Institution Application
Bronze and Silver Award

1. ACTION PLAN

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

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

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

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

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Notes:

1. Timescales have been made as accurate and specific as possible, taking into account the longer term impact of the Covid19 outbreak.

2. Priority actions denoted by **[P]**

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.1 Compile data requirements. Gather and analyse data by gender to identify issues to address to improve gender balance.	Data not always captured in the format required to enable gender analysis	Processes for the annual supply of staff gender data have been improved and refined. PSS data recorded and disaggregated from academic and research staff.	Review data requirements to enable more detailed recording of EDI data and ensure more granularity in the intersectionality analysis e.g. PSS by grade. Review data requirements for future School Bronze applications and prepare data requirements for University Silver application, including further intersectionality and PSS data.	UEDIEC, ASWG & University Planning Office. UEDIEC, ASWG & University Planning Office.	July 2020 and annually July 2020 and when application requiremen ts change.	Identify gender parity and wider EDI issues through analysis of both quantitative and qualitative data. All AS applications have all the data required by AS 6 months ahead of submission deadline to allow for analysis and action planning.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.2 Review and reflect on feedback received on the AS application and address in subsequent applications.	Deficiencies in data/ information /analysis/reflection in some sections of the application. Some actions not SMART and not always fully cross referenced from analysis. Accountability and self-assessment process not conveyed.	Review all quantitative data included and benchmark wherever possible. Collect substantial qualitative data through 2019-20 AS Staff Survey and focus groups. Analyse qualitative and quantitative data to identify patterns, trends and issues regarding gender equality. Each action point fully cross referenced within application, reviewed and updated to ensure it is SMART. Reflect on issues identified and prioritise future actions.	Review and reflect on any feedback received. Update action plan to reflect application feedback. Address feedback from all previous applications in future applications.	ASWG & UEDIEC ASWG & UEDIEC ASWG & UEDIEC	By end of 2020 (or earlier depending on when feedback received). Time of preparation of subsequent application.	All feedback discussed, reviewed and reflected on and points to be addressed incorporated into action plan and subsequent applications.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.3 Participate in multi-institutional initiatives in order to develop best practice across the HEI sector.	To improve and learn from others in the HEI sector and develop and share AS best practice across HEI sector.	Established inter-institutional mentoring programme, reverse mentoring and sharing of good practice. Attended AS events.	Mentoring organisations on AS matters. Share best practice examples in online media. Attend AS related events.	UEDIEC Chair, Professor Jane Owen-Lynch, Pro Vice Chancellor for Teaching and Learning. UEDIEC members UEDIEC members	By 2020 and regularly thereafter	Record of best practice shared: what, when, where, with whom. Record of events attended: when, why, what, who.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
1. Self-Assessment Process (Section 3)						
A1.4 [P] Support Schools in AS matters with the aim of facilitating the visibility of gender equality issues across the institution and to enable any necessary change in local practices and culture.	Feedback received from 2018 application on self-assessment process. Qualitative data collected and analysed from AS Staff Survey 2019/20 and focus groups highlighted issues in specific Schools. Some quantitative data not available from some schools.	Updated draft Spring 2020 application and action plan. Analysis of data gathered from AS Staff Survey 2019/20 and focus group meetings. For those categories of data collected and kept locally (i.e. within School): identified those Schools unable to provide gender analysis of data.	Work with AS SATs and SLTs to investigate School specific gender equality issues identified as a result of AS Staff Survey 2019/20 findings. Work with School AS SATs to understand where gaps lie in quantitative data and identify changes in processes required in order to be able to analyse data by gender.	UEDIEC, School Deans, SLTs, SATs and ASWG UEDIEC and ASWG	July 2021 End 2020	Increase % of respondents who agree with statement "I believe all staff, irrespective of their gender, are valued equally by my School/ service" in AS Staff Survey 2022, 2024 SMHM from 44% to 50%, 66% HBS from 49% to 55%, 66% SADA from 55% to 60%, 66% SHHS from 61% to 67%. "My School/ service does not tolerate unsupportive language and behaviour" SADA from 49% to 55%, 66% HBS from 54% to 60%, 67%

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1. Self-Assessment Process (Section 3)						
A1.5 Analyse AS Survey 2019/20 in relation to intersectionality. Widen scope of AS Survey 2022 to include intersectionality.	10% of AS Survey 2019/20 respondents indicated they were of BAME ethnicity, compared with 14% of staff.		Analyse 2019/20 AS Survey data for any trends regarding intersectionality: ethnicity (and other protected characteristics). Include questions on work experiences and culture regarding intersectionality in AS Survey 2022.	ASWG ASWG & BAME Network	October 2020 2022	Update survey action plan to incorporate actions arising from intersectional analysis. Increase percentage of respondents identifying themselves as of BAME ethnicity to AS Survey 2022 to 12% or more.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
2. Addressing Gender Imbalance in the Academic and Research Staff body (Section 4)						
A2.1 **[P]** Increase proportion of women in senior Academic & Research roles through interventions in career support and progression, recruitment and promotion.	Under-representation of women in senior academic and research roles in all schools.	2019/20 AS staff survey identified barriers to progression for women including lack of support and lack of perceived opportunities.	Annual monitoring and analysis of staff by gender/grade/role. Evaluate take up of career progression training programmes for women including Aurora Qualitative focus groups with academic women at Grade 6-8 to establish what support UoH women need in order to aid progress to senior positions. Report to be produced and reviewed at UEDIEC committee. Repeat AS Staff Survey 2022, 2024. Also see **A3.1, A3.3, A3.5, A3.7,A3.8**	HR MIS HR Research Fellow UEDIEC HR Research Fellow	Annually 2021 and annually July 2021 2022, 2024	The proportion of women in Grade 9 and 10 positions has increased by c.16% across 2016/7 and 2017/8. Aim to increase %W in Grade 9 and 10 positions by a further 16% by 2022. Increase in provision and quality of support strategies for career progression (designed in collaboration with women from qualitative research). Aim to increase women applying for senior grades to 10% eligible pool by 2024 with an even gender balance. 47% of respondents in 19/20 were satisfied with the support they had received in promotion planning. Aim increase to 60% in 2022.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
2. Addressing Gender Imbalance in the Academic and Research Staff body (Section 4)						
A2.2 Minimise the numbers of staff on fixed term contracts to provide stability of employment	Maintain low numbers of academic and research staff on FTC (9% overall for 2017/18 – 10% %W and 9% %M)	AS Staff Survey reflected low number of FTC staff and no statistically significant relationship with gender.	Review support for ECRs on FTC in line with principles of the Concordat to Support the Career Development of Researchers. Collect and analyse data on transition from FTC to permanent or indefinite academic and research contracts to be reviewed annually using existing HR/payroll systems data.	Director of HR ASWG	Annually Annually from 2020	Maintenance of staff on fixed term contracts at <10%. Increase in detail of data collated on FTC staff and leavers. Annual record of staff transitioning from fixed term to indefinite and permanent contracts. Evaluation of data and establish target increase above baseline in % of staff transitioning for subsequent year.

A2.3 Improve understanding of reasons for leaving with the aim of improving practices and policy.	Number of female academics in most STEM subjects lower than HESA benchmark. Increase retention rates of female academics by improving understanding of reasons for leaving.	Replacement of paper questionnaire with online form in 2017. Questionnaire reviewed and revised in 2019	Continue to record data online and analyse leavers' data annually and report on trends when 2018/19 data available.	HR MIS & HR Research Fellow	Annually from 2020	Production of an annual report on leavers' questionnaire data to allow action planning.
			Increase uptake of questionnaire to 75% of leavers by 2023 through evaluation of dissemination and uptake by School/role etc. and subsequent targeting for publicising the leavers questionnaire and its importance.	Head of HR	By 2023	75% participation in leavers' questionnaire by 2023.
			Addition of two qualitative questions on; reason for leaving and incentives for retention	Head of HR	2020	Qualitative data on reasons for leaving and preventative incentives from expanded leavers' survey.
			Create FTC-specific leavers questionnaires for leaver and line manager to establish destinations/roles of FTC leavers and reasons for non-retention/transfer where applicable	Head of HR	2021	Understanding reasons and destinations for those leaving on FTC from expansion of leavers survey.
			Record number of staff moving from FTC to a permanent post. Extend questionnaire to those retiring and leaving under VSS.	Head of HR	2021	Understanding reasons and destinations for all leavers from expansion of leavers survey.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
2. Addressing Gender Imbalance in the Academic and Research Staff body (Section 4)						
A2.4 Minimise (eliminate where possible) and maintain low Gender Pay differences	Address any gender pay disparities identified.\n\nFor 2017/8 the average pay for women in SRF/PEF/HoD roles was over 5% less than the men's average pay.	Gender pay difference analysis revealed very small gap at most grades.\n\nGender pay gap report published annually and reported to HMRC (regulatory)	Further investigations of all pay differences >5% (regardless of direction of gender bias) including ethnicity intersectional analysis and analysis by (School/role/ length of service) to pinpoint the problem and report to HR.\n\nReview 2020 Gender pay gap report and report on findings to UEDIEC.\n\nEvaluate gender pay gap data to establish if there are discrepancies by School/service.	Payroll manager\n\nHR Research Fellow\n\nASWG\n\nHR MIS Manager and HR Director	Annually from Nov 2020\n\nAnnually from Nov 2020\n\nAnnually from Nov 2020	Investigation report identifying sources of problems and resolution of issues and actioned where appropriate.\n\nKey findings and recommendations arising from Gender pay gap report and action where appropriate.\n\nGender pay analysis by School/service to identify any trends/disparities and action where appropriate.

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3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.1 **[P]** Increase proportion of academic and research job applications from under-represented groups through a series of changes to the recruitment process.	36% of applicants to Academic/ Research posts were women in the last three academic years. 32% of shortlisted and 25% of appointed candidates identify as BAME ethnicity. Conversion rates for BAME groups at shortlisting for 2017/8 was 12.3% compared to total conversion rate of 15.5% and conversion rate to appointment is 16% compared to total conversion rate of 21%.	Amended content and format of recruitment and advertising materials to make more appealing to women. AS commitment statement included on all job adverts. Use recruitment consultants for senior role recruitment. Advance HE/ECU recruitment workshop held by AS staff. Recruitment packs include EDI commitment, staff development	Update all job adverts to include inclusivity statement and trial addition of HR point of contact for queries on working and employment conditions. Record gender of applicants provided by recruitment consultants and check recruitment consultants' EDI policy before appointment Annual review of advertising and recruitment material to ensure no gender bias. Compile and analyse customer service feedback on recruitment process	Head of HR HR Director Head of HR Head of HR	By 2021 2020 Annually 6 monthly	Aim to increase %W applicants by 4% to 40% by 2021. Aim to repeat annually to deliver a 50/50 gender split by 2024. Annual record of applicants from recruitment consultants, split by gender. Annual review of Advert wording 6 monthly review of customer service feedback on recruitment process

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3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
		information and details of all staff networks, including the BAME and Women staff network.	Record shortlisting, offer and acceptance rates by gender, ethnicity and protected characteristics and analyse across intersectionality.	HR Records staff	Annually	UEDIEC has increased analytical depth of shortlisting, offer and acceptance rates to identify gender and intersectionality issues and plan and implement further changes to address the issues.
			Investigate use of de-biasing software for job adverts	Head of HR	End 2020	Assessment of de-biasing software for University purposes.
	Keep recruitment panellists up to date with unconscious bias training.	Unconscious Bias training mandatory for all recruitment and promotion panel members.	Make on-line Unconscious Bias training mandatory for all staff.	HR Director	By end 2020	All staff completed Unconscious Bias training.
			Maintain records of when panel members last attended unconscious bias training and make renewal of training mandatory within a 3 year period.	Head of HR	End of 2020	All recruitment and promotion panellist attended Unconscious Bias training within last 3 years.
A3.2 Improve the Induction	Data gathered on the induction process indicated variations in the	Induction Steering Group established 2019	Implement recommendations of report on changes to induction process.	Induction Steering Group	End 2020	Assessment of induction process and recommendations for change.

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3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
Process by implementing recommendations of the Induction Steering Group.	uptake and effectiveness across the University.		Develop a questionnaire for staff who completed induction on effectiveness of the induction process. Include gender/age/ ethnicity/disability demographic questions.	Head of Staff Development	2021 and annually	Evaluation report of effectiveness of induction process including breakdown by protected characteristics with consideration of intersectionality. Recommendations actioned by UEDIEC where possible.
A3.3 [P] Increase the proportion of women attaining academic promotions through implementing changes to the appraisal and promotion processes, continuing career development workshops and	A third of the 2019/20 AS staff Survey respondents were satisfied with the support they received in their promotion planning. 38% of female respondents (compared to 54% of male) felt support was available to them	Appraisal process review complete. Increase of 23% in senior women in the institution attributable in part to increased delivery of promotion and career planning workshops in some Schools.	Complete review of Promotion Criteria for Academic and Research staff to encompass all aspects of academic work Continue to run career development workshops in Schools. Collect data on uptake of workshops. Develop guidance for managers on supporting those through the promotion process.	HR Director & chair of UEDIEC Deans ASWG HR Director	July 2020 Run workshops annually (minimum frequency) End 2020	Updated promotion criteria. Further increase in proportion of women applying for promotion by 2024 to 10% of eligible pool. Aim to increase to 45% of respondents who were satisfied with the support they received in their promotion planning.

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3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
providing line managers with updated guidance on supporting those going through the promotion process	for career progression.		Develop and implement Promotion Process questionnaire available to all candidates upon completion of promotion process. Include gender/age/ethnicity/disability demographic questions.	HR Director	End 2021	Aim for over 50% female respondents felt support was available to them for career progression. Analysis of post promotion process questionnaires, reflecting on any issues raised and planning changes to address issues raised. All success measures will be analysed in terms of intersectional characteristics.
A3.4 Improve gender balance of staff returned to REF 2021.	Women represented 31% overall across 13 UoAs submitted in REF2014 compared to the eligible pool.	Appointment of an increased proportion of women UoA coordinators (50%W ,50% M) Developed equitable Code of Practice for REF2021, including	Equality Impact Assessments will be carried out during the remainder of the REF period and after final submission A portion of the University Research Fund will be dedicated to supporting EDI initiatives each year from 2020-21.	Director of Research and Enterprise	By end 2020	Increase in proportional representation of women returned to REF 2021 across 18 UOAs relative to the eligible pool (to 50% from 43% in 2014). Note new REF rules mean all eligible staff will be submitted.

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3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
		fair selection of outputs				
A3.5 Develop, promote and assess coaching and mentoring provision.	Provide support for women for career progression.	Coaching and Mentoring Strategy developed. Coaching training developed and courses delivered regularly. Coach/Mentor matching scheme established with other regional Universities. The EDI HR Officer is in discussion with local Universities to create and develop a Cross-Institutional BAME Mentoring Scheme.	Compile records of those taking up scheme by gender. Promote coaching and mentoring scheme on Staff Hub and through Staff Development email distribution. Develop feedback questionnaire for mentee/coachee. Continue to build cross-Institutional BAME Mentoring Scheme and promote through Diversity Champions.	Staff Development Staff Development Staff Development EDI HR Officer & BAME Network	Annually 6 monthly End 2021 Ongoing and 6 monthly promotion/ awareness.	Records of partnering of mentors and mentees and coaches and coachees. Increased uptake of the scheme. Record of quality / effectiveness of coaching/ mentoring provision. Provision of cross-Institutional BAME Mentors with consideration of gender representation. 6 monthly promotion of availability of cross-Institutional BAME Mentors.

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3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.6 Improve the appraisal process to increase staff levels of satisfaction with discussions held.	Current appraisal process not comprehensive enough and does not function as a personal development or performance management tool.	Appraisal process reviewed and agreed with unions. Promotion/ progression questions included in the appraisal form.	In AS Staff Survey 2022, 2024 ask for views on new appraisal process.	Head of HR	By 2021 and annually thereafter	Aim for at least 70%, 75% respectively of respondents in 2022, 2024 AS Staff Survey to be satisfied with the discussions at their most recent appraisal.
A3.7 [P] Provide career progression support for academic staff to ensure staff receive quality and timely guidance.	In 2019/20 AS Staff Survey, 38% of female respondents (compared to 54% of male) felt support was available to them for career progression.	Participation of women staff on Aurora Women Leadership course or equivalent See also **3.6/3.5/3.3**	Promote/raise awareness of career progression workshops/training. Deans continue to nominate women for Aurora course. Review process of nomination of staff on Aurora Women Leadership course or equivalent. See also **3.6/3.5/3.3**	Deans and HR Director Deans & EDI Officer UEDIEC Chair & Head of HR	Bi-annual Annual End 2020	Aim for over 50% of female respondents saying they felt support was available to them for career progression by 2024. Agreed process of nomination and follow up of attendees. Investigation results.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.8 Provide career progression support for academic staff by providing pump-priming grant funding through URF.	Initial grant funding allows development of research to a point for submission to external bodies.	Processes for URF allocation evaluated and deemed equitable	Increase (or at minimum maintain at least 33%) proportion of women on URF allocation committee.	URF Allocation committee/ URC	Frequency of URF fund allocation	URF funds continue to be allocated in an equitable process both centrally and by school and allowing breakdown by protected characteristics.
A3.9 Improve the data held on training courses across the institution in order to be able to undertake gender analysis.	Data on uptake of training courses by gender not currently available. Data on training delivered within Schools not collated at present.	Centralised database of training courses run by Staff Development by course theme, staff type, and gender.	Have a centralised database of training courses delivered across the institution including at school-level. Analyse feedback from training course groups with a gender split of more than 60/40 (in either direction) by gender. Once an evaluation strategy has been established for gender, evaluate whether this can be replicated for ethnicity and disability.	Staff Development ASWG HR MIS Team	End 2021 2021 and annually 2021	Centralised database of training courses delivered across the institution including at school-level, by course theme, staff type, and gender. Develop future training in line with feedback. UEDIEC to identify what changes are required to be able to evaluate required training for intersectional issues.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
A3.10 Ensure the University's EDI work addresses intersectionality.	7% of staff are BAME women and 7% of staff are BAME men.	The University signed the Race at Work Charter on 1 March 2020. The EDI HR Officer and Chair of the BAME Network prepared our second submission of the Ethnicity Maturity Matrix in July 2020 after consultation with the BAME Staff Network and directed by the principles of the Race at Work Charter. The BAME Staff Network meetings are monthly due to the increased need for staff support due to current global events.	Communicate commitment to the Race at Work Charter. Prepare and submit Ethnicity Maturity Matrix. BAME issues raised by BAME staff network to be raised and addressed with UEDIEC. Maintain programme of talks/seminars on EDI issues.	Chair of UEDIEC UEDIEC Chair and EDI HR Officer BAME Staff Network Chair and UEDIEC ASWG & UEDIEC	Annually Annually July At next UEDIEC Meeting University Inclusion week, Internation	Annual communication to all staff. Annual submission of Ethnicity Maturity Matrix. Issues raised at UEDIEC and UEDIEC to agree steps to address issues. Intersectionality incorporated into the planning and design of any gender or BAME

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
3. Supporting and Advancing Women's Careers (Section 5.1- 5.4)						
		2019 EDI Conference: 'An intersectionality perspective on diversity in higher education – theory, method or practice? Dr Emily Henderson	Any work/analysis on gender also accounts for intersectionality.	ASWG & UEDIEC	al Women's day and throughout academic year	equality interventions/activities.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
4. Flexible Working and Managing Career Breaks (Section 5.5)						
A4.1 Retain high staff return rate after Maternity, paternity, shared parental and adoption leave.	94% staff return rate following maternity leave across University, 100% for academic and research staff. Low uptake of SPL	AS Staff Survey identified that low uptake of SPL is a conscious choice and staff are aware of the SPL policy.	Identify levels of satisfaction with support whilst on maternity, paternity, adoption, and shared parental leave through qualitative interviews with staff before and after leave.

If level/quality of support is insufficient identify options for improvement and evaluate how these can be achieved.

Introduce a Breastfeeding statement

Repeat AS Staff Survey 2022 and 2024 | HR Research Fellow

Head of HR

ASWG

Head of HR | Research completed by August 2022 (low numbers means recruitment may take several cycles)

2022 and 2024

2021 | Respond to identified insufficiencies in support as necessary.

Increased satisfaction score by 10% for support from all sources in 2024 AS Staff Survey.

Continue at or above 94% return rate following maternity leave. 100% of paternity leave taken. |
| **A4.2** Support new parents to take the full allowance of Paternity leave. | Paternity leave is far shorter than maternity leave. | AS Staff Survey identified 2 weeks full pay for paternity leave as desirable. | Evaluation of feasibility/increase uptake, including consultation with new parents who have taken/intend to take paternity leave. | Rewards Manager

Dir of HR and SLT | Research completed by August 2022. Action in 2023 | Evaluation of the impact of offering two weeks' full pay for paternity leave. Recommendations actioned by UEDIEC and SLTSS where possible. |

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
4. Flexible Working and Managing Career Breaks (Section 5.5)						
A4.3 Assist staff in managing WLB through commitment to flexible working arrangements, while maintaining quality of service provision.	University striving to provide a satisfactory flexible working arrangement and culture for all staff	All flexible working applications reviewed in line with policy, resulting in 93% of applications for flexible working approved. AS Staff Survey identified informal flexible working arrangements and levels of satisfaction. In survey 45% of staff use formal or informal flexible working practices with some variation in culture of flexible working across the University.	Focus groups with staff in all Schools to establish where the cultural differences lie, and barriers to satisfaction with flexible working arrangements. Identify options for change and evaluate feasibility. Collect data on why flexible working arrangements are not approved Continue fair review of all applications and approval where appropriate.	HR Research Fellow Head of HR HR MIS School EDI Champions	Research completed and report delivered end of 2020. Any barriers reviewed and reported on in-School in 2021.	Maintain figure at or above current 93% approval of applications for flexible working. Maintain high proportion of staff using formal and informal flexible working patterns (45%).

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
4. Flexible Working and Managing Career Breaks (Section 5.5)						
A4.4 Support return to full-time working after a period of part-time work.	Return to full-time working after a period of part-time working may involve taking on new challenges	Return to work full-time automatic in the School of Applied Sciences	Investigate feasibility of proposal for part-time staff able to request return to full time and implement where practicable.	UEDIEC / HR Director	2022	Analysis of investigation and recommendations.
A4.5 Improve support for Carers so as to assist in WLB and enabling staff to accommodate their caring responsibilities.	How to best support staff with caring responsibilities 50% of respondents in 19/20 AS Staff Survey felt they could manage their caring responsibilities in full within the culture of UoH.	Production of 'Caring for Carers at Work' document detailing support available, internally and externally to the University. AS Staff Survey identified how satisfied carers are with being able to manage their caring responsibilities within the culture and practice of flexible working.	Increase awareness of this document through sharing on staff website and with managers, and publicising at the University Carers Week (June 2020). Interviews with carers to establish what support is wanted. Evaluate options and feasibility of additional support.	EDI Officer EDI Champions & Deans HR Research Fellow UEDIEC	2020 and ongoing 2021 2021 2022 and 2024	Increased championing of carers' voices through qualitative research centring around carers' lived experiences Additional feasible support for carers in the form identified as most useful by carers themselves. Aim 65% in 2024 AS Survey for carers satisfied with being able to manage their caring responsibilities within the culture and practice of flexible working.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.1 Reduce stress levels at work through provision of staff support mechanisms.	Stress at Work (SAW) identified as area for concern in 2017 and 2019 QoWL for academic and research staff (with no significant gender variations)	SilverCloud launched across the University. Mental Health First Aiders (MHFAs) training established.	See A5.3 for planned gender WAM analysis. Use findings of QoWL 2019 Survey, AS Staff Survey 2019/20 and focus groups on themes of survey findings to provide recommendations for future actions to UEDIEC, Senate, SLTSS and UTLC. Promote awareness of MHFAs Run further focus groups on other topics highlighted in AS Staff Survey 2019/20.	ASWG	By July 2020	Aim to reduce Stress at Work (SAW) score by 4%, increase Control at Work (CAW) by 5%, increase General Wellbeing (GWB) by 4% in QoWL survey in 2021 compared to 2019.
A5.2 [P] Continue to build EDI support in Schools and develop a consistent set of practices and culture across Schools.	Need coherent EDI and AS culture and practice across all Schools.	Appointment of Senior HR officer for EDI Establishment of diversity Champions in Schools and services. Appointment of AS Lead & Research Fellow	Collate best practice examples through School EDI Champions and identify areas for improvement in order to develop a coherent EDI and AS culture and practice across all Schools.	HR, HODs, Deans	By 2021	At least 2 more School Athena SWAN applications.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.3 [P] Analyse Workload allocation models for all schools to identify any gender disparity.	SAW, CAW and GWB findings in QoWL surveys	Centralisation of some processes across the institution to reduce academic admin workload. Collated views on WLA models from AS Staff Survey and focus groups. Oversight of WAM by HR ensures compliance with general WAM regulations.	Collect and analyse WLAs by gender for each School.	UEDIEC Chair and Deans Planning	2021 and annually	WLAs by gender and School to highlight any areas of gender disparity and identify consequent actions for change.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.4 **[P]** Embed AS principles into University culture so as to further develop and maintain a supportive and inclusive culture.	The 2019/20 AS Staff Survey showed that: 47% of respondents agreed that their school/service was actively working to improve gender equality. 60% of women respondents agreed with the statement "I believe that all staff, irrespective of gender are valued equally by the university"	Schedule of EDI events throughout 2019. Raised profile of EDI policies, procedures, support, networks and events on website. Run University wide inclusion week with daily events, including International women's day. AS webpages developed Undertook AS Staff Survey for all staff and focus groups to gather more in depth data on AS matters.	Create and maintain a schedule of forthcoming events. Review and update UoH AS and EDI webpages. Promote key EDI news on staff hub/news. Develop support network across University for staff involved in AS matters and enable sharing of best practice. Assist and advise Schools with their applications.	EDI Officer ASWG ASWG	Monthly planning review & schedule update July 2020 and bi-monthly thereafter	Aim to increase awareness of gender equality activity to 65%.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.5 Run outreach activities for under-represented groups.	Participation in outreach by is reflected in WAM and appropriately gender balanced for target audience.	Outreach focussed on underrepresented groups.	Outreach is included in the WAM but workload allocations are to be reviewed to ensure they reflect the full extent of this activity.	Deans	2021	All outreach activity acknowledged in WAM.
A5.6 Develop inclusive approach for trans staff and students.	Guidance and support to be available to trans staff and students.	Trans Equality Staff Guidance document published on University website October 2019 In surveys and recruitment applicants can identify as other than male or female. Trans Student Support Guide drafted December 2019	UEDIEC complete review/approve Trans student support guide.	UEDIEC	By July 2020	Published Trans student support guide.
A5.7 Support returners after a career break.	Encourage returners after a career break.	One Daphne Jackson Fellow supported and half funded (2013-15), one started Jan. 2019	Request Deans and HoDs to nominate 1 per year	UEDIEC Chair	By 2021	Deans & HoDs provide nominations and UoH continuously has at least one DJF in place.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.8 [P] Embed inclusive approach into policies, procedures and practices.	If a negative impact of new or amended policies and procedures is identified then needs to be updated to resolve any problem caused.	Review policies and procedures to ensure address EDI matters. Undertake equality assessment of all new and revised policies and procedures.	Complete development of new University inclusion statement. Undertake equality assessment of all new and revised policies and procedures. Include timing of activities questions into AS Survey 2022.	UEDIEC Policy holder ASWG	2020 Ongoing 2022	Published University inclusion statement. All policies and procedures have completed equality assessments. Outputs of AS Staff Survey 2022.
A5.9 Improve the gender balance in influential committees	%W is relatively balanced but still less than 50% for Council, Senate, URC and UTLC	Monitored make up of committees with a view to implementing gender balance within confines of nominated versus appointed roles.	Investigate process of nomination and appointment of non-role based members to achieve increases in %W. Note that in some committees this involves shift of one member.	UEDIEC and committee chairs	Upon rotation of non-role based members	Gender balance for membership of influential committees.

Action point	Rationale	Actions completed by February 2020	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.10 Keeping line managers up to date with HR knowledge so that they are able to meet the needs of their staff.	Staff to feel confident in approaching their line manager on HR matters both in terms of nature of response and ability of support.	When policies reviewed/updated on 3 yearly cycle all staff are notified. When changes made to HR policies as a result of legislation or other factors HR Managers inform School/Service Deans, Directors and Senior Managers so that they can cascade to their staff. Currently 58-77% of staff know how to access policy documentation.	Record uptake by gender of new line manager training from HR Managers. Contact line managers to advise on how they can keep up to date with HR knowledge.	HR Managers HR Managers	2020 Annually from Autumn 2020 &	Record/log of new line manager training. Aim for respondents' knowledge of where to access policy documents to increase by 10%

Action point	Rationale	Actions completed by August 2021	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.11 Integration of gender matters into research.	To undertake research on matters related to gender to identify factors leading to equality of opportunity and improvements in quality of life outcomes.	Postgraduate research in • Developing concepts of Gender • Sexual and Gender Identity • Gender and inclusion in Music Technology • Intersex/DSD Human Rights, Citizenship and Democracy • Project 1325 (Girls and Young Women) Evaluation • None in Three Research Centre for the prevention of Gender Based Violence	Applying for funding for further research which incorporates a gender dimension. If applications for funding for further research with a gender element are unsuccessful then analyse any feedback and investigate options of what can be done differently in future bids.	Director of Research Leader of bid team	Annual Upon receipt of bid decision	Continuation of existing postgraduate courses and addition / extension of further research which includes a gender dimension. Successful bids for funding.

Action point	Rationale	Actions completed by August 2021	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.12 Integration of gender matters into teaching content.	To increase students' understanding of gender, equality and intersectional matters.	Incorporating gender as well as wider equality matters into the student undergraduate GPA (Global Professional Award) Incorporated modules on Harassment and Sexual Misconduct into the Student GPA curriculum.		Pro VC Teaching and Learning Professor Jane Owen-Lynch (Chair)	Within 2 years of enrolment	Roll out to students starts in 2021-2 academic year. All UG to have completed modules by end of the 2nd year of their degree course.

Action point	Rationale	Actions completed by August 2021	Further actions planned	Responsibility	Timescale	Measure of success
5. Organisation And Culture (Section 5.6) & 6. Supporting Trans People						
A5.13 Measures against gender-based violence including sexual harassment.	To support staff and students on matters relating to harassment and sexual misconduct.	Incorporated modules on Harassment and sexual misconduct into the Student GPA curriculum. Introduced a mandatory training course for all staff on Sexual Harassment Awareness (SHA) Compliance with the OFS' Statement of Expectations.	To consider enhancements to practices, policies and procedures to move from compliance to excellence.	Pro VC Teaching and Learning Professor Jane Owen-Lynch (Chair)	Within 2 years of enrolment Existing staff to complete SHA course by end of 2021-2 academic year.	All UG to have completed modules by end of the 2nd year of their degree course. Staff Course completions to be >95% by end 2021-2 academic year.