**GOS-ICH ATHENA SWAN GOLD ACTION PLAN SUMMARY (2020 – 2025)**

The full Gold action plan was an integral part of the Great Ormond Street Institute of Child Health’s successful application for a Gold Athena Swan award in 2020. It lays out areas identified for action to be taken between that submission and the next departmental Athena Swan application in 2025, their rationales, their time-frames and how they will be measured. All of these actions aim to improve gender and gender-intersectional equality at the institute for the benefit of all staff and students.

Since the full action plan is long and complex, this summary aims to provide a more accessible quick reference to the main objectives currently being pursued by the Equality, Diversity and Inclusion committee and focus groups. These are outlined on the first two pages, grouped into broad, colour-coded categories. The remaining pages expand on the specific actions proposed in connection with each objective.

The full application, including the action plan with additional detail, remains available in the Athena Swan section of the institute’s [EDI web pages](https://www.ucl.ac.uk/child-health/about-us/equality-diversity-and-inclusion). Comments and suggestions from members of the institute on the objectives (or ways to achieve them) are always welcome, and can be sent to [ICH.EDI@ucl.ac.uk](mailto:ICH.EDI@ucl.ac.uk).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OBJECTIVES | **RECRUITMENT** | | **CAREER DEVELOPMENT AND MENTORING** | **WORK-LIFE BALANCE** | | **PARENTS AND CARERS** | | **CULTURE AND COMMUNITY** | | **RECOGNITION AND WORKLOAD MODELS** | | **BEACONING BEYOND GOS-ICH AND UCL** | |
| **PRIORITY:** Ensure recruitment process is optimal for both gender and ethnicity for academic, research & teaching staff and professional / support staff | Highlight career development opportunities for Professional Services and Support staff to demonstrate clear career pathways to improve staff satisfaction in their roles and also to encourage development of potential | | | Improve work-life balance for all staff | | Increase support for parents before /during/after maternity/ paternity/ adoption leave | | Reduce bullying, harassment and discrimination | | Embed system for capturing work contributions across all academic staff to allow monitoring of workload to ensure that it is equally distributed and to enhance ECR's promotion opportunities | | Promoting Athena SWAN practices to other UCL departments and external organisations, nationally and internationally |
| **PRIORITY:** Improve gender balance of students (UG, PGT and PGR) to increase number of males on courses. Encourage under-represented groups to pursue scientific careers and ensure all have equal opportunity to succeed | Embed the importance of mentoring for career development amongst all staff and students | | | Improve the provision of social/non-work specific space within ICH to allow and encourage a sense of inclusivity and community | | Increase awareness of paternity and shared parental leave | | Increase the involvement of male members of staff and students in EDI activities | |
|  |  | | |  | |  | |  | |  | |  |
| OBJECTIVES | **RECRUITMENT** | **CAREER DEVELOPMENT AND MENTORING** | | | **WORK-LIFE BALANCE** | | **PARENTS AND CARERS** | | **CULTURE AND COMMUNITY** | | **RECOGNITION AND WORKLOAD MODELS** | | **BEACONING BEYOND GOS-ICH AND UCL** |
|  | Increase success of grant applications of Lecturers/ Associate Professors | | |  | | Provide additional support for staff with caring roles, above and beyond that of parenting | | Raise awareness and understanding of the scope of disabilities and make ICH a more accessible place to work and study for all those with disabilities | |  | |  |
|  | Improve uptake of career progression opportunities by Early Career Researchers | | |  | |  | | Increase engagement of taught students with ASWAN and EDI work | |  | |  |
|  | Increase the proportion of clinical female academics at Grade 5 | | |  | |  | | Implementation of the  GOS-ICH EDI Athena SWAN Action plan | |  | |  |
|  | Develop process for tracking reasons for leaving | | |  | |  | |  | |  | |  |
|  | Increase awareness, uptake and satisfaction regarding promotion for Academic, Research & Teaching staff | | |  | |  | |  | |  | |  |

| CAREER DEVELOPMENT & MENTORING | **OBJECTIVE** | **ACTION** | **INDICATOR OF SUCCESS** |
| --- | --- | --- | --- |
| RECRUITMENT  ENT | **PRIORITY: Ensure recruitment process is optimal for both gender and ethnicity for academic, research & teaching staff and professional / support staff** | Review advertisement policy for vacancies to ensure under-represented staff are targeted. Consult on how we might target under-represented groups through advertising. | 60F:40M applications for vacancies.  The recruitment pathway is balanced for gender and ethnicity i.e. there is no / no statistically significant drop off at any stage of the recruitment process. |
| Statement in job advertisement to be included informing applicants that costs associated with interview (travel and caring) will be reimbursed. |
| Review shortlisting process. |
| Ensure interview panels are gender and ethnicity balanced. |
| Ensure all staff repeat unconscious bias training (UBT) every three years and ensure that they feel confident to challenge any assumptions that they face when sitting on recruitment panels. Data on compliance to be gathered prospectively. | All staff involved in the interview process have completed UBT within the last three years. |
| Collect statistical data annually of recruitment by gender/ethnicity; to be reviewed by IMT to propose strategic changes as the data requires. | Review of recruitment data by IMT annually. |
| **PRIORITY: Improve gender balance of students (UG, PGT and PGR) to increase number of males on courses.** | Design new advertising material aimed at increasing applications from males. | Ratio of female:male decreases to 60F:40M, better than the national HESA data. |
| Add case studies onto website to share experience of students, particularly males. Share this practice with other UCL departments. |
| Anonymise applications for UG, PGT and PGR courses to remove gender information |
| Host engagement events ensuring involvement of senior males as role models. At the Christmas Lecture Series only 1/8M volunteers was a senior staff member. |
| Increase the number of male personal tutors for PGR students, currently there are 5F:1M. |
| **Encourage under-represented groups to pursue scientific careers and ensure all have equal opportunity to succeed** | Collaborate with non-profit organisations, e.g. In2Science, to develop Institute-wide programme of student experience placements targeting male and BAME school students. | The % of BAME males is similar to the % of white males. |
| Monitor attainment balance. |
| Determine what effect COVID-19 has on student retention and attainment. | Understanding of the effect of COVID-19 on student retention and attainment. |
| CAREER DEVELOPMENT AND MENTORING | **Highlight career development opportunities for Professional Services and Support staff to demonstrate clear career pathways to improve staff satisfaction in their roles and also to encourage development of potential** | Identify training needs of individuals/teams following appraisal discussion and organise appropriate training workshops. | All individuals report that they discuss career aspirations and AI/CP at their appraisals. |
| At least one PSSmember of staff attendsWomen in Leadership training annually. |
| Staff asked during appraisals if they would be interested in undertaking a period of work-shadowing and are encouraged to consider what opportunities they feel may be of interest. Line-mangers help to facilitate these career-development opportunities. |
| Appraisal training for line managers to highlight the importance of discussion about career development and AI/CP during appraisal. |
| Anonymised exit survey results to be reviewed to determine how best to increase staff satisfaction. | 85% of PSS staff feel there are sufficient opportunities for training to improve skills and allow for personal growth /development; measured by staff survey.  60% of people mentored report that mentoring met their expectations. |
| Gather feedback, +ve and –ve, from course attendees. Line Managers to share information to further identify appropriate courses to aid personal and career development across all PSS teams. |
| **Embed the importance of mentoring for career development amongst all staff and students** | Continue using e-mails / presentations / appraisals to introduce staff to the mentoring programme and to inform them why mentoring is important. | Increase awareness of the mentoring programme from 70% to 90%. Monitor this via annual appraisals and staff/student survey. |
| Ensure that mentoring is discussed at induction of staff and students. |
| Use case studies to highlight positive outcomes of mentoring. |
| Continue to identify and train individuals who would like a mentor or to be a mentee via surveys and the appraisal checklist. | Continue to have sufficient mentors to provide this service, currently there are 38 mentors. Increase this to 50.  Aim to match a minimum of ten mentees with mentors per annum. |
| Increase number of mentees paired with mentors and assist in pairing individuals if help needed; In 2019, 11 individuals from GOS-ICH paired themselves through the scheme and 6 individuals from GOS-ICH were assisted to find a mentor. |
| Develop a closer relationship with B-MEntor, a cross-institutional mentoring scheme at UCL for Black and Minority Ethnic academics and researchers, and share our experiences. |  |
| Collect data regarding the ethnicity of our mentors/mentees. Currently we do not have baseline data for this. |
| **BEACON: Run a master class for other UCL departments about our mentoring programme and the processes that have been developed to facilitate this platform.** |  |
| **BEACON: Extend the pilot of the interactive Moodle mentoring course that we are currently developing to the other institutes participating in the cross-institute mentoring initiative and to other departments within UCL.** |  |
| **Increase success of grant applications of Lecturers/ Associate Professors** | Increase support and visibility of the R&D office regarding available grant opportunities, training for grant writing and one-to-one feedback through termly workshops and newsletters. | Successful grant applications increase by 5% within 2 years and achieve a 50% success rate within 4 years.   Men and women apply for grants of equal value and number by 2024 (reduction in differences between male and female rates and amounts of 50% by 2023). |
| Sign-posting of grant facilitators available at University Faculty level. |
| Embed chalkboard seminars across the Institute, giving guidance for preparation and submission of grant applications including measuring their success. |
| Embed internal peer review scheme for all fellowship and project grant applications of Grade 3 and 4 staff. |
| **BEACON: Introduce grant surgeries hosted by Senior Academic staff and share our experience of this practice with other UCL institutions.** |
| **Improve uptake of career progression opportunities by Early Career Researchers** | Work with UCL Careers Office/Arena and Occupational Development to develop a clear communication strategy, via posters/email/intranet to better highlight career opportunities available to ECRs. | ECR staff able to see a path for career progression increases to 60% (staff/student survey). |
| Continue and expand the pilot BRC catalyst scheme. |
| Use of case studies of other ECR groups highlighting their success. |
| Organise 6-monthly seminars/workshops, in addition to the annual event organised by the ECR network to further highlight the range of career paths available to ECRs. |
| **BEACON: Facilitate collaboration between various ECR groups at UCL that exist to strengthen career development efforts.** |
| **PRIORITY ACTION:** **Increase the proportion of clinical female academics at Grade 5** | Ensure that 100% of staff in these groups have both internal and external mentoring (e.g. from AMS). | Increase in the % of Grade 5 clinical academic females from 32% to 40% by 2024 (36% by 2022). |
| Focus groups with staff to address whether support is adequate to address ‘crunch points’ in career paths. |
| Develop a new Transition Support Award, funded by the Child Health Research CIO (internal charity) to provide transition-funding to high quality fellowship holders, to help them prepare higher level fellowship applications. |
| **BEACON: Close collaboration with NHS partner Trusts and the London Deanery to ensure that the elements of clinical academic training are adequately supported with particular reference to the needs of females.** |
| **Develop process for tracking reasons for leaving** | An e-mail is sent to all departing staff explaining that we would like to understand why they are leaving, encouraging them to complete the anonymised UCL exit survey, so that we can ensure any negative experiences staff have encountered are not repeated. | An understanding of why staff leave through exit survey completion, analysis of data and action plan to respond to issues.  Reduction in reports of people leaving for the same negative reasons as those addressed. |
| Exit survey results to be reviewed by HR to determine next destination and reasons for leaving. |
| Actions developed to address negative reasons for leaving |
| Develop positive case studies to highlight career progression opportunities |
| **Increase awareness, uptake and satisfaction regarding promotion for Academic, Research and Teaching staff** | Highlight importance of discussion about career development during appraisal and ensure no differentiation is made between full- and part-time staff. | All staff report having discussed promotion, AI/CP or one of payments at their appraisals.  The staff survey reports an increase, in the number of staff who feel that the promotion /regrading process is fair, of 5% each year for the next 4 years.  Equal % of junior female and male staff promoted (45% by 2022, 50% by 2024). |
| Highlight importance of discussion about promotion, Accelerated Increments/  Contribution Points (AI/CP) during appraisal and ensure no differentiation is made between full- and part-time staff. |
| Evaluate promotion workshops to determine if they are fit for purpose and redesign if necessary. |
| Continue promotion workshops to raise understanding of promotion criteria. |
| Consult with staff about why they think the promotion/AI/CP/  regrading process is not fair. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OBJECTIVE** | **ACTION** | **INDICATOR** |
| WORK-LIFE BALANCE | **Improve work-life balance for all staff** | Develop a managers’ toolkit. | Staff satisfaction increases measured by staff/student survey; increase in awareness of work life balance policy from 40% to 60% by 2021 and to 90% by 2023).  Decrease in the number of staff working excessive hours from 35% to 30% by 2021 and to 20% by 2023.  90% of staff report they have enough work flexibility by 2021 and 95% by 2023. |
| Organise workshops for all line-managers to increase their awareness of UCL polices around flexible working, condensed hours, change in FTE and how flexible working can increase productivity and improve staff satisfaction. |
| Ensure the opportunities of flexible working and work-life balance are discussed during appraisals with reference to the appraisal checklist and the contribution model that has been piloted with Academic PIs. |
| Conduct a review to determine why staff are unable to complete their work without working excessive hours and develop appropriate actions. |
| **Improve the provision of social/non-work specific space within ICH to allow and encourage a sense of inclusivity and community** | Ensure signposting (both virtual and physical) to appropriate alternative spaces in GOSH and UCL Student Centre for prayer and quiet contemplation. | 85% of staff report a positive sense of community (via staff/student survey) by 2021 and 95% by 2023.  70%F & 75%M staff feel their well-being is a priority at GOS-ICH and that taking part in well-being activities is supported, by 2021, and 80% staff by 2023.  Staff and students report that they are able to find and use prayer/quiet contemplative spaces that meet their needs (survey). |
| Consult with staff and students to assess requirements and what space is available/ appropriate for use as a prayer/quiet contemplation room. |
| Create space for a prayer and quiet contemplation room in 30 Guilford Street building and consult with staff and students (survey) that use the room to assess if the space fulfils requirements necessary. |
| Staff actively encouraged to take breaks throughout the day and updated showering facilities provided for those that would like to take part in exercise whilst at work. |
| Consult with staff and students about how GOS-ICH can better support their health and well-being. |

|  | **OBJECTIVE** | **ACTION** | **INDICATOR** |
| --- | --- | --- | --- |
| PARENTS AND CARERS | **Increase support for parents before /during/after maternity/ paternity/ adoption leave** | Consult staff on the usefulness of the new parental leave initiative and modify if necessary | Increase in number of staff accessing Parents & Carers Focus group & events.  90% of staff/students report feeling supported when on/during/  returning from maternity/paternity/adoption leave (EDI survey) by 2021 and 95% by 2023 (Genders equal).  All staff that take KiT/SPLiT days are made aware of the availability of support for childcare for these days.  COVID-19 does not disproportionately affect career progression of those with caring responsibilities. |
| Run focus group with male staff to better understand and identify if there are specific issues affecting men and support needs that are currently not being met by the institute. |
| Increase awareness of support available via the Parent & Carers Focus Group. |
| Ensure staff are aware of UCL policies and that they can be accessed easily. |
| Provide maternity rest/expressing room facilities for all satellite GOS-ICH buildings. |
| Promote financial support for childcare for Keeping-in-touch (KIT) days. |
| Arrange workshops for line managers to increase understanding of UCL policies around maternity/paternity/ adoption leave, and return to work policies (e.g. allowance for expressing). |
| Add work life balance question to appraisal checklist. |
| Conduct a review to determine why staff are unable to complete their work without working excessive hours and develop appropriate actions. |
| Consult staff on what format the Parents and Carers group prefer for their meetings e.g. formal or informal meetings. |
| Continue to promote GOS-ICH’s Parents and Carers group and raise awareness of UCLs PACT group. |
| Determine whether there is a gender disparity as a result of the COVID-19 pandemic on outputs e.g. papers submitted and grant applications, of those with caring responsibilities and develop actions to help prevent any inequalities with regard to promotion and career progression. |
| **Increase awareness of paternity and shared parental leave** | Improve communication around paternity and shared parental leave. |  |
| Line-managers to be informed about paternity leave policies to enable them to encourage staff to take leave. |
| Ensure paternity leave and shared parental leave is discussed as soon as a pregnancy is declared, even if partner not at UCL. |
| Encourage individuals taking parental leave to record this on MyHR, UCL’s HR system. |
| Collect data on paternity leave taken. |
| **BEACON: Work with central UCL and UCL’s Parents & Carers together (PACT) Group to review UCL’s parental leave policy and devise actions that can be taken to improve uptake. Pilot these actions and share impact with other UCL departments and nationally. Support GOSH to review their practice.** |  |
| **Provide additional support for staff with caring roles, above and beyond that of parenting** | Review and assess the needs of all Carers and determine whether core hours permit them to balance their caring commitments alongside work. | Those with caring responsibilities feel able to balance their work and care responsibilities.  Reduction of 50% gendered differences in survey responses between non-carers and carers and between gender by 2022.  Success measured by consultation with Focus Group and EDI staff/student survey |
| Run focus groups with male carers to identify whether there are specific gendered needs that are currently not being met. |
| Raise awareness of the Parents & Carers group for all Carers. |
| Develop workshops/lectures to offer support and advice. |
| Encourage uptake of mentoring and offer the possibility of mentoring as face-to-face, Skype, e-mail etc. |
| Increase awareness of support and advice offered by main UCL for those with caring responsibilities e.g. Employee Assistance Programme. |
| Flexible working and exceptions to core hours explored at appraisal and when a manager becomes aware of any caring or change in caring responsibility. |

|  | **OBJECTIVE** | **ACTION** | **INDICATOR** |
| --- | --- | --- | --- |
| CULTURE AND COMUNITY | **PRIORITY: Reduce bullying, harassment and discrimination** | Mandatory bullying and harassment workshops for staff and students to be held annually. | Data is collected for attendance at workshops and 90% completion rate sustained after 2022.  Number of staff who report bullying and harassment is similar to the number of those that report witnessing bullying and harassment.   % of staff who witness or experience discrimination, bullying and harassment decreases over a 5 year period (2020 - 2025). Gendered differentials in rates reduced by 50% by 2024.  The decrease in the levels of discrimination and B&H reported by parents and carers in the 2019 survey maintained or further reduced in line with those seen in other groups |
| Processes put in place to ensure that accurate records are kept of those who have attended bullying and harassment workshops. |
| Campaign to highlight what support can be found for anyone experiencing bullying and harassment. |
| Monitor numbers of anonymous reports of bullying to the UCL 'Report + Support' campaign so that appropriate action can be taken with regard to training programmes. |
| Open discussion at departmental level as to how well staff and students think we are addressing bullying and harassment and whether all staff feel secure and confident reporting it. |
| **Increase the involvement of male members of staff and students in EDI activities** | All focus groups to develop an action plan to attract/increase male involvement. | The number of men attending EDI events reflects the male pool of the target group.  80% of men feel a greater sense of community and belonging to GOS-ICH (by 2023, baseline currently 74%) and commitment to AS objectives through increased involvement in EDI activities and reflected in feedback from the GOS-ICH EDI survey. |
| Line managers and Senior members of staff to increase awareness of the benefit of involvement in EDI work and its contribution to promotion criteria, generic & leadership skills, during appraisals. |
| **Raise awareness and understanding of the scope of disabilities and make ICH a more accessible place to work and study for all those with disabilities** | Consult with staff and students more widely (survey and Focus Groups) to determine how we can make GOS-ICH a more accessible and welcoming place to work for those with disabilities and ascertain whether there is a gender difference in experiences. Develop appropriate actions. | An increase in the % of staff and students with disabilities (irrespective of gender) who report feeling supported and understood (staff/student EDI survey & Focus Groups) relative to the baseline data collected through action 18a.  All staff and students have a better understanding of what they can do to support others |
| Increase awareness of UCL policies, services and points of contact currently in place to support staff and students with disabilities. |
| Review impact of these policies with staff and students with disabilities and consider what changes can be made. |
| Increase awareness of visible and invisible disabilities. |
| Positive statement included on all job adverts. |
| Survey staff to determine whether the planned actions have had a positive impact on those with disabilities. |
| Make people aware of the resources available to make sure all documents, posters and presentations (virtual and paper) are accessible for all. |
| **Increase engagement of taught students with ASWAN and EDI work** | Increase awareness of importance of EDI through presentations and workshops. | Increase in number of students responding to survey: 65% within four years (10% increase per year). |
| Survey to be administered in Feb/March rather than Nov. |
| All student inductions to include an EDI/AS presentation by a member of the SAT committee |
| **Implementation of the  GOS-ICH EDI Athena SWAN Action plan** | The Deputy Director of Institutional Relations, a newly created position with responsibility for supporting further development of effective mentorship, peer support, recruitment and selection, promotion and oversight of implementation of the Equalities, Diversity and Inclusion Action Plan, will sit on the EDI committee and will represent EDI initiatives at the highest level of decision making in GOS-ICH. | Data available to enable informed decisions to be made and further actions developed as necessary.  Outputs and Milestones of AS Action Plan achieved and reviewed on an annual basis.  GOS-ICH recognised as leading within UCL and nationally. |
| Embed a culture of data collection and review at all levels. Processes put in place to enable data to be reviewed quarterly. |
| EDI committee, Director and Deputy Director of Institutional Relations to support and increase beaconing activities both internally at UCL and externally. |
| RECOGNITION AND WORKLOAD MODELS | **Embed system for capturing work contributions across all academic staff to allow monitoring of workload to ensure that it is equally distributed and to enhance ECR's promotion opportunities** | Continue successful pilot of contribution model to identify areas of excessive workload for senior academic staff. | Workload is equitably distributed across academics irrespective of gender.  A decrease in the number of staff by 20% reporting not being able to meet job requirements without working excessive hours by 2023.  ECRs report that Contribution Model supports them to be proactive in their career development |
| Extend contribution model to include all ART staff. |
| Use contribution model as a tool to support staff to determine areas of strengths and weaknesses when considering applications for promotion/AI/CP. |
| Collect data for clinical and non-clinical staff separately to identify if there is a difference between workloads. |
| Collect data for ECRs to identify if there is a difference between genders in workloads. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OBJECTIVE** | **ACTION** | **INDICATOR** |
| **BEACONING BEYOND GOS-ICH AND UCL** | **Promoting AS practices to other UCL departments and external organisations, nationally and internationally** (See also actions in ‘purple’ above) | **Deliver talks and workshops at other institutions, both nationally and internationally, sharing our experience of being ‘A Voice for all’, the Athena SWAN process and our working practices at GOS-ICH.** | Other UCL departments adopt our successful practices and these result in a stepwise change towards gender equality. |
| **GOS-ICH to hold national conference on AS values, in collaboration with UCL Athena SWAN manager and other UCL Athena SWAN holders, inviting successful award holders and prospective applicants alongside external organisations with whom GOS-ICH staff have research links.** |
| **Continue to share best practice and organise joint activities with the recently established LGBTQ+, Women’s and BAME Forum groups at Great Ormond Street NHS Hospital Trust.** |