GOS-ICH Athena SWAN Gold Action Plan May 2020 to April 2024

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person respon-sible	Success indicator
					RECRUITMENT				
1	4.2.i 5.1.i 5.3.i	**PRIORITY** **Ensure recruitment process is optimal for both gender and ethnicity for academic, research & teaching staff and professional / support staff**	60% of all UK academic staff are female. Currently we have a higher %F. At Grade 2 and below applications for posts were 69%F (2017-18). Males are slightly less likely to be short-listed at Grades 1 (7%F:5%M) and 2 (25%F:19%M). This is more apparent at Grade 4 (100%F:43%M). Ethnicity has an impact on appointment; white females and males are equally likely to be appointed (1 in 20) compared to black males (1 in 48) and black females (1 in 64). Completion of Unconscious Bias training is mandatory within the first six	**1a)** Review advertisement policy for vacancies to ensure under-represented staff are targeted. Consult on how we might target under-represented groups through advertising. **1b)** Statement in job advertisement to be included informing applicants that costs associated with interview (travel and caring) will be reimbursed. **1c)** Review shortlisting process. **1d)** Ensure interview panels are gender and ethnicity balanced. **1e)** Ensure all staff repeat unconscious bias training (UBT) every three years and ensure that they feel confident to challenge any assumptions that they	All staff with line management and recruitment responsibility	**1.i)** Recruitment panels are monitored and data captured for gender and ethnicity balance. **1.ii)** ICH has a pool of Fair Recruitment Specialists and uses them when the panel is not balanced with regard to gender/ethnicity. **1.iii)** All costs associated with interview (travel and caring) are reimbursed. **1.iv)** Monitoring process is in place to ensure all staff repeat UBT every three years and review impact. **1.v)** Data is collected on progression from	1-Jun-20 1-Jun-20 1-Sept-20 1-Sept-20 1-Sep-20	**HR Manager** (Ludi Capelan)	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. All staff involved in the interview process have completed UBT within the last three years. Review of recruitment data by IMT annually.

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			weeks of the induction period. 81%M and 83%F report that they have completed it. There is currently however no mandatory requirement to repeat/refresh this training.	face when sitting on recruitment panels. Data on compliance to be gathered prospectively. **1f)** Collect statistical data annually of recruitment by gender/ethnicity; to be reviewed by IMT to propose strategic changes as the data requires.		application through to appointment by gender and ethnicity and reviewed annually.			
2	4.1.ii – iv	**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**	The percentage of male students on UG, PGT and PGR courses is currently 28%, 18% and 29%, respectively. This is consistently lower than the national HESA data of 30%, 28% and 40%, respectively. In 2018, 32% PGR, 28% PGT and 55% UG students were BAME. Whilst this is similar to, or greater than, national HESA data, in the case of PGR and PGT students it is lower than London's	**2a)** Design new advertising material aimed at increasing applications from males. **2b)** Add case studies onto website to share experience of students, particularly males. Share this practice with other UCL departments. **2c)** Anonymise applications for UG, PGT and PGR courses to remove gender information. **2d)** Host engagement events ensuring	All potential male students, especially those from under-represented groups	**2.i)** Review of UG, PGT and PGR student gender and ethnicity by Education Team annually, with attention to grade achievement. **2.ii)** Photos and case studies on website show involvement of male and females equally. **2.iii)** Increased involvement of males, particularly senior males, at BRC Family Open Day and other events.	1-Jun-20 1-Sept-20 1-Oct-20	**Dept Graduate Tutor for Research** (Claire Thorne) & **Public Engageme nt Focus Group** & **Dept Graduate Tutor for teaching**	Ratio of female:male decreases to 60F:40M, better than the national HESA data. The % of BAME males is similar to the % of white males. Understanding of the effect of COVID-19 on student retention and attainment.

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		opportunity to succeed	student profile (47% BAME, 2017). There is also a disparity when considering the % of BAME males relative to the total BAME group i.e. 20% (2018) relative to the % of white males of the total number of white PGR students i.e. 30% (2018). Female students are more likely to have caring responsibilities then their male peers and their attainment and retention may therefore be disproportionately affected by the COVID-19 pandemic. The socio-economic situation of students may also play a role, with those in economic distress more likely to be impacted.	involvement of senior males as role models. At the Christmas Lecture Series only 1/8M volunteers was a senior staff member. **2e)** Increase the number of male personal tutors for PGR students, currently there are 5F:1M. **2f)** Collaborate with non-profit organisations, e.g. In2Science, to develop Institute-wide programme of student experience placements targeting male and BAME school students. **2g)** Monitor attainment balance. **2h)** Determine what effect COVID-19 has on student retention and attainment.		**2.iv)** Develop Institution-wide student experience placement programme with a gender balance of students, focusing on students from under-represented backgrounds. **2.v)** Attainment is balanced. **2.vi)** Understanding of the effect of COVID-19 on student retention and attainment.	1-Jun-21 1-Sept-23 1-Apr-21	(Jane Simmonds)	

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				**CAREER DEVELOPMENT AND MENTORING**					
3	5.4.i -iii	**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**	26% female and 20% male PSS staff reported that there were insufficient opportunities for training to improve skills and allow for personal growth /development in our most recent staff survey (2019). Only 1 PSS staff member, out of a total of 15 individuals from GOS-ICH, has been awarded a place on the UCL Women in Leadership Course since 2016. More females (20%) than males (5%) reported that they did not discuss career aspirations and future plans at their appraisal in 2019. More females (54%) than males (16%)	**3a)** Identify training needs of individuals/teams following appraisal discussion and organise appropriate training workshops. **3b)** At least one PSS member of staff attends Women in Leadership training annually. **3c)** 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. **3d)** Appraisal training for line managers to highlight the importance of discussion about career development and AI/CP during appraisal.	Line-managers of PSS staff	**3.i)** A training plan and appropriate budget are identified to meet training needs. **3.ii)** Increased numbers of staff undertaking work-shadowing. **3.iii)** Monitor job satisfaction of PSS staff using the GOS-ICH staff/student EDI survey. **3.iv)** Discussions are held biannually between line-managers and staff regarding career development and the usefulness of these discussions is monitored through our annual EDI survey.	1-Sept-20 1-Sept-20 to 30-Apr-24 31-Mar-21 and 31-Mar-23 1-Sept and 01-Mar every year	**Institute Manager** (Tansy Jones)	85% of PSS staff feel there are sufficient opportunities for training to improve skills and allow for personal growth /development; measured by staff survey. All individuals report that they discuss career aspirations and AI/CP at their appraisals.

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			reported that they did not discuss additional increments or contribution points (AI/CP) at their appraisal in 2019. Part-time staff are less likely to apply for AI/CP. In 2018/19 20% of PSS staff were part-time; 1 part-time female applied for AI/CP and 7 full-time staff (6F:1M). Four staff members (2M:2F) secured placements on our new work-shadowing initiative in 2019 and reported positive experiences. Completion of exit surveys by PSS staff is incomplete.	**3e)** Anonymised exit survey results to be reviewed to determine how best to increase staff satisfaction. **3f)** 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.		**3.v)** Number of part-time staff applying for AI/CP doubles, to the same % as full-time staff. **3.vi)** All leavers complete an exit survey, reasons for leaving monitored and appropriate actions developed.	1-Nov-21 1-Jun-21		
4	5.3. iii	**Embed the importance of mentoring for career**	A paper published by King's College and the Academy of Medical Science reports that	**4a)** Continue using e-mails / presentations / appraisals to introduce staff to the mentoring	All staff and students	**4.i)** List of individuals willing to be mentors with a clear understanding of	1-Sept-20	**PSS staff EDI rep** (Vania de Toledo)	Increase awareness of the mentoring programme from

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		development amongst all staff and students	mentorship is an important contributor to career development (J R Soc Med. 2014; 107(8):308-317). Currently 27%F and 21%M ART staff have mentors whilst only 4%F and 11%M PSS staff have a mentor. 3%F and 3%M ART staff and 5%F and 5%M PSS would like to be matched with a mentor 26% of males and 24% of females did not discuss mentoring at their appraisal. 30% of staff are not aware of our mentoring programme (mentoring survey, 2019). 116 (85F:31M) members of staff have attended mentor/mentee training with 38 staff registered as mentors.	programme and to inform them why mentoring is important. **4b)** Ensure that mentoring is discussed at induction of staff and students. **4c)** Continue to identify and train individuals who would like a mentor or to be a mentee via surveys and the appraisal checklist. **4d)** 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. **4e)** Collect data regarding the ethnicity of our mentors/mentees. Currently we do not have baseline data for this.		their remit. Gender balance to reflect the F:M ratio of the Institute. **4.ii)** All staff asked during their appraisal if they would like to become or have a mentor. **4.iii)** Use the data collected regarding ethnicity of mentors/mentees to decide whether an increased number of BAME mentors are needed. **4.iv)** Increased pairing of mentors with mentees. **4.v)** Survey to monitor success of mentoring scheme. **4.vi)** Four case studies established - 1/year.	1-Mar every year 1-Jun-22 1-Jun-22 1-Jun-21 1-Sept-21 to 1-Sept-		70% to 90%. Monitor this via annual appraisals and staff/student survey. 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. 60% of people mentored report that mentoring met their expectations.

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			Male PhD students are more likely to have a mentor than females, however, there has been a decline in the number for both genders who have and/or want a mentor; In 2018, 54%F and 86%M PhD students had mentors with 73%F and 100%M of those without mentors wanting one in the future. In 2019, 31%F and 65%M PhD students had mentors with 68%F and 25%M of those without mentors wanting one in the future. Six individuals who attended the mentoring workshops, needed help to pair themselves up with a mentor.	**4f)** Use case studies to highlight positive outcomes of mentoring. **4g)** 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. **4h) BEACON: Run a master class for other UCL departments about our mentoring programme and the processes that have been developed to facilitate this platform.** **4i) 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**		**4.vii)** Launch of interactive Moodle mentoring course.	24) 1-Sept-21		

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				to other departments within UCL.					
5	5.3.v	**Increase success of grant applications of Lecturers/ Associate Professors**	Female lecturers and Assoc. Profs (Grade 4 staff) currently have a lower success rate for grant applications than their male peers (35% F, 40% M). Both have a lower success rate than that of Professors (88%F, 80%M). Females tend to apply for fewer grants than their male peers; Average over 5 years – 1.35/year for females and 2.15/year for males. In 2019, 1.23 for females and 1.86 for males. Females tend to apply for grants worth less than their male peers; Average over 5 years - £193,959/year for females and £285,231/year for males. In 2019,	**5a)** 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. **5b)** Sign-posting of grant facilitators available at University Faculty level. **5c)** Embed chalkboard seminars across the Institute, giving guidance for preparation and submission of grant applications including measuring their success. **5d)** Embed internal peer review scheme for all fellowship and project grant applications of Grade 3 and 4 staff. **5e) BEACON: Introduce grant surgeries hosted by**	ECRs and Mid-Career researchers	**5.i)** Increased numbers of eligible staff and students contacting the R&D office for support and training from 10 – 15% and the % female maintained at 60 – 70%. **5.ii)** Bimonthly chalkboard sessions organised by each department and these are fully subscribed. **5.iii)** Evaluation of success rates for individuals that have presented their grant proposal ideas at chalkboard seminars and/or received internal peer review. **5.iv)** Identify factors which influence why women on average	1-Sept-21 1-Sept-20 1-Jun-21 1-Jun-22	**EDI Co-Chair** (Andy Copp)	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).

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			£164,637 for females and £346,708 for males. 48 staff and students (62%F) sought guidance from the joint GOS-ICH /GOSH dedicated grants advice service in the last 6 months. Increased awareness and use of this service will help to increase grant success of Grade 4 staff.	**Senior Academic staff and share our experience of this practice with other UCL institutions.**		apply for grants worth less than men and develop a plan to address this issue.			
6	5.3.iii	**Improve uptake of career progression opportunities by Early Career Researchers**	ECRs Focus groups report a lack of awareness of training and career opportunities available to them. 61%F and 57%M researchers were less likely to see a career progression path than other ART staff (47%F:31%M); 2019 survey.	**6a)** 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. **6b)** Continue and expand the pilot BRC catalyst scheme.	ECRs	**6.i)** One of the three training events that ECRs are encouraged to take will be a career development event organised locally. Gender of the attendees reflects that of the Institute. **6.ii)** Increased number of females applying to internal funding schemes to reflect eligible pool	1-Jun-20 1-Sept-21	**Early Career Research-er Rep** (Athina Soragia Gkazi) & **ECR Focus Group**	ECR staff able to see a path for career progression increases to 60% (staff/student survey).

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			Researchers have the lowest satisfaction of job security (20F%:6%M compared to 13%F:3%M in other roles at GOS-ICH; 2019 survey). The BRC Catalyst Award pilot scheme has been very successful however there are fewer female applicants (59%F) than expected (approx. 67%F); 17F:12M have applied to two calls and five (2F:3M) were awarded funding. All five have secured external funding.	**6c)** Use of case studies of other ECR groups highlighting their success. **6d)** 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. **6e) BEACON: Facilitate collaboration between various ECR groups at UCL that exist to strengthen career development efforts.**		of individuals, currently females only represent 59%.			
7	4.2.i	**PRIORITY** **Increase the proportion of clinical female academics at Grade 5**	Whilst the number of non-clinical professors is gender balanced there are still fewer female than male clinical professors: 32% in 2019, an increase from 27% in 2011.	**7a)** Ensure that 100% of staff in these groups have both internal and external mentoring (e.g. from AMS). **7b)** Focus groups with staff to address whether support is adequate to	All clinical academic and research staff below Grade 5	**7.i)** All clinical academic and research staff are identified and made known to the Co-director for Clinical Academic Training; support is given to prepare for	1-Sept-20	**Institute Director** (Rosalind Smyth)	Increase in the % of Grade 5 clinical academic females from 32% to 40% by 2024 (36% by 2022).

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				address 'crunch points' in career paths. **7c)** 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. **7d) 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.**		promotion from Grades 4 to 5. **7.ii)** Clinical academic staff with fellowships are helped to maximise their chances of a follow-on fellowship, keeping them in academia. **7.iii)** Those planning to leave the academic career path for full-time clinical roles are identified; an action plan is developed to address negative reasons for giving up an academic career.	1-Jun-21 1-Jun-21		
8	4.2. iv	**Develop process for tracking reasons for leaving**	Currently there is limited information around reasons for leaving; our exit data on reasons for resignation is incomplete. In 2018/19	8a) 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	All leavers	**8.i)** All leavers complete exit survey. **8.ii)** HR compile quarterly report regarding reasons for	1-Jun-21 1-Sept-21	**HR Manager** (Ludi Capelan)	An understanding of why staff leave through exit survey completion, analysis of data

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			men were more likely to resign than women; 13%F (Grade 1), 7.5%F (Grade 2) and 4.3%F (Grade 3) compared to 19%M (Grade 1), 14% M (Grade 2) and 83.7%M (Grade 3).	survey, so that we can ensure any negative experiences staff have encountered are not repeated. **8b)** Exit survey results to be reviewed by HR to determine next destination and reasons for leaving. **8c)** Actions developed to address negative reasons for leaving **8d)** Develop positive case studies to highlight career progression opportunities		leaving and discuss with the EDI committee and IMT. **8.iii)** Action plan developed to respond to negative reasons for leaving. **8.iv)** Case studies published on website.	1-Dec-21 1-Jun-21		and action plan to respond to issues. Reduction in reports of people leaving for the same negative reasons as those addressed.
9	4.2.i 5.1. iii	**Increase awareness, uptake and satisfaction regarding promotion for ART staff**	50% of our staff (no gender difference) report not having discussed promotion, AI/CP or one of payments at their appraisals. 45%F and 43%M staff report that promotion /regrading process is not fair.	**9a)** Highlight importance of discussion about career development during appraisal and ensure no differentiation is made between full- and part-time staff. **9b)** Highlight importance of discussion about promotion, Accelerated Increments/	All academic, research-only and teaching-only staff	**9.i)** All staff report having discussed promotion, AI/CP or one of payments and career development at their appraisals. **9.ii)** Promotion workshops run three times a year.	1-Mar-22 1-Sept-20	**Institute Director** (Rosalind Smyth)	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

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			Junior female staff are less likely to be promoted than male peers; 40%F and 60%M applicants were promoted over the last five years.	Contribution Points (AI/CP) during appraisal and ensure no differentiation is made between full- and part-time staff. **9c)** Evaluate promotion workshops to determine if they are fit for purpose and redesign if necessary. **9d)** Continue promotion workshops to raise understanding of promotion criteria. **9e)** Consult with staff about why they think the promotion/AI/CP/ regrading process is not fair.		**9.iii)** Understanding of why staff report that the promotion/regrading process is not fair and action put in place to address this.	1-Jun-21		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).
				WORK-LIFE BALANCE					
10	5.5. vii	**Improve work-life balance for all staff**	Female staff were less likely to report that they were satisfied with their work/life balance; 48%F & 71M% ART staff and 63%F & 82%M PSS staff were satisfied.	**10a)** Develop a managers' toolkit. **10b)** Organise workshops for all line-managers to increase their awareness of UCL polices around flexible working,	All staff with line management responsibility	**10.i)** Annual workshops organised and attended by all staff with line management responsibility. Training of staff updated biennially.	1-Jun-22	**Deputy Institute Manager** (Sophie Elgood)	Staff satisfaction increases measured by staff/student survey; increase in awareness of work life balance policy from 40%

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			14% of staff (no difference between genders) felt they did not have enough work flexibility.

35% (no difference between genders) reported not being able to complete their work without working excessive hours.

40% (no difference between genders) were not aware of the UCL work/life balance policy. | condensed hours, change in FTE and how flexible working can increase productivity and improve staff satisfaction.

10c) 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.

10d) Conduct a review to determine why staff are unable to complete their work without working excessive hours and develop appropriate actions. | | **10.ii)** Review conducted and actions put in place. | 1-Jun-21 | | 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. |
| **11** | 5.6. iv | **Improve the provision of social/non-work specific space within ICH to allow and encourage** | 62%M:67%F in 2018 and 74%M:74%F in 2019 felt there was a sense of community. Consultation with staff and meetings with the Focus Groups to | **11a)** Ensure signposting (both virtual and physical) to appropriate alternative spaces in GOSH and UCL Student Centre for prayer and quiet contemplation. | All staff and students | **11.i)** Intranet and signage established to direct staff and students towards existing prayer and quiet contemplation spaces. | 1-Dec-20 | **Institute Manager** (Tansy Jones)

with | 85% of staff report a positive sense of community (via staff/student survey) by 2021 and 95% by 2023. |

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		a sense of inclusivity and community	further understand why not all individuals felt there was a sense of community revealed that: Access to prayer/quiet contemplation spaces was needed for staff, students and visitors. Women are less likely to feel that GOS-ICH is committed to supporting health and well-being; 52%F & 71%M ART staff and 62%F & 72%M PSS staff.	**11b)** Consult with staff and students to assess requirements and what space is available/ appropriate for use as a prayer/quiet contemplation room. **11c)** 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. **11d)** 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. **11e)** Consult with staff and students about how GOS-ICH can better support their health and well-being.		**11.ii)** Assessment of suitable space for prayer / contemplation room at GOS-ICH. **11.iii)** Survey data regarding new prayer /quiet contemplation room provision analysed and appropriate action put in place. **11.iv)** Existing shower room refurbished to increase number of shower facilities and lockers. **11.v)** Staff led GOS-ICH sports clubs established.	1-Sept-20 1-Sept-20 1-Sept-22 1-Sept-22	**Head of Space Committ-ee** (Christine Kinnon) & **Wellbeing and Communi-ty Focus Groups**	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).

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					PARENTS AND CARERS				
12	5.5.ii	**Increase support for parents before /during/after maternity/ paternity/ adoption leave**	Focus group meetings (2018) revealed staff and students do not always feel supported when applying/on/ returning from maternity/paternity/ adoption leave. The 2018 staff survey showed that 34%F & 44%M did not feel supported, this decreased after the introduction of our new parental leave initiative but still remains at 14%F & 22%M in our 2019 survey. Individuals with childcare responsibilities find it more difficult to meet the requirements of their job/course; 47%F and 61%M compared to 39%F and 40%M without childcare responsibilities (2019 survey).	**12a)** Consult staff on the usefulness of the new parental leave initiative and modify if necessary **12b)** 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. **12c)** Increase awareness of support available via the Parent & Carers Focus Group. **12d)** Ensure staff are aware of UCL policies and that they can be accessed easily. **12e)** Provide maternity rest/expressing room facilities for all satellite GOS-ICH buildings. **12f)** Promote financial support for childcare for Keeping-in-touch (KIT) days.	All staff and students	**12.i)** Review of new parental leave initiative and actions put in place. **12.ii)** Understanding of why men feel less supported than women. **12.iii)** Parents & Carers group more visible to all staff & students with caring responsibilities. **12.iv)** Breast-feeding facilities readily available. **12.v)** Policies easily accessible on intranet. **12.vi)** Line managers are fully aware of leave/return to work polices and are keen to experiment with more varied flexible working practices.	1-Mar-21 1-Sep-21 1-Sept-20 1-Sept-22 1-Sep-20 1-Jun-21	**Lead of Parents & Carers Focus Group** (Jon Clayden)	Facilities available in all GOS-ICH buildings. Increase in number of staff accessing Parents & Carers Focus group & events. 90% of staff/students report feeling supported when on/during/ returning from maternity/paterni ty/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.

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			Only 1 person to date has applied and received financial support for childcare for KIT days. This fund was established by UCL in 2017. Our local Parents and Carers group currently has 44 members (40F:4M). Formal events e.g. talks on parenting or caring and swap-shop sessions are well-attended, however, few people attend informal discussion events In our 2018 survey, 60%F and 52%M were aware of UCLs Parents & Carers Together (PACT) group. This decreased slightly in 2019 to 58%F and 45%M. Females are more likely to be disproportionately affected by the COVID-	**12g)** 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). **12h)** Add work life balance question to appraisal checklist. **12i)** Conduct a review to determine why staff are unable to complete their work without working excessive hours and develop appropriate actions. **12j)** Consult staff on what format the Parents and Carers group prefer for their meetings e.g. formal or informal meetings. **12k)** Continue to promote GOS-ICH's Parents and Carers group and raise awareness of UCLs PACT group.		**12.vii)** Staff feel confident to request a flexible working pattern, on their return to work, which suits their new circumstances. **12.viii)** Life balance question is added to the appraisal checklist. **12.ix)** Review is completed as to why staff have to work excessive hours and an action plan written. **12.x)** The effect of COVID-19 on the productivity of staff with caring responsibilities determined and actions developed.	1-Apr-23 (staff survey March 23) 1-Sept-20 1-Jun-21 1-Dec-20		COVID-19 does not disproportiona-tely affect career progression of those with caring responsibilities.

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			19 pandemic than their male peers because of additional caring responsibilities. The number of male authors submitting to arXiv and bioRxiv, preprint servers for STEM, grew faster in Mar-Apr 2020 than the number of female authors submitting (Nature, 20 May 2020).	**12l)** 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.					
13	5.5.v	**Increase awareness of paternity and shared parental leave**	Limited records are kept around the uptake of paternity leave. Only 55%F and 58%M ART staff were aware of shared parental leave whilst 71%F and 63%M PSS staff were aware of this provision (2019 survey).	**13a)** Improve communication around paternity and shared parental leave. **13b)** Line-managers to be informed about paternity leave policies to enable them to encourage staff to take leave. **13c)** Ensure paternity leave and shared parental leave is discussed as soon as a pregnancy is declared, even if partner not at UCL.	All staff	**13.i)** Information about paternity leave is made easily accessible to all staff via the intranet, discussed at induction for all staff and highlighted annually in the Director's bulletin. **13.ii)** Ensure line managers are aware of paternity and shared parental leave entitlement.	1-Jun-20 1-Jun-21	**Lead of Parents & Carers Focus Group** (Jon Clayden) &	All eligible staff take paternity leave. 90% staff aware of shared parental leave by 2023 (80% by 2021).

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person responsible	Success indicator
				13d) Encourage individuals taking parental leave to record this on MyHR, UCL's HR system. **13e)** Collect data on paternity leave taken. **13f) 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.**		**13.iii)** HR analyses data annually to further inform future actions. **13.iv)** UCL's parental leave policy reviewed.	1-Jun-21 1-Jun-21		
14	5.6.v	**Provide additional support for staff with caring roles, above and beyond that of parenting**	Individuals with caring responsibilities find it more difficult to meet the requirements of their job; 63%F and 83%M with caring responsibilities that weren't childcare related were not able to meet the	**14a)** Review and assess the needs of all Carers and determine whether core hours permit them to balance their caring commitments alongside work. **14b)** Run focus groups with male carers to	All staff with caring responsibilities	**14.i)** Specific needs of carers identified, particularly for male carers, and acted upon where possible. **14.ii)** Annual timetable of workshops/ lectures established.	1-Jun-21 1-Sept-21	**Institute Manager** (Tansy Jones)	Those with caring responsibilities feel able to balance their work and care responsibilities. Reduction of 50% gendered differences in

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person responsible	Success indicator
			requirements of their job without working excessive hours in 2018 (survey), compared to 40%F and 41%M without caring responsibilities. This decreased to 45%F and 83%M with caring responsibilities compared to 39%F and 40%M without in 2019 (survey). Informal consultation with staff has revealed that core hours of 10am - 4pm are not always suitable for individuals with caring responsibilities.	identify whether there are specific gendered needs that are currently not being met. **14c)** Raise awareness of the Parents & Carers group for all Carers. **14d)** Develop workshops/lectures to offer support and advice. **14e)** Encourage uptake of mentoring and offer the possibility of mentoring as face-to-face, Skype, e-mail etc. **14f)** Increase awareness of support and advice offered by main UCL for those with caring responsibilities e.g. Employee Assistance Programme. **14g)** Flexible working and exceptions to core hours explored at appraisal and when a manager becomes aware of any caring or		**14.iii)** Increased opportunities to attend meetings remotely.	1-Sept-20		survey responses between non-carers and carers and between gender by 2022. Success measured by consultation with Focus Group and EDI staff/student survey.

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person respon-sible	Success indicator
				change in caring responsibility.					
				CULTURE AND COMMUNITY					
15	3.iii	**Implementation of the GOS-ICH EDI Athena SWAN Action plan**	Senior support is essential to further embed AS principles at GOS-ICH and ensure that staff are supported in delivering the AS Action Plan; monitoring milestones against timeframe and providing support and focus as required.	**15a)** 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.

15b) Embed a culture of data collection and review at all levels. Processes put in place to enable data to be reviewed quarterly.

15c) EDI committee, Director and Deputy Director of Institutional Relations to support and | All staff | **15.i)** Deputy Director becomes a member of the Self-Assessment Team and attends monthly EDI committee meetings.

15.ii) Data collected and analysed by the EDI Committee is discussed at Institute Management Team and Senior Management Team meetings on a regular basis and actions taken.

15.iii) Disseminate annual update on the delivery of the Athena SWAN action plan across the institute through town hall meeting and on-line publication. | 1-Jun-20

1-Jun-21

1-Jun-21 | **Deputy Director of Institutio-nal Relations** (J-P Martinez Barbera) | 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. |

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person respon-sible	Success indicator
				increase beaconing activities both internally at UCL and externally.					
16	5.6.iv	**Increase the involvement of male members of staff and students in EDI activities**	There is a low attendance of men at EDI events when compared to our pool of 50%M academic, 32%M research-only & 22%M PSS staff and 16%M students. Examples include; >95% of attendees at the International Women's Day events in 2019 were female, only 5% of attendees at 'An introduction to Public Engagement were male, 32%M attendance at the BRC Family fun day, 25%M attended the Early Career Training Programme.	**16a)** All focus groups to develop an action plan to attract/increase male involvement. **16b)** 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.	All staff	**16.i)** Organise events to celebrate International Men's Day annually. **16.ii)** Greater involvement of male staff and students in the organisation of EDI events.	1-Sept-20 1-Jun-22	**EDI Co-Chair** (Andy Copp)	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.
17	5.6.vi	**PRIORITY** **Reduce bullying,**	ART staff; 9% female and 3% male have experienced discrimination, 7%	**17a)** Mandatory bullying and harassment workshops for staff and students to be held	All staff	**17.i)** 90% of staff and students attend workshops about bullying and	1-Sept-20 to 1-Sept-22	**Deputy Director of Institutio-**	Data is collected for attendance at workshops and 90% completion

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person responsible	Success indicator
		harassment and discrimination	female and 6% male have experienced bullying and harassment, 24%F and 14%M have witnessed bullying and harassment (B&H; 2019 survey). PSS staff; 4% female and 0% male have experienced discrimination, 5% female and 25% male have experienced B&H, 16%F and 8%M (2019 survey). Parents and Carers were more likely to have experienced discrimination; 14% of carers versus 5% of non-carers and increased B&H; 16% carers compared to 9% non-carers in 2018 (survey). Our 2019 survey showed that this has improved i.e. 7% discrimination and 8% B&H reported by	annually. **17b)** Processes put in place to ensure that accurate records are kept of those who have attended bullying and harassment workshops. **17c)** Campaign to highlight what support can be found for anyone experiencing bullying and harassment. **17d)** 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. **17e)** 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.		harassment and accurate attendance records kept. Sustained at 90% thereafter. **17.ii)** Departmental open discussions held about how we are addressing bullying and harassment and any actions needed devised and initiated. **17.iii)** Campaign highlighting how to access support takes place. **17.iv)** Increase in reported instances of bullying and harassment and anonymous data is recorded.	1-Jan-21 1-Sept-20 1-Jun-22	**nal Relations** (J-P Martinez Barbera) & **Joint R&D Office for GOSH/ GOS-ICH rep** (Katie Payne - Project Manager)	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

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person responsible	Success indicator
			carers compared to 5% and 8%, respectively for non-carers. We will continue to monitor this to ensure this is sustained. Records for attendance at workshops on bullying and harassment are inaccurate thereby suggesting that attendance is low.						reported by parents and carers in the 2019 survey maintained or further reduced in line with those seen in other groups.
18	5.6.iv	**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**	Informal consultation with a small number of staff and students has highlighted that ICH needs to be a more accessible place of work and study and a place of acceptance rather than tolerance of disabilities. Feedback includes: "*I feel that some staff are under-represented e.g. those with disabilities*" Female.	**18a)** 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. **18b)** Increase awareness of UCL policies, services and points of contact currently in place to	All staff	**18.i)** Policies and practice make life easier for staff and students to work and study at GOS-ICH. **18.ii)** Staff member assigned as a champion for disability related issues and services. **18.iii)** Accessibility review of our primary lecture theatre.	1-Jun-22 1-Sept-20 1-Sept-20	**Student rep** (Diana Rosenthal) **DEOLO** (Grazia Manzotti)	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.

| Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person respon-sible	Success indicator
			Good Practice: During the process of preparing this application we were mindful to make sure it was colour-blind friendly. Previously we have not considered this when preparing other AS and EDI materials.	support staff and students with disabilities. **18c)** Review impact of these policies with staff and students with disabilities and consider what changes can be made. **18d)** Increase awareness of visible and invisible disabilities. **18e)** Positive statement included on all job adverts. **18f)** Survey staff to determine whether the planned actions have had a positive impact on those with disabilities. **18g)** Make people aware of the resources available to make sure all documents, posters and presentations (virtual and paper) are accessible for all.		**18.iv)** Survey / Focus Group consultation data analysed and appropriate actions developed. **18.v)** All documents, posters and presentations are accessible for all.	1-Mar-21 1-Sept-21		All staff and students have a better understanding of what they can do to support others

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person responsible	Success indicator
19	3.ii	**Increase engagement of taught students with ASWAN and EDI work**	Only 26% of students (13%F and 32%M) responded to the 2019 GOS-ICH EDI survey. Currently it is administered in Nov.	**19a)** Increase awareness of importance of EDI through presentations and workshops. **19b)** Survey to be administered in Feb/March rather than Nov. **19c)** All student inductions to include an EDI/AS presentation by a member of the SAT committee.	Students and Education Team	**19.i)** EDI committee is better able to develop student centric actions and support.	1-Jun-21	**Dept Graduate Tutor for Research** (Claire Thorne)	Increase in number of students responding to survey: 65% within four years (10% increase per year).
					RECOGNITION AND WORKLOAD MODELS					
20	5.6.vii	**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**	70% of female and 56% of male senior academic staff report not being able to meet their job requirements without working excessive hours.	**20a)** Continue successful pilot of contribution model to identify areas of excessive workload for senior academic staff. **20b)** Extend contribution model to include all ART staff. **20c)** Use contribution model as a tool to support staff to determine areas of strengths and weaknesses when considering applications for promotion/AI/CP.	All academic staff	**20.i)** Workload model contribution monitoring takes place across all academic roles.	1-Mar-21	**EDI Data Lead** (Jenny Morgan)	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.

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person respon-sible	Success indicator
				20d) Collect data for clinical and non-clinical staff separately to identify if there is a difference between workloads. **20e)** Collect data for ECRs to identify if there is a difference between genders in workloads.					ECRs report that Contribution Model supports them to be proactive in their career development.
				BEACONING BEYOND GOS-ICH AND UCL					
21	-	**Promoting AS practices to other UCL departments and external organisations, nationally and internationally**	Gender equality needs to be mainstream, with Athena SWAN principles embedded at all institutions nationally and internationally. Gold departments can help achieve this by being beacons of achievement, championing and promoting good practice to the wider community.	**21a) 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.** **21b) 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**	Other UCL Departments, other Universities nationally & internationally and our partners, GOSH and GOSH CC	**21.i)** 2-3 talks/year given nationally and internationally sharing our best practices. **22.ii)** Biennial conference hosted at GOS-ICH.	1-Jun-23 1-Sept-21	**EDI Chair** (Philippa Mills), **Director** (Rosalind Smyth), **Deputy Institute Manager** (Sophie Elgood), **EDI Committ-ee members** &	Other UCL departments adopt our successful practices and these result in a stepwise change towards gender equality.

Action	Section	Objective	Rationale	Planned actions	Target group	Key outputs & milestones	Time frame	Person respon-sible	Success indicator
				external organisations with whom GOS-ICH staff have research links. **21c)** 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 .				Focus groups	

GOS ICH Athena SWAN Gold Action Plan Gantt chart May 2020 to April 2024

| Action	Planned action and objective	Sept 2020	Dec 2020	Mar 2021	Jun 2021	Sept 2021	Dec 2021	Mar 2022	Jun 2022	Sept 2022	Dec 2022	Mar 2023	Jun 2023	Sept 2023	Dec 2023	Mar 2024	Jun 2024
Recruitment																	
1	Ensure recruitment process is optimal for both gender and ethnicity for academic, research & teaching staff, professional/support staff			X		▓				▓		X		▓			
2	Improve gender balance of students (UG, PGT, and PGR) to increase the number of males on courses. Encourage underrepresented groups to pursue scientific careers		▓			▓				▓				▓			

Action	Planned action and objective	Sept 2020	Dec 2020	Mar 2021	Jun 2021	Sept 2021	Dec 2021	Mar 2022	Jun 2022	Sept 2022	Dec 2022	Mar 2023	Jun 2023	Sept 2023	Dec 2023	Mar 2024	Jun 2024
Career Development and Mentoring																	
3	**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**			X	▓				▓			X	▓				▓
4	**Embed the importance of mentoring for career development amongst all staff and students**			X	▓				▓			X	▓				▓
5	**Increase success of grant applications of Lecturers/ Associate Professors**				▓				▓				▓				▓
6	**Improve uptake of career progression opportunities by Early Career Researchers**	▓		X		▓				▓		X					
7	**Increase the proportion of clinical female academics at Grade 5**	▓		X								X		▓			
8	**Develop process for tracking reasons for leaving**	▓				▓											
9	**Increase awareness, uptake and satisfaction regarding promotion for academic, research-only and teaching-only staff**			X	▓			▓				X					
Work-Life Balance																	
10	**Improve work-life balance for all staff**			X	▓				▓			X	▓				
11	**Improve the provision of social/non-work specific space within ICH to allow and encourage a sense of inclusivity and community**			X		▓				▓		X		▓			
Parents and Carers																	
12	**Increase support for parents before /during/after maternity/ paternity/ adoption leave**			X		▓				▓		X		▓			

Action	Planned action and objective	Sept 2020	Dec 2020	Mar 2021	Jun 2021	Sept 2021	Dec 2021	Mar 2022	Jun 2022	Sept 2022	Dec 2022	Mar 2023	Jun 2023	Sept 2023	Dec 2023	Mar 2024	Jun 2024
13	Increase awareness of paternity and shared parental leave			X		▨				▨		X		▨			
14	Provide additional support for staff with caring roles, above and beyond that of parenting			X	▨				▨			X					
Culture and Community																	
15	Implementation of the GOS-ICH EDI ASWAN Action plan	▨		X		▨						X		▨			
16	Increase the involvement of male members of staff in EDI activities	▨		X		▨				▨		X					
17	Reduce bullying, harassment and discrimination	▨		X								X					
18	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			X	▨					▨		X	▨				
19	Increase engagement of taught students with ASWAN and EDI work			X					▨			X				▨	
Recognition and Workload Model																	
20	Implement 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		▨	X		▨					▨	X		▨			
21	Promoting AS practices to other UCL departments and external organisations, nationally and internationally		▨	X		▨					▨	X		▨			

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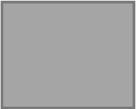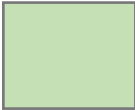
    Review point	 Priority Action	**X**	Staff/student survey/consultation point – every two years in March