8. Action Plan

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years.

Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

Key	Definition
Yellow box	Priority actions: These actions have been highlighted as central to responding to the gender and intersectional equality issues identified in the AS submission

Abbreviations	Definition
ACF	Academic Career Framework
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ART	Academic, Research and Teaching staff
AS	Athena SWAN
AtL	Accelerate to Leadership
BAME	Black, Asian and minority ethnic
CCSS	COVID-19 Career Support Scheme
CPS	Central Professional Services
EDI	Equality, Diversity and Inclusion
EI	Equality and Inclusion
F	Female
FRS	Fair Recruitment Specialists
FTE	Full-time equivalent
G	Grade
GSG	Gender Steering Group
HEI	Higher education institution
HoD	Head of department
HR	Human Resources
HRBP	Human Resources Business Partners
HRPC	Human Resources Policy Committee
IOE	Institute of Education
ITE	Initial Teacher Education
JD	Job Description
LERU	European Research Universities
M	Male
NTDC	National Technicians Development Centre
OD	Organisational Development
OVPR	Vice-Provost (Research)
PGR	Postgraduate research
PGT	Postgraduate taught
PS/PSS	Professional Services/Professional Services Staff
PVP	Pro-Vice Provost
REC	Race Equality Charter
REIG	Race Equality Implementation Group
SAP	Senior Academic Promotion
SAT	Self-Assessment Team
SLASH	School of Law, Arts and Humanities and Social and Historical Sciences
SLMS	School of Life and Medical Sciences
SMART	Specific, Measurable, Achievable, Relevant, and Time bound
SMT	Senior Management Team
STEMM	Science, Technology, Engineering, Maths and Medicine
UCL	University College London
UG	Undergraduate
VD	Vice Dean

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	End
— **1. Institutional Athena SWAN Engagement**							
1.1	All established UCL departments (as set out in the Regulations of Management) to hold an Athena SWAN award.	• Principle 3 of the AS Charter commits UCL to addressing unequal gender representation across academic disciplines and professional and support functions. Currently there are 40 AS Award holding departments (3 Gold, 14 Silver and 23 Bronze) and one Project Juno award.	1. All departments, including AHSSBL submitted by 2025.	• Pro-Provost (EI), SMT, and HRPC with Faculty Deans • with support of Athena SWAN Manager, 3 school-level posts and Provost's Gender Equality Envoy	• All AHSSBL departments to have an Athena SWAN Bronze by 2025. • All UCL departments to have an Athena award by 2025. • >50% of STEMM departments to have Silver award by 2025. • Target: UCL to apply for institutional Gold award by 2026.	Spring 2021	Oct 2025
		• Engagement by STEMM disciplines has led to significant progress on gender equality. Engagement by all departments will enable expansion of cultural change. Higher award for existing award holding departments will support embedding of cultural change.	2. All departments holding an award to work towards retaining or improving their level of award. 3. All Bronze award holding department to make silver at renewal. 4. Produce annual review and report on institutional and departmental progress and impact.	• Pro-Provost (EI), Deans, Provost's Envoy for Gender Equality and Gender Steering Group	• 100% of Bronze award holding departments apply for Silver with >75% success rate. • 100% of Silver award holding departments successfully renew at Silver.	Spring 2021	Oct 2025
1.2	New EDI Governance and reporting structure (including the Equality Charters Group, Inclusion Forum (chaired by Provost) and Gender Steering Group).	• Previous self-assessment of both Athena SWAN and Race Equality Charters identified duplication of effort through the equality networks and the lack of cohesion across groups to consider intersectional practice. The current round of submissions coincided in 2020, along with evidence of intersectional disadvantage, and the decision to bring the groups together came into effect in 2019.	1. Review structure and membership in 2021.	• Pro-Provost (EI), Director of EDI, and GSG co-chairs	• New structure evaluated after 12 months in consultation with group members, outputs of the new groups measured, and membership reviewed for 2021/22.	Oct 2021	Oct 2024
			2. Recommendations produced to further improve integrated EDI structures.		• Implementation of any recommendations for further improvements by 2022.	Oct 2021	Oct 2022
		• Whilst the Gender Steering Group has been effective at democratising participation in gender equality governance by enabling staff at all grades and staff groups to participate, there is a low male and student representation. Building on the work started in 2020 to create a Student Gender Forum to support, capacity build and co-ordinate student participation on departmental and institutional Athena SWAN SATs.	3. Increase the number of male GSG members from 20% to 40% by 2022. 4. Ensure that every SAT has representation on the Student Gender Forum.		• Increase male representation of the Gender Steering Group to 40% by 2022 and 50% by 2023. • Every departmental SAT has representation on Student Gender Forum by 2023.	Oct 2021	Oct 2023
			5. Gender Steering Group to produce annual reports with priorities on the state of Gender Equality at UCL, including recognition of citizenship activities, an annual update on the departmental action plans, highlighting key challenges, issues and successes in school level profile data by seniority, staff group, responses to REF 2021 and the rest of AS data reporting criteria. This will feed into annual EDI reporting to Council.		• Annual reports produced and feeding into EDI reporting (June).	2022	on-going
— **2. Recruitment and Induction**							
2.1	Pilot and evaluate innovative recruitment mechanisms through the new waiver to enable positive action.	• We need to develop greater knowledge and better understanding of how alternative and innovative recruitment methods and pipeline development initiatives (such as secondments) could impact positively on gender under-representation (particularly females at senior levels and teaching staff for males) and intersectional-BAME (particularly in PSS senior grades and all academic grades). • A particular focus will be UCL East recruitment (250+ ART and 150+ prof services staff) will be a primary area for piloting new recruitment positive action mechanisms, including more extensive PA job advert statement, job ad and JD templates. • UCL East PSS recruitment will focus on recruitment of local residents in the four Olympic boroughs (Newham, Tower Hamlets, Hackney, and Waltham Forest) as part of our commitment to the wider Olympic Legacy. This recruitment will have an intersectional focus, targeting long-term residents, residents on lower incomes, disabled and BAME residents. Due to the demographics of the area, a focus on recruitment of local residents will support race equality and disability objectives (Newham is 70%+ BAME residents for example) (See also 2.2 and 2.7).	1. Research undertaken and pilot initiatives launched as part of the work of the Gender Steering Group and the Race Equality Implementation Group Interim Report (2021) and REC action plan (2020-23). 2. Develop guidance and protocols. 3. Departments and vacancies identified for participation in positive action initiatives, including differentiated by campus, e.g. UCL East. 4. New methods implemented on 20 recruitment exercises. e.g. LinkedIn, other social media platforms for targeted marketing. 5. Use of Jobs.ac.uk to enhance adverts using images to target gender groups. 6. Where possible, trial advertising for PSS in different platforms, as alternative to jobs.ac.uk (Reed, Monster). 7. Capture and monitor information and data centrally. 8. Evaluation report taken to HRPC with recommendations.	• Director of EDI and Head of Recruitment	• Guidance and protocols developed for 3 different positive action methods by 2022, and 6 by 2023. • Evaluate and collate evidence to compare the effectiveness of different positive action recruitment methods and disseminate findings through annual Race Equality Roadshows and GSG reports. Findings reported to HRPC and SMT. • 'Positive action' waivers routinely used to improve under-representation at a rate of: 30 throughout 2021-2024. • New recruitment methods embedded across UCL where it is proportionate and legitimate to do so from 2021 and reviewed by the GSG as part of the annual reporting cycle.	Oct 2021	Oct 2024

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	Timeframe End
2.2	Extend use of Fair Recruitment Specialists (FRS) to all faculties.	• Our recruitment data shows that across all staff groups, BAME applicants have a lower success rate than white counterparts by gender. To mitigate this, greater BAME female and male involvement needed in key recruitment decision-making at both shortlisting and interview stages. • Anecdotal feedback about the Fair Recruitment Specialist scheme is positive in terms of reducing racialised bias in recruitment practices and providing positive opportunities for participating BAME staff but we need to formally evaluate the impact of it on BAME candidate recruitment. • Currently unable to meet demand from faculties due to the popularity of the scheme. • Improving recruitment practices. • More ethnically-diverse panels leading to less 'stereotype threat'.	1. Currently, we have 66 FRS, <1/3 are men (2021), aim to have 150 Fair Recruitment Specialists (FRS) trained and being fully-utilised by 2021. 2. Establish institution-wide recording system for use of FRS, including profiles of FRS and uptake by department/faculty and school. 3. Share use of FRS with Faculty Deans. 4. Identify three areas per year with the most need to improve their intersectional gender-race diversity in staffing and engage an action plan to support use of FRS via the Deans' Pledges for race equality. 5. Fair Recruitment Specialists always used for both shortlisting and interview stage to lower BAME attrition rates at shortlisting stages. 6. Expand the number of FRS in a sustainable way by exploring funding postdocs to participate. 7. Develop an online system for more efficient management and to meet the demand. 8. Dedicated refresher training for Fair Recruitment Specialists annually.	• Director of EDI	• 150 FRS available who are gender and racially diverse by 2021. • Increase the proportion of male FRS to 50% by 2021/2022. • Release time and workload/contribution models to formally recognise FRS' work to include preparation and reviewing time as well as panel participation. Institutional guidance to inform and ensure line managers support and sponsor their staff as institutional FRS. • Online operating system implemented. • Faculties with FRS input to see 1% reduction in differentials in intersectional recruitment 'success rates' data between BAME and white candidates by 2023. • Fair recruitment specialists to reach their minimum commitment of at least one process per term.	2021	2022
2.3	Review and improve staff induction and orientation for all staff.	• A new induction app has been launched and piloted since 2018. • A new induction process was launched in 2019 to better support new staff, giving them an effective orientation beginning on their first day of employment at UCL, and fully completed within first month. • Only 11% staff in 2019 attend induction event with only 1.5% completing this within their first month of employment.	1. Moved to fortnightly induction events. 2. Review induction app. 3. Ensure diverse staff feature as presenters on the day, and in videos and printed materials. 4. Staff induction now self paced online presentation, with live Q&A sessions, plus focussed additional sessions for researchers and senior leaders. We also have improved online resources for new staff in the Welcome Space. 5. Leadership induction for Heads of Department planned as an annual cohort building programme and includes a module on EDI. Launching in Oct 2021 and continuing annually. 6. Outline a best practice onboarding approaches across UCL to ensure that all staff receive a consistent induction n to UCL beyond the centralised induction.	• Head of Recruitment • Head of Employee Experience (OD) •Head of Employee Experience (OD)	• Increase induction attendance rate to 25% by 2021 and 50% by 2022 and 75% by 2023. • Impact on HoD success in management and leadership role. Positive evaluation from HoDs and Deans. • Aligned best practice induction and on boarding approaches available to managers via Lead at UCL.	Oct-2021 Annually from Oct 2021 2022	Oct-2023 on-going 2023
2.4	Address reducing or low proportions of male UG students.	• In line with national trends recording a reduction in male undergraduates, UCL SLMS has recorded a decline in male UG participation (by 3.8%, from 2015-2019). • IoE has low but increasing percentage of male students (from 12.7% to 20.3%, between 2015-2019).	1. Sharing of information with the Deans through the Deans' Roadshows with associated targets and actions developed in partnership with Widening Participation both centrally and locally. 2. Action 10.4 of the IoE's 2019 submission commits it to provide additional support to encourage students from underrepresented groups to consider and engage in progression in their studies.	• Faculty Deans • Head of Student Success IoE SAT	• Better understanding of the issues and trends with new actions to address and incorporate into departmental Athena SWAN submissions. • Agreed targets and implementation of new actions which reverse then increase in male student intake by 2024 in SLMS. Increase in male participation as per IoE's target. Sharing the methodology to increase male participation to other Athena SWAN participating departments through the Athena Forum and Athena SWAN SharePoint site.	Oct 2021 Oct 2021	Oct 2022 Oct 2022

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	End
2.5	IoE actions to address declining number of BAME male students.	• Action 10.4 of the IoE's 2019 submission commits it to provide targeted additional support to encourage students from underrepresented groups to consider and engage in progression in their studies onto higher degrees. This responds to the leaky pipeline IOE data shows.	1. To address progression of male students as part of the colloquium and action plan (see 10.3) and to encourage BAME home students – both groups identified as underrepresented (see also details Section 4.1.v). 2. Personal Tutors advise UG and PGT students on career paths; academic and non-academic. Links are made within tutoring to Careers Office resources. 3.To review and develop ways to encourage male students and BAME home students at each level (a) Undergraduate (b) PGT (c) ITE and (d) PGR This would include live presentations at events and extracts for the IOE website by: current male students and BAME home students at recruitment; male and BAME academic staff, recent and established graduates and individuals who have successfully transitioned from UG to PGT or PGR programmes, post doc and careers. 4. (a) Develop and implement progression and career coaching groups, targeting under-represented groups such as males and BAME home students and facilitated by staff and students from under-represented groups; (b) to support current students in thinking and acting on further students; and (c) to raise awareness of role models on website raising awareness of career trajectories and achievements of students, graduates and staff from under-represented groups. 5. All faculties develop statistical understanding of parallel issues.	• IoE Pro-Director Teaching and Learning • Head of Academic programmes • IoE Communications and SAT working group 3 • Heads of Education x10 other faculties	• (i) progression of male students and BAME home students included will be monitored by examination of progression data. • (ii) Review of tutorials and advice for UG, PGT, ITE and PGR students by September 2021 and any identified gaps responded to. We will access feedback on the experience of personal tutor advice and careers support in IoE Athena SWAN Surveys in June 2020 and 2021 and focus groups on student experience of careers advice and support in June 2021 and 2022. The focus groups will include specific sessions for students from underrepresented groups – for males and BAME home students. • (iii) To develop representation and to report to the IoE SAT and IoE EDI Committee to achieve a balance of male and female and representation of BAME students and staff. Report September 2021 and identification of actions by IOE SAT September 2021 with a further review January 2021. • (iv) Review of current provision for students concerning coaching 2021-22 - and build on good practice across the IoE and UCL to develop progression and coaching groups for undergraduate and postgraduate students from under-represented such as ales and BAME home students in 2021-22. We will access feedback on the experience of coaching, advice and careers support in our Athena SWAN Surveys and focus groups in June 2021 and 2022. • (v) Develop plans for all affected faculties following 12-24 months behind IoE.	Oct 2021	Oct 2023/24
2.6	Reduce racial bias in ART staff recruitment.	Across ART at an institutional level race is an issue (additional to gender). • Academic The average success rate for BAME males and females are the same (1.9%) with BAME males having a drop from 3.1% to 1.3%, whilst white males remained relatively stable (ranging from 2.8% to 3.3%). Intersectionally, STEMM has a bigger average success rate difference between BAME and white females (-5% in SLMS and -3.3% in BEAMS) than AHSSBL (-1.4% in SLASH and -3.3% in IoE). BAME males have the biggest success rate difference when compared to white males in IoE (-2.9%), followed by BEAMS (-2.1%) with a gradual increasing gap over the years (from -0.5% to -3%). • Research The average success rate of BAME males and females is lower (2.8% and 2.7%) compared to white males (7.7%) and white females (6.3%). The intersectional differences are biggest in STEMM than AHSSBL, with a BAME male success rate difference of -6.4% in BEAMS and -4.8% in SLMS. The situation is similar for BAME females with a success rate differences of -5.9% and -3.4% in BEAMS and SLMS. • Teaching BAME females have a higher average success rate (9.3%) than BAME males (7.4%); this may reflect gendered functional occupational areas. The average success rate of BAME males is lower compared to white males (10.6%) and white females (11.5%). This is most noticeable in BEAMS and SLMS, where the difference between BAME and white males is 7.9% and 6.6% respectively. For BAME females the biggest differences are in SLMS and BEAMS, with average differences of 7.9% and 6.3%.	1. Utilise new departmental network of Inclusion Leads to deliver wide-spread, high-quality Fair Recruitment training to departments in strategically targeted manner. 2. Commission research into the factors that lead to significant differentials for BAME applicants at UCL. 3. Establish Faculty Diversity Hiring Committees in line with University of Toronto model: UCL East, Faculty of Laws; Engineering Sciences; Brain Sciences and Mathematical and Physical Sciences have committed to piloting this model 4. Implement a 'positive action waiver' whereby permission is granted from the HR Director for innovative methods of positive action in recruitment piloted and evaluated with carefully selected departments. 5. Set up a Working Group to establish methods and identify areas about to go on recruitment drives (using faculty Strategic Operating Plans). 6. Pilot recruitment methods. Evaluation to be taken to HRPC for formal consideration and potential adoption in policy. 7. Record application, shortlist and appointment systematically for ART, PS and Technician staff systematically.	• Director of EDI • Director of EDI (with Inclusion Lead coordinator (EDI)) • Director of EDI/Head of HRBP • HR Director	• 1% reduction in differentials in intersectional recruitment 'success rates' data between BAME and white candidates by 2023. • Report produced and additional actions developed following review of external consultant. • Appoint of 50 Black academics over the next 3 years. (by 2024), monitor appointment by gender and race intersectionally. • 2% increase in BAME academic staff overall in departments utilising this method. • Working Group established and parameters of positive action waiver agreed. • At least two positive action waivers implemented in recruitment exercises. • Incorporation into recruitment policy. • Information are systemically recorded and reported on for all stages of the recruitment process.	2021	2025

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	Timeframe End
2.7	Reduce racial bias in PS and Technical staff recruitment.	**Professional Services staff** • At an institutional level race is an issue in addition to gender. Both Male and Female BAME applicants have low success rates. UCL 2018/19 applications: 29.8% F BAME, 17.1% M BAME, 30.4% F White, 18.7% M White. UCL 2018/19 appointments: 26.6% F BAME, 13.8% M BAME, 36.0% F White, 19.5%M White. White Females have a higher success rate overall (averaging 5.8% over the period). Success rate application to appointment UCL 2018/19: 3.9% F BAME, 2.6% M BAME, 6.7% F White, 5.2% M). • BAME Female applicants have a higher success rate when compared to BAME Males (2018/19: application to success rate 3.9% F BAME and 2.6% M BAME). • BAME Females make up the largest intersectional group of applicants in the IoE and SLMS but this does not translate into appointments (outcomes) **Technical staff** • At an institutional level race is the issue rather than gender. Both Male and Female BAME applicants have low success rates 2018/19 applications: 24.8% F BAME, 18.1% M BAME, 30.8% F White, 22.0% M White. 2018/19 appointments: 17.8% F BAME, 8.0% M BAME, 39.0% F White, 32.9% M White. 2018/19 success rates application to appointment: 3.1% F BAME, 1.9% M BAME, 5.4% F White, 6.4% M White.	1. Explore revising our procedures so that if a BAME candidate comes 2nd in the selection process, they can go into a recognised talent pool and be offered the next similar role that becomes available without having to be interviewed again. 2. Paper with proposed policy drafted and taken to Human Resources Policy Committee. 3. New procedure implemented with 20 identified job roles such as Departmental Managers. 4. Evaluation of new procedure. 5. Adoption of new procedure. 6. Undertake formal evaluation of UCL's Recruitment and Selection Policy based on current research to remove barriers and increase likelihood of appointing BAME candidates (a) Source and contract an external evaluator (b) Research and evaluation undertaken (c) Recommendations for policy revisions to be taken to HRPC and if adopted, integrated into new recruitment system.	• Director of EDI • Director of EDI (with Inclusion Lead coordinator (EDI)) • Director of EDI/Head of HRBP • Head of Talent Management • HR Director	• During the pilot, at least 10 new BAME Grade 9 and 10 staff are appointed through this procedure. • Eventual adoption of policy and it is expanded to include more roles - at least 50 new BAME staff appointed to Grade 8-10. • Evaluation and research to identify achievable changes to current policy/process. • HRPC agrees policy changes and if appropriate funds necessary system changes.	June 2021 July 2021 Feb 2022 April 2022 Jan 2023 March 2023	Dec 2021
			7. New recruitment e-learning being developed together with Recruitment and EDI. Growth of modules covering key areas, developing over time.	• Head of Career Pathways (OD)	• First module of training to launch in October 2021. Bettter learner experience, better uptake.	2021	2023
2.8	Improve UCL redeployment system.	• Redeployment of staff who have reached the end of funding in grants is especially important in academia, as a way to protect careers from crisis every 2-3 years. • Our data shows an increase in the use of fixed term contracts (or open-ended contracts subject to funding) across all staff groups. • To mitigate some adverse impact UCL developed a redeployment system but information on its effectiveness is needed to inform review; to ensure that it works fairly for gender, race and intersectionally.	1. Redeployment system analysed for uptake and success by gender, ethnicity and intersectionally with baseline data produced. 2. Focus Groups with ART and PST staff to gather qualitative information. 3. Workshops for HoDs and departmental HR on good Redeployment practices, focussing on positive benefits (especially: Job Trial Periods – which are highly predictive of job success). 4. System in place for monitoring Redeployment and seeking feedback. 5. Rates of recorded Redeployment increase, with marked improvement in inclusion of staff from protected groups – depends on initial findings.	• Director of HR	• Good grasp of 95% redeployment statistics in all 11 faculties and CPS. Understanding of how gender and BAME intersections affect access to redeployment. Annual data produced and reported to HR Policy Committee and Gender Steering Group. Remedial measures adopted to address disproportionate adverse impact where identified. • 90% of HR staff attend training workshop by 2023. • Information on this shared through the Athena Forum (2022) and recommended actions drafted to be included in departmental AS action plans (2023). • Redeployment statistics published within UCL annually from 2023 with gender/BAME breakdown via the GSG AS reports.	Oct 2021 Oct 2021 Oct 2022 Oct 2023	Oct 2022 Oct 2023 Oct 2023 Oct 2024
2.9	Scholarship for BAME females SLMS PGR (Section 2).	• There is a drop in the proportion of BAME females between PGT and PGR in SLMS from 35.7% to 23.1% in 2018.	1. Work with Deans to highlight the issue and consider how to remove barriers to progression and broaden UCL's Research Opportunities Scholarships to SLMS to redress this under-representation. 2. Increase the number of BAME scholarships at UG and PGR'.	• Vice Provost (Advancement) • Director of EDI • Head of Student Funding	• Every School has a dedicated BAME scholarship scheme with at least 12 new full scholarships created by 2023. • Ensure intersectional gender representation is monitored.	Oct-21	Oct-23
**3. Career Development and Progression**						
3.1	Extend the Inclusive Advocates initiative and ensure that it is embedded and sustainable within all faculties.	• Evidence-based research shows sponsorship is more effective than mentoring for under-represented groups. Our pipeline analysis identified that the majority of BAME staff were at Grade 5 and 6, with a significant decline at Grade 7 and 8, thereby impacting representation at Grades 9 and 10. • Pilot scheme evaluation found that 23% of the 2019 cohort (7/30 proteges) made a grade progression, mostly to secondments, some to permanent UCL role and one outside of UCL.	1. Follow up on evaluation of the pilot scheme and act on its recommendations. 2. Expansion of pilot to broader cohort of advocates and protégées. 3. Advocacy embedded across UCL for under-represented groups via Deans' Pledges.	• Director of EDI • EDI Manager for Race Equality	• Recruitment of 50 senior managers to sponsor 50 BAME staff ensuring proportionate gender breakdown of both sponsors and protégés. • Evaluation in 2021 produced and disseminated to all Deans and SMT. • Widespread engagement from senior staff (at least 150 Advocates sponsoring at least 185 staff) by 2023. • Support by Deans Pledges on race equality identifying SMART faculty-specific targets. • Proportion of BAME males and females applying for promotion and being successful at Grades 7-8 increasing by 5% by 2024, with ongoing annual reporting. • 10% improvement in BAME Staff Survey responses for males and females showing increase in confidence in access to promotions by 2023.	Oct 2021 Oct 2023 Oct 2021 Oct 2021	Oct 2022 Oct 2025 Oct 2024 Oct 2023

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	End
3.2	Develop and implement Professional Services Careers Framework.	• In 2017 a new Academic Careers Framework extended and better identified the requirements for promotion, impacted gender equality with twice as many females and males applying for promotion and being successful. • A pilot scheme was begun in 2018 to consider how to develop a similar approach to PS and Technician staff at UCL. • The Bartlett (Faculty of the Built Environment) developed an innovative approach to supporting PS staff progression. This model may be useful at the institutional level.	1. Mapping of all key 'job families' at UCL. 2. PS Framework developed and implemented. 3. Evaluate how local initiatives could be scaled up to the institution level.	• Head of Career Pathways (OD)	• Increase of 10% in positive Staff Survey responses to 'there are sufficient opportunities for training and development opportunities at UCL'. In 2017, it was 52% for females and 60% for males. • Increase the percentage of BAME females and BAME males PS staff at senior grades (9-10) from 5.8% and 5.6% to 14.5% and 7.5% (the current grade 7-8 profile) respectively by 2023. • Target for the framework to be linked to at least 4 UCL initiatives by 2023.	Oct 2022	Oct 2024
			4. Develop a UCL 360 tool based on the UCL Ways of Working.		• Launch 360 tool.	2021	July 2021
			5. Links to new digital Learning Academy and Lead at UCL provision.		• Expand Frameworks to include clear development provision links.	2021	July 2022
			6. Review the UCL Ways of Working to reflect changes in UCL strategy/values and to encompass Academic and Research.		• Produce a new behavourial framework to reflect culture and values.	2022	2023
3.3	Introduce a succession planning and talent pipelining process and conduct for key roles including retention risks and EDI representation.	• Steep decline in percentage of BAME males and females in higher grade (G9&10) PS roles. • In 2019, HRPC approved a pilot of positive action secondments targeting BAME males and females.	1. Implement positive action secondments. 2. HR Business Partnering Team and Director of OD to prepare plan (create and launch succession planning process and approach, leadership talent analysis to be presented to HRPC). 3. Head of HRBP to develop scheme in partnership with EDI launched and pilot for two years (2020/21-2022/23).	• Head of Career Pathways • Head of HRBP • Athena SWAN Manager	• Increase the percentage of BAME female and BAME male PS staff at senior grades (9-10) from 5.8% and 5.6% to 14.5% and 7.5% (the current grade 7-8 profile) respectively by 2023.	2021	2023
		• Continue Next Generation Life Sciences (NGLS) commitment to monitor career outcomes among Early Stage Researchers (ESR). UCL joined NGLS coalition in 2018, committing to monitoring career prospects, attainment and destinations among ESRs (research students and postdocs). Due to insufficient resourcing we were unable to publish the required data.	4. Design data collection and maintenance process to monitor researcher progression, from student recruitment to postdoc career destinations. 5. Recruit dedicated data analyst to collect, process and publish data.	• Director of OD	• NGLS data collated and published on annual basis.	2021	2026
			6. Build on secondment processes to improve opportunities for progression amongst UCL staff.		• Use secondment processes to create talent pools and provide progression opportunities	2022	2023
		• Joined-up approach to leadership pathways and talent planning. ART staff and departments are not clear on resources available to facilitate long-term career planning and talent retention. Currently, there is no direct connection between promotion criteria and development available, particularly in leadership area. We would like to increase in % of staff moving from research to academic contracts and increase long-term staff retention.	7. Introduce a new leadership framework supporting ART staff throughout the full career cycle ("postdoc to provost" cycle) and synchronised with the local talent strategies. This needs to directly respond to promotional criteria defined in HR policies.	• Head of Academic and Researcher Experience • Director of OD	• Nomination process in line with faculty planning. • Baseline data and monitoring process to be established.	2021	2024
3.4	Introduce online annual appraisals linked to academic and PS career frameworks.	• Current appraisals up to grade 9 are in paper and not consistent with new career frameworks. This leads to inconsistent processes and recording, adversely impacting on completion rate data. • Appraisals for academic staff grade 10 use a UCL online tool but also not consistent with new career frameworks. • Currently 68.7%F and 64.7%M appraisal completion rate.	1. Run pilots of on-line appraisal. 2. Review pilot results and finalise new model. 3. Institute-wide adoption. 4. Share best practice on improving appraisal uptake and experiences by running a workshop in 2021/22.	• Director of OD	Increase % of appraisal. • >75% completion rate for all genders by 2023 • >90% completion rate for all genders by 2025	Oct 2021	Oct 2025
					• >15% improvement in satisfaction with appraisals (In 2017: PSS female 50% and 60% male; Academic female 57% and male 58% positive responses) by 2023.	Oct 2021	Oct 2023
			5. Establish a system that will record and report on appraisal completions.	• HR Services • Director of OD	• Ability for all staff to simply record and store completed appraisals on a secure centralised system. Annual reporting cycle established.	2021	2023
			6. Embed an appraisal season between October and March, aligned with a talent planning, promotions and leadership nomination cycle.	• Director of OD	• See cycle taking place across UCL.	Oct 2021	Oct 2025
			7. Create revised bite-size appraisal e-learning.	Head of Career Pathways (OD)	• Improve viewing numbers for e-learning aligned with appraisal seasons.	May 2021	May 2022

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe	
						Start	End
3.5 (cont nxt pg)	Develop a range of leadership and career-focused programmes and actions to engage BAME staff at different levels of seniority, including: • B-MEntor scheme for PS staff and plan annual programme • BAME Emerging Leaders • Promote and monitor gender participation in Provost Leadership Programme and leadership programmes • Deliver Accelerate to Leadership Pilot Programme and monitor its impact • Coach at UCL programme • Lead at UCL • Learning and Development dashboard • Coaching Culture Programme • Local peer-coaching networks for Early Stage Researchers • 'Inclusive leadership' programme • Mentoring provision • Leadership and management development review and strategy • Women in Leadership and Senior Women in Leadership alumni groups	• BAME males and females concentrated in lower grade professional service roles. • UCL has low levels of BAME PS Male staff overall, and lower levels of female BAME staff at senior PS levels (relative to overall representation): G1-6 20.6% BAME female; G7-8 14.5% BAME female; G9-10 5.8% BAME female; G1-6 8.0% BAME male; G7-8 7.5% BAME male; G9-10 5.6% BAME male. • Evaluation of B-MEntor which has shown positive impact on promotions rate. • Data shows low levels of BAME female participation on the Provost Leadership Programme and low levels of BAME male participation in leadership development programmes. • Data shows an increase in female HoDs (+14.1%), but there was a decline in Central Professional Service. The lack of representation of BAME senior PSS leaders (male/female) is concerning.	1. Emerging Leaders and BMEntor programme evaluation and review. 2. Launch annual programme post pilot. 3. Targeted promotion and monitoring of participants by gender and race on PVP and leadership programmes generally. 4. Launch Accelerate to Leadership, monitor its impact 2021 - 2023 5. A positive action work placement and development programme being piloted (2021-2023) with recommendations for longer term positive action interventions (2023/24).	• Director of EDI • Head of Talent	• Production of programme evaluation reports in 2023.	Oct 2021	Oct 2022
					• Target recruitment to reflect BAME and gender intersectional profile on an annual basis from 2021 -2025. • 30% increase in BAME senior role in PSS at G9-10 (from an average of 5.7%).	Oct 2021	Oct 2025
		Launch Coaching Culture Programme • With the launch of Accelerate to Leadership (AtL) Programme and other leadership initiatives targeted at BAME staff, there is an insufficient number of coaches from BAME backgrounds. Feedback from programme participants has highlighted the need for more coaches that participants can relate to in terms of professional experience. Our staff data shows that around two-thirds of professional services staff, which AtL is targeted at, are female.	6. Focussing on accessible coaching provision for Black staff at grades 8 and 9 as well as participants on the Accelerate to Leadership programme. Build programme to expand provision according to data. Includes building a diverse cohort of internal coaches, offering under-represented groups sponsored professional development opportunities and qualifications as coaches. 7. Continue to expand provision, using a mix of external coaches and internal coaches that gain benefit from investment in their training to fulfil the role. (moved from success criteria).	• Director of OD	• Annual tracking of participants and progress. • Annual tracking of percentage of BAME professionally trained and qualified internal coaches for AtL.	2021	2025
		Develop and deliver 'Inclusive leadership' programme • Inclusive Leadership is a programme for staff at grade 7 or above who lead teams at UCL. Aims to improve knowledge of 'race' in the workplace and develop allyship behaviours to support Black and Asian staff, and staff from other marginalised ethnicities.	8. Pilot and first roll out in 2021. 9. Review in summer 2021. 10. Move towards integration in all leadership development programmes.	• Director of OD	• Enrolment of 80 UCL managers in 20/21, ensuring gender representative profile baselined on targeted grades profile. • Continuation and adaptation of the programme roll out in 2022 and 2023.	Spring 2021	2023
		Launch Lead at UCL • Digital resource to improve access to management and leadership resources, enabling all 3,000 UCL leaders to engage in leadership development in a self paced and blended way. Partnership with Hult Ashridge Executive Education for provision of high quality self-paced leadership learning resources. • Management toolkit enables a clearer understanding of management responsibilities to staff. This allows colleagues to access and complete learning and development opportunities at their own pace, in which this will benefit people who need flexible working especially females and carers.	11. Launch in spring 2021. Build engagement and active subscription on site, building a community of leadership around the resource. 12. Review inclusivitiy of Lead at UCL, leadership programmes and Learning Academy provision. 13. Create any new provision required.	• Director of OD	• Subscription reaching 1000 leaders plus in first year of launch. Becomes the bedrock of a thriving leadership community that supports leadership skills and knowledge. • Disseminate review of Lead at UCL.	Spring 2021	Feb 2023
		Deliver leadership and management development review and strategy • Review of learning needs and gap analysis to understand to what extent provision currently meets demand, especially the strategic goals of delivering gender, race and intersectional equality priorities, as well as the aspirations of staff.	14. Review complete. 15. Strategic approach to leadership and management established.	• Director of OD	• Engagement and satisfaction scores of programme and of organisational senior leaders. • Fewer issues raised through poor management. • Higher satisfaction scores for middle managers and leaders from institutional and Athena SWAN surveys.	2021	2024
		Develop Learning and Development dashboard • Centralised OD budget means greater control of places on leadership and development programmes instead of the previous 'pay per head' system. A development dashboard that will mean EDI data is more accessible and widely used in OD decision making around budget priorities and reporting. Therefore, this would lead to greater equity and resources allocation.	16. Launch Dashboard to monitor Demand, Equality and Value provided by the OD programmes. 17. Integrated with MyHR data feeds.	• Head of Learning and Development	• Dashboard forms basis of all reporting data on central L&D programmes. Use data to drive interventions to support development for all staff, refining and making continuous improvement to programmes, ensuring greater learning and development opportunities for protected groups. • Report annually showing equitable distribution of places by protected groups.	Spring 2021	July 2025

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	End
3.5 (contd)		Launch Mentoring provision • Building approach to mentoring begins with providing training to departments around best practice for setting up independent mentoring schemes. Moves towards central mentoring provision based on key role transition points. This can be accessed, for example by departmental Athena SWAN self-assessment team or faculty initiatives. Given that there are 40 Athena SWAN departmental awards, UCL has seen an increasing number of local mentoring schemes in recent years.	18. Launch of best practice learning interventions for mentoring programmes locally in 2021. 19. Launch of centralised mentoring around key transitions in 2022-3.	• Head of Career Pathways	• Numbers of mentors and mentees increasing. Network of mentoring schemes alongside central scheme linked to progression and successful role transition.	Spring 2021	2023
		Establish local peer-coaching networks for Early Stage Researchers • Early Stage Researchers report the highest % of depression, anxiety and stress-related health issues among all groups in HE. Peer coaching has been proven to positively affect the wellbeing and mental health. It also promotes community-building and expands participants' support networks. These early stage researchers are more likely to be from BAME backgrounds and female.	20. Expand the existing peer-coaching toolkit to include wellbeing support and forum function. 21. Train local champions (through Early Career Networks). 22. Work with Early Career Networks to support local launch. 23. Include peer-coaching in Induction resources.	• Head of Academic and Research Experience	• Establish at least one network per Research Domain. • Create and curate a list of all peer-networks. • Maintain SharePoint peer-coaching toolkit and its forum.	2021	2026
		Women in Leadership and Senior Women in Leadership alumni groups • Build on existing programmes, ensuring that alumni of programmes have extended opportunities to network and benefit from shared experiences.	24. Alumni events run by champions	• Head of Career Pathways	• Building a thriving community and network of female leaders.	2022	2025
3.6	Initiate shadowing schemes of senior staff based on the success of the SLMS initiative.	• Half of the females who took part in the SLMS shadowing scheme were promoted.	1. Guidance on setting up shadowing scheme developed (written in 2021). 2. Guidance mainstreamed into key organisational development initiatives (Schemes launched in 2022).	Head of Talent	50% of participants in scheme being promoted into/ taking on more senior leadership roles within 2 years of participation.	Oct 2022	Oct 2023
3.7	Explore the feasibility of creating and funding 3 UCL Fellowships annually for 5 years for females / under-represented groups (15 Fellowships in total).	• Flagship visible commitment and investment. • Address under-representation.	1. Full proposal to be developed by 2023, tailored for the disciplines; engagement with funding bodies. 2. Incorporate the scheme into the 2024 planning round, for inclusion in the May 2025 budget. 3. If feasible, recruitment of the first cohort of Fellows to commence in academic year 2025-26.	• Vice Provost (Research)	• 3 Fellows appointed for annually from 2025-26 onwards. • Financial modelling demonstrated that in medium term (2027/28 onwards) Scheme in SLMS and BEAMS becomes financially self-sustaining due to success of Fellows in their funding applications.	Oct 2023 Oct 2025	Oct 2026 Oct 2026
3.8	Increase support for female Lecturers to secure promotions Associate Professor.	• We are seeing increased numbers and percentage of females at Lecturer (2019/20 = 51.8% from 46.9% in 2015/16) and Professor (2019/20 = 30.7% from 27.2% in 2015/16 N=+101) levels but lower rates of progression into Associate Professor (2019/20 = 39.8% from 39.5% in 2015/16) grade, which will impact future Professorial appointments. This is true for both clinical and non-clinical staff. Targeted measures to support females into Associate Professor roles needed.	1. OD to develop targeted interventions to support Lecturers in preparing for promotions. 2. Share data with Deans, HoDs and Vice Deans of EDI to inform and better understand local data and use this to develop faculty targets. 3. Use the new appraisal review to systematically raise promotion opportunities and considerations in the appraisal discussion. 4. UCL Central Athena SWAN team to share information with departmental AS SATs through the GSG reports annually to support the development of local actions on supporting Lecturers towards promotions.	• Director of OD • HR Analytics • VDs EDI • Director of OD • Athena SWAN Manager	• Increase the proportion of female Associate Professors in line with female lecturer profile by 2025. • Sustain gender balanced appointment of Lecturers. • Increase the proportion of female Professors in line with female Associate Professor profile by 2025. • Increase the proportion of higher Professorial bands in line with Professorial band 1 by 2025.	Spring 2021 Summer 2022	2022 Ongoing
3.9	Increase BAME Female academics including those successfully promoted through the Senior Academic Promotion (SAP).	• For BAME females there remains small numbers of Professors. Whilst the 2017 SAP reforms have resulted in more BAME females being promoted, the low baseline means that more needs to be done to ensure that the senior academic community reflects lower levels.	1. Further expansion of Inclusive Advocates sponsorship programme to all faculties. (a) Expansion of numbers Advocates and Protégée participating in the programme. 2. Further expansion of B-MEntor cross-institutional mentoring scheme that is led by UCL. (a) Review and consolidate B-MEntor cross-institutional mentoring scheme that is led by UCL. (b) Review available online mentoring databases. (c) Publish scheme milestones for each cohort upfront to benefit participants. (d) Introduce short an mid-term tracking of participants to determine long term impact.	• Director of EDI • EDI Manager for Race Equality	• Increase Advocate numbers to minimum of 50 (see Action 3.1 for details). • Scheme relaunched with at least three active partner institutions. • Increase the Number of Institutions taking part. Evaluation of Academic Mentees at 6, 12 and 18 months following completion of programme. • Decision on online system made and funding available if required. • 60% of participants each cohort indicate personal benefits of participating in scheme. To be tracked via MentorNet and the completion of evaluation at 6months, 12 months and 18 months after completion of the programme. • 30% participants report positive impact on their career by short term tracker check in. MentorNet will be able to support this function as part of the evaluation by survey at 6months, 12 months and 18 months during and following programme. An annual report produced to show progress. • 50% participants report positive impact on their career by mid-term tracker check in.	Spring 2022 Spring 2021 Spring 2021 Sep-22 Sep-22	Spring 2023 Spring 2022 Sep-21 Ongoing Ongoing

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3.10	Support progression to Principal and Professorial Teaching fellow.	• Given both the higher female profile and the overall 246% growth in Senior Teaching Fellows (from 136 in 2015 to 335 (AHSSBL (41 to 166 (+404.8%) STEMM 95 to 169 (+77.9%)), there is a need to support progression to Principal Teaching Fellows which has had smaller growth at +155% (AHSSBL +250.0% and STEMM +136.1%). • Professorial Teaching Fellow grade was introduced in 2017/18 and in 2019 4 out 5 (80%) where male which is not reflective of the Teaching Fellow pathway. • Focus group feedback has highlighted that it is challenging to meet the criteria (for national and international profile) and this is unrealistic given both volume of workload and type of work that is offered to teaching staff. • Challenges arising from different naming system.	1. OD to develop targeted interventions to support Principal Teaching Fellows in preparing for promotions. 2. Use the new appraisal review to systematically raise promotion opportunities and considerations in the appraisal discussions. 3. Share data with Deans and HoDs to inform and better understand local data and use this to develop local targets. 4. UCL Central Athena SWAN team to share information with departmental AS SATs to support the development of local actions on supporting Senior Teaching Fellows towards promotions.	• Director of OD • HR Analytics • VDs EDI • Athena SWAN Manager	• Professorial Teaching Fellows and Principal Teaching Fellows to reflect the gender and intersectional diversity of Teaching and Senior Teaching Fellows by 2024.	Spring 2021	Oct 2024
3.11	Measures to support BAME men into teaching fellow roles.	• In STEMM BAME females, White females and White males have all seen an increase in the number of Teaching Fellows (18 to 31, 64 to 85 and 89 to 117 respectively). However, BAME males have not seen a growth (21 to 20) across the period, with a percentage drop from 9.3% to 6.8%. • In order to share and draw on best practice, the University will draw on the IoE's work. Its 2019 AS Action Plan states that since the introduction of the ACF, we have seen several female staff members' progress to Principal Teaching Fellow (Grade 9) and we anticipate that we will soon see our first Professorial Teaching Fellows, both female and male. We want to monitor, understand and respond to this new framework on these new routes to career progression in terms of gender and intersectionality.	1. The IoE has committed to achieve a 5% increase in recruitment and redeployment from under-represented groups over the period 2020-2021: female and BAME applicants for senior posts/academic grade 8 and 9 and males in relation to teaching contracts.(2020-24 with an annual review). 2. UCL Athena Forum to profile IoE work in 2022 to share good practice and encourage other departments to develop specific targets for BAME Teaching Fellows.	• IoE SAT working group 4 • UCL Athena Forum Co-Chairs	• 5% increase in recruitment and redeployment from under-represented groups over the period 2020-2024.	Spring 2021 Oct 2022	Oct 2024 Oct 2023
3.12	Deliver UCL commitment to Technician Commitment.	• This is part of our continued work to deliver on our Technician Commitment Action Plan signed by UCL in October 2018. • In order to increase the understanding of our Technicians UCL will conduct a National Technicians Development Centre (NTDC) skills survey, to be distributed to all technicians and technically skilled staff at UCL (950 technician in 2019/20), in the academic year 2020/21 to explore our current skills base. The Survey will capture information on every aspect of a technical workforce, from their specialist technical skills to their future career plans and development needs. Each institution receives a bespoke version of the survey, specifically tailored to support and enable their strategic workforce planning, and help them get the most out of their technicians. That data will then shape and steer our approach to implementing our Technician Commitment action plan as a signatory institution. The Commitment aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines. • Based on the findings from the survey, combined with other quantitative data, an action plan will be developed to support institutional work for technicians.	1. Survey questionnaire - approved by May 2021. 2. Pilot Survey - delivered June 2021. 3. Mainstage Survey - launched by June 2021. 4. Mainstage Survey analysis completed by Sept 2021. 5. Technical Staff Project Recommendations Report to HRPC Dec 2021.	• Project Manager for the Technical Staff Project	• Survey questionnaire regarded as comprehensive following pilot / Ability to analyse by gender included / Mainstage Survey Response Rate > 55% / Survey Analysis Report delivered on time / Technical Staff Project Recommendations Report to HRPC delivered before end of 2021.	2021	2022
		Based on the Technical Staff Project Recommendations Report, a 36-month action plan is specified and approved by UCL. • Create and approve Action plan for 2022-2024 • Review & Measure Progress vs. Annual Milestones • Report on progress to Senior Management	6. Action Plan, by years 2022 - 2024, with key milestones agreed focussed on the key strands of the Technician Commitment (visibility, recognition, career pathways, sustainability).	• Within BAU (yet to be confirmed) along with future governance arrangements	• Key action plan number of milestones achieved for the year against plans/targets. • Review annually.	2022	2024
				• GSG	• Reduce the gender differences in appraisals rate by 5% and publish it in GSG annual report.	2023	2024
			7. Technical staff career frameworks to be created and embedded.	• Head of Career Pathways (OD)	• Career frameworks created and embedded in technical staff development and recruitment processes.	2021	2022
			8. Focus on technical apprenticeships, with a growing number of apprentices in techical roles, building on career frameworks.		• Increase in technical apprenticeships with a focus on underrepresented groups.	2021	2023
3.13	Launch internal succession/recruitment scheme.	• Based on feedback and staff profile, UCL has untapped staff from diverse backgrounds that are not given opportunities to progress. UCL will develop an Internal succession planning scheme to develop a pool of talent to support career development and staff retention. This will target the progression of females and BAME males and females.	1. scope out internal recruitment scheme. 2. Pilot scheme in Central Professional Services functions. 3. Evaluate scheme.	• Chief Operating Officer • HR Policy Team	• Draft an internal recruitment scheme pilot and secure approval by HRPC. • Pilot in Professional Services areas 2021/23. • Review and evaluate at the end of 2022/23.	Spring 2021	Autumn 2025
3.14	Increase the inclusivity of UCL Job Descriptions (JDs) and Person Specifications.	• Feedback from focus groups have highlighted that UCL person specifications may unduly exclude or preclude applicants from minoritised groups.	1. Remove degree requirements from JDs where this is not needed. 2. Cap the number of person specifications a job descriptions can contain.		• Produce new guidance on the developing UCL JD, including job analysis and information on how excessive requirements can deter some applicants, particularly females and BAME. • Increase the proportion of recruiters using the template to 80% by 2025 (20% 2022, 40% 2023, 60% 2024, 80% 2025).		

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colspan=8 **4. Culture**							
4.1	Improve UCL culture by: • Equipping senior staff to address bullying, harassment, and sexual misconduct • Improving confidence in bullying and harassment support systems • Continuing roll-out of 'Where do you draw the line?'	• Upskilling understanding and more decisive action taken on bullying, harassment and sexual misconduct so that staff and students are equipped to understand how to seek support and report instances of misconduct. (the 2018 REC survey reported that BAME staff were 2.5 times more likely to experiences/witness racial harassment (10% vs 25%). • The single main issue with Bullying and Harassment among staff is that they do not believe that a complaint will be dealt with appropriately. Maximal transparency would be helpful. • Cases that reach formal proceedings must be addressed in a timely way to maintain confidence in the system. • COVID-19 has brought to the fore anti-Asian bullying and harassment, along with findings from the REC staff and students surveys showing higher levels of bullying and harassment. Responding to racial and intersectional harassment is a priority.	1. The majority of HODs and departmental management leads trained in 'Taking the Lead'. 2. Based on current HRBP training being delivered in FBS (IoO), EDI develop follow on training guidance for HoDs and Dept. Managers (i.e. less than 300 staff) on best practice for: (a) having difficult conversations, (b) mediating solutions (or deciding to call in UCL's mediators). 3. >50% staff trained in 'Where do you draw the line?' (online or face-to-face, 2 hours plus session). 4. Publish the number of anonymous and formal complaints to all staff and outcomes on an annual basis to demonstrate that action is being taken, including intersectional data.	• Director of EDI	• 3% reduction in Staff Survey responses to questions on bullying and harassment year on year from baseline of 2017. • Reduction in anonymous reporting on Report and Support by end of 2020/21. • Increase (initially) in number of formal cases being dealt with by HR. • Completion of Where do you draw the line training: - >5,000 in 2021 - >6,500 by 2022	Spring 2021	Spring 2022
			5. Where we identify cluster reports of a higher prevalence of B&H, undertake environmental investigations to identify causes and actions to address.		• Environmental investigations take place in identified 'hotspots' with associated action plan starting from 2021. • Compulsory attendance for HoDs at all "Where do you Draw the Line" workshops. Where this isn't possible, another senior colleague should attend in their stead.	Spring 2021	Spring 2022
4.2	Develop and widely publish guidance and resources on job-sharing and part-time working, especially at senior levels.	• Our 2020 focus groups highlighted that some staff groups, including males, parents and carers, would value knowing the range of flexible working opportunities available at UCL in order to provide clarity and consistency across the institution. Professional services staff also expressed concern about inconsistent practice between managers and requested clarity about the types of roles which could be eligible for working from home. The latter point was raised because some PS staff roles by their nature are campus-based but a need for a consistent approach was highlighted. • In CPS, we observe a reducing number of senior grades 9-10 males working part time (from 3.9% to 1.6%) whilst it has grown 88% for females over the period (changing from 12.0% to 21.3% if total). • Creating more opportunities for part-time working and job- sharing especially at senior levels so that it becomes more normalised. • Systematically encourage Deans to consider key senior positions (e.g. HoD) as job-shares in order to normalise senior part-time and job share working.	1. Develop a communication campaign to encourage departments to have a positive view of job sharing, flexible and part time working. This should include specific guidance on job sharing for senior roles, such as directors, HoDs and deans and on job design to enable jobs to split easily between postholders. 2. To analyse future staff survey data on flexible working and work-life balance. 3. Online resources extended beyond current policy content to provide checklists and information to support parents, carers and their managers through various rights and responsibilities. 4. Guidance developed and launched on job-sharing and flexible working at UCL. 5. Guidance mainstreamed into HR training and routinely discussed in faculty and departmental planning.	• Director of EDI • Head of Recruitment	• Increase in, and cultural normalisation of, senior staff in leadership roles working part-time through staff survey. No gender difference in perspective of promotion between FT/PT at senior grades through staff survey. • At least one new senior (Grades 9+) job share per annum in CPS. • Consistency across all grades in part time and flexible working arrangements. • Increase the percentage of Grades 7-10 roles undertaken on a part-time basis. • A reversal of the drop of CPS male in part-time roles at Grades 9-10, target of 10%.	Oct 2022	Oct 2023
4.3	Increase the proportion of male and PS chairs on Athena SWAN SATs.	Our 2018 survey of Athena SWAN leads showed that 78% of chairs were female. There is a need to engage males in gender equality work given workload fairness issues but also emerging gender equality challenges that affect males, including decreasing UG male students, parental leave concerns and mental health/stress at work indicators. Responding to these issues necessitates greater male engagement. Our evidence shows that there are lower levels of competency in relation to professional services staff. However, good practice in SLASH, where there is a higher proportion of PS co-chairs, and in some departments, has helped to develop more effective gender equality practice and opportunities for PS staff.	1. Develop guidance and co-chairing SATs in line with AS review and expectation regarding compensation of chairs. 2. Develop, run, and evaluate training for chairs of SATs. 3. Monitor gender and staff group profile of SAT chairs through annually as part of the Gender Steering Group reporting.	• Athena SWAN Manager	• By 2023 45% of AS chairs to identify as male. • By 2023 50% of AS SATs to have co-chairs; by 2025 75% of AS SATs to have co-chairs.	Oct 2021 Oct 2021 Oct 2021	Oct 2022 On-going on-going
4.4	Wellbeing Strategies aimed at men.	• Wellbeing is important for all and staff survey 2017 data show that men have lower levels of satisfaction (-6%). In addition, 2020 focus groups highlighted that men wanted targeted messaging related to wellbeing and work-life balance. • An important aspect of wellbeing as it relates to work-life balance is taking full allowance of holidays. Annual leave is not adequately monitored and so UCL has no hard data on whether it is being taken and which groups are taking least. Anecdotal evidence from staff surveys in some departments indicates a low rate of annual leave uptake particularly among some groups. • Whilst on lockdown, UCL has been encouraging staff to take AL and has additional closure dates (Christmas 2020 & Easter 2021).	1. Occupation Health and Wellbeing to work with Calm (Campaign against Living Miserably) to design and deliver a campaign focusing on male stress, mental health and supports. 2. Encourage and promote the importance of taking AL for wellbeing. Annual messaging campaign (2021-26) to use new MyHR system to record every period of annual leave for all staff. 3. Groups taking well below maximum allowed leave targeted (along with their line managers) using information cascaded to faculties and departments.	• Head of Wellbeing • OD • Director of HR • Faculty Deans • HoDs	• Improvement in Staff Survey (2021, biennially) responses with a 5% reduction in male stress levels compared to 2017 Staff Survey. Use Athena SWAN survey to corroborate. • 2022: Departments and Faculties informed of rates of annual leave in different staff groups. • 2024: Rates of annual leave come closer by a third in the first year of operation compare to 2022, and a half (50%) by 2026.	2021 2022 2024	on-going on-going 2026

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4.5	Increase diversity of senior committees and leadership roles	• UCL senior committees do not represent the community. Whilst white females increased from 31.4 to 36.6%, a 5.22% increase (39% growth) (+23), BAME representation remains too low. Between 2015-19, BAME females doubled (2 to 4) and BAME males halved (6 to 3) equating to a BAME female change from 1.1% to 1.8% while BAME males decreased from 3.2% to 1.3%. • White males decreased 3.43% from 57.4% in 2015 to 54.0% in 2019; equating to 12% growth or an increase of 13. • There is also an increase in non-disclosure of ethnicity by females (up 85% over the period). • UCL's Race Equality Implementation Group Interim Report (2021) calls on UCL to have no white-only committees by 2023. • As part of UCL's membership of the 30% Club, there is an increasing range of expectations and targets, including aiming for 50% females on the most senior committees and decision-making bodies. Given the success of UCL in increasing female representation to 38.4%, the institution will continue to look at increasing committee diversity and work towards the 50% target. • The senior committees and decision-making bodies are Academic Committee, Academic Promotions, Council, Education Committee, Human Resources Policy Committee, Research Degrees Committee, Research Governance, Senior Management Team, and Student Recruitment (see section 5.6). • UCL has nearly doubled the proportion of female Heads of Department to 30.0% in 2019/20 (from 15.6% in 2014).	1. Annual monitoring of all protected characteristics for all senior committees. 2. Positive action to increase gender balance and the number of BAME committee members. 3. Paper proposing options to increase diversity on senior committees e.g. where ex officio positions limit diversity. Introduce co-opting. 4. Deans to review faculty committees and publish a plan for ensuring they are diverse by 2023. 5. Sustain the progress of female in Heads of Department roles to the target range of 40-60%. 6. Increase proportion of female Directors of Central Professional Service areas to the target range of 40-60%. 7. Recruitment targets for shortlisting to increase proportion of successful applicants to mitigate bias to reach target gender balance at all levels.	• Deputy Director (Casework and Governance) • Director of EDI • Faculty Deans • Chief Operating Officer	• Increased diversity, with increased representation of female, BAME and other under-represented groups by 2023. • Improved BAME and intersectional recruitment and representation at senior levels, which provides membership of many senior management committees to 20%. • 50% (+/- 5%) female representation realised by 2025 (45% by 2023/24) for Heads of Departments, Directors of Central Professional Service areas.	Spring 2021 2021 2021	Spring 2022 2023 2023
4.6	Completion of mandatory EDI training by existing staff.	• The University has been able to increase uptake of mandatory training by new staff, but recent data shows variations in completion renewal rates for existing staff. In order that all staff are enabled to contribute effectively to improve institutional culture, the University mandated that all staff must complete induction training.	1. Share completion rate data with Deans on an annual basis across all Faculties and agree targets for completion for 2022-2026. 2. Encourage departments to set time aside for completion of on-line training or bring in house where face-to-face. 3. As part of employee self-service updating of personal information and training logs, include reminders about mandatory training so that individual staff members are prompted centrally. 4. Bring into on-line appraisal monitoring requirements.	• Faculty Deans • Head of OD	• Reduction in non-completion rates by 30% per annum with goal to reach 90% completion by end of 2024.	2021	2024
			5. Annual updates as part of the institutional Key Workforce Indicators.	• Director of OD		Annually from Oct 2021	on-going
			6. Following the introduction of My Learning (Learning Management System) in March 2020 an operational and governance group has been set up amongst the various training providers. A review of mandatory training learner journey and data management has been initiated and additional resource has been provided to run this project. Oversight from the My Learning Governance Group and Staff Development Board.		• A review produced of the mandatory training learner journey. Recommendation made and taken where appropriate.	Spring 2021	July 2021
4.7	Develop an Equality Toolkit/Equality Impact Assessment tool to support teams across UCL to properly consider the intersectional impacts of their policies, service changes or new initiatives.	• UCL data shows that there are intersectional aggravating factors in PS, seniority, governance and recruitment. Many local areas have low awareness of the Equality Act: for example not knowing that UCL has a public sector equality duty to consider the impact of its activities on groups with protected characteristics, and a duty to be proactive in advancing equality. • Areas can also be apprehensive about the legality of trialling positive action initiatives, especially in response to race equality/intersectional issues, or are unsure of how to practically respond to emerging equalities issues.	1. Launch and pilot tool by July 2021 for initial testing with limited departments.	• Director of HR • Director of EDI	• At least ten equality impact assessments (from departments across UCL) submitted through the tool by December 2021.	Spring 2021	Dec 2022
			2. Further development of an enhanced version, and a UCL wide launch, during academic year 2021-22.		• At least ten additional equality impact assessments (from departments across UCL) submitted through the tool in January - July 2022.	Jan 2022	July 2022
			3. Liaison with key divisions to promote use of EIAs (deans and d.o.o.s, HR, estates, student and registry services, and information services) during academic year 2021-22.		• Establish annual targets as part of the AS action plan review on the completion and use of toolkit/EIAs – 2023 onwards.	Spring 2021	On-going

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	End
4.8	Create cultural acceptance of flexible working.	• Whilst we have seen a growth in uptake of PT work for all male academic staff (from 13.1% to 16.1%), this has not been consistent for male research staff (which has reduced from 11.2% to 12.0%). • Academic female are more likely than male to work part-time (19.9% compared to 16.1% for males). Female researchers are more likely to work part time (20.2 % compared to 12.0% male) and for this group PT working has slightly increased over the period from 19.5% to 20.2%, whereas males went from 11.8% to 12.0%). • Develop a better understanding of the gendered difference in full-time and part-time working and raise awareness of flexible working opportunities particularly among research staff.	1. Ensure that male researchers are aware of the opportunity and benefits of flexible working at UCL through our revised appraisal process. 2. Investigate and understand why SLASH males are more likely to work part-time than SLASH females and why this has increased the most of any school over the past period. Share finding through the Athena Forum and Gender Steering Group to inform institutional practice and guidelines. 3. Investigate the intersectionality between academic part-time work and age in order to understand better how flexible retirement is being used by senior academics, particularly men. 4. Consolidating good practises e.g. flexible working and working from home from UCL COVID-19 responses. And take these into long-term practises/policy.	• OD	• Reduction in the part-time working rate differential between msles and females by 50%. Prioritise research staff as the difference is the largest. • Athena SWAN culture survey data to provide additional longitudinal data. Target: 0% gender difference in ability to work PT or manage work life balance for research-only staff.	2021	2025
			5. Create e-learning resources around flexible working and how to support as a manager. Signpost through Lead at UCL / Learning Academy and create new learning where necessary to call out UCL approach through the Future of Work project.	• Head of Learning and Development	• Ensure that managers are provided with sufficient information to understand their roles in promoting and benefiting from flexible work. Viewing of e-learning and completion of short quiz. • Staff and managers report more positively on flexible working at UCL via institutional staff surveys (through the biennial, pulse and planned Athena SWAN surveys).	2022	2023
4.9	Embed new Prevention of Bullying, Harassment and Sexual Misconduct Policy to ensure staff and students are aware of behaviour expectations.	• 40% of staff in the 2017 Staff Survey reported lacking confidence in UCL's bullying and harassment reporting processes. Following a number of new initiatives, including the launch of Report and Support, Full Stop campaign and new training (Where do you draw the Line and Taking the Lead), UCL will proactively communicate the key changes, including reporting and support pathways, so this is engrained early. • In 2020 UCL became the first Russell Group university to introduce a ban on romantic and sexual relationships between lecturers and their students. • Review the staff disciplinary and grievance procedures in order to reflect best practice.	1. Promote new policies through key institution-wide UCL communication channels (such as The Week, My UCL, UCL News, Departmental Administrator Forum, Student Union and Clubs and Societies) in the first six months after launch.	• Behaviour and Culture Change Manager and Organisational Development	The policies are profiled in each of the institutional communications channels from October 2020 and regularly profiled in institutional communications (at least once every six months)	Spring 2021	2026
			2. Signpost the new policies in staff induction.			May 2021	Oct 2025
			3. Review the staff grievance procedure in line with the new EHRC guidance on workplace harassment, findings in the EHRC racial harassment report and guidance from ACAS. Follow the communications plan as set-out above.	• HR Employment Policy Manager		May 2021	Oct 2022
4.10	Revise the student disciplinary code to reflect best practice.	• The current student disciplinary code needs to be reviewed in order to ensure that it provides effective responses to bullying, harassment and sexual misconduct. Consultation shows that it has an adverse impact on student experience, particularly in relation to concerns raised about inappropriate behaviours.	1. Review the student disciplinary code, in conjunction with new guidance from OIA and OfS, and better practice. 2. Promote new code through key institution-wide UCL communication channels (such as The Week, My UCL, UCL News, Departmental Administrator Forum, Student Union and Clubs and Societies) in the first six months after launch	• Deputy Director of Student Casework • Governance and the Behaviour • Culture Change Manager	• Approve new student disciplinary procedures for 2020/21. • The policies are profiled in each of the institutional communications channels from October 2020.	Spring 2021	Spring 2022
4.11	Share the findings and recommended interventions from the UCL Centre for Behaviour Change systems map review across the institution.	• Many initiatives such as consent and active bystander workshops have shown to shift attitudes, but not behaviour. EDI engaged with the Centre to apply their organisation and behaviour change wheel to design and broaden range of new interventions to address and prevent bullying, harassment and sexual misconduct. • As of April 2020 the Behaviour and Culture Change Manager has agreed and published systems map review with Senior Management Team and agreed and prioritise recommended interventions with HR colleagues.	1. Design and embed an evaluation framework for each intervention. 2. Pilot interventions with central services and departments. 3. Review interventions, modify and expand.	• The Behaviour and Culture Change Manager • Director of HR	• At least three academic departments and HR working collaboratively to pilot initiatives June 2020.	Spring 2021	Spring 2022
					• Review identifies 3-4 key initiatives by June 2021 that can be embedded across the institution.	Spring 2021	Spring 2022
			4. Review Lead at UCL, leadership programmes and Learning Academcy provision to align with Behaviour Change systems map	Head of Learning and Development	• Align key learning opportunities with Behaviour Change systems map.	Oct 2022	2023
4.12	Undertake an impact assessment of corporate UCL systems and processes to remove any unnecessary references/ links to gender.	• Currently meeting the needs of trans staff is impeded by outdated systems and processes that force a link between gender and other issues e.g. title. Some aspects of our systems are impediments preventing inclusion.	1. Through separate staff and student consultation identify areas of concern related to data and management information systems.	• EDI Manager (LGBTQI+) • SMT LGBT Champions	• Staff and student consultation undertaken to review impact of UCL systems on trans community. Combined with formal/informally recorded data, UCL aims to have no complaints requiring action relating to the unnecessary recording on gender on UCL management information system.	Oct 2021	Oct 2022
			2. Solutions identified and project plan developed with teams responsible for systems and process that will be affected.		• Future consultation (staff survey, WEI survey, focus groups) reports fewer issues.	Oct 2021	Nov 2022

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	Timeframe End
4.13	Develop a strategic plan to provide sufficent number of gender neutral toilets.	• Build on current good work; avoid departments progressing local plans that do not look at the bigger picture of provision across a whole building; ensure that suitable ratio between gender neutral and gendered facilities exist; quality assure gender neutral provision.	1. Gender neutral facilities (and others) available on the UCL App. 2. Strategic plan signed off by Estates/SMT. 3. Timeframe for implementation across new build and refurbishments.	• Director of Estates	• Every development plan includes a plan for gender neutral toilet provision. • Every refurbishment includes a review of toilet provision. • Staff and students provide positive feedback on provision (staff survey, WEI survey, focus groups).	Oct 2022	Oct 2025
4.14	Develop effective training and guidance to support departments in demonstrating trans inclusion and how to prevent and challenge Transphobic bullying and harassment.	• As a recently evolving area of law and practice, there are occasional issues that arise between members of the UCL community based on misunderstanding of Trans people's rights and needs. Given the relatively low number of staff and students transitioning, local areas may not have the skills or experience to support staff/students and colleagues effectively. In order to support this and recognising that the University values its diverse community and is committed to meeting its legal obligations, clear institutional level support and guidance is required. • Address issues of Transphobic bullying and harassment as part of the institutional responses and initiatives on bulling and harassment.	1. Departmental Inclusion Leads receive training on supporting trans staff and students.	• EDI Manager (LGBTQI+) • EDI training coordinator	• Analysis of UCL staff surveys reporting greater satisfaction with trans inclusion. • Inclusion Leads report being more confident in how to signpost/support managers/colleagues referred to them regarding transition-related queries after training.	Oct 2022	Oct 2023
					• Published anti-Transphobic bullying and harassment resources accessible through existing on-line platforms.	Oct 2021	Oct 2022
					• All Inclusion Leads are trained biennially from 2021/22 (review guidance and refresher training in 2023).	Oct 2021	Oct 2023
			2. Review Lead at UCL, leadership programmes and Learning Academy provision and commission appropriate e-learning product for managers on supporting trans staff and students as needed.	• Head of Learning and Development working with EDI	• Training product available for managers.	2022	2023
4.15	Monitor sense of wellbeing and belonging among trans staff.	• Given that Trans communities are a smaller protected group than others and there is limited institutional historical data/information, there is a need to develop a better understanding of the lived experiences of UCL's Trans communities.	1. Inclusion of trans monitoring and analysis of Trans respondents' answers in the UCL regular institutional staff survey, WEI survey and focus groups.	• Head of Employee Experience (HR) / EDI (LGBTQI+)	• Inclusion of trans monitoring in the UCL staff surveys with analysis of responses. • Share findings with EDI Vice Deans and Deans in order to include in their local action plans.	June 2023	on-going
			**5. Mainstreaming and intersectionality**				
5.1	Develop faculty EDI data insight with a range of meaningful, metrics that show a full narrative on EDI.	• UCL has been challenged to produce comprehensive data at institutional level. This is being addressed by the launch of new HR and other systems (such as MyHR launched in February 2020). • The production of centralised data will support Deans and Athena SWAN SATS in progressing EDI work and provide measurable indicators of impact. • Without appropriate desegregated data rationale for effective actions cannot be made.	1. Engage with internal stakeholders from a range of departments and functional areas.	• Director of EDI and Faculty Dean	• Positive feedback from SAT Leads on the accessibility, accuracy and timeliness of centrally provided data. • Dashboards developed and accessible.	May 21	2022
			2. Use feedback from focus groups to develop dashboards in consultation with Schools, faculties and Deans.			Autumn 2021	on-going
			3. Dashboards published and routinely considered by senior faculty and departmental committees. Access granted to users. Appropriate training in use provided.			Review annually from 2022	on-going
5.2	Embed the role of Vice Deans for EDI in every faculty.	• By 2021, 11/11 faculties have appointed a VD for EDI. However, these roles are new and many are fixed-term appointments. The VDs provide leadership and facilitate consistent good practice across all faculties.	1. Ensure consistent levels of support and engagement by faculties for VDs (EDI). 2. Each Faculty develops plans to deliver the institutional commitment to secure Athena SWAN awards in every academic department by 2025. Existing award holding departments commit to secure renewals and upgrades in the award levels held.	• Faculty Deans, Pro Vice-Provost (EI), and President and Provost	• All faculties now have Vice Deans for EDI with clearly established priorities and an established institutional reporting framework linked to the VP (EDI). • Agreement to renew all existing Vice Deans positions.	May 2021	Oct 2022
					• Vice Deans (EDI) coordinate faculty action and support local departments so that all academics departments have Athena SWAN awards by 2025.	May 2021	Nov 2025
5.3	Online Exit Surveys.	• UCL need to have a better understanding of the reasons why staff leave in order to identify ways to increase retention when this is not part of career planning and identify gender or equality-related reasons for leaving. • The previous exit survey system had low uptake. As part of the introduction of MyHR, UCL is reviewing its exit survey approach to increase completion rates and ensure that analysis can be undertaken by protected group.	1. Introduction of online Exit Surveys. 2. Disaggregate results by protected characteristics. 3. Use of data to inform Athena SWAN and other charter marks.	• Head of HR Business Partnering	• 25% leaver completion rates by 2021/22. • 40% leaver completion rates by 2022/23. • Share results with Deans and Vice Deans EDI	From Oct 2022	

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe Start	Timeframe End
5.4	Deliver the 'support breadth and diversity' work programme of the 2019-24 UCL Research Strategy implementation plan, including: - Reviewing recruitment procedures to ensure we recruit from the widest possible talent pool - Enhance mentoring for under-represented groups and early-career researchers - Empower researchers from under-represented groups through greater involvement in leadership opportunities and systems change - Develop an inclusive definition of research leadership that values a range of approaches and attributes.	• Our data shows that female and BAME staff are more represented in junior research grades (Research Assoicates BAME female 12.5% White female 40.0% Prof Research BAME female 1.8% White female 23.2%). In order to harness the talents of our research community and foster an inclusive and diverse research culture, UCL needs to aim to ensure that our research community benefits from the widest possible spectrum of talent. This will support the University in realising its Vision 2034.	1. 2019 Research Strategy and high-level implementation plan approved by UCL Council. 2. Development of full implementation plan with specific actions. 3. Establishment of Research Strategy working groups on EDI in research and on early career researcher development. 4. Delivery of annual progress report monitoring implementation of Research Strategy.	• Vice-Provost (Research) • Director of Research Strategy & Policy Director of Research Strategy & Impact • Head of Recruitment	• Increased diversity in recruitment at all levels and career stages – no unjustifiable differences in recruitment success rates for BAME and Women applicants by 2021. • A more diverse research population across the university. • Higher proportion of females in senior research roles and leadership positions with a reduction in the leaky pipeline of 20% by 2024. • Higher proportion of BAME researchers in senior research roles and leadership positions, with a 20% reduction in percentage difference by 2021.	Spring 2021	2024
5.5	Reduce percentage of unknown data, including for ethnicity to support better gendered (and intersectional) understanding and analysis. Need to address unknown data through MyHR and why we monitor campaign.	• UCL data shows an increase in the number and percentage of unknowns for example there has been an increase in the unknown ethnicity (85%) of females on senior committees. • Incomplete data sets disguise the impact of inequalities on different protected groups and intersectional analysis. This includes all life-cycle issues, such as training, promotions, additional payments and appraisal. • Ensure UCL systems provide relevant information, including regrading/promotions by gender and part-time/full-time by gender.	1. Use the introduction of MyHR to encourage staff to access employee self-service and update equalities data. 2. Annual reminder to all staff to update key personal information. 3. Focus group to identify valid reasons for non-completion (e.g. categories not appropriate fit) and recommendation of actions. 4. Ensure MyHR generates data to meet reporting requirements.	• Director of HR	• 10% annual reduction in the percentage of unknowns from 2022 to 2023.	Oct 2021	Oct 2023
5.6	Ensure the 2021 UCL staff survey includes questions that will support gender equality analysis as part of institutional and departmental Athena SWAN applications.	• UCL's external supplier of the biennial staff survey (2015 & 2017) is no longer operating and the staff survey due to take place in 2019 was unable to go head. UCL is planning the next staff survey with a new provider in 2021. To support institutional and departmental intersectional analysis and support the identification of impact for Athena SWAN applications specific questions need to be included. • The 2017 UCL staff survey had a record response rate of 60% (up from 42% in 2015) but work can be done to improve this further.	1. Athena SWAN Manager to be part of survey working group and work to ensure key employee lifecycle issues are included in the questions. 2. Participate in the national Athena SWAN review on developing a culture survey to ensure that student and staff lifecycle issues are included in Advance-HE survey. 3. Provost's Envoys or other representative academics to be part of survey working group to ensure questions are meaningful and appropriate to academic life. 4. When the survey is launched work with Faculty Deans, HoDs and SAT team on a campaign to increase response rate.	• Athena SWAN Manager • Provost's Envoys • Head of Employee Experience	• 2021 survey run with key Athena SWAN questions. • Response rate: 2021 - 65, 2023 - 70%, 2025 - 75%.	From May 2021 (Biennially)	
5.7	Update online Equality, Diversity and Inclusion training bespoke for the HE sector which incorporates academic research and behavioural change insights.	• We want to ensure that there are pathways options for different roles within the university. For example, select PS and follow this pathway for relevant examples to PS roles.	1. Develop outline of new training. 2. Meet with possible providers and receive quotes. 3. Launch new training offer.	• EDI Training Manager.	• Completion rates to reach 90% completion by end of 2026. (50% by 2022 and 70% 2024).	July 2022 Jan 2023 Sept 2024	2026 2026 2026
5.8	Increase the systematic use of intersectional data to support gender equality progress.	• UCL is located in the most racially diverse city in the UK and draws staff and students from across the world. As part of our consultation in developing the submission, feedback from departments and internal stakeholders highlighted that a more detailed intersectional analysis would better serve UCL. BAME vs White, misses the different experiences of BAME groups. Black and international staff and students report particular concerns that are exacerbated by gender inequalities. • The increase in female students at UG (23.5% to 30.7%, +7.2%) and PGT (25.9% to 31.7%, +5.8%) is a result of the increasingly international profile of students. International Male increases have been smaller (+3.8% at UG and +1.9% at PGT). The gender imbalance has been further accentuated by the drop in UK female male students, however the drop in UK female is relatively lower. For UK male the drop at UG (-5.5% to 22.2%) and PGT (-4.1% to 17.6%) combining to increase the female representation.	1. Develop a framework to provide more detailed intersectional gender-ethnicity data at institutional and faculty levels (by 2021/22). 2. Start reporting against the new framework and disseminate through dashboards and roadshows (by 2022/23). 3. Use the data to inform analysis and AS institutional action plan review (which is overseen by the GSG) and the Deans' Pledges (by 2022/23 onwards).	• Athena SWAN Manager • EDI Data Analysts • Gender Steering Group • Provost's Envoy for Race Equality	• Institutional and Faculty intersectional data with more detailed ethnicity categories are systematically provided on an annual basis. • Targeted positive action measures for specific ethnic groups are undertaken as part of the broader positive action initiatives planned by the institution. • Improved sense of belonging reported in REC and Athena SWAN cultural surveys.	2021	2023

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe	
						Start	End
6. Improve Support for Carers							
6.1	Improve UCL childcare provision through Reimagining Childcare project.	• More places are being created at the UCL nursery, but given constraints on space in central London, other options such as outsourcing will be explored.	1. Create and appoint a six month 1.0 FTE Reimagining Childcare Manager as part of the HR Reward Team to lead new thinking and planning. 2. Identify institutional need for childcare. 3. Report of all options produced and considered by SMT/HPRC in 2022. 4. Consider onsite and nearer home provision. 5. New arrangements in place, benefiting a greater number of staff and students by 2023.	• Head of HR Reward Team • Director of EDI	• Staff report greater levels of satisfaction with accessing childcare support either at UCL or local to domicile (baselined against UCL Survey 2017, 2021, and planned AS Culture surveys.	May 2021	Oct 2023
6.2	Establish a Carer's Fund in each Faculty or retain institutional wide scheme.	• Focus groups have highlighted additional financial barriers to resuming a professional career for staff returning after a career break or those with on-going caring responsibilities. Building on the success of the pilot, faculty-based schemes, we will look to ensure this support for returning parents and carers is avialable to all. As part of UCL's response to the COVID-19 pandemic, UCL launched the COVID-19 Career Support Scheme (CCSS), which provides an equity-based response. The scheme has £500k and will be wound down during 2021. A longer term response will need to be developed either locally or institution-wide. • Able to participate in out of hours work e.g. academic conferences • Able to include international travel. • Offset financial burden.	1. Schemes embedded in Strategic Operating Plans from 2022.	• Chief Operating Officer	• Evaluation of the CCSS undertaken with impact and key learning disseminated across UCL and the sector (May-Aug 2021). • By 2021/22 either UCL has launched an institutional wide returning carers' scheme or three schemes launched at faculty level; 2024 seven schemes.	2021	2024
6.3	Commit to funding 3 Daphne Jackson fellowships per year (1 per school)	• To improve support for researchers/anyone who take career breaks (e.g. parental leave, sick leave) in order to avoid loss of talent. Support their return to work. • To signal UCL's commitment in this area and develop best practice that can be more widely deployed across the institution.	1. Inclusion in financial planning round in spring 2019. 2. MoU agreed with Daphne Jackson. 3. Recruitment of first cohort of fellows. (start in 2021/22) 4. Completion of first fellowships. 5. Support for applications for fellowships. 6. Development of a cohort network of past and current Daphne Jackson fellows to provide informal peer mentoring to each other, and prospective fellows.	• Vice-Provost (Research) • Director of Research Strategy & Policy • Faculty level support	• Successful recruitment of a Fellow in each UCL school on an annual basis. • Specific research outputs, impacts and outcomes and enabling activities, arising from Fellowship. • Increasing number of researchers returning after periods of leave, and increased retention rate after 1, 2, 3 and 5 years. • Increasing number of researchers able to take up flexible positions. • An institutional culture which better supports flexible research fellowships (and other forms of flexible working for researchers) including defined support programmes for talented researchers to return following a period of leave.	Spring 2021	on-going
6.4	Ensure family related leave policies are examples of best practice	• UCL aims to be offer sector-leading family related leave policy and practice. For example, UCL offers 20 days' contractual pay paternity leave. • As national data highlights, there has been a low uptake in shared parental leave. UCL believes in supporting all staff and students to benefit from support for caring, there has similarly been low levels of uptake. Anecdotal feedback has highlighted that institutional practices can impede uptake of the benefit, particularly by men, due to the sequencing of taking contractual parental leave benefits.	1. Review family leave policies so that staff do not have to return to work for three months to avoid clawback of contractual pay benefits. 2. Actively promote shared parental leave policy to ensure that it is enabling for parents to take leave. 3. Review policy on shared parental leave in 2024.	• Director of HR	• Increase in uptake of policy by 100% by 2023. • Revised policy launched in 2024.	2021	2024

AP no.	Planned action / objective	Rationale	Key outputs & milestones	Lead responsibility(ies)	Success criteria	Timeframe	
						Start	End
7. Beaconship							
7.1	Embed gender equality framework in core central services	• Core services are critical to institutional life but there are no ways currently for them to participate in national equality initiatives. Core services staff are part of the culture of UCL, and feedback suggests a need for UCL to provide a tool to enable them to engage with and improve equality. UCL welcomes Advance HE's plan to extend Athena SWAN to central services. This will be included in UCL's Athena SWAN work.	1. Pilot Athena SWAN in Central Professional Services (OVPA and HR).	• HR • OVPR • Athena SWAN Manager	• Successfully submit application for Athena SWAN charter by 2023.	Aug 2021	Nov 2023
			2. Delivery of Athena SWAN to other core services.		• At least one new submission per annum in Central Professional Services.	Oct 2022	Apr 2026
7.2	Working with global partner universities and League of European Research Universities (LERU) to share practice on gender equality and intersectionality. Share best practice from LERU and partners, and incorporate into UCL policies.	• UCL was founded on the principles of challenging established wisdom and delivering equality for all. As a leading HEI, we can share and learn about effective interventions, and influence peers in delivering gender equality.	1.Work with at least three partner institutions to identify opportunities to share practice, particularly our work on intersectionality and progressing Athena SWAN.	• Provost's Envoy for Gender Equality	• Support the development and/or enter partnerships on gender equality initiatives with institutions in other countries as part of UCL's strategic partnership programmes.	May 2021	May 2023
			2. Share our Athena SWAN experience with international partners.		• 6 vignettes of good practice developed per annum and hosted on web portal.		
			3. Developing Leading Lights programme to collate UCL gender equality practice and disseminate as part of the institutional beaconing activities as part of the programme to develop a gold institutional submission in 2026.				
		• UCL wants to share its journey in promoting gender equality both internally and with others. Based on feedback received Advance HE and colleague about the need to improve efficiencies and avoid duplication of effort, we were advised to consider ways to increase information sharing. • UCL launched its Athena SWAN SharePoint in October 2020. By February 2021, there were 342 unique visitors, with 2260 views. The SharePoint draws together practice from across the University's central Athena SWAN team, the award holding departments and those preparing initial submissions.	5. Update the SharePoint at least biannually to ensure that latest Athena SWAN changes, news and awards' updates are included.	• Athena SWAN Team • Provost's Envoy for Gender Equality	• UCL Athena SWAN SharePoint provides internal hub to share and disseminate best practice with 500 visits per month.	May 2021	Apr 2026
7.3	Build on the work delivered in hosting 'Calling Time on Sexual Misconduct' global conference in June 2020 on sharing best-practice prevention in higher education.	• There has been a lot of duplication of expertise and resources in UK universities and globally when addressing the issue of sexual misconduct and violence. The purpose of this conference is to learn what has been implemented, what works, and how we can create more sustainable change and share practice.	1. Building on from the conference to create an engaging and supporting environment.	• Behaviour and Culture Change Manager	• Establish a network of practitioners following the conclusion of the conference, to share learnings across borders and profile best practice.	Summer 2021	May 2023
			2. Work with LERU partners to host a conference on preventing sexual misconduct and sharing practice to address issues.	• Athena SWAN Manager		May 2021	May 2023
7.4	Use UCL influence to work with funding bodies to reduce inequalities by standardising benefits such as parental leave, maternity, adoption leave etc.	• UCL receive a lot of external funding, which do not provide consistent treatment of life events such as parenting. Our research on staff shows that females are more likely to receive research grant from funding bodies that are less generous on financial support.	1. UCL will lobby funders to ensure that financial support for research staff is consistently available. 2. Raise awareness in other research intensive universities in LERU and Russell Group to encourage greater lobbying and actions.	• Athena SWAN Manager	• Conference to explore inconsistencies of funding and impact on gender equality. • An agreed plan of action to equalise family funding provisions across the sector.	2022	2024