

Queen Mary University of London's Gender Impact Plan

Our Athena Swan action plan, entitled the Gender Impact Plan, outlines the actions we be take taking over the next five years to ensure a positive impact on gender equality as identified our self-assessment process.

Actions are presented in order of priority and address the issues identified in the Institutional Athena Swan application.

The areas of the action plan are:

- Priority Area One: Investing in Gender Transformation and Catalysing Impact
- Priority Area Two: Improving career progression for academic staff
- Priority Area Three: Professional Services staff - readdressing gender imbalance with PS Staff and improving career progression and development
- Priority Area Four: Improving intersectional interventions
- Priority Area Five: Student representation and experience
- Priority Area Six: Supporting Parents and Carers
- Priority Area Seven: Addressing Bullying, Harassment and Gender Based Violence
- Priority Area Eight: Delivering Broader Gender Equality
- Data collection, monitoring and analysis

Actions in grey are our flagship actions.

Priority Area One: Investing in Gender Transformation and Catalysing Impact

Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
1.1 Pg 21 Pg 47 Pg 62 Pg 75 Pg 82 Pg 141 Pg 152	<p>Deliver our People, Culture & Inclusion Enabling Plan</p> <p>Our Mission, as outlined in our 2030 Strategy, is to be 'the most inclusive university of its kind, anywhere', where students and staff flourish, reach their full potential and are proud to be part of the University.</p> <p>Our PCIEP exists to deliver our EDI KPIs around representation of women and BME staff.</p>	<p>a) Evaluate monthly progress against our plan via PCIEP Steering Group.</p> <p>b) Provide accountability for delivery of PCIEP via governance (Strategic Programme Board and EDI Steering Group).</p> <p>c) Strengthen and update the PCIEP as part of the annual planning round process (January), which reviews progress and approves priorities for forthcoming 12-18 months.</p> <p>d) Appraise Council, our Governing Body, of progress on PCIEP bi-annually, including a deep dive in May each year and publication of our EDI annual report.</p>	<p>a) Monthly (ongoing)</p> <p>b) February 2022 then every six months (August and February) until mid-point check in 2025</p> <p>c) January 2023 (then annually)</p> <p>d) Every six months</p>	VP PCI	Strategy Programme Board EDI Steering Group	2030 Strategy EDI KPIs for Junior: Middle: Senior grades By 2026 Representation of women: 53:50:45 Representation of BME staff: 43:37:33 By 2030 Representation of women: 50:50:50 Representation of BME staff: 40:40:40

<p>1.2 Pg 21 Pg 39 Pg 130 Pg 141 Pg 152</p>	<p>Invest in and grow our EDI Resource</p> <p>We are investing significant resource in meeting our mission – six figures over four years – to create a step change for our university in PCI. This includes resource to support faculties and PS engaging with the charter and intersectional, gender perspectives in all portfolios of EDI work.</p>	<p>a) Recruit and on-board 6 new EDI team members including x 2 EDI Managers (Race and LGBTQA+/Disability), PCI Engagement Manager, x 2 EDI Officers to support Faculty AS action plans and an HR Workforce Analyst (EDI).</p> <p>b) Establish intersectional strategies for Race, LGBTQA+ and Disability inclusion ensuring that a gendered lens is taken in their development.</p> <p>c) Create a university-wide PCI Engagement Plan, including the development of new staff networks (gender and race).</p> <p>d) Embedding Values Project (£100,000 p.a. until 2024 to support delivery of these initiatives).</p>	<p>a) January 2022</p> <p>b) March 2022</p> <p>c) March 2022</p> <p>d) Ongoing until 2024</p>	<p>Head of EDI</p>	<p>Strategy Programme Board</p> <p>PS Leadership Team</p>	<p>New starters on boarded by March 2022 and team capacity maintained across the period.</p> <p>Four new, intersectional strategies developed for Race, LGBTQA+, Disability and PCI Engagement by January 2023 with interdependencies reflected in GIP.</p> <p>2500 staff and students engage with the delivery of GIP over its lifespan.</p> <p>Embedding Values Project activity meets measures of success (reflected across GIP in more detail).</p>
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<p>1.3 Pg 28 Pg 70 Pg 88 Pg 152</p>	<p>Achieve 100% Award coverage in academic schools</p> <p>Our self-assessment demonstrates the impact of the AS Framework on gender equity at a school and university level; our ambition is to increase this impact and achieve total coverage and a greater proportion of silver awards. Our three outstanding Schools are in AHSSBL/HSS.</p>	<p>a) Identify AS leads (where there are not existing leads) and agree appropriate workload allocation for new academic year (2022/23).</p> <p>b) Establish self-assessment teams where these do not already exist.</p> <p>c) Prepare and submit bronze AS applications in first time schools.</p>	<p>a) May 2022</p> <p>b) June 2022</p> <p>c) July 2023</p>	<p>EDI Manager</p> <p>Faculty VP and Executive Dean Humanities and Social Sciences</p>	<p>GEAG</p> <p>HSS EDI Committee</p>	<p>All schools to hold an AS award by 2024</p> <p>All award holding schools (as 2021) to renew or upgrade their awards.</p>
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<p>1.4 Pg 28 Pg 75 Pg 77 Pg 82 Pg 152</p>	<p>Pilot AS in PS directorates</p> <p>Building on the success of our existing award-holders, QM will foster fresh and further engagement with the framework and gender equality in our PS directorates.</p>	<p>a) Identify and two PS directorates to pilot PTO applications.</p> <p>b) Establish self-assessment teams.</p> <p>c) Submit applications</p> <p>d) Buddy pilot PS directorates with other directorates and schools looking to progress their gender equality work.</p> <p>e) Identify and support other PS directorates to engage with AS.</p>	<p>a) June 2022</p> <p>b) September 2022</p> <p>c) November 2023</p> <p>d) June 2025</p> <p>e) June 2025</p>	<p>EDI Manager</p>	<p>GEAG</p> <p>PS Leadership Team</p>	<p>Successful bronze applications from pilot PS directorates</p> <p>Pilot PS directorates able to evidence progress against identified gender issues by 2026 - baselines established as part of self-assessment</p>
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<p>1.5 Pg 28 Pg 75 Pg 77 Pg 82 Pg 88 Pg 152</p>	<p>Supporting schools and PS directorates through the AS Transformation process</p> <p>Queen Mary intends to capitalise on the transformed charter to further support and engage our Schools and Directorates with gender equality, translating this to tangible impact for staff and students.</p>	<p>a) Review new AS requirements and identify gaps in current dashboards.</p> <p>b) Create Toolkit for schools applying under the transformed AS Charter.</p> <p>c) Engage all school and PS directorate applications with internal review by a mock panel prior to submission to support their success.</p>	<p>a) February 2022</p> <p>b) June 2022</p> <p>c) May 2022</p>	<p>EDI Manager</p>	<p>GEAG</p> <p>PCI Data and Analytics Group</p>	<p>All current award holding schools (80% of units) retain or elevate award status by 2026.</p> <p>First gold award (school level) at university conferred by 2026.</p>
<p>1.6 Pg 141 Pg 149</p>	<p>Embed our Values into our strategic decision-making processes</p> <p>Equality analysis is an opportunity for us to live our values, particularly inclusive and ethical – QM will create a new strategic decision-making framework to support leaders to identify, discuss and act on issues of EDI and gender equality/impact confidently.</p>	<p>a) Undertake a mapping exercise for frameworks which currently or in the future could be utilised for embedding good practice and strategic decision making.</p> <p>b)</p> <p>c) Research models of best practice within HE and beyond.</p> <p>d)</p> <p>e) Create a tailored framework.</p>	<p>a) March 2022</p> <p>b) August 2022</p> <p>c) January 2023</p>	<p>Head of EDI</p> <p>Chief Governance Officer and University Secretary</p>	<p>EDISG</p>	<p>Successful use of EIAs demonstrates equality considerations have been taken into account in decision-making processes' delivery/results.</p> <p>Feedback from leaders is predominantly positive and indicates increased confidence in acting on issues of EDI.</p> <p>Feedback indicates an increased perception that QM values</p>

						equality, diversity and inclusion; in 2019 Staff Survey 65% of staff agreed.
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Priority Area Two: Improving career progression for academic staff

Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
2.1 Pg 28 Pg 47 Pg 72 Pg 101.	<p>Enhancing academic promotions</p> <p>Promotion is an essential tool for QM increasing the number and percentage of women, both BME and White, and BME men in senior academic roles. Actions will build on work already established through the Academic Promotions Group, chaired by the Principal.</p>	<p>a) Embed and expand practice of faculty review (promotions data by gender and ethnicity, annually).</p> <p>b) Deliver targeted promotions workshops (FSHRP) within each Faculty.</p> <p>c) Embed formal career reviews with academics after three- and five-years' continuous service in the role: Lecturers to have a formal review of their 'readiness for promotion' within 3 years after the date of their appointment/promotion, and all Senior Lecturers and Readers within 5 years following their previous promotion/appointment.</p> <p>d) Increase scrutiny at faculty level to ensure that reviews are being conducted</p>	<p>a) For promotions round 2022</p> <p>b) October 2022</p> <p>c) For promotions round 2022</p> <p>d) For promotions round 2023</p>	<p>Rewards and Benefits Manager</p> <p>(With OPD and FSHRP connected in)</p>	<p>Academic Promotions Group (University level)</p>	<p>In line with our EDI KPI modelling:</p> <ul style="list-style-type: none"> • Increase women at senior grades (Grade 7 and 8) annually by +1.3% • Increase BME staff at senior grades (Grade 7 and 8) annually +2.2% <p>By end of 2026 target senior level is:</p> <ul style="list-style-type: none"> • 45.8% women • 33.2% BME <p>Feedback indicates an increased satisfaction with internal career progression for (women) academics; Staff Survey: in 2019 45% agreed "I feel supported at Queen Mary in my plans for my future development".</p>

		<p>properly and meaningfully by schools and institutes, with particular attention given to opportunities to increase the gender and ethnic diversity of panels to ensure no staff are overlooked.</p> <p>e) Faculties confirm completion rates to Academic Promotions Group; and are required to explain any areas of non-completion, giving actions that will be taken and the date by which these will be completed.</p>	e) For promotions round 2024			
<p>2.2 Pg 47 Pg 72</p>	<p>Ensuring QM's reward processes help to address pay gaps, improving equality and rewarding contribution that supports delivery of the University Strategy.</p> <p>Previous changes to the Rewards process resulted in a 0% median gender Bonus Pay Gap, to maintain</p>	<p>a) Finalise evidence-based Pay Gap targets, which have been modelled based on QM's progress towards gender representation KPIs.</p> <p>b) Apply learning from the 2020/21 rewards scheme, including gendered analysis as part of wider EDI considerations.</p>	<p>a) February 2022</p> <p>b) January 2022</p>	<p>HR Director</p> <p>Rewards and Benefits Manager</p>	<p>Human Resources Leadership Team</p>	<p>HR are currently developing evidence-led targets for closing and addressing QM's gender and ethnicity pay gaps based on predictive analytic modelling based on our representation KPIs (represented by a); once complete, these metrics will be adopted as a success measure.</p>

	<p>this and ensure further gendered impact further action is required across:</p> <ul style="list-style-type: none"> • Professorial Review. • Professional Services grade 8 Review. • Staff Bonus Scheme. 	<p>c) Apply professorial banding to inform pay increases for the Professoriate.</p> <p>d) Adopt a more consistent approach for determining appropriate pay increases for Professorial and PS grade 8 staff.</p>	<p>c) March 2023</p> <p>d) Academic year 2021/22 Professorial and grade 8 Bonus Scheme</p>			
<p>2.3 Pg 59 Pg 65</p>	<p>Understand and mitigate longer term impact of Covid-19 for staff with research responsibilities</p> <p>Within the HE Sector there is recognition that the effects of Covid-19 will be longer reaching particularly related to research outputs. As a research-intensive university proactive steps are required to mitigate the possible long term gendered effects.</p>	<p>a) Implement gender equality to support research/researchers as an annual standing item at VP for Research Advisory Group.</p> <p>b) Run focused discussion events on gender equality at our Researchers' Forum. This will determine how this work is taken forward, including potential for additional women-only sessions and focus groups as needed.</p> <p>c) Undertake more in-depth analysis of gendered research data including:</p> <ol style="list-style-type: none"> Mapping student/staff ratio to grant income. 	<p>a) January 2022</p> <p>b) from February 2022</p> <p>c) September 2022-August 2023</p>	<p>Executive Officer to the VP for Research and Innovation</p> <p>Executive Officer to the VP PCI</p>	<p>VP Research Advisory Group</p>	<p>Proportion of R-only staff by gender continues at 50% (+/- 5%) at all grades: Research-only was 53.2%F in 2020/21.</p> <p>Further actions identified and owned and monitored against target by VP Research Advisory Group</p>

		d) Analyse CEDARS intersectionally (gender/ethnicity).	d) August-October 2023			
2.4 Pg 99	<p>Mitigate gendered impact of Covid-19 for probationers</p> <p>Within the HE Sector there is recognition that women are more likely to have taken on additional work and domestic responsibilities during the pandemic. QM seeks to prevent this affecting new starters' probation and progression.</p>	<p>a) Create new Probation Principles to mitigate impact of Covid-19 on probation processes.</p> <p>b) Consult with EDISG for feedback.</p> <p>c) Embed Values in Action around said processes.</p>	<p>a) March 2022</p> <p>b) April 2022</p> <p>c) Summer 2022</p>	<p>Executive Officer to the VP for Research and Innovation</p> <p>Executive Officer to VP PCI</p>	EDISG	<p>A year-on-year increase in staff responding positively to probationary (and appraisal) conversations, and identifying them as useful to their work goals and development (57% in 2019, Staff Survey; 61%F and 63%M, ASS21).</p>

Priority Area Three: Professional Services staff - readdressing gender imbalance with PS Staff and improving career progression and development

Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
3.1 Pg 28 Pg 105	<p>Establishing PS pathways for internal progression</p> <p>We are acting on staff feedback and our analysis to strengthen and clarify progression routes for PS career families; our new PS Career Progression Working Group will consult with a wide cross section of the University, implement and evaluate interventions.</p>	<p>a) Establish baseline and benchmarking data to develop narrative around the data and communicate key messages to staff.</p> <p>b) Pilot related workshops Leading and Supporting Career Development (for managers) and Introduction to career planning for PS (one year).</p> <p>c) Create a tool to support PS staff develop their own career development plan with their line managers based on an understanding of the requirements to reach next grade.</p> <p>d) Investigate models for staff to gain required skills for progression (E.g. formalised secondments, apprenticeships).</p>	<p>a) January 2022</p> <p>b) January 2022</p> <p>c) June 2022</p> <p>d) January 2023</p>	Head of OPD	PS Career Development Working Group	<p>2030 Strategy EDI KPIs for Junior: Middle: Senior grades</p> <p>By 2026 Representation of women: 53:50:45</p> <p>Representation of BME staff: 43:37:33</p> <p>Feedback indicates an increased satisfaction with internal career progression for (women) PS staff; Staff Survey: in 2019 45% agreed "I feel supported at QM in my plans for my future development".</p>

<p>3.2 Pg 28 Pg 85 Pg 105 Pg 110</p>	<p>Delivering gender equality via our Technician Commitment</p> <p>The technician career family have particular gender-based issues pertinent to their careers, development and progression; QM is applying a gender lens to our Technician Commitment to address specific issues identified and faced by this group.</p>	<p>a) Revise technical structures to increase tailored support and celebrate technical staff contributions and career development in a more consistent manner. Including 2 x Chief Technician posts.</p> <p>b) Employ greater positive action when recruiting technical roles in schools where there is evidence of underrepresentation of women.</p> <p>c) Commission further analysis of technician posts grades 3-5 to understand where and why representation of women declines. Present recommended actions to address issues.</p> <p>d) Create and approve proposal for further action via TCSG.</p>	<p>a) January 2022</p> <p>b) March 2022</p> <p>c) January 2022.</p> <p>d) March 2022.</p>	<p>Chair of Technician Commitment Steering Group</p>	<p>TCSG</p>	<p>Chief Technician roles created in two schools. Candidates recruited that can fulfil role to support the development of technical staff and foster inclusion and diversity.</p> <p>Adverts to have appropriate wording and placement; increase in applications from women overall.</p> <p>Review complete. Proposals drawn up to address any issues to be taken to TCSG.</p>
<p>3.3 Pg 28 Pg 109</p>	<p>Demystifying PS re-grading</p> <p>Our self-assessment raised ambiguities</p>	<p>Develop 'myth busting' crib sheet on re-grading focusing on the purpose of re-grading and the writing of effective fit for purpose job profiles.</p>	<p>January 2023</p>	<p>Reward & Benefits Manager</p>	<p>PS Career Development Working Group</p>	<p>Reduce and close the gendered gap in re-grading success rates (44%F and 87%M, 2021) over the life of the plan.</p>

	<p>around our regrading processes and their purposes, with some exploiting this process as a method to progress (where others cannot). We are aiming to eliminate this practice and demystify legitimate cases for regrading.</p>			HR Operations & Recruitment Manager		
3.4 Pg 28	<p>Utilising apprenticeships to diversify talent</p> <p>Queen Mary have committed to making better use of our Apprenticeship Levy to support and develop talent – particularly to attract and retain women and ethnic minority colleagues where these groups are under-represented.</p>	<p>a) Employ Apprenticeships in PS Career Development Working Group discussions.</p> <p>b) Utilise Apprenticeships to support the Technician Commitment. Supporting more women into technical roles.</p> <p>c) Establish the EDI data needed to review and report apprenticeship uptake, completion, and progression.</p> <p>d) Commence regular reporting to EDI steering group to share good practice.</p>	<p>a) January 2023</p> <p>b) March 2022</p> <p>c) Jan 2022</p> <p>d) April 2022</p> <p>e) June 2022</p>	Head of OPD Apprenticeship Lead	PS Career Development Working Group	<p>Menu of Leadership and Management options created to include existing Pathways to Leadership and Apprenticeship routes.</p> <p>An increase in the number of people taking up formal qualifications through apprenticeships.</p>

		<ul style="list-style-type: none"> e) Mapping of apprenticeships to vocational career routes in multiple sectors and leadership/management. f) Create and deliver guidance for line managers and those in leadership positions on how apprenticeships can support career development. 	f) June 2022			
<p>3.5 Pg 111 Pg 122</p>	<p>Understanding the training needs of our male staff</p> <p>Our self-assessment raised concerns that men are less likely to engage in training at Queen Mary, and that our existing offer is less likely to meet their needs. We are committing to further exploring these concerns, with an evidence-led approach, to address inequities.</p>	<ul style="list-style-type: none"> a) Use Learning Management System to more thoroughly analyse data once at least one year of data has been collected. b) Run focus groups with men to identify why staff do or do not agree that they receive appropriate training and/or development to do my job well. c) Career Development Working Group develop additional actions to address training needs of male staff. 	<ul style="list-style-type: none"> a) June 2023 b) September 2023 <p>Additional gendered actions added September 2023 onwards based on analysis and insight</p>	<p>Chair of PS Carer Development Working Group</p> <p>Head of OPD</p>	<p>PS Carer Development Working Group</p>	<p>A positive impact from men responding to: "I have received appropriate training and/or development to do my job" (ASS21) in future.</p>

Priority Area Four: Improving intersectional interventions						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
4.1 Pg 28 Pg 29 Pg 101 Pg 105	<p>Supporting staff career progression with an intersectional approach</p> <p>Both gender and race equality are fundamental to QM achieving our mission; our self-assessment has detailed intersectional analysis and issues, particularly for BME women/men in their progression. We are committed to equality of opportunity for all and ensuring our BME colleagues benefit from our gender equality work as much as their white peers.</p>	<p>a) Increase awareness and participation in B-MEntor programme, in the context of career development and progression, ahead of annual cycles.</p> <p>b) All schools and PS Directorates to nominate at least one mentor (of any ethnicity) to be involved in B-MEntor annually.</p> <p>c) Deliver a panel event at the start of the annual promotions round about the promotions experience from the perspective of BME staff, including BME women recently promoted to Grades 7 and 8 and BME men to Grade 8.</p> <p>d) Consult on barriers and support related to career progression with the Race Equality Network and</p>	<p>a) June 2022</p> <p>b) November 2022</p> <p>c) December 2022</p> <p>d) February 2022</p>	<p>EDI Manager</p> <p>Head of OPD</p>	<p>Gender Equality Action Group</p> <p>Race Equality Action Group</p>	<p>Year-on-year increase the % of BME women in academic roles from 9.7% Grade 7 and 5.9% Grade 8.</p> <p>Year-on-year increase the % of BME men in academic roles from 13.4% Grade 7 and 9.3% Grade 8.</p> <p>Year-on-year increase the % of BME women in PS from 12.1% Grade 6 12.1% Grade 7, 9.8% Grade 8.</p> <p>Year-on-year increase the % of BME men in PS from 12.8% Grade 6, 9.5% Grade 7 and 3.9% Grade 6.</p> <p>Qualitative feedback from BME women and BME men articulates increasing levels of support.</p>

		<p>REAG working group on Career Progression for all career families (PS, technical and academic)</p> <p>e) Investigate the Springboard Navigators programmes, and similar, to specifically support BME men and other leadership initiatives that are specific to middle and senior BME staff.</p> <p>f) Research and scope alternate models to mentoring that might suit our diverse communities.</p>	<p>e) January 2023</p> <p>f) September 2023</p>			
<p>4.2 Pg 28 Pg 29</p>	<p>Diversifying recruitment of PS staff with an intersectional approach</p> <p>With a new e-recruitment platform (see action 9.4), QM will be able to embrace more innovative, inclusive recruitment and selection practices with intersectional impacts and approaches.</p>	<p>a) Introduce gender neutral language tool to use as part creating job role and person specification.</p> <p>b) Create and publish "Spotlight Profiles" focused on staff who are underrepresented in their area.</p> <p>c) Establish and implement Inclusive Recruitment Advocates initiative which would create a pool of</p>	<p>a) January 2023</p> <p>b) January 2023</p> <p>c) January 2023</p>	<p>Assistant Director of HR (Employment Services & Information)</p> <p>EDI Managers</p>	<p>GEAG</p> <p>REAG</p>	<p>Evidence of impact:</p> <p>Increasing the number of men applying for grades 1-6; increase the number of BME men and BME women appointed – establishing two units as case studies via their EDI action plans.</p> <p>2030 Strategy EDI KPIs for Junior: Middle: Senior grades</p>

		<p>trained BME staff to (voluntarily) sit of recruitment panels.</p> <p>d) Pilot blind recruitment of PS staff, evaluate and roll out/identify other methods.</p>	d) May 2023			<p>By 2026 Representation of women (and conversely men): 53:50:45 Representation of BME staff: 43:37:33</p>
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Priority Area Five: Student representation and experience						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
5.1 Pg 31 Pg 32	<p>Improve the gender balance of the student population in S&E</p> <p>S&E schools saw a reduction in the proportion women at UG and PGT levels as a result a greater growth in number of male student numbers.</p>	<p>a) Run focused sessions with S&E's Faculty EDI committee focused on school recruitment data for UG and PGT. Reviewed annually.</p> <p>b) Identify key faculty level actions which are reviewed annually</p> <p>c) Analyse data above and beyond the requirements for the Transformed AS application and ensure student recruitment (applications, offers and acceptances) remains a core piece of AS data for all QM School applications. (Undertaking more in-depth analysis to inform future actions will increase impact across all Schools).</p>	<p>a) September 2022</p> <p>b) January 2023</p> <p>c) January 2023</p>	<p>Science and Engineering Faculty EDI Lead</p> <p>Faculty VP and Executive Dean Science and Engineering</p>	<p>Science and Engineering Faculty EDI Committee</p> <p>EDISG</p>	<p>Improve gender balance of UG/PGT numbers for both men and women from:</p> <ul style="list-style-type: none"> • UG 39.0%F (n=4030) in 2020/21 • PGT 30.9%F (n=282) in 2020/21
5.2 Pg 31	<p>Tackle barriers to advancement (UG □ PGT)</p>	<p>a) Appoint an EDI Manager to lead on the operational</p>	<p>a) January 2022</p>	<p>EDI Manager</p>	<p>REAG</p>	<p>Increase in the proportion of BME women and men at PGT</p>

	<p>□ PGR) for male and female BME students</p> <p>Our very diverse UG population (in 2020/21: 35.8% BME women; 14.6% white women; 39.0% BME men; and 10.7% white men) sees a decline in the proportion of BME students at each successive level of study (PGR in 2020/21 was: 23.5% BME women; 26.4% white women; 23.0% BME men and 27.1% white men). We are aiming to increase advancement of BME students throughout levels of study and address barriers to their learning.</p>	<p>delivery of the Race Equality Charter.</p> <p>b) Undertake in-depth, intersectional analysis of gender and ethnicity at student levels as part of Race Equality Charter assessment.</p> <p>c) Ensure interdependencies with Race Equality Impact Plan are reflected in GIP.</p>	<p>b) January 2023</p> <p>c) January 2024</p>			<p>and PGR in line with their white peers.</p> <p>Intersectional action created and added to GIP.</p> <p>Qualitative feedback from senior leadership indicates clear understanding of measure to prevent the decline in BME men and women at PGT and PGR.</p>
5.3 Pg 32	Eliminate gender disparities in student satisfaction	Embed strategic initiatives in the Education EP to further develop student engagement, improve learning spaces, and review approaches to assessment and feedback.	Ongoing work from January 2021	VP Education	Education and Student Experience Advisory Team	<p>Achieve a year-on-year reduction, and close, the gender satisfaction gap for student experience.</p> <p><i>See rationale for baseline.</i></p>
5.4 Pg 31	Further embed our inclusive curriculum framework	a) Create and publish a number of case studies on embedding diversity and inclusion into the	a) January 2022	Director of QMA	Inclusive Curriculum Working Group	At least 8 case studies from 8 academic disciplines (across our

	Gender equality is vital to equality in learning and teaching; QMA supports our academics and educators, assisting them to address issues of inequity in the curricula and make learning and teaching inclusive of our diverse learners	<p>curriculum, with specific examples around gender.</p> <p>b) Create, pilot and develop a workshop for educators to engage with inclusive learning and teaching and inform their practice.</p> <p>c) Review impact of Inclusive Curriculum project through a gendered lens.</p>	<p>b) September 2024</p> <p>c) March 2025</p>			<p>faculties) are drafted and published.</p> <p>Deliver four sessions of our new Inclusive Learning & Teaching workshop (one pilot, and one per faculty).</p>
5.5 Pg 31	<p>Increase the number of women in underrepresented areas via positive action</p> <p>Build on previously introduced positive action scholarships, e.g. the DeepMind Scholarships for women and/or black students.</p>	<p>a) Assess impact of DeepMind and similar scholarships.</p> <p>b) Identify key areas which could utilise positive action to improve the gender diversity of students.</p>	<p>a) September 2023</p> <p>b) September 2024</p>	<p>EDI Manager</p> <p>Science and Engineering EDI Faculty Officer</p>	<p>REAG</p> <p>Science and Engineering Faculty EDI Committee</p>	<p>Improve the number and percentage of women in underrepresented areas.</p>

Priority Area Six: Supporting Parents and Carers

Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
6.1 Pg 127 Pg 133	<p>Refreshing parental leave policy suite and streamline communication</p> <p>Support of P&Cs is a core issue of gender equality at QM, the distribution of care is a gendered issue we can seek to influence and address, whilst mitigating the impact of caring on careers. We are committed to carefully reviewing our policy suite to ensure it fully embraces our values and level of ambition around inclusion.</p>	<p>a) Phased review and update our family-friendly HR policies (with policies reviewed at least every 3 years thereafter).</p> <p>b) Synthesise key family-friendly policy messages, highlight and publish these on the HR webpages and via PCIEP.</p>	<p>a) January 2022</p> <p>b) April 2022</p>	Head of HR Partnering and Policy	<p>HR Leadership Team</p> <p>(GEAG)</p>	<p>Database of policies created with previous and next review dates included</p> <p>Annual update provided as part of review of HR risk register</p> <p>100% of policies reviewed and updated as needed within 3 years</p> <p>Over 90% of staff surveyed agree that information on parental leave is easy to understand.</p>
6.2 Pg 131	<p>Build on schools' good practice of Returners' Schemes</p> <p>A number of our schools have developed good practice, impactful schemes for returners following 3 months', or more, on leave. We will synthesise good practice</p>	<p>a) Consult with all schools currently operating a Returners' Scheme to identify different models, commonality, and learning.</p> <p>b) Create resource for schools looking to implement a Returners' Scheme</p>	<p>a) June 2024</p> <p>b) September 2024</p>	<p>FSHRPs</p> <p>EDI Manager</p>	<p>GEAG</p> <p>(P&CN)</p>	<p>Increase in the percentage of women agreeing that they have been given adequate support to attend career development opportunities. In 2020:</p> <p>72.3% of women disagreed or strongly agreed with I was offered additional research time or</p>

	models from these schemes and support more schools to implement.	c) Identify and pilot Returners' Schemes in additional schools, including a Buddy Scheme with experienced Schools.	c) January 2025			reduction in teaching/administrative work to focus on research upon returning from a period of extended leave (3 months or more). 61.2% of academic women (40.0% academic men) disagreed or strongly agreed with I have been given adequate support to attend career development opportunities (e.g. events, conferences) that I would otherwise not have been able to attend due to caring responsibilities. Continued improvement of staff retention 18 months post return; falling no lower than 80%.
6.3 Pg 129	Commission new research into innovative enhancements QMUL can make for parents We are ambitious in our outlook and want to establish QM as an employer of choice for parents in HE. We will	a) Identify innovative models for enhancing family friendly leave policies. E.g. Day one enhanced maternity rights, Enhancing Paternity and Shared Parental Leave.	a) September 2022 b) January 2023	EDI Manager VP PCI	GEAG (P&CN)	Establish baselines in relation to level of satisfaction with leave provisions, rather than information, advice and guidance. Enhance and improve satisfaction based on this baseline and consultation.

	<p>explore various proposals for enhancing our offer and making it as competitive as we can to support our staff parents.</p>	<ul style="list-style-type: none"> b) Analyse the potential impact and benefit to staff at QMUL. c) Undertake in-depth consultation with staff on current parental leave provision, ensuring that staff who have taken maternity, adoption, shared parental and/or paternity leave in the last 5 years are contacted directly to be involved. d) Produce a research paper with 3-5 proposed models of enhanced parental leave that Queen Mary could implement to further enhance the current offer. e) Research paper presented to SET, for decision (and other committees for investment). f) Implement recommendations. 	<ul style="list-style-type: none"> c) May 2023 d) October 2023 e) January 2024 f) March 2024 g) March 2024 			
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		g) Develop guidance and training for managers with Schools and PS directorates on how backfill is funded.				
6.4 Pg 130.	<p>Expanding our tailored spaces for expressing milk</p> <p>In line with our ambition to be an employer/university of choice for women returning from maternity leave to work or study, we want to provide additional Breastfeeding and Expressing Rooms. We are piloting this provision across two campuses and will scale this provision up based on our evaluation.</p>	<p>a) Complete pilot of new Breastfeeding and Expressing Rooms in Queen's building and Dept W (x 2).</p> <p>b) Review use of Breastfeeding and Expressing Space after one year of use.</p> <p>c) Review and update policy in light of pilot and feedback and identify new spaces as necessary (increasing coverage across campuses, or in line with demand).</p> <p>d) Review use of the effectiveness of Breastfeeding and Expressing Spaces every two years.</p>	<p>a) March 2022</p> <p>b) September 2022</p> <p>c) December 2022</p> <p>d) December 2024 and 2026</p>	<p>EDI Manager</p> <p>Head of Student Wellbeing</p>	<p>GEAG</p> <p>Accessibility Steering Group</p>	<p>Staff surveying shows: >50% positive feedback by 2023. >70% positive feedback by 2025.</p>
6.5 Pg 138	<p>Enhance and build engagement with the P&CN</p>	<p>a) Consult with current members of P&CN on what has/has not worked. This may include</p>	<p>a) May 2022</p>	<p>PCI Engagement Manager</p>	<p>GEAG (P&CN)</p>	<p>Achieve 80% of staff identifying as parents and/or carers aware of the network.</p>

	<p>With additional, dedicated support (via PCI Engagement Manager) we are hoping to grow and foster engagement with our P&CN so that staff voice can shape our work across this plan.</p>	<p>establishing a separate network or sub-groups for carers, as identified in the carers focus groups (September 2021).</p> <p>b) Formalise network(s) with Chairs, committee and Terms of Reference.</p> <p>c) Annual budget provided via the PCI Enabling plan.</p> <p>d) Run at least one event each Semester.</p>	<p>b) October 2022</p> <p>c) February 2022</p> <p>d) January 2023</p>			<p>P&CS21: 62.7% academic men, 61.4% academic women, 69.0% PS men and 49.2% PS women were not aware of the P&CN.</p> <p>Staff engaged with the network report it enhances their experience – feedback from P&C disaggregated.</p>
6.6 Pg 139	<p>Providing tailored support to carers</p> <p>Our P&CS21 identified a knowledge gap around the needs of carers, as a result we ran focus groups in September 2021. This culminated the Carers' Report 2021 which proposed several recommendations for action.</p>	<p>a) Present and agree a definition of carer at EDISG to be used throughout communications and policies relating to carers.</p> <p>b) Create and pilot Carers' Passport.</p> <p>c) Identify Carers' Champions that can act as first point of contact for advice and guidance.</p> <p>d) Work with members of the P&CN to scope content to be included on dedicated</p>	<p>a) September 2022</p> <p>b) January 2023</p> <p>c) January 2023</p> <p>d) March 2023</p>	<p>EDI Manager</p> <p>Head of EDI</p>	<p>GEAG</p> <p>(P&CN)</p>	<p>Qualitative and quantitative data via pulse survey shows carers experience in increase in support since 2021:</p> <p>72.3% of women disagreed or strongly agreed with I was offered additional research time or reduction in teaching/administrative work to focus on research upon returning from a period of extended leave (3 months or more).</p>

	The majority of staff identifying as carers in the P&Cs' survey and who took part in the focus groups were women.	<p>page for carers – this is to sit in the new EDI website structure.</p> <p>e) Member of SET to be first Institutional Carers' Champion.</p>	e) June 2023			61.2% of academic women (40.0% academic men) disagreed or strongly agreed with I have been given adequate support to attend career development opportunities (e.g. events, conferences) that I would otherwise not have been able to attend due to caring responsibilities.
6.7 Pg 139	<p>Supporting student P&C</p> <p>Feedback from the QMSU and GEAG representatives identified the need to provide more tailored support student P&Cs.</p>	<p>a) Run focus groups, separated by level of study (UG, PGT and PGR), on students' experiences of being a student parent and/or carer.</p> <p>b) Explore how our comparators are tackling improving maternity rights and provisions for PGRs and create a University-wide model of support.</p> <p>c) Create baselines prior to implementation of support model.</p>	<p>a) May 2022</p> <p>b) August 2023</p> <p>c) October 2024</p>	<p>EDI Manager</p> <p>EDI Officer</p> <p>QMSU</p>	<p>GEAG</p> <p>(SU Executive)</p>	Additional actions developed and implemented to support student parents and carers, based on consultation and student voice.

Priority Area Seven: Addressing Bullying, Harassment and Gender Based Violence						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
7.1 Pg 144	<p>Establish a one university approach to the prevention of harassment, sexual misconduct and gender-based violence</p> <p>Data from Report + Support has highlighted a need for increased focus on sexual harassment, particularly within the student body.</p> <p>Through our governance committees we have mapped our actions against the Office for Students' Statement of Expectations, and are applying these standards and much more, to prevent and intervene in instances of harassment and misconduct.</p>	<p>a) Establish working groups and actions for working groups' initial key priority areas:</p> <ul style="list-style-type: none"> i. the importance of adopting a person-centred approach to build trust in our processes and encourage people to come forward for support ii. establish baseline data so that we can measure change and the impact of our policies and processes iii. ensure consistent language and terminology across all our policies, aligning existing and new policies, to avoid conflicting language across our processes that cause confusion or that could undermine the 	a) May 2022	<p>Chair of PASHM</p> <p>Project Manager: Tackling Sexual Violence, Harassment and Hate Crime</p>	PASHM Working Group	<p>Meet and exceed OfS' statement of expectations in this space.</p> <p>By 2026 less than 10% of staff, in all groups, agreeing that they have witnessed/experience bullying and/or harassment in the last 12 months.</p>

		<p>integrity of our policies and processes</p> <p>iv. building on the importance of student consultation to inform future actions. Consult PhD students through surveys being run by the Researcher Concordat Implementation Group.</p> <p>v. Focus on campus safety and incident hotspots, and in surrounding areas, and to explore how we can work with local Police and Tower Hamlets Council on these issues.</p> <p>b) Create a schedule of business for the group, pursuant with Office for Students' Statement of Expectations.</p> <p>c) Report to EDISG on an annual basis on progress,</p>	<p>b) May 2022</p> <p>c) January 2023</p>			
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		key achievements and challenges				
7.2 Pg 145	<p>Piloting Culture and Values review</p> <p>QM's Values and our culture are important to us; we have committed to piloting environmental investigations based on disclosures, casework and insights, preserving confidentiality and adhering fully with GDPR and other relevant legislation. This will expand our toolkit and options when addressing negative behaviours, including sexual harassment and gender-based violence.</p>	<p>a) Pilot Culture and Values review, environmental investigation framework, based on allegations/disclosures from Report + Support and formal complaints to HR.</p> <p>b) Review this pilot and report recommendations to EDISG.</p> <p>c) Roll out amended Culture and Values review process.</p>	<p>a) May 2023</p> <p>b) May 2024</p> <p>c) October 2025</p>	Head of HR Partnering and Policy	HR Leadership Team	<p>By 2026 less than 10% of staff, in all groups, agreeing that they have witnessed/experienced bullying and/or harassment in the last 12 months.</p> <p>At least two pilot investigations led, with constructive local recommendations made and implemented.</p>
7.3 Pg 145	<p>Increase staff familiarity with our process to report Bullying and Harassment</p> <p>Our self-assessment illustrated how unfamiliar staff (particularly academics) are with our reporting pathways; we will initiate a campaign to</p>	<p>a) Ensure that recently implemented initiatives (e.g. Report + Support, Dignity and Respect Champions, etc.) are providing clear and consistent guidance and are learning from sector good practice.</p>	<p>a) April 2022</p> <p>b) January 2023</p>	Head of EDI	PASHM Working Group	<p>A 50% reduction in the number of staff who do not know how to report bullying and harassment if they witness it or experience it by the end of the plan (20% academic staff; 15% PSS) by January 2026.</p> <p>Currently, 41.1% of</p>

	increase confidence and familiarity with our processes.	<ul style="list-style-type: none"> b) Develop a targeted campaign, supported by PASHM, to ensure all staff and students understand what is meant by the terms bullying, harassment, sexual misconduct and GBV and know how to report it and how to get support. c) Repeat campaign on a biennial basis. d) Embed information on the campaign how staff can find out more about tackling Bullying, Harassment, GBV and Culture of machoism into induction. 	<ul style="list-style-type: none"> c) January 2025 d) May 2022 			academic women, 43.0% of academic men, 27.0% of PS women and 28.6% of PS men in the 2021 Athena Swan survey did not know how to report bullying and harassment if they witnessed it or experienced it.
7.4 Pg 145	<p>Demonstrating senior commitment to address bullying and harassment</p> <p>Whilst everyone plays a role in creating a positive environment where all can thrive, leaders do especially.</p>	<ul style="list-style-type: none"> a) All schools, institutes and PS directorates report to EDISG on their progress tackling bullying and harassment annually. b) Appoint a SET Champion for Tackling Bullying, Harassment and GBV to raise the profile of the work being done. 	<ul style="list-style-type: none"> a) July 2022 b) December 2022 	VP PCI Head of EDI	EDISG Local EDI Committees	By 2026 less than 10% of staff, in all groups, agreeing that they have witnessed/experienced bullying and/or harassment in the last 12 months.

	<p>We are committed to building the visibility and profile of our existing work to tackle bullying and harassment, with our leadership at the fore.</p>	<p>c) 80% of local actions addressing bullying and harassment are delivered against EDI action plans .</p>	<p>c) July 2025</p>			
<p>7.5 Pg 145</p>	<p>Working collectively across UK medical schools to address sexual and gender-based violence</p> <p>Instances of sexual and gender-based violence have long-term and negative impacts on health and wellbeing of individuals and populations. Our Medical School will raise the profile of sexual and gender-based violence with our student doctors and support them to recognise and treat individuals who experience sexual and gender-based violence.</p> <p>We will leverage our influence to bring our peers and other Medical Schools with us.</p>	<p>a) Support the SMD EDI Academic Lead in establishing a charter for Medical Schools.</p> <p>b) Liaise and contribute to:</p> <ul style="list-style-type: none"> i. Raising awareness of the issues, ii. Develop policies to protect against inappropriate behaviours and language. iii. Develop and engender practices to eliminate instances of inappropriate behaviours and language. iv. Empower all members of the medical education community to speak out against 	<p>January 2022</p>	<p>SMD EDI Academic Lead</p>	<p>SMD EDI Committee EDISG</p>	<p>National charter established with QM as a founding institution.</p>

		<p>gender-based violence.</p> <p>v. Ensure that appropriate content and training related to the individual and public health issues associated with sexual harassment and assault is included in medical school curricula.</p> <p>vi. Identify and embed essential content within the medical undergraduate curriculum.</p>				
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Priority Area Eight: Delivering Broader Gender Equality

Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
8.1 Pg 114 Pg 123	<p>Embed inclusive practices through learning and development</p> <p>In 2021 we launched mandatory EDI training for all staff, ‘Introducing Inclusion’, to instil inclusion fundamentals across our workforce.</p> <p>This course is our starting point, to augment an ambitious, comprehensive EDI Learning and Development Curricula based on our workforce’s development needs and our strategic priorities (Gender, Race, LGBTQA+, Disability and Tackling Bullying & Harassment).</p>	<p>a) Adopt additional drivers for completion of ‘Introducing Inclusion’ across the staff lifecycle, e.g. probation, promotion, recognition and reward.</p> <p>b) Research and develop a new, ambitious learning and development EDI Curricula which will be open to all staff - building from fundamentals laid out in ‘Introducing Inclusion’, staff should be able to chart and plan their development with EDI.</p> <p>c) Implement modular sessions based on our learning needs assessment to build expertise around our strategic priorities, introducing two new modules a year (up to 2024).</p>	<p>a) February 2022</p> <p>b) March 2022</p> <p>c) August 2022</p>	Head of EDI	SET (EDISG)	<p>Introducing Inclusion completion rate increased from 48.8% of women and 33.4% of men for academic staff and 60.1% of women and 58.2% of men for Professional services staff to >85% (accounting for long term absences) of all staff with no gender difference by 2025.</p> <p>Two new modules to be launched per year (2022 – 2024); with metrics developed as they are designed.</p> <p>New curricula is established with an evaluation framework – metrics to be added in due course.</p>

<p>8.2 Pg 69 Pg 73 Pg 149</p>	<p>Enhance and embed flexible working including ensuring needs of part-time staff are met</p> <p>The NWOWG led us through rapid change during the pandemic, we will take forward their learning and ensure the needs of our staff are met. Women staff are more likely to work part-time, and surveys showed they were also more likely to request flexible working; we will strengthen policies to support all staff.</p>	<p>a) Revise flexible working policy and associated training for managers to understand how to introduce flexible working in a positive way.</p> <p>b) Finalisation and promotion of Special Leave policy to support dealing with emergency situations and balance caring responsibilities.</p> <p>c) Promotion of carers' interests – carer's rights day, annually.</p> <p>d) Hold focus groups to better understand rationale for more women reporting issues with workload mitigating against or preventing flexible working.</p>	<p>a) June 2022</p> <p>b) May 2022</p> <p>c) November</p> <p>d) May 2022</p>	<p>HR Director EDI Manager</p>	<p>HR Leadership Team</p>	<p>Improve positive responses and remove gendered difference to the question “as long as I get the job done, I have the freedom to work in a way that suits me”. Athena Swan survey 2021 24.7% PS, 14.2% academic women compared to 10.2% of PS men and 11.4% of academic men disagreed or strongly disagreed with the statement.</p> <p>Qualitative data reports that women are not reporting issues with workload and flexible work. Athena Swan Survey 2021 18.5% of women and 7.6% of men reported issue with workload.</p>
<p>8.3 Pg 157</p>	<p>Supporting trans staff and students</p> <p>Building on the foundations laid thus far and listening to the feedback from our</p>	<p>a) Develop suite of Trans Inclusion Guidance for staff and students outlining information on how to update/changes records and communicate</p>	<p>a) February-April 2022</p>	<p>EDI Manger</p>	<p>LGBTQA+ Action Group</p>	<p>Focus groups a year after publication of suite of Trans Inclusion Guidance to assess the experience of using the suite of guidance. Target is that 80% of</p>

	<p>university community we aspire to provide further support and guidance to students, staff, HR staff and line managers around trans inclusion.</p>	<p>support available. Documents include:</p> <ul style="list-style-type: none"> i. Trans Inclusion Guidance for Staff. ii. Trans Inclusion Guidance for Students. iii. Trans Inclusion for Staff Supporting Students. iv. Trans Inclusion Guidance for Line Managers and HR. <p>b) Ensure cross representation on LGBTQA+ Action Group and GEAG to align work across groups and charter marks ensuring reflection of intersectionality.</p> <p>c) Successfully develop a suite of inclusive policy, practice and systems enhancements to foster an inclusive environment for our Trans staff and students consistent with our values</p>	<p>b) Academic year 2022/23</p> <p>c) August 2022</p>			<p>participants indicate that they found the guidance helpful and fit for purpose.</p> <p>Our strategies align with leading employers across different sectors to model truly values-led inclusive policy and practice to support staff who are transitioning. To be sector leading in promulgating a values-led approach which creates a truly inclusive environment and culture.</p>
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		<p>d) Review signage to ensure inclusive toilet facilities are available to meet the needs of our whole community and consult with Queen Mary community on their implementation.</p> <p>e) Review and propose formal commitment to provide inclusive toilet facilities in all new builds, procured buildings or refurbished buildings.</p>	<p>d) January 2023</p> <p>e) August 2023</p>			
8.4 Pg 138	<p>Build on the positive experiences of our onsite nursery</p> <p>The Westfield nursery spectacular asset to the QMUL community".</p> <p>It is important we build on this positive asset as the P&CS21 identified that 52.4% of academics and 75.0% of PS using the nursery were women.</p>	<p>a) Consult with nursery used and those on waiting list about preferred opening hours.</p> <p>b) Consider pilot extended opening hours.</p> <p>c) Undertake scoping exercise to identify space, in future Capital Projects, for an expansion of nursery and develop proposal.</p>	<p>a) Sept-Nov 2023</p> <p>b) January 2025</p> <p>c) January 2025 - June 2026</p>	Assistant Director of EAF (Commercial Director)	<p>Professional Services EDISG</p> <p>GEAG</p>	<p>Feedback from nursery users predominantly will be positive in relations to:</p> <ul style="list-style-type: none"> • Opening hours. • Physical space for nursery. <p>Opportunities for ways in which to further utilise the nursery identified and proposed to be taken forward in lifetime of subsequently Athena Swan award (2026 onwards).</p>

Data collection, monitoring and analysis						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline <i>start dates and other timeline details</i>	Responsibility	Committee providing oversight	Success measure
9.1 Pg 40	<p>Ensuring regular monitoring and reporting on Athena Swan Action Plan</p> <p>A strong, effective project management approach and methodology will support QM to get the most from our GIP. This is a living document which will be reviewed annually, in line with governance, and in light of fresh insight gained through our staff and student voice.</p>	<p>a) Establish GEAG sub-group Gender Impact Plan Implementation Group who will meet three times a year.</p> <p>b) Action plan update to GEAG annually.</p> <p>c) Annual update provided to EDISG, SET and Council on the progress of the Action Plan.</p>	<p>a) January 2022</p> <p>b) Annually from April 2023</p> <p>c) Annually from April 2023</p>	EDI Manager	EDISG	<p>GIP Implementation Group established and (annual) reporting provided to:</p> <p>a) Council</p> <p>b) SET</p> <p>c) Senate</p> <p>d) EDISG</p> <p>e) GEAG</p>
9.2 Pg 141	<p>Create catalysts for effective intersectional analysis</p> <p>Disclosure rates are high for sex (100%) and ethnicity (97.6%) but the same cannot be said for disability (4.3% declared) and sexual orientation (61.3% declaration provided). This</p>	<p>a) Run campaign to increase disclosure rates from staff with regard to disabilities, sexual orientation and gender to allow for further intersectional analysis.</p> <p>b) Conduct annual joint meetings of Gender Equality Action Group and Race Equality Action Group and EDISG</p>	<p>a) September-December 2022</p> <p>b) From academic year 2022/23</p>	<p>EDI Managers</p> <p>EDI Faculty Officers</p>	PCI Data and Analytics Working Group	<p>Achieve a year-on-year increase in disclosure rates of staff equal opportunities details via MyHR.</p> <p>At least 3 Schools are undertaking intersectional undertaking intersectional analysis</p>

	strengthened insight will drive our intersectional gender equality work.	<p>focusing on intersectional data.</p> <p>c) Deliver workshops with Faculty EDI Committees on how to review their data in an intersectional away.</p> <p>d) Develop Toolkit, with support from PCI Data and Analytics working group, enabling Schools and Directorates to analyse and understand their intersectional data.</p> <p>e) Present paper on the reporting against EDI KPIs intersectionally at EDISG for debate and advice.</p>	<p>c) January-May 2023</p> <p>d) Summer 2023</p> <p>e) January 2024</p>			<p>as part of their annual EDI action plan reporting to EDISG by June 2023.</p> <p>Survey of EDI committees reports the majority understand report are considering intersectionality in their EDI work.</p>
9.3 Pg 72 Pg 125	<p>Undertake intersectional Pay Gap Reporting</p> <p>Since 2017 we have published our statutory gender pay gap report and from 2018 we included reporting on our ethnicity pay gap, however, we have not previously taken</p>	<p>a) Collect and analyses intersectional (gender and ethnicity) pay gap data.</p> <p>b) Present intersectional (gender and ethnicity) pay gap report findings to EDISG and SET.</p> <p>c) Include reporting in EDI Annual reports.</p>	<p>a) March 2022</p> <p>b) April 2022</p> <p>c) October 2022 and then annual</p>	EDI Manager Rewards and Benefits Manager	PCI Data and Analytics Working Group	<p>Annual Intersectional (gender and ethnicity) pay gap report included as standard from 2022 onwards.</p> <p>Interdependencies reflected in GIP actions.</p>

	<p>an intersectional approach (gender and ethnicity). (see also 2.2)</p>					<p>See 2.2 for further metrics around closing pay gaps.</p>
<p>9.4 Pg 95 Pg 109</p>	<p>Procure and implement new e-recruitment system</p> <p>An end-to-end recruitment process review showed that the current system is not able to meet the University's requirements going forward, this included the effective monitoring and reporting of gender and ethnicity balance on recruitment panels and the ability to undertake a number of positive action measures in relation to gender.</p>	<p>a) Procure, implement and launch a new e-recruitment solution.</p> <p>b) Develop reports and analytics to aid our understanding of candidate pipelines and begin to address what the evidence is showing us.</p> <p>c) Develop a report on panel composition and highlight any areas of concern.</p> <p>d) Monitor the take-up and effective of our Equal Merit process.</p>	<p>a) Present - October 2022</p> <p>b) October 2022 – March 2023</p> <p>c) October 2022 – March 2023</p> <p>d) January – June 2023</p>	<p>Assistant Director of HR (Employment Services & Information)</p>	<p>PS Steering Group <i>(overseeing the PS EP)</i></p>	<p>2030 Strategy EDI KPIs for Junior: Middle: Senior grades</p> <p>By 2026 Representation of women: 53:50:45</p> <p>Representation of BME staff: 43:37:33</p> <p>By 2030 Representation of women: 50:50:50</p> <p>Representation of BME staff: 40:40:40</p> <p>Additionally, GEAG report:</p> <ul style="list-style-type: none"> Improved reporting capability, helping us to understand more about the

						<p>diversity profiles of our applicants, shortlisted applicants and hired employees, and to act accordingly.</p> <ul style="list-style-type: none"> • The introduction of blind shortlisting capability through the new system. • Effective monitoring of representative interview panel composition, e.g., a gender-balanced panel. • The ability to apply our Equal Merit process at shortlisting stage.
<p>9.5 Pg 99 Pg 111 Pg 121</p>	<p>Improve recording and monitoring training data</p> <p>Lack of quality data on training is a barrier to understand gendered and intersectional issues.</p>	<p>a) Procure and launch a new MS.</p> <p>b) Create first report which includes data on gender and ethnicity to established baselines.</p> <p>c) Production of annual reports to explore</p>	<p>a) Present-August 2022</p> <p>b) December 2022</p> <p>c) August 2023 (then annually)</p>	<p>Head of OPD</p>	<p>HR Leadership Team</p>	<p>OPD have begun the procurement process for our LMS; once a suitable product has been procured and implemented metrics will be identified.</p>

		<p>appropriate actions with EDI Manager (Gender) and HR Workforce Analytics Manager.</p> <p>d) Assessment of Pathways to Leadership programmes to be conducted annually to include breakdown by gender.</p>	<p>d) August 2023 (then annually)</p>			
<p>9.6 Pg 118 Pg 124</p>	<p>Develop a more nuanced understanding of appraisals</p> <p>Reporting for the Athena Swan application identified that it was not possible for satisfaction with appraisal to be cross referenced with gender (or other protected characteristics) and the effects of the revised appraisal (2020) cannot yet be identified.</p> <p>Additionally the 2021 Athena Swan Survey showed:</p> <ul style="list-style-type: none"> • A gendered difference with an increasing number of men agreeing that their last 	<p>a) Uptake of appraisal to be analysed by gender and ethnicity, as a minimum, as part of EDI annual data reporting with any differences escalated to appropriate committee (EDISG, GEAG, REAG, etc.).</p> <p>b) Review staff feedback by gender and ethnicity on an ongoing basis to identify if they are trend.</p>	<p>a) December 2022</p> <p>b) August 2023</p>	<p>Head of OPD</p>	<p>HR Leadership Team</p>	<p>OPD have begun to explore options for intersectional analysis within our existing e-appraisal system; based on functionality, metrics will be identified.</p> <p>Achieve a year-on-year increase in response to: “My last appraisal/probationary meeting provided me with useful work goals and personal development goals” (57% of staff agreed in 2019, Staff Survey).</p>

	<p>appraisal/probationary meeting provided them with useful work goals and personal development goals compared to women.</p> <ul style="list-style-type: none"> • That BME staff, both men and women, were more likely to have a positive experience. 					
9.7 Pg 45	<p>Embed continuous scrutiny around use of Fixed Term Contracts</p> <p>12 months on from SET we have introduced a temporary tiered recruitment governance process (June 2020) applying the learning from this process to a new devolved system, incorporating the same level of rigour, with responsibility delegated to faculties and PS directorates. The new process ensures that where new or extensions to FTCs are requested, there is appropriate</p>	<p>a) Review and Update the QM Code of Practice for Reviewing FTCs.</p> <p>b) Provide training and coaching of managers about fixed term contract policies and practices, including appropriate use of objective justifications, the correct management of the ending of fixed term contracts and the appropriate management of permanency requests.</p> <p>c) Provide on-going monitoring of data trends.</p>	<p>a) March 2022</p> <p>b) Training and coaching: on-going</p> <p>c) From academic year 2021/22</p>	Assistant Director of HR (Organisational Effectiveness)	HR Leadership Team	<p>Academic staff:</p> <p>Close gender disparity between M/F on FTCs 56.1%F on FTCs and 51.4%M (2021) and maintain <0.5%p margin.</p> <p>PS:</p> <p>Close gender disparity between M/F on FTCs 27.7%F on FTCs and 19.3%M (2021) and maintain <0.5%p margin.</p>

	scrutiny of the reason for the fixed term. This new process must include on-going training and monitoring.					
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