



Department Application
Bronze and Silver Award



This page is intentionally left blank.

Name of institution	UCL	
Department	Institute of Clinical Trials and Methodology	
Focus of Department	STEMM	
Date of Application	30 April 2019	
Award Level		Silver
Institution Athena SWAN Award	Date: 2015	Level: Silver
Contact for application		
Must be based in the department	Fleur Hudson	
Email	f.hudson@ucl.ac.uk	
Telephone	020 7670 4782	
Departmental website	www.ucl.ac.uk/clinical-trials-methodology	

Foreword

This document is best viewed using **Adobe Reader or Acrobat Pro**.

The colours and contrast used for figures, boxes and other sections in this application are [WCAG compliant](#), and can be viewed by individuals with red-green colour-blindness.

We strongly recommend that you view this on a screen. If you prefer to print the application for viewing, contrast will be lost on figures and other sections if printed in black and white.

All individuals whose name or image appear in this application have given explicit consent for their use.

This document should be considered confidential and should not be shared with any unauthorised individuals.

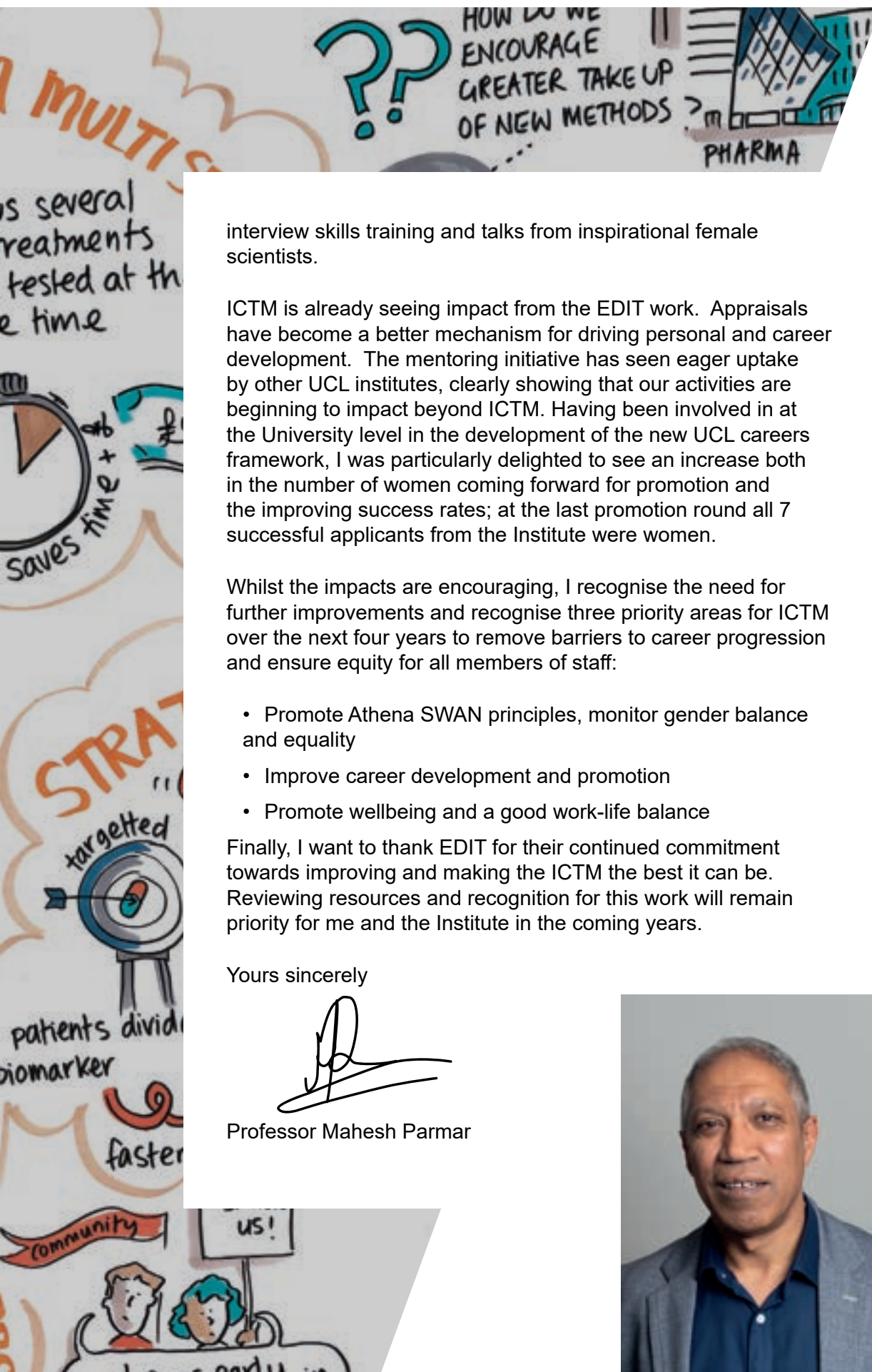
LETTER OF ENDORSEMENT

Dear Dr Gilligan,

I am pleased to attach the Silver Award application from the Institute for Clinical Trials and Methodology (ICTM). All information presented (including qualitative and quantitative data) is an honest, accurate and true representation of the Institute.

As a second-generation Indian immigrant, I am acutely aware of issues faced by underrepresented individuals; I also want my daughter's dreams and aspirations to be unhindered by her gender. I am therefore passionate about addressing issues for those who feel that they are not given 'fair consideration' and aim to promote this throughout ICTM and the wider University. I also have experienced first-hand the challenges faced by working parents in developing and maintaining successful careers without compromising family life.

Critical to the work of ICTM is the 'team science' approach; clinicians, academics, researchers and professional services staff contribute equally to the success of our research. This principle underpins the activities instigated and led by our Equality, Diversity and Inclusion Team (EDIT). Since 2015, EDIT has concentrated on supporting two underlying themes; personal and career development and importance of a good work- life balance. The formation of the Wellbeing Group, Early Careers and Mentoring Networks have been instrumental in improving personal development of staff, the working environment and culture of the Institute as a whole. I was delighted to support the first ICTM Athena SWAN fortnight in 2018. This very successful initiative, promoting the work and priorities of EDIT, included a variety of excellent events: stress and resilience workshops,



interview skills training and talks from inspirational female scientists.

ICTM is already seeing impact from the EDIT work. Appraisals have become a better mechanism for driving personal and career development. The mentoring initiative has seen eager uptake by other UCL institutes, clearly showing that our activities are beginning to impact beyond ICTM. Having been involved in at the University level in the development of the new UCL careers framework, I was particularly delighted to see an increase both in the number of women coming forward for promotion and the improving success rates; at the last promotion round all 7 successful applicants from the Institute were women.

Whilst the impacts are encouraging, I recognise the need for further improvements and recognise three priority areas for ICTM over the next four years to remove barriers to career progression and ensure equity for all members of staff:

- Promote Athena SWAN principles, monitor gender balance and equality
- Improve career development and promotion
- Promote wellbeing and a good work-life balance

Finally, I want to thank EDIT for their continued commitment towards improving and making the ICTM the best it can be. Reviewing resources and recognition for this work will remain priority for me and the Institute in the coming years.

Yours sincerely

Professor Mahesh Parmar



TABLE OF CONTENTS

1. Letter of Endorsement	4
2. Description of the Department	10
Structure	10
Current Membership of the Institute	12
Key Changes since our Last Award	12
Athena SWAN Initiatives	12
3. The Self-Assessment Process	16
(i) A description of the self-assessment team (SAT)	16
(ii) An account of the self-assessment process	20
(iii) Plans for the future of the self-assessment team	21
4. A Picture of the Department	24
4.1 Student data	24
(iii) Numbers of men and women on postgraduate taught degrees	24
(iv) Numbers of men and women on postgraduate research degrees	26
4.2 Academic, research and professional service staff data	28
(i) Staff by grade, contract function and gender: research-only, teaching and research or teaching-only	28
(ii) Staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender	30
(iii) Leavers by grade and gender and full-/part-time status	32
5. Supporting & Advancing Women's Careers	34
5.1/5.2 Key career transition points	34
(i) Recruitment	34
(ii) Induction	35
(iii) Promotion	35
(iv) Department submissions to the Research Excellence Framework (REF)	37
5.3/5.4 Career development: academic staff and professional services staff	37
(i) Training	37
(ii) Appraisal/development review	38
(iii) Support given to academic and professional services staff for career progression	39
(iv) Support given to students (at any level) for academic career progression	43

(v) Support offered to those applying for research grant applications	43
5.5 Flexible working and managing career breaks	44
(i) Cover and support for maternity and adoption leave: before leave	44
(ii) Cover and support for maternity and adoption leave: during leave	44
(iii) Cover and support for maternity and adoption leave: returning to work	45
(iv) Maternity return rate	45
(v) Paternity, shared parental, adoption, and parental leave uptake	45
(vi) Flexible working	46
(vii) Transition from part-time back to full-time work after career breaks	46
5.6 Organisation and culture	46
(i) Culture	46
(ii) HR Policies	48
(iii) Representation of men and women on committees	49
(iv) Participation on influential external committees	50
(v) Workload model	50
(vi) Timing of departmental meetings and social gatherings	51
(vii) Visibility of role models	52
(viii) Outreach activities	52
6. Case Studies: Impact on Individuals	54
Dr Elizabeth George	54
Senior Research Associate (started as a Research Associate in 2009 and promoted in 2015)	54
Jo Calvert	55
Trial Manager and SAT member	55
8. Action Plan	56

ABBREVIATIONS USED IN THIS APPLICATION

AS - Athena SWAN	PDP - Personal Development Plan
AS2017 - Appraisal survey 2017	PG - Postgraduate
BME - Black and ethnic minority	PGR - Postgraduate Research
CCTU - Comprehensive Clinical Trials Unit	PGT - Postgraduate Taught
CI - UCL Cancer Institute	PRF - Principal Research Fellow
CPD - Continuing Professional Development	PS - Professional services
EDIT - Equality, Diversity and Inclusivity Team	RES - Research and Academic
ECN - Early Career Network	RGC - Research Governance Committee
FTE - Full Time Equivalent	SAT - Self Assessment Team
GOS-ICH - Great Ormond Street, Institute of Child Health	SMART - Specific, Measurable, Achievable, Relevant, Time-bound
HESA - Higher Education Statistics Agency	SSG - Scientific Strategy Group
HR - Human resources	SS2015 - Staff survey 2015 for Bronze application
ICTM - Institute of Clinical Trials and Methodology	SS2018 - Staff survey 2018
IGH - Institute for Global Health	STEMM - Science, Technology, Engineering, Medicines and Mathematics
IHI - The Institute of Health Informatics	UCL - University College London
IWH - Institute of Womens Health	SLMS - School of Life and Medical Sciences
KIT - Keeping in Touch	SPLIT - Shared Parental Leave In Touch
MRC - Medical Research Council	
MRC CTU at UCL - MRC Clinical Trials Unit at UCL	
MRC LMCB - MRC Laboratory of Molecular Cell biology	
PACT - UCL Parents and Careers Together	

This page is intentionally left blank.

DESCRIPTION OF THE DEPARTMENT

Structure

In 2013 the Institute of Clinical Trials and Methodology (ICTM) was established as part of the UCL Faculty of Population Health Sciences within the School of Life and Medical Sciences (SLMS) ([Figure 1](#)). For this application, ICTM consists of two Research units: the Medical Research Council Clinical Trials Unit at UCL (MRC CTU) and the Comprehensive Clinical Trials Unit (CCTU) with a joint Institute support team.

ICTM is at the forefront of work internationally that aims to deliver swifter and more effective translation of scientific research into patient benefits through innovative studies and methodological advances.

ICTM is managed by an Executive Management Board chaired by the ICTM Director hosting academic, research (RES) and professional services (PS) roles, working within the UCL grading framework ([Figure 2](#)).

Line management is arranged within the areas of speciality; all staff have a line manager from the same job family who understands how career development works at ICTM. All staff from grade 7 are expected to line manage. Development of these skills begins at lower grades, through less formal supervisory roles and in-house line management training.

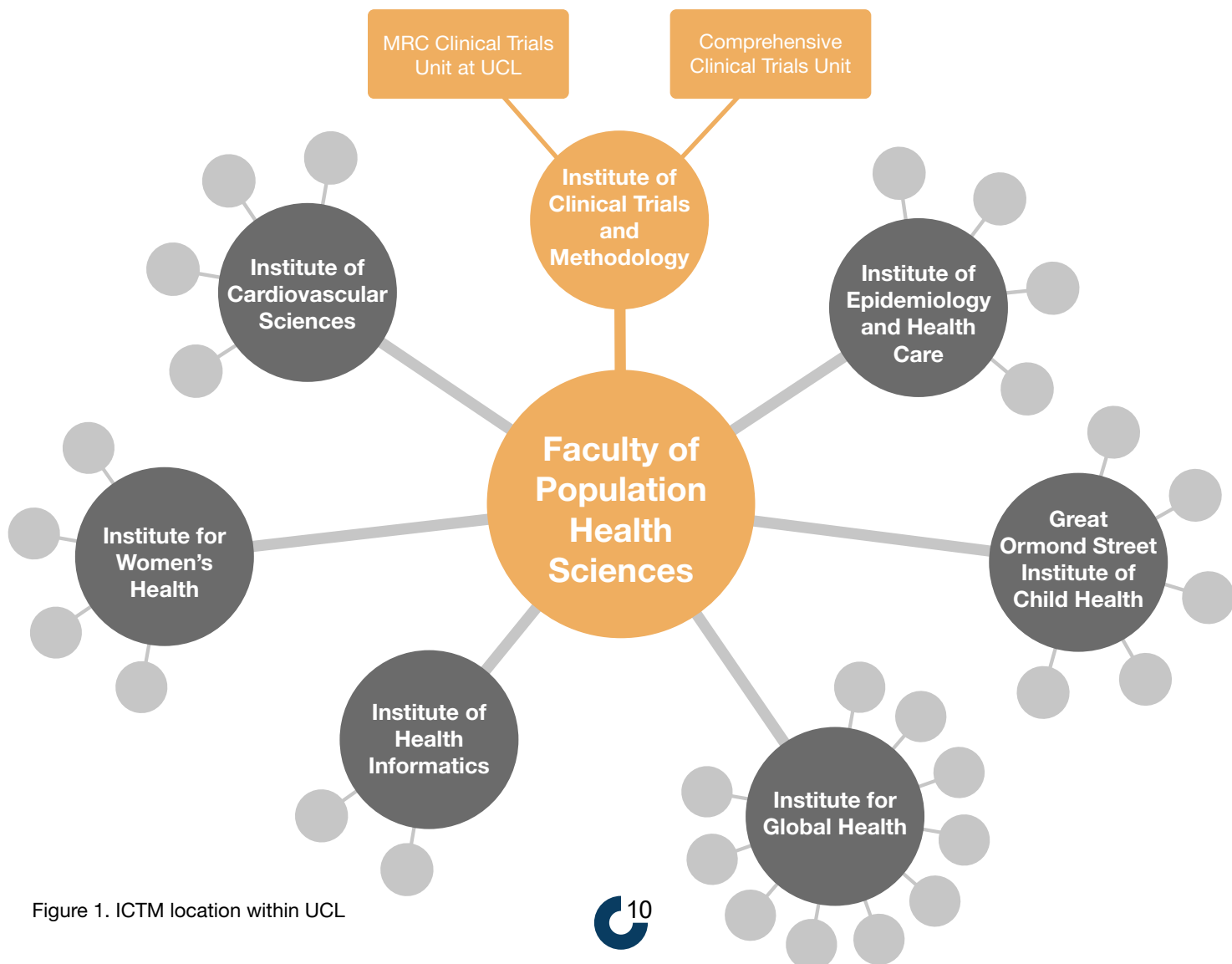


Figure 1. ICTM location within UCL



- Professional Services
- Academic & Research
- UCL Pay Grade

Figure 2. Job roles within ICTM

Current Membership of the Institute

ICTM employs 248 (209 MRC CTU, 39 CCTU) staff. Only 15 (6%) have academic positions so academic and research staff are considered together in this application (RES).

We are predominantly female (74%) compared to 53%F in UCL overall ([Figure 3](#), [Figure 7](#)) (Ref. UCL Key Workforce Indicators report Apr 2018). Acknowledging the imbalance, which is not uncommon in this area of research, we continue to monitor and aim to improve this moving forward but will not continually reference it as our application concentrates on the current environment.

Action Plan

Monitor and address impact of lower proportion of men in institute

1.1 Review recruitment material to emphasise we welcome applicants across all genders and increase proportion of male applicants to >33%

Furthermore, we have an atypical job role mix; 71%PS, 29%RES ([Figure 4](#)) compared with 43%PS, 57% RES in UCL (Ref. UCL Key Workforce Indicators report Apr 2018) with only 27 honorariums which are not included in the main data submitted ([Figure 5](#)).

There is a mix of ethnicities ([Figure 6](#)); black and ethnic minority (BME): 16% (RES), 33% (PS), 29% overall. This compares favourably with UCL and the Faculty (19% UCL, 22% Faculty) (Ref. UCL Key Workforce Indicators Report kwi_Apr_2018).

Key Changes since our Last Award

Postgraduate Teaching

For 2016/17, ICTM launched an MSc and Postgraduate Diploma course in Clinical Trials. Staff from all roles are involved with the development and delivery of teaching. This inclusive approach has provided development opportunities for staff and PhD students, and exposed MSc students to the diverse roles within clinical trials.

Co-location of the Institute

In October 2017 ICTM moved to a single location at 90 High Holborn (90HH) ([Figure 9](#)), away from the Main UCL campus ([Figure 8](#)). Previously the two units were housed separately with the CCTU across 3 locations. This led to difficulties holding full team meetings, sharing best practices and developing an engaged, supportive environment. Co-location has brought significant benefits in engagement, collaboration and logistics for all staff.

Athena SWAN Initiatives

In 2018 ICTM held its first Athena SWAN fortnight. This event consisted of talks, training and events promoting the work of the ICTM SAT and wider EDI initiatives across UCL.

During the fortnight, three sub-teams of the SAT were launched in response to findings from our previous staff surveys:

- Early Careers Network (ECN)
- Wellbeing Group
- Mentoring Group

“The institute operates with equality, diversity, and inclusiveness at its core and is exceptional in this setting.”

Member of Staff, SS2018

We are **predominantly female compared to UCL overall.**

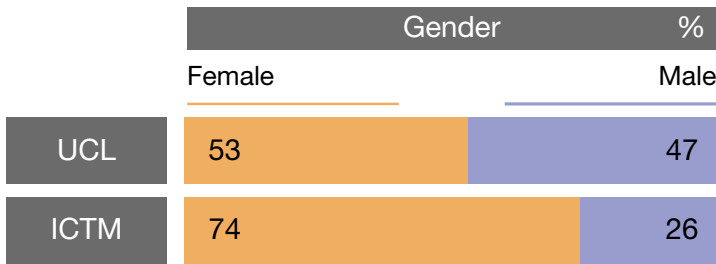


Figure 3. ICTM staff by gender compared to UCL overall.

We are **mostly made up of Professional Services staff.**

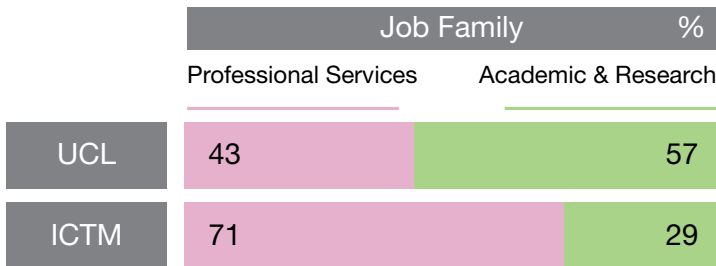


Figure 4. ICTM staff by Job Family

We have **27 honorariums**, which are not included in the main data submitted.

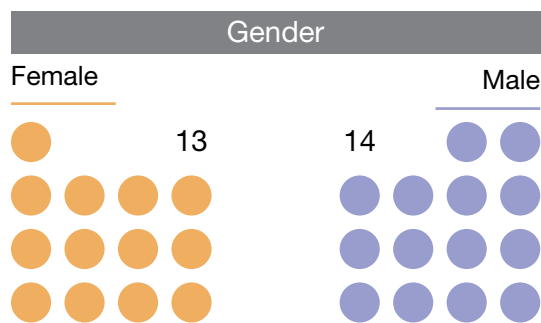


Figure 5. ICTM Honorarium staff by gender

Our **ethnic diversity is favourable** compared to UCL.

Figure 6. ICTM staff by ethnicity

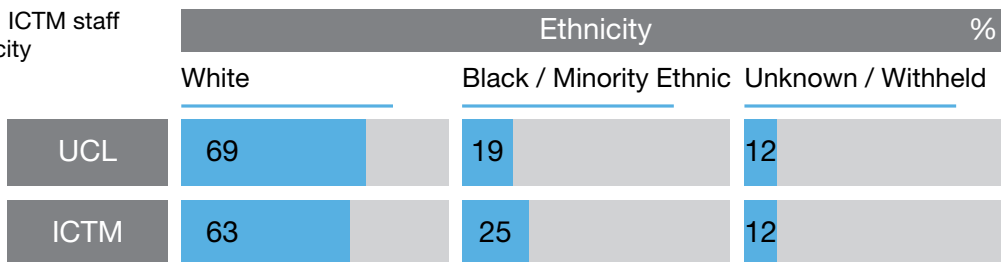
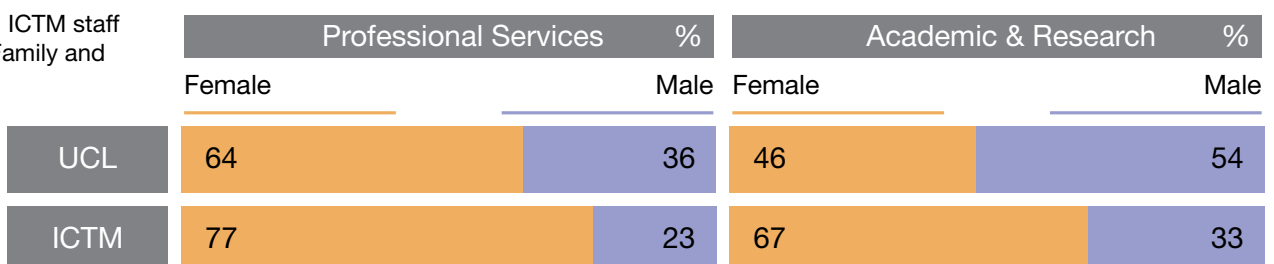


Figure 7. ICTM staff by Job Family and gender



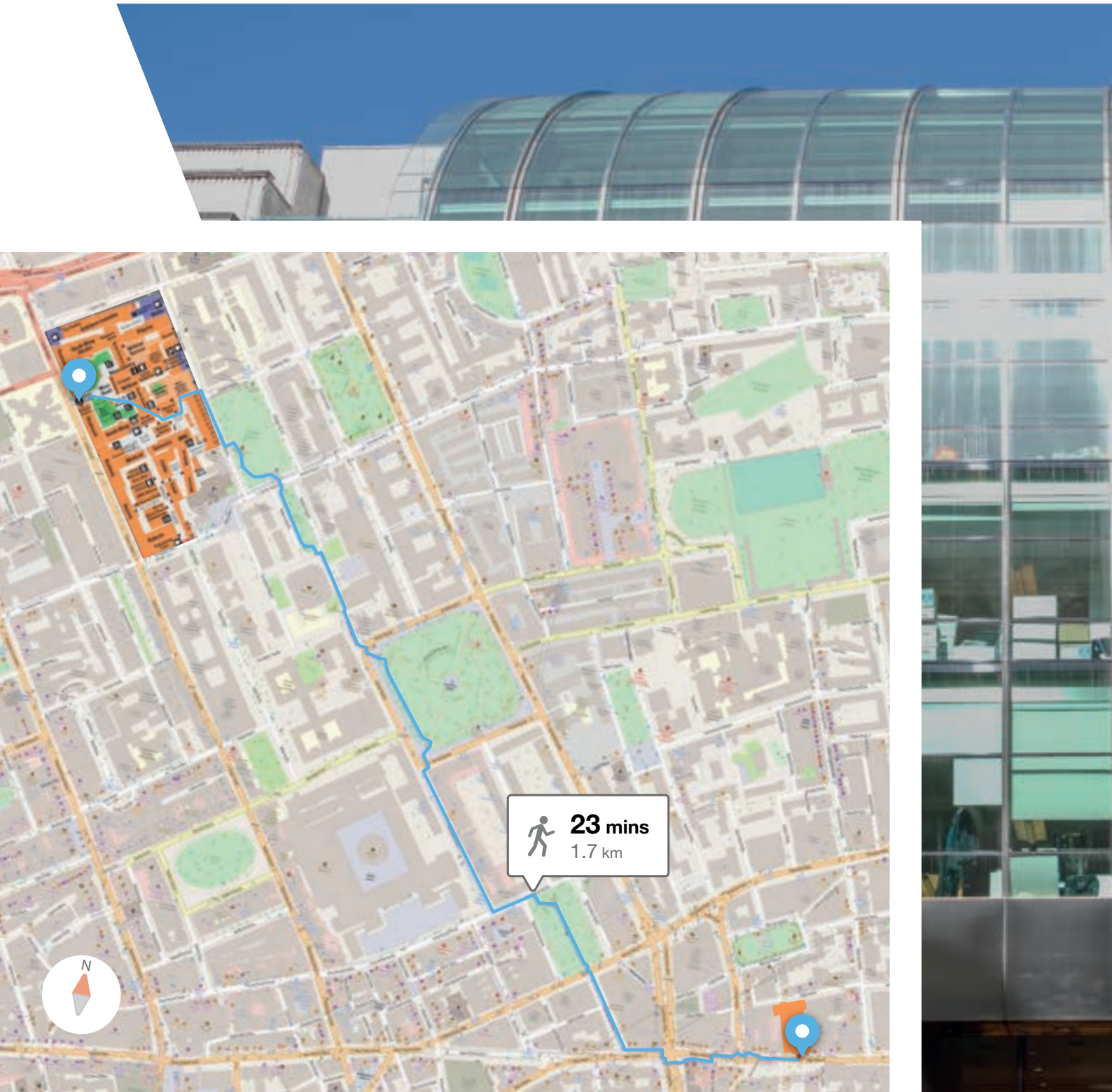
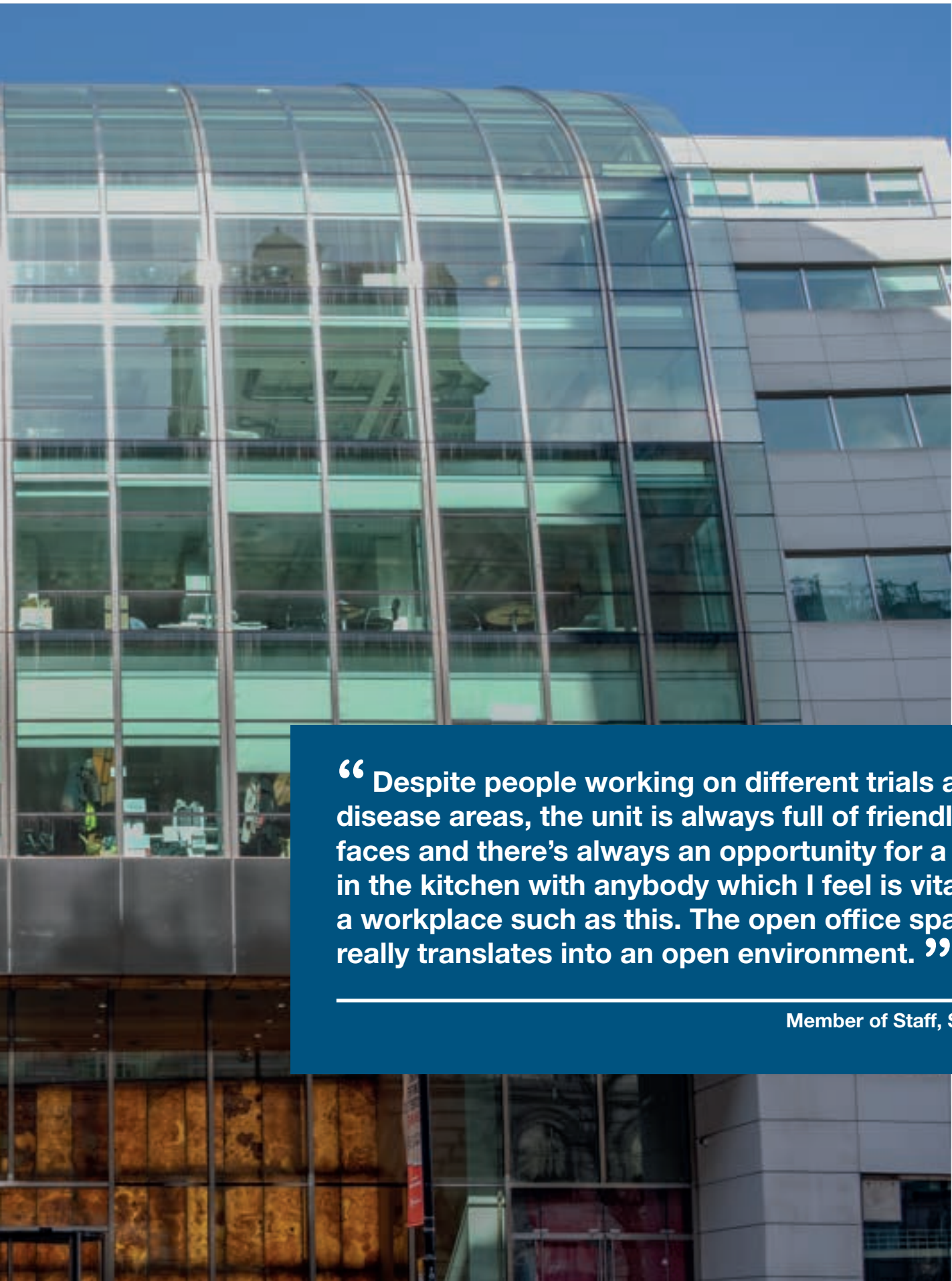


Figure 8. Directions from UCL main campus to 90 High Holborn (walking)
© OpenStreetMap contributors

Figure 9. 90 High Holborn exterior



“ Despite people working on different trials and disease areas, the unit is always full of friendly faces and there’s always an opportunity for a chat in the kitchen with anybody which I feel is vital in a workplace such as this. The open office space really translates into an open environment. ”

Member of Staff, SS2018

THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team (SAT)

Our SAT comprises 16 members (11F:5M) from a range of backgrounds, job roles, working patterns and life experience to reflect the diversity of the ICTM (see Profiles). SAT Composition was reviewed at least twice a year and as members left for full representation of the Institute.

In 2018 the SAT changed its name to the Equality, Diversity, and Inclusivity Team (EDIT) to reflect the wider remit the team undertakes for the Institute. For clarity EDIT is used throughout the application.

SAT Profiles

Job Family

-  Academic & Research
-  Professional Services

Institute / Unit

-  CCTU
-  ICTM
-  MRC CTU at UCL



Katherine Beaney

Trial Manager
Wellbeing Group Lead and ECN
Joined EDIT 2017



James Blackstone

Trial Manager
Teaching Representative
Joined EDIT 2016



Carole Booth

HR Manager
Mentoring Group
Joined EDIT 2017



Jo Calvert

Trial Manager
Student Representative
Joined EDIT 2016



Louise Choo

Trial Statistician
Application Data Collation & Analysis
Joined EDIT 2014



William Everett

Science Communications Officer
Communications and Design
Joined EDIT 2017
* works compressed hours



Pablo Fernandez Medina

Unit Coordinator
Staff Survey
Joined EDIT 2016



Fleur Hudson

Head of Trial & Study Management
EDIT Chair
Joined EDIT 2015



Gillian Hurst

Research Administrator
EDIT Secretariat
Joined EDIT 2018
* works part-time hours



Gemma Jones

Head of Clinical Trial Operations
Appraisal Group
Joined EDIT 2017
* works compressed hours



Aziza Mirza

Trial Manager
Wellbeing Group
Joined EDIT 2018



Macey Murray

Trial Manager
Wellbeing and Mentoring Groups
Joined EDIT 2015
* works part-time hours



Sarah Pett

Associate Professor, Chair (Infections Theme)
Mentoring Group Lead
Joined EDIT 2018



Nick Thomas

Institute Manager
Central UCL Data
Joined EDIT 2016



Conor Tweed

Senior Clinical Research Fellow
ECN Lead
Joined EDIT 2016



Claire Vale

Principal Research Fellow
EDIT Deputy Chair
Joined EDIT 2016
* works part-time hours



Although no formal work allocation system operates within the ICTM, it is expected that at least 10% of working hours will be spent on non-grant related activities, including participation on committees such as EDIT. Staff contributions to such activities are recognised informally through thanks and acknowledgment in the weekly news, and formally, through appraisals, by supporting promotion applications (RES) and by UCL accelerated increments and/or the MRC Special Award scheme (PS).

At our last award our two units were located in 4 different physical locations, so SAT meetings were scheduled to alternate across the various offices. To encourage cross-unit working two deputy chairs were appointed, one from each unit, to ensure full representation and to have first points of contact in each unit. The split location was challenging, making it difficult to foster a true feeling of joint purpose and engagement. However, in 2017 the MRC CTU had to relocate and co-location was proposed by the Institute Director, supported by EDIT and UCL,



Figure 10. Contemplation room



resulting in both units moving to 90HH. EDIT was heavily involved in the planning of this move and ensuring staff facilities were high priority; we now have a multi-function contemplation suite ([Figure 10](#)), widely used by staff for prayer, meditation and by nursing mothers. We have a large communal kitchen area and showering facilities for our cyclists and runners. Additionally a large seminar room has opened up opportunities for Institute wide staff meetings as well as wellbeing sessions and a yoga class.



(ii) An account of the self-assessment process

New members of EDIT are selected from volunteers or, when a particular skill is required, the chair will invite suitable individuals to join. There is no restriction on the length of service.

The inclusivity of EDIT representation ensures a wide range of relevant ideas are brought to the team.

EDIT Meetings

Held approximately monthly; Agendas are based upon the action plan, or concentrated on a larger body of work, for example planning for the first ICTM Athena SWAN fortnight.

Sub-Groups

The ECN, Wellbeing and Mentoring groups consist of an EDIT lead and other, non-EDIT, members. The groups meet regularly and the EDIT lead reports back on plans and progress at the regular EDIT meetings. Having a mix of EDIT and non-EDIT members increases participation/engagement across ICTM. This has resulted in more tailored events, which have been positively received, as illustrated in our latest staff survey.

While preparing our Silver application and action plan, members of EDIT volunteered to lead sections according to their expertise. The sections were compiled and edited by writing sub-team before being sent to the full group and the central UCL Athena SWAN/EDI team for additional advice. In addition members of EDIT have attended training and workshops run by

other successful institutes (IWH) and sat on AS panels as observers or have previously been involved in successful applications.

Institute consultation

Conducted via surveys ([Table 1](#)), committees and working groups; EDIT work is discussed regularly at staff meetings, advertised in posters, Twitter and newsletter updates. Staff are encouraged to feedback via a dedicated EDIT email.

Our Bronze submission came at a difficult time in the ICTM's history; just 18 months had passed since the MRC CTU was TUPE'd across to UCL. The staff survey at that time (SS2015) reflected considerable unease about what this would mean both individually, and as a Unit. Of particular concern was the perceived lack of parity between PS and RES roles. Therefore, in our Bronze award, the action plan focussed on breaking down perceived barriers between academic and professional roles, in particular because SS2015 indicated that there were many similar needs for all staff, regardless of job family. Our aim was to create a cohesive team atmosphere, so that individuals' strengths are recognised and appreciated, and thus to redress the feeling of inequality between the "job families," creating a positive working environment for all.

Now, four years on, the MRC CTU is established within UCL, many staff have been promoted or applied for a new role within ICTM (moving them to UCL terms and conditions) and initial concerns have been assuaged as shown from our latest staff survey (SS2018).

Survey Topic (reference)	Year	Respondents N (%)	Gender %		Job Family %	
			Female	Male	Academic & Research	Professional Services
General, All staff (SS 2015)	2015	194 (74%)	72	24	53	38
Appraisal (AS 2017)	2017	149 (60%)	71	23	54	41
General, All staff (SS 2018)	2018	234 (86%)	73	22	68	32

Table 1. Survey response details

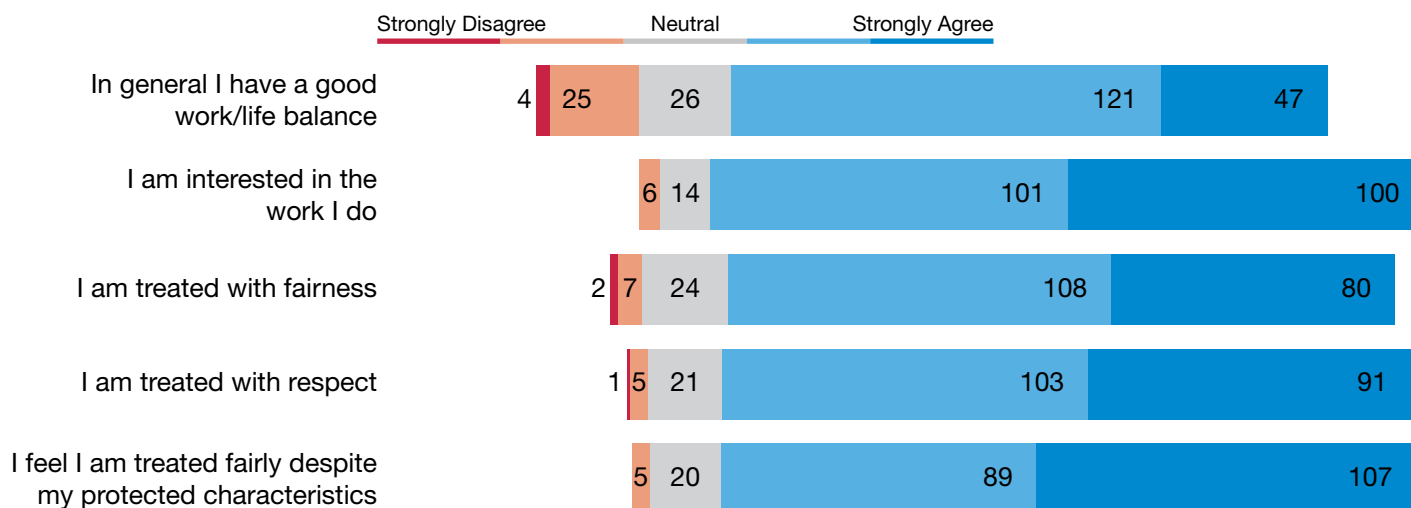


Figure 11. Staff Survey 2018 responses

Participation in surveys has been vital in monitoring staff feelings, and the responses to SS2018 were encouraging (Figure 11). Of 234 staff members who responded:

85% or more noted that:

- The work they do is interesting and gives them a sense of satisfaction
- They are treated fairly, irrespective of gender or other protected characteristics
- ICTM is committed to advancing equal opportunities

81% also noted that flexible working practices are supported / encouraged within ICTM, providing examples of how flexible working has helped them

75% of staff reported having a good work/life balance.

Our aim is to continue to build and improve on these findings.

EDIT is a standing item on many Unit and Institute meetings with members sitting on the major committees such as the senior management teams (SMT) with the chair updating quarterly on progress to the faculty EDI committee, giving the opportunity to discuss new initiatives and best practices with other groups.

(iii) Plans for the future of the self-assessment team

EDIT will:

1. Meet at least 8 times a year,
2. Monitor composition is representative of the ICTM
3. Implement the action plan and assess impact, concentrating on 3 key areas:
 - Promote Athena SWAN principles, monitor gender balance and equality across the institute
 - Improve career development and promotion for all staff
 - Promote Staff wellbeing and a good work life balance

Action plan

Monitor EDIT for continued representation of Institute

- 1.3: Review EDIT membership annually to ensure representativeness and address any gaps in expertise
- 1.4 Consider a formal approach to introducing new EDIT members and handover from existing members to step down/back due to workload without losing their knowledge. Consider the co-chair structure moving forward.

The active engagement and continued support of the Institute Director is vital to the success of EDIT. Over the last 4 years, Max has attended meetings to discuss the direction of the work and offered his experience and insight as needed.

EDIT has been given the authority to see through changes, furthering the remit of the group and finance to enable us to hold events

and for invaluable administrative support. However, equally as important, has been the active endorsement of changes and the positive encouragement to all staff to attend events during working hours, helping to foster a welcoming, supportive culture across the Institute.



Action Plan

Promote equality awareness

- 1.5 Create and measure impact of a short video to highlight the work and impact of EDIT and encourage participation in the subgroups
- 1.6 Run a second EDIT week late 2019; initial meetings will be focused on making this as relevant and useful to all staff as possible.
- 1.7 Sub-groups to develop, implement and review annual event programmes
- 1.8 Increase and formalise outreach activities with schools and other Institutes



A PICTURE OF THE DEPARTMENT

4.1 Student data

(i)(ii) We do not run any access / foundation courses, or courses for undergraduate students.

(iii) Numbers of men and women on postgraduate taught degrees

The MSc Clinical Trials was launched in 2016-17, therefore data overall are limited. The data on application / to offer / to acceptance rates shows that there are significantly, and consistently, more female applicants each year (Figure 14). The proportion has risen from 70% (2016/17) to 85% (2018/19), despite marketing material for 2018 including a focus on a male graduate.

This rate exceeds slightly that seen across the sector more widely (HESA 2016/17 76%). However, the proportion of both female and male applicants successful in securing a place is similar (e.g. 22/35F (63%) vs 5/8M (63%) in 2018 (Figure 14)).

Bronze Action Plan

3.5 Supervision of female students:

100% of all female students offered a female supervisor if wanted

Achieved: All female students were offered a female supervisor and conversely male students offered a male supervisor since 2016

The MSc is organised into modules to facilitate part-time learning (Figure 13). Sessions are taught over two days per week (full-time) or one day per week (part-time) with an option to study on a module-by-module basis, to suit a wide range of workplace and home situations.

ICTM consistently attracts a **greater number of part-time students.**

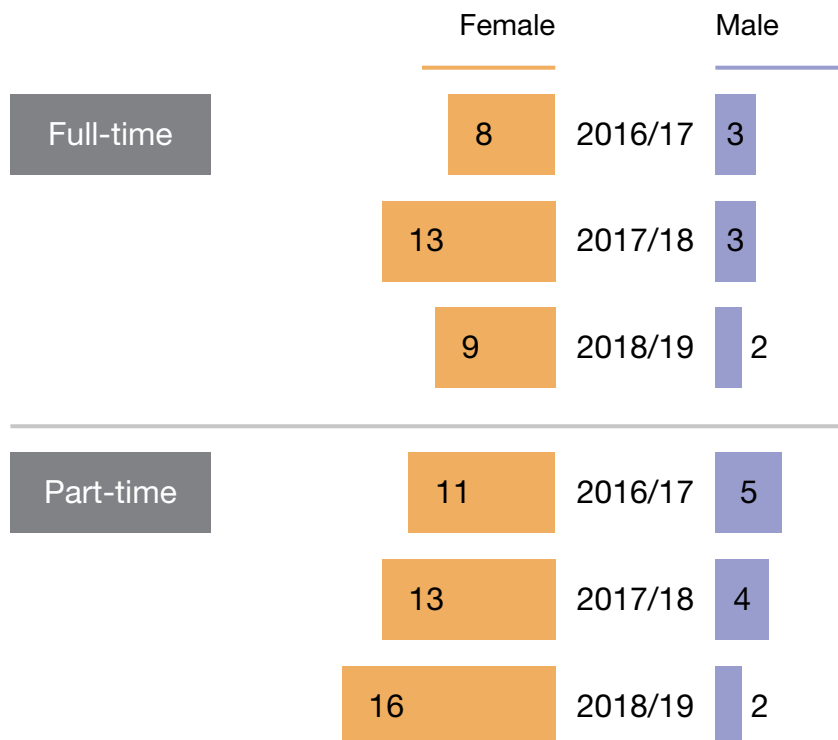


Figure 13. Part-time and full-time PGT students by gender

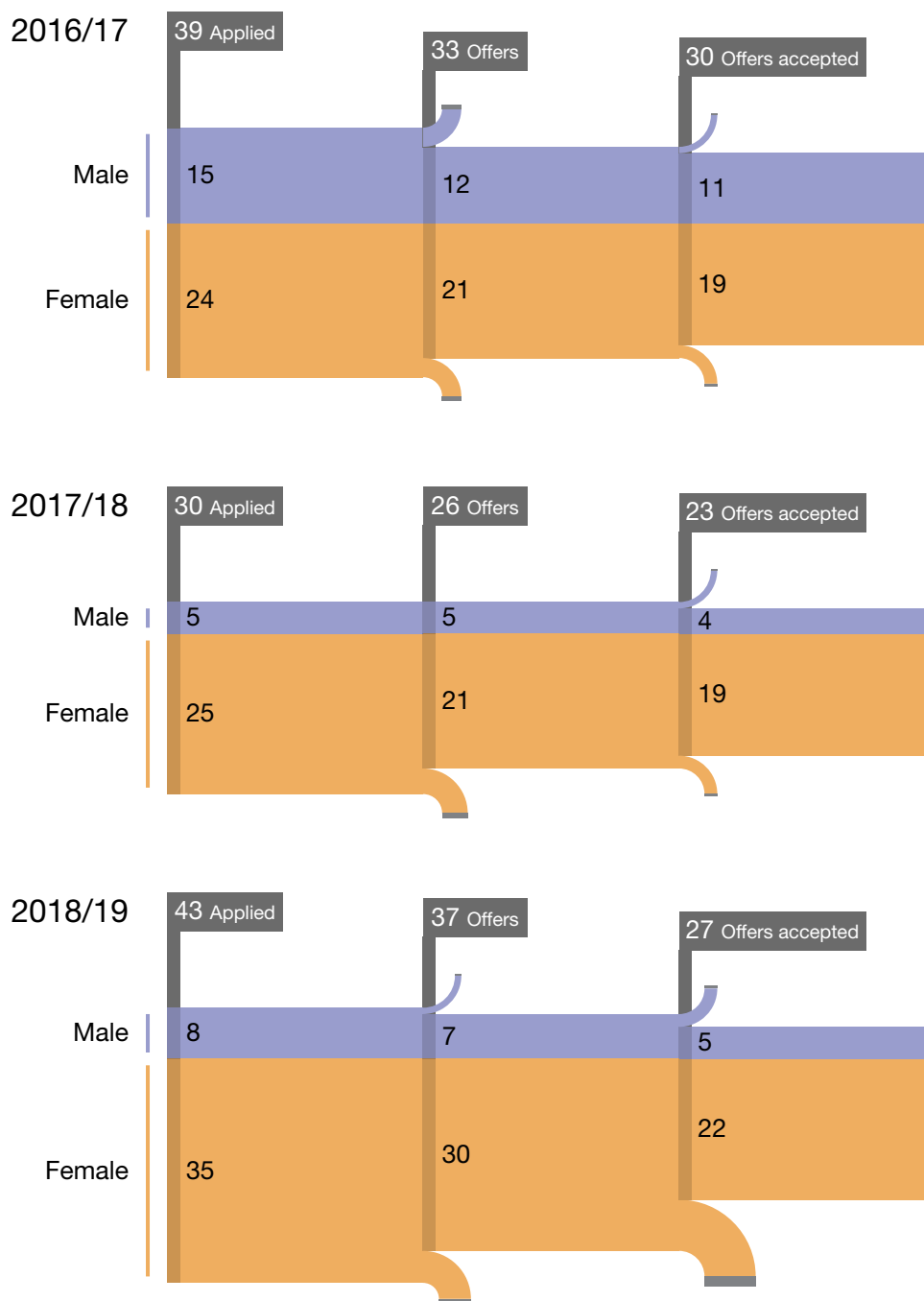


Figure 14. PGT Recruitment

“ The MSc Clinical Trials has been a perfect addition to my work experience in helping me to progress as a trialist. I can’t wait to return for my second year and continue to further my understanding and career prospects. ”

Emily McGinn-Summers, part-time student, MSc Clinical Trials

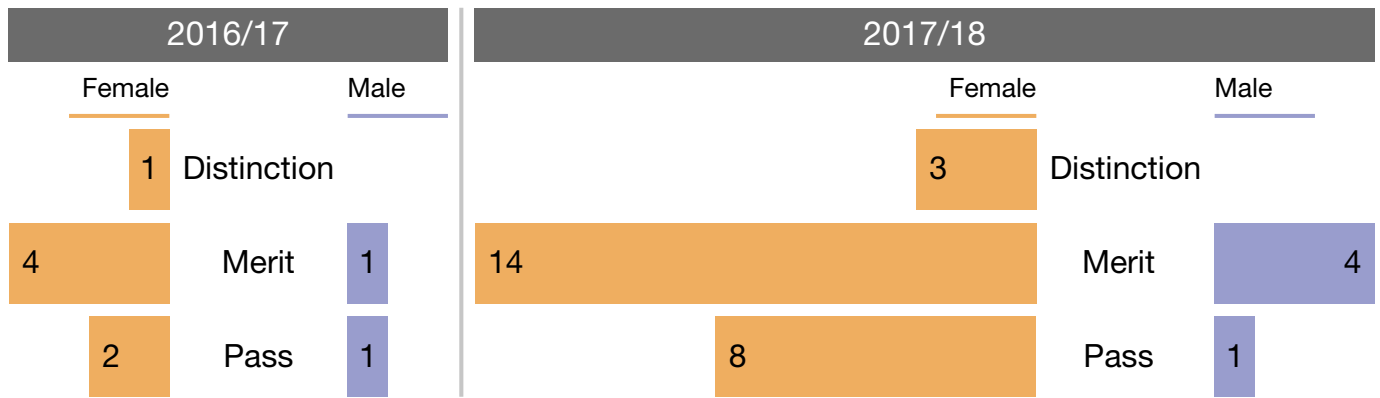


Figure 15. MSc Degree Classifications

- 39 students have completed the MSc since 2016 ([Figure 15](#))
- Four students (10%), all female, have been awarded distinctions. There is no evidence of bias in marking, as we are fully compliant with UCL marking policy (assessments are anonymised at submission and all assessments are marked independently and in duplicate to ensure no one is unduly favoured)
- No students have failed the course, which is reassuring given the diverse range of backgrounds (including a large number of overseas students)
- Policies have been established (e.g. personal tutor system; welcome/ induction session) to foster a culture of inclusivity and ensure no students are 'left behind'
- Student satisfaction rates are high (84% 2016-7; 88% 2017-18)

(iv) Numbers of men and women on postgraduate research degrees

Postgraduate research (PhD/MD) student numbers are dependent on a combination external (e.g. industry, research councils) and core funding. Overall, the number of studentships has increased from 9 (2015/16) to 12 (2018/19), with an increased number of female students (from 6 to 10) in the same time frame ([Figure 17](#)).

The ratio of females to males has also increased to 90% of the 2018/19 intake ([Figure 17](#)). In part, this is due to development opportunities for our (largely female) staff within ICTM.

As with our MSc programme, the numbers of part-time PGR students exceeds those studying full-time ([Figure 19](#)) with more female students undertaking part-time study. In total, 9 students have completed PhD/MDs since 2015 5F (2FT,



Figure 16. The MSc Clinical Trials 2017/2018 student group, upon completing their final class of the year.

The ratio of females to males has increased to 90% of the 2018/19 intake.

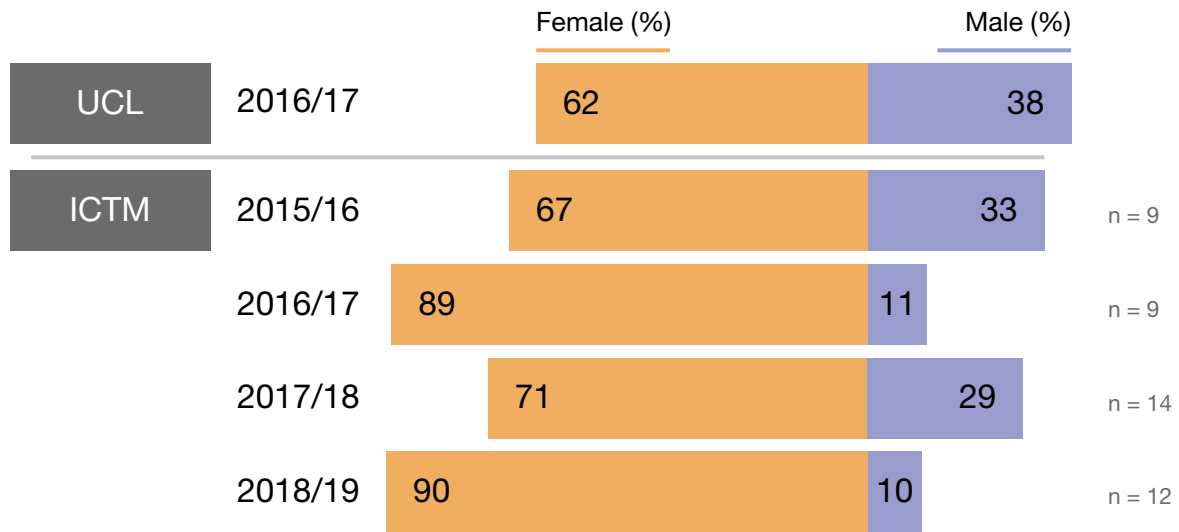


Figure 17. PGR students by gender over time

3PT), 4M (2FT, 2PT) (Figure 18). Full-time PhD students typically complete within 3 years and part-time students within 5 years.

Three female, part-time students, took time off or reduced to very limited PT hours to start families, completed within 7 years (Figure 18). This reflects the positive culture within ICTM where all felt sufficiently supported both to request changes necessary to complete their studies (see also: [Dr Elizabeth George, page 54](#)).

(v) A progression pipeline between undergraduate and postgraduate is not applicable.

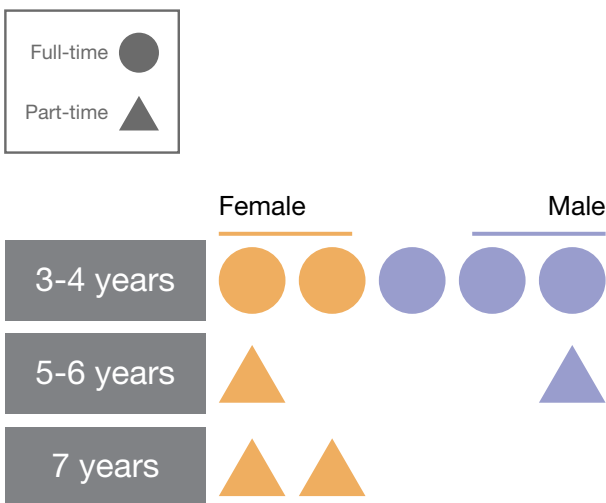


Figure 18. PhD/MD completion time by gender and working pattern

As with our MSc programme, the numbers of part-time PGR students exceeds those studying full-time

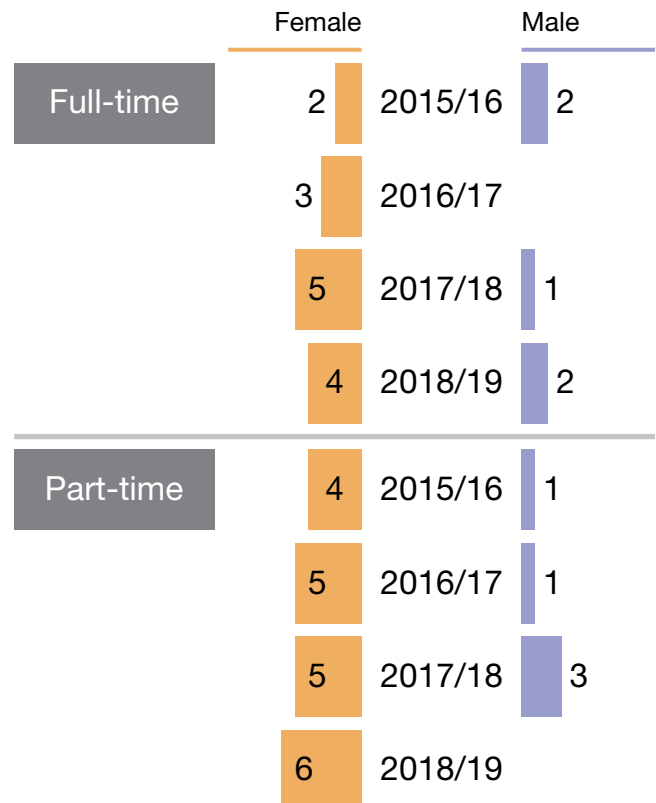


Figure 19. Part-time and full-time PGR students

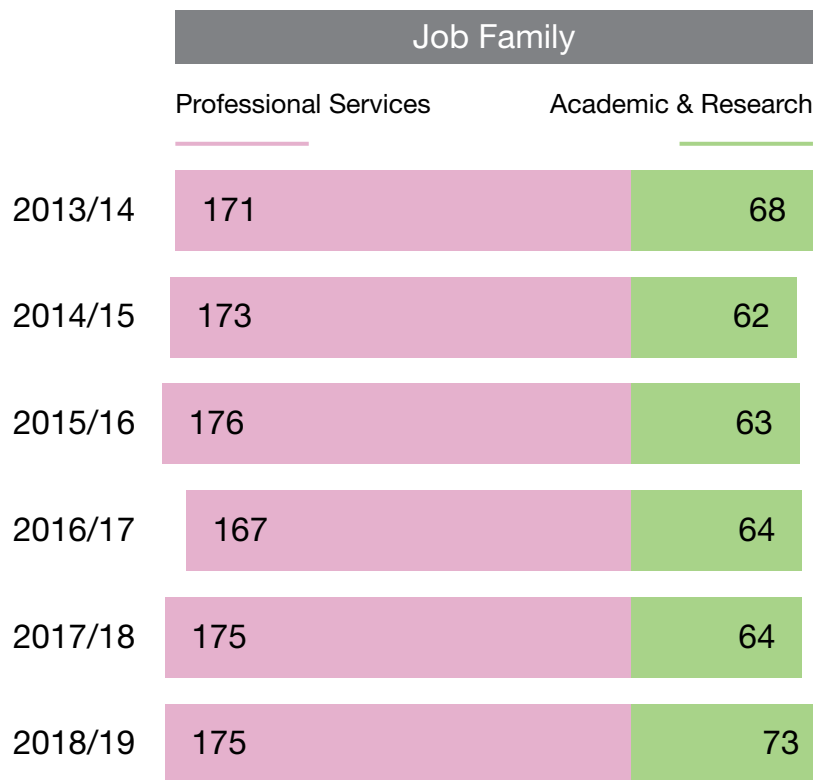


Figure 20. ICTM staff by main job function

4.2 Academic, research and professional service staff data

(i) Staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Data are presented for all job families combined, with any differences specified.

Since 2013/14, there has been a small increase (4%) in the total number of staff at the ICTM (Figure 20) to 175 (75%) PS and 73 (25%) RES.

Academic and Research Staff

The total number of RES staff within ICTM has increased slightly since 2013/14. The number and proportion of women in these roles has also increased from 42 (62%) in 2013/14 to 49 (67%) in 2018/19 (Figure 21).

In 2018-19, there was an increase in the proportion of women in RES roles (Figure 21). The increase was seen at each grade above Research assistant, with the exception of Senior

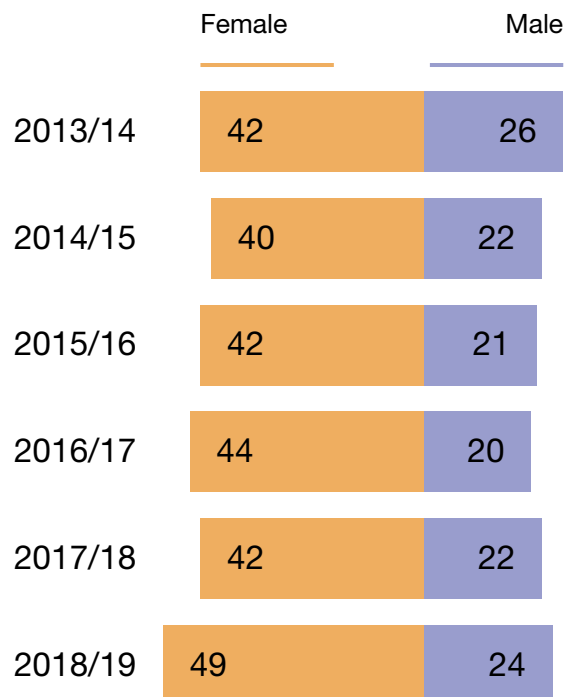


Figure 21. Academic & Research Staff over time

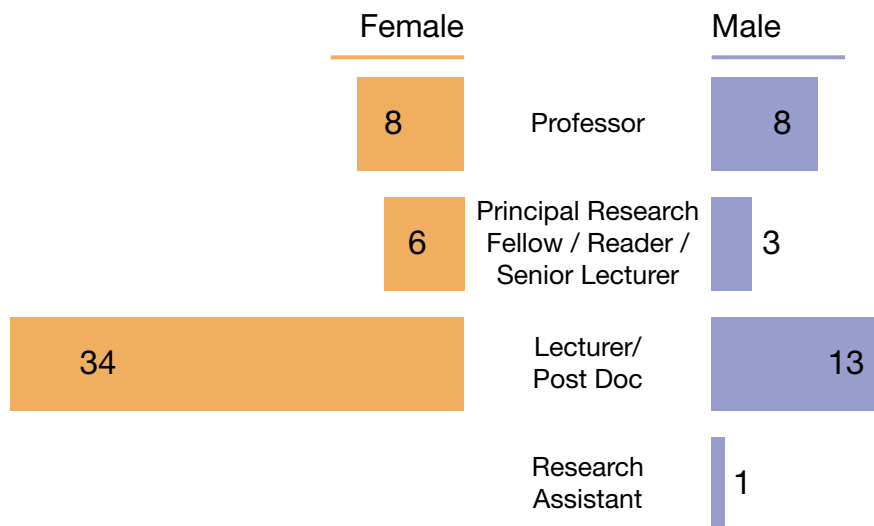


Figure 22. Academic Pipeline
1 October 2018

Lecturer. Notably, ICTM has 3 new female professors since 2016, such that we now have equal numbers of female and male professors (8/16) (Figure 22). This significantly surpasses UCL as a whole where in 2018 only 28% of all professors were female.

Since our last award, there has been focus on improving and strengthening the promotion pipeline (5.1 iii) in response to changes to the UCL careers framework, and in recognition of a need to improve the process within ICTM (see also section 5.3). Following the most recent Senior Promotions round (2017-8), all candidates were successful with all 5 staff promoted being female: 3 research staff were promoted to grade 9, and two promoted to grade 10.

Bronze Action Plan

Increase the proportion of women at professorial grades (G10)

Achieved: Number of female professors increased from 5 to 8 in 3 years.

Action Plan

Improve career development and promotion for all staff

2.2 Improve gender balance in RES pipeline by ensuring promotion process is equitable

Improve RES staff perception of career progression

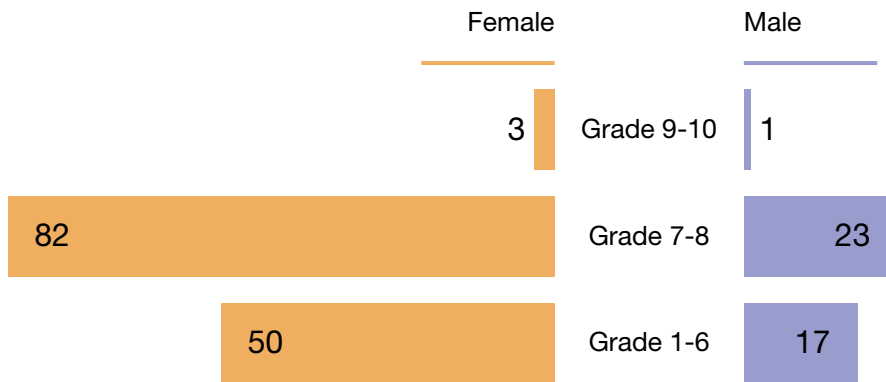


Figure 23. Professional Services Pipeline at Oct 1, 2018

Professional Services Staff

[Figure 23](#) shows a pipeline graph for PS staff. Although the percentages at each grade remains stable, there are currently only four Grade 9 roles within PS (3F, 1M) across ICTM. With no annualised promotional pathway, new roles at this grade would need to be created and funded, which would require structural changes in the management of ICTM and agreement with UCL.

full-time & 27% part-time. 78% of staff agree that flexible working is supported & encouraged.

We have worked hard to promote the University's flexible working policies and create a working environment in which flexible working is commonplace and available to all staff.

Action Plan

Improve PS career opportunities within ICTM

2.3 Improve pipeline for PS by reviewing additional opportunities for senior grade (G9-10) roles

(ii) Staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

The majority of our staff are employed on open-ended contracts with an underlying funding end date linked to grants. Fixed term contracts are used only when a person is employed for a specific time period, for examples consultancy role for a report to regulators. *There are no fixed term contracts in use at present.*

We have a large number of staff working part-time and with other flexible arrangements ([Figure 24](#)). According to SS2018, 72% of staff work



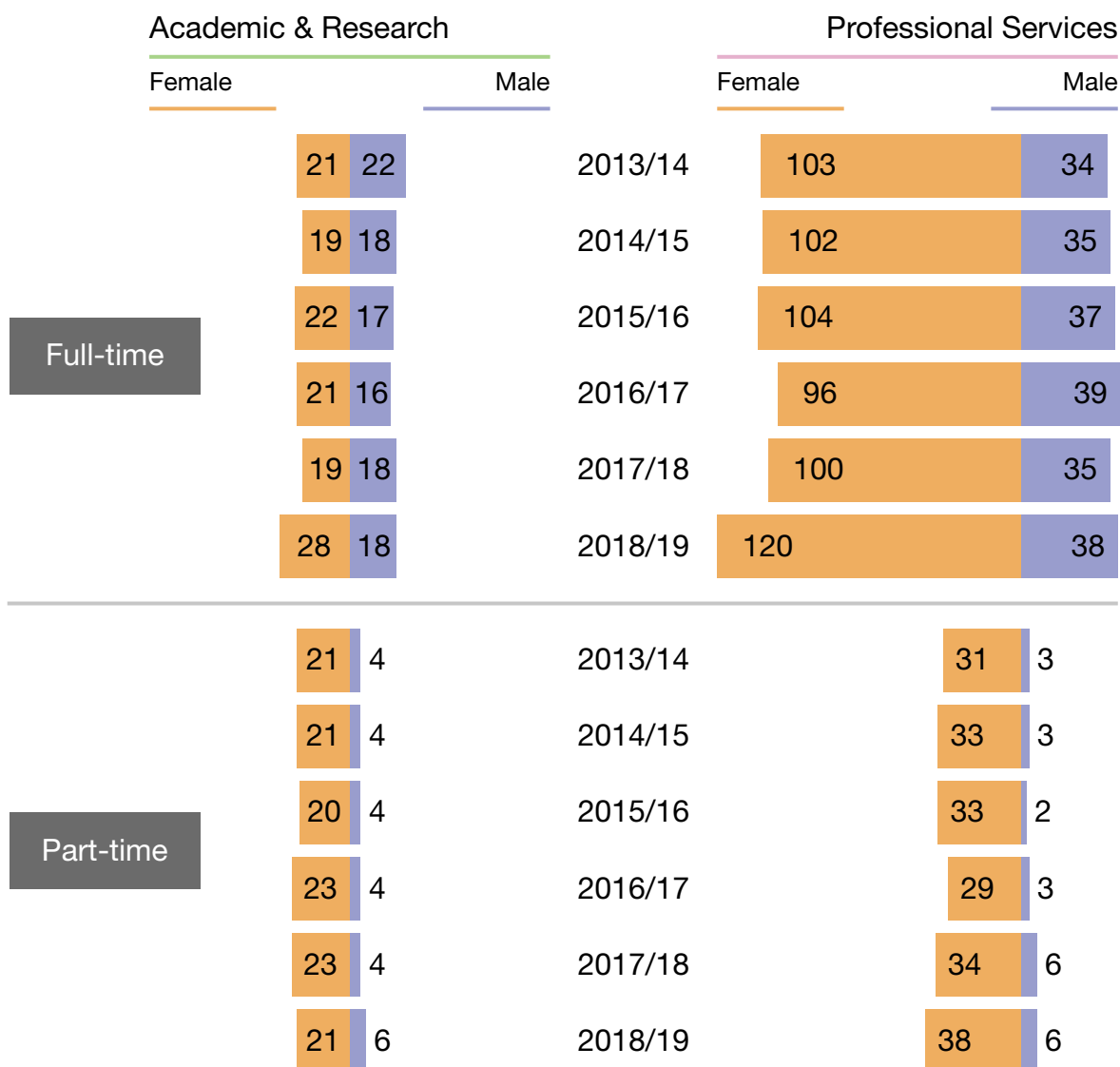


Figure 24. Job families - Part-time & full-time staff breakdown by year

“ Due to having a young family I needed to modify my working arrangement to provide myself with a better work/life balance. I still work my fulltime hours but the arrangement I have allows me to work from home on a Monday morning and finishing work at 1pm. I make up the rest of my hours over the rest of the week at the office. This arrangement works for me as it allows me to drop my children at Pre School/School and work remotely before having to collect them later in the afternoon. ”

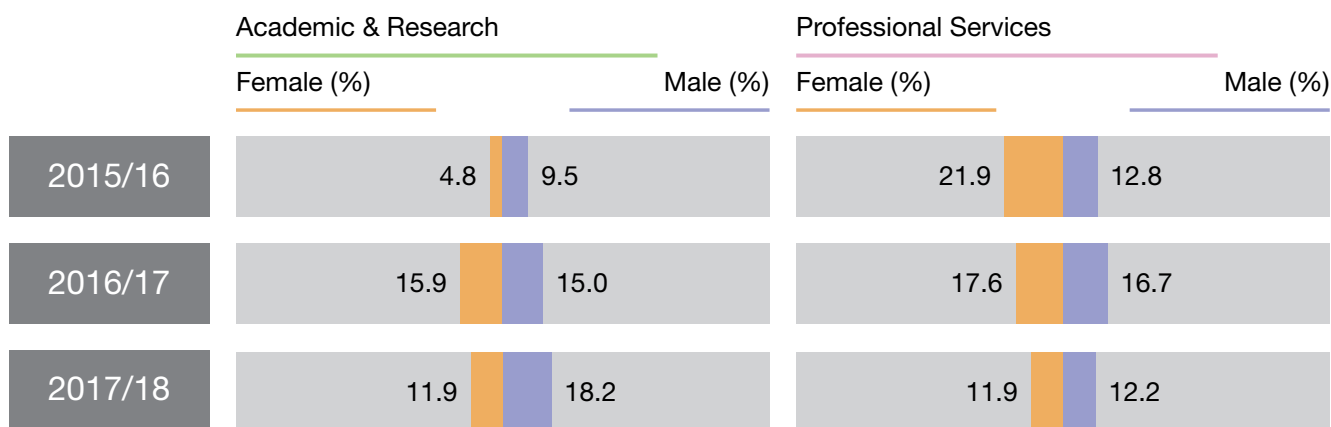


Figure 25. Turnover rate by Gender & Job Function

(iii) Leavers by grade and gender and full-/part-time status

Figure 26 shows the turnover of RES staff. Turnover has remained relatively low and predominantly at lower grades. No Research Assistants or Professors left ICTM between 2015 and 2018.

Figure 25 is the overall turnover rate by gender and job function across ICTM. The slightly higher turnover in PS may be due to the smaller number of Grade 8 and 9 roles available. Turnover does not usually vary greatly by gender, 2015/2016 being the exception.

Between January 2016 and December 2018, 140 staff left ICTM (32RES, 108 PS). Since January 2016 all employees leaving ICTM were offered exit interviews. 52 (37% 15RES, 37PS) opted to undertake an exit interview (14M, 38F). Interview data shows that the primary reason for staff leaving is for promotion and career development (19 (8RES (4M, 4F); 11PS (3M, 8F)) (Figure 27). Encouraging is the number of positive comments from the exit interviews (Figure 29).

The Institute's central London location means there is considerable competition from both locally based HEIs and other employers for our staff (Figure 28), along with higher average salaries elsewhere. This is particularly evident for PS staff where the combined attraction of a higher remuneration package and promise of career progression is strong in the many private sector employers that are in close proximity. However, with exit interview feedback in mind, ICTM has worked hard to engage and retain

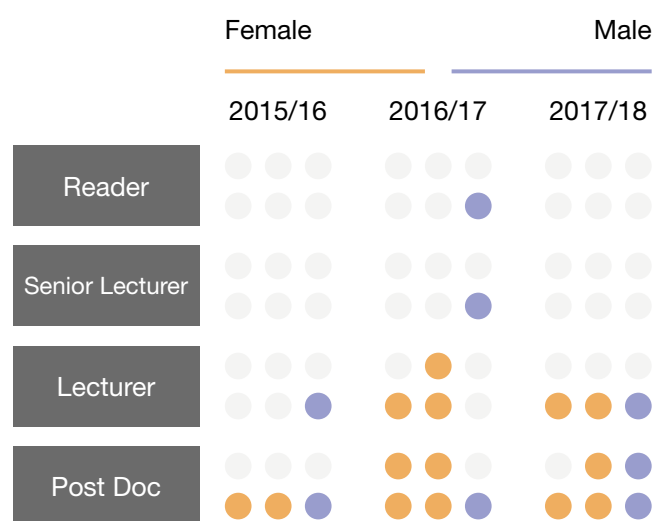


Figure 26. Turnover over time (Academic & Research only)

staff, highlighted in detail throughout this report and summarised as:

- Fostering an environment that values diversity
- Creating opportunities to learn and develop e.g. through mentoring
- Enhancing Wellbeing
- Providing clear expectations and feedback through quality performance reviews
- Ensuring staff achievements are recognised through consistent and effective promotions and the available financial reward mechanisms

(iv) We have no technical staff within the ICTM.

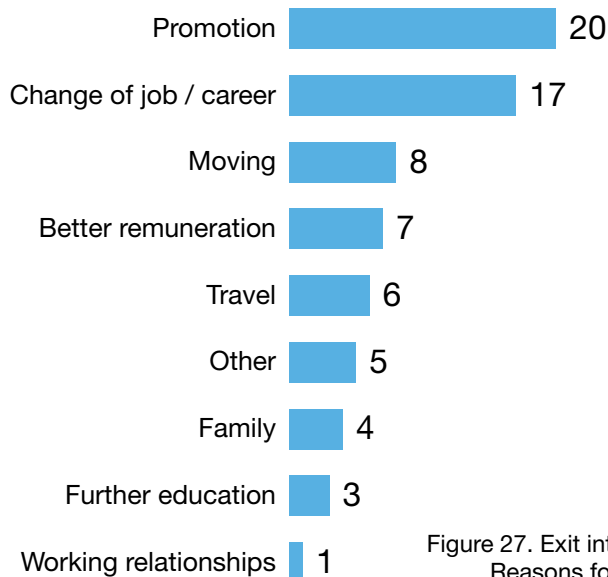


Figure 27. Exit interviews: Reasons for leaving

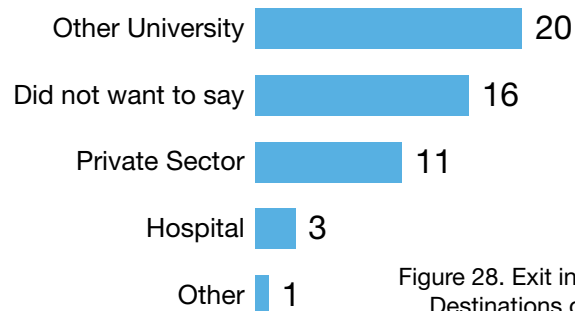


Figure 28. Exit interviews: Destinations of leavers

“ Good one-to-ones and good training. ”

Member of Staff, Exit Interview

“ Flexible working was brilliant and everywhere should do it. ”

Member of Staff, Exit Interview

“ Good opportunities for advancement. My line manager was keen for me to develop. ”

Member of Staff, Exit Interview

“ It has been a really good team and place to work with a very supportive environment. ”

Member of Staff, Exit Interview

“ Sad to leave Unit - great team and great working environment. ”

Member of Staff, Exit Interview

Figure 29. Quotes from leavers at exit interview

SUPPORTING & ADVANCING WOMEN'S CAREERS

ICTM career support is consistent for all staff, regardless of roles (RES or PS) therefore, data are presented combined throughout, unless otherwise specified.

5.1/5.2 Key career transition points

(i) Recruitment

Staff recruitment at ICTM follows UCL policy. UCL's Equal Opportunities policy is included in all job advertisements and ICTM HR ensures that language is gender neutral and does not discriminate against any protected group. Positive action statements are included for positions in which women are under-represented. Companies employed to aid recruitment must ensure that long-lists comprise $\geq 30\%$ women. We receive more applications from women than from men, impacting on offers made, and subsequent staff numbers (Figure 30). For PS, where most recruitment occurs, we anonymise applications for shortlisting and there is no evidence of gender bias in shortlisting ratios. We will assess the need to increase the numbers of male applicants across all areas.

UCL policy states that interview panels should have $\geq 25\%$ female representation, however due to the high proportion of women in ICTM, we aim for $\geq 50\%$. Our panels never comprise of only one gender. All panel members are required to have received fair recruitment training, and completed an on-line Diversity and Unconscious Bias training. The panel Chair must also have completed face-to-face Unconscious Bias training.

Bronze Action Plan

- 1.2: $>80\%$ of line managers and 20% of all staff completing unconscious bias training.
- 2.2: Interview panels $\geq 50\%$ females. No interview panels 100% male / 100% female.

Achieved: 100% staff completed unconscious bias training. Central HR review interview panel compliance.

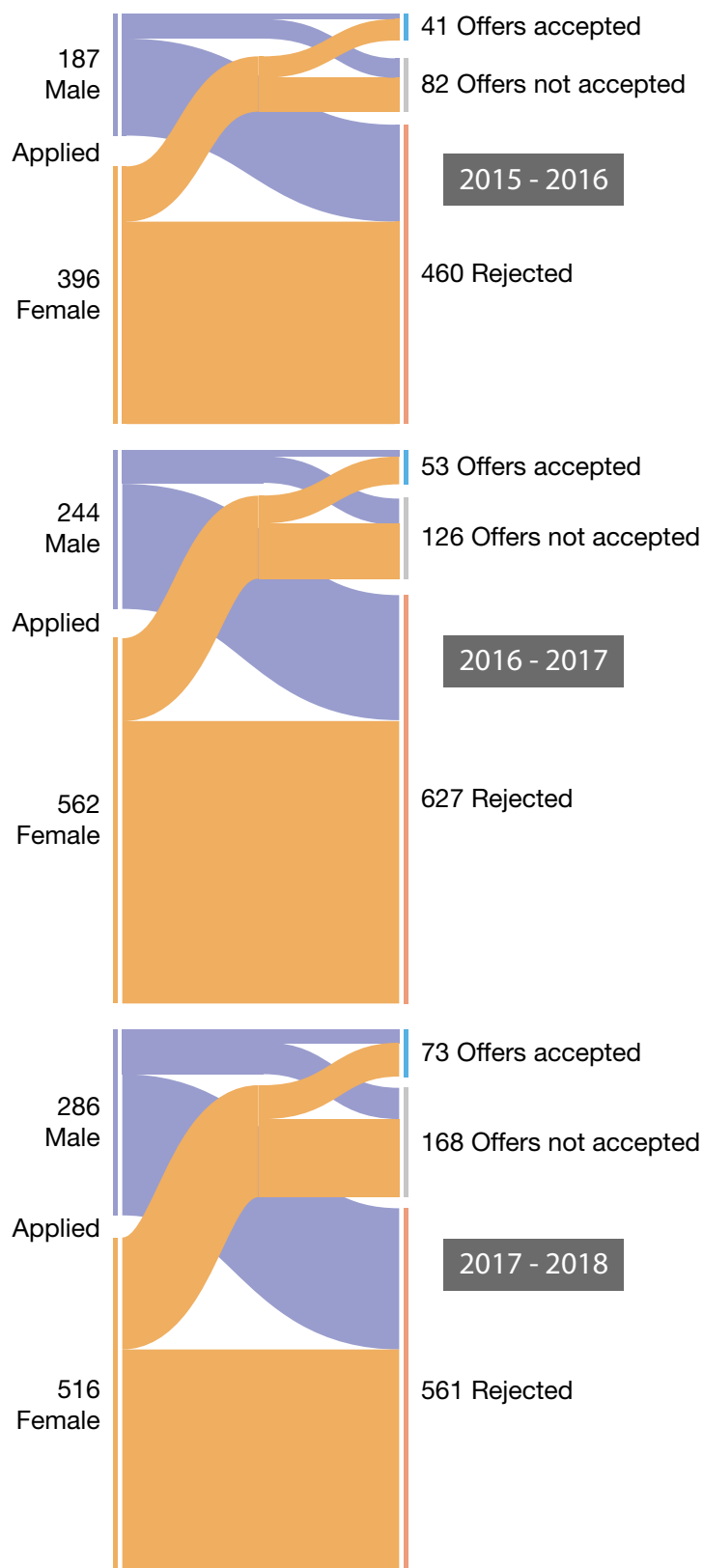


Figure 30. Recruitment breakdown over time

Action Plan

1.1 Review recruitment material to emphasise we welcome applicants across all genders

1.10 Promote Diversity on recruitment panels, Introduce the Faculty of Population Health Science policy of 1 BME representative on every interview panel

(ii) Induction

We have developed an induction programme for all staff. Every new joiner receives:

- Week 1 induction meeting with Information Services, HR and Facilities
- Specific team induction
- Intro session, held quarterly, introducing aspects of ICTM research, HR policies, social events and support available both within ICTM and more widely within UCL.

As part of standard induction at ICTM, new staff are also offered a “buddy”; normally an experienced staff member in an equivalent role, who can informally address queries or concerns and help to settle the new starter.

During the formal probation period:

- Support is reviewed and amended as required
- Completion of mandatory training is monitored
- Individual training (general and role-specific) is scheduled

The ICTM Induction package is currently under review (April 2019) to assess effectiveness of the support provided. At present the buddying process is operated between individual and line manager, and currently has no effective measures of success. This will be considered as part of the overall induction review currently underway.

Action Plan

3.3 Review and update contents of staff induction package

(iii) Promotion

In our last award, the ratio of women to men was approximately 3:1 up to and including UCL Grade 8 (Lecturer or equivalent). There were no Grade 9s, in part because a large percentage of staff had TUPE'd across from MRC employ, where there was no equivalent to grade 9. However, the ratio dropped steeply at Grade 10 (professorial level), prompting actions to actively support women at key transition points and to improve the balance of F:M for all roles and at all grades. This aim remains at the heart of our ongoing activities and initiatives, notably, mentoring, ECN (section 5.3.iii) and appraisal improvements (section 5.3.ii).

RES staff

ICTM embraced the launch of the 2017 UCL Framework for Academic and Research careers and has used it to improve the promotion pipeline. We overhauled the ICTM internal process for reviewing promotion applications, introducing new features including:

- Holding workshop-style sessions to provide an overview of the Careers Framework and the promotion process and timelines
- Candidates notifying HR and Head of Department of intention to apply
- Inviting an advocate (for the applicant) to attend the ICTM panel review
- Improving and monitoring gender balance of the ICTM panel
- ICTM Director and other senior leaders providing candidates with face-to-face feedback
- Providing additional support (e.g. from ICTM HR, ICTM Director (or other senior staff member) to those going forward for external consideration

More than 30 RES staff attended the workshop in 2018 and the session was recorded for the ICTM website, ensuring that part-time staff and those unable to attend were fully informed. Our aim was to improve communication and transparency about the promotion process, and to reduce some of the traditional barriers for women putting themselves forward, or being put forward, for promotion.

In 2017-18, nine RES staff (5 FT, 4 PT), entered

the internal process (1M: 8F), of whom seven (7F) went into the UCL-wide process. All 7 were successful; two women were promoted to Grade 10, three to Grade 9, one to Grade 8 and one to Grade 7. Both of the successful Grade 10s are working parents who work part-time, and of the three successful Grade 9s, two are working parents and two work part-time.

Action Plan

Improve career development and promotion for all staff

2.2 Increase success rate for RES promotions

Improve gender balance in RES pipeline by ensuring promotion process is equitable

Improve RES staff perception of career progression

PS staff

No annual promotion round exists for PS within UCL; promotion depends on roles becoming available. In SS2015, this was cause of considerable concern for PS staff. Therefore the ICTM has developed an internal system of career development for trial and study management staff, who make up the majority of our PS staff. Staff are supported to apply for posts at higher grades as they become vacant, or new positions that become available. Career aims are discussed during appraisals, enabling staff to plan appropriate training, explore opportunities or take on responsibilities to better equip them to advance their careers.

Since 2015, 41 PS posts have been filled by internal promotions. PS staff have also filled two RES roles (one at a higher grade and one at the same grade). Because the process depends on positions becoming available, the number of opportunities available in any given year varies, however, numbers have generally increased (Figure 31). Vacancies at grades 6 and 7 are reasonably common, but less so at higher grades. The ratio of F: M for these posts are in-keeping with the general composition of staff 33F(78%):9M(22%). 10% are on part time hours. Where staff are unsuccessful in promotion attempts, senior staff provide feedback and develop a personalised development plan (PDP) with the staff member to identify gaps in experience and opportunities for further development.

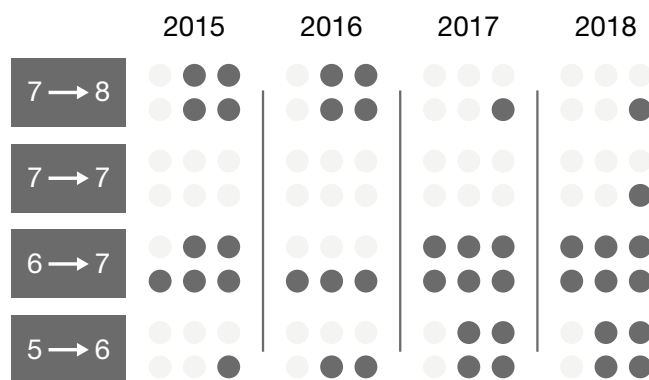


Figure 31. Number of PS successfully applying for higher grade roles

New initiatives since 2018:

- *Role rotation scheme*: Staff are rotated into a different research areas, to increase their breadth of experience and to aid career

“ I think inevitably because of academic promotion criteria, working part time will slow career progress - you simply don't have the hours to produce e.g. papers, take on additional responsibilities that the promotion framework requires. That said, our Unit has been very supportive of part time work and it was certainly taken into consideration in my recent (successful) promotion application. ”

development and progression. In the first six months since this initiative was introduced, 5 staff members were rotated, of whom one has gained permanent promotion.

- *Deputising scheme:* We are aiming to be more systematic in identifying opportunities for staff to deputise higher-grade roles. Deputising staff receive support from a senior colleague, and an additional responsibility allowance. The scheme has been very successful; six staff members have taken part, four of whom have already secured permanent roles at a higher grade.
- *Internal secondment scheme:* This was offered as a new, competitive process to cover maternity leave (12 months) at grade 8. Seven applicants (3M, 4F) applied for two secondments, and two female applicants were successful. Secondments are formally reviewed every quarter to maximise development opportunities. The scheme has proved very successful; giving the secondee an opportunity to trial a Grade 8 role and develop their skills and abilities.
- *Streamlining performance with reward and recognition and / or personal development:* Better link up in annual appraisals (see section 5.3.ii on Appraisal).

These initiatives are under review and may be more widely applied if successful.

Action Plan

Improve career development and promotion for all staff

3.3: Improve pipeline for PS by reviewing additional opportunities for senior grade (G9-10) roles

3.4: Review use of internal 'secondments' within PS; Consider application of process to other grades or work areas

2.5: Focus groups to review whether appraisals align with promotion / development

2.6: Ring-fence part of ICTM training budget for external courses for high performers (e.g. Springboard / Leadership etc.)

(iv) Department submissions to the Research Excellence Framework (REF)

In 2014, 31 members of ICTM staff were REF returned (25.05 FTE); 20 (65%) were women (63% FTE). These figures correspond to 48% of female and 46% of male RES staff at that time.

5.3/5.4 Career development: academic staff and professional services staff

As in section 5.1/5.2 where differences between the two groups occur this is specified.

(i) Training

Training across the ICTM takes many forms:

- *Mandatory training:* Reviewed formally during the probation period and at annual appraisals: training covers a variety of topics from diversity in the workplace, unconscious bias, data protection and Freedom of Information and Green awareness. 100% completion is required to pass probation and/or sign off annual appraisal.
- *Role-specific training:* Determined by the individual and their line-manager. Training courses specific to ICTM work are run internally
- *UCL training courses:* The ECN (See section 5.2 (iii)) circulates a quarterly summary of up and coming UCL courses to all staff
- *External courses or conferences:* Staff and line managers determine if and when these are appropriate. Funding for conference attendance can be requested for any member of staff listed as an author on a paper, irrespective of role or grade

Centralised training record: One of the Units (MRCCTU) within ICTM is currently trialling a centralised training record, to record courses attended, feedback and training requests. Where there is significant demand for training, the ICTM training committee look to organise a course within ICTM.

Non-mandatory training is not actively recorded by gender as this is managed by the individual and their line manager. However, moving forward, we aim to monitor training centrally, potentially using the MRCCTU central training record system.

Action Plan

Improve career development and promotion for all staff

2.8 Monitor and increase uptake of UCL skills development courses and other non-mandatory training by in the relevant staff members and students

(ii) Appraisal/development review

All staff are expected to undertake an annual appraisal with their line manager in the first quarter of every year. Traditionally, uptake has been high (2018: 90%; 2017: 86%) and compares favourably with the UCL average (79%). However, in SS2015, only 108 responders (56%) felt career development had been adequately addressed, and there was some evidence that the appraisal satisfaction varied between line managers.

Therefore, we conducted a staff survey on appraisal in 2017 (AS2017). The 149 responses (62 RES; 80 PS of those who specified) were well balanced by sex and grade. Results were analysed by job family:

PS staff

74/80 (93%) had an appraisal within the previous year, of whom:

- 85% felt that their performance and training was appropriately acknowledged
- 75% felt career development was adequately

addressed

- 83% (61/74) were satisfied with the appraisal process overall
- The main reasons for dissatisfaction related to the lack of promotion opportunities, and lack of a clear link between performance and reward.

RES staff

51/62 (82%) had an appraisal within the previous year, of whom

- 52% felt that career development had been addressed
- 67% were satisfied with the process overall
- The main reasons for dissatisfaction related to performance not being acknowledged well; too little time being allocated and a sense that appraisal was a “box-ticking exercise”.

To address issues identified in SS2015 and AS2017, we developed and introduced a checklist for line managers to coincide with the 2017/8 annual appraisal season (Jan - Mar 2018). This was supported by training sessions for line managers and staff members less familiar with appraisals. The focus was on setting SMART objectives, and holding career discussions linking into the UCL academic and research careers framework (RES), or specific career development opportunities (PS).

By December 2018, four training sessions had been run, and support tools made available on the ICTM intranet ([Figure 32](#)). Attendance and feedback from these sessions has been positive; 89 staff have taken part (80 PS; 9 RES), all

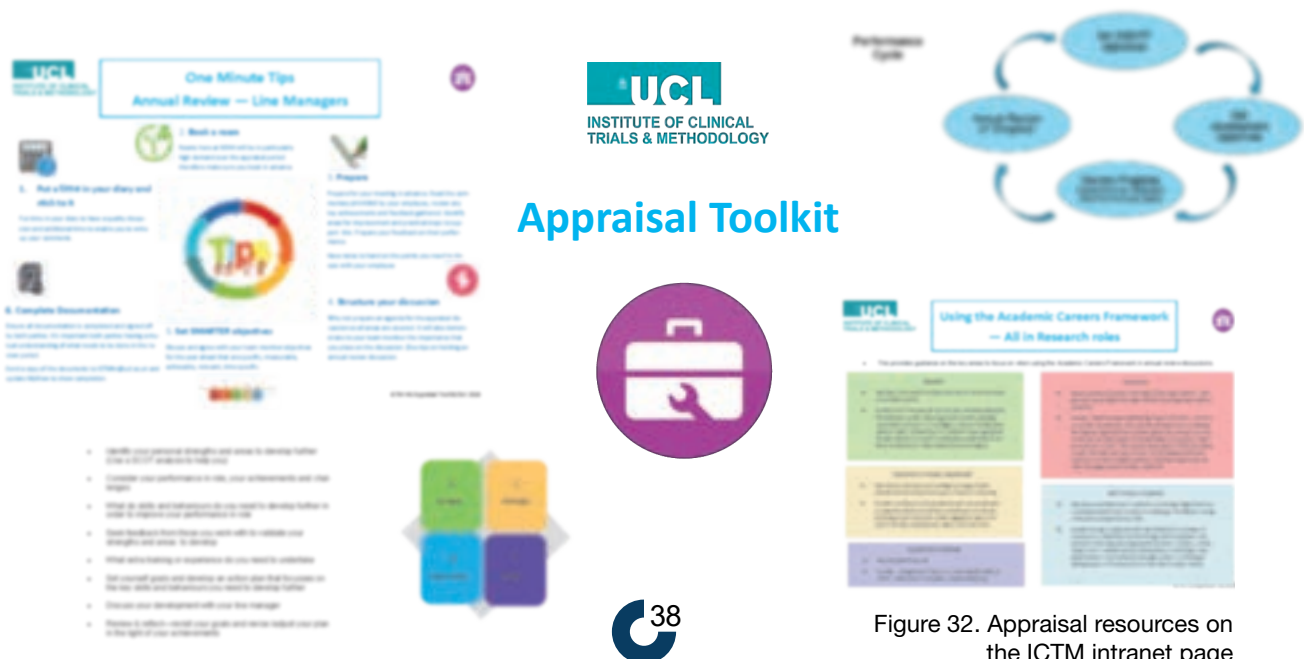


Figure 32. Appraisal resources on the ICTM intranet page

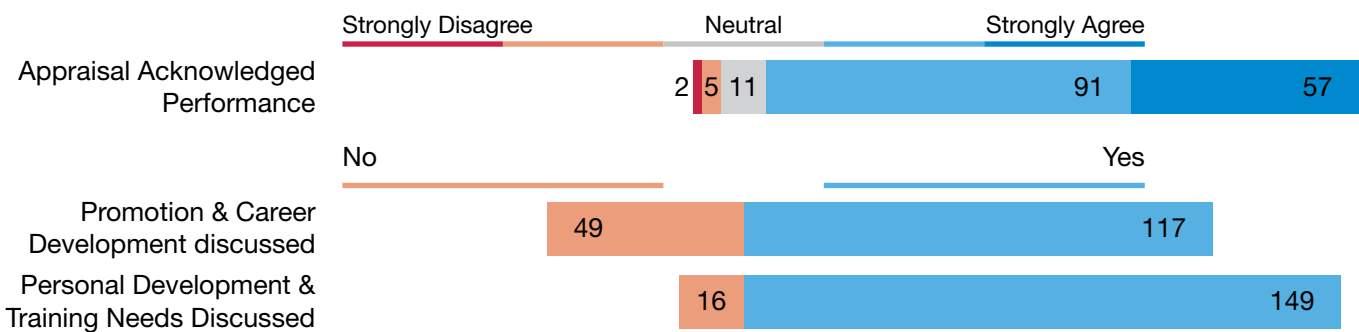


Figure 33. Survey responses about appraisal (SS2018)

reporting that the content was relevant and met objectives. Many line managers and appraisees specifically stated how helpful the toolkit was in planning appraisals. Eight further PS staff have also attended training on handling difficult conversations - to better navigate appraisals. We aim to improve engagement amongst RES staff to further improve appraisal satisfaction in this group.

We have improved the alignment of appraisals with the UCL accelerated increments scheme and MRC Special Award Scheme. Holding appraisals in the first quarter allows staff to be put forward for these schemes without delay. In 2018, 12 staff (10: PS; 2: RES) were successful in these schemes in recognition of their excellent performance.

Results of SS2018 on appraisals showed no significant differences in responses by sex, grade or job family. Based on 165 responses:

- 77% of all staff found appraisals useful
- The majority state that both career development and training needs were adequately addressed ([Figure 33](#))

We aim to continue to improve and enhance the appraisal process for staff.

(iii) Support given to academic and professional services staff for career progression

In our last award, we identified a clear need to provide support to early career researchers to develop, e.g. assistance for RES staff with the promotions process, support for career progression for PS staff. AS2017 indicated that although career progression differs between RES and PS, the support needed was similar among all staff ([Figure 34](#)).

Action Plan

2.1: Focus groups with academic / research line managers to improve engagement with appraisals. Deliver 2 training sessions for RES line managers on embedding careers framework in appraisal. Deliver a session on appraisal in scientific staff meeting / away day

2.5: Focus groups to review whether appraisals align with promotion / development

2.6: Ring-fence part of ICTM training budget for external courses for high performers (e.g. Springboard / Leadership etc.)

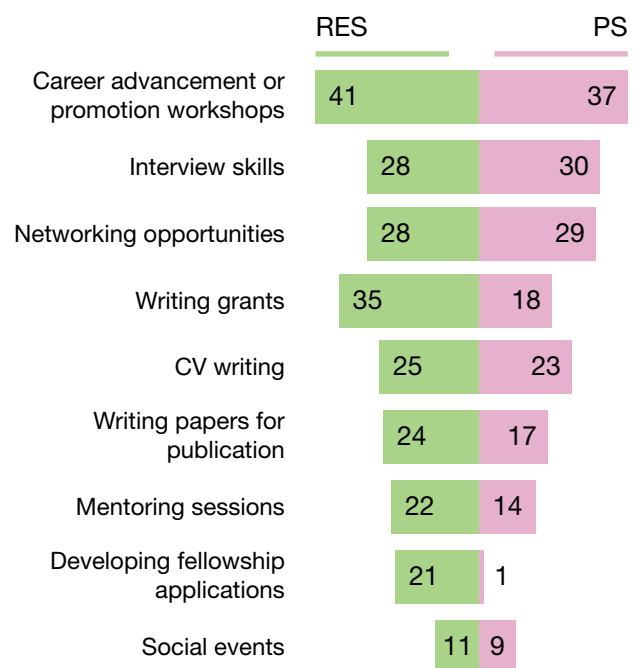


Figure 34. Staff survey (SS2018) results on training /support requirements from an ECN

ICTM Early Careers Network

Although the existing Faculty Early Careers Network (ECN) offered some of these events, PS staff are excluded. Moreover, events aren't tailored to the specific needs of our staff; ICTM location (off-campus) means it can be difficult for ICTM staff to attend; and ICTM employs many part-time staff, for whom attendance at external events is often not feasible. Therefore, we proposed an ICTM ECN, to support all staff at ICTM by running events such as promotion workshops and transferrable skills sessions.

The ICTM ECN was established late 2017, and has one RES and one PS co-chair. The current make-up is 40% RES/60% PS. The ECN has three objectives:

1. To provide a holistic approach to career development
2. To foster networking and shared learning across different ICTM research themes
3. To identify and flag UCL-wide development opportunities

Feedback is collected following every event. To date the ECN has successfully run events with these aims in mind.

Events open to all staff

Career Development Workshop (in conjunction with Athena SWAN Fortnight) - Five women in the mid-part of their career (3 ICTM, 2 non-ICTM) gave an overview of their career paths highlighting key lessons. There was then an opportunity to network with the speakers.

Interview Skills Workshop (in conjunction with Athena SWAN Fortnight) - An external speaker led a workshop providing advice on interview technique and highlighting common mistakes. This session was interactive with an opportunity for participants to practice.

'A Day in the Life...' - Four internal speakers with different roles from both RES and PS gave an insight into their roles (the make-up of a typical day) and career progression. The session aimed to de-mystify roles within ICTM, especially for newer staff.

“ It was really helpful to know about the other ways to get involved in contributing to the CTU and enhancing your skills and knowledge. ”

Attendee, 'A Day in the Life'



Figure 35. Staff attending the Interview Skills Workshop

'Beyond Clinical Trials' - Three speakers (1 internal, 2 external) covered different areas of clinical research and how clinical trials fit into the broader picture. The aim of this event was to provide context for the work of ICTM.

“ I feel better equipped for my work internally that may have downstream implications for these types of research. ”

Attendee, 'Beyond Clinical Trials'

Two other events regarding development/promotions one for each group were held in conjunction with HR.

'Promotions Workshop for Research and Academic Staff' - This session gave an overview of the promotions procedure from HR followed

“ It was especially useful to hear about the process and the support that you get in ICTM on you put in your application/register your interest. ”

Attendee, 'Promotions Workshop for A&R Staff'

by the personal stories of two speakers who had successfully gone through the promotions process.

Developing your Career in Professional Services' - this included personal stories from 4 speakers who had moved to a higher grade within professional services and a 'roundtable' discussion.

“ I feel that using the toolkit and materials provided I will be able to pinpoint what is important to me in a career and work towards that instead of spreading myself across too many tasks. ”

Attendee, 'Developing your Career in PS'



The **ECN events were very useful** overall.

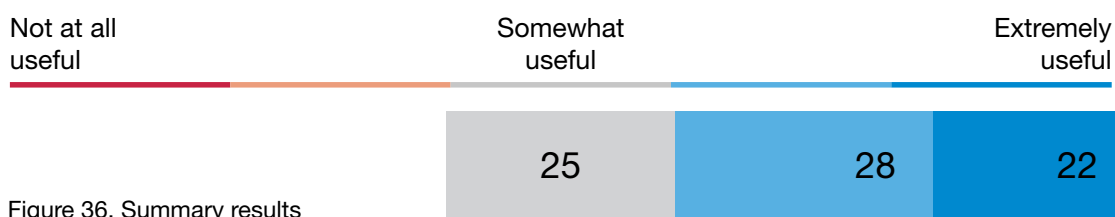


Figure 36. Summary results from SS2018

Highlighting Training Opportunities:

A quarterly, ICTM-wide email newsletter is circulated, detailing all interesting and relevant UCL events, UCL and ICTM training and upcoming ECN events. This has been received positively and another UCL clinical trials unit has requested circulation.

The Future:

The ECN is continuing to develop events based on the unique needs of the ICTM and responding to feedback from events, staff surveys (AS2017 and SS2018) and via collaboration with HR to refine and plan new events ([Figure 36](#)).

Action Plan

Improve career development and promotion for all staff

2.8 Build on ECN events to ensure relevance and satisfaction to staff and students

Mentoring Group

Another action from our last award, closely aligned to improving career progression and development, related to staff interest in mentoring (results from SS2015, AS2017, SS2018). ICTM had previously encouraged all staff to utilise the UCL 'uMentor' platform, however, with relatively few mentors registered, mentees reported being unable to find suitable mentors. In addition, numerous technical problems made it difficult to join the scheme.

Therefore, we decided to take a different approach, to better address the needs of ICTM staff, add a personal touch, and provide a pathway to enhance inter-institute mentoring.

With the endorsement of UCL central HR, and initiated and chaired by ICTM EDIT member Sarah Pett, we have established an inter-institute mentoring group, which was formally launched during the ICTM Athena SWAN fortnight. The group is supported by 11 staff (9F,2M; from ICTM, UCL Institute for Child Health (GOS-ICH) and Global Health (IGH)). The Group aims to deliver face-to-face mentor/mentee training at workshops, with "mentoring champions" from each Institute as the trainers.

More recently, two further UCL Institutes (UCL Cancer Institute and Institute for Health Informatics) have joined the mentoring initiative; such that the programme now spans 5 UCL institutes (≈ 1000 staff).

What we have achieved to date

Since July 2018, we have:

- Held eight face-to-face, cross-institute workshops, on different days and at different times to enable participation of staff with flexible or part-time working patterns, hosted at ICTM (n=3) and GOS-ICH (n=3), IGH (n=1) and the Cancer Institute (n=1).
- Trained 200 mentors/mentees
- Timetabled two further workshops planned for May and June 2019 (at ICTM and IGH respectively)
- Planned monthly mentoring training workshops for the next year to meet demand
- Developed training materials in direct response to feedback from attendees

How are we facilitating mentor-mentee matching?

In July 2018 we designed our novel cross-institute mentoring Moodle platform, providing

easy access to all those trained as mentors/mentees to:

- Training materials
- The mentoring handbook (designed by the mentoring group)
- Mentors' details - to make it as easy as possible for mentees to identify the mentor(s) most suited to their need

The Group aims to embed a strong culture of mentorship, within ICTM and more broadly across UCL institutes to support all staff throughout their UCL careers.

Measuring the success of the programme to date

SS2018 showed that:

- 188/212 (89%) of respondents were aware of mentoring opportunities
- 86/189 (46%) of respondents were aware of our cross institute mentoring opportunities; of whom 41 (48%) had attended a cross-institute mentoring workshop
- 12 had already registered as a mentor; 6 already had a mentor
- 47 respondents (22%) were interested in becoming a mentor and 71 (34%) were interested in having a mentor

The further success of the mentoring programme will be measured through items listed in the action plan.

Action Plan

2.7: Run and schedule mentoring training sessions for 2019-2020 and beyond

Increase numbers of mentors/mentees

Collate and monitor feedback on mentorship from mentees

(iv) Support given to students (at any level) for academic career progression

All students attend a talk from UCL careers service as part of their Faculty induction, which is shared via Moodle, to ensure access to those unable to attend in person. MSc tutors discuss

career pathways relevant to trials throughout the course. Students are regularly reminded about the UCL careers service, which, anecdotally, many have used for advice and interview practice. The Course Lead actively shares information on relevant academic and industry-based positions with the students via 'LinkedIn' and the ICTM Education webpage.

A careers evening for current students and alumni from both the postgraduate taught and research programmes is being planned with the ECN. Speakers will showcase academic and industry roles relevant to clinical trials, and provide advice to students.

Further actions have been identified in line with supporting PGT and PGR students.

Action Plan

1.2 Evaluate the MSc promotional literature and identify target groups for promotion to increase the % male applicants and students

2.8 Build on ECN events to ensure relevance and satisfaction to staff and students

(v) Support offered to those applying for research grant applications

Grant applications typically receive strategic input from senior scientific staff and other partners in a 360° process. Outline plans are reviewed by the Scientific Strategy Group (SSG), which provides strategic feedback and advice to applicants. Senior staff and collaborating partners help to develop the application. Junior researchers are encouraged to participate as observers.

Once applicants are informed of the outcome, applications are discussed within the team, but also, whether successful or not, they are reviewed by senior staff who offer additional advice.

The ECN has looked into courses for those developing grant applications and plans to run events in 2020.

5.5 Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

All staff may take up to 52 weeks maternity leave. Since our last application, all staff have been made aware of UCL policies and entitlements, including through the UCL Care First service, via local HR and the ICTM intranet.

An initial meeting with their line manager and an ICTM HR team member ensures that staff members know their entitlements and eligibility for leave and pay. Details are confirmed in writing, allowing time to discuss with partners and families. Planning then starts for their absence, in liaison with their line manager and a risk assessment conducted to ensure a safe and healthy work environment.

Staff are encouraged to use the newly set up Institute mentoring programme to find a mentor to help them prepare for, take or return from leave, and made aware of support available from the UCL Parents and Carers Together (PACT) peer network.

(ii) Cover and support for maternity and adoption leave: during leave

During maternity leave, staff-members and their line managers discuss and agree plans for their return to work, including breast-feeding arrangements, flexible working requests and risk assessment (where applicable). Workloads are checked and any training requirements identified in readiness for return. Staff on maternity or adoption leave or those on shared parental leave can take up to ten Keep in Touch (KIT) days or up to twenty Shared parental leave in touch (SPLIT) days. These are used to discuss return to work arrangements. Recent employees have also used their KIT days to attend team meetings, participate in end of year planning and review and attend team Christmas lunches. As UCL does not provide central financial support for KIT days, ICTM funds this locally as equivalent time off in lieu. The arrangement is agreed between individual and their line manager. Currently there is no formal mechanism for assessing uptake which is addressed as part of our action plan.

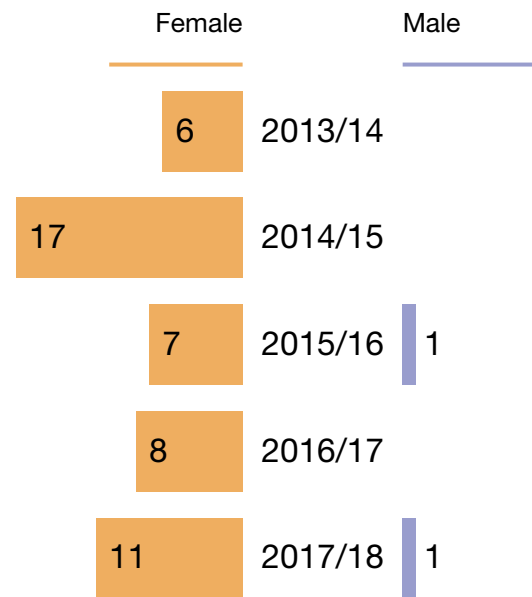


Figure 37. Number of Maternity/Paternity leave per academic year

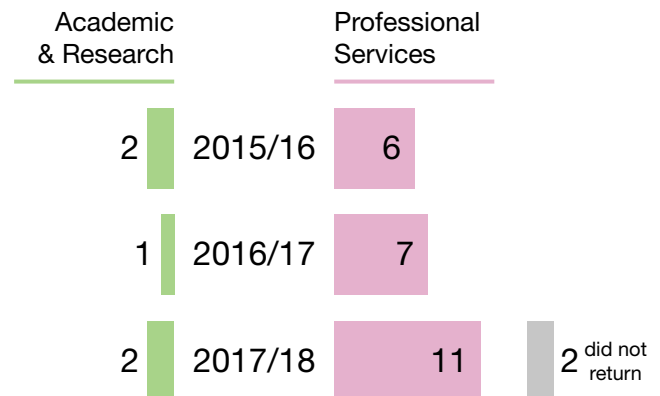


Figure 38. Maternity/Paternity leave by job role per academic year

Staff on maternity and adoption leave are also encouraged to apply to a faculty scheme, which funds childcare, allowing parents to attend any additional training or conferences. We promoted the scheme to working parents who would need additional childcare to attend events during the ICTM Athena SWAN fortnight.

The SS2018 showed 61% of respondents were aware of maternity/paternity benefits, whilst only 37% were aware of shared parental leave and 34% were aware of adoption leave. Although awareness of leave policies is covered during Induction, these survey results show that family friendly leave policies are an area where awareness could be raised more effectively.



Figure 39. Maternity leave return and retention

Action Plan

Promote Staff wellbeing & good work life balance

3.4 Review uptake and raise awareness of family friendly leave policies (eg maternity, paternity, SPL).

(iii) Cover and support for maternity and adoption leave: returning to work

Staff meet with their line manager and local HR for their re-introduction to work, set objectives, inform of any relevant updates and identify any refresher training needs. Some ICTM teams have initiated an informal buddying scheme to help the returners. We plan to assess the value of such a scheme and adopt it more widely if appropriate.

During the first 3-6 months following maternity leave, regular one-to-one meetings are held to ensure the returner is settled and that additional needs are promptly addressed.

Maternity leave within ICTM is relatively steady and in proportion to the large number of female employees. We have had no cases where contracts have not been renewed for staff on maternity leave.

(iv) Maternity return rate

The return and retention rate following return is very high - a positive outcome of the family friendly approach ICTM has adopted. Since our last application, 27 women have gone on

maternity leave (24PS, 3RES)([Figure 38](#)) of whom, 10 are still currently on leave. For the remainder (17 women) whose maternity leave has ended ([Figure 39](#)):

- 2 chose not to return to work (1PS, 1RES)
- 15 have returned to work:
 - 3 within the last 6 months (100% retention rate)
 - 3 between 6 and 12 months ago (67% retention rate) (one left 11 months after returning to relocate abroad).
 - 4 between 12 and 18 months ago (100% retention rate)
 - 5 more than 18 months ago (100% retention rate)

11/15 (73%) returned on reduced hours or flexible working patterns and 4/15 (27%) on the same hours.

(v) Paternity, shared parental, adoption, and parental leave uptake

From 1 Jan 2015 – end Sept 2018, two men had taken paternity leave and two (1F, 1M) has taken shared parental leave ([Figure 37](#)). No one had requested adoption leave.

Staff can take up to 20 days Paternity/Partners leave at full pay and the University has recently introduced a Shared Parental leave policy, which ICTM HR discuss with individuals prior to maternity leave, so they can make informed choices.

(vi) Flexible working

The ICTM operates various flexible working arrangements; all staff can apply and they are very popular. These include:

- Part time working
- Job sharing
- Career breaks
- Working from home
- Variable Hours Working
- Compressed hours

Results of SS2018 indicated that 194 (86%) of staff work flexibly and 183 (81%) agreed that flexible working was supported and encouraged within ICTM, albeit with some variation across teams.

64(28%) of the SS2018 respondents had requested to change their contracted hours since starting at the ICTM, either formally or as an informal agreement with their line manager. The majority of these requests (54/63, 86%) had satisfactory outcomes.

Since 2015, all formal requests for flexible working have been successful. Many of these were from women with caring responsibilities, and the majority (40, 63%) were to reduce or increase hours.

“ In terms of wellbeing, I feel that knowing you can come in a bit later on one day if you need to, or leave earlier, you can work alongside your own schedule whilst being trusted to always get the work done to a professional manner. ”

Staff Member, SS2018

(vii) Transition from part-time back to full-time work after career breaks

UCL policy is that once a career break has been agreed, the member of staff is guaranteed to return to the same or similar job. Since our last application no staff have taken a career break and returned to a full-time role, and one person

has taken a career break and returned to a part-time role. In this case, contact timepoints were agreed between the staff member, their line manager and HR before the career break. A call was held to review the break and to discuss options for returning, allowing sufficient time to consider options and finalise a return-to-work plan.

5.6 Organisation and culture

(i) Culture

We have embedded diversity and inclusion in existing initiatives, and new ones; our aim is to create a workplace culture in which staff feel included and valued, enabling them to thrive and reach their potential.

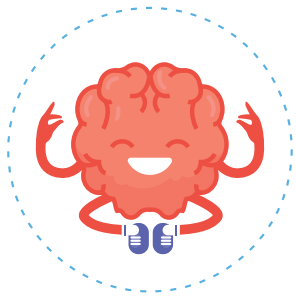
Building on successful events during Athena SWAN Fortnight, we established a dedicated Wellbeing Group to provide support for physical and mental wellbeing across ICTM, led by enthusiastic staff committed to promoting a healthy workplace culture. The Group (14F: 1M), working in conjunction with the Social Committee quickly implemented a Wellbeing Strategy, having initially invited anonymous suggestions on ways to improve ICTM workplace culture and wellbeing. The three main themes (Physical, Social and Mental Health) determined the basis of the strategy and events were targeted to these themes.

“ It is such a lovely environment to work in, everyone looks out for each other and encourages well being. ”

Staff Member, SS2018

“ The culture of long hours working has changed in 2018 - there is positive encouragement to leave on time [...] this is a really positive change and has improved work-life balance. ”

Staff Member, SS2018



MENTAL HEALTH AWARENESS WEEK

Figure 40. Mental Health Awareness Week Banner

Events to date

Physical Wellbeing

- National Cycle to Work Day, including:
 - 15-minute lunchtime talks, 'Cycling Shorts'
 - 'Celebrate cycling' breakfast for existing and budding cyclists to share tips about cycling to work
 - Introduction of a 'buddy system' where current cyclists share their cycle routes to encourage less confident cyclists
- Steptember: Staff teams collectively recorded their steps during September, to improve physical health and foster team spirit.

“ I started walking from King’s Cross instead of taking the tube to Holborn because I wanted to increase my step count! ”

Staff Member, Steptember

- Free Gym Classes: ICTM wellbeing organised a week of free Gym classes followed by reduced membership rates at a local gym, leading to 21 staff members choosing to join a gym or introduce more physical activity into their daily lives.

Mental Health

Mental Health Awareness Week:

- Talks about UCL services, online Cognitive Behavioural Therapy and telephone therapy platforms were held
- A workshop on Stress & Resilience led by a professional counsellor
- A talk on how what we eat affects our mental

health; 80% of attendees felt more confident in maintaining their own nutritional wellbeing following the session.

- 'Mood Food' lunch - where staff were invited to bring a dish that conjured happy memories with fundraising for RETHINK.
- Lunchtime yoga and meditation sessions
- A talk from Wellbeing@UCL about support and initiatives available to UCL staff
- Daily lunchtime TED talks on topics about mental health and wellbeing

The most popular events (meditation and mindfulness sessions, lunchtime TED talks) now feature regularly at ICTM.

As the Wellbeing group becomes more established, formal monitoring of attendance and feedback at events will ensure relevance of future events, and the gender balance of the committee will be reviewed.

Social

Details of social events and ICTM social strategy are described in 'Timing of departmental meetings and social gatherings' section.

The Institute has a Wellbeing champion and equality & dignity issues are incorporated into wellbeing initiatives facilitated by the chair of the Wellbeing group also being an integral member of the EDIT group. The Unit does not currently have a designated Dignity advisor.

Action Plan

Continue to foster an inclusive and welcoming atmosphere

3.3: Consider need to establish a Dignity Adviser/champion for ICTM

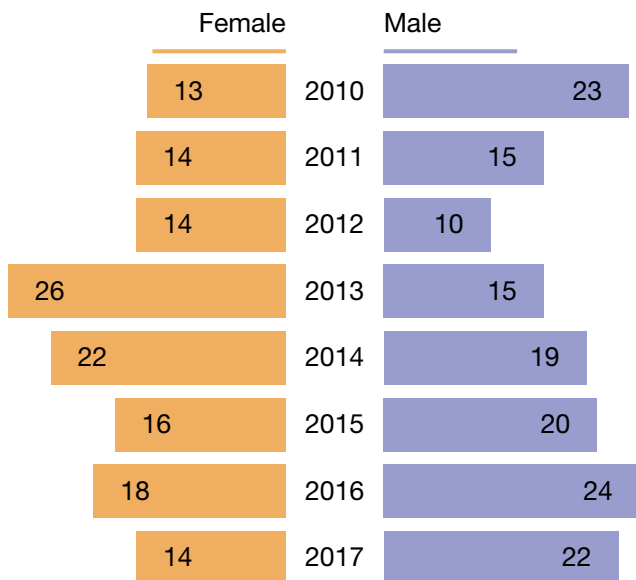


Figure 41. Gender split of seminar speakers

ICTM Seminars

There is a strong culture of learning and education within ICTM, with seminars held every Monday lunchtime during term time. Topics include ICTM trials, statistical and methodological research, and diversity within clinical research.

Although our aim has been to ensure a balance of male and female speakers, there has been a drop in the proportion of female speakers in recent years, from a peak of >60% in 2013 (Figure 41). Moving forward there will be more of a conscious effort to have an equal gender balance.

(ii) HR Policies

ICTM follows all UCL policies, especially those on equality and dignity, available on the University intranet and highlighted during the ICTM induction.

The UCL Staff-wide Survey 2017 showed that:

- 63% of staff felt worrying that reporting bullying & harassment would have a negative

impact on them

- 7 staff (10%) had experienced bullying or harassment in the previous 2 years
- 24 staff (17%) had witnessed bullying or harassment in the previous 2 years

Therefore 'Where to draw the line' training led by senior leaders, was held at ICTM in January, Sept and Oct 2018. 89 employees participated in total and all sessions were filled.

Despite the training, SS2018 showed that whilst only 6% (13/221) of staff had ever had need to report bullying or harassment; 19% of staff still felt that reporting bullying & harassment may impact negatively on them. Therefore, ensuring staff understand how, and feel confident, to report bullying and harassment remains an area of focus. We will also be widely promoting the forthcoming launch of the UCL wide 'Full Stop' confidential reporting helpline and campaign.

Action Plan

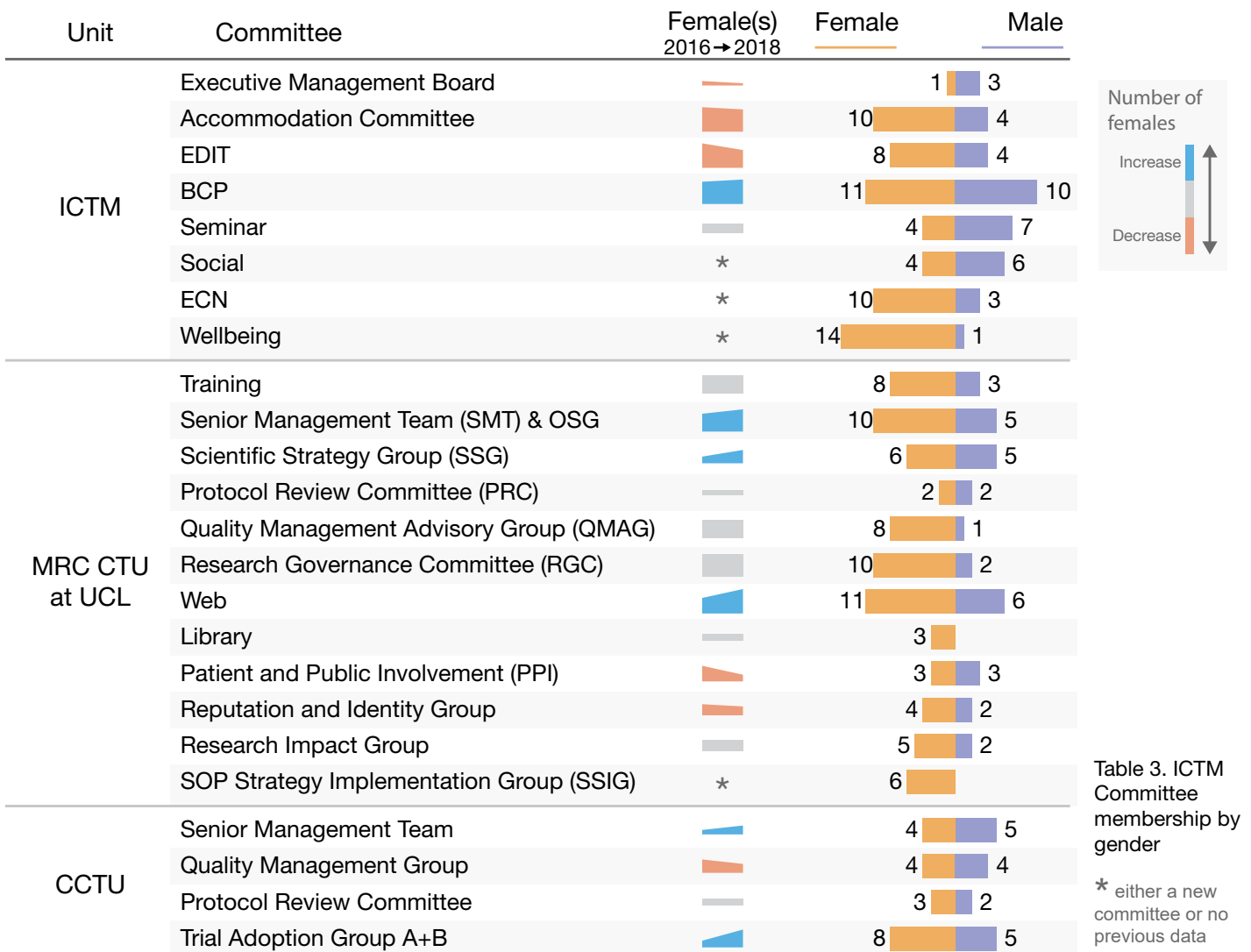
3.3: Ensure all staff are aware of policies surrounding inappropriate behaviour, and feel comfortable to report

ICTM has very few disciplinary cases. The aim is always to manage informally as far as possible, highlighting the need for consistent policy. Staff have welcomed this approach. Communication on policies is typically undertaken by a combination of University, Faculty and Unit announcements, talks and discussions using a variety of methods.

Any grievances are dealt with according to UCL policy – informal review of the situation is followed up with a clear written record of the basis of the grievance, and a grievance meeting, involving HR and an appropriately skilled member of University staff. Consistent with UCL

Unit	Committee	Female	Male
ICTM	Executive Management Board	1	3
	Senior Management Team (SMT) & OSG	10	5
MRC CTU at UCL	Scientific Strategy Group (SSG)	6	5
	Research Governance Committee (RGC)	10	2
CCTU	Senior Management Team	4	5

Table 2. ICTM decision-making committee membership by gender and role



policy and the data protection act, the outcome of individual cases is confidential. However formal grievance procedures involve members of the senior management team and are reviewed and monitored to highlight potential issues that can be acted on.

(iii) Representation of men and women on committees

All committees aim for gender balance and representation of the ICTM staff make up, albeit the remit of the committee will determine the precise membership (Table 3). Where possible, staff are rotated onto committees, or attend as observers, to gain experience and help with development. Committee membership is reviewed during annual appraisal to ensure no individuals are overloaded with committee responsibilities.

The five main decision-making committees at ICTM comprise more than 62% women overall

(Table 2). This is lower than the F:M ratio at ICTM. In part, this is because core membership of these committees includes the ICTM Manager (male); 2 Unit directors (both male) and one Deputy Director (female). Overlap between committee membership means that in total, 24 women and 13 men are involved across the 5 committees. EDIT will recommend that gender balance is reviewed and redressed, where possible, to reflect the ratio across the Institute.

Action Plan

Promote Athena SWAN principles, monitor gender balance equality across the institute

1.9 Annually review gender balance of ICTM committees.

(iv) Participation on influential external committees

57% of staff reported that they are encouraged to represent ICTM on external committees, boards and conferences, irrespective of gender or other protected characteristics (SS2018). We have begun to collate details of representation on external committees as part of a wider capacity building initiative.

(v) Workload model

ICTM does not use a formal workload model. We are keen to take a more formal approach so this will form part of our future action plan.

Since 2017, the Programme Leads and Finance team review resources quarterly, to ensure the budget will sufficiently support additional workload needs within each project.

The ICTM matrix structure consists of functional groups, which work across the research themes covering Trial and Study Management, Data

Management Systems (both 100% PS staff), Clinical, Statistical and Administration functions.

The Functional Group leads ensure a balance of skills, experience and gender on each project/trial. When projects end, staff are moved onto new projects – taking into account staff leaving, maternity leave, sabbaticals and personal aspirations. This enables ICTM to retain staff beyond the original grant end dates. Where individual workload is high, consideration is given to reducing this where possible. We also promote use of the various leave policies as a way of providing breaks for those who need them.

Action Plan

Facilitate effective management of work life balance

3.5: Introduce a workload model to support improved effectiveness in managing workloads



Figure 42. Summer Party 2018

(vi) Timing of departmental meetings and social gatherings

ICTM general staff meetings are held on Tuesday - the day that most staff, including PT, are in work. Meetings are held during core hours (10:00 - 12:00 and 14:00 - 16:00).

Similarly, staff seminars run on Mondays, between 12:45 and 14:00, with lunch provided. Minutes and slides are posted on the ICTM and/ or Unit Intranets for staff unable to attend to review, we also stream meetings online for staff to listen/watch as convenience.

Social Gatherings

The Social Committee organises social events throughout the year.

In 2017, the EDIT team, and SMT requested a family-friendly summer event, resulting in a large, family picnic, with food, drinks and a selection of garden games. The picnic took place from 13:00, staff were not required to take leave, and

it was a great success and was repeated in 2018. Both years have seen ≥ 115 members of staff attend, along with their partners and children. This is now an annual event.

The Social Committee advertised events through posters, in weekly news bulletins and on the Intranet, giving plenty of notice, so that staff can make suitable arrangements. Events are also highlighted as an agenda item at every General Staff meeting.

There is an annual Christmas party organised by the Social Committee, which takes place in early December. This evening event includes drinks and snacks at ICTM before moving to an external venue, so that members of staff unable to attend the whole evening can join in before leaving the ICTM. The party is usually well attended and feedback from staff has generally been positive.



(vii) Visibility of role models

Our commitment to advancing the role of women in science is evidenced by our Athena SWAN page on ICTM website, which also includes a “Career Profiles” page of women researchers, drawn from across ICTM, in RES and PS roles and different levels of seniority. In our larger institute meetings, we have a rotating chair which highlights the different roles and pathways within ICTM.

At our important decision making committees such as Scientific Strategy Group (SSG) and the Research Governance Committee (RGC) observers are encouraged to help understand the senior staff roles and what is involved at this level of responsibility.

(viii) Outreach activities

Outreach activities are discussed and recorded annually during the appraisal process and recognised as an important part of an individual’s wider ‘citizenship’. For exceptional work, recognition for these activities may be through financial awards such as accelerated increments or additional responsibility awards.

ICTM organises an annual outreach day for A-level students from schools in the greater London area. It aims to increase interest in STEM subjects for female students, and to promote interest in clinical trials careers to this young audience.

The numbers of students attending has increased over the last 3 years (12 in 2015/16, 15 in 2016/17, up to 18 in 2017/18), as has the proportion of female students (58%, to 60%, to 79% in the respective years) ([Figure 44](#)).

Feedback has been overwhelmingly positive; students request further information on careers in clinical trials, and guidance on which undergraduate degrees may help them to get into clinical trials careers.

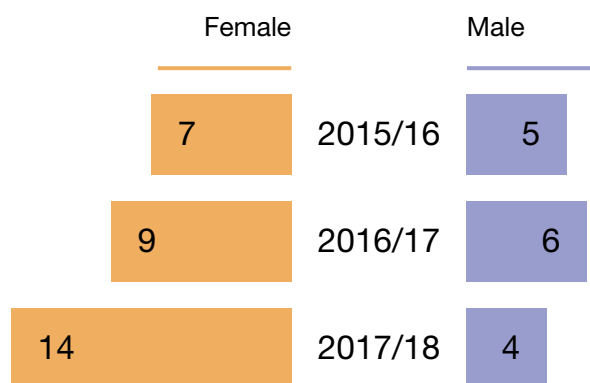


Figure 44. A-level outreach day students by gender over time

The ICTM intends to increase the frequency of these events to twice-yearly from 2019/20.

Action Plan

Share experience outside the ICTM to promote principles of Athena SWAN

1.8. Set up a more formal programme of school visits / outreach and monitor feedback from sessions delivered.

Promote the principles and benefits equality and champion women in science during outreach activities.

The Wellbeing group (section 5.6.i) have started to centrally record outreach activities undertaken by staff across ICTM. They will review findings to inform future events and provide relevant information on how staff can get involved.

- Delivering talks at secondary schools on women in science and also on clinical trials and careers more generally
- Running science and mathematics activities with primary school aged children, in schools and other settings

This page is intentionally left blank.

CASE STUDIES: IMPACT ON INDIVIDUALS

Dr Elizabeth George

Senior Research Associate (started as a Research Associate in 2009 and promoted in 2015)

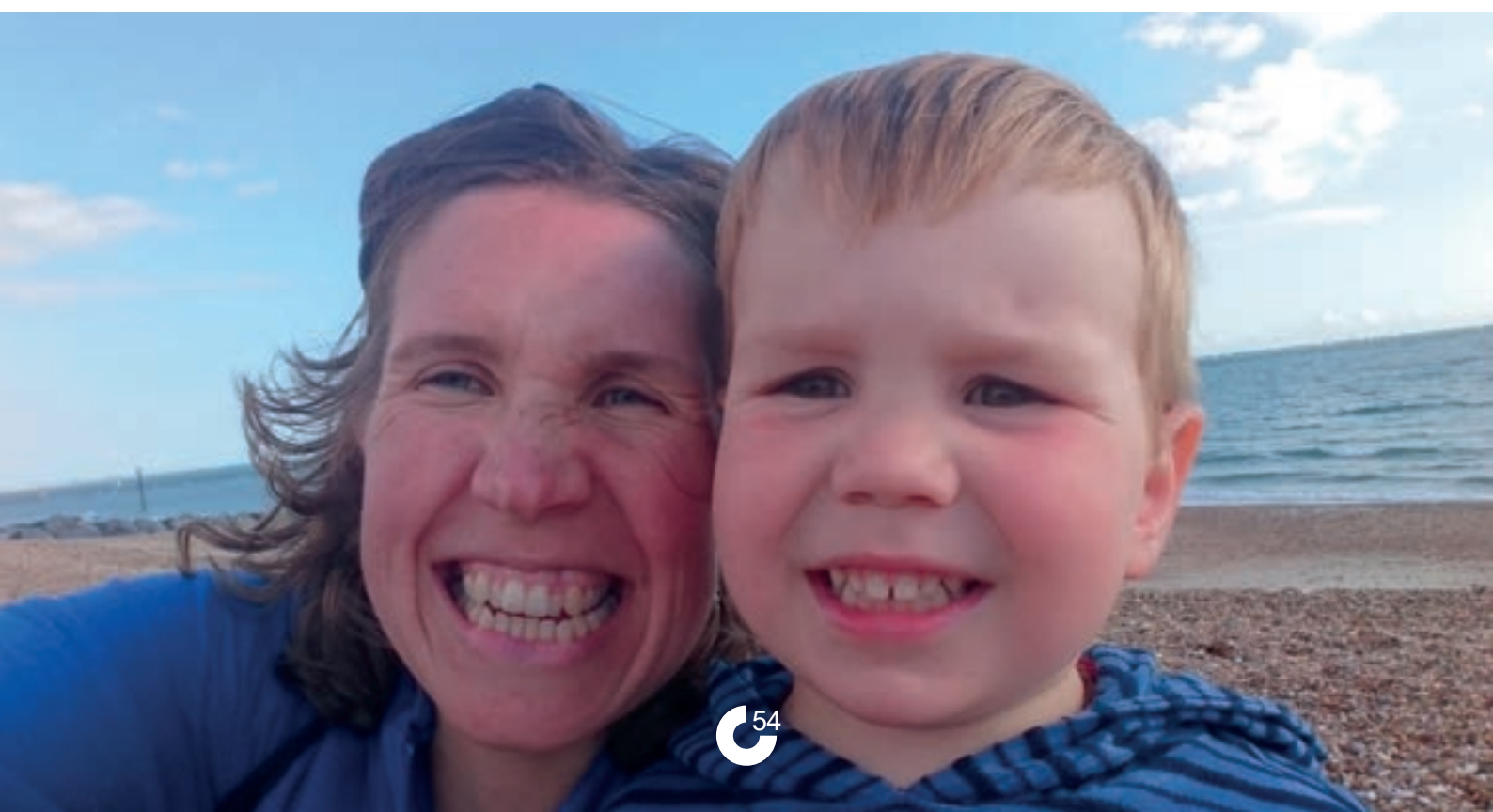
Two years after I started at MRC CTU, I was considering what to do next after a large project was coming to a close and my line manager suggested starting a PhD using the data from the project but also continuing to work on other projects.

I was supported in doing my PhD part time enabling me to take on roles and responsibilities open to staff (which wouldn't have been available for a full-time student). I also enjoyed the variety that studying part-time brought although sometimes it was not always straightforward to balance work and studying. My supervisors were very good though and tried very hard to protect my study time, especially whilst I was writing up near the end.

I also took a period of maternity leave from work and study and felt free to choose how to balance things on my return. I returned full-time to help

get through the PhD quicker but when this felt difficult being away from my son 5-days a week I was encouraged to try flexible working and working 10 days in 9 worked well for us, enabling me to keep the pace up on work and study but seeing my son a little more.

During my maternity leave my line manager got in contact and asked if I was interested in considering going through the promotions process. I was happy to complete the paperwork whilst on leave and was fully supported and encouraged by my line manager and was successful, starting on my return to work. I finished my PhD in 5.5 years which was what I was hoping for despite the expected timeline being up to 7 years part time. I have also recently moved house and have a longer commute and felt comfortable in asking about working from home more regularly. This was approved and has been working well, I can arrange meetings for days I am in the office, but have connected via phone or Skype to other meetings happening in the office if needed. Much of my work is with collaborators outside of the UK so many meetings were by skype anyway. I have also been supported to work at home with some IT



equipment - matching the monitor and specialist mouse and keyboard that I have in the office which has really helped me to get the right environment at home.

In the last 18 months I have been actively involved in a group promoting and encouraging mentoring and been trained as a facilitator for mentoring training which I've enjoyed. It's been a great opportunity to help others through the transitions I've gone through and share some of my experiences over the years. I am due to go on maternity leave again and feel confident that ICTM will support me to find the best way to a good work life balance on my return.

Jo Calvert

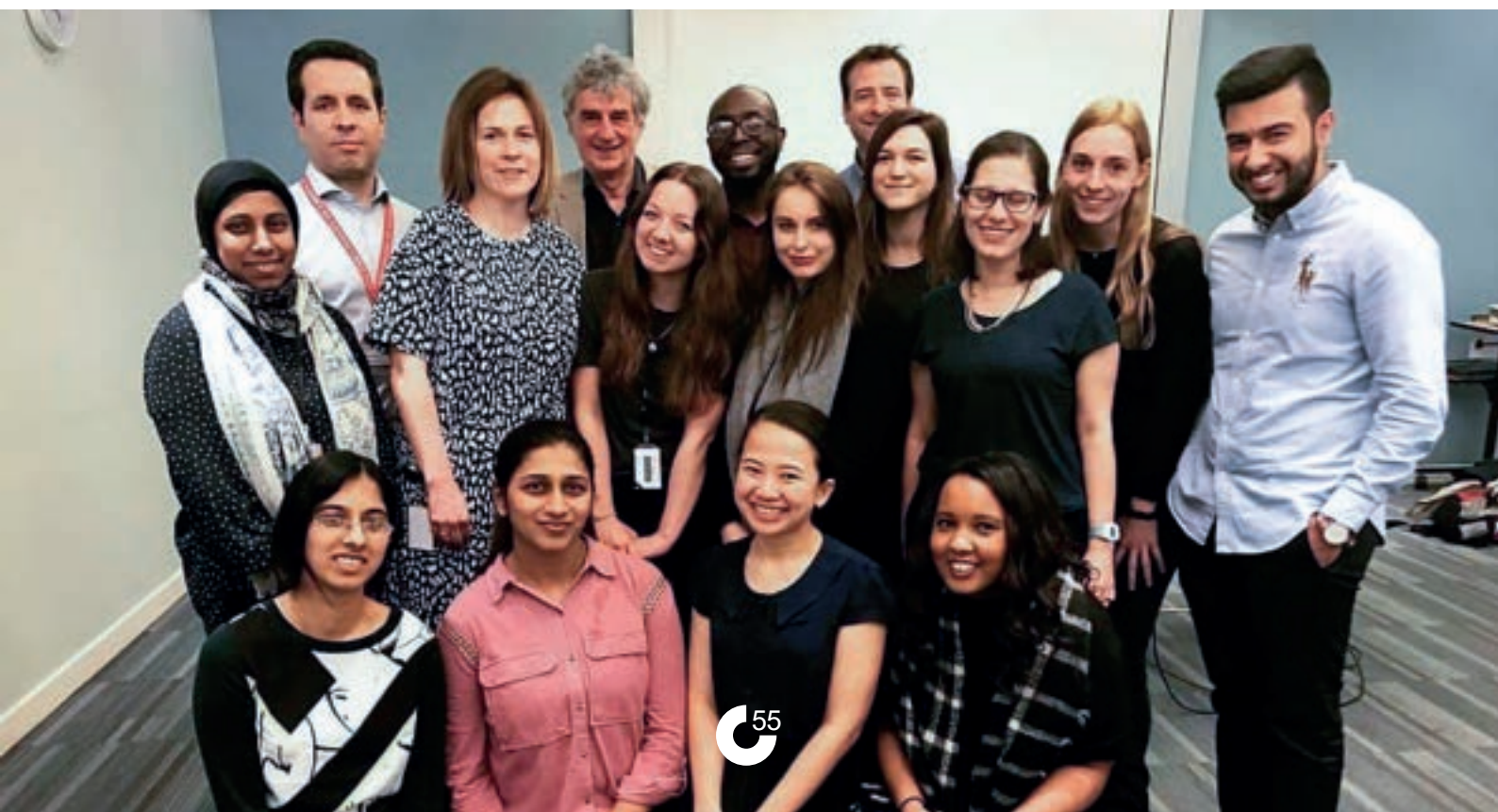
Trial Manager and SAT member

I recently completed an MSc in Clinical Trials at UCL whilst working full-time at ICTM. The Unit offers financial support towards the MSc programme and I was successful in my application for a full bursary. I decided to complete the MSc part-time, over two years. I had one face-to-face teaching day at university per week whilst working the other days. I was successfully promoted from a Data Manager to a Trial Manager in 2017, whilst studying on the MSc. I joined the Athena SWAN SAT in 2016, shortly after enrolling on the MSc as I wanted to contribute to a work culture that champions diversity and supports those who experience

a disadvantage in the workplace. I wanted to particularly represent students and those early in their career at ICTM. I've been able to participate in discussions surrounding academic development and career progression alongside other issues within the Athena SWAN SAT.

I felt privileged to be able to study whilst working full-time hours as it meant I didn't have the financial sacrifice of cutting down my hours, and I certainly didn't have to choose between study or work. I received an allowance of 5 days study leave and 1 exam day each year and arranged to take annual leave or flexi-leave for the remaining teaching days. Flexible working hours meant I could work extra hours to build up time to take back as leave on university days. Ultimately, this flexible working approach, along with ICTM's culture of supporting academic development has enabled me to study alongside work.

The course is co-ordinated by ICTM so I have been well supported by teaching staff and my colleagues and had the flexibility to cater my MSc project to the work I do and make it useful for the Unit. I have also been able to act as an advisor for teaching materials and expectations for students on the MSc programme. This flexibility and support from ICTM in completing further study alongside work has been invaluable to me and advantageous in terms of career progression.



ACTION PLAN

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
1. Promote Athena SWAN principles, monitor gender and equality balance across the Institute					
1.1	Only 33% of applications for ICTM posts are from men	Review recruitment material to emphasise we welcome applicants across all genders	Annually from Q2 2019	Carole Booth (HR)	Increase proportion of male applicants for ICTM posts to >33%
1.2	Only 20% of applications for the MSc in Clinical Trials are from men	Evaluate the MSc promotional literature and identify target groups for promotion	Q2-3 2019	James Blackstone	Increase proportion of male applicants up to 50%
1.3	Monitor EDIT for continued representation of Institute (NB current constitution 16 members; 11F, 5M)	Review membership each year and as members leave. Address gaps in expertise or representation	Q4 annually	EDIT Chair	EDIT should fully reflect constitution of ICTM across gender and other protected characteristics
1.4	Ensure EDIT workload and responsibility is fair for all EDIT group members	Review the Chair role and consider rotation or co-chairs	Q3-4 2019	EDIT Chair / Vice chairs	New Chair (or co-Chairs) in place
		Introduce new members and enable existing members to step down without expertise being lost	From Q1 2020 and annual review	EDIT team	New members are supported to take on EDIT roles
		Increase participation in the EDIT subgroups	Q1 2020	EDIT subgroup leads	≥20% increase in subgroup team numbers;

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
1.5	Ensure that all new ICTM staff are aware of EDIT activity	Create a short video to highlight ICTM EDIT work and impacts.	Q4 2019	Will Everett / EDIT team	Video is used at new staff induction sessions and available on ICTM intranet for all staff to view
		Monitor impact of the video	Q1 2020	Will Everett / EDIT team	≥60% Positive feedback from new starters
1.6	Build on successful first Athena swan fortnight to increase awareness of EDIT work at ICTM; improve workplace culture through sharing of ICTM and UCL resources and general through promoting equality, diversity and inclusivity work	Run a second EDIT week	Q4 2019	All EDIT members	≥75% ICTM staff attend an event
					≥60% positive feedback on events
					≥80% awareness of EDIT priorities and activities across all staff in staff surveys
1.7	Ensure all EDIT activities are relevant to all and increase engagement	Sub-groups develop, promote and implement annual event programme	Q3 2019	Subgroup leads / teams	Annual plans prepared and finalised for each year
					Regular updates in ICTM-wide communications
		EDIT to review the programme across sub-teams	Q4 2019 and annually	All EDIT members	≥20% of staff attend regular events
					≥60% positive feedback from attendees
90% of relevant staff aware of the ECN (currently 80%)					

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
1.8	Share experience outside the ICTM, particularly in schools and promote principles of AS (equality and diversity) within these talks.	Set up a more formal programme of school visits / outreach and monitor feedback from sessions delivered.	Q3 2019 and annually	James Blackstone/Katherine Beaney	30 A' level students attend the outreach days (from 18 students in 2018);
		Promote the principles and benefits equality and champion women in science during outreach activities.			≥70% positive feedback
					Ensure gender balance at these events.
1.9	Promote gender balance on ICTM and external committees	Annually review membership of all ICTM committees, including decision making ones and representation on external committees	Q3 2019 and annually	EDIT Chair	Committee membership reflect ICTM staff gender make-up
1.10	Promote diversity on recruitment panels	Introduce the Faculty of Population Health Science policy of 1 BME representative on every interview panel. Monitor and record for each panel.	Q4 2019 and review annually	Carole Booth (HR) Recruitment Managers	Policy is implemented across the institute

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
2. Improve career development and promotion for all staff					
2.1	Improve RES staff satisfaction with appraisal process	Focus groups with academic / research line managers to improve engagement with appraisals.	Autumn/ Winter 2019	HR team EDIT team	≥70% RES line managers attend
					All RES staff in post ≥12m have an annual appraisal;
					≥80% overall satisfaction with appraisal (from 67% in 2017)
		Deliver 2 training sessions for RES line managers on embedding careers framework in appraisal	Q1 2020, then annually	HR team	≥70% RES line managers attend
					≥80% RES appraisals satisfactorily discuss career development (52% in 2017)
					Reduce the time taken to identify RES staff ready to enter the UCL academic / research promotions process
		Deliver a session on appraisal in scientific staff meeting / away day	Q4 2019 / Q1 2020	ICTM Director EDIT Chair Carole Booth	≥90% senior RES staff attend session ≥70% positive feedback

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
2.2	To increase the numbers and proportions of successful RES promotion applications	Improve gender balance in RES pipeline by ensuring promotion process is equitable	Q2 2020	HR RES Line managers ICTM senior RES staff	Increase the number of staff applying for RES promotions at all grades, irrespective of gender Maintain high levels of successful applications (100% in 2018), irrespective of gender
		Improve RES staff perception of career progression	Q2 2020 and ongoing	EDIT team	Improve understanding of the careers framework to ≥90% (76% in SS2018)
					≥50% RES staff encouraged to apply for promotion (42% in SS2018)
					≥80% RES staff feel the process is fairly applied (52% SS2018)
2.4	Develop PS staff to increase chances of successful promotion to higher grades	Review use of internal 'secondments' within PS; Consider application of process to other grades or work areas	Q4 2019 Q2 2020	HR Senior PS staff Secondees	≥80% Positive feedback from seconded staff Increase in number of PS secondment opportunities and across more role types at all grades, balanced by gender
		2.5	Improve PS staff satisfaction with appraisals, through better link between performance and promotion / development / reward	Focus groups to review whether appraisals align with promotion / development	Q2 2020 and annually

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
2.6	Identify candidates for personal development at key career milestones	Ring-fence part of ICTM training budget for external courses for high performers (e.g. Springboard / Leadership etc)	Q1 2020 and annually	ICTM Director ICTM Manager HR Line managers	4 members of staff nominated for personal development courses p.a.
2.7	Support staff at key transition points in their careers by increasing uptake of the inter-institute mentoring scheme to: <ul style="list-style-type: none"> • Support staff development and careers • Provide support on return from maternity leave or sabbaticals • identify actions for successful career progression for individuals 	Run monthly training sessions in 2019 and schedule more sessions for 2020 and beyond	Q4 2020	Mentoring Lead and sub-team	≥80% positive feedback from mentors/mentees taking part in the training
		Increase numbers of mentors/mentees	Q4 2020		300 staff trained by Dec 2020 (200 currently).
		Collate feedback on mentorship from mentees	Q2 2020 and annually		Mentees report high rates ≥70% of satisfaction with mentorship programme
2.8	Holistic development of skills for early careers staff and students	Build on ECN events to ensure relevance and satisfaction to staff and students	Q4 2019	ECN Chair and subgroup ICTM Departmental Graduate Tutor	≥80% relevant staff / postgraduate students join ECN
		Monitor and increase uptake of UCL skills development courses and other non-mandatory training by relevant staff members and students	Q1 2020 and annually	ECN Chair and subgroup ICTM Departmental Graduate Tutor	Increase in the uptake of ECN and UCL courses

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
3. Promote staff wellbeing and a good work life balance					
3.1	To continue to support our staff through promoting the importance of mental health	Following on from Mental Health Awareness week, schedule at least two mental health events per annum, publicise presence of Mental Health First Aiders and University-wide support and initiatives	Q1 annually	Wellbeing Group - lead	Increase staff awareness of how to access support for stress to 70% (currently 53%)
3.2	To fully ingratiate Wellbeing work into ICTM	Increase visibility of senior staff support for Wellbeing initiatives.	Q1 annually	EDIT chair / Wellbeing sub-group	Increase uptake of wellbeing events to ≥20% at all events.
		Appoint a member of ICTM senior staff to champion wellbeing	Q4 2020	ICTM Director EDIT chair	Senior staff champion appointed and in post

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
3.3	Continue to foster a welcoming, inclusive atmosphere	Ensure all staff are aware of policies surrounding inappropriate behaviour; bias; the support available	Q2 2020	EDIT chair HR	100% of staff attend bullying and harassment training
		Review and update contents of the new staff induction package including formalising the buddy system to measure success	Q4 2019 and annually	EDIT chair HR	Events scheduled on different days / times with at least 2-weeks' notice 100% of new staff attend induction session within 6m of starting at ICTM
		Consider need to establish a Dignity Adviser/champion for ICTM	Q4 2019	EDIT chair HR	Benefits established, role articulated and supporting implementation plan in place.
		Raise awareness of the UCL "Full Stop" campaign and report & support mechanisms for reporting bullying & harassment	Q3 2019	EDIT chair HR	Communication plan implemented and feedback gathered.
3.4	Promote family friendly leave policies	Review and raise awareness of family friendly leave policies (e.g. maternity, paternity, SPL).	Q4 2019	ICTM Institute Manager HR Line managers	Increased awareness and usage of family friendly leave policies across all staff
		Formalise centralised recording of uptake of KIT and SPLIT days	Annually	HR and Line Manager	Increase in uptake and better understanding of reasons for not using KIT / SPLIT days.

Reference	Rationale	Action	Timescale	Person(s) responsible	Success measure
3.5	Facilitate effective management of work life balance	Introduce a workload model to support improved effectiveness in managing workloads	Q2 2020	ICTM Institute Manager HR	Workload model implemented
		Monitor feedback and impact	Q3 2021	ICTM Institute Manager HR	Positive feedback on benefits Improved work-life balance in staff survey (from 75% in SS2018)