

AP	Action to be taken	Rationale	Success/outcome measure	Person Responsible & Timescale for completion
3) SAT				
3.1	Expand remit to include equalities, inclusion, and diversity more broadly by including representation from our BAME community, LGBT community and those with disabilities on our SAT.	Our SAT includes representation from all job families and all grades but does not specifically ensure inclusion from our BAME and LGBT communities or those with disabilities.	Success achieved if 75% of all staff respond positively to the question; "Does the Institute have a strong commitment and leadership for diversity and inclusion" assessed in next survey (Aug. 2021)	AS champion Recruitment of representatives from the BAME, LBGT communities and those with disabilities within 3 months. Establish WG for BAME, LGBT and disability issues with first report to SAT within 6 months.
3.2	AS champion to chair SAT and rotate the post every three years.	SAT membership is already currently rotated every three years. We plan to formalise this process for our champion.	Successfully appoint a new SAT chair every 3 years following open call	DoI Continuous.
4) A Picture of the Department				
4.1	Devise questionnaire for PGT students to complete to determine the influence of advisor/lecturers/project supervisor on student experience and future career plans.	We do not currently have a formal means of assessment for impact our staff have on the student experience or future career plans. Baseline data will help us determine how support staff could improve student experience and career planning.	60% of student complete annual questionnaire in 2020, increasing to 80% by 2024; actions identified each year and built into AP.	PG student WG Questionnaire in place for PGT students completing in by Oct 2020. Then continuous evaluation each year.

AP	Action to be taken	Rationale	Success/outcome measure	Person Responsible Timescale for completion
4.2	Introduce mandatory unconscious bias (UB) training for supervisors who review PGR student applications.	To further ensure that our policy for selection is based only upon ability. UB training is now mandatory for all new staff, we wish to ensure all our PGR recruitment staff are trained in UB.	100% of staff involved in PGR recruitment complete UB training by January 2021. Maintain completion rate each year.	PG student WPCompletion by the beginning of the next recruitment exercise which starts in January 2021.
4.3	Contact employees 6 and 12 months after leaving to capture more detailed next destination information.	75% of staff leavers destinations were unknown between (2015-2019).	Increased knowledge of leaver destinations. We will aim to increase % of known destination from 25% to 75% within 12 months.	HoPSThis will be implemented within the next 3 months and continued thereafter.
5) Supporting and Advancing Women's Careers				
5.1	Provide skill development workshop opportunities for all PSS staff irrespective of grade to enhance prospects of career progression.	As part of succession planning, we need to ensure the development of our PSS staff across a wide range of skills.	Development of a programme of workshops, (imaging, research stats, poster sessions, and research integrity for Technicians. For administrators, supporting online learning, research integrity, project management, report writing). Success measure >80% report this useful for skills	HoPS & Chief Technician Minimum of three workshops set biannually

			development in workshop feedback survey	
AP	Action to be taken	Rationale	Success/outcome measure	Person Responsible Timescale for completion
5.2	Provide a one to one skills development assessment to all PSS staff with individual plans tailored to each member of staff.	As part of our technical review and Away days, we identified the requirement for bespoke development to support the demands of growing research groups.	By 2022 all PSS staff will have had an annual skills development assessment with progress goals. >85% of PSS staff agree they have had support for professional development in next staff survey August 2021	HoPS & Chief Technician Annual one to one meeting to be put in place, commencing 2020 and success will be measured in staff survey
5.3	Introduce a structured Career Development Plan for grade 7/8 ECR academic staff.	We have a cohort of grade 7/8 staff on open contracts with fixed end dates. These staff can elect to take training courses for career development. We aim to provide more formalised structure to this training with a CDP	Develop a CDP by October, 2020 for all grade 7/8 ECRs – assess success of the action by survey/focus groups after 12 months.	DoI & ECR WG Begin during session 2020-2021 with impact evaluated in 2021 from leavers data and internal promotions to grade 9.

		developed for each member of staff.		
5.4	Modify P&DR checklist to include opportunities for leadership coaching and individualised personal development.	We currently have many female staff with the potential for leadership roles. We plan to fund coaching for at least two individuals per year to help support career progression	All individuals attending coaching will be asked to evaluate the value of the training. We will have succeeded if we have further examples of successful progression of females to leadership roles.	DoIThis is an ongoing process with the first coaching sessions taking place in 2019-2020, then annually.
AP	Action to be taken	Rationale	Success/outcome measure	Person Responsible Timescale for completion
5.5	Organise regular skills workshops to enhance development opportunities specifically for PSS staff	Most of our skills workshops have been aimed towards our academic staff. We plan to extend these to include our PSS staff.	Increased diversity in career destinations for PSS staff leavers. >70% of our PSS staff attend three skills workshops annually >80% of PSS staff report useful for career development in post workshop feedback	HoPSWorkshops will begin 2020 and we aim to have three skills workshops for PSS staff annually. Destinations of leavers will be recorded as part of AP4.3.
5.6	Introduce a "Maternity Buddy" scheme to provide further support before, during and on return from maternity leave.	We now have three recent mothers who are both willing and able to share their experiences before, during and after maternity leave.	The buddy scheme will be established in June 2020 and supports a lack of interruption in research and career progression for those returning from maternity leave. This will be	Maternity/ Paternity WG & HoPSTo be implemented immediately with assessment of relative performance to occur every year following P&DR.

		The support will also provide information on uni/local policies and other relevant information eg breast feeding facilities on campus	measured by assessing their performance relative to their peer group. >80% agree survey question that they have been supported before, during and on return from maternity leave	
5.7	Promote the use of KIT and SPLIT days for all staff on maternity leave by contacting relevant staff regularly to ensure they are aware of the opportunity.	Within the last 3 years, only 1 (academic) out of 3 members of staff who completed their maternity leave used KIT days.	100% uptake within 2 years.	Maternity/ Paternity WG To be implemented immediately.
5.8	Provide further information and guidance to encourage uptake of shared parental, adoption and parental leave.	We have not received any requests for adoption, shared parental or parental leave between 2015-2019.	It is unclear if the lack of uptake is due to a lack of awareness or simply that it is not appropriate for our staff. Success would be indicated by new uptake or that >75% of staff are aware of the policy.	Maternity/ Paternity WG To be Implemented immediately with additional question included in the next staff survey August 2021
5.9	Plan celebrations around LGBT, International Men's Day, Movember, Black History Month and International Disability Day highlighting the successes from students, staff and role models that are part of these communities.	Our social events have been well received. 95% of our staff stated they feel they are fairly regardless of gender, race, creed, sexual orientation or disability. However, we plan to introduce further events also celebrating specific communities as part of our inclusive culture.	We will have five spotlight events that showcase success from staff, students and other role models from these communities. After each spotlight event we will pulse survey staff with an aim for >80% finding the events informative. >80% of staff report the institute is an inclusive	New LGBT, BAME and disabilities WG & Webpages, Media and PE WG Annual events each year: LGBT History (Feb), LGBT Pride (June) Black History (Oct) International Men's Day, 19 th of November International Disabilities Day, 3 rd of December

			environment in the next staff survey August 2021	
5.10	Widen our case studies to include men and MPA staff	Most of our website case studies have focused on female academic and technical staff.	Increased cover of all staff included in our case studies website. We aim to create 2 male academic/1 male technical and 1 MPA case study every six months, covering different grades. >80% survey question, does the institute highlight the success of females/males	Webpages, Media and PE WG The new case studies will be generated within the next 3 months and updated biannually with new case studies across the whole spectrum of staff.
5.11	Make it mandatory for all staff to undertake the bullying and harassment online course and organise further workshops. Raise awareness through campaigns such as Full Stop 2, Zero Tolerance Posters and Bystander Intervention training. Publicise the dignity at work policy and the respect network.	Feedback received through staff survey indicated 6% of staff (3M;3F) felt they had experienced bullying in the last year. 28% of staff (12F;16M) indicated they were unaware of what to do if they encountered bullying.	Reduce the 6% of staff reporting they have experienced bullying to 0% by 2022. Increase to >90% the number of staff who feel confident in reporting bullying/harassment assessed in next staff survey (Aug. 2021).	DoI & HoPS Activities are ongoing. Introduce mandatory online courses and check completion as part of P&DR with immediate effect. Run workshop annually, with a focus on new members of staff and those who have not attended the workshop previously.

5.12	Address the gender balance on the Research committee.	We currently have a gender imbalance on our research committee (67%F).	Reduce %F on the Research committee to 50% by 2021	DoI This will be carried out within the next 3 months.
5.13	As our gender balance at grade 10 improves, we will target females at this grade to apply for membership for external committees.	With 2 males retiring, % female at grade 10 will increase to 29% (5/17) (above the 2017-18 HESA benchmarking data for this group). We will target females in this group to ensure the continuation of balanced gender representation on external committees.	Sustained representation (~30% of grade 10 staff) of female staff on influential external committees such as grant awarding bodies and learned society nomination panels.	DoI Staff will be nominated when positions arise.
5.14	Introduce a local database to capture the wide range of Institute staff activities such as pastoral care, mentoring and Public Engagement contributions.	Staff perception of workload allocation has not changed dramatically since 2015. In 2019 66%F:46%M agreed workload allocation was fair compared to 51%F:56%M in 2015. Furthermore, in 2019 74%F:52%M agreed that work allocation was transparent compared with 33%F:30%M in 2015. Although this has increased, it has remained low.	Having a local database and including additional activities in the workload model will result in an improvement in both transparency and fairness awareness of workload allocation. Success would be indicated by an increased % of staff who think the work allocation is transparent from 72%F and 52%M to >85%F and 80%M by August 2021.	Workload WG with HoPS & DoI The changes to our workload model will take effect from the 2021-2022 session to allow us time to populate the model appropriately after recovery from COVID-19 lockdown. This will require a fully populated workload database by April, 2021.

5.15	Create a programme of resources and activities for academics and postdoctoral staff to focus on work life balance.	In our 2019 staff survey, only 53%F; 50%M agreed that the Institute promoted a healthy work/life balance. This raised concerns about morale and wellbeing.	Creation of a toolkit of resources, workshops and individual assessments focussed on work-life balance, with an aim to uplift the academic response to this question in future surveys to >75%F and 75%M.	New ISSF recruitWe have been granted ISSF funding and aim to employ a dedicated staff member in Sept 2020, to focus on delivering the work-life balance programme within a six-month period.
5.16	Update Public Exchange and Communications Strategy to formalise annual events.	Our annual events for public engagement are not currently formalised in our public exchange and communications strategy.	We would measure success by comparing staff survey data. Success would be measured by an increase in % of staff aware of the Institute's activities.	Webpages, Media and PE WGCompleted within 12 months.