDITIONS
		= Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
SILVER APPLICATIONS ONLY		
5.2	**Key career transition points: professional and support staff**	= Additional questions: induction of professional and support staff; promotion of professional and support staff (including full/part-time status, evidence of pay gay at promotion). = Data to be presented for AHSSBL, STEMM and non-academic departments separately. = NOTE: If there is no clear pathway for promotion, comment on how career development is supported for different types of professional and support staff, and how opportunities can be increased. = Include feedback from staff consultation. = Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
5.3	**Career development: academic staff**	= Data to be presented for AHSSBL and STEMM departments separately. = Three questions ask about a single aspect of career development: "Training"; "Appraisal/development review"; "Support given to academic staff for career progression". = Additional question: "Appraisal/development review". = Additional information: training and broader career support provided to all levels of staff (Pre-May 2015, Bronze application questions focused on training/support for researchers; mentoring and networks). = Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
SILVER APPLICATIONS ONLY		
5.4	**Career development: professional & support staff**	= New questions asking about a single aspect of career development: "Training"; "Appraisal/development review"; "Support given to professional & support staff for career progression". = Data to be presented for AHSSBL, STEMM and non-academic departments separately. = Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
5.5	**Flexible working and managing career breaks**	= Data for, and reflection on, professional and support staff is to be included under each question. NOTE: Data for professional/support staff and academic staff should be presented separately.

QUESTION		CHANGES/ADDITIONS
		= Data to be presented for AHSSBL and STEMM departments, and non-academic departments, separately.
		= Form has been restructured: Pre-2015, "Organisation and culture" questions were asked prior to "Flexible working and managing career breaks".
		= Questions previously only asked for in Bronze applications, which are now asked for both award levels: flexible working; parental leave; childcare.
		= Questions have been restructured: "Paternity, shared parental, adoption, and parental leave uptake" is now a separate question to "Maternity return rate"; details of "Cover and support for maternity and adoption leave" are required (in separate questions) for all stages of the leave ("before leave", "during leave", "returning to work").
		= New questions: "Transition from part-time back to full-time" (refers to contract flexibility, e.g. whether returning to work part-time limits the potential for that person to subsequently increase their hours); "Caring responsibilities" (policies and practices that support staff).
		= Additional flexible working information requested: evidence of staff awareness; application and success rate data by gender and grade.
		= Additional information requested: Maternity return rate data to include details of fixed-term contracts which were not renewed; any differences in maternity/adoption support and cover for staff on fixed-term contracts; data for shared parental leave (in line with 2015 legislation); staff consultation regarding adequacy of childcare provision (opening times/places).
		= Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
		SILVER APPLICATIONS ONLY Provide data and comment on the proportion of women remaining in post six, 12 and 18 months after return from maternity leave.
5.6	**Organisation and culture**	= Data for, and reflection on, professional and support staff is to be included under each question. NOTE: Data for professional/support staff and academic staff should be presented separately.
		= Data to be presented for AHSSBL and STEMM departments, and non-academic departments, separately.
		= Questions previously only asked for Bronze applications, which are now asked for both award levels: gender balance of heads and influential committees; workload models.

QUESTION		CHANGES/ADDITIONS
		= Additional questions[1]: "Culture" (networks, policies, qualitative data by gender and AHSSBL/STEMM/professional and support); "HR policies" (policy versus practice and manager awareness); "Representation of men and women on senior management committees"(pre-2015 Bronze applications asked about senior management "team"); "Committee workload" (overload and rotation); "Institutional policies, practices and procedures" (gender equality in development, implementation, review); "Timing of institution meetings and social gatherings" (including full/part-time staff perception of these); "Visibility of role models" (events, speakers, website/images); "Outreach activities"(staff and participant data); "Leadership" (encouraging gender equality work). = Additional information requested: training for heads and the rotation/allocation of roles; staff perceptions of workload model. = Additional considerations: differences in data for full/part-time staff; the intersection of ethnicity and gender.
6.	**Supporting trans people**	= New section with new questions: "Current policy and practice"; "Monitoring" (impact of policies); "Further work".
7.	**Further information**	= Form has been restructured: Pre-2015, this section appeared as Q.5. "Any other comments".
8.	**Action plan**	= Form has been restructured: Pre-2015, "Action plan" was Q.6.

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[1] In the pre-May 2015 Bronze form: information about female profile raising (events, spokeswomen, external nominations) was included under "Career development"; timing of meetings/events was addressed under "Flexibility and managing career breaks"; "Committee workload" was included under the influential committee question.