

Athena SWAN: Bronze and Silver department applications



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Athena SWAN Bronze Department Awards

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

Athena SWAN Silver Department Awards

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

Completing the form

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

Word Count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University College London
Department	UCL Medical School (UCLMS)
Focus of department	STEMM
Date of application	May 2023
Award Level	Silver
Institution Athena SWAN award	April 2018 Level: Bronze
Contact for application	Rima Chakrabarti
Must be based in the department	
Email	r.chakrabarti@ucl.ac.uk
Telephone	0208 3108 8235
Departmental website	https://www.ucl.ac.uk/medical-school/ucl-medical-school-0

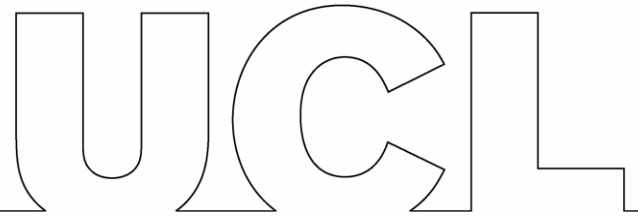
1. Letter of endorsement from the head of department

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

UCL MEDICAL SCHOOL



1st May 2023

Dear Athena SWAN panel,

As Head of Department and SAT member, I wholeheartedly support UCL Medical School's (UCLMS) Athena Swan Silver application. Since my appointment in 2021, I have seen positive change in our culture and environment, much of which results from activities of our Equality, Diversity & Inclusion (EDI) Committee and colleagues leading our Athena Swan work. I am committed to engendering a culture where all Departmental members feel valued and respected, and Athena Swan has honed our focus and data collection here. *Our data show that our workforce and student body are increasingly diverse. Throughout this application, we chart our progress against our previous Action Plan and present a roadmap for further improvement.* I will personally ensure that regular progress review against the milestones is central to Departmental strategy.

UCLMS has a world-class reputation for education and research (QS World Ranked 6th for Medicine, 2023) and our commitment to EDI is evident in our most impactful research and teaching. Examples include our *nationally leading diversifying the medical curriculum work, our exceptional four Provost Education Awards for EDI and Widening Participation, and our innovative work on sustainable healthcare and medicine for minoritized groups.* UCLMS' commitment to the Charter's principles is inculcated in our 2,250 students' learning, with our materials adapted to reflect our values of EDI.

Reflecting on feedback from previous Athena Swan panels, we appreciate the importance of evidencing our initiatives' impact and highlighting areas for improvement. *Since our 2018 award, we have transformed our activities in key areas including recruitment; we now include EDI discussion in every staff recruitment panel (Academic/PSS). EDI is a standing item in Divisional/Programme Executive committees. We now routinely analyse and monitor BAME Awarding Gap data and showcase through peer-reviewed publications and student Townhalls.*

As the third successive female Director, I applaud our further impact around female leadership through rigorous promotions procedures, mentorship, and outstanding remodelling (see case studies). This has translated into four female Professorial appointments since 2018. A key challenge now is to focus on *growing our male staff pipelines within a female-dominated medical education landscape, which presents challenges in meeting the gender balance goals of the Charter.* Our data show early

encouraging environmental indicators for men e.g. growing paternity leave patterns, alongside high retention post-maternity leave. We support all staff with *caring commitments by avoiding key activities in school holidays and encouraging carers' entitlements.*

We will address our PS colleagues' survey outcomes of perceived *Departmental gender bias towards women, and limited PS career progression options.* Although there is no formal UCL PS career structure, UCLMS is committed to enabling progression through flexible working and secondment opportunities, both increased since 2018. Alongside Academic colleagues achieving PFHEA, we have PS colleagues achieving Associate FHEA. Appraisal focus is shifting towards addressing career aspirations for staff, which will hopefully be reflected in future staff surveys. However, appraisal remains an area of focus, particularly around meaningful workload discussions. We place significant onus on *mental health and well-being through social activities including walks and gardening. Inclusive culture is promoted through marking cultural community events.*

UCLMS is committed to *combatting bullying and harassment through training on microaggressions, unconscious bias and 'Where to Draw the Line'.* I have personally led a national drive to enhance culture through introducing reflective Schwartz Rounds (SRs) to HEIs. Since UCLMS' pioneering introduction and publication of our data, SRs have been adopted in over 20 HEIs for healthcare learners and practitioners, and NIHR data show they can enhance learning environments. UCLMS has used SRs to explore EDI topics in healthcare including racism and misogyny.

I am keenly aware that this submission has largely been enabled and evidenced by women. We hope that the panel will note longitudinal progress since our last submission and appreciate our commitment to keep Athena Swan high on our Departmental agenda through our Action Plan and meetings, chaired by a dedicated lead. We will monitor the impact of our activity through regular surveys, with a focus on gender and ethnic parity across the Department.

I confirm that that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/Department.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'F. Gishen'.

Professor Faye Gishen MBBS BSc FRCP EdD PFHEA

Director, UCL Medical School

(688words)

NOTES

Data for this application (July 2018-July 2022) was gathered from central UCL and supplemented by Divisional data. There was however, no central or Divisional data pertaining to disability or caring responsibilities. We also recognise that we may not have fully captured the diversity that exists at UCLMS, especially for our BAME members of staff and students who identify as Minoritized Ethnic. While all attempts were made to bridge any discrepancies between central UCL and Divisional data, we recognise that limitations remain and these have been acknowledged throughout the application.

KEY

GOOD PRACTICE

ACTION PLAN

BEACON ACTIVITY

IMPACT

ABBREVIATIONS

ART	Active Research Team
AS	Athena Swan
ASME	Association for the Study of Medical Education
BAME	Black, Asian and Minoritized Ethnic
CIF	Consolidation, Integration and Feedback
CIMEC	Centre for International Medical Education Consultancy
CRS	Completing Research Status
CTF	Clinical Teaching Fellow
CPP	Clinical and Professional Practice
DA	Divisional Administrator
DiR	Director of Research
EDI	Equality, Diversity and Inclusivity
ECRs	Early Career Researchers
FG	Focus Group
FMS	Faculty of Medical Sciences
GPG	Gender Pay Gap
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
IOM	Induction and Orientation Module
KIT	Keeping in Touch
LGBTQA+	Lesbian, Gay, Bisexual, Transsexual, Queer, Asexual/Aromantic
LMS	Life and Medical Sciences
MBBS	Bachelor of Medicine, Bachelor of Surgery
MMI	Multiple Mini Interview
MSEC	Medical School Education Consultancy
NHS	National Health Service
PGME	Postgraduate Medical Education
PhD	Doctor of Philosophy
PGR	Postgraduate Research
PGT	Postgraduate Taught
PSS	Professional Services and Support
QAEU	Quality Assurance and Enhancement Unit
RDME	Research Department Medical Education
RDMEG	Research Department Medical Education Group
RFH	Royal Free Hospital
RUMS	Royal Free, University College and Middlesex Students' Association
RM	Research Manager
RDG	Researcher Development Group
SLT	Senior Leadership Team
SQUID	Student Quality Improvement and Development
SSC	Student Selected Components
UCL	University College London
UCLH	University College London Hospital
UCLMS	University College London Medical School

REFERENCES

Bligh, E. R., Courtney, E., Stirling, R., Rajanathanan, A., Altaher, H., Thomas, J., Anim-Boadu, R., Basiouni, D., Kurz, J., Floare, M.-L., Nyamali, I. O., Chan, Y., Hussein, K. A., Whitfield, A., & Nezhad, H. G. (2021). Impact of the COVID-19 pandemic on UK medical school widening access schemes: disruption, support and a virtual student led initiative. *BMC Medical Education*, 21(1), 344. <https://doi.org/10.1186/s12909-021-02770-0>

Brown, A. (2021). *An exploration of academic and professional staff perceptions of their positioning within one UK university and its impact on their workplace identities and relationships*. UCL.

Dacre, J. (2020). *Independent review into gender pay gaps in medicine in England*.

GOV.UK. (2021). *NHS Workforce*. Available from <https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/nhs-workforce/latest>

McCaig C. (2008). *Fair admissions to higher education -a review of the implementation of the Schwartz Report principles three years on:*

Yusoff, M. S. B. (2019). Multiple Mini Interview as an admission tool in higher education: Insights from a systematic review. *Journal of Taibah University Medical Sciences*, 14(3), 203–240. <https://doi.org/10.1016/j.jtumed.2019.03.006>

2. Description of the department

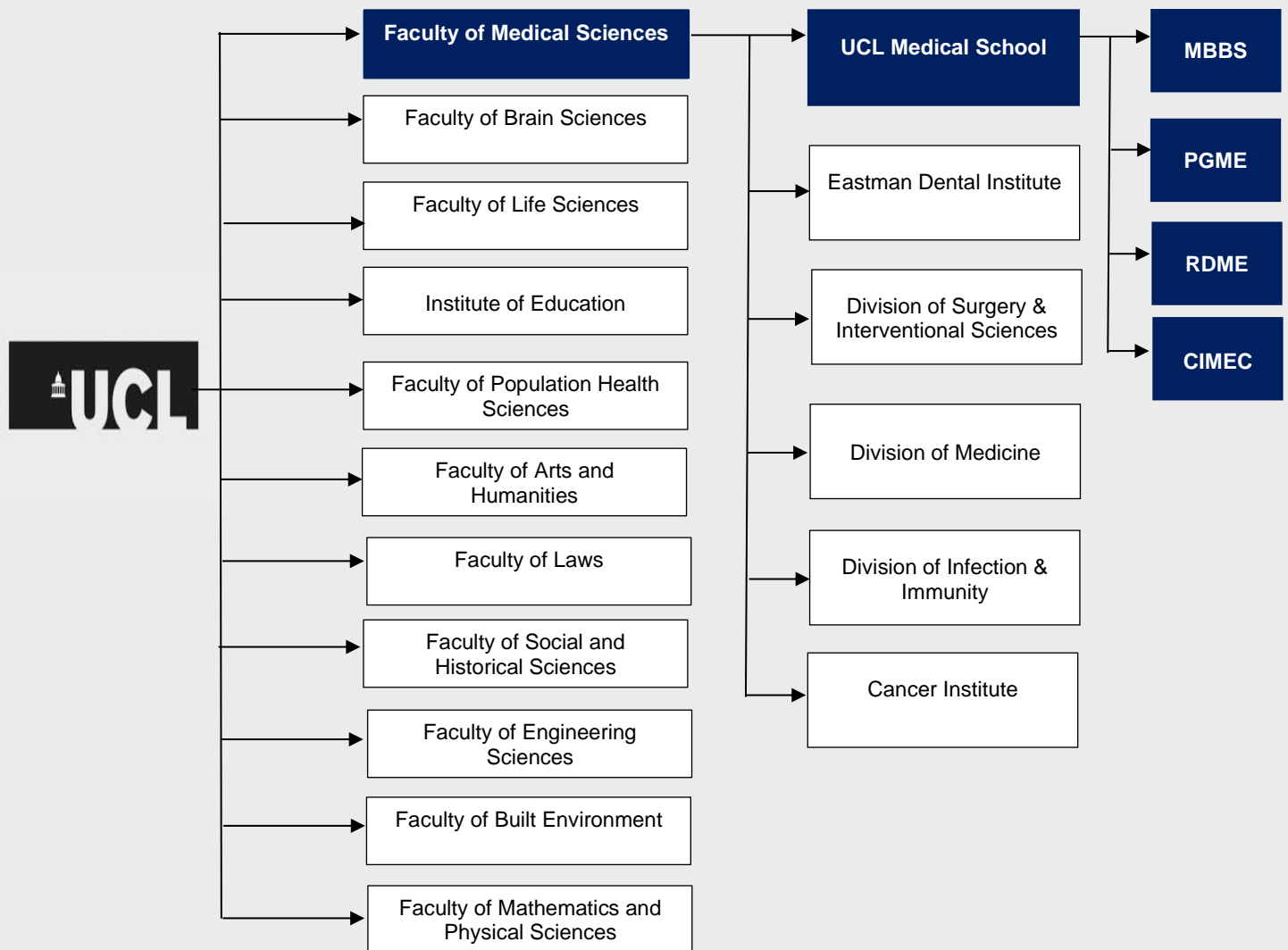
Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

UCLMS is one of the six divisions within the Faculty of Medical Sciences (FMS) and forms one of the eleven faculties at University College London (UCL) (Figure 1:- Organogram of UCL). There are four main areas of activity within UCLMS,

- **MBBS**- the six-year undergraduate medical programme is the principal area of activity at UCLMS and employs the highest proportion of Academic (mainly on teaching contracts) and Professional Support Services staff (PSS).
- **Postgraduate Medical Education (PGME)**- This is the second largest area of activity and includes the Postgraduate Taught (PGT) programme.
- **Research Department of Medical Education (RDME)**- supports the Postgraduate Research (PGR) programme.
- **Centre for International Medical Education Consultancy (CIMEC)**- provides global support for medical education affiliated with UCLMS.

FIGURE 1:- ORGANOGRAM OF UCL



Faculty

UCLMS employed 121 staff (77 academic: 44 PSS) across all four units in 2021/22.

A snapshot of the Division in 2021/22 showed that it is predominantly Female (82%, 99/121 Female: 18%, 22/121 Male), which is reflective of medical education nationally and white (Figure 2:- Staff breakdown by role and gender; Figure 3:- Staff breakdown by ethnicity).

FIGURE 2:- STAFF BREAKDOWN BY ROLE AND GENDER

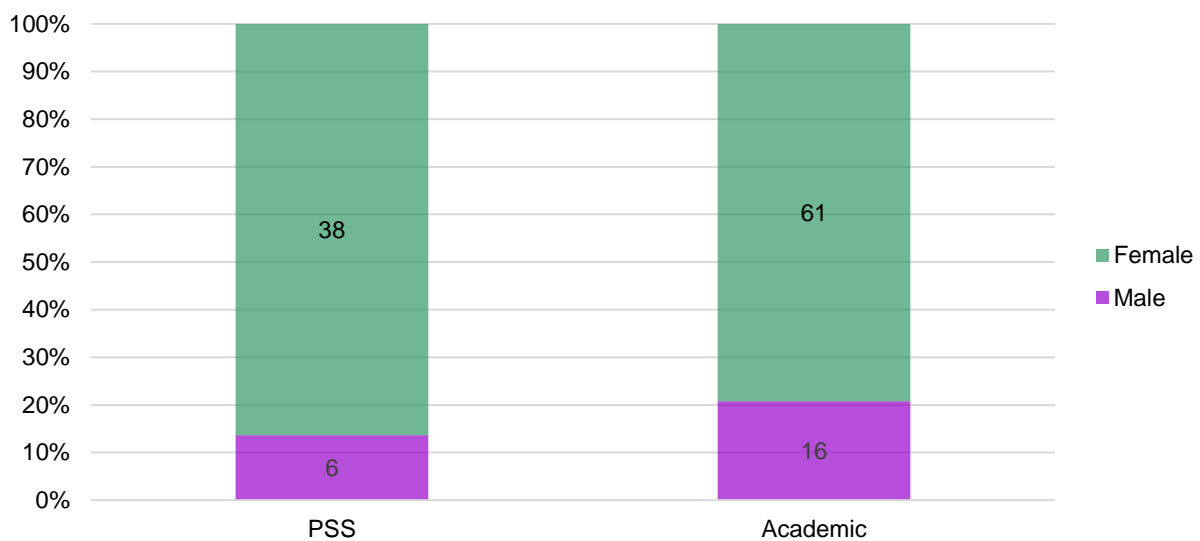
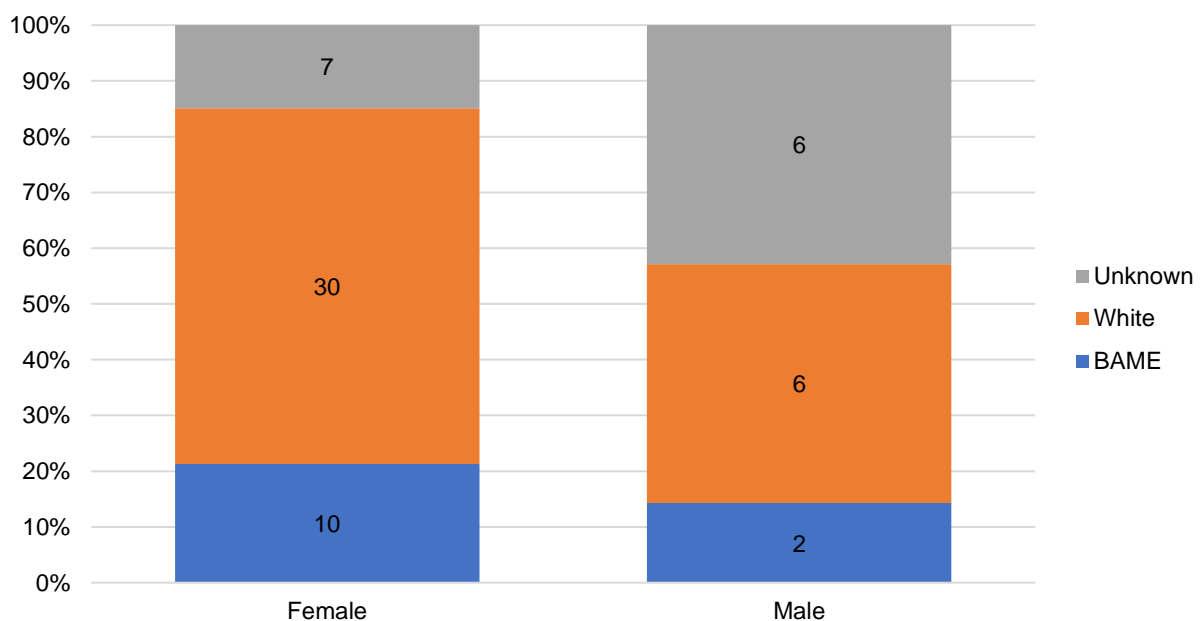
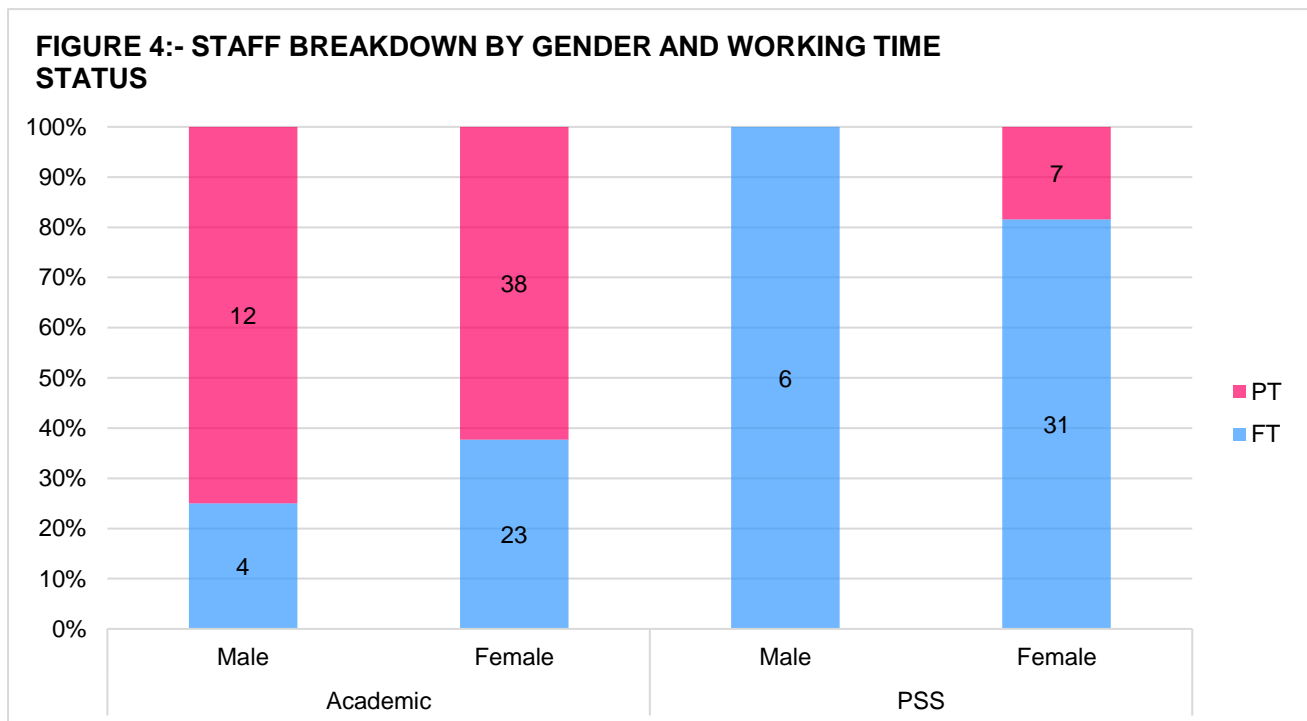


FIGURE 3:- STAFF BREAKDOWN BY ETHNICITY



There is a higher proportion of Academic staff working part-time, with no Male, part-time PSS staff (Figure 4:- Staff breakdown by gender and working time status).



The majority of PSS Staff are Female and in Grade 7 roles (Figure 5a:-PSS Staff by gender and grade) whereas the majority of Academic staff are Female and on teaching contracts (Figure 5b:- Academic staff breakdown by gender and job role). In addition, the Academic function of the Division is supported by staff from,

- **other UCL faculties-** facilitating teaching in the early, pre-clinical years of the MBBS Programme.
- **National Health Service (NHS) and Primary Care clinicians and allied health professionals-** principally facilitating teaching in the clinical years of the MBBS programme.
- **Honorary staff-** UCLMS currently have 148 Honorary staff members, predominantly contributing to the undergraduate MBBS programme.

Divisional activity from these groups have not been included in the application, as they are not directly employed or line managed by UCLMS, with their appraisal and career progression managed through their relevant NHS Trust.

FIGURE 5A:- PSS STAFF BY GENDER AND GRADE

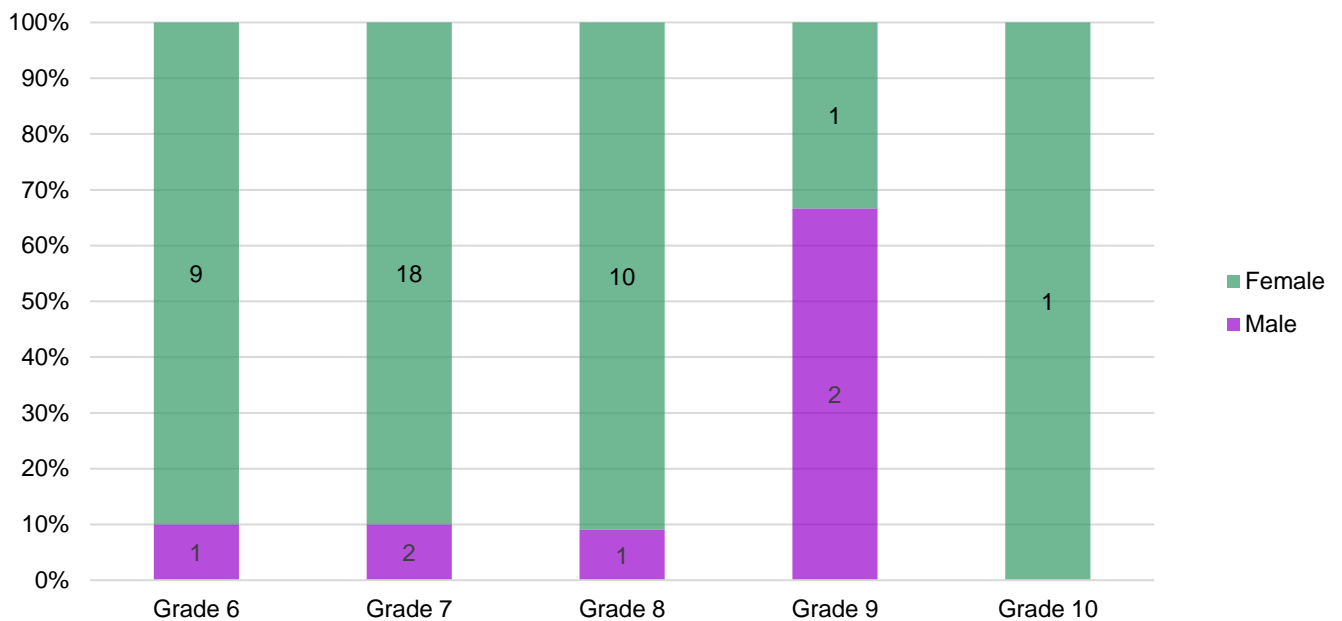
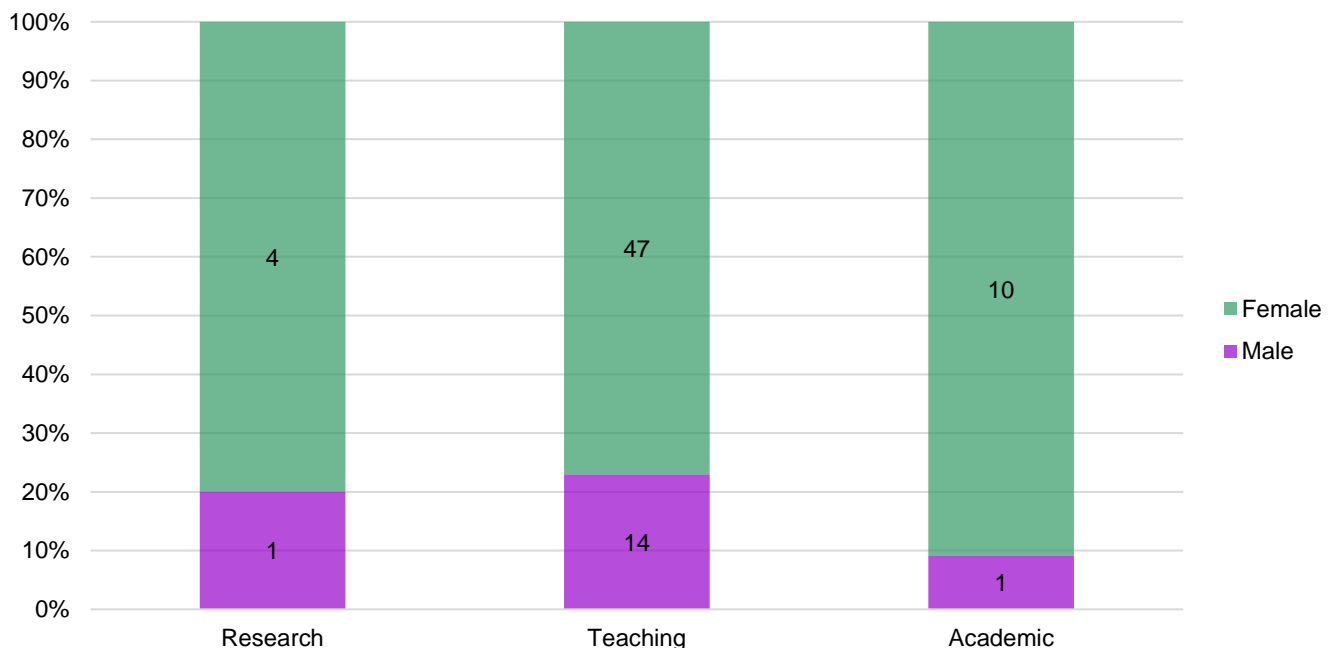


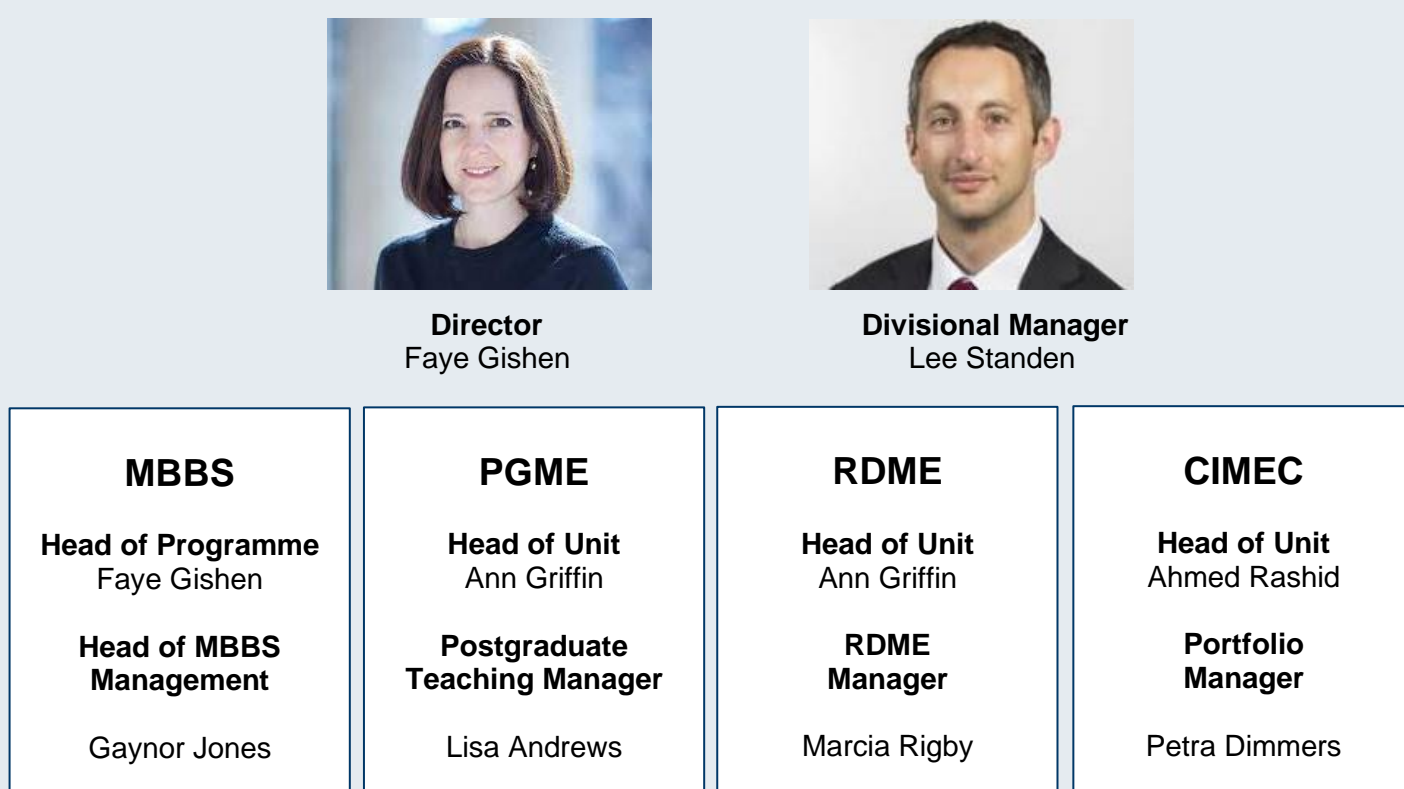
FIGURE 5B:- ACADEMIC STAFF BREAKDOWN BY GENDER & JOB ROLE



Divisional leadership

UCLMS is led by its Director, Dr Faye Gishen with its activity supported by a Head of Unit and Manager (Figure 6:-UCLMS Divisional structure). In-keeping with the predominantly Female orientated workforce at UCLMS, two of the Head of Units (Ann Griffin is Head of Unit of both PGME and RDME) and Unit Managers are Female, white. **Ensuring gender and ethnic parity in the recruitment and career progression stage of Academic staff is discussed in more detail in Section 5A (i): Recruitment, p69 and (iii): Promotion, p87.**

FIGURE 6:- UCLMS DIVISIONAL STRUCTURE



Student population

A snapshot of the UCLMS student population in 2021/22 shows that it is predominantly Female across our MBBS, PGT and PGR programme (Figure 7:- Student breakdown by gender). Historically, these programmes have been Female orientated nationally and this is explored in greater detail in Section 4A: Picture of the Department, p27. Although further information in relation to other protected characteristics such as disability and carer responsibilities were not available, disaggregating the student data by ethnicity shows diversity across the three programmes (Figure 8:- UCLMS Student breakdown by ethnicity)

FIGURE 7:- UCLMS STUDENT BREAKDOWN BY GENDER AT UCLMS

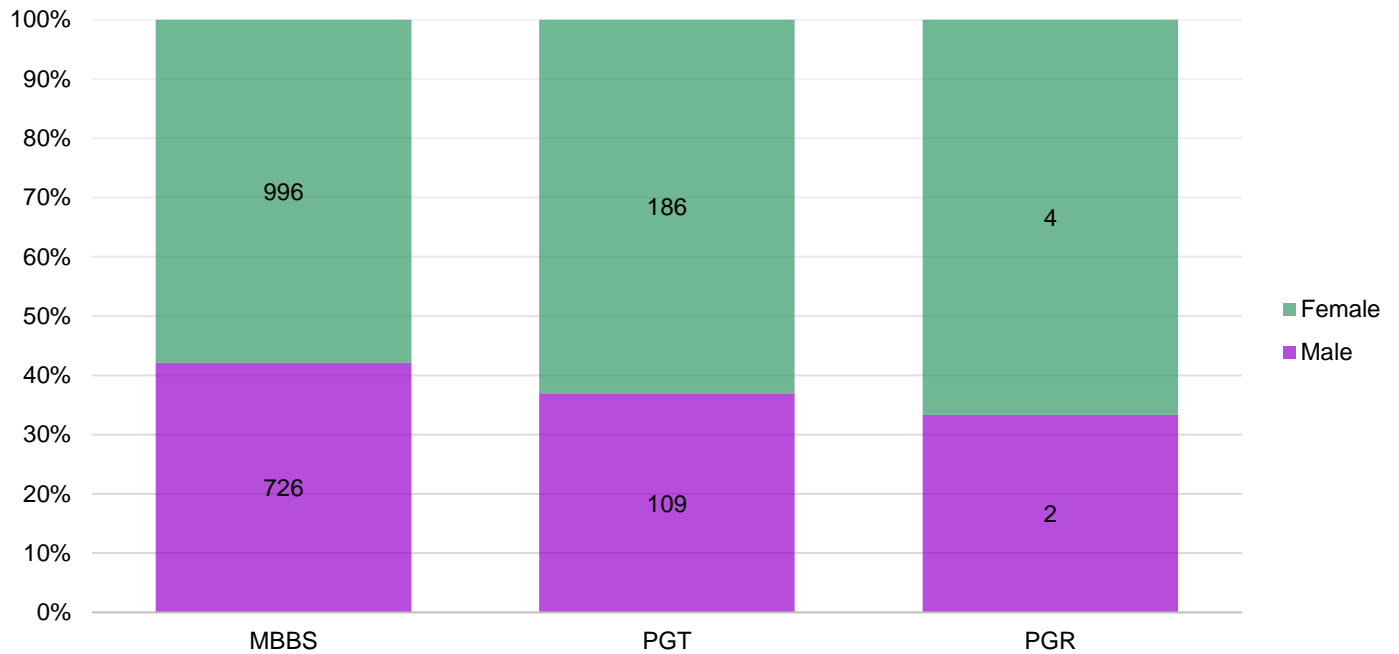
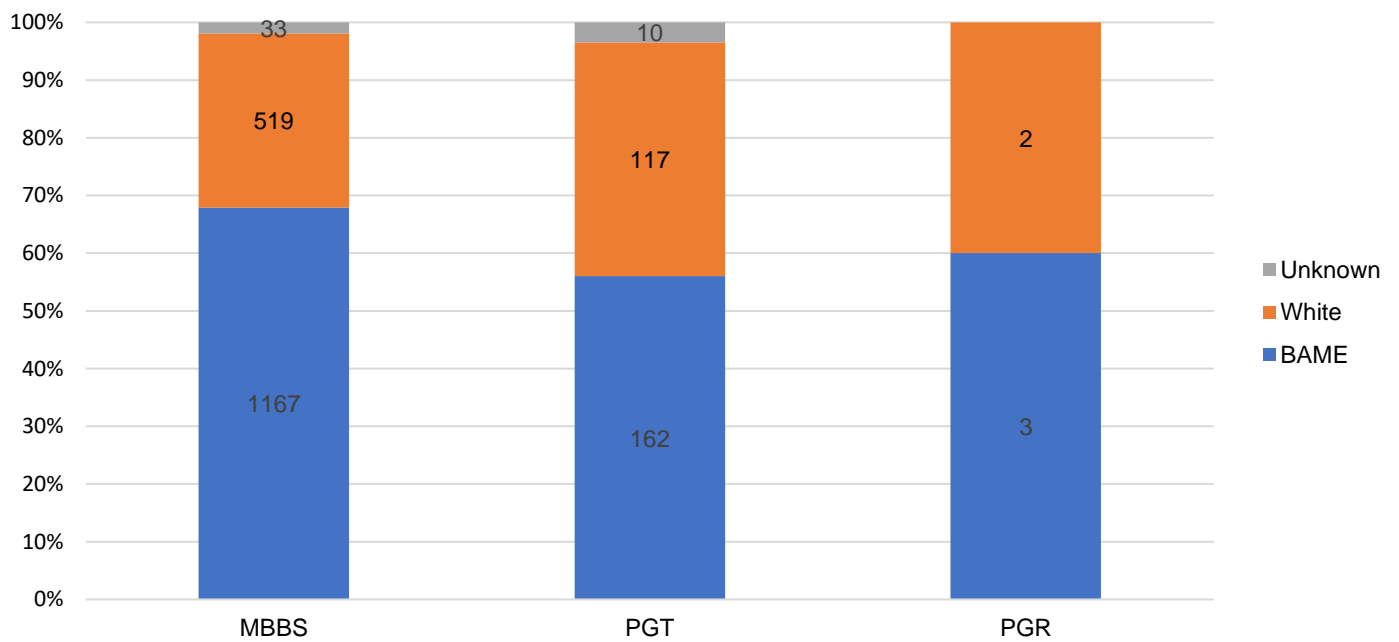


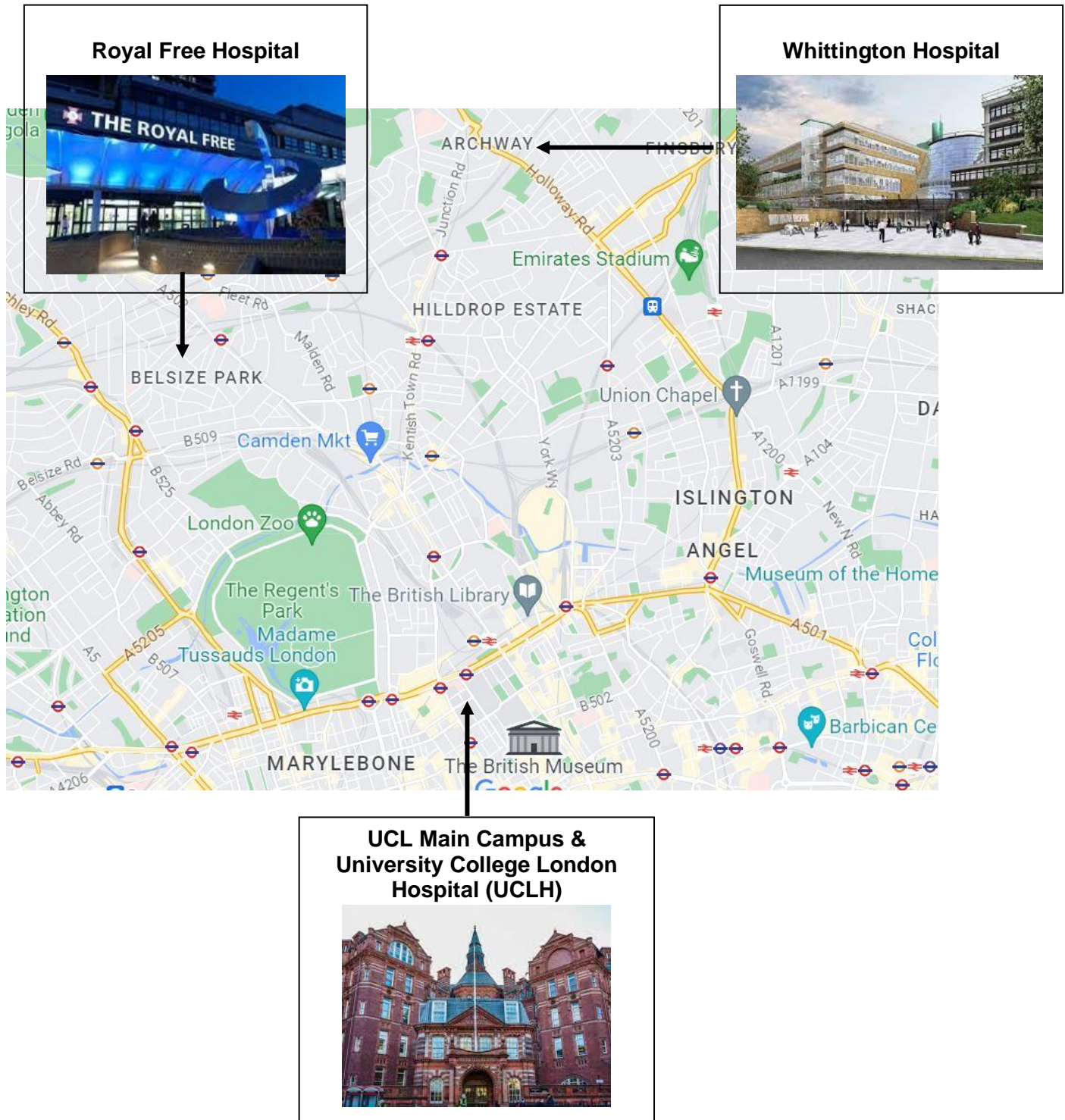
FIGURE 8:- UCLMS STUDENT BREAKDOWN BY ETHNICITY



Location

UCLMS' activities occur across three sites with most staff and students based at the main campus or at University College London Hospital (UCLH) in Bloomsbury (Figure 9:- Physical location of UCLMS across three sites)

FIGURE 9:- PHYSICAL LOCATION OF UCLMS ACROSS THREE SITES



Goals and Aims

Since the previous AS application in 2017, where UCLMS was awarded Bronze status (silver status was not renewed after being awarded in 2012), this is our third application for Silver.

Aligning to the principles of the Athena Swan UK Charter, the key goals of UCLMS are outlined in the [2016-2021 mission and strategic plan](#).

ACTION PLAN

Fair recruitment policies to ensure adequate representation by gender and ethnicity in Divisional Leadership. (Action 3.2 & 3.3, p81)

- **Improve transparency on staff promotion for Divisional Leadership roles (Action 3.7, p89)**

BEACON ACTIVITY

- UCLMS was one of the first departments at UCL to publish a strategic plan for tackling 'Misogyny and Gender Based Violence (GBV)' in 2021/22. The key aim being to encourage all MBBS students to have open discussions on addressing misogynistic practices and improve the raising concerns process.
- In 2019, UCLMS established their own medical leadership course, The Estelle Wolfson Emerging Women Leaders course to promote Females to senior positions within the NHS, which largely remains Male dominated.

(501 words)

3. The self-assessment process

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team;**
- (ii) an account of the self-assessment process;**
- (iii) plans for the future of the self-assessment team.**

(i) Description

The 2022 UCLMS Athena Swan committee included 15 members (14 Female: 1 Male), spanning across its four units and included Academic and PSS staff and student representatives. One member (+) had served in both the 2012 & 2017 AS Application and of the 15 members, *4 were BAME and 2 had caring responsibilities highlighting the diversity of the committee* (Table 1:- UCLMS Athena Swan committee 2021/22).

To encourage membership across all four units, information related to joining the committee and the process involved was sent by the Divisional Manager to all UCLMS staff by email and posted on the UCLMS Teams Noticeboard.

While UCLMS is largely a Female orientated workforce, to address the gender imbalance, (13 members joined the committee following the email and Teams notice- 12 Female and 1 Male), the departmental inset day in May 2022 was used to encourage Male members of staff to join. Although another 2 members of staff joined, both were Female. **Addressing gender imbalance to ensure that there is adequate Male representation, proportionate to the UCLMS population for future AS committees forms a key action point (Action 1.1).**

TABLE 1:- UCLMS ATHENA SWAN COMMITTEE 2021/22

Grade	Member	Departmental role (FTE & caring roles)
Professor	Faye Gishen	Director of UCLMS & MBBS Programme Lead. 1 FTE
Associate Professor	Jayne Kavanagh ⁺	Co-chair of UCLMS EDI Committee
	Miranda Kronfli	PGT Quality Lead, PGT Programme Tutor and Personal Tutor. 1 FTE. Caring responsibilities.
Senior Research Fellow	Asta Medisauskaite	RDME. 1FTE.
Clinical Lecturer	Rima Chakrabarti (Chair)	Academic Lead of Curriculum Map, Chair of Gender Equality Taskforce and Athena Swan Lead. 0.6 FTE. BAME
	Emma Kelley	Clinical Lecturer. 1 FTE
Associate Lecturers	Carys Phillips	Associate Lecturer in Assessment and Feedback Unit, MBBS. 1 FTE
Professional Services and Support (PSS)	Petra Dimmers	Portfolio Manager, CIMEC. 1 FTE.
	Emma Grant	Acting Divisional Manager, UCLMS. 1 FTE
	Kunika Kakuta	Royal Free Trust Liaison & Project Manager, MBBS 1 FTE. BAME
	Temitayo Lawal	Senior Access Officer. 1 FTE. BAME
	Safiyyah Patel	Divisional Staffing Manager, UCLMS. 1 FTE. BAME. Caring responsibilities.
	Lee Standen	Divisional Manager, UCLMS. 1 FTE
Student Representatives	Beth Hayes	YR 5 MBBS student. UCLMS Student EDI Co-chair
	Natalia Zernicka-Glover	YR 3 iBSC student, MBBS. UCLMS Student EDI Gender Equality Sub-committee Co-Chair

(ii) Process

As part of the preparation for the Athena Swan application, the 2022 Athena Swan committee conducted,

- **UCLMS wide staff survey to assess views on workload, career progression and support.**

Adapted from the original AS survey, this was an online, anonymous staff survey containing a combination of fixed response and open-ended questions, covering six domains: workload, flexible working, appraisal, career progression, workplace culture and parental leave.

Staff engagement mirrored a similarly conducted survey in 2017-2018 of 52%. The highest proportion of respondents were Females (72% Female: 14% Male: 14% did not disclose), Academic staff (64% Academic: 36% PSS) and working full-time (80% full time: 20% part-time).

A detailed breakdown showed that Male and Female Academic staff working full-time had the highest response rate, with the lowest among Male and Female Academic, part-time staff (Table 2:- Response rate of 2022 UCLMS Staff Survey by staff role, gender and working-time status). Although data on ethnicity and disability was not gathered in the 2022 UCLMS Staff survey, **this forms an action plan for future staff surveys along with exploring why the survey response rate was lowest among Male and part-time staff (Action 1.2).**

TABLE 2:- RESPONSE RATE OF 2022 UCLMS STAFF SURVEY BY STAFF ROLE, GENDER AND WORKING TIME STATUS

Staff Role	Gender	Working time status	% Completion
Academic	Male	FT	75
		PT	8
	Female	FT	78
		PT	16
PSS	Male	FT	50
		PT	NA as no PT Male, PSS
	Female	FT	32
		PT	29

The findings of the survey were presented at the departmental inset day in May 2022 and compared to the previous UCLMS staff survey in 2017. Whilst it is acknowledged that *annual staff surveys would provide frequent insight into staff's views, due to the impact of Covid and the rapid response required by UCLMS to adapt its undergraduate and postgraduate programmes, opportunities for conducting an annual survey were limited*. Feedback from UCL wide and the Faculty of Medicine (FMS) surveys have instead been utilised to enrich the data on staff's perspectives.

- **Focus Group (FG) discussions were conducted to further gauge staff's views on the issues raised through the survey.**

Six FG discussions were conducted to provide further feedback on the issues raised through the survey with each group comprising a combination of Academic and PSS staff (Table 3:- Breakdown of focus group discussion by staff role and gender). Although attempts were made to keep the groups balanced in relation to staff role and gender, with 4/6 Male, PSS staff in attendance and six focus groups held, there was no Male, PSS representation in two groups.

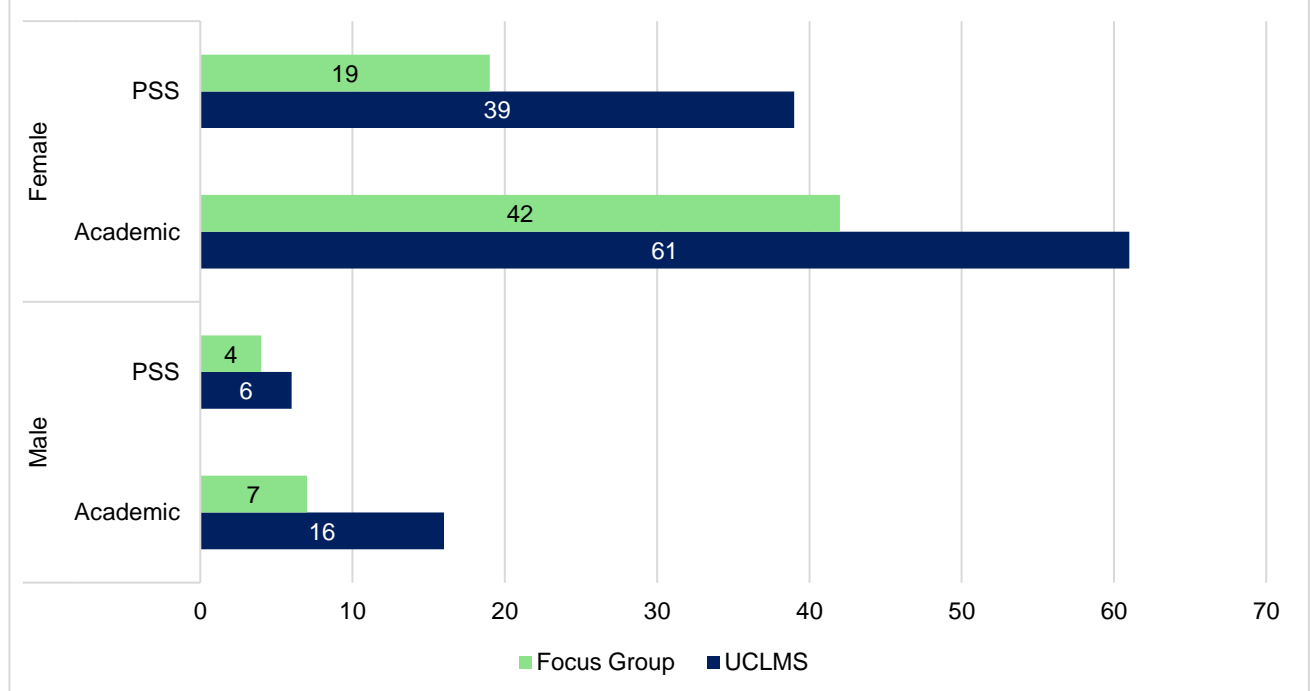
Staff breakdown at the focus group discussions was reflective of staff role and gender at UCLMS, with Female, Academics forming the highest proportion of participants followed by Female, PSS staff (Figure 10:- Focus Group by staff role and gender). Although the data collected from the FG discussion and staff survey was analysed by gender, limitations in interpreting the data from a gendered perspective was recognised due to the higher proportion of Female staff at UCLMS and likewise representation in both types of data collection. This may explain why gendered differences did not emerge in either the staff survey or FG discussion with the exception being in relation to flexible working (p123-125). Interestingly, although 29% of staff felt that women were more disadvantaged compared to men in relation to career progression, promotion and salary (p104 & p137), this view was echoed among both Male and Female staff. The Division recognise that despite these limitations, achieving gender and ethnic parity remain crucial and this is discussed throughout the application and frame the Action point plan.

The 2022 Athena Swan committee met monthly using Teams from June 2022 to May 2023 and remote platforms were used to aid information sharing and exchange of ideas.

TABLE 3:- BREAKDOWN OF FOCUS GROUP DISCUSSION BY STAFF ROLE AND GENDER

Focus Group (FG)	Academic		PSS	
	Female	Male	Female	Male
FG 1	6	2	3	1
FG 2	8	1	4	0
FG 3	7	1	2	1
FG 4	8	1	4	1
FG 5	7	1	3	0
FG 6	6	1	3	1

FIGURE 10:- FOCUS GROUP BY STAFF ROLE AND GENDER



Succession planning

Following UCLMS being awarded Bronze status in 2018, the Self-Assessment Team (SAT) became UCLMS Equality, Diversity and Inclusion (EDI) committee.

UCLMS EDI committee includes 20 staff members across all four of its units and 12 students. *Comprised of six subgroups to reflect the spectrum of 'protected characteristics' outlined in the Equality Act 2010, the EDI committee has been crucial in embedding various initiatives at UCLMS* (Figure 11: - UCLMS EDI Committee 2021/22 and Figure 12:- Breakdown of EDI committee members by gender and ethnicity 2021/22). The EDI committee meet quarterly and *all sub-groups are required to submit an annual action plan outlining outcomes and success measures of previous initiatives, as well as share examples of good practice.*

EDI remains a standing item at the monthly MBBS Executive Committee and UCLMS Executive meetings (chaired by the UCLMS Director) and is attended by the co-chairs of the UCLMS EDI committee. Finally, at UCLMS an *EDI-related session is included in all termly departmental Inset days* and communications relating to EDI events are shared through the dedicated [EDI webpage](#) on UCLMS' website and through the Teams Noticeboard.

It was recognised however, that the majority of initiatives by the UCLMS EDI Committee were targeted at a student level and that a *clearer and sustained approach driving the AS action plan with involvement of the AS and EDI committee and SLT across all domains was necessary.* To ensure this **(Action 1.3)**,

- **UCLMS will establish an AS champion to act as the central point of contact for AS committee members, the EDI committee and SLT and organise a mid-point review.**

The AS Champion will be responsible for retaining oversight on the progress of the action plan and organising a mid-point review on success measures. This will include the opportunity to identify and co-create/modify actions where required and direct discussions on future priority areas and long-term goals for the Division.
- **Each action point has been assigned to a member of the 2022 AS Committee and either a member of the UCLMS Executive or EDI committee member.**

This will ensure an even division of duties among the AS Committee, as well as commitment from principal stakeholders at UCLMS in driving cultural change.
- **The Athena Swan action plan will also be included as a standing item at the monthly UCLMS Executive meetings.**

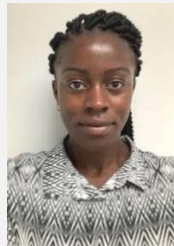
The AS Champion will provide updates, including the mid-point review and discuss best practice identified from other faculties. This will ensure that AS remains a priority for the Division, with resources suitably allocated and adaption of the action plan as per the mid-point review. The AS action plan will also be included as a standing item at the main governance board led by the Faculty Tutor and reported to the Dean and Vice Dean of Education. This will further ensure that the AS action plan is embedded at key committee level.

FIGURE 11:- UCLMS EDI COMMITTEE 2021/22

CO-CHAIRS



Jayne Kavanagh



Lois Haruna Cooper









John-george Nicholson



Tina Nyazika

SUBGROUPS

 <p>Disability, Health & Wellbeing</p> <p>Lead Emma Kelley Eleanor Nash</p> <p>5 Members (5 females-1 BAME)</p>	 <p>Faith & Religion</p> <p>Lead Maylani Appasamy</p> <p>4 Members* (3 females-BAME, 1 male-BAME)</p>	 <p>Ethnicity & Race</p> <p>Lead Tina Nyazika</p> <p>9 Members (7 females-5 BAME, 2 males-BAME)</p>	 <p>Gender Equality</p> <p>Lead Rima Chakrabarti</p> <p>5 Members (4 female-1 BAME, 1 male)</p>	 <p>LGBTQ+</p> <p>Lead Jayne Kavanagh</p> <p>5 Members (2 females, 3 males)</p>	 <p>Parents & Carers</p> <p>Lead Lisa Andrews</p> <p>5 Members* (5 females-1 BAME)</p>
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*1 member of staff is present in both sub-groups

STUDENT LEADS



William Braithwaite (MBBS)

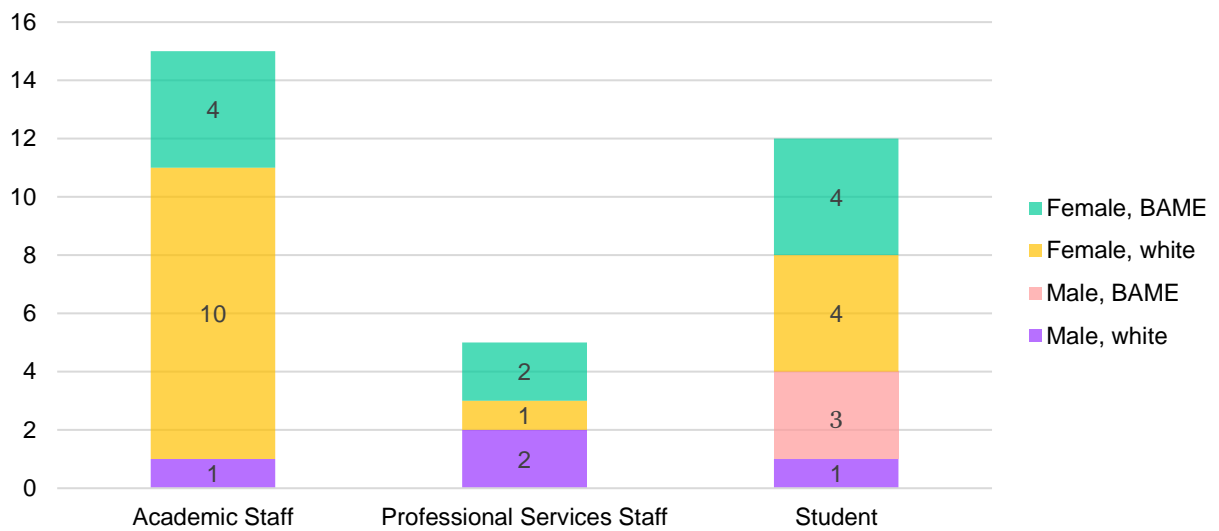


Beth Hayes (MBBS)



Devina Maru (PGME)

FIGURE 12:- BREAKDOWN OF EDI COMMITTEE MEMBERS BY GENDER AND ETHNICITY 2021/22.



ACTION PLAN

- **Addressing gender imbalance to ensure that there is adequate Male representation, which is also proportionate to the UCLMS population for future AS committees (Action 1.1).**
- **Gather data on ethnicity and disability in future staff surveys and explore reasons for low response rate among Male and part-time staff (Action 1.2).**
- **Ensure a sustained approach for embedding Athena Swan Principles at UCLMS (Action 1.3) by**

Establishing an Athena Swan champion to liaise with members of the Athena Swan committee responsible for their aspect of the action plan to ensure its implementation, managing annual data collection and analysis from staff to provide feedback on departmental Inset days and liaise with other departments and with the Faculty on EDI related initiatives that promote AS principles. The AS Champion will also lead the mid-point review to enable the Division to identify and modify actions as required.

Assigning each action plan to a dedicated member of the 2022 AS Committee and either member of UCLMS Executive or EDI Committee.

Addition of Athena Swan action plan to all monthly UCLMS Executive meetings with AS Champion to provide updates on the action plan and feedback from the mid-point review.

(900words)

4. A picture of the department

Recommended word count: Bronze: 2000 words | Silver: 2000 words

A. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender.

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

The MBBS programme at UCLMS is a full-time six-year programme with an average annual intake of 359 students. Currently there are no part-time MBBS programme nationally. Due to the effects of the pandemic, a surge in intake was noted over the academic years, 2020/21 (n=392) & 2021/22 (n=398). This was nationally reflected across UK based medical schools (Bligh et al., 2021).

Since 2014, the percentage of Female students is higher than Male students at UCLMS (56% Female vs 44% Male in 2020/21) and this is reflected nationally (Table 4:- MBBS students nationally & UCLMS by gender). Although the proportion of Male students at UCLMS is above national figures, testament to UCLMS commitment for ensuring fairness in its MBBS admissions process (p28), **it was recognised that ongoing and targeted initiatives for ensuring Male applicants is vital (Action 2.1).**

While the proportion of BAME students was not analysed in AS 2017, it can be seen that the *UCLMS MBBS programme is more diverse compared to national figures* (Figure 13:- Undergraduate students nationally and on UCLMS MBBS programme by gender and ethnicity).

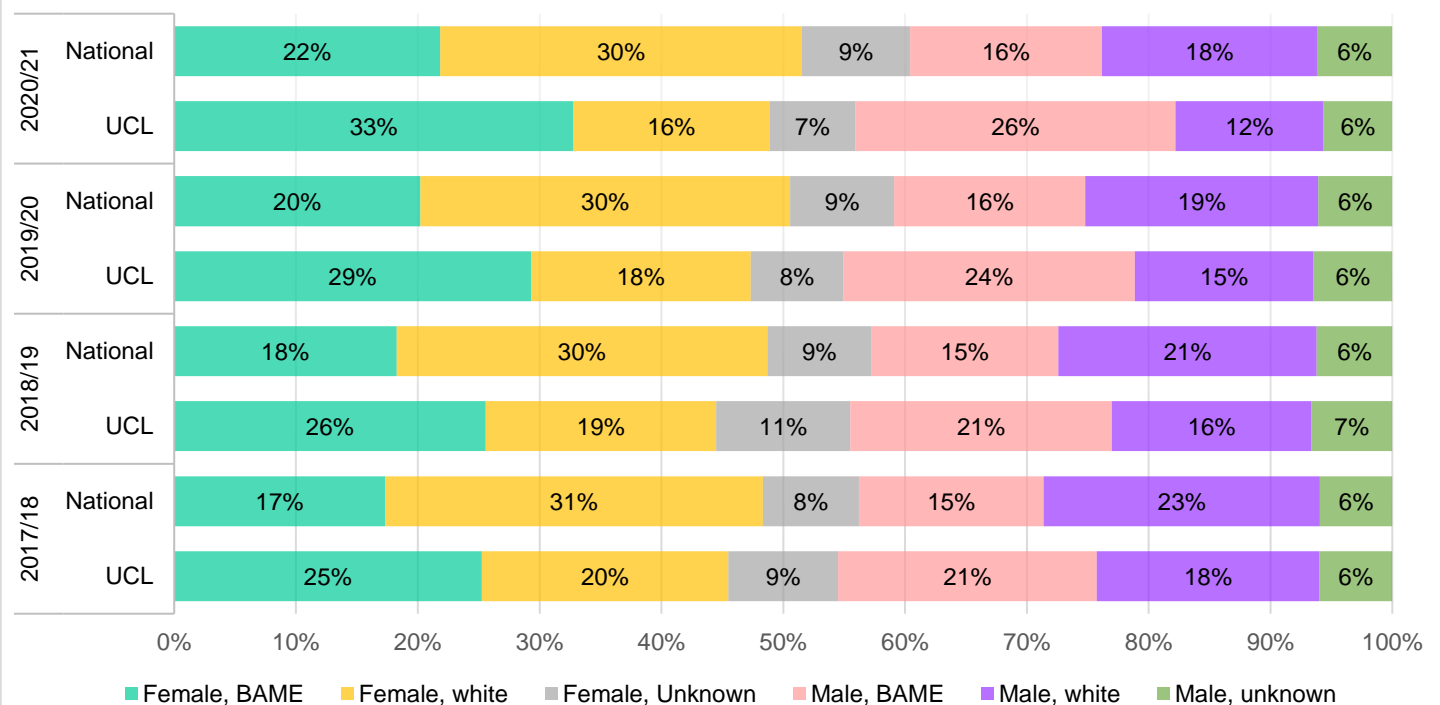
TABLE 4:- MBBS STUDENTS NATIONALLY & UCLMS BY GENDER

Year	National					UCLMS				
	Total No.	No of Female	% of Female	No of Males	% of Male	Total No.	No of Female	% of Female	No. of Male	% of Male
2014/15	39075	21445	55%	17630	45%	1855	935	50%	920	50%
2015/16	38700	21325	55%	17375	45%	1875	980	52%	895	48%
2016/17	38795	21470	55%	17325	45%	1995	1045	52%	950	48%
2017/18	39460	22200	56%	17260	44%	2000	1095	55%	905	45%
2018/19	40980	23445	57%	17535	43%	1960	1090	56%	870	44%
2019/20	43280	25575	59%	17705	41%	1775	975	55%	800	45%
2020/21	46655	28190	60%	18465	40%	1770	990	56%	780	44%

Areas marked in **Red**- highlight where UCLMS figures are below the national average.

Areas marked in **Green**- highlight UCLMS where UCLMS figures are above the national average.

FIGURE 13:- UNDERGRADUATE STUDENTS NATIONALLY AND ON UCLMS MBBS PROGRAMME BY GENDER AND ETHNICITY



Recruitment- MBBS

With approximately 4000 applications per year, all applicants for the MBBS programme undergo a shortlisting process based on their written application and national admissions test score. All shortlisted applicants are then interviewed and prior to 2021, interviews were performed in-person with each panel consisting of three members. A combination of lay interviewers, practicing clinicians and General Practitioners affiliated with UCLMS, Academic and PSS staff are involved in the interview panels.

Due to the impact of COVID, in 2021 & 2022, all interviews were conducted remotely and by UCLMS senior faculty only. *Although there was a drop in the gender mix in 2020 due to the effects of the pandemic, limiting staff available for conducting interviews, this improved in 2021* (Table 5:- Gender composition of MBBS Admissions Panel). No data was available on the ethnicity of interview panel members and collecting this data will be vital for ensuring that the **MBBS admissions panels are gender balanced and representative of the BAME population (Action 2.2).**

TABLE 5:- GENDER COMPOSITION OF MBBS ADMISSIONS PANEL				
Year	Interview Panel Composition			Total No. of Panels
	All Female	All Male	Gender Mix	
2018	7%	3%	90%	197
2019	15%	5%	80%	191
2020	53%	1%	46%	125
2021	41%	2%	57%	117

In the MBBS programme, the *split between Female to Male applicants is typically 60:40 (63% Female: 37% Male in 2021/22) and this is maintained to the offers made and intake* (Figure 14a:- Recruitment onto MBBS programme). *BAME students form the highest proportion of applicants and subsequent intake* (Figure 14b:-Recruitment process onto MBBS programme). This is testament to UCLMS's action plan to ensure fairness in the recruitment process in the MBBS programme (Impact box, p38)

FIGURE 14A:- RECRUITMENT ONTO MBBS PROGRAMME

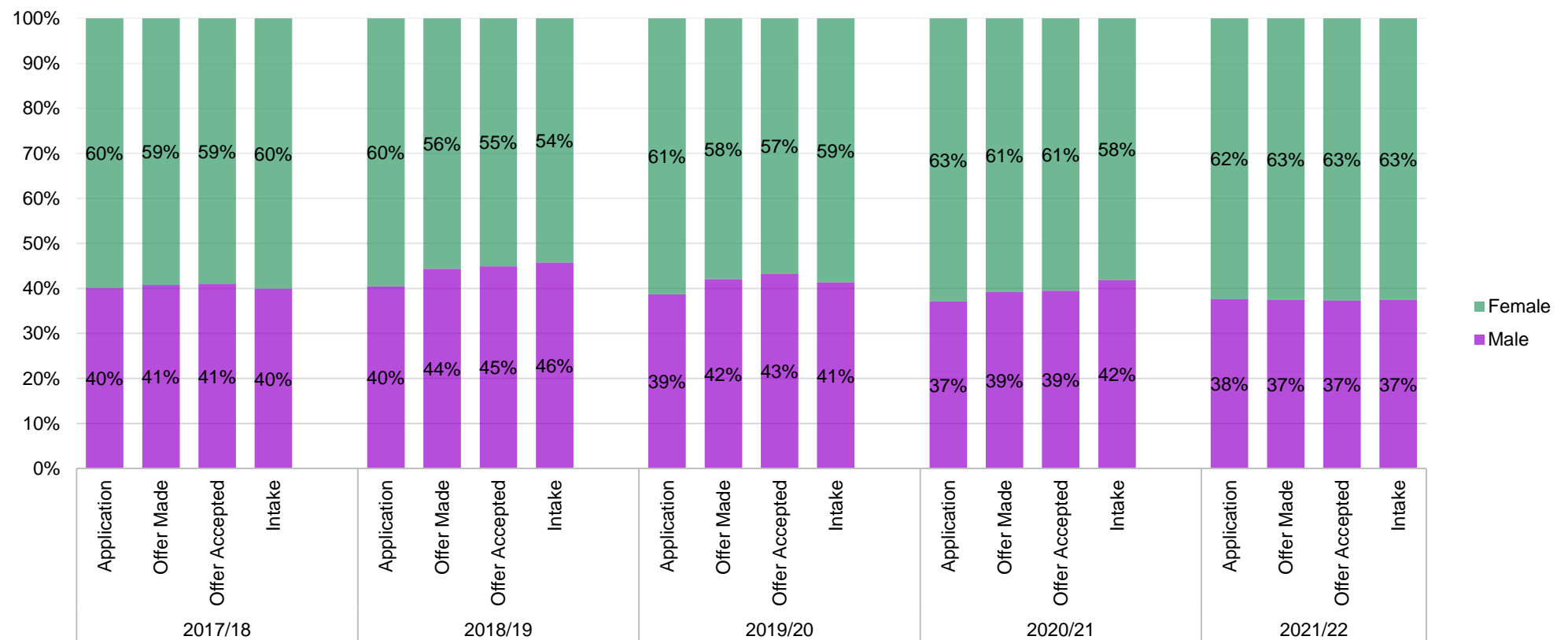
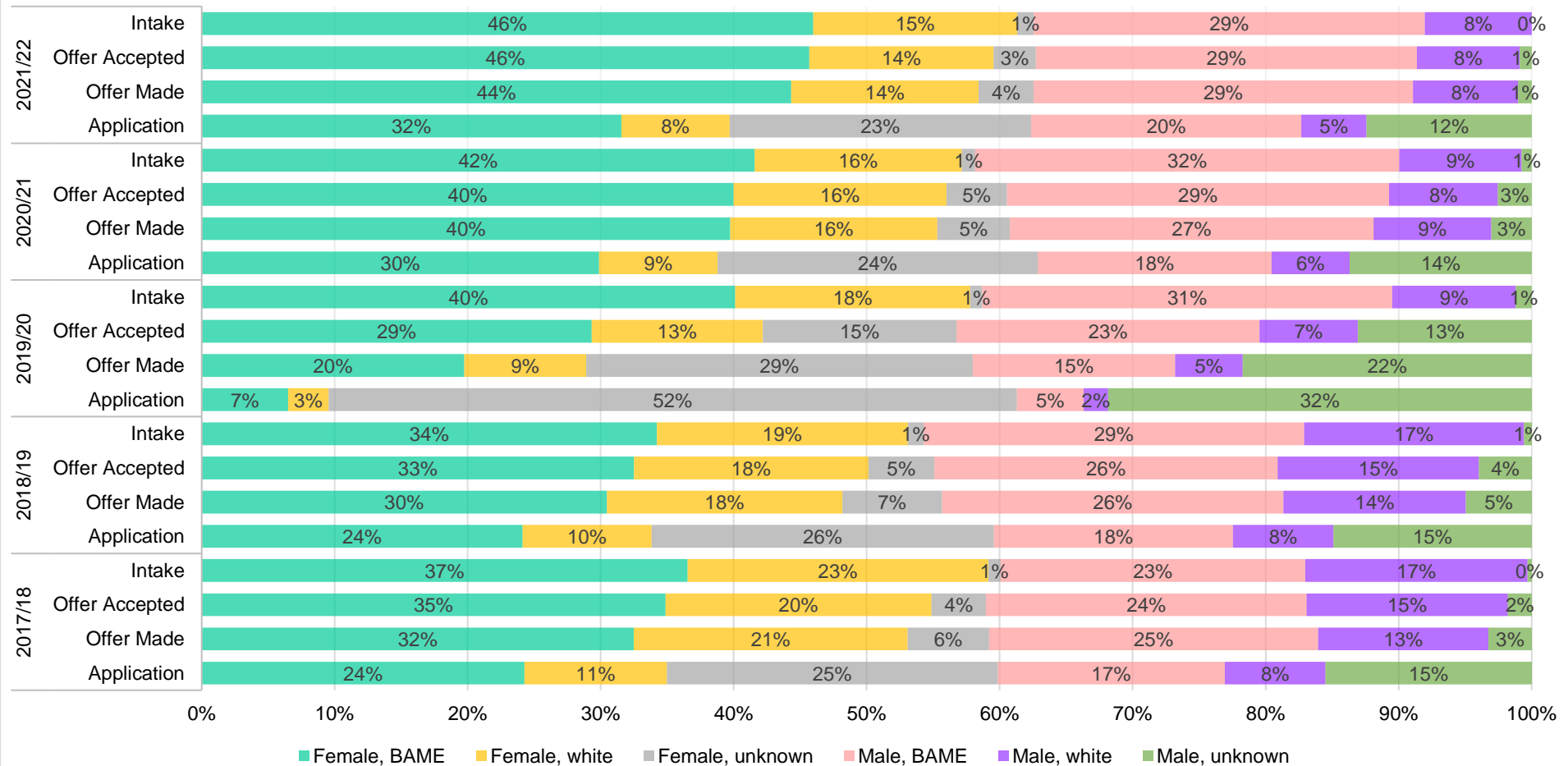


FIGURE 14B:- RECRUITMENT PROCESS ONTO MBBS PROGRAMME



Degree completion- MBBS

Since 2017, an equal split between attainment for Females and Males has been seen (Figure 15a:-Degree Completion of MBBS) and with the exception of 2020 and 2021, attainment is split evenly by gender and ethnicity (Figure 15b:- Degree Completion of MBBS by gender and ethnicity).

FIGURE 15A:-DEGREE COMPLETION OF MBBS

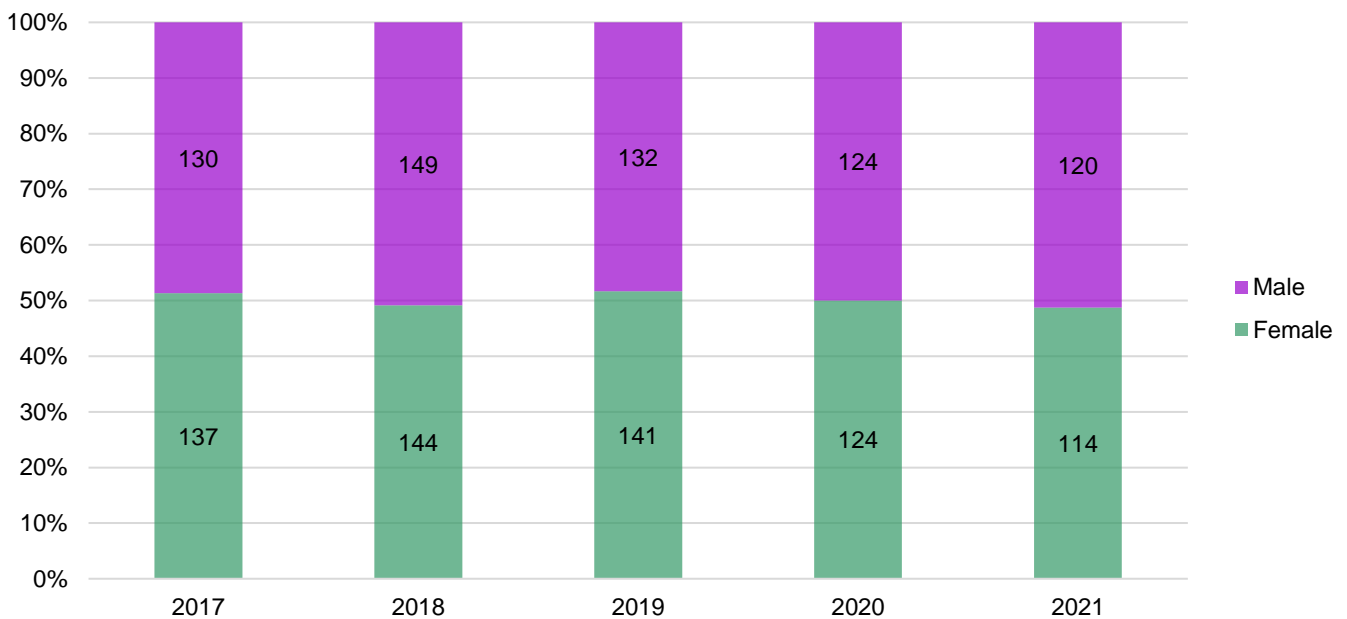
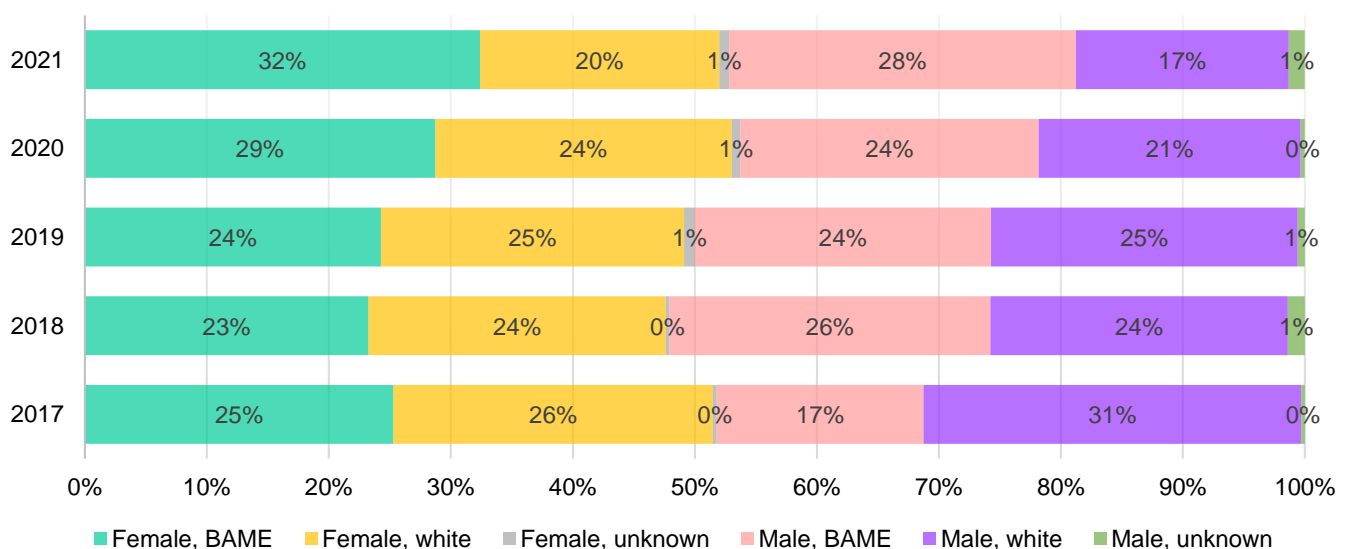
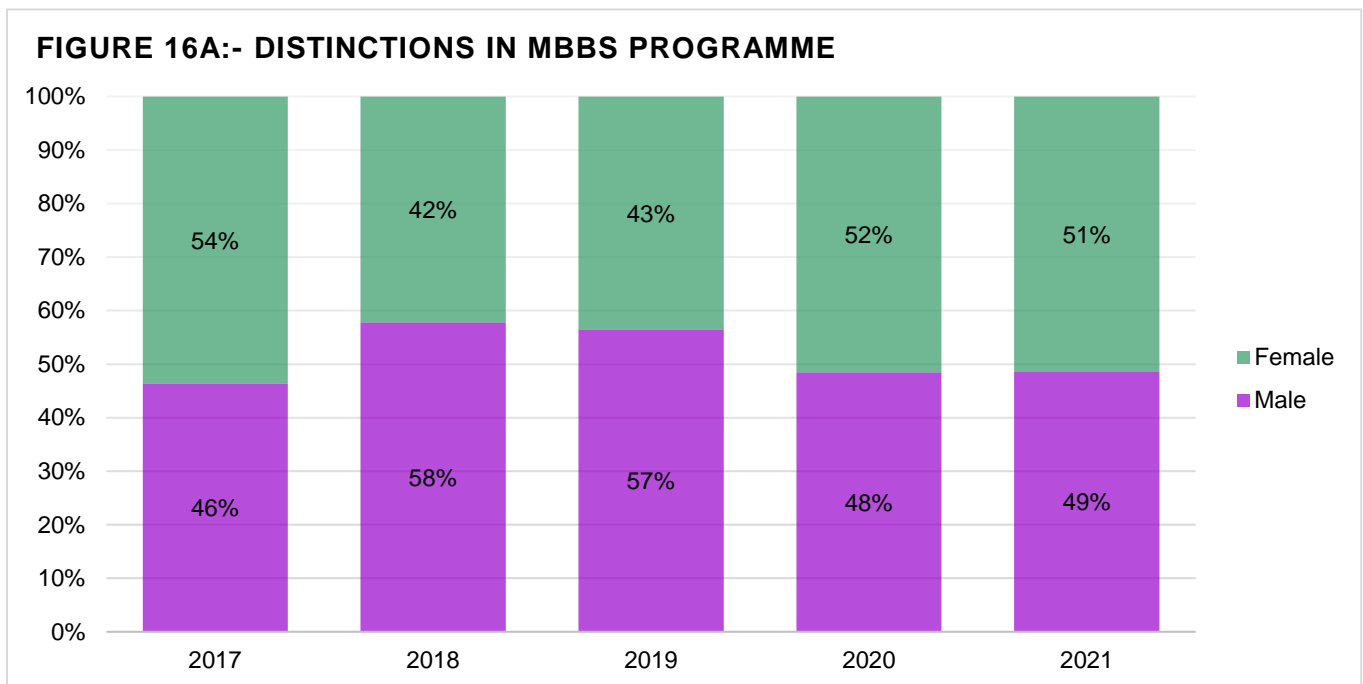


FIGURE 15B:- DEGREE COMPLETION OF MBBS BY GENDER AND ETHNICITY

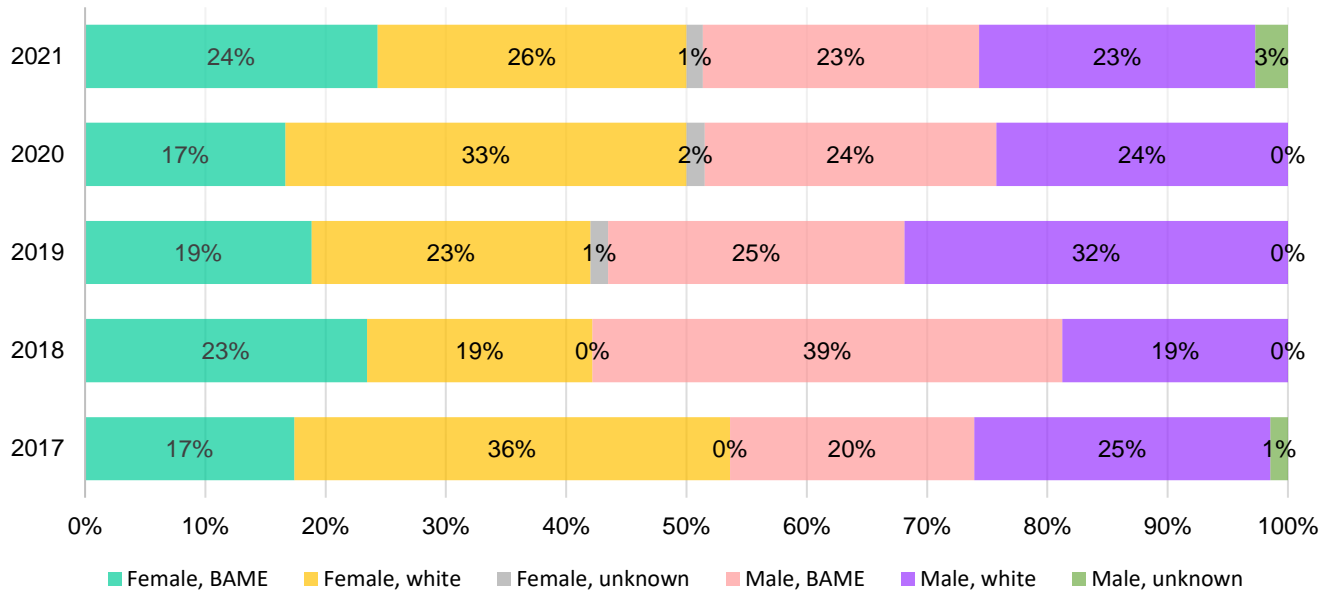


In 2018 & 2019, there *was a drop in the percentage of Females being awarded a Distinction*, which has since improved (Figure 16a:- Distinctions in MBBS programme).



Annual variations are noted by gender and ethnicity for being awarded a Distinction (Figure 16b:- Distinctions in MBBS programme by gender and ethnicity). While in 2021, Distinctions awarded was split evenly by gender and ethnicity (24% Female, BAME: 26% Female, white: 23% Male, BAME: 23% Male, white), the *number of BAME students awarded a Distinction was lower in 2017, 2019 and 2020 compared to white students*. 2018 was the exception, where the number of BAME students awarded a Distinction was higher than white students (63% BAME: 38% white).

FIGURE 16B:- DISTINCTIONS IN MBBS PROGRAMME BY GENDER AND ETHNICITY



While in AS 2017, one of the action plans related to achieving gender parity in the MBBS degree completion rates, considering that nearly 60% of the cohort is Female (Table 4, p30), it appears that *Female MBBS students are less likely to achieve degree completion* (Figure 15a, p34) and that *Female, BAME students typically form the smallest cohort of students awarded a Distinction* (Figure 15b, p34).

Although UCLMS have several support services in place providing pastoral and financial support (Table 6:- Support services in MBBS programme), **long-term data collection observing specific trends and developing focused initiatives to close awarding gaps, especially for Female and BAME MBBS students is vital (Action 2.3).**

TABLE 6:- SUPPORT SERVICES IN MBBS PROGRAMME

Personal tutors	All students are assigned a personal tutor when they commence the MBBS programme. This is aligned to the practice of other UK based undergraduate medical programmes and tutees are encouraged to meet their tutors at least once a term (minimum three meetings a year). Tutors range from Clinical/Associate Lecturers (Teaching) to NHS based clinicians.
Student support tutors	These are provided in addition to the personal tutors and can be accessed on an ad-hoc basis. Primarily serviced by NHS based clinicians, this provides a point of contact for students for any personal or professional queries.
Study skill clinics	Implemented in 2021/22 following student feedback, seven twenty minute appointments are available weekly for students to seek advice on navigating their studies and coping with workload. Sessions are provided by Associate Lecturer/Clinical Lecturers (Teaching) involved in the MBBS curriculum and are available either in-person or online. Altogether thirty study skill clinics were held in 2021/22. In addition, in the lead up to assessments, two-hour drop in sessions have been provided on alternate weeks to further support students.
Bursaries	16 bursaries are available at UCLMS and are awarded on a competitive basis for MBBS students. This includes the Start-Up Support Fund for Black British students, as they have been identified nationally as more likely to face financial hardship. On average, approximately 200 students are annually awarded a bursary but this rose to 445 in 2002 during the pandemic. Since 2018, a total of £871,844 has been awarded to 1,239 students.

GOOD PRACTICE

- Since 2017/18, UCLMS MBBS programme has been more diverse compared to national figures with a higher proportion of BAME students compared to white students nationally. Female, BAME students typically form the largest cohort and Male, white students the smallest cohort of students on the UCLMS MBBS programme. This is in contrast to national figures, where Female, white students form the largest cohort and Male, BAME students the smallest cohort.
- In 2021/22, UCLMS implemented study skill clinics following student feedback on having specific support that would help direct their studying and manage workload. This service is unique to UCLMS and has not been adopted in other UK based MBBS programmes.

ACTION PLAN

- **Targeted initiatives for ensuring Male applicants onto MBBS programme (Action 2.1)**
- **Ensure gender balance and appropriate BAME representation on Admissions Panel on MBBS programme (Action Plan 2.2)**
- **Long-term data collection to observe specific trends and develop focused initiatives to close awarding gaps, especially for Female and BAME MBBS students (Action 2.3)**

Collect data on gender and ethnicity of MBBS admissions panel.

Encourage participation on MBBS admissions panel from Male and BAME staff.

Collect data across each year of the MBBS programme to identify attrition by gender and ethnicity.

Evaluate support services available for MBBS students including access and uptake of Personal tutoring/Student support/Study skill sessions and financial support. Disaggregate data by gender and ethnicity.

BAME Awarding gap added as Agenda item on all Exam boards from 2022/23.

IMPACT

Maintaining recruitment of students on the MBBS programme that continues to meet the national average annually.

Action (2018 AS)

- ✓ All student admissions interviewers to complete Unconscious Bias and Equality and Diversity Training.
- ✓ Professional development training sessions for all interviewers on question writing and on supporting professional admissions.
- ✓ Structured interviews with a fixed set of questions formulated by a panel of faculty members and piloted prior to the interviews.

Impact

- Although the recruitment process for MBBS was not disaggregated by ethnicity in 2018, since 2017 it can be seen that BAME students are more likely to apply and be accepted at UCLMS. In addition, while the proportion of Male students on the MBBS programme is nationally lower than Females, at UCLMS, the proportion of Male students is above national figures. In-keeping with the latest evidence that Multiple Mini Interviews (MMIs) are more reliable and less biased in recruiting those from socially disadvantaged backgrounds (Yusoff, 2019), UCLMS will be adopting MMIs from 2022/23 onwards.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The PGME at UCLMS offers two part-time postgraduate programmes. This includes,

1. MSc Medical Education

This course is delivered in collaboration with the Royal College of Physicians (RCP) and is available to clinicians seeking to develop their role as medical educators.

2. MA Clinician Education/ MSc Clinician and Professional Education

This course is available to all healthcare professionals with a role in medical education.

Both programmes are offered at Certificate, Diploma and Masters level and are flexible, with a minimum duration of one term and up to five years for Masters level. Most of the PGT programmes are completed by Females (60% Female: 40% Male), part-time (Figure 17a:- PGT students) and has a diverse student base (Figure 17b:- PGT students by gender and ethnicity). *To note, a very small number undertake these programmes full-time (approximately 3 students per year, 0.01%, which has been shown on the graph as 0%)*

Since 2018, the split between Female: Male applicants, offers made and intake varies around 60:40 (Figure 18a:- Recruitment onto PGT programme). *Typically, Female, BAME (35% in 2021-22) applicants form the highest proportion of applicants and this is reflected in the final intake*, followed by Female, white (28% in 2021-22), Male, BAME (19% in 2021-22) and Male, white students (17% in 2021-22) (Figure 18b:-Recruitment onto PGT programme by gender and ethnicity).

Although the PGT programme remains diverse, similar to the MBBS programme, **targeted initiatives for ensuring Male applicants on the PGT programme forms an ongoing Action Plan (Action 2.1, p29)**

FIGURE 17A:- PGT STUDENTS

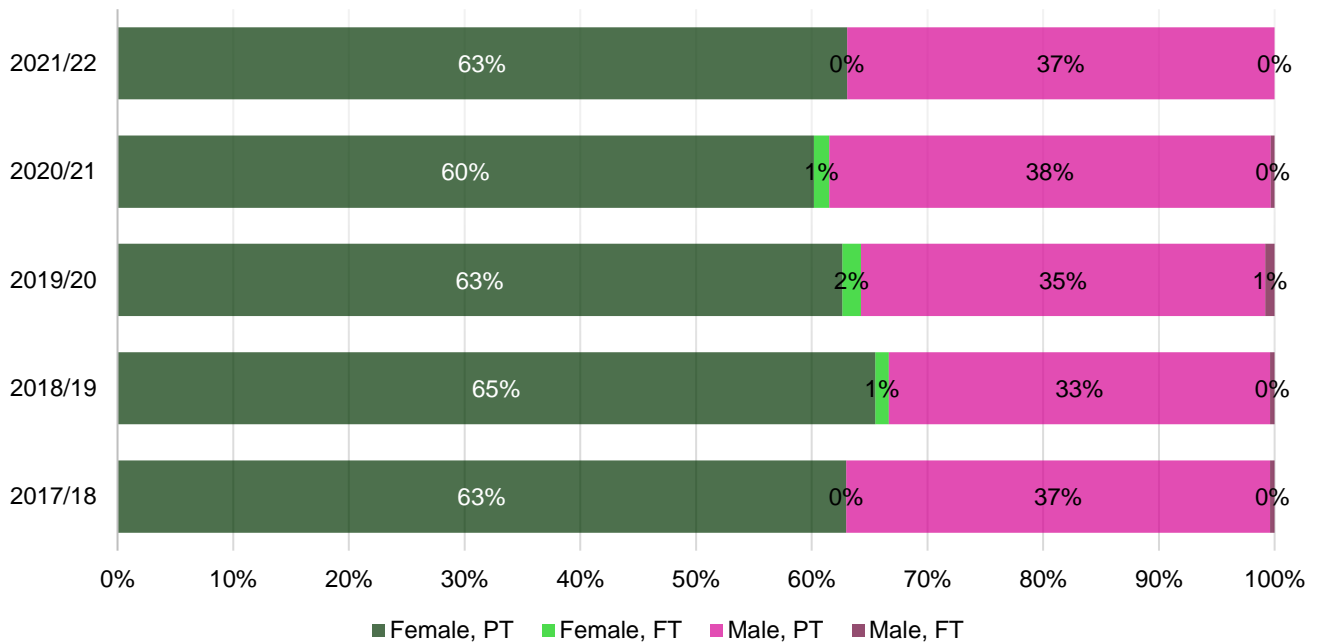


FIGURE 17B:- PGT STUDENTS BY GENDER AND ETHNICITY

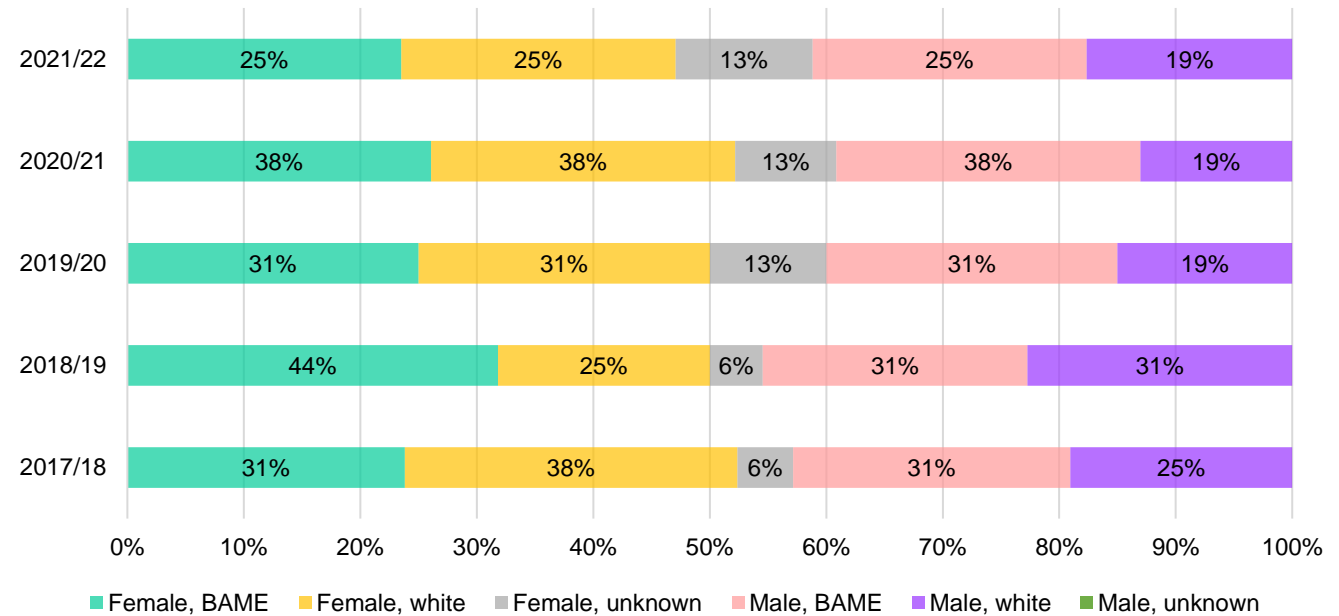


FIGURE 18A:- RECRUITMENT ONTO PGT PROGRAMME

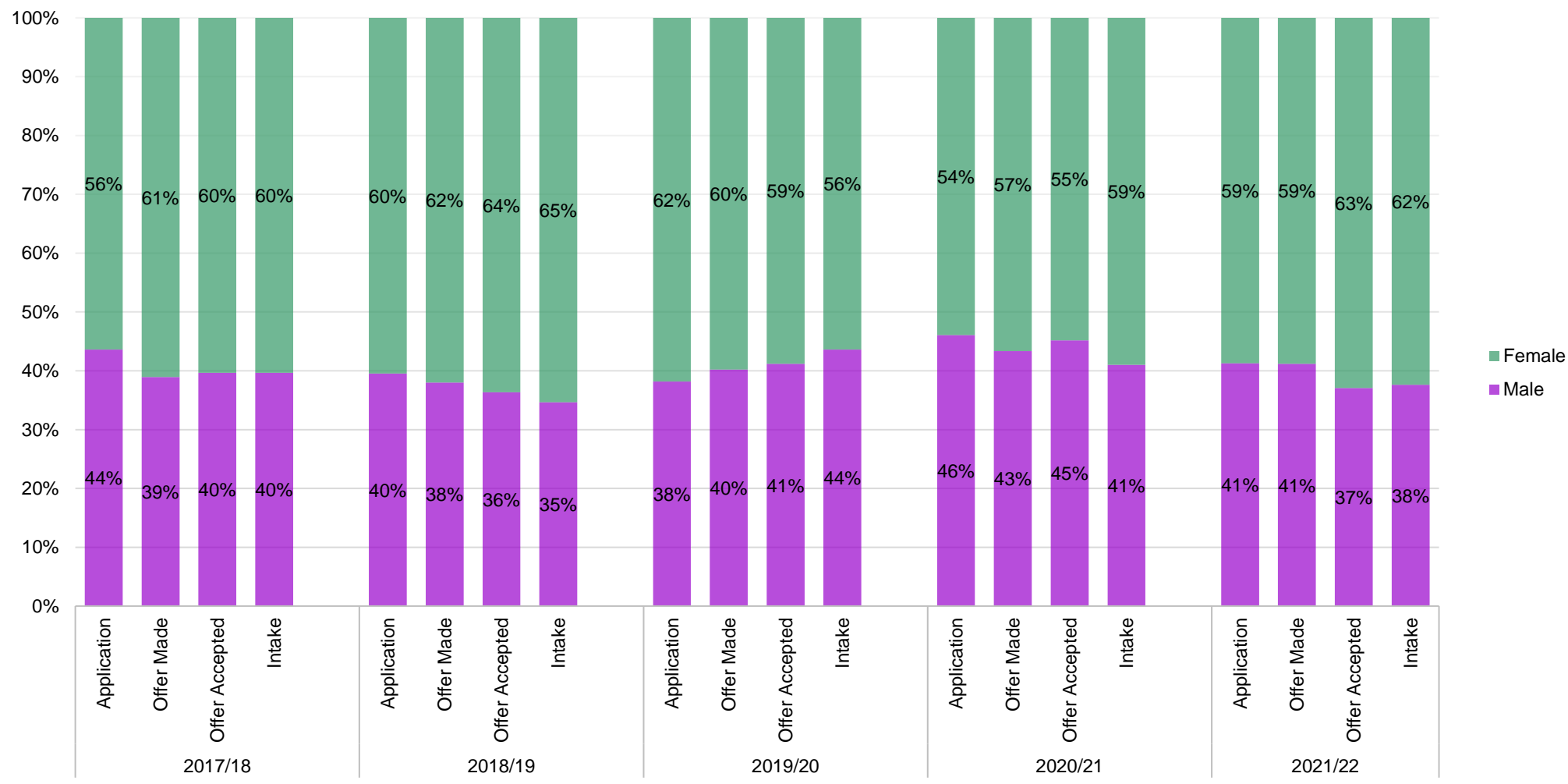
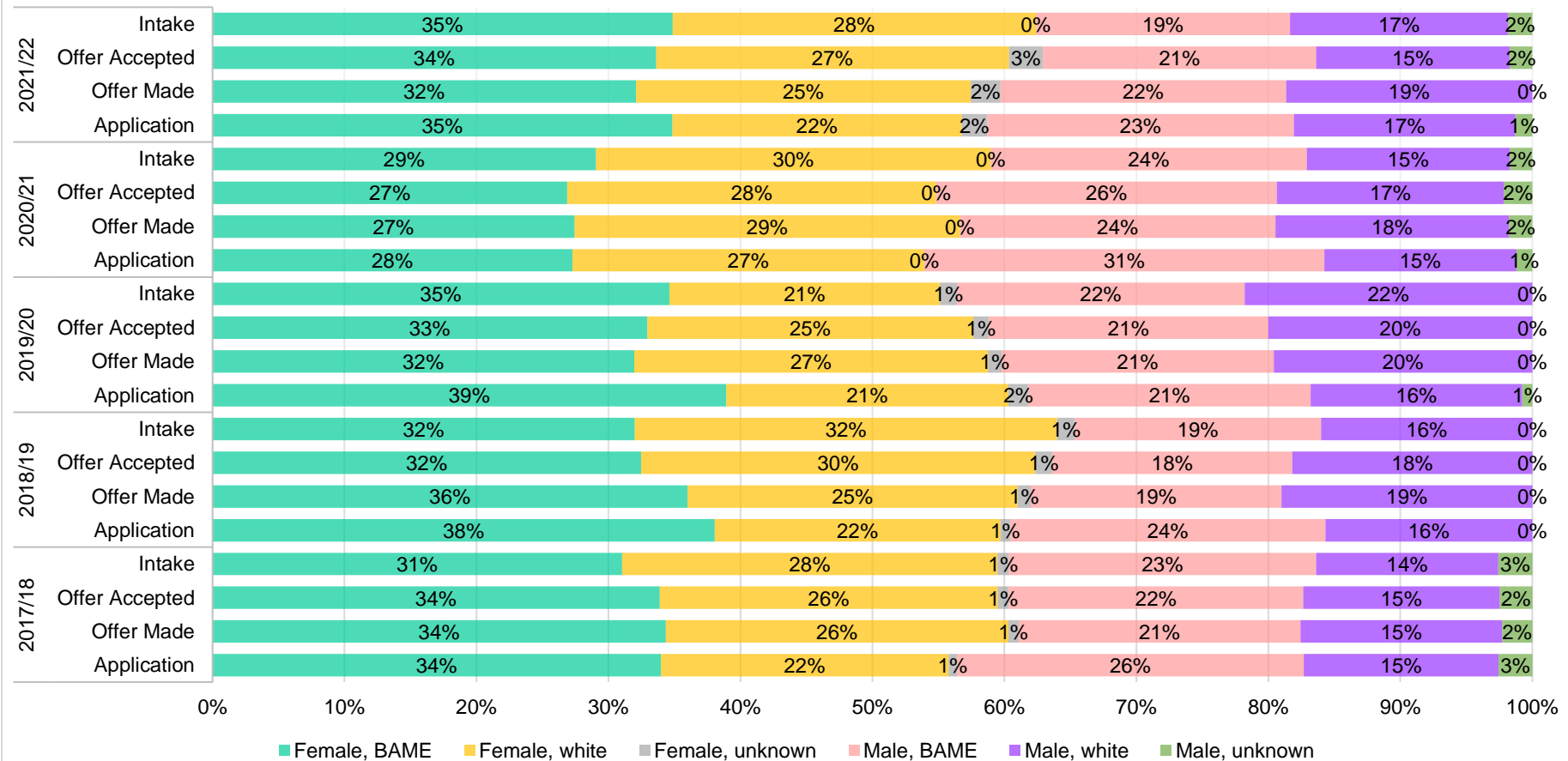


FIGURE 18B:- RECRUITMENT ONTO PGT PROGRAMME BY GENDER AND ETHNICITY



Degree completion

Degree completion is reflective of the higher proportion of Females on the PGT programme (Figure 19a:- Degree completion on PGT programme; Figure 19b:- Degree completion on PGT programme by gender and ethnicity). This is testament to a previous action plan in AS 2017 (Impact box, p47).

FIGURE 19A:- DEGREE COMPLETION ON PGT PROGRAMME

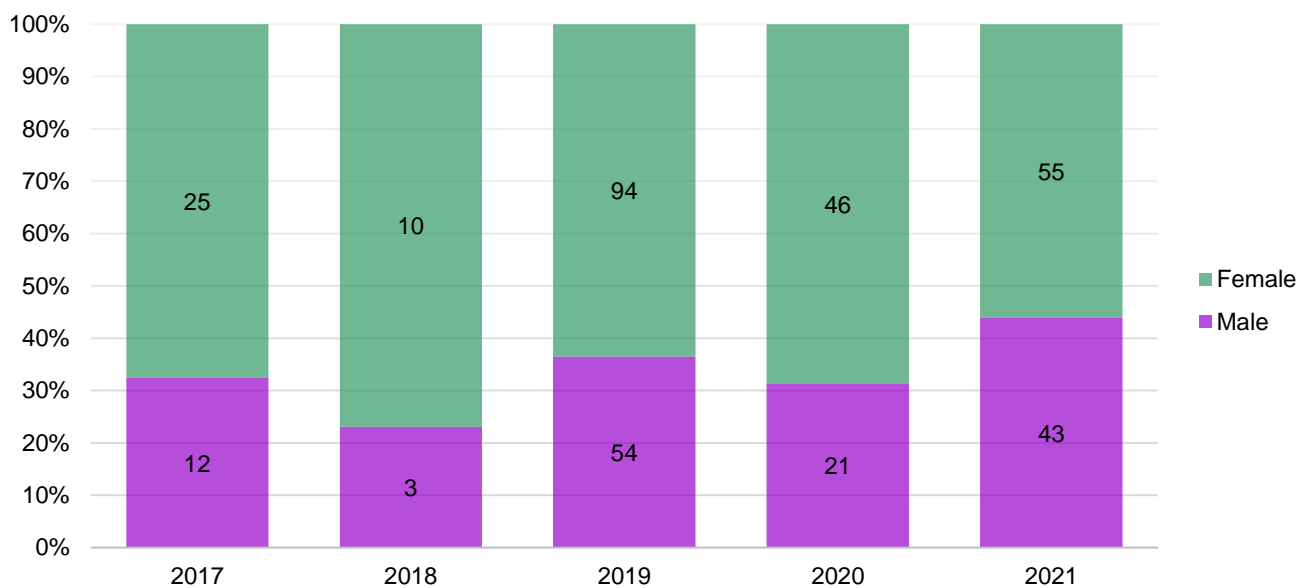
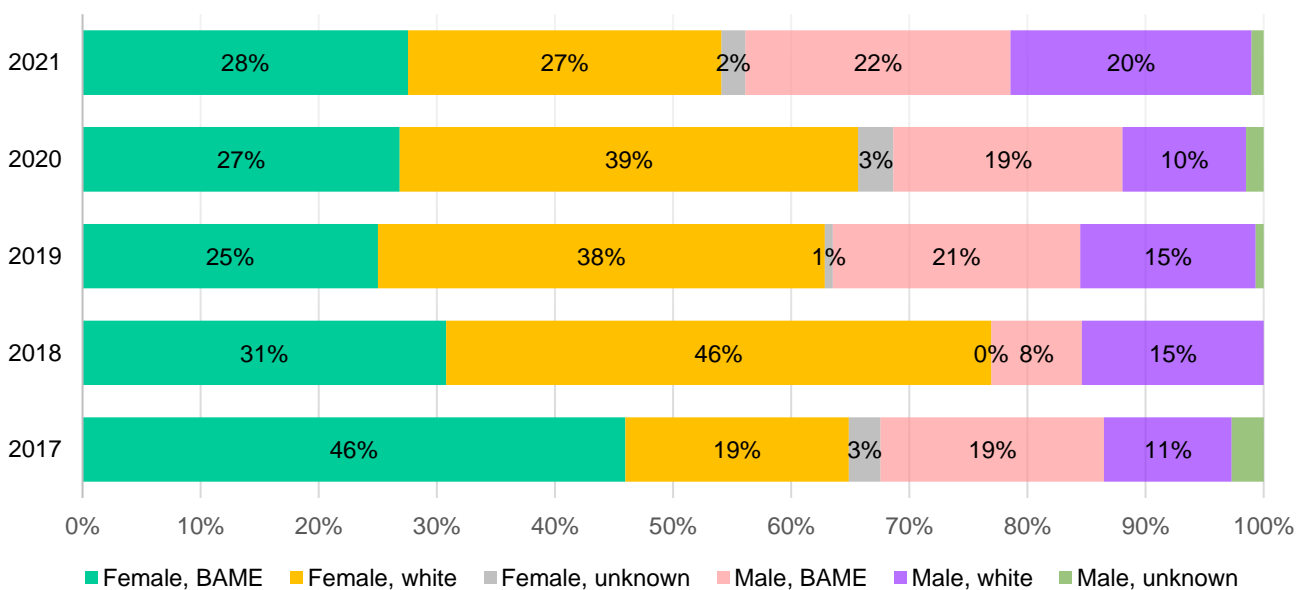


FIGURE 19B:- DEGREE COMPLETION ON PGT PROGRAMME BY GENDER AND ETHNICITY



With the exception of 2018, typically more *Females than Males were awarded a Distinction on the PGT programme* (Figure 20a:- Distinctions in PGT programme) and this appears highest for Female, white students compared to Female, BAME students despite the latter forming the highest proportion in each cohort (Figure 20b:- Distinctions in PGT programme by gender and ethnicity). Further detailed analysis showed that both *Female and Male BAME students were overall less likely overall to be awarded a Distinction compared to Female, white students* (Figure 20c:- Forest Hill plot of Distinctions awarded in PGT programme 2017-2021),

FIGURE 20A:-DISTINCTIONS IN PGT PROGRAMME

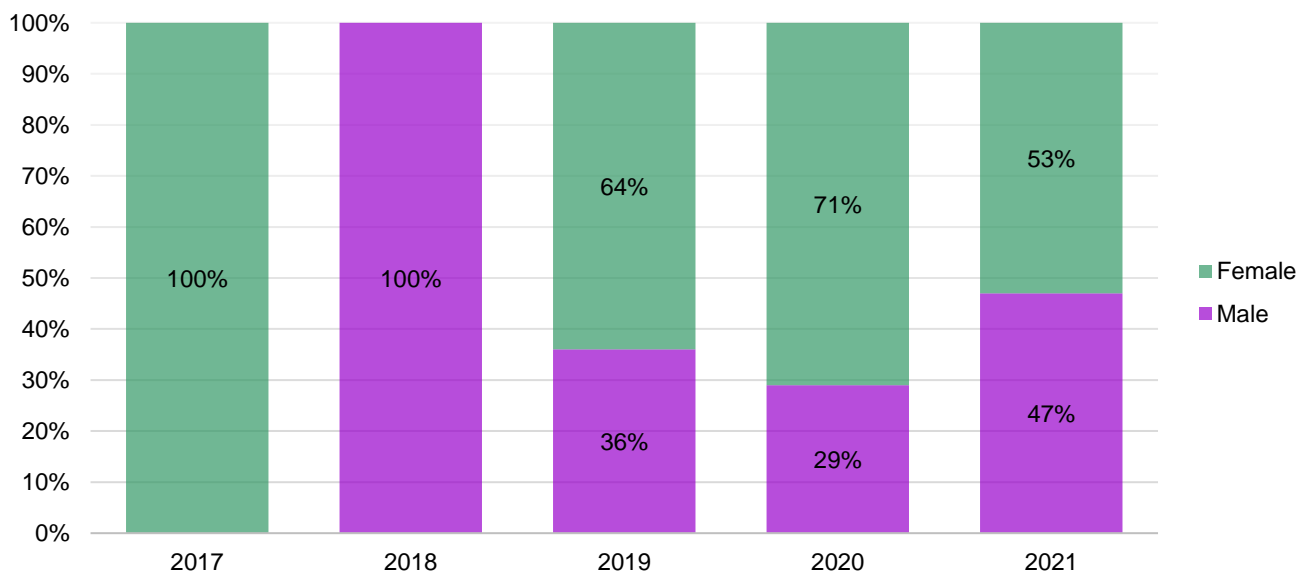


FIGURE 20B:- DISTINCTIONS IN PGT PROGRAMME BY GENDER AND ETHNICITY

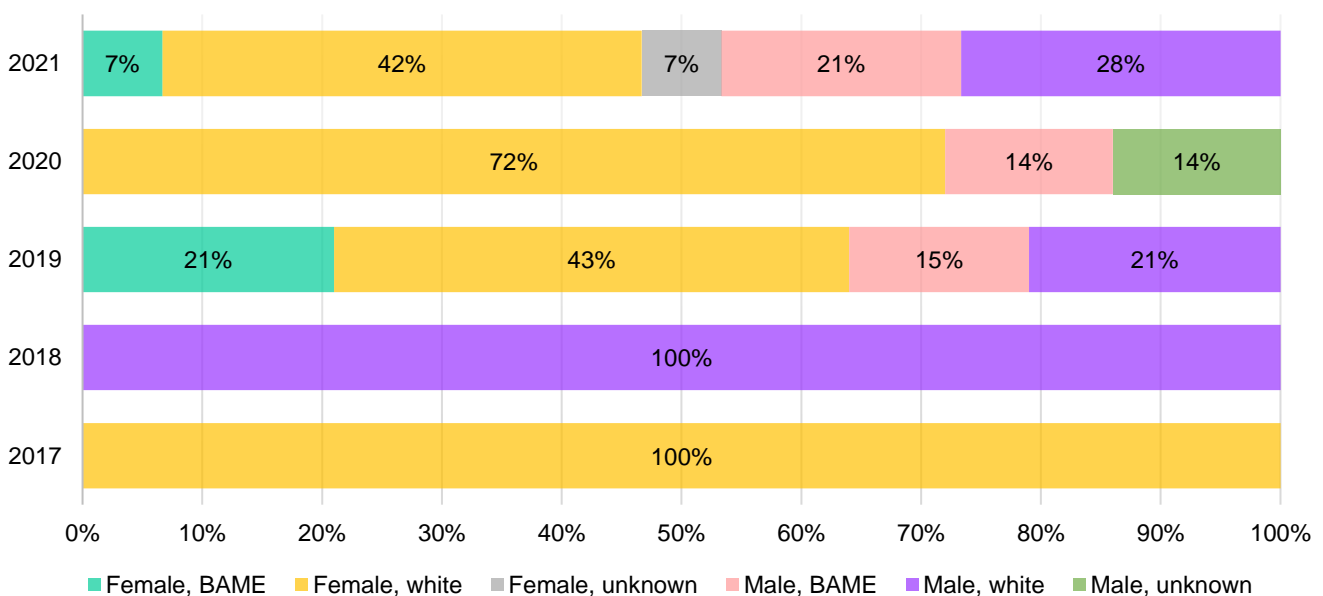
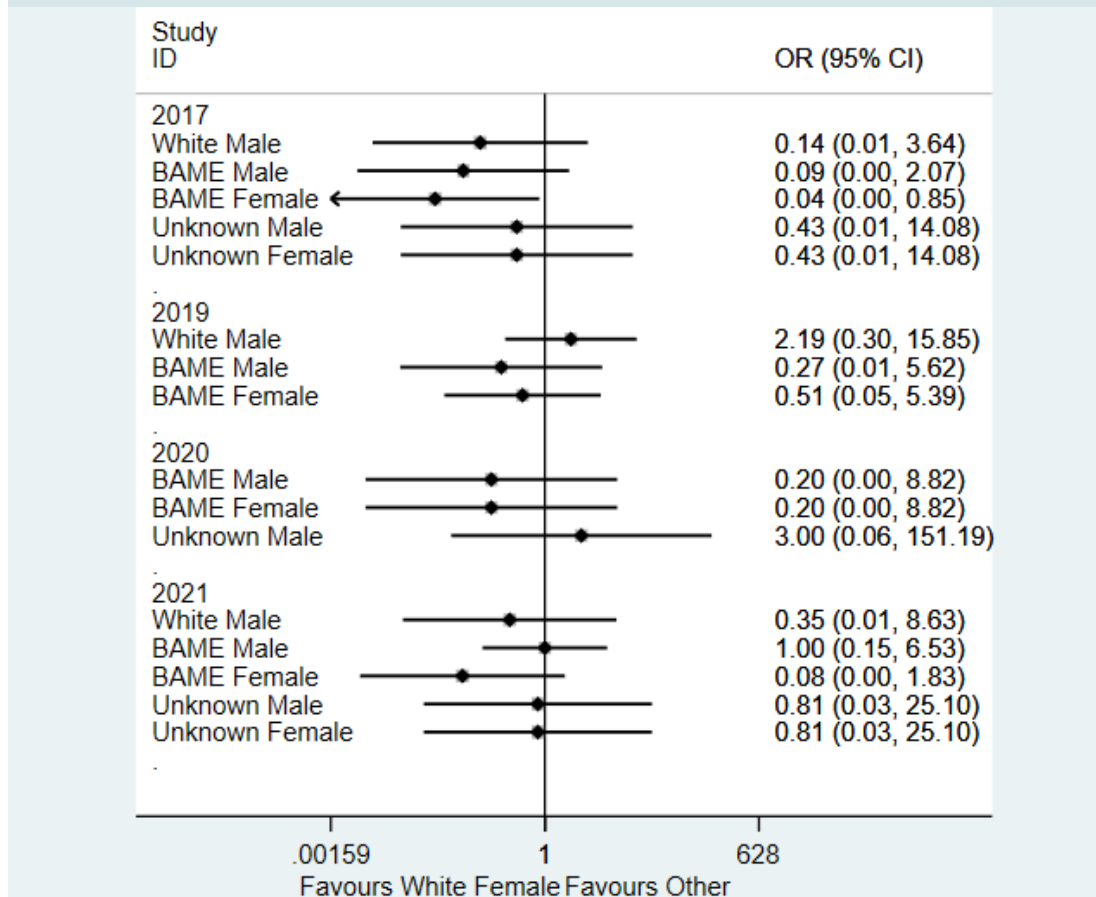


FIGURE 20C:- FOREST HILL PLOT OF DISTINCTIONS AWARDED IN PGT PROGRAMME 2017-2021



The Forest plot shows the Distinctions awarded on the PGT programme from 2017-2021. There was insufficient data for 2018.

Each horizontal line represents a comparison of the odds of a Distinctions awarded in the specified ethnicity/gender category versus Female, white students. If the horizontal line lies entirely to the left of the vertical line, then this indicates that the odds of being awarded a Distinction were lower in the specified ethnicity/gender category versus Female, white students. If the horizontal line lies entirely to the right of the vertical line, then this indicates that the odds of Distinctions awarded were higher in the specified ethnicity/gender category versus white females. If the horizontal line crosses the vertical line, then any observed differences in the odds could be due to chance, although this likelihood decreases as the dark circle on the line is further away (to the left or right) from the vertical line.

As part of *UCLMS commitment for promoting EDI and addressing issues related to attainment on the PGT programme*, PGME implemented a dedicated EDI strategy in 2019. A key aspect of this strategy includes the '[PGT Awarding Gaps](#)' project

Preliminary findings from the PGT Awarding gaps project identified,

- *Reverse awarding gap of 11% in favour of Females* for Distinctions awarded in 2019/20 and 1.8% awarding gap in favour of Males in 2020/21.
- *Awarding gap of 20% for Distinctions awarded*, with 20% of white students achieving Distinction compared to none from BAME backgrounds since 2017.

This has resulted in the ongoing action point to **understand and narrow the awarding gap for BAME students on the PGT programme (Action 2.4)**.

GOOD PRACTICE

- Since 2017/18, UCLMS PGT programme has maintained a diverse student base with most programmes completed part-time by both genders and with a higher proportion of BAME compared to white students.
- PGME implemented a dedicated EDI strategy in 2019 to promote equitable attainment and learning experiences for students from all backgrounds on the PGT programme and to develop PGT students as champions of EDI in their own education practice within the healthcare setting. As part of this, a
 - student-led faculty programme and 'Awarding gaps PGT Tutor Toolkit' has been created.
 - dedicated PGT EDI Student Rep for informing projects and student liaison.

ACTION PLAN

- Targeted initiatives for ensuring Male applicants onto PGT programme (Action 2.1, p27)
- Ensure equity in attainment for BAME students on PGT programme (Action 2.4).

PGT 'Awarding gaps project' to explore factors underlying awarding gaps and develop evidence based resources for tutors on PGT programme.

IMPACT

Awarding gap identified in previous AS 2017 favouring Male PGT students.

Action

- ✓ Creation of dedicated EDI strategy for closing awarding Gap between Females and Males on PGT programme.

Impact

- Equal degree completion among Female and Male PGT students since 2019.
- Levelling of mean final mark between Females and Males on the PGT programme since 2019.

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The number of students undertaking a PGR degree at UCLMS is small (Figure 21a:- PGR programme), with an equal split between Males and Females. Data on ethnicity is only available from 2019/20 and is suggestive of a diverse cohort (Figure 21b:- PGR programme by gender and ethnicity). *This is testament to a previous action plan in AS 2017, where it was noted that Male students were more likely to be offered a studentship* (Figure 22:- Recruitment onto PGR programme; Impact box, p50). Data on ethnicity was limited in this aspect and there was no intake 2019-2021.

PGR degrees typically take a minimum of three years to complete but will vary depending on each individual's circumstances and if students move from part-time to Completing Research Status (CRS). Since 2017, three PGR degrees have been completed-two PhDs in 2019-2020 (1 Female, white: 1 Male, BAME) and one MD was completed in 2020-2021 (1 Male, BAME). Due to the small numbers, drawing firm conclusions on awarding gaps is difficult.

FIGURE 21A:- PGR PROGRAMME

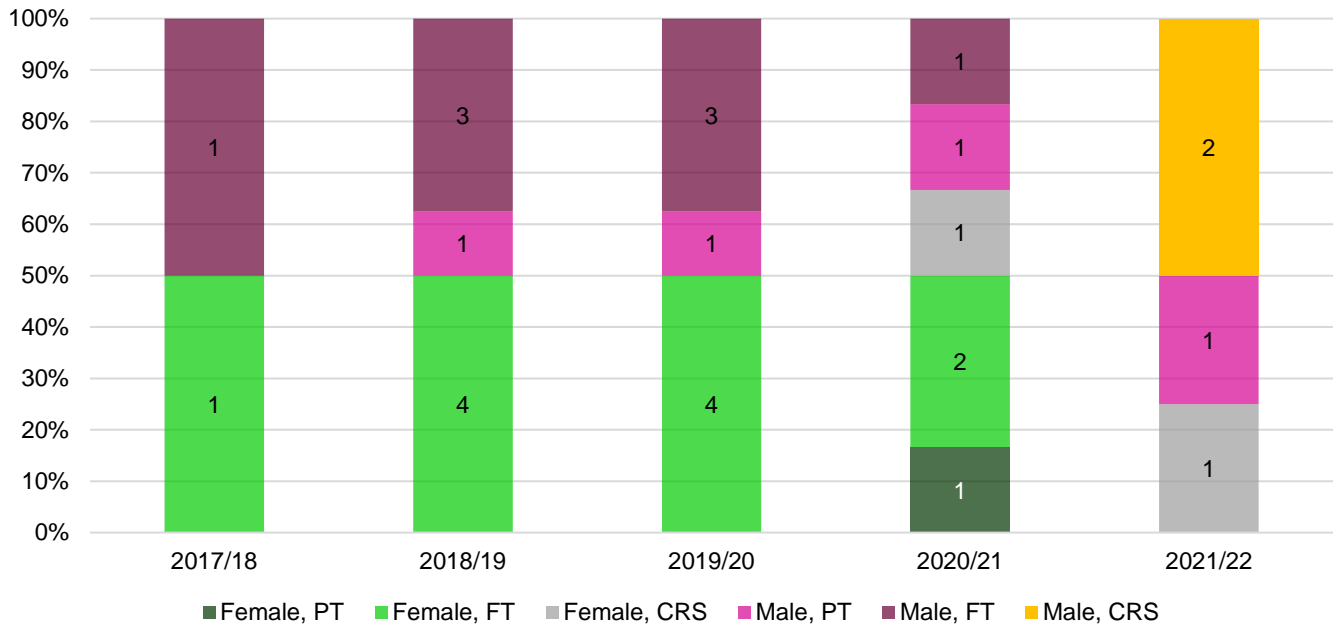


FIGURE 21B:- PGR PROGRAMME BY GENDER AND ETHNICITY

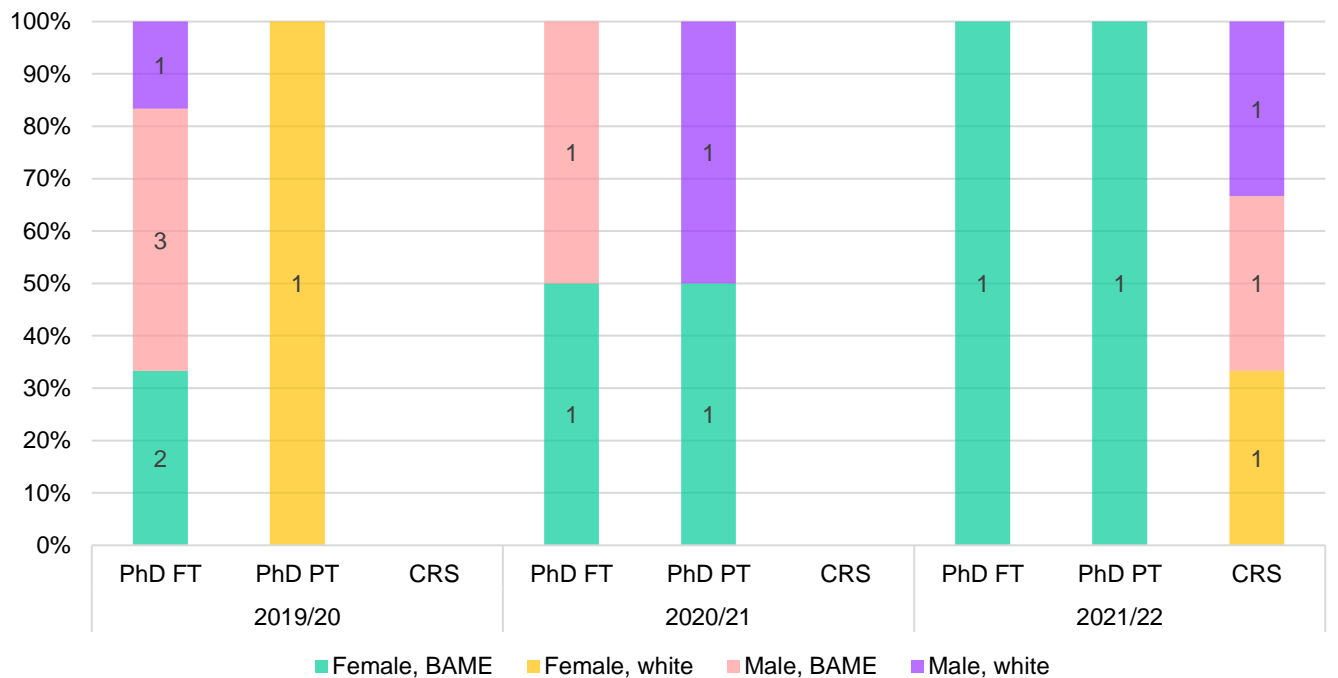
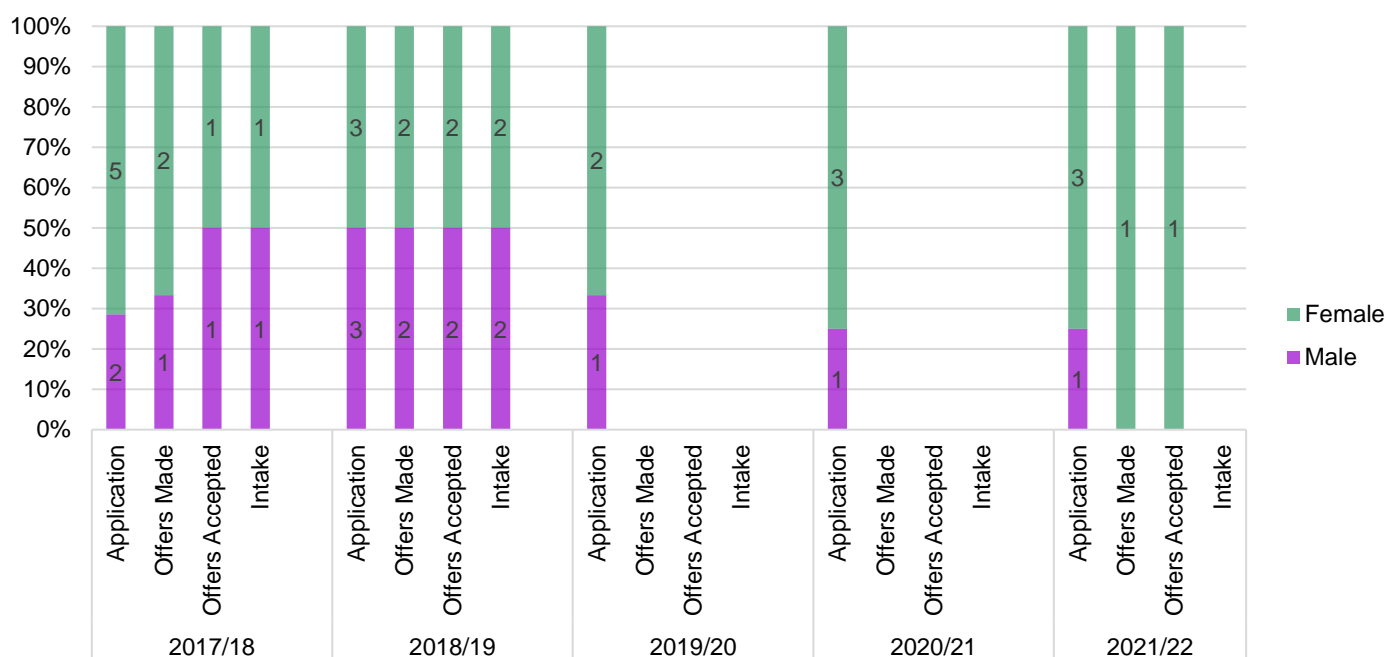


FIGURE 22:- RECRUITMENT ONTO PGR PROGRAMME



IMPACT

Ensure that Female applicants on PGR programme have an equal chance of being recruited.

Action (AS 2017)

- ✓ Create a template for PhD recruitment materials to emphasise expectations and relevant experience of qualifications.

Impact

- Gender parity achieved in proportion of candidates shortlisted and offered PhD studentships.

(v) Progression pipeline between undergraduate and postgraduate student levels.

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

There is no direct route from undergraduate to postgraduate degrees for MBBS students nationally. However, at UCLMS, *MBBS students have the option of participating in the three-year MBPhD programme*, after which students can return to the MBBS programme.

Following attainment of MBBS, career progression and postgraduate certification is managed through the respective Royal College that the doctor wishes to undertake specialty training in. To facilitate opportunities for healthcare professionals to develop and expand their medical education portfolio whilst also maintaining their clinical commitments, all postgraduate degrees at UCLMS can be completed flexibly.

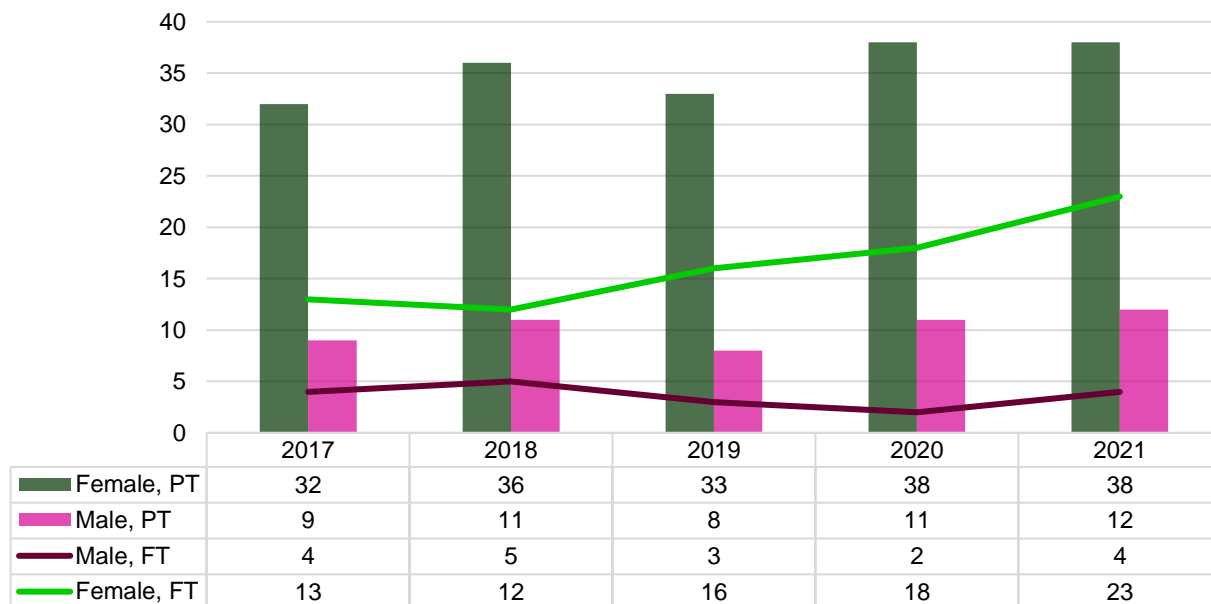
B. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

The majority of Academic staff employed at UCLMS are Female and working part-time (Figure 23:- Academic staff by gender and working time status).

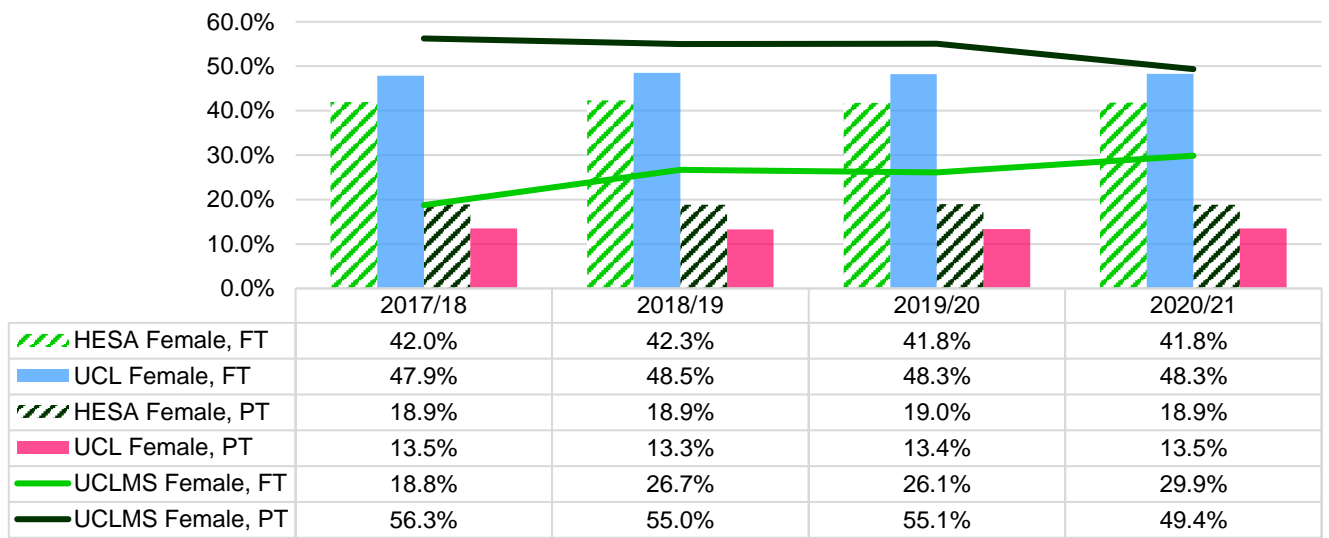
FIGURE 23:- ACADEMIC STAFF BY GENDER AND WORKING TIME STATUS



In contrast to data from Higher Education Statistics Agency (HESA) and UCL,

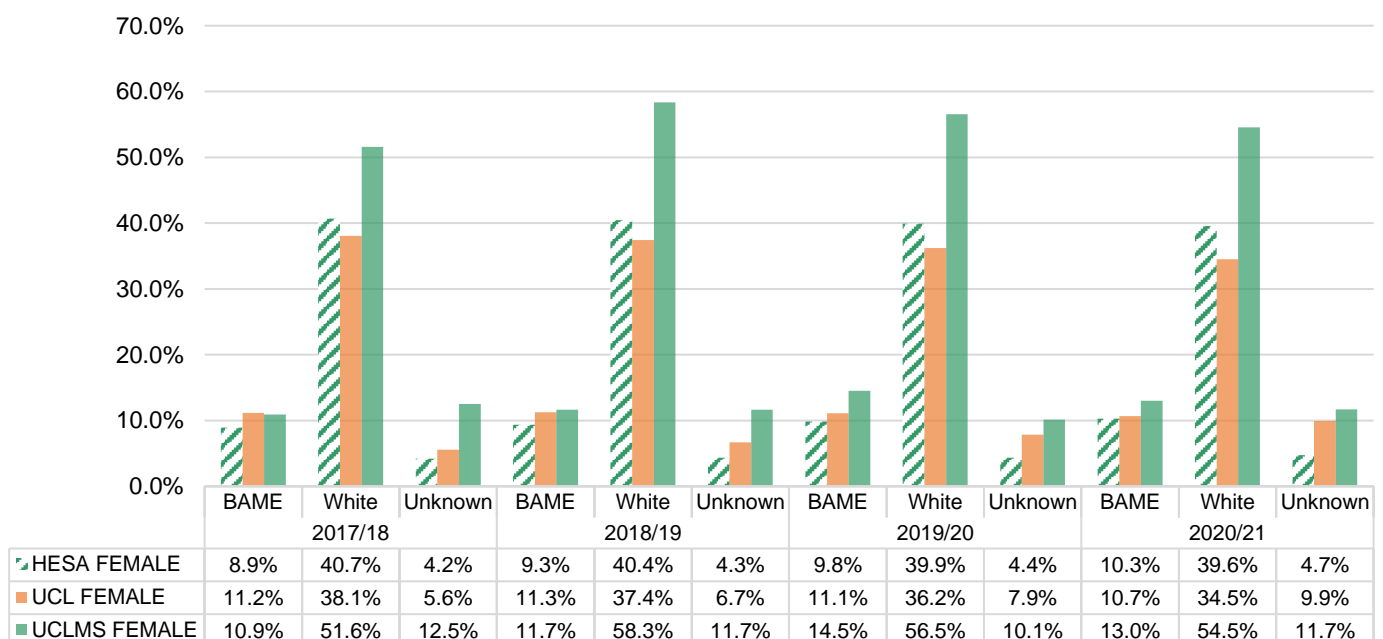
- *UCLMS employs a higher proportion of Females* and in *part-time roles* (Figure 24a:- Comparison of Female Academic staff by working time status HESA, UCL and UCLMS).

FIGURE 24A:- COMPARISON OF FEMALE ACADEMIC STAFF BY WORKING TIME STATUS HESA, UCL AND UCLMS



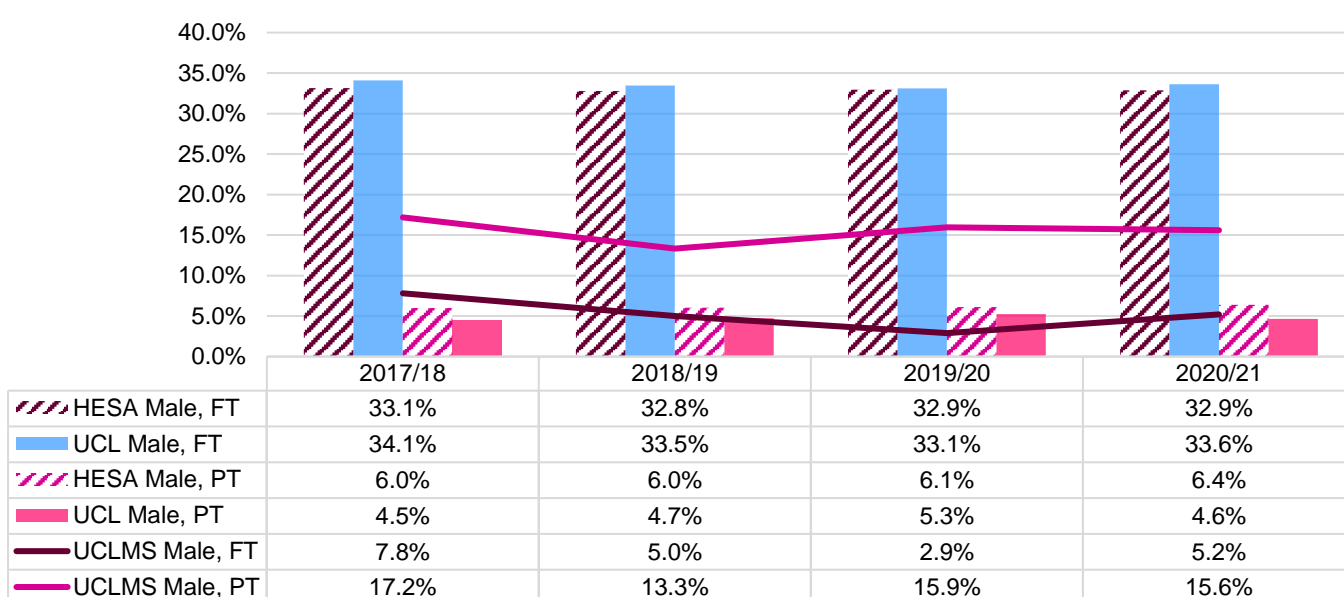
- UCLMS employs a higher proportion of Female, white Academic staff. Numbers of *Female, BAME Academic staff is reflective of HESA and at UCL* (Figure 24b:- Comparison of Female Academic staff by ethnicity)

FIGURE 24B:- COMPARISON OF FEMALE ACADEMIC STAFF BY ETHNICITY



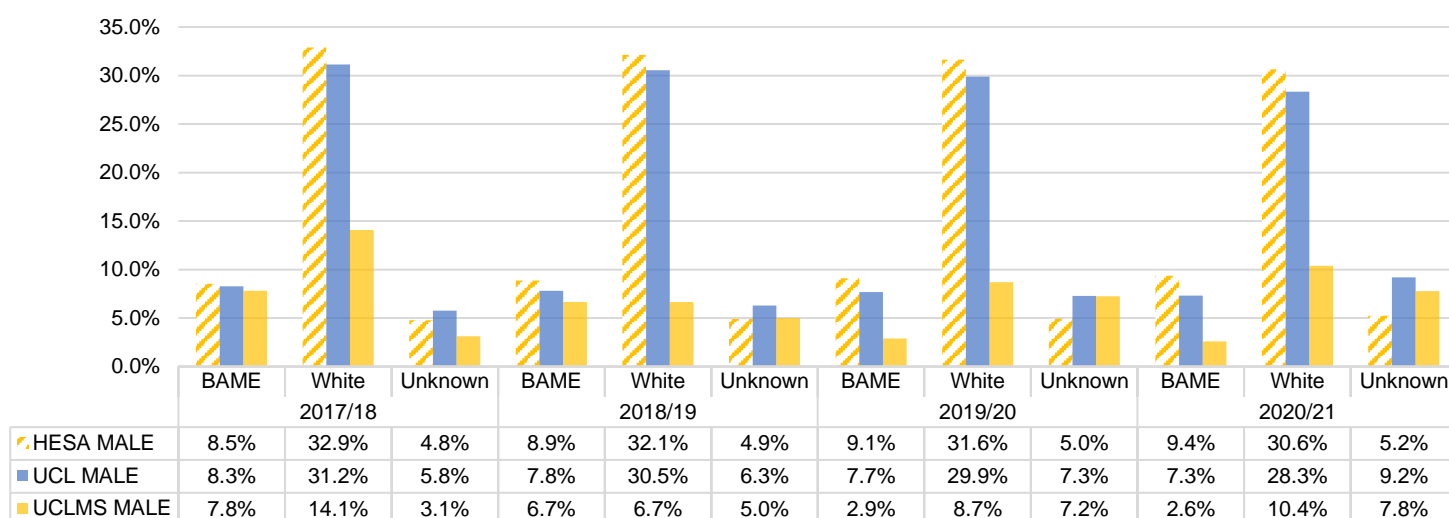
- The proportion of Male, full-time staff at UCLMS is lower compared to HESA and UCL figures. However, the *percentage of part-time Male Academic staff at UCLMS is above HESA and UCL figures* (Figure 24c:- Comparison of Male Academic staff by working time status HESA, UCL and UCLMS). 92% (11/12) of Male, part-time staff are on teaching contracts. Although there have been no targeted interventions at UCLMS to address the gender imbalance since AS 2017, it is likely that these figures are related to the increasing popularity nationally among clinicians of pursuing a portfolio career that combines clinical activity with medical education.

FIGURE 24C:-COMPARISON OF MALE ACADEMIC STAFF BY WORKING TIME STATUS HESA, UCL AND UCLMS



- UCLMS employs a smaller proportion of Male, white Academic staff compared to HESA. While in 2017/18 & 2018/19, the *proportion of Male, BAME Academic staff reflected HESA and UCL figures (approximately 7-9%), this has significantly dropped from 2019 onwards (3% at UCLMS vs 8-9% HESA/UCL)* (Figure 24d:-Comparison of Male Academic staff by ethnicity)

FIGURE 24D:- COMPARISON OF MALE ACADEMIC STAFF BY ETHNICITY



A more detailed breakdown by contract type (teaching, academic or research contract) from 2017-2021 is shown below.

Teaching contracts

Traditionally, medical education has been Female orientated. This is reflected at UCLMS, where the highest proportion of academic staff on teaching contracts are Female, Grade 7 (Figure 25a:-Teaching staff by gender and grade), working part-time (Figure 25b:-Teaching staff by gender and working status) and, white (Figure 25c:- Teaching staff by gender and ethnicity).

Since 2018, there has been,

- an increase in both Females (1 at Grade 9 in 2017 vs 5 in 2021) and Males (0 in 2017 at Grade 9 vs 1 in 2021) being promoted to senior roles. (Impact box, p63).
- A modest increase in the number of Male teaching staff (10 in 2017 vs 14 in 2021).

FIGURE 25A:- TEACHING STAFF BY GENDER AND GRADE

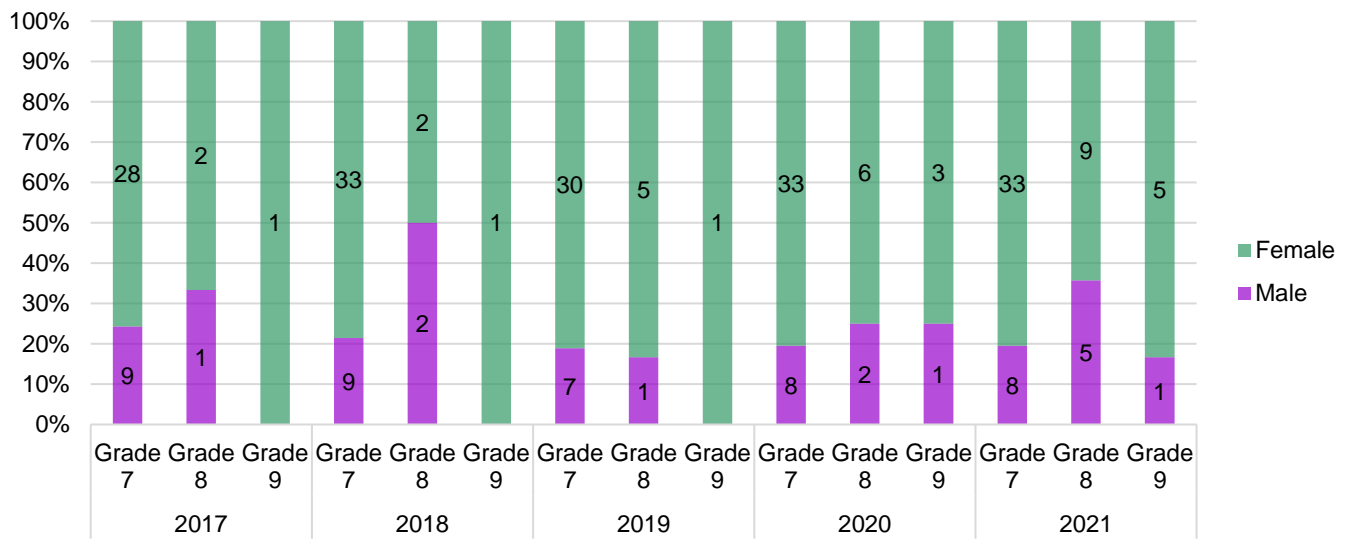


FIGURE 25B:-TEACHING STAFF BY GENDER AND WORKING STATUS

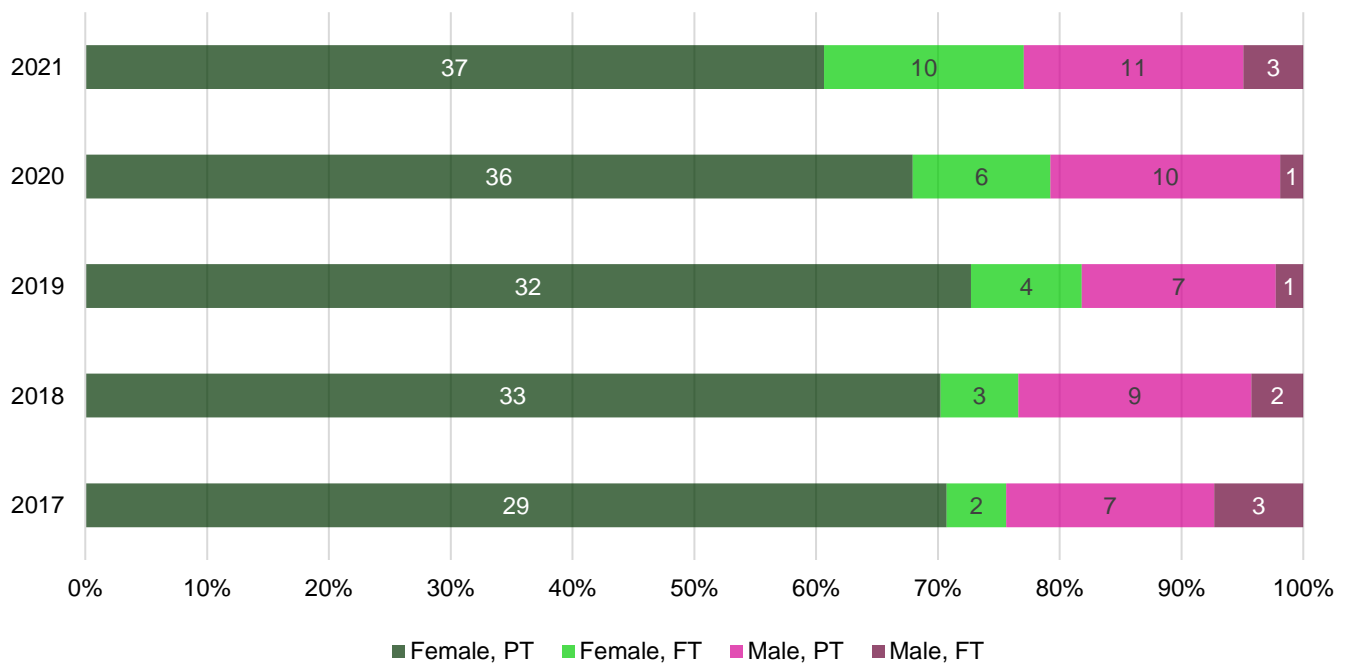
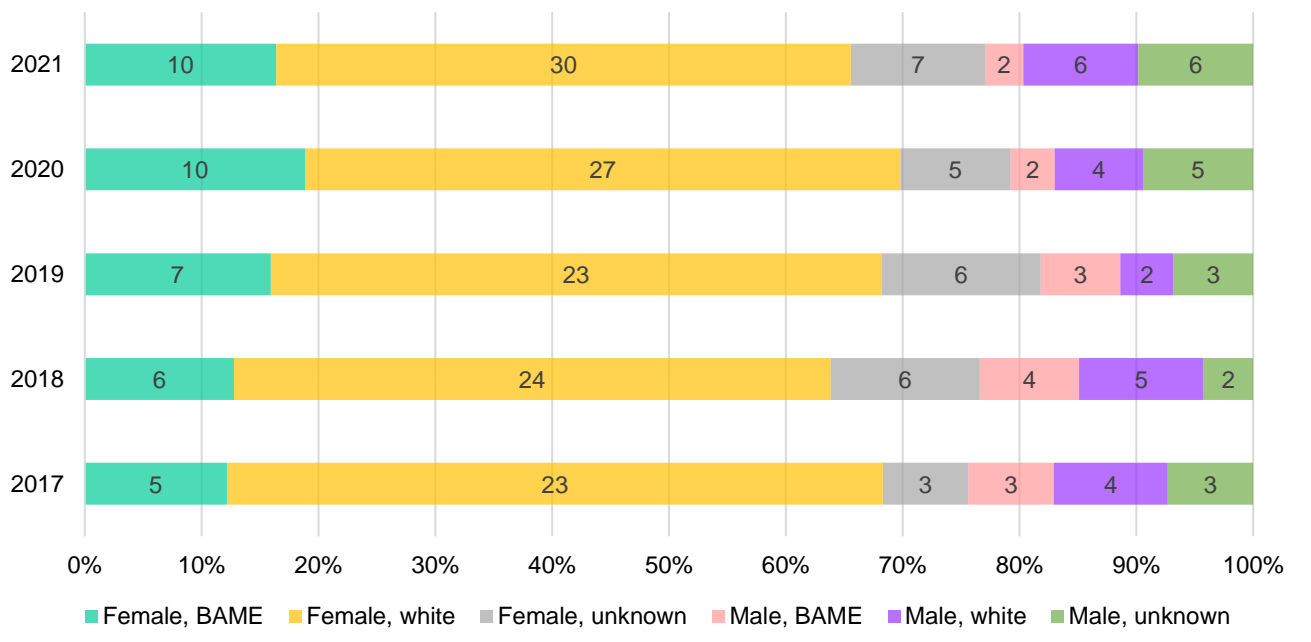


FIGURE 25C:- TEACHING STAFF BY GENDER AND ETHNICITY



Academic contracts

UCLMS employs an average of 10-11 staff on academic contracts and the department is predominantly Grade 10 (Figure 26a:- Academic staff by gender and grade), working full-time (Figure 26b:- Academic staff by gender and contract type) and Female, white (Figure 26c:- Academic staff by gender and ethnicity).

Since 2017, there has been,

- an increase in the numbers of Females working full-time (5 in 2017 vs 9 in 2021) and at Grade 10 (3 in 2017 vs 6 in 2021) (Impact box, p61).
- *A reduction in Male, full-time staff (1 in 2017 vs 0 in 2021) due to retirement.*
- *No BAME representation.*

FIGURE 26A:- ACADEMIC STAFF BY GENDER AND GRADE

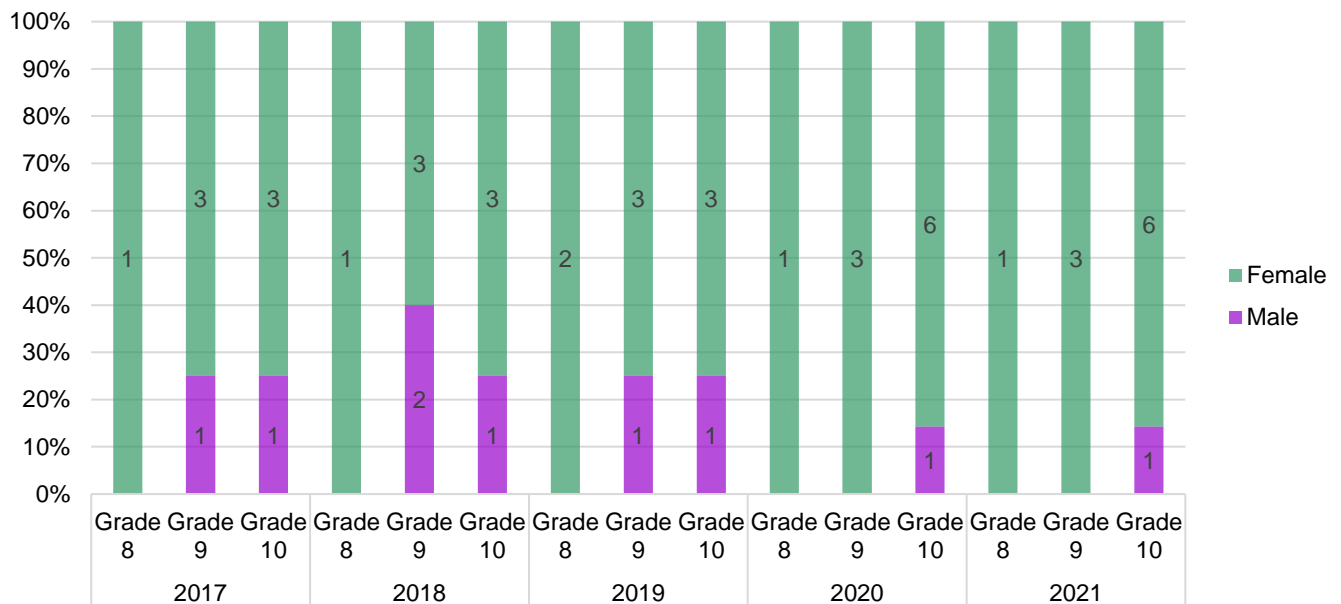


FIGURE 26B:- ACADEMIC STAFF BY GENDER AND CONTRACT TYPE

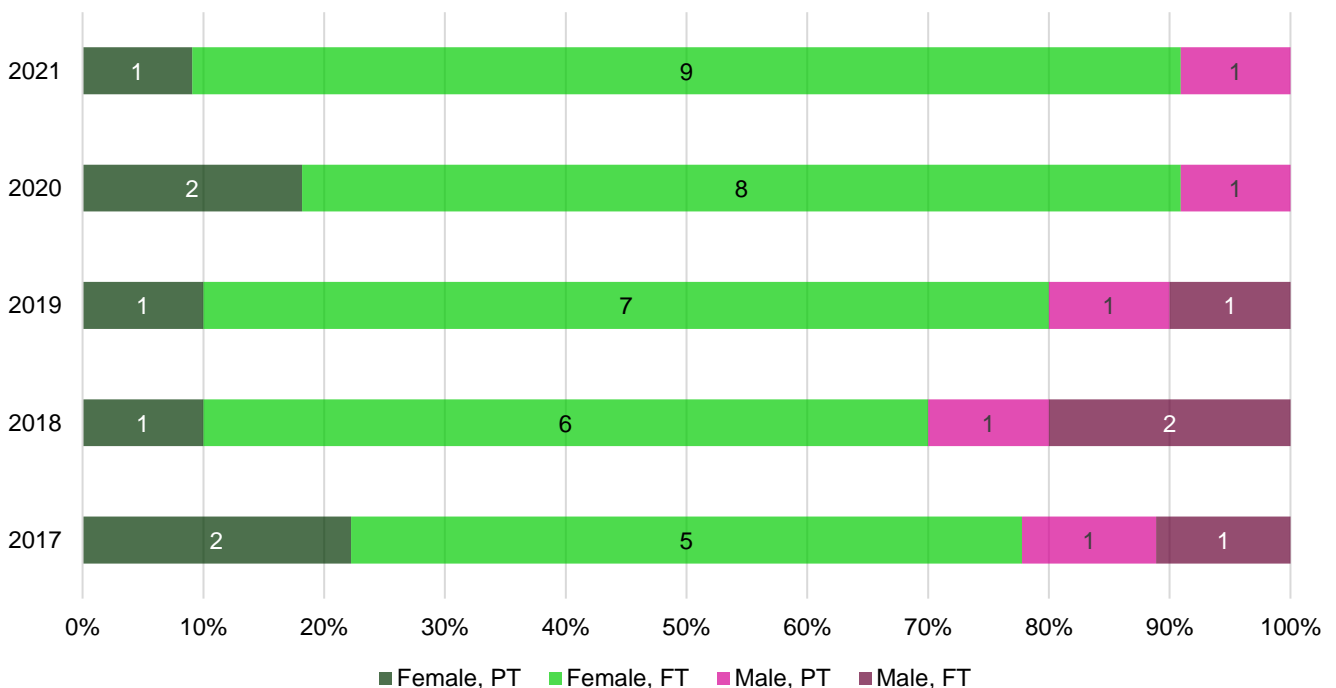
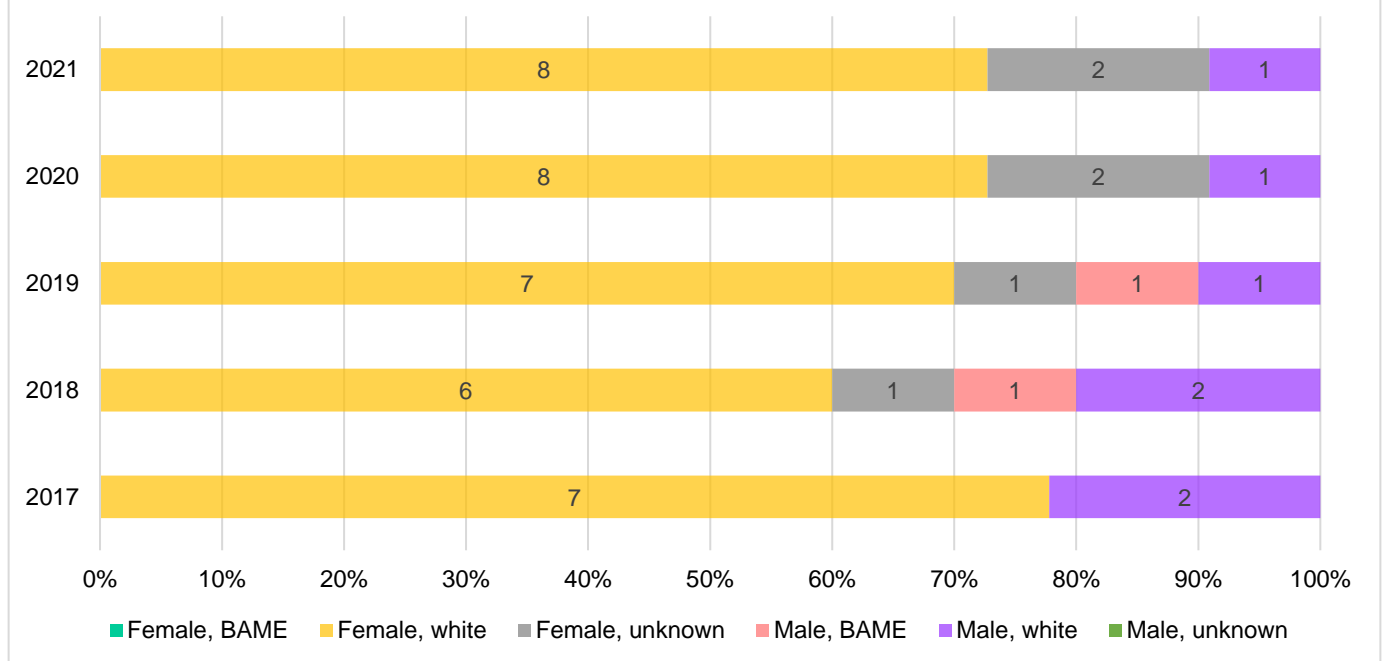


FIGURE 26C:- ACADEMIC STAFF BY GENDER AND ETHNICITY



Research contracts

Overall numbers of UCLMS staff on research contracts is small and since 2020, there has been a shift towards Grade 8 positions (Figure 27a:- Research staff by gender and grade; Impact box, p61). The majority of research staff work full time (Figure 27b:-Research staff by gender and contract type) and are Female, white (Figure 27c:-Research staff by gender and ethnicity).

Since 2018 there has also been

- an overall reduction of staff on research contracts (2017-9 vs 2021-5)
- *No Males in a Grade 8 position* (highest position on research contracts at UCLMS). This decrease is related to the reduction in funding, normally secured through grant applications.
- *No BAME representation.*

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FIGURE 27A:- RESEARCH STAFF BY GENDER AND GRADE



FIGURE 27B:- RESEARCH STAFF BY GENDER AND CONTRACT TYPE

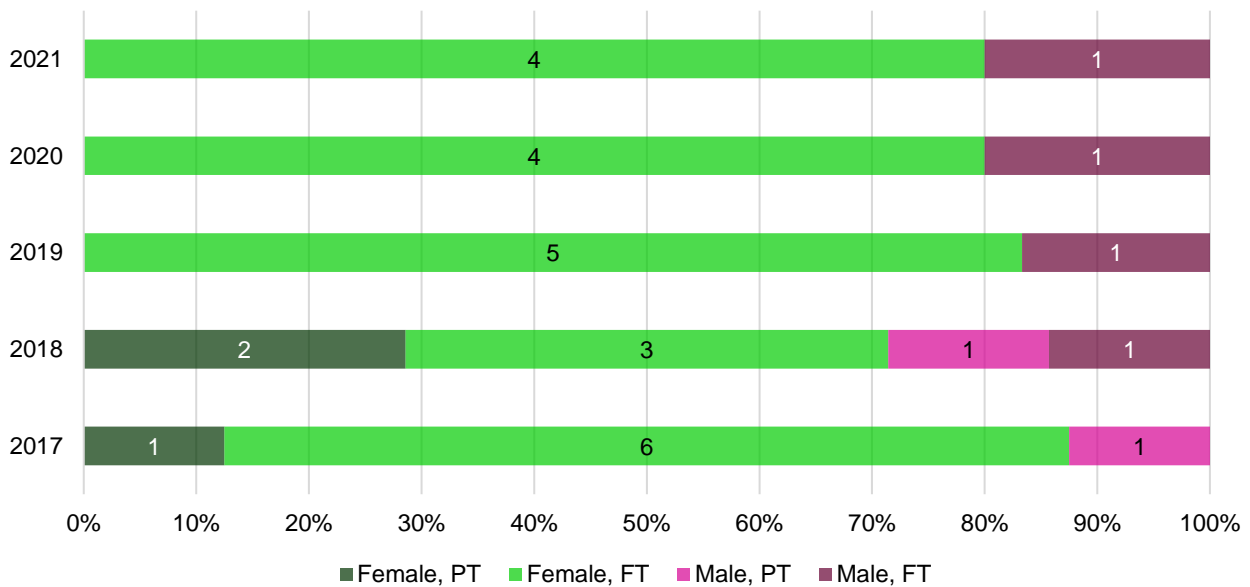
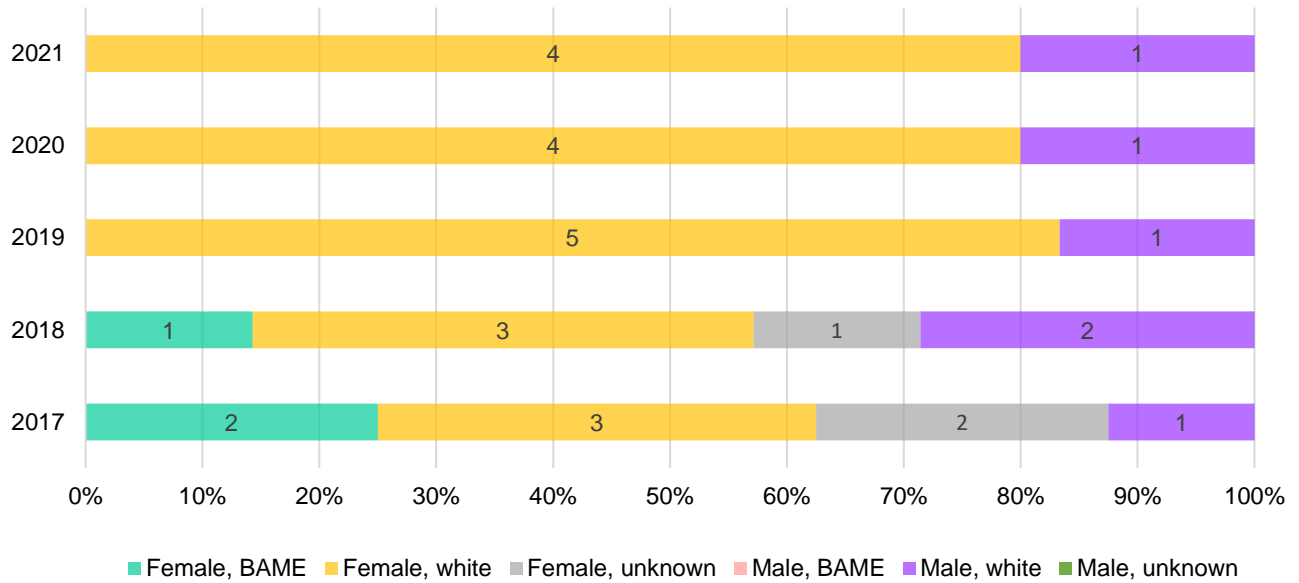


FIGURE 27C:- RESEARCH STAFF BY GENDER AND ETHNICITY



While the academic workforce at UCLMS is predominantly Female and white, addressing the gender imbalance and ensuring BAME representation across the workforce is vital. Although the *disparity appears to disadvantage Male, BAME academics*, it has to be noted that despite *numbers of Female, BAME academics being reflective of HESA, these are predominantly on teaching contracts with a paucity of Female, BAME in academic or research contracts*. **Strategies for addressing the gender imbalance and ensuring BAME representation are discussed further in Section 5A (i): Recruitment, p67 (Action 3.2 & 3.3, p81).**

ACTION PLAN

- **Addressing gender imbalance and ensuring BAME representation across the workforce (Action 3.2 & 3.3, p81).**

IMPACT

Academic staff are supported in their career development.

Action (2017 AS)

- ✓ Staff are supported in their career development and encouraged to take up at least one professional development opportunity per year.

Impact

- Increase in Academic staff in senior roles,
 - Teaching contracts- 2% in 2017 vs 10% in 2021 at Grade 9 position.
 - Academic contracts- 33% in 2017 vs 54% in 2021 at Grade 10 position.
 - Research contracts- 20% in 2017 vs 60% in 2021 at Grade 8 position (highest position in research contracts)

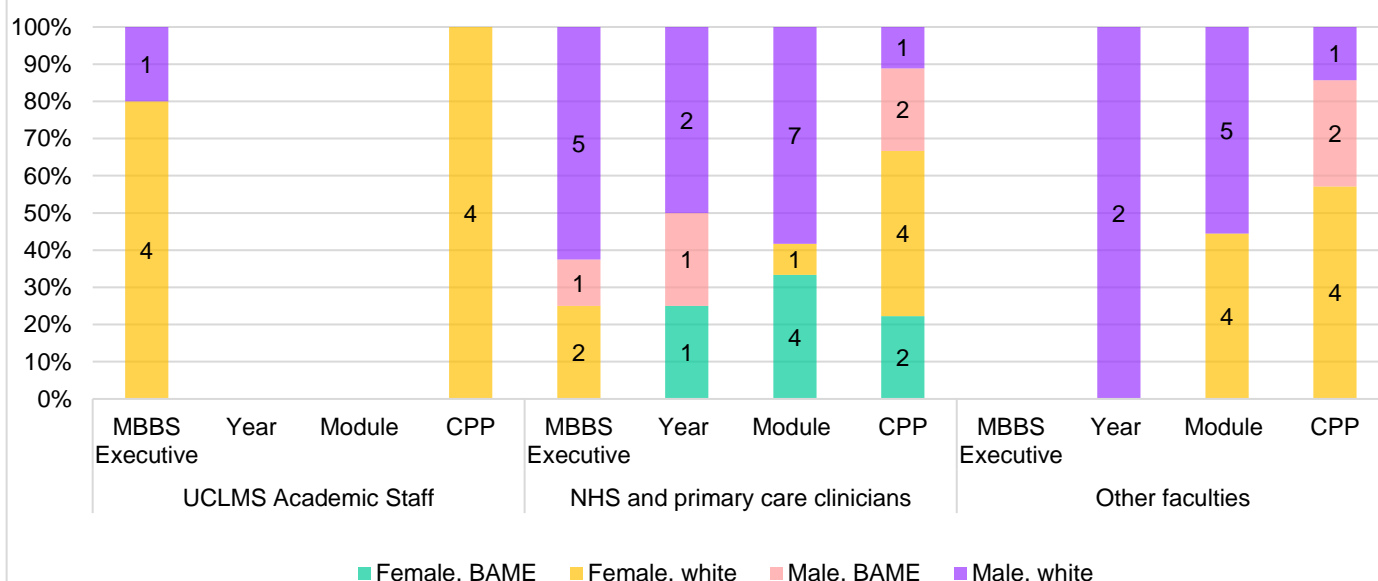
Academic Leadership roles

Due to the scale of the MBBS programme, a wide range of staff from within UCLMS, other faculties and National Health Service (NHS) including primary care clinicians occupy key academic leadership positions. Presently, *there are 60 academic leadership positions in the MBBS programme* (Figure 28:- Breakdown of MBBS academic leadership roles by gender and ethnicity in 2021/22).

Compared to 2017, *gender balance has been achieved in academic leadership roles on the UCL MBBS programme* (30 Females: 30 Males compared to 43% being Female in 2017). Testament to UCLMS' ongoing pledge to embed equity and diversity in leadership roles (Impact box, p65),

- 13 MBBS academic leadership roles (13/60, 22%) are occupied by BAME members of staff (7 Female: 6 Male), *mirroring the NHS workforce, where 22% of the workforce identified as BAME in 2020* (GOV.UK, 2021).
- *BAME representation is lower at the most senior level of academic leadership, MBBS Executive (1/13, 8%).*

FIGURE 28:- BREAKDOWN OF MBBS ACADEMIC LEADERSHIP ROLES BY GENDER AND ETHNICITY in 2021/22



Supporting the career progression of Female and BAME staff into the most senior academic leadership roles remains crucial and is discussed further in Section 5B (iii): Support given to academic staff for career progression (Action 3.13, p105).

IMPACT

Improve career prospects for women at the highest levels within and outside the division to apply for leadership roles in MBBS programme.

Action (2017 AS)

- ✓ Review recruitment strategies which may inhibit or encourage applications from women for leadership roles.

Impact

- Achieving gender parity for women in leadership roles in the MBBS programme

ACTION PLAN

- **Supporting the career progression of BAME staff for most senior academic leadership roles in UCLMS MBBS programme (MBBS Executive) (Action 3.13, p105)**

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

This is not relevant to UCLMS, as there are no technical staff employed.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender.

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Teaching staff

Of the 61 teaching staff employed at UCLMS in 2021/22, six members were on fixed-term contracts. Four of these were linked to providing fixed term maternity cover, with the remaining two linked to funding availability. *Opportunities for extending funding or contracts are discussed early for those on fixed term contracts with their Line Manager.*

Academic staff

All staff on academic contracts are on open-ended contracts that are permanent.

Research staff

All research staff are appointed on open-ended fund end date contracts with the end date linked to funding availability and successfully securing research grants.

Notification meetings are held well in advance of the funding end date to explore alternative sources and potential funding extensions. All staff also have access to the UCL wide redeployment system.

In 2021/22, due to issues in securing research funding, the Division *provided bridging support for staff members* (three Females) to cover salary costs until the outcome of grant applications was known. In 2019, the Division was able to provide core funding for one research position (Male), which was considered necessary for providing career stability to the individual and research being undertaken.

GOOD PRACTICE

- Early discussions for developing portfolio and extending funding for teaching staff on fixed term contracts.
- Access to support including redeployment scheme and bridging support for research staff awaiting outcome of grant applications.

(iii) Academic leavers by grade and gender and full/part-time status.

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

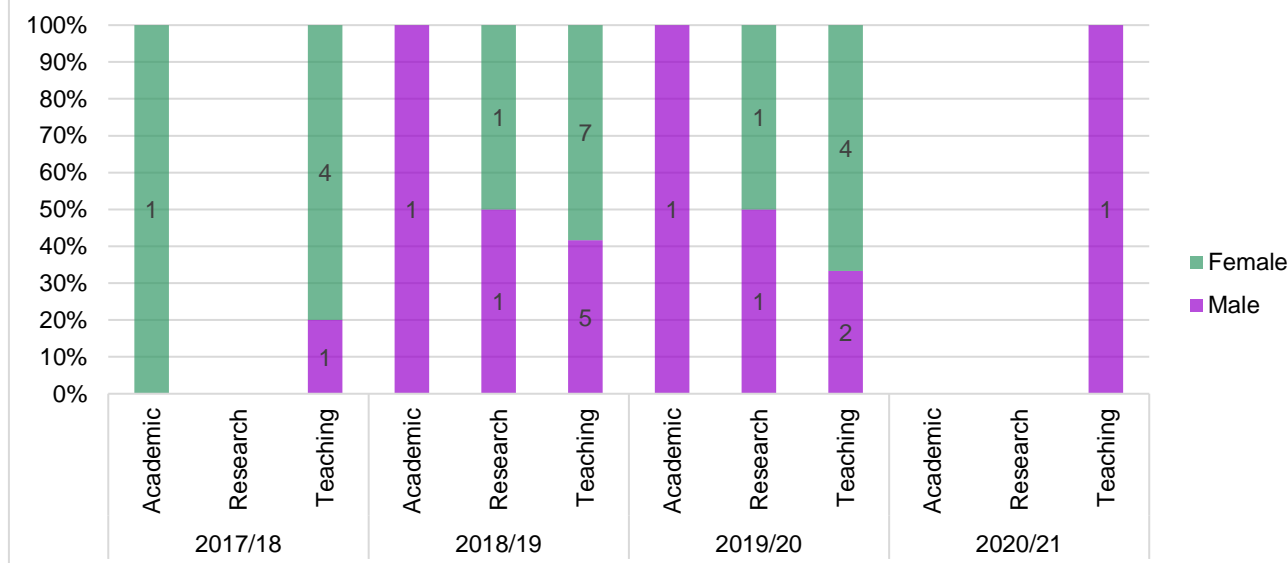
Attrition among staff in academic and research roles overall remains low and comparable to 2014-2017 at UCLMS. (Table 7:- Attrition rates among UCLMS staff).

Altogether 31 members of staff left UCLMS between 2017-2021, with the highest rate of attrition seen among those on teaching contracts. All individuals who left the Division on teaching contracts subsequently returned to their training programme. This is reflective of these roles typically been undertaken by clinicians with an interest in medical education for a limited amount of time, taking time out of training to develop their teaching portfolio.

Attrition rates is higher among Female members of staff, (58%, 18/31 Females: 42%, 13/31 Males), reflective of staff breakdown (Figure 29:- Academic staff attrition). *The data available to UCLMS on academic leavers did not include information on grade or working time status.*

TABLE 7:- ATTRITION RATES AMONG UCLMS STAFF				
Contract type	2014-2017		2017-2021	
	Number	%	Number	%
Academic	1	3.8	3	9.7
Research	6	23.1	4	12.9
Teaching	19	73.1	24	77.4

FIGURE 29:- ACADEMIC STAFF ATRITION



It was acknowledged that presently there was a lack of attrition data for academic staff despite the implementation of exit interviews by the Divisional Staffing Manager (Action plan in AS 2017).

With limited insight due to the *low uptake of exit interviews*, only 20% (2/10) of academic leavers participated in the exit interviews, it was recognised that an online survey would be easier for staff to engage in prior to leaving. Making the exit interview compulsory was also considered to be against the ethos of the Division. While **encouraging all leavers to engage in the exit interviews is vital, an online survey will also be introduced to enrich the data collected from Academic and PSS leavers (Action 2.5).**

ACTION PLAN

- **Improve understanding on factors underlying decision to leave UCLMS among Academic staff (includes those on teaching, academic and research contracts) (Action 2.5)**

All staff leaving UCLMS to be emailed upon serving notice and again one month before leaving to participate in exit interviews. Targeted emails for any non-responders to identify reasons for non-participation.

UCLMS to introduce an exit survey for all leavers.

(2400words)

5. Supporting and advancing women's careers

Recommended word count: Bronze: 6000 words | Silver: 6500 words

A. Key career transition points: academic staff

(i) Recruitment.

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Teaching roles

Annual variations are noted in the number of staff recruited onto teaching contracts (Table 8:- Recruitment into teaching roles). In contrast to UCL, UCLMS tend to recruit all teaching staff at Grade 7 and on open-ended contracts. The exception being in 2020/21 where all six appointments were fixed-term, as they were covering maternity leave (4/6) or were linked to funding availability (2/6).

TABLE 8:- RECRUITMENT INTO TEACHING ROLES				
Year	Grade	Application	Shortlisted	Appointment
2017/18	7	34	5	4
2018/19	7	89	31	11
2019/20	7	12	6	2
2020/21	7	79	42	6

Overall, a higher number of Females apply and are more likely to be shortlisted and appointed (Figure 29a:- Teaching staff recruitment).

It can also be seen that,

- The split between Female and Male applicants is typically 55% Female: 45% Male and this is reflective of the national picture with teaching roles being predominantly Female orientated (Figure 30a:- Teaching staff recruitment). Compared to 2017 where only 35% of applicants were Male, the overall of pool of male applicants has increased and is *testament to AS 2017*, (Impact box, p83).
- *The percentage of BAME applicants is overall higher than white applicants* (2015/16- 56% BAME: 38% white; 2020/21-55% BAME: 39% white). *Female, BAME applicants typically form the largest group of applicants, with the exception in 2019/20* (Figure 30b:- Recruitment of teaching staff (applications)). This is likely reflective of the cultural diversity in London. No data is available for comparison to AS 2017.
- *BAME applicants are overall less likely to be appointed* (Figure 30c:- Forest Hill plot of teaching staff recruitment (application to appointment) 2017-2019) and this appears to be at the *stage of shortlisting* (Figure 30d:- Forest Hill plot of teaching staff recruitment (application to shortlisting) 2017-2019). No data is available for comparison to AS 2017.

Historically, UCLMS have hired at Grade 7 for teaching roles, to enable clinicians with an interest in medical education to take time out of training and develop their teaching portfolio. Generally, time out of training is limited to one year and with most having limited exposure prior to undertaking these roles, it was considered that hiring at Grade 8 would not be inclusive. *While this is in contrast to UCL who tend to hire at Grade 8, this does not appear to affect the diverse pool of applicants*, (Figure 30b:- Recruitment of teaching staff (applications)). However, *this diversity does not translate into shortlisting and appointments for BAME applicants even though they form the larger cohort of applicants overall*.

FIGURE 30A:-TEACHING STAFF RECRUITMENT

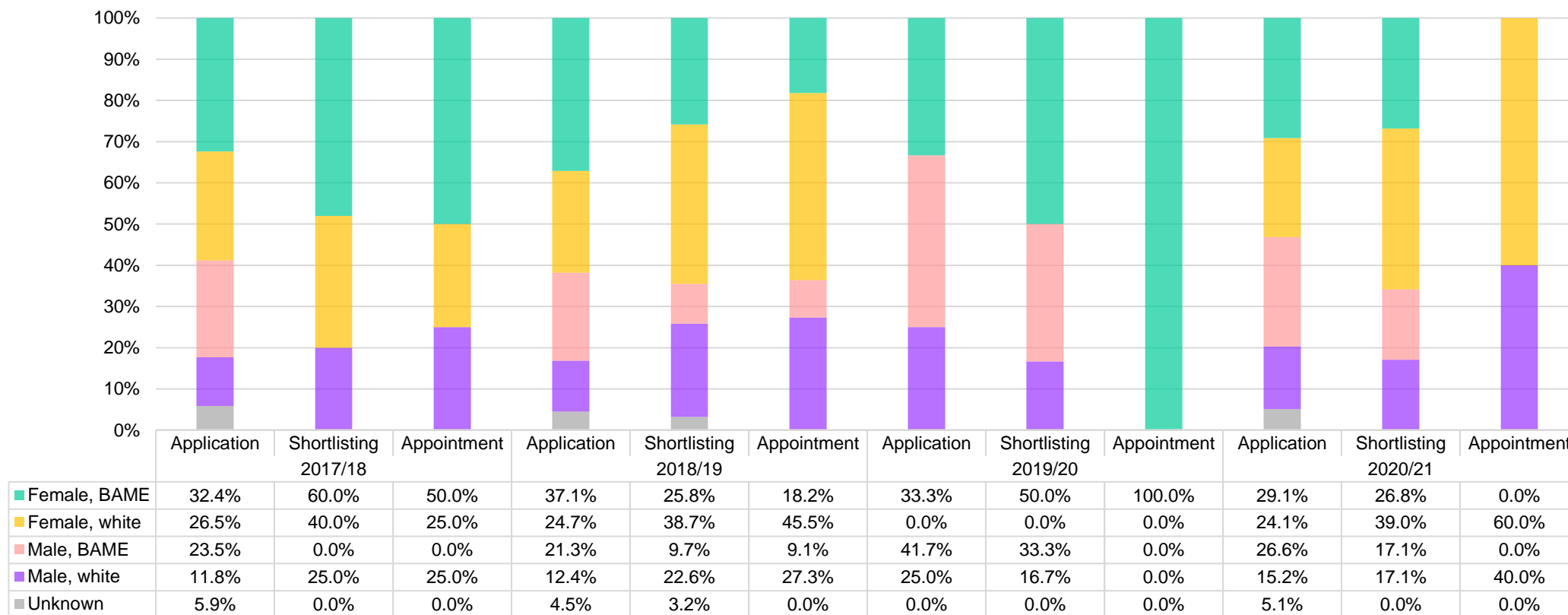


FIGURE 30B:-RECRUITMENT OF TEACHING STAFF (APPLICATIONS)

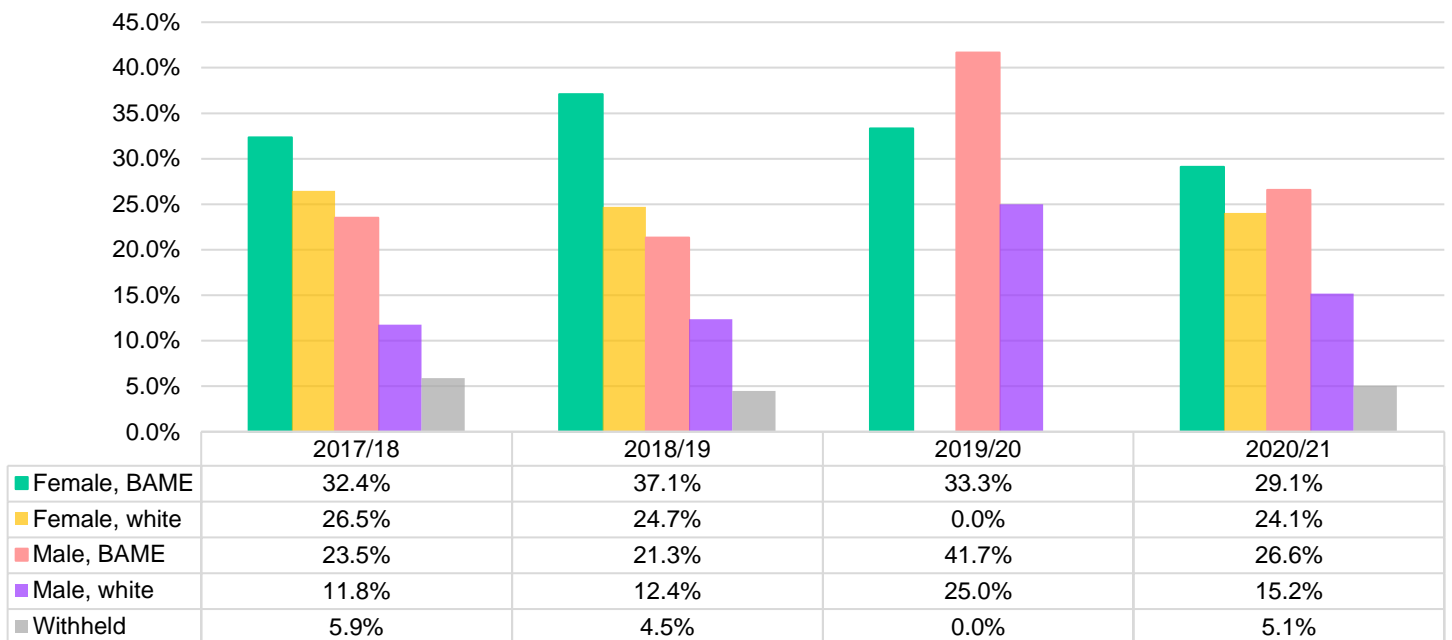
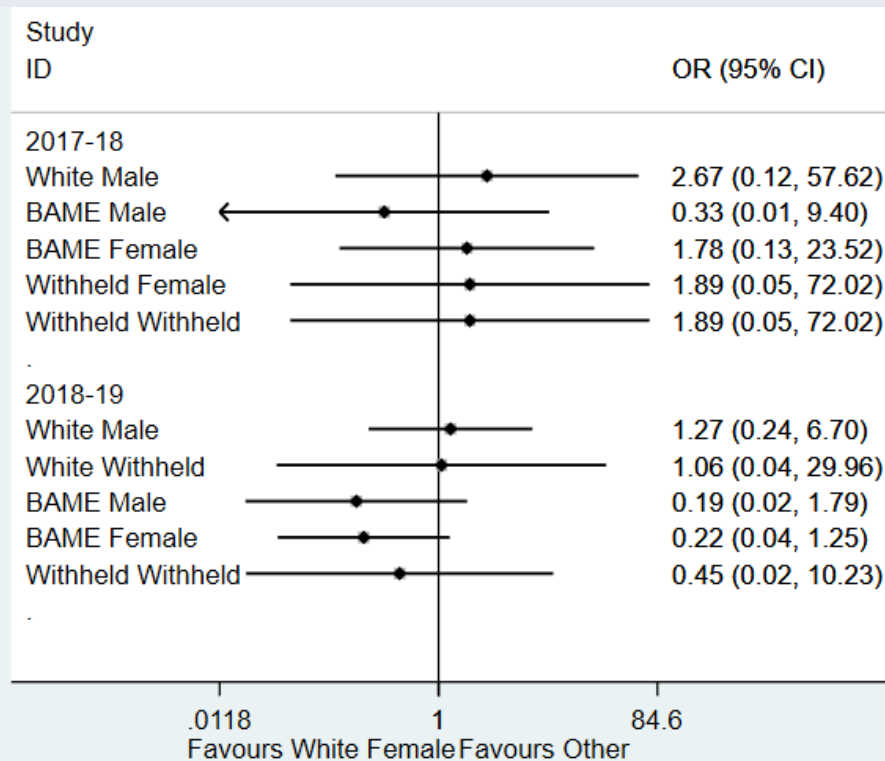


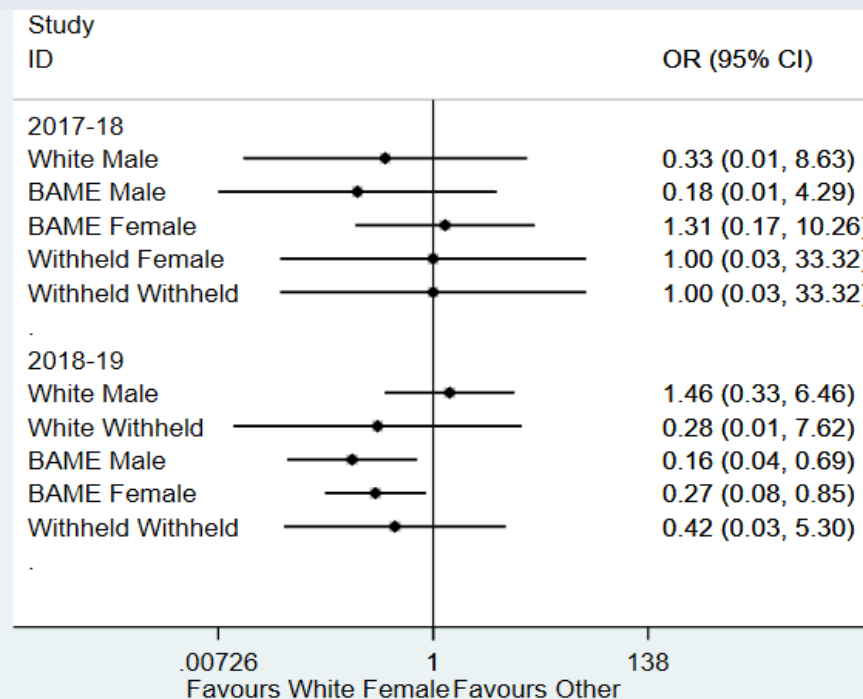
FIGURE 30C:- FOREST HILL PLOT OF TEACHING STAFF RECRUITMENT (APPLICATION TO APPOINTMENT) 2017-2019.



The Forest plot shows the appointments process from 2017-2019. There was insufficient data for analysis in 2019/20 and 2020/21

Each horizontal line represents a comparison of the odds of being appointed from application in the specified ethnicity/gender category versus Female, white applicants. If the horizontal line lies entirely to the left of the vertical line, then this indicates that the odds of being appointed were lower in the specified ethnicity/gender category versus Female, white students. If the horizontal line lies entirely to the right of the vertical line, then this indicates that the odds of being appointed were higher in the specified ethnicity/gender category versus white Females. If the horizontal line crosses the vertical line, then any observed differences in the odds could be due to chance, although this likelihood decreases as the dark circle on the line is further away (to the left or right) from the vertical line.

FIGURE 30D:- FOREST HILL PLOT OF TEACHING STAFF RECRUITMENT (APPLICATION TO SHORTLISTING) 2017-2019.



The Forest plot shows the shortlisting process from 2017-2019. There was insufficient data for analysis in 2019/20 and 2020/21

Each horizontal line represents a comparison of the odds of being appointed from shortlisting in the specified ethnicity/gender category versus Female, white applicants. If the horizontal line lies entirely to the left of the vertical line, then this indicates that the odds of being shortlisted were lower in the specified ethnicity/gender category versus Female, white students. If the horizontal line lies entirely to the right of the vertical line, then this indicates that the odds of being shortlisted were higher in the specified ethnicity/gender category versus white females. If the horizontal line crosses the vertical line, then any observed differences in the odds could be due to chance, although this likelihood decreases as the dark circle on the line is further away (to the left or right) from the vertical line.

Academic posts

One position on an academic contract has been available per year at UCLMS since 2017, with the exception of 2020-2021 where there were no new academic posts (Table 9:- Recruitment into academic roles)

TABLE 9:- RECRUITMENT INTO ACADEMIC ROLES				
	Grade	Application	Shortlisted	Appointment
2017/18	7	10	6	1
2018/19	10	5	1	1
2019/20	7	9	1	1

While applicants from both genders and the BAME community are received (Figure 30a:- Academic staff appointments), it can be seen that,

- With the exception of 2018/19, there was a 50:50 split between Female and Male applicants. (Figure 31a:- Academic staff appointments). This has improved since AS 2017, where the split was 55% Female: 45% Male (Impact box, p83).
- With the exception of 2017 where there were no Female, white applicants and a Male, BAME applicant was appointed to the post, subsequent appointments have both been Female, white.
- *Applicants from a BAME background and Male, white were less likely to be shortlisted and subsequently appointed* (Figure 31b:- Forest Hill plot of Academic staff recruitment (application to appointment) 2018-2020.)

FIGURE 31A:- ACADEMIC STAFF APPOINTMENTS

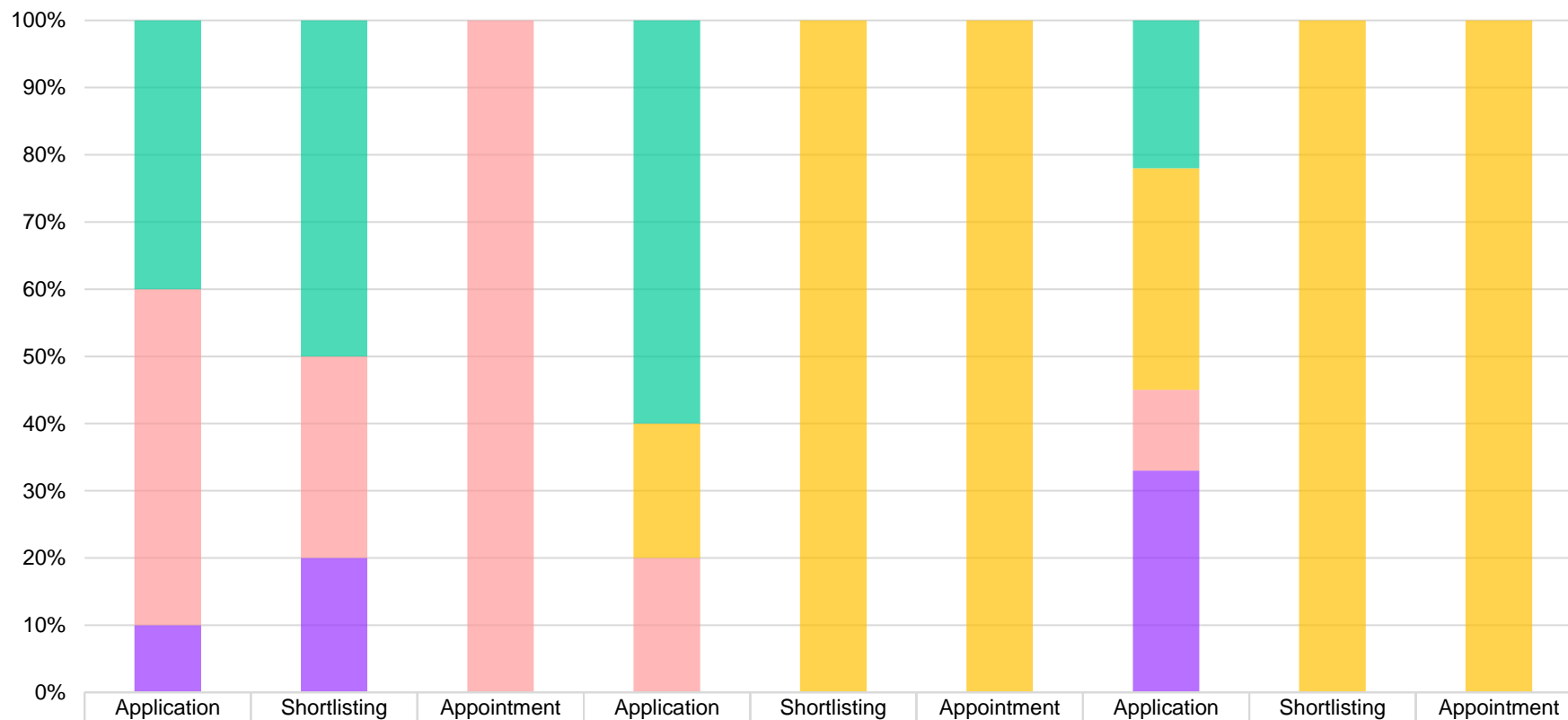
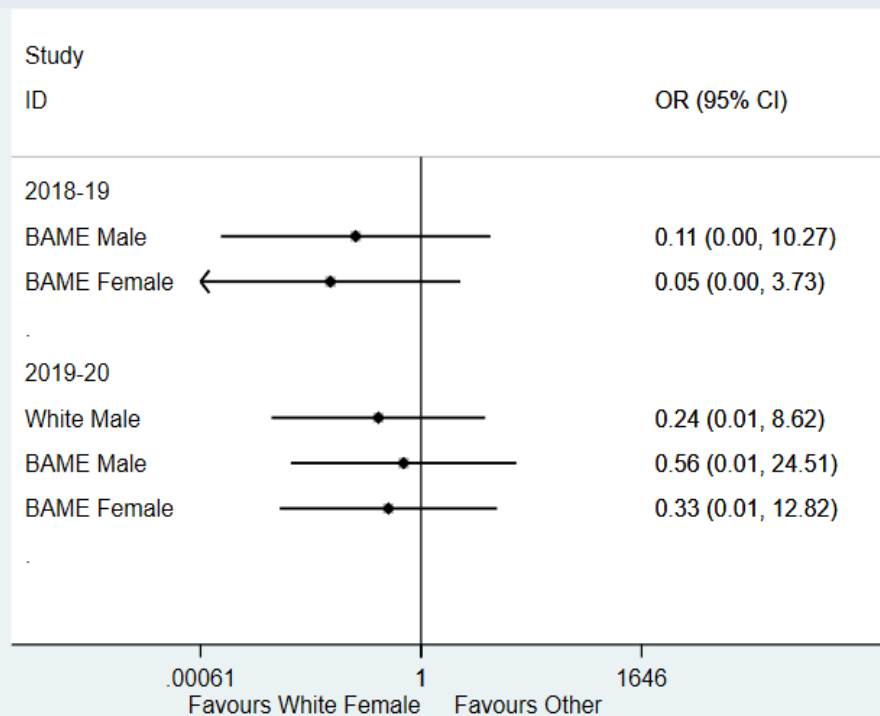


FIGURE 31B:- FOREST HILL PLOT OF ACADEMIC STAFF RECRUITMENT (APPLICATION TO APPOINTMENT) 2018-2020.



The Forest plot shows the appointment process from 2018-2020. 2017/18 was excluded from analysis, as no applications were received from Female, white applicants.

Each horizontal line represents a comparison of the odds of being appointed from application in the specified ethnicity/gender category versus Female, white applicants. If the horizontal line lies entirely to the left of the vertical line, then this indicates that the odds of being appointed were lower in the specified ethnicity/gender category versus Female, white students. If the horizontal line lies entirely to the right of the vertical line, then this indicates that the odds of being appointed were higher in the specified ethnicity/gender category versus white females. If the horizontal line crosses the vertical line, then any observed differences in the odds could be due to chance, although this likelihood decreases as the dark circle on the line is further away (to the left or right) from the vertical line.

Research posts

Overall, vacancies for research posts, all at Grade 7 at UCLMS attracts a high and diverse number of applicants (Table 10:- Recruitment into research roles at UCLMS).

TABLE 10:- RECRUITMENT INTO RESEARCH ROLES AT UCLMS				
	Grade	Application	Shortlisted	Appointment
2017/18	7	20	7	1
2018/19	7	53	11	2
2019/20	7			1
No data was available from central UCL on the application and shortlisting process for 2019-2020 and there were no appointments from 2020-2021.				

From the limited amount of data available, it can be seen that,

- The overall split between Female and Male applicants is 65% Female: 30% Male (Figure 32a:- Research staff recruitment). This remains unchanged from AS 2017.
- *BAME applicants have lower odds of being appointed compared to Female, white applicants in 2018-19* (Figure 32b:- Forest Hill plot of research staff recruitment (application to appointment) 2018-2019). *Due to limited data, this analysis was not available from 2017/18 and 2019/20.*

FIGURE 32A:- RESEARCH STAFF APPOINTMENTS

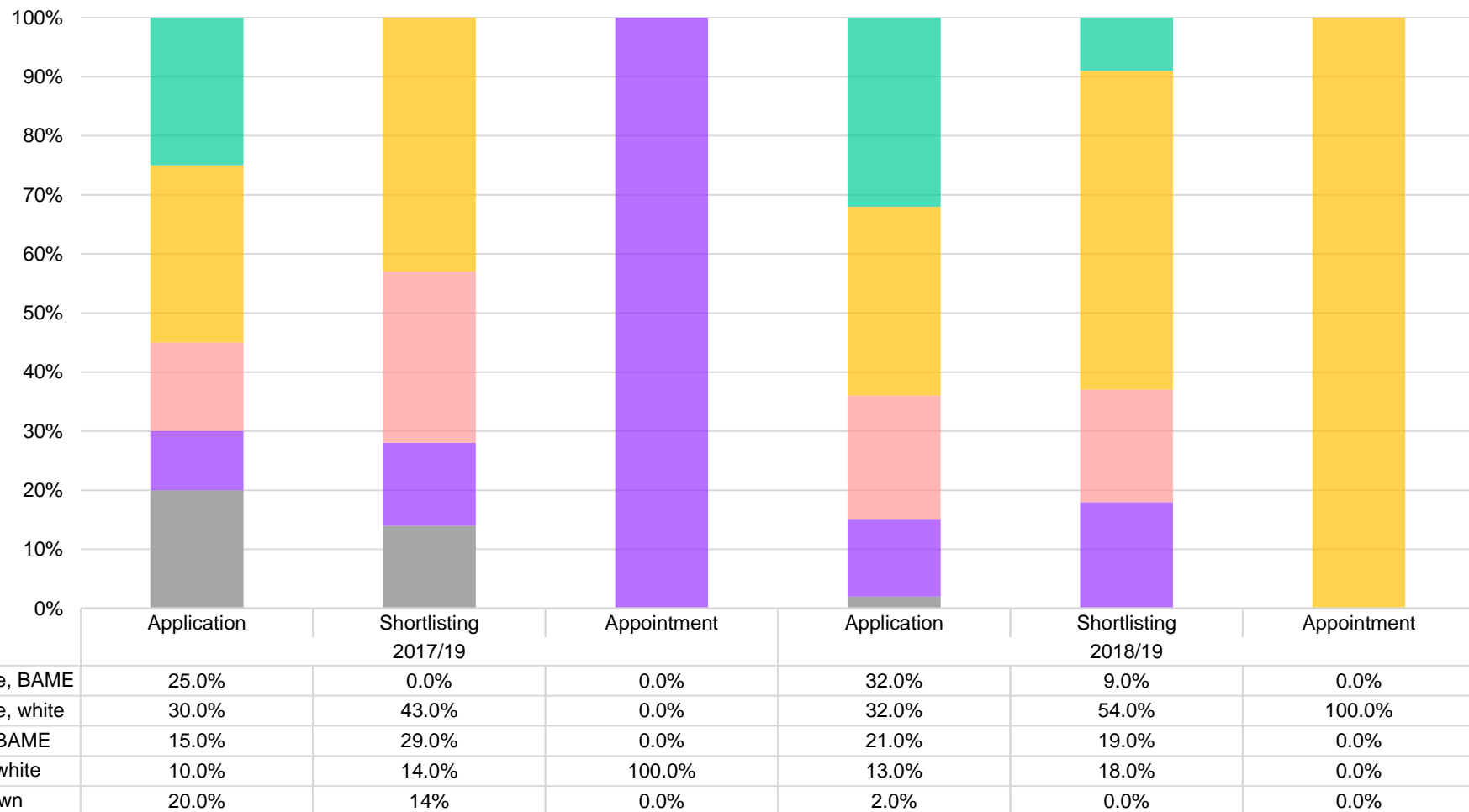
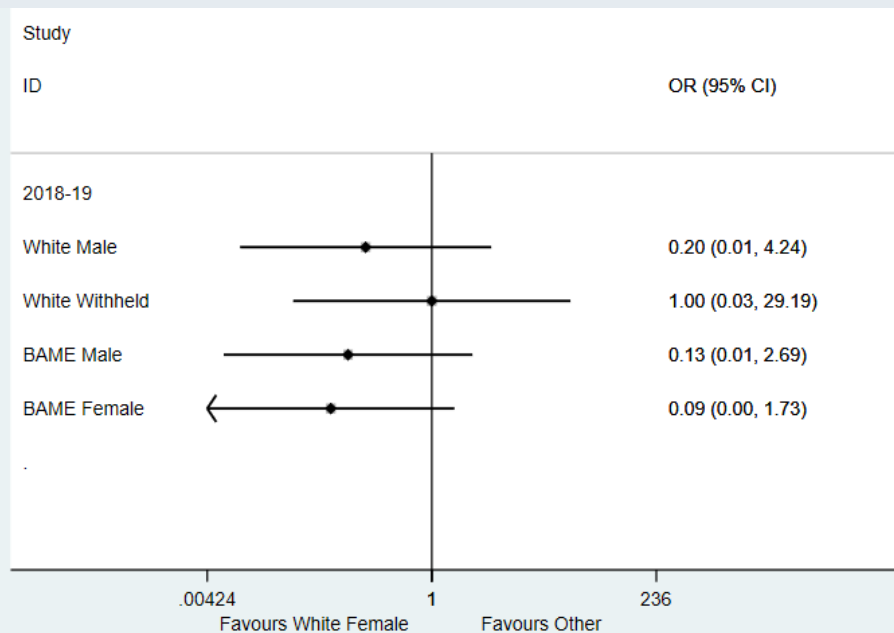


FIGURE 32B:- FOREST HILL PLOT OF RESEARCH STAFF RECRUITMENT (APPLICATION TO APPOINTMENT) 2018-2019.



The Forest plot shows the appointment process in 2018/19. There was insufficient data for analysis in 2017/18 and 2019/20.

Each horizontal line represents a comparison of the odds of being appointed from application in the specified ethnicity/gender category versus Female, white applicants. If the horizontal line lies entirely to the left of the vertical line, then this indicates that the odds of being appointed were lower in the specified ethnicity/gender category versus Female, white students. If the horizontal line lies entirely to the right of the vertical line, then this indicates that the odds of being appointed were higher in the specified ethnicity/gender category versus white females. If the horizontal line crosses the vertical line, then any observed differences in the odds could be due to chance, although this likelihood decreases as the dark circle on the line is further away (to the left or right) from the vertical line.

Since Bronze 2017, several initiatives were implemented in the recruitment process to ensure a gender balanced pool of applicants (Figure 33:- Initiatives for ensuring equity in recruitment process). The effects of this can be seen with an improvement in the proportion of *Male applicants to teaching and academic posts since AS 2017* (Impact box, p83). It remains unchanged for research posts.

Although the intersectionality of gender and ethnicity was not considered in AS 2017, it can be seen that there is overall a *diverse pool of applicants for teaching, academic and research posts. However, this is not translating to shortlisting and appointments for BAME and more so, Female BAME applicants*. Therefore, UCLMS plan to implement further initiatives targeted throughout the recruitment process that continue to encourage gender and ethnic diversity at the **application (Action 3.1), shortlisting (Action 3.2) and interview stage (Action 3.3), to ensure equity in the recruitment process for all Academic staff.**

FIGURE 33:- INITIATIVES FOR ENSURING EQUITY IN RECRUITMENT PROCESS

Job adverts	All jobs are advertised with UCL Positive Action statement.
Interview panel	All UCLMS interview panels are gender balanced.
	All panel members must complete fair recruitment training and unconscious training.
	Fixed set of questions for each role with an EDI related question/scenario incorporated (supplied by EDI committee).

GOOD PRACTICE

- UCLMS have implemented several initiatives to ensure equity in recruitment process, including inclusion of UCLs' positive action statement, training for all staff involved in interviewing, gender balanced panels and inclusion of an EDI related scenario in the fixed set of questions.

ACTION PLAN

- **Ensure equity in the recruitment process for all academic staff, including academia, teaching and research roles.**

1. Application process (Action 3.1)

Establish a search committee to lead on key recruitments and target candidates from less represented backgrounds, including an invitation to apply and review data annually to identify trends.

Reducing the number of essential criteria advertised in job roles to up to ten points.

Using social media, e.g., Twitter and other targeted advertising campaigns to 'get the word out' on vacancies at UCLMS. Divisional staffing manager to monitor applications received through social media campaigns.

2. Shortlisting process (Action 3.2)

Names to be removed, where possible, from applications for shortlisting to reduce impact of unconscious bias. It is recognised that this is not possible for research and academic applicants, as evidence of publications and participation in national/international committees are required as part of the application process.

Shortlisting Panel to provide feedback for each candidate to outline why they have not been shortlisted, to help identify any relevant trends.

3. Interview process (Action 3.3)

Involvement of UCL's Fair Recruitment specialists during interview process.

IMPACT

Improve gender diversity in applications for academic roles at UCLMS.

Action (2017 AS)

- ✓ All staff to complete Fair recruitment and EDI training
- ✓ Gender balanced panels- 100% recruitment panels are gender balanced since 2017.

Impact

- Improvement in proportion of Male applicants for,
 - Teaching roles- currently a 55% Female: 45% Male split and had previously been 65% Female: 35% Male in AS 2017.
 - Academic roles- currently a 50% Female: 50% Male split and had previously been 55% Female: 45% Male in AS 2017.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

At UCLMS, we have 100% induction uptake for all new Academic staff at all levels recruited on teaching, academic and research contracts.

All new staff are provided with information prior to starting their role to enable orientation (Figure 34:- Induction process for Academic staff). However, it was highlighted that with the pandemic, orientation to the Division had been affected and that it had been difficult for new staff to know who everyone was. This emerged strongly during the FG discussion among both Male and Female Academics.

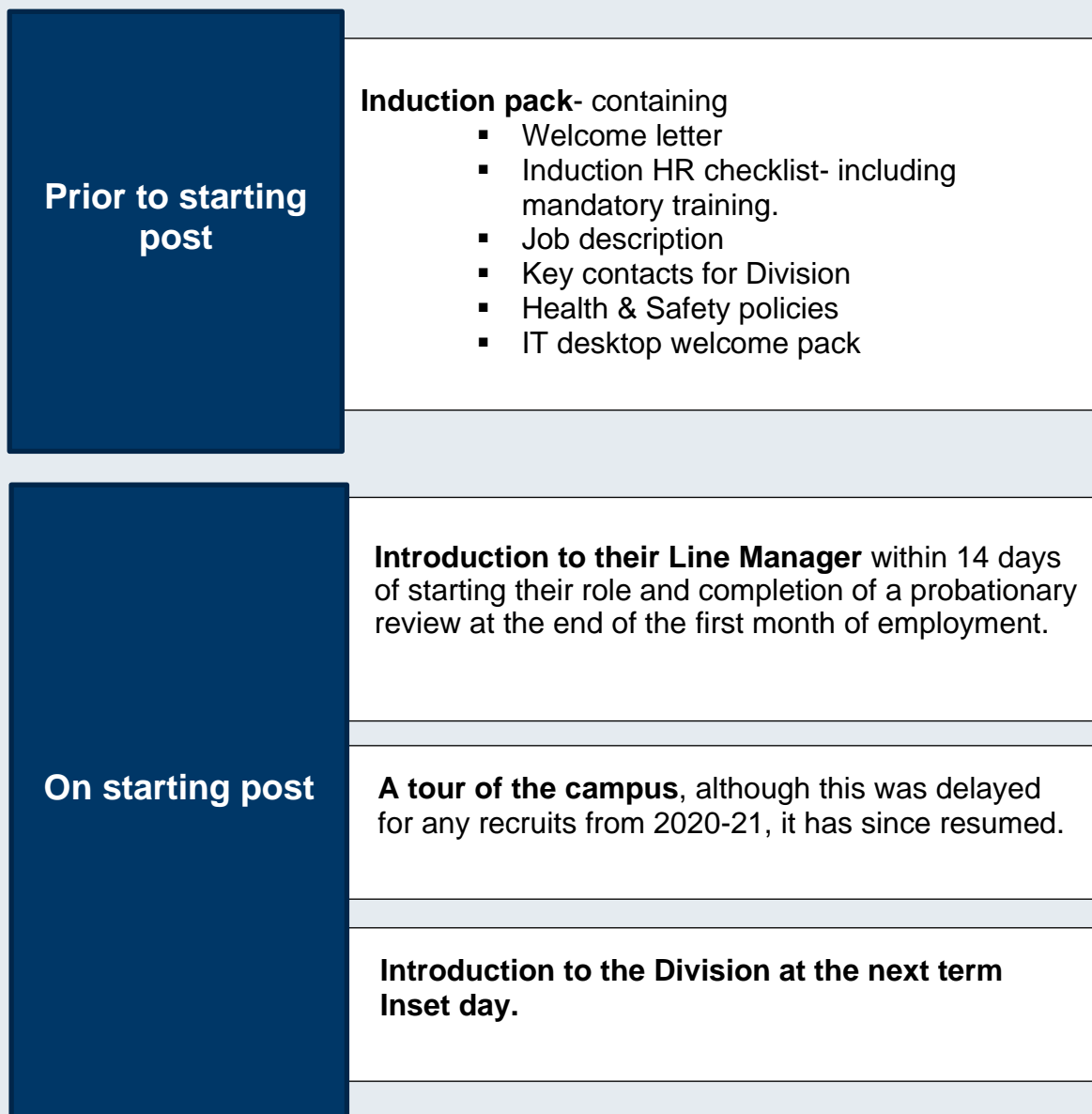
“Although everyone was very friendly, it was difficult getting to know everyone, as most people operate in their teams and with remote working, it was harder to meet people and have a chat.”

(Male, Academic, FG 1)

With UCLMS moving towards a hybrid work pattern, several strategies for improving the induction process were discussed at the FG discussions. To note, *as part AS 2017, there were plans to implement a buddy system and a revised induction pack that would include a ‘Who’s who’ at UCLMS. However, with the effects of the pandemic and the sudden need to adapt the MBBS, PGT and PGR programme to an online platform, these initiatives were not implemented.* Therefore, **including increasing awareness of who everyone was and their roles (Action 3.4)** has formed one of our *high priority actions* on the Action Plan to enable new starters to thrive.

One of the other difficulties acknowledged was that the present system of monitoring the effectiveness of induction by gathering feedback at the first probationary meeting (end of first month of starting new role) and again at the exit interview was not robust (this was compounded by the lack of staff engaging in exit interviews as highlighted in Section 4 (iii): Attrition among Academic staff, p67). *With limited data on its effectiveness through the present feedback system*, it was recognised that this needed to be addressed to ensure that the induction process could be more easily reviewed and adapted as per feedback. **Implementing a post-induction survey for all new staff within 14 days of starting the post would enable data to be gathered in a more time-sensitive manner to direct and improve the induction process (Action 3.5).**

FIGURE 34:- INDUCTION PROCESS FOR ACADEMIC STAFF



ACTION PLAN

- **Improve orientation for all new staff to the Division and increase awareness of who everyone is and their roles (Action 3.4)**

Provide a 'Who is who' of UCLMS to the induction pack.

Implement a 'buddy' system for new starters.

Send an UCLMS wide email and circulate using UCLMS noticeboard to welcome new starters with a picture/bio included.

- **Improve feedback process for staff induction (Action 3.5)**

Implement a post-induction survey for all new staff to evaluate induction process within 14days of starting their post. Disaggregate data by gender to enable gendered differences to be identified.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Annually, the Head of Unit (MBBS, RDME, PGME, CIMEC) *undertakes a review to identify potential candidates for promotion ahead of the annual promotion rounds.*

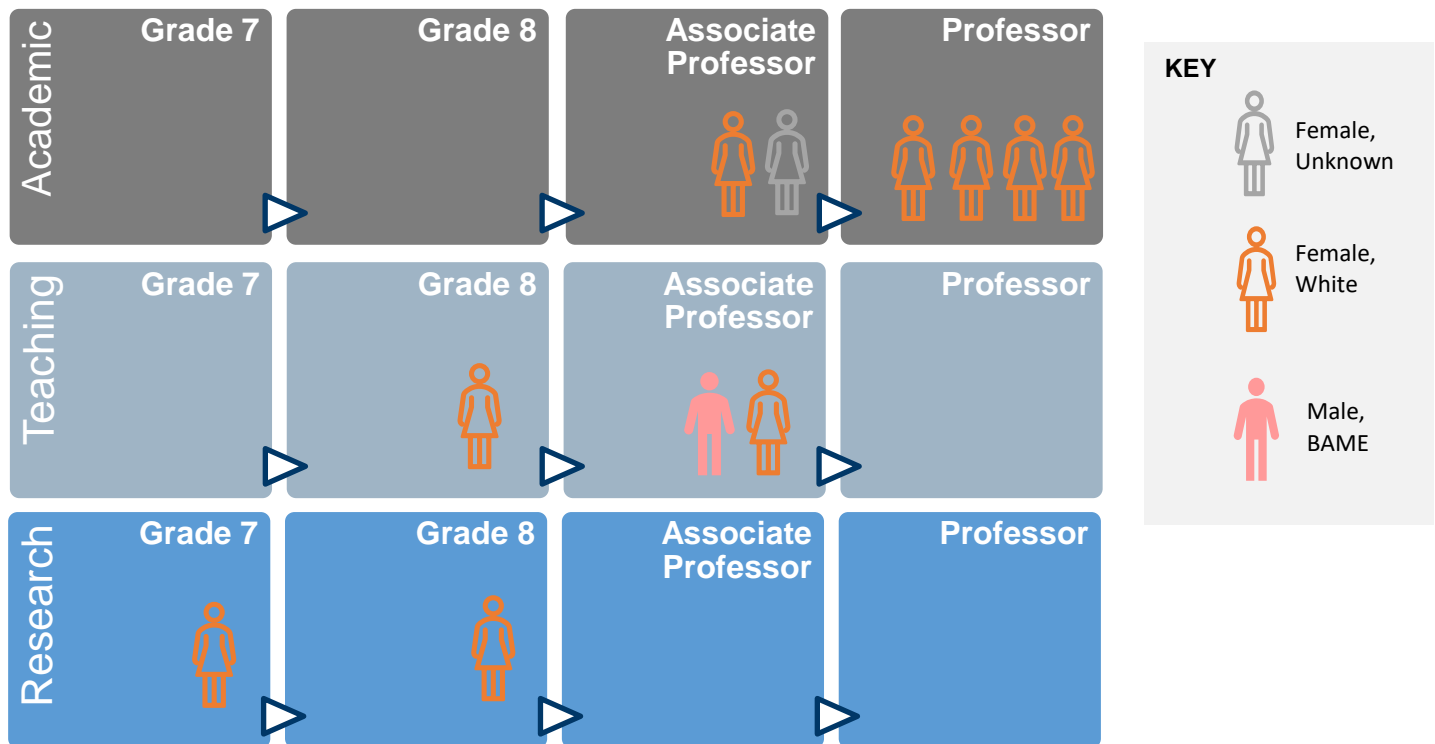
Candidates are subsequently encouraged to attend UCL led promotion workshops and are supported through their applications with departmental mentorship . *Following AS 2017, career progression including career development opportunities have also been incorporated into the annual appraisal process for all Academic staff.* This was to ensure that staff were accessing opportunities instrumental for their promotion case.

Although in AS 2017, there was a 100% success rate in promotions, there were only three applications, all from women (information on ethnicity was not available). With a fourfold increase in applications in 2018-2022, *UCLMS is achieving an 85% success rate (11/13 applicants) in promotion across all grades in teaching, academic and research posts* (Figure 35:- Promotion of Academic staff at UCLMS; Impact box, p89). There was no data available on the banding process for promotions or working time status. Therefore, collecting data on banding and working time status will enable **the Division to identify if there are specific trends for targeted initiatives (Action 3.6).**

In addition,

- One member of research staff was successfully promoted to Grade 7 and subsequently to Grade 8 over this period (highest grade for research staff).
- The two unsuccessful applications were both from Female, white staff for promotion to the Associate Professor role (one in teaching and the other in academics). They were provided with detailed feedback on their application and directed to career development opportunities.
- 85% (11/13) of the candidates put forward for promotion were Female, white; 7% (1/13) was Male, BAME and 7% was Female, unknown. While this is reflective of staff numbers at UCLMS, it was recognised that **fair recruitment policies promoting gender and ethnic diversity would be vital for ensuring adequate representation in the promotions process (Action 3.1-3.3, p81).**

FIGURE 35:- PROMOTION OF ACADEMIC STAFF AT UCLMS



The figure aligns to the new grade staff were promoted into.

Although a lack of support in the promotions process did not feature in the 2022 UCLMS Staff Survey compared to the 2017 UCLMS and 2022 FMS survey, a key theme that remained consistent with previous survey findings related to the *lack of transparency on career progression*.

“the process of who gets put forward is variable and it does not seem clear why this is the case”

(Female, Academic, 2022 UCLMS Staff survey)

While this was not echoed during the FG discussions, it was recognised that many may not have felt comfortable raising such issues with other colleagues present. All responses on career progression in the 2022 UCLMS staff survey were however, disaggregated by gender to identify if there were any gendered differences on perceptions of career progression. Although no gendered differences were identified, with only 1 Male, Academic promoted and 25% of Male, Academics responding in the UCLMS Staff survey (In 2021/22- Male, Academics at UCLMS=16, Male, Academic survey respondents in 2022 UCLMS Staff Survey=4), the data collected may be limited in this perspective.

It was clear however, that despite the promotions process at UCLMS following UCLs' [academic career framework and promotion procedures](#), many felt there was an inconsistent approach to how staff were identified for career progression. **Therefore, improving transparency in the promotion process for all staff forms an ongoing action plan of high priority (Action 3.7).**

ACTION PLAN

- **Fair recruitment policies to ensure adequate representation in promotions process (Action 3.1-3.3, p79)**
- **Department to collect data on candidates put forward for promotion in relation to working time status and banding to identify specific trends for targeted initiatives (Action 3.6)**
- **Improve transparency on staff promotion (Action 3.7)**

Heads of Unit to identify candidates not being put forward for promotion for last 3years and to ensure that extra support is available.

Showcase successful promotions on UCLMS website including 'spotlight' section outlining examples of best practice/support, in particular from Male and BAME staff.

IMPACT

Ensure that opportunities for promotion and accessing career development opportunities are regularly reviewed for all academic staff.

Action (2017 AS)

- ✓ Incorporate discussion on career progression and development opportunities in annual appraisal for all academic staff
- ✓ All academic staff to undertake one professional development opportunity annually related to career progression.

Impact

- Fourfold increase in number of candidates put forward for promotion (Increase from 3 to 13 applications since AS 2017) with 85% success rate.

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

All eligible staff (14) were submitted for REF 2021. Compared to 2014, there was an overall increase in the number of submissions from Female staff members, especially from Clinical Professors/Professors (Figure 36:- REF submissions by gender; Table 11:- REF submissions by grade).

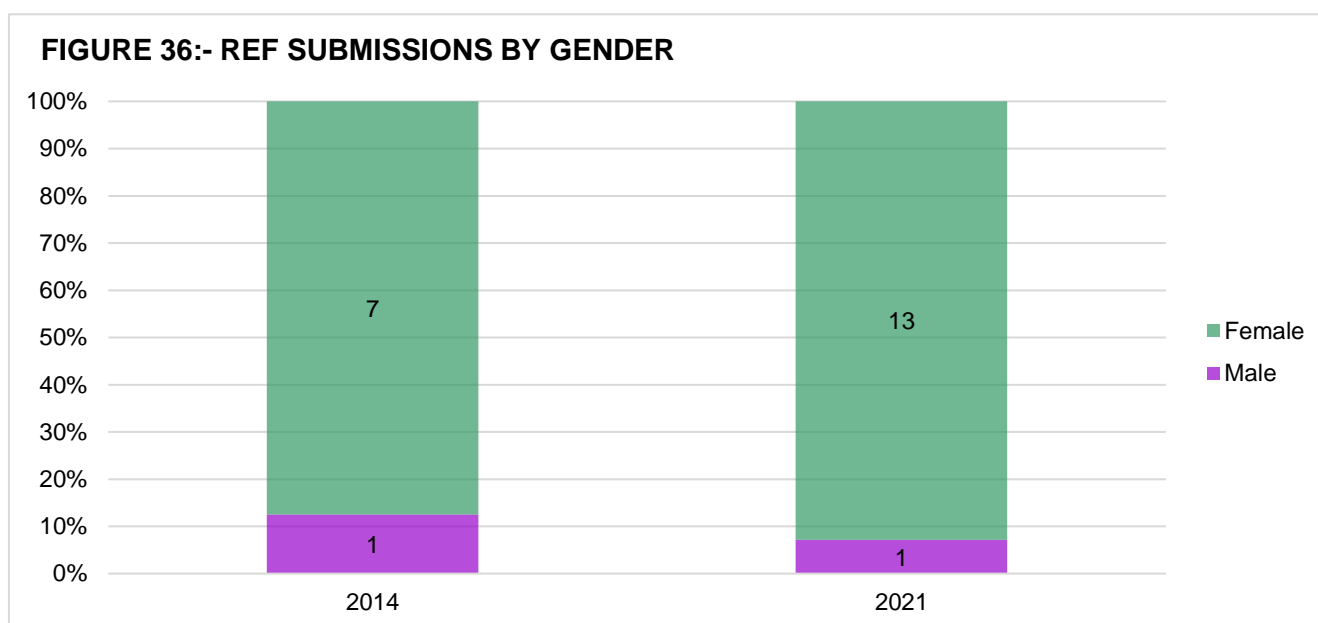


TABLE 11:- REF SUBMISSIONS BY GRADE				
Grade	2014		2021	
	Female	Male	Female	Male
Clinical Professors/Professors	1	1	6	1
Clinical Associate Professors/Associate Professors	3	0	4	0
Lecturer	2	0	0	0
Senior Research Fellow	1	0	3	0

Our efforts to *support Female, Academic staff have enabled all eligible staff to have their work recognised for REF 2021* (Impact box, p91).

It was acknowledged however, that there was *no representation from BAME staff*. While this is representative of staff numbers, **ensuring equity in the recruitment process to (Action 3.2 & 3.3, p81) and career development is vital (Action 3.12, p104; 3.13, p104; 3.15, p111).**

AREAS OF IMPROVEMENT

- **Lack of BAME representation in academic and research UCLMS staff and therefore no submissions for REF 2021.**

Ensure equity in the recruitment process **(Action 3.2 & 3.3, p81)** and career progression of academic and research staff, including those who identify as BAME **(Action 3.12, p104; 3.13, p104; 3.15, p111)**

IMPACT

To support high quality research output at UCLMS

Action (2017 AS)

- ✓ Directed support including financial through grant applications to continue delivering high quality and impactful research at RDME.

Impact

- Increase in number of submissions for REF 2021 (from 8 to 14 since last application).
- All staff on Academic and Research contracts were eligible for REF 2021 compared to 80% in AS 2017.

SILVER APPLICATIONS ONLY

Key career transition points: professional and support staff

(i) Induction.

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

At UCLMS, we have 100% induction for all new PSS staff.

All new PSS staff undergo an induction process similar to Academic staff, which is overseen by the Line Manager and supported by the Divisional Staffing Manager. The UCLMS staff survey and FG discussions identified similar issues for PSS staff related to the induction process (p82). Therefore, initiatives for improving orientation of all new Academic staff will be equally implemented for PSS staff (**Action 3.4 & 3.5, p84**).

(ii) Promotion.

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

There is no formal promotion process for PSS staff at UCL. They can ascend grades by regrading of their current post, which is uncommon across UCL and no staff at UCLMS have been regraded in their current post since 2014. However, PSS can undertake secondments in other faculties and at higher grades. Since 2018, 15 (31%) PSS staff (12 Female: 3 Male) undertook secondments, 10 of which were at a higher grade. This has increased from AS 2017.

PSS staff may also be awarded a salary increment where outstanding performance has been demonstrated. Since 2018, 14 members of PSS staff were awarded an increment (12 Female: 2 Male), 3 of whom worked part-time. This has also increased from AS 2017, where 4 PSS staff were awarded an increment and these were all to Female members of staff.

The impact of a previous action plan in AS 2017 to put on additional career enhancing events and encourage career development can be seen by the increase in PSS staff undertaking secondments at higher grades and awarded salary increments (Impact box, p93). Similar to the issues identified for Academics, PSS staff identified a lack of transparency on how this was awarded, with no gendered differences identified in the 2022 UCLMS Staff Survey. Strategies for addressing career development opportunities are covered in more detail in Section 5B (ii): Appraisal, p100.

IMPACT

To encourage PSS staff to take up training and career development opportunities (e.g., secondments)

Action (2017 AS)

- ✓ Career enhancing events targeted at PSS staff (promotion, CV building and application workshops).
- ✓ Inclusion of career development discussion on annual appraisal to discuss secondments and being awarded salary increments.

Impact

- Increase in PSS Staff undertaking secondments (7 in AS 2017 vs 15 from 2018-2022). 10/15 of secondments in 2018-2022 were at higher grades compared to 3/7 in AS 2017.
- Increase in PSS staff awarded a salary increment (4 in AS 2017 and all to Female staff vs 14 in 2018-2022 (14 Female: 2 Male & 3 of whom worked part-time).

b. Career development: academic staff

(i) Training.

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Leadership/Training Opportunities

An extensive array of leadership and development training opportunities are available for Academic staff through UCL (Figure 37:- Training opportunities for Academic staff). Staff are able to register and monitor their training using a central platform and feedback on all training courses attended is captured through the appraisal process.

FIGURE 37:- TRAINING OPPORTUNITIES FOR ACADEMIC STAFF

Develop professional skills and engage in institutional citizenship

Courses run by the UCL Organisational Development Team such as Coach@UCL and research staff development programmes.

Support for gaining accreditation with Higher Education Academy (HEA) and promotions pathway

In addition to support from Line Managers, faculty led senior promotions workshops and mentoring programmes are available for staff applying for accreditation and seeking promotions. These opportunities are *circulated by email across UCLMS by the Divisional Staffing Manager*.

Training opportunities through UCL Arena

Information on opportunities through UCL Arena, UCL's professional development pathway for teaching are *circulated by email across UCLMS by the Divisional Staffing Manager*.

Although uptake of UCL Leadership programmes reduced in 2019/20 and 2020/21 due to the effects of the pandemic and Divisional activity taking priority. Since 2021/22, the *Divisional has been actively encouraging staff to undertake training, with information circulated across the Division by the Divisional Staffing Manager by email and on the UCLMS Teams Noticeboard*. In addition, career development opportunities have been incorporated into the annual appraisal process. The impact of this can be seen with an increase in uptake in 2021/22 (Table 12:- Uptake of leadership training for Academic staff) (Impact box, p99).

TABLE 12:- UPTAKE OF LEADERSHIP TRAINING FOR ACADEMIC STAFF				
Training Programme	2018/19	2019/20	2020/21	2021/22
Advancing Leaders Programme				3 (3F)
Emerging Leaders Programme				1 (1F)
Inclusive Leaders Programme				1 (1M)
Leading Change in Education		1 (1F)	2 (2F)	
Leadership in Action Programme			1 (1M)	1 (1F)
Research Team Leaders Programme				1 (1F)
Strategic Leaders Programme				1 (1F)
Senior Women in Leadership	1 (1F)	2(2F)	1 (1F)	
Women in Leadership Development Programme	3 (3F)		1 (1F)	
<i>Data on ethnicity and working time status was not available</i>				

The emphasis on attending leadership programmes and the positive impact was seen in the feedback received,

“There is a large number of leadership programmes and at different stages to choose from at UCL, which makes it really easy to attend and the one I was on was very good, as it was done over 9months”

(Female, Academic, FG 3)

Although no gendered differences were noted on how these leadership programmes were viewed in either the 2022 UCLMS Staff survey and FG discussions, it was acknowledged that uptake was predominantly among Female Academics, with only 2 Male, Academics (2/16, 13%) completing a UCLMS based leadership programme. While the reasons for low uptake among this group did not emerge in both types of data collection, **ensuring constructive discussions at appraisal, particularly among Male,**

Academic staff on accessing UCLMS based leadership programmes is discussed in Section 5B (ii): Appraisal (p100) and forms an action point (Action 3.10, p102)

ACTION PLAN

- Encourage access to UCLMS based leadership programmes among Male, Academic staff (Action 3.10)

Line managers to incorporate discussions on leadership programmes into annual appraisal with particular emphasis for Male, Academic staff.

Estelle Wolfson Emerging Women Leaders Course

UCLMS established their own medical leadership course, *The Estelle Wolfson Emerging Women Leaders course in 2019*. Engaging high-profile Female medical leaders from UCL and beyond, this course offers up to twelve *Female doctors interested with mentoring and networking opportunities to develop their leadership skills*. This was developed following national data identifying that Female doctors were at a disadvantage for key leadership roles compared to their Male counterparts. Since 2019, 36 Female doctors have participated in the course (Figure 38:- Estelle Wolfson Emerging Women Leaders Course).

FIGURE 38:- ESTELLE WOLFSON EMERGING WOMEN LEADERS COURSE



Staff Development Fund (previously known as the Strategic Fund)

To ensure staff are able to access national training or development opportunities, a [Staff Development Fund is available for all staff](#).

Previously known as the Strategic Fund, this was rebranded in July 2022 as part of an Action Plan from AS 2017 to improve accessibility. Changes included,

- **Redesigning the Staff Development Fund webpage-** providing information in a more accessible and user-friendly format.
- **Streamlining the application to an online form to ease the completion process.**

While a decrease in the number of applications was seen during the pandemic (2020-2022), due to limited capacity of staff to undertake research and other career development opportunities, this has not fully recovered post pandemic. In addition, the majority of applications were from Female, Academic staff (Figure 39a:- Comparison of Academic vs PSS staff applications to Staff Development Fund; Figure 39b:- Staff Development Fund applications by gender from Academic staff). Although this is reflective of staff numbers, *the impact of these changes is yet to be fully seen, as they were only recently implemented*. Therefore, **encouraging access to the Staff Development Fund remains an ongoing Action plan for all staff (Action 3.8)**.

FIGURE 39A:-COMPARISON OF ACADEMIC VS PSS STAFF APPLICATIONS TO STAFF DEVELOPMENT FUND

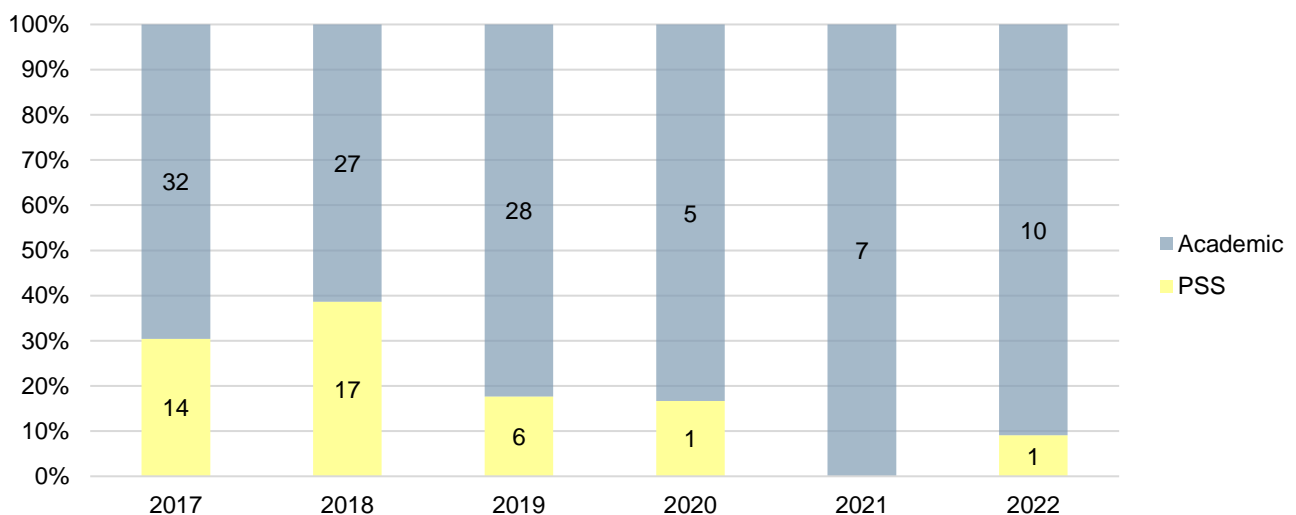
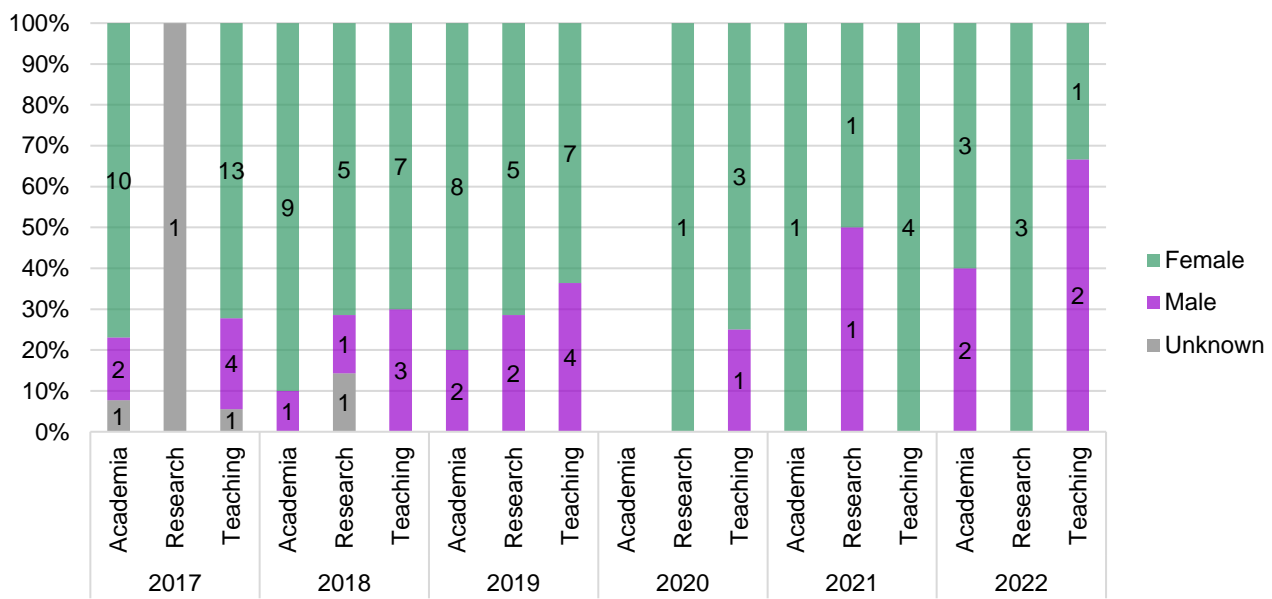


FIGURE 39B:- STAFF DEVELOPMENT FUND APPLICATIONS BY GENDER FROM ACADEMIC STAFF



BEACON ACTIVITY

- In 2019, UCLMS implemented their own medical leadership course, the Estelle Wolfson Emerging Women Leaders course in 2019.

ACTION PLAN

- Encourage access to Staff Development Fund (Action 3.8)**

Annual Directorate email showcasing the Staff Development Fund.

Monitor access to Staff Development Fund across both academic and PSS staff to identify trends.

Addition of short case studies on website to illustrate how funds can be used and benefits of applying.

IMPACT

To improve knowledge and uptake of career development opportunities

Action (2017 AS)

- ✓ All career development opportunities to be circulated across Division by email and on Teams Noticeboard.
- ✓ Incorporate discussions on career development opportunities into annual appraisal process.
- ✓ Improve access to Staff Development Fund- form has been streamlined and webpage updated.

Impact

- Doubling of number of academic staff undertaking UCL Leadership training (8 in 2021/22 vs 4 in 2018/2019).
- 90% of academic staff highlighted being satisfied with the leadership/training opportunities available in the 2022 UCLMS Staff Survey. The aim had been to achieve 80% from AS 2017.

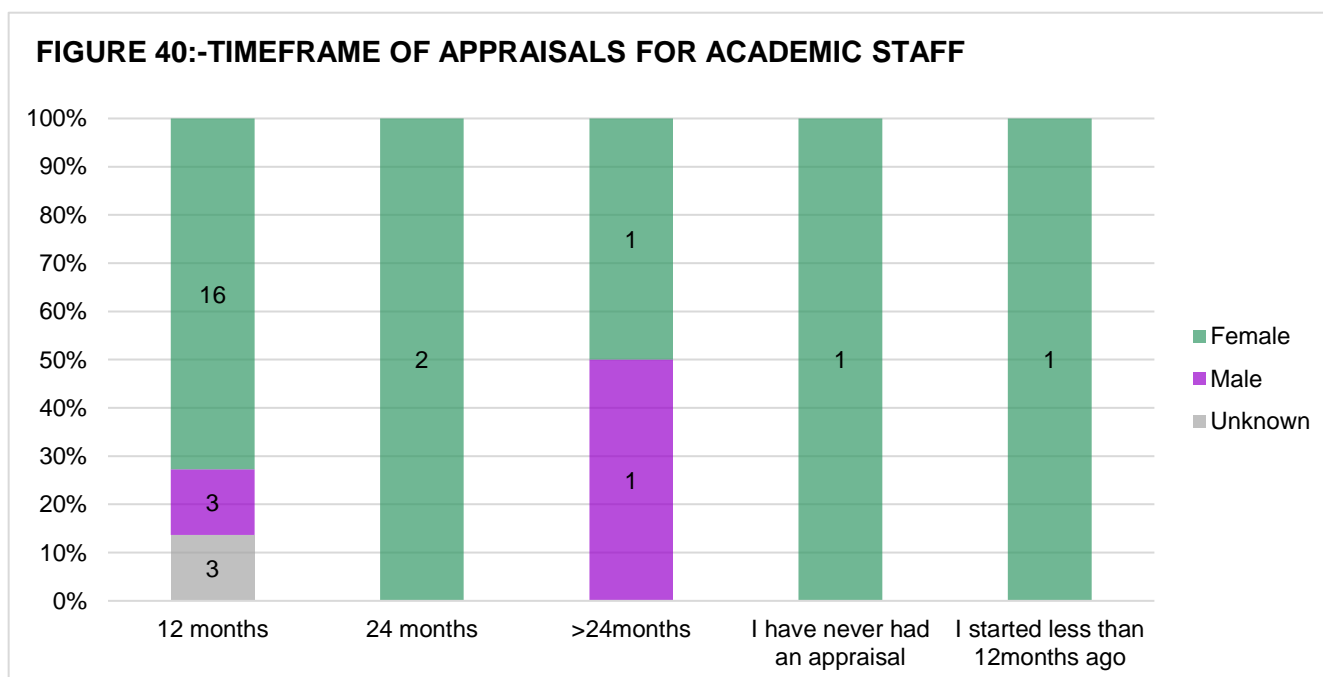
(ii) Appraisal/development review.

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Since 2018, each member of staff is required to have an annual appraisal and the Director of UCLMS is responsible for overseeing and enforcing this. As part of the UCL appraisal scheme, all academic staff are required to document their,

- Roles and responsibilities.
- Achievements of their objectives in line with the Divisional aims.
- Objectives and support required for their Personal Development Plan, including scope for promotion and access to career development opportunities.

While in AS 2017, 94% (31/33) academic staff were completing their appraisal, at that point appraisals were mandated every two years. With UCLMS moving onto annual appraisals since 2018, 81% (22/27) have completed their appraisals within that timeframe (Figure 40:- Timeframe of appraisals for Academic staff).



In addition to the *decrease in appraisal completion rate, less staff agreed that career progression and workload were discussed constructively compared to the 2017 UCLMS Staff Survey* (Figure 41:-Comparison of 2017 vs 2022 UCLMS Staff Survey on constructive discussions on workload & career progression at appraisal).

This was further discussed at the FG discussions where it emerged that appraisals were often viewed as a “*tick box exercise*” and with a “*lack of consistent support*”. These themes were echoed by both Academic and PSS with no gendered differences identified in responses from either the 2022 UCLMS Staff survey or FG discussions.

- **Tick-box exercise**

“I sometimes feel that the appraisal is something we just need to do and it is very difficult to raise issues related to workload, as it feels like nothing will really come of it.”

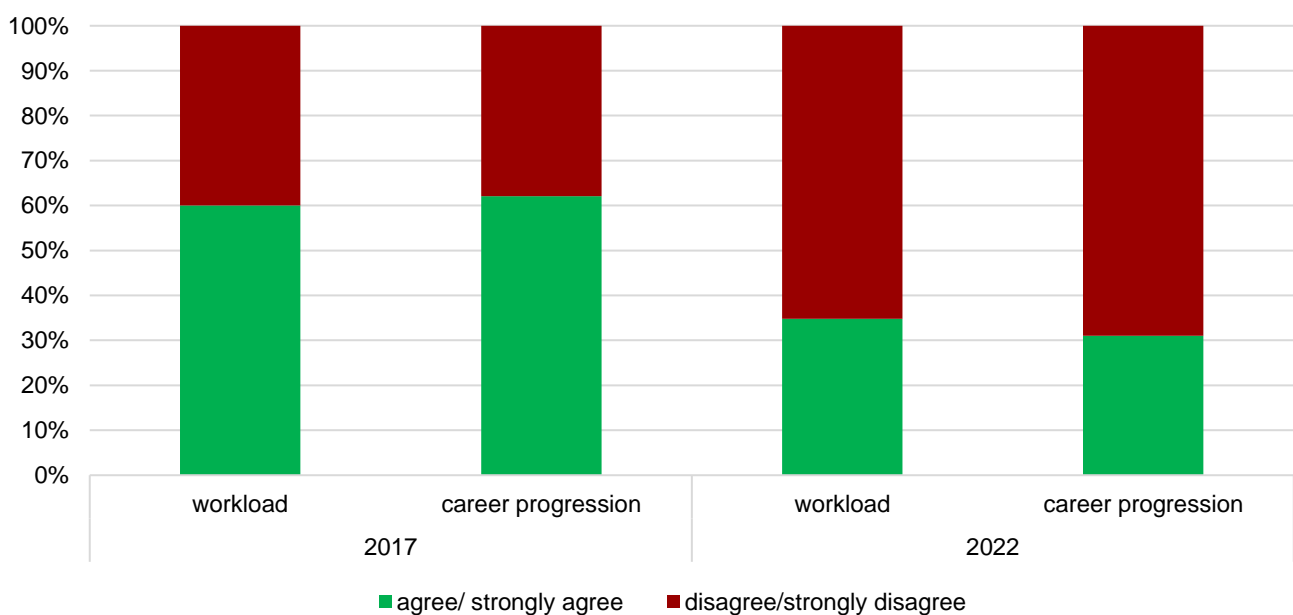
(Female, Academic, FG 4)

- **Lack of consistent support**

“It feels quite difficult to consider what needs to be done to progress and the guidance needs to be there too.”

(Female, Academic, FG 5)

FIGURE 41- COMPARISON OF 2017 VS 2022 UCLMS STAFF SURVEY ON CONSTRUCTIVE DISCUSSIONS ON WORKLOAD & CAREER PROGRESSION AT APPRAISAL



In addition, despite the implementation of a career development plan as part of AS 2017, only *60% of academic staff highlighted that they felt 'satisfied' with the career development discussion during appraisal* (the aim had been to achieve 90%). It was recognised that one of the previous action points to 'develop a system for triggering, conducting and monitoring career development between appraisals' was too vague. **Along with ensuring that all appraisals are completed in the relevant timeframe, supporting staff to view their appraisals positively is vital and forms an ongoing action point.**

Three main areas for overall improving the appraisal process were identified, **timeframe (Action 3.9), having constructive discussions (Action 3.10) and support for Line Managers (Action 3.11).**

AREAS OF IMPROVEMENT

- **Improve appraisal process for Academic staff**

- 1) Timeframe for conducting appraisals (Action 3.9)**

Escalation to UCLMS Director for appraisals not completed annually.

Implement a 'season'- January to April- for completing appraisals.

- 2) Constructive discussions on workload and career progression for appraisees (Action 3.10)**

Encourage Line Managers to engage with appraisee outside of formal appraisal process through regular 'drop in' sessions and a 6 month review meeting to discuss and document workload (including flexible working), career development (including accessing leadership programmes particularly among Male, Academic staff and Staff Development Fund) and scope for promotion.

Published menu of all EDI/Citizenship activities available for staff to be incorporated into Career Development Plan, with impact on workload to be discussed.

- 3) Support for Line Managers (Action 3.11)**

Divisional Staffing manager to monitor uptake of training for Line Managers with directed reminders to be sent for completion (uptake of a recent online training resource created for Line managers has been variable across the Division at 20%)

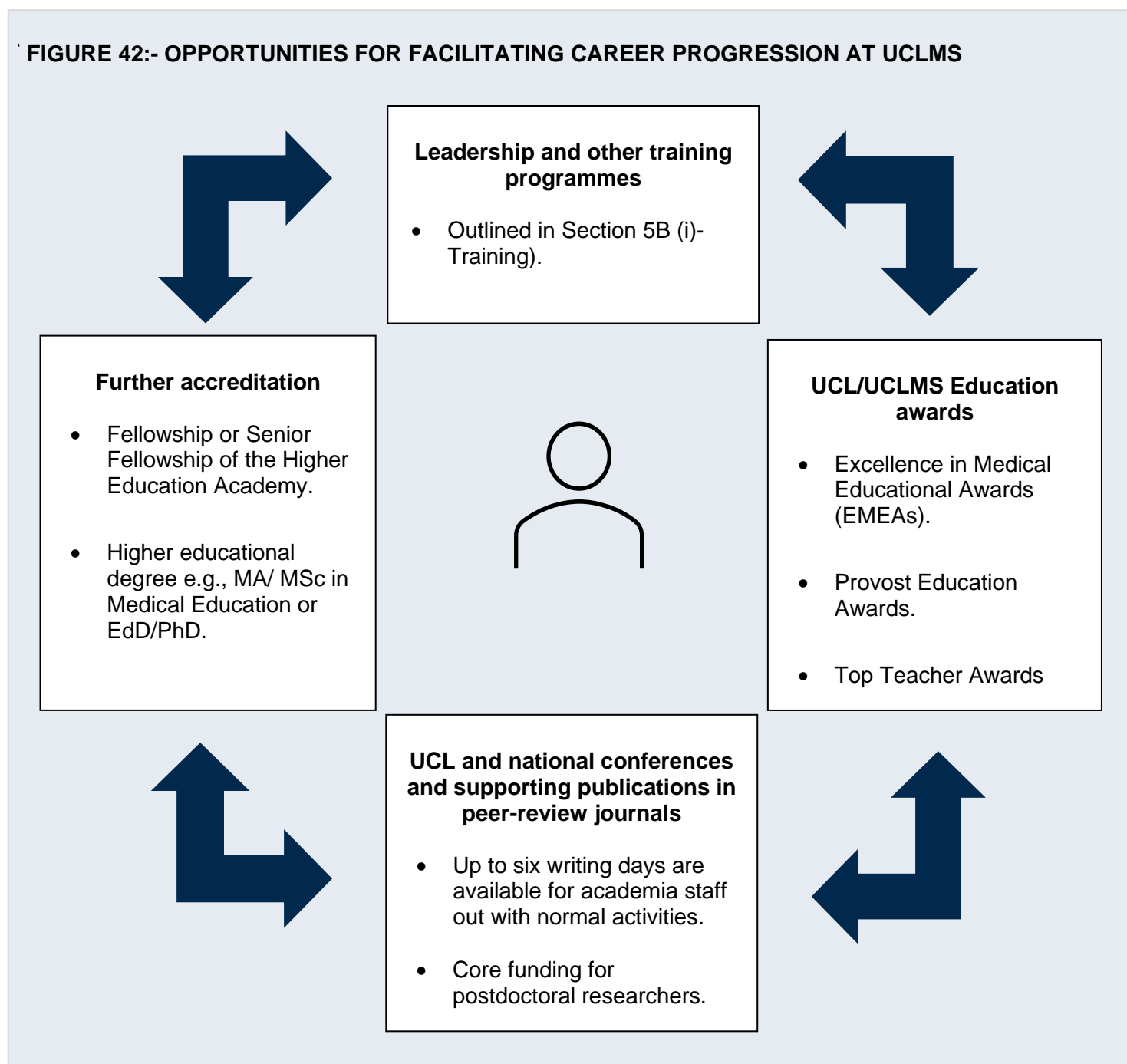
Staffing Manager/Divisional Manager to hold an additional annual session for Line Managers to attend to discuss best practice, with attendance being monitored.

(iii) Support given to academic staff for career progression.

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Numerous opportunities facilitating career progression for Academic staff are available and the appraisal is used to identify suitable career development opportunities and their effectiveness (Figure 42:- Opportunities for facilitating career progression at UCLMS).

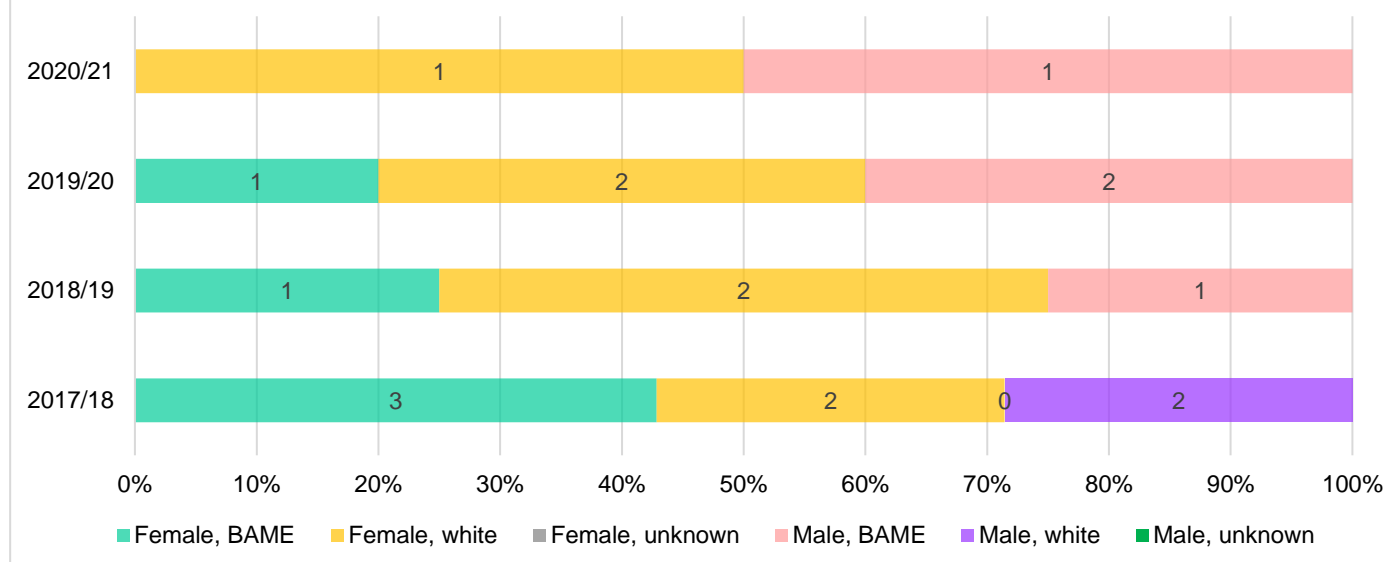
FIGURE 42:- OPPORTUNITIES FOR FACILITATING CAREER PROGRESSION AT UCLMS



Financial support

Since 2017, 19 UCLMS staff have been financially supported on the PGT programme at (Figure 43:- Financial support for UCLMS Staff on PGT Programme)

FIGURE 43:- FINANCIAL SUPPORT FOR UCLMS STAFF ON PGT PROGRAMME



Since AS 2017, *all academic staff reported in the UCLMS Staff Survey of taking up at least one professional development opportunity annually related to career progression* (Impact box, p87).

However, feedback from the 2022 UCLMS Staff survey identified disparities in perception on accessing career development opportunities and career progression with, *29% of Academic staff 'strongly agreeing' or 'agreeing' that women were more disadvantaged when it came to career progression than men* (42% of staff felt there was no gender differences). Interestingly, there were no gendered differences in this response with an equal percentage of Male and Female, Academic respondents either 'strongly agreeing' or 'agreeing' that women were more disadvantaged when it came to career progression than men. However, as noted previously in the application, with only 25% of Male, Academics responding to the survey, caution is required in interpreting how fully this view represents the Male, Academic population at UCLMS. Data was not available from AS 2017

Perceptions of gender disparities on career progression was higher in the FMS survey, with *40% of staff 'strongly agreeing' or 'agreeing' that women were more disadvantaged when it came to career progression than men*. This may be related to the lower proportion of Females in the other departments, which are typically Male orientated. Data on whether this perception was equally echoed among Female and Male staff was not available from a faculty perspective. In addition, while both the 2022 UCLMS staff and FMS survey findings were not disaggregated by ethnicity, *less than 10% of the most senior academic leadership roles (MBBS Executive) in the UCL MBBS programme are occupied by BAME staff*. (Section 4B (i): Academic and research staff data, p62)

Although perceptions of gender disparities are lower at UCLMS compared to the FMS, improving transparency and reducing negative perceptions of career progression for Female, Academic staff **through wider broadcasting of the opportunities available (Action 3.12)** and **identifying strategies for supporting BAME staff into leadership roles (Action 3.13)** forms a key area of focus for UCLMS' action plan.

GOOD PRACTICE

- All academic staff have been supported to participate in one professional development opportunity related to career progression since AS 2017 (Action plan in AS 2017)

ACTION PLAN

- **Ensuring equity of accessing career development opportunities and reducing negative perceptions of career progression, especially among Female, Academic staff (Action 3.12)**

Broadcasting of career progression opportunities through directorate emails and UCLMS noticeboard.

Inclusion of staff development workshop at departmental inset days.

- **Supporting the career progression of BAME staff for most senior academic leadership role (MBBS Executive) on MBBS programme (Action 3.13)**

Identify focused strategies for supporting BAME staff into senior leadership roles through departmental and faculty data.

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Undergraduate MBBS Programme

UCLMS recognises the importance of involving staff and students for the improvement and development of medical education, with several initiatives incorporated into the MBBS programme (Table 13:- MBBS programme support initiatives). Presently, there is no data available on monitoring access to the Rani Rawji, SQUID and Changemakers scheme. This forms an action plan to **enable UCLMS to identify trends and target focused initiatives (Action 3.14).**

TABLE 13 :- MBBS PROGRAMME SUPPORT INITIATIVES	
Scheme	Scope of activity
Allocation of a Personal Tutor (PT) to all students (MBBS students-2355)	This has been ongoing since 2007 and is aligned to best practice outlined by the GMC. Data on support services is collected annually through the student survey and approximately 85% of students have consistently rated the PT scheme as 'good' or 'excellent'.
Leadership positions at RUMS.	Ten leadership positions are available annually through RUMS. Appointed through a member voting system, UCLMS maintains close links with all leads and meets termly to receive an update on student related issues.
Opportunity Bank through the student union, RUMS to work and publish with Academic faculty/RDME.	Ongoing since 2014, students interested in research and publications are able to work with the RDME. Up to two spaces are available annually and are awarded on a competitive basis.
Rani Rawji Studentship programme	Commenced in 2016, ten bursaries are available annually providing £1000 each along with personal mentorship and support for Year 1 and 2 MBBS students to support a summer research project. <i>Data on the studentship programme disaggregated by gender and ethnicity was not available to UCLMS.</i>
Financial support for students keen on undertaking research and quality improvement activities	<ul style="list-style-type: none"> Up to £500 is available through the Student Quality Improvement and Development Fund (SQUID) for MBBS students. <i>Since 2017, there have been ten applications and these projects have all been presented locally or nationally (Impact box, p108).</i> Since 2017, 13 Changemaker grants have been awarded to UCLMS providing financial support for staff-student collaborations enriching the learning experience. <i>Data on both these grants from AS 2017, disaggregated by gender and ethnicity was not available to UCLMS.</i>

Several initiatives have also been incorporated more broadly into the MBBS programme related to career development and training (Table 14:- Learning events in curriculum related to career development and training)

TABLE 14:- LEARNING EVENTS IN CURRICULUM RELATED TO CAREER DEVELOPMENT AND TRAINING				
YR	Theme	Module	Topic	Learning event
1-6	Career Progression	IOM	Specialty & Primary care training	Lecture
1-6	Career events	CIF	Specialty & Primary care training	Workshops arranged through dedicated careers adviser
1	Research and Medical Education	CPP: Professionalism	Academic Integrity	Lectures on Professionalism, Doctor as a Data Scientist and Professionalism throughout years 1&2.
1	Research	SSC	Coding in Python	Lecture
2	Medical Education	University Citizenship and Global Awareness	Doctor as teacher	Interactive workshop
3	Research	iBSc	Academic writing and presentation	Workshops
4	Reflection	CPP	Reflective writing task	Written reflection tasks to highlight importance of reflection and develop reflective writing skills.
4	Professionalism	CPP	Professionalism	Schwartz round and seminar titled 'My personality, my leadership'.
5	Career progression	IOM	Career progression	<ul style="list-style-type: none"> • Foundation Programme Application • Career Planning – Now, during the Foundation Programme and beyond, plus Q&A • Evening Career breakout session

GOOD PRACTICE

- Pastoral support through personal/student support tutors in addition to leadership and research programmes available for MBBS students.
- Engagement of undergraduate medical students for improving the quality of medical education through local and central UCL financial initiatives e.g., SQUID and Changemaker Grants respectively. Projects have focused on,
 - Assessment and feedback
 - Improving students' sense of belonging
 - Evaluating safety for medical student's during COVID on their specialty placements.
 - UCLMS Decolonising and Diversifying the MBBS Curriculum

ACTION PLAN

- **Monitor access to Rani Rawji, SQUID and Changemakers grant and disaggregate data by gender and ethnicity to identify trends and focus targeted initiatives (Action 3.14)**

IMPACT

To encourage participation in quality improvement and research activities at UCLMS

Actions (AS 2017)

- ✓ Highlight opportunities through MBBS Noticeboard on Virtual learning platform (VLE), Moodle.

Impact

- All student-led research projects funded by UCLMS through SQUID have been presented locally or at national conferences.

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

RDME research staff and students have access to institute resources, the [Research & Innovation Portal](#) and [UCL Learning Academy](#). These provide dedicated support throughout the research lifecycle from design and funding to delivery and publication. The RDME has also established an inclusive platform for supporting those applying for research grants (Table 15:- RDME support initiatives).

TABLE 15:- RDME SUPPORT INITIATIVES	
Support initiative	Scope of activity
Bi-weekly Active Research Team (ART) meetings	Led by the Director of Research (DiR), the Research Manager (RM) works with all colleagues in identifying and circulating details of funding opportunities as they arise.
Support from the DiR and RM to guide researchers on the development and writing of research bids.	The DiR and RM will match junior and experienced active researchers to provide peer support. This is in addition to the support from the RM, guiding the applicant through pre-submission budgeting, award and contractual management, and research governance processes
Access to internal review of external research grant applications	The termly RDME Group (RDMEG) meeting has a standing agenda item for staff to present grant applications for peer review.
Researcher Development Group (RDG) meetings	Led by a rotating senior researcher, this monthly meeting provides interactive peer-led support to ECRs and research students. This group also operates as a more formal feedback mechanism to the Research Management Strategy Group (RMT), which the RSG lead attends.

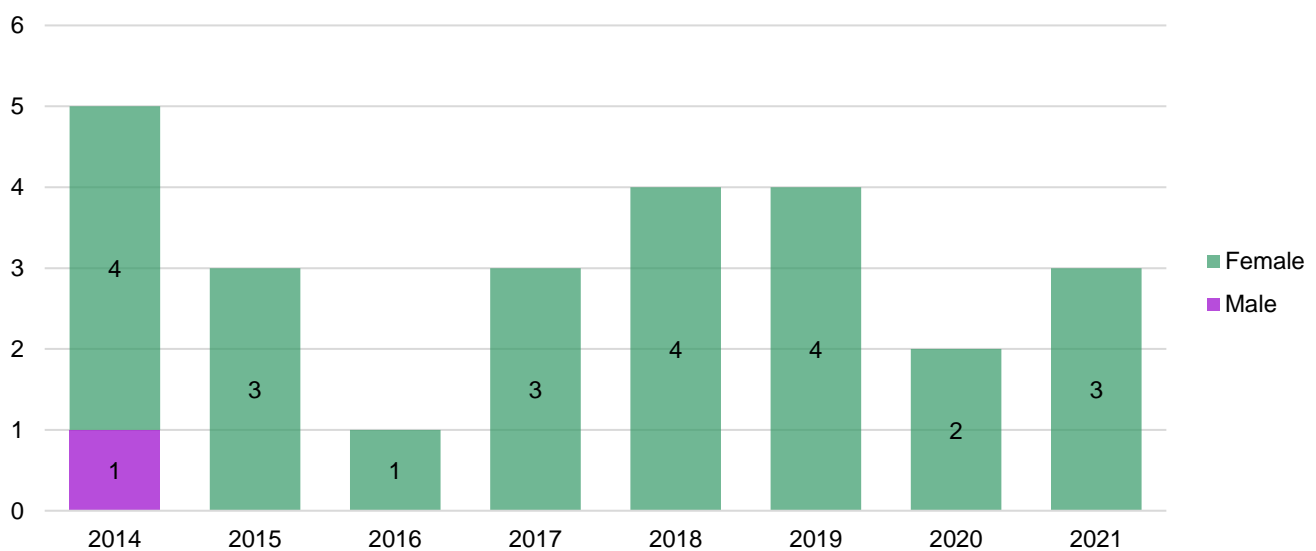
Following AS 2017, the RDME implemented additional initiatives to better support research staff, including,

- The *introduction of six protected writing days per year* where a dedicated meeting room is provided for researchers to focus on writing (reports, research applications and publications etc) without interruption during the working day.
- A *reduction in the number of meetings research staff were expected to attend*. The RDMEG meetings were reduced from six-weekly events to once a term, and the ART meetings were reduced from weekly to fortnightly. The timings of all meetings were also amended to be within the UCL core timeframe from 10am-4pm.

- Establishing a *fluid spreadsheet of grant and fellowship opportunities* and setting up alerts to a generic email address that all research staff have access to.

The impact of these initiatives can be seen, with *positive feedback from those with childcare or other caring responsibilities* in the 2022 UCLMS Staff survey. With a predominantly Female orientated research team, analysing for gendered differences was limited due to only one member of the research team being Male. Nevertheless, the positive impact of these initiatives has enabled the RDME, despite its modest size compared to other research departments, to maintain its level of successful grant applications and income since 2014 (Figure 44:- Number of successful grant applications secured 2014-2021; Impact box, p111).

FIGURE 44:- SUCCESSFUL GRANT APPLICATIONS 2014-2021



GOOD PRACTICE

- Establishing an inclusive platform for supporting ECRs in securing grant application including peer support, regular team based meetings, protected time and access to grant and fellowship opportunities.

IMPACT

To support research staff in the process, from grant applications to publications.

Actions (AS 2017)

- ✓ Introduction of six protected writing days.
- ✓ Reduction in frequency in compulsory meetings and all meetings scheduled within core working hours (10-4pm)
- ✓ Generating a fluid spreadsheet outlining grant and fellowship opportunities that all research staff have access too.

Impact

- Since Bronze 2017, the number of successful grant applications has been maintained (14 in 2014-2017 vs 12 in 2018-2021).
- Since Bronze 2017, research income has been maintained (£900,000 in 2014-2017 vs £900, 000 in 2018-2021).

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Where applications are unsuccessful, the DiR meets with the applicant(s) to discuss resubmission or to focus on a different funding call. While the support and guidance given here is tailored, we are aware that **more active support is required for unsuccessful bids (Action 3.15).**

ACTION PLAN

- **Provide active support for unsuccessful grant applications (Action 3.15)**

Gather staff feedback from those who were unsuccessful in their application, especially from ECRs and implement actions.

Create a forum for sharing good practice from those who successfully secured funding.

SILVER APPLICATIONS ONLY

C. Career development: professional and support staff

(i) Training.

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Similar to the support offered to academic staff, UCL offers an extensive training programme to support the development of PSS across all career stages (p101).

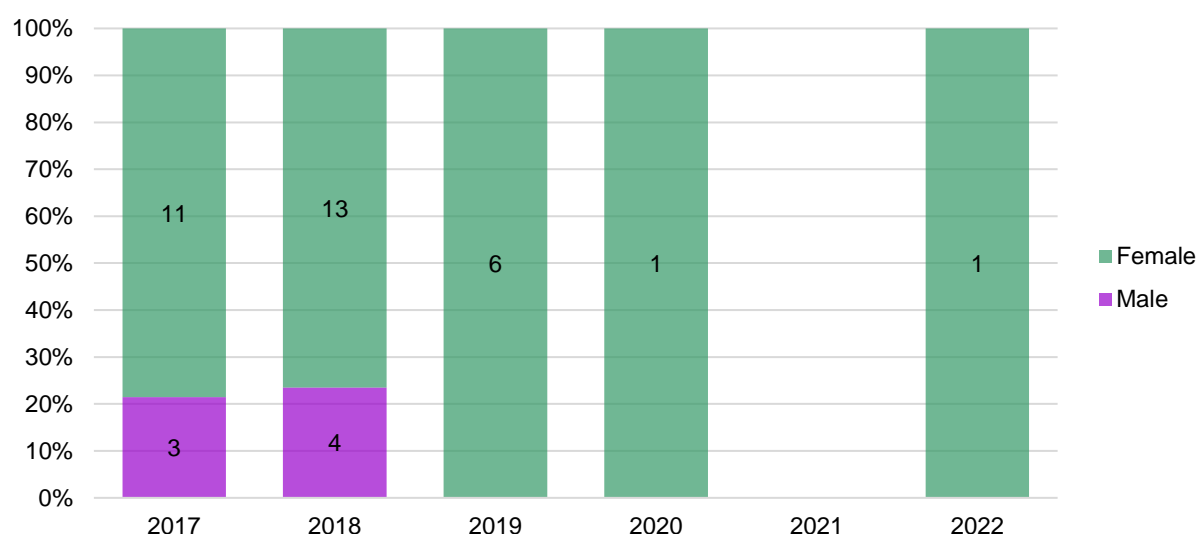
Information on these opportunities is circulated by the Divisional Staffing Manager by email and on the Teams noticeboard. All training undertaken is monitored through the annual appraisal by the Line Manager, to ensure that staff are able to attend training courses relevant to their career development and also provide feedback on their effectiveness. These include UCL wide initiatives such as specialist skill training on project management, programming with Python and secondments.

From 2018-2022, 85 training courses were undertaken by PSS staff reflective of the gender breakdown at UCLMS (84% Female:16% Male). One of our previous action plans in AS 2017 was that all PSS staff should undertake a professional development activity annually but this is only being achieved in 65% of cases (29/44). *Feedback from the 2022 UCLMS Staff Survey identified that high workload made accessing these opportunities challenging and this had been heightened over the pandemic. No gendered differences were noted among PSS staff for accessing these opportunities.*

PSS staff are also encouraged to apply to the Staff Development Fund. While *the number of applications from PSS staff remains unchanged at 39 from AS 2017* (Figure 45:- PSS staff applications to Staff Development Fund), it can be seen that,

- 1) the total number of applications from PSS staff fell from 2019 and this has not recovered.*
- 2) no applications have been received from Male PSS staff. Data disaggregated by ethnicity was not available.*

FIGURE 45:- PSS STAFF APPLICATIONS TO STAFF DEVELOPMENT FUND



A lack of awareness and workload pressures were similarly highlighted for both Male and Female PSS staff, as the main barriers for accessing the Staff Development Fund. No additional or unique barriers for accessing the Staff Development Fund was identified for Male, PSS staff

“There is always so much that needs done that finding time to do training is just not there”

(Male, PSS, FG 6)

Despite being one of the action plans in AS 2017, **promoting career development opportunities (Action 3.8, p97) and addressing workload among PSS Staff forms an ongoing Action plan (Action 3.19, p132).**

ACTION PLAN

- **Improve support for PSS staff to access career development opportunities, including the Staff Development Fund. (Action 3.8, p97)**
- **Address issues related to workload management (Action 3.19, p132)**

(ii) Appraisal/development review.

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

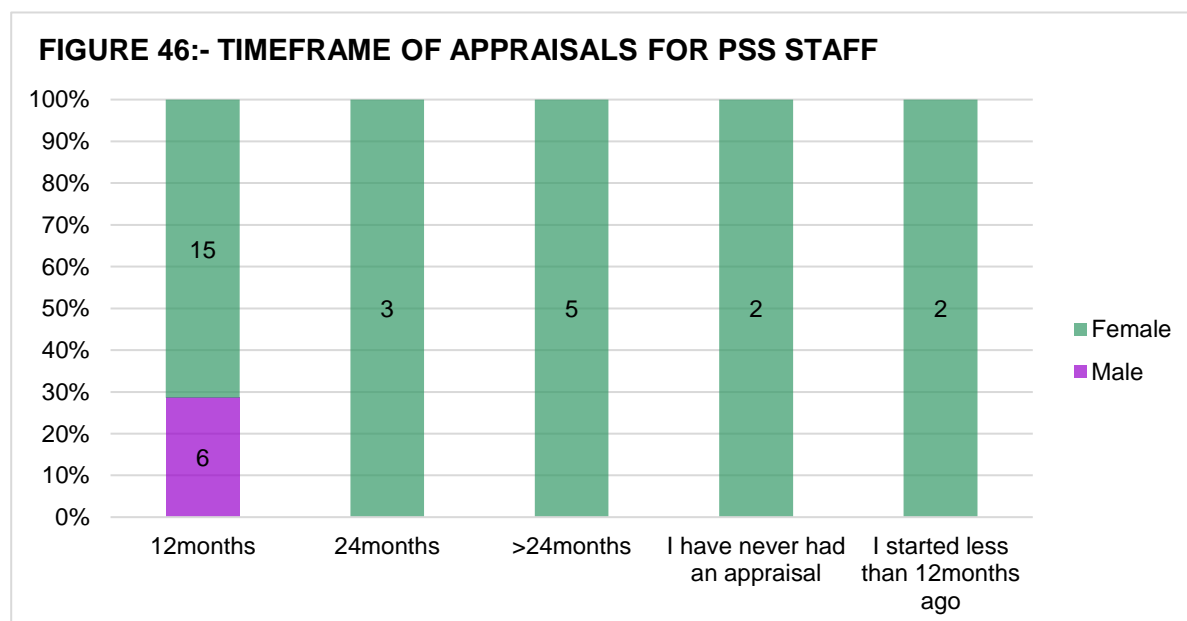
Appraisal completion for PSS staff is monitored regularly by our Divisional Staffing Manager. The appraisal form is identical to academic staff. All appraisees are signposted to resources available through UCL Central HR to enable their preparation.

The appraisal form has been designed to focus on four key areas,

- 1) Discover new skills/areas
- 2) Deliver tasks/activities within the scope of the role
- 3) Defer/Discontinue tasks/activities that detract from the main goals
- 4) UCL Ways of Working.

There is also the opportunity for staff to discuss and complete a career development plan, including practical steps to achieve goals, agree training needs and contributions to citizenship activities within the Division and more widely.

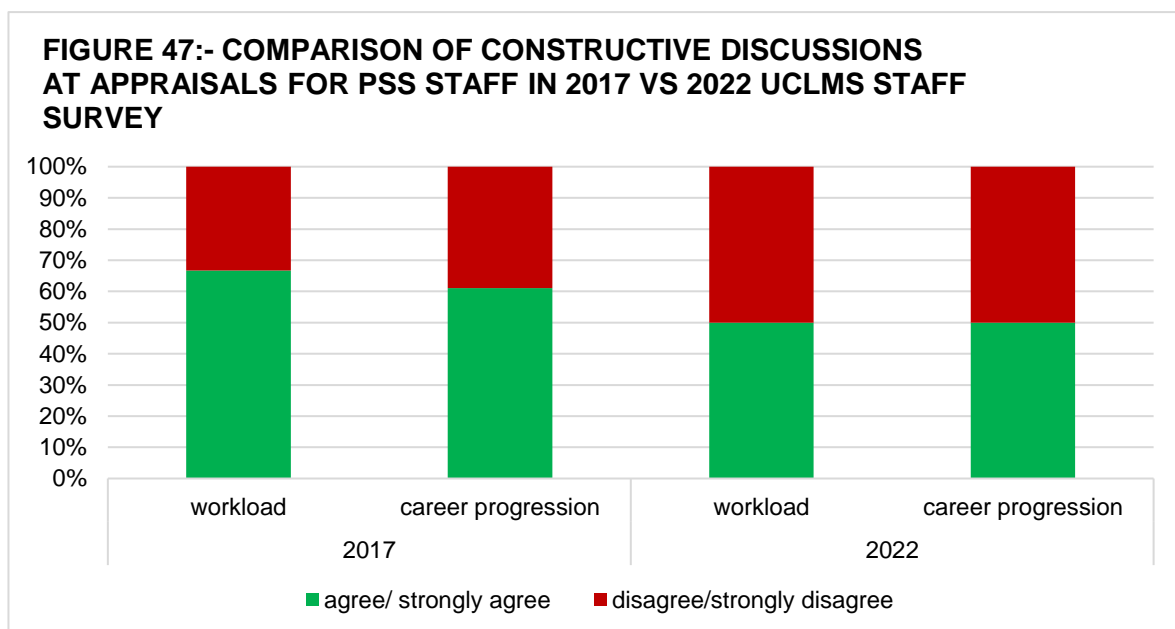
In AS 2017, 92% (32/37) of appraisals were being completed within the timeframe of two years. With the new timeframe of one year, presently 63% (21/33) of appraisals are being completed (Figure 46:- Timeframe of appraisals for PSS staff).



Data captured from the 2022 UCLMS staff survey and the FG discussion also identified similar issues- highlighted in Section 5B (ii): Appraisal/development review, p98- related to discussing workload and career progression for PSS staff (Figure 47:-Constructive discussions at appraisals for PSS Staff in 2017 vs 2022 UCLMS Staff Survey). No gendered differences in workload management were seen between Female and Male PSS staff from either the 2022 UCLMS Staff survey or FG discussions.

“With so much work to be done, I just don’t feel any discussions on workload will lead to change and it means that there is less chance to undertake other projects”

(Male, PSS, FG 1)



With one of the previous action plans in AS 2017 to ensure that ‘90% of PSS staff were satisfied with the career development discussion during appraisal’, it was clear this needed to be a key area of focus. **Therefore, the action plan outlined for improving the appraisal process in Section 5B (ii): Appraisal (p100) for academic staff will similarly be implemented for PSS staff (Action 3.9-3.11, p102).**

(ii) **Support given to professional and support staff for career progression.**

Comment and reflect on support given to professional and support staff to assist in their career progression.

As outlined in Section 5B (i):Training, p94, UCLMS offers several training programmes for supporting career development, with one of the principal opportunities available for PSS staff including access to secondments.

Secondments facilitate staff development, *by allowing them the opportunity to apply for a job role, often in a different department or faculty, where they can gain skills that they may not have been able to in their present substantive post.* Secondments are typically fixed term and staff are entitled to return to their substantive post at the end of the secondment period. While career development, including access to secondments are a priority for the Division, *an inconsistent approach for accessing these opportunities for* was highlighted,

“The difficulty is knowing about these initiatives and so accessing them is challenging”

(Female, PSS, FG 2)

“It is a difficult area to discuss with your senior, as you know it will leave a rota gap and more pressures on your peers”

(Female, PSS, FG 1)

No gendered differences on accessing secondment opportunities were identified in either the 2022 UCLMS Staff survey or FG discussions, with both Male and Female PSS staff highlighting similar issues. Currently, information on UCL based secondments are circulated by the Divisional Staffing Manager and it was recognised **that opportunities for external secondments from the Divisional Administrator (DA Forum) would provide further scope for staff to develop their skills within a wider concept (Action 3.16).**

ACTION PLAN

- **Increasing accessibility for secondments out with UCL to PSS staff (Action 3.16)**

Staff to be made aware of the secondment webpage and encouraged to sign up to the DA Forum Mailing list as part of induction process.

Ensure Line Managers are raising secondment, and other opportunities during appraisal conversations, and identifying potential roles to look out for.

D. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

In July 2022 *the UCLMS Parents and Carers EDI committee created a parental toolkit to ease navigation through the various policies and guidance on parental leave and provide a centralised platform.*

Staff considering taking parental leave are encouraged to speak with their Line Manager, and the Divisional Staffing Manager as early as possible to explore the options available to them. Following AS 2017, a checklist was compiled to ensure that all key points of taking parental leave was covered and includes,

- **Personalised plan** for enabling staff to take leave to attend medical or related appointments.
- **Undertaking a risk assessment** to ensure safety for expectant mothers and subsequently, post-delivery. Information on quiet spaces, designed to provide new and expectant parents, places of rest across the campus are also highlighted.
- **Devising a clear plan outlining proposed dates of leave** and provisional dates for meeting to plan for their return.

In addition, between 2017-2022, *maternity cover for all academic staff taking leave was secured to enable staff to take a full year's leave.* Impact is shown by the improvement in UCLMS Staff survey responses on awareness of staff policies and satisfaction with the support given in Section 5E (ii): HR policies, p139 (Impact box, p140).

GOOD PRACTICE

- Creation of a parental toolkit that would ease navigation through departmental and university policies.
- Maternity cover was secured for all academic staff to enable them to take full years leave and not feel pressurised to return to work.

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

Explain what support the department offers to staff during maternity and adoption leave.

During the period of maternity, parental, or adoption leave, staff are entitled to up to 10 Keeping in Touch Days (KIT). KIT days are agreed with Line Managers in advance and paid in addition to any statutory or occupational pay. Staff are also entitled to accrue annual leave, closure days and bank holidays during the course of their parental leave. These are optional days to enable staff to remain engaged with their work and career development. Meetings are also offered to all staff on leave to discuss a phased return to work with their Line Manager.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

UCLMS complies with UCL policies for supporting parents from a period of maternity, parental or adoption leave, including,

- Returning to the same or equivalent job role.
- The opportunity to work part-time or flexibly.
- Using accrued leave to facilitate a phased return.
- Providing ordinary parental leave where staff are able to request a period of up to 18weeks unpaid leave per child.
- The opportunity of taking paid sabbatical leave for one term.
- Career breaks

Support is also available on campus including access to quiet rooms for breastfeeding or to express, nursery services and Child Care vouchers to make the transition back to work as smooth as possible.

Altogether 16 members of staff (10 Academic staff : 6 PSS staff) took parental leave from 2017-2022 with detailed breakdown by gender, grade and ethnicity provided in the following section (Table 13, p118).

The impact of our actions from AS 2017 in creating a positive culture that supports parental leave was demonstrated in the results from the UCLMS 2022 Staff Survey (Impact box, p119). While parental leave was predominantly taken by Female members of staff (15/16), a positive response to feeling supported was seen by the only Male member of staff who took parental leave (Case study-AR). It is appreciated though that drawing firm conclusions from such small numbers is difficult.

IMPACT

To ensure that staff have accurate and up-to-date knowledge of departmental and university policies in relation to parental or carer's leave.

To provide information and support for staff taking any parental/care's leave

Actions (AS 2017)

- ✓ Pilot a checklist for staff to complete before and after parental leave.
- ✓ Secure maternity cover to enable academic staff to take full years leave if they wished
- ✓ Provide mentorship through their Line Manager, who remains as their key point of contact during leave to discuss a phased return to work, training and KIT.

Impact

- 85% of staff who took parental leave felt supported (70% in AS 2017) and 90% of staff felt taking leave had not damaged their career (65% in AS 2017).

(iv) Maternity return rate.

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Detailed breakdown of the 16 members of staff who took parental leave is provided below by gender, grade and ethnicity (Table 16 :- Uptake of parental leave at UCLMS 2018-2022). It can be seen that the majority of staff taking parental leave are Female, white (12/16), academics (10/16) and on teaching contracts (7/16), which is in-keeping of staff numbers. Of the 16 staff members who took leave, *only one did not return from maternity leave(*)*.

TABLE 16 :- UPTAKE OF PARENTAL LEAVE AT UCLMS 2018-2022				
Staff role	Grade	Gender	Ethnicity	Further information
Academic contract	9	Female	White	
Teaching contracts	7	Female	White	Left after six months following return from maternity leave
	7	Female	White	
	7	Female	White	
	7	Female	BAME	
	8	Female	white	
	8	Female	BAME	
	8	Male	BAME	
Research contract	7	Female	White	
	8	Female	White	*Did not return from maternity leave due to an end to funding.
PSS	6	Female	White	
	6	Female	White	
	6	Female	White	
	7	Female	BAME	
	8	Female	white	Left after twelve months following return from maternity leave
	8	Female	white	
Data on working time status was not available to UCLMS.				

GOOD PRACTICE

- **High return rate among UCLMS staff following maternity leave (15/16). This is an improvement since AS 2017, when only 7/11 returned following maternity leave.**

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

All 6 members of PSS staff (Table 13:- Uptake of parental leave at UCLMS 2017-2022) *remained in their post six months after they returned from maternity leave.* 1 member went onto leave at 12months (Grade 8, Female, white) with no further loss at 18months.

Of the 9 members of academic staff who returned from maternity leave, 1 member left their post six months after returning from maternity leave (Grade 7, teaching contract, Female, BAME). No further loss was seen at 12 and 18months post return.

Overall UCLMS has a low attrition rate at 6, 12 and 18months following the return from maternity leave.

GOOD PRACTICE

- UCLMS has a low attrition rate among its staff returning from maternity leave at 6, 12 and 18 months.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

From 2018-2022, only 2 members of staff, both Academic staff working part-time, took parental leave (Female, white -academic contract, Grade 7 & Male, BAME-teaching contract, Grade 8)

As highlighted in Section 5D (i): Cover and support for maternity and adoption leave p117, all staff are encouraged to discuss parental leave early with their Line Managers to ensure a personalised plan can be implemented. This is also to ensure that their workload can be covered appropriately, forming one of our previous action plans in AS 2017 (Case study-AR).

While no issues were highlighted in relation to taking parental leave in the 2022 UCLMS Staff Survey or through the appraisal process, we acknowledge that numbers taking parental leave are small for analysis (Impact box, p122).

IMPACT

To ensure staff taking parental leave are supported on an equal footing to those taking maternity leave.

Actions (AS 2017)

- ✓ Pilot a checklist for staff to complete before and after parental leave, including cover for workload

Impact

- Of the two members of staff who took parental leave, no issues related to the support given was highlighted in the 2022 UCLMS staff survey or during their annual appraisal.

(vi) Flexible working.

Provide information on the flexible working arrangements available.

The majority of academic and PSS staff work flexibly following discussion with their Line Manager and therefore, formal requests to HR are unnecessary. Following an [action plan in AS 2017, feedback from the 2022 UCLMS Staff survey suggested improved awareness among Academic and PSS staff on flexible working](#) (information was included at induction for all new starters) and [71% of respondents identified good support for flexible working](#) (Case study-MK).

However, detailed analysis by job role, gender and working time status showed that,

- A higher proportion of Academic full time staff agreed/strongly agreed that flexible working was supported, in comparison to Academic part-time staff (Figure 48:- Academic staff perceptions on support for flexible working).
- Among PSS staff, Female staff were less likely to acknowledge support for flexible working (Figure 49:- PSS staff perceptions on support for flexible working). Note there are no Male, PT PSS Staff.
- Negative perceptions on working flexibly also featured highly, with 50% of staff concerned that it would affect their career progression. Disaggregating this data by staff role and gender revealed that these concerns were predominantly seen among Female, Academic working part-time. These concerns were not raised among PSS and Male, Academic staff regardless of whether they currently worked part- or full-time.

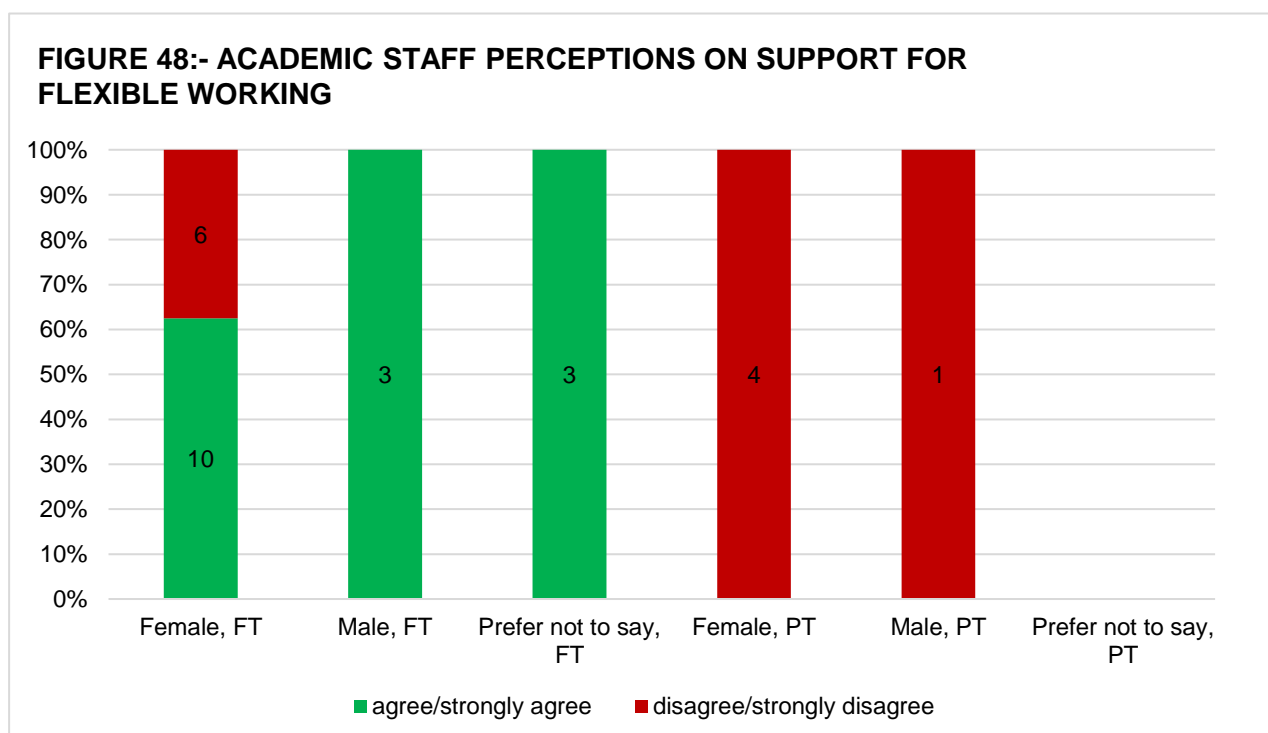
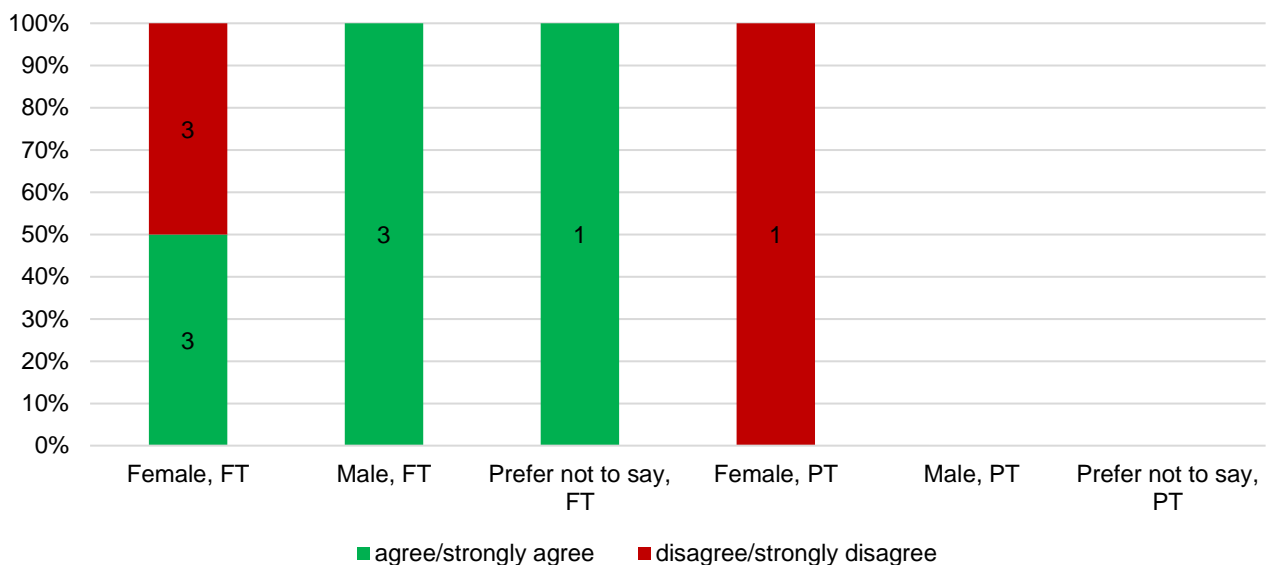


FIGURE 49:- PSS STAFF PERCEPTIONS ON SUPPORT FOR FLEXIBLE WORKING



The FG discussions were used to probe these differences further. Among Female, Academics part-time, working flexibly was strongly associated with “*not working hard enough*”, which was perceived as detrimental to career progression. A high workload was also cited as the main barrier for flexible working among both Female, Academic and PSS staff. With a high workload universally cited by all staff (p131), it was unclear why this tended to affect this group compared to their counterparts.

“I just worried that people would think I was not working hard enough and it would impact the opportunities available to me”

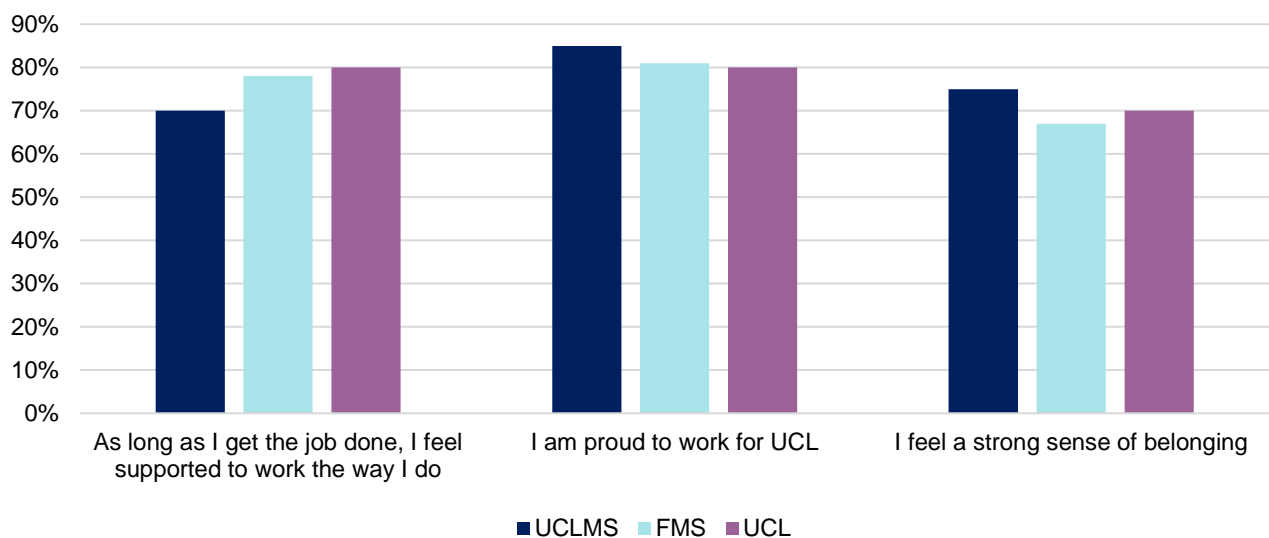
(Female, Academic, PT, FG 5)

“There is an expectation that you work 9-5 and when you don’t, you think people will think that you are not doing enough. It is also hard when there is so much to get done too.”

(Female, Academic, PT FG 2)

While support for flexible working appeared lower, a more favourable response on feeling proud to work for UCL and sense of belonging was seen at UCLMS compared to the FMS and UCL (Figure 50:- Comparison of responses on flexible working and belonging in 2022). This may be partly explained by UCLMS having a higher proportion of Female staff compared to other departments both within the Faculty and at UCL. UCLMS responses in 2022 remained unchanged from AS 2017.

FIGURE 50:- COMPARISON OF RESPONSES ON FLEXIBLE WORKING AND BELONGING IN 2022



Improving support for flexible working therefore forms one of our ongoing action plans, as *although 71% at UCLMS feel supported, this is lower in comparison at a Faculty and institutional level*. Moreover, following AS 2017, the aim had been for 90% of staff to feel supported to work flexibly. To address this, the **opportunity to discuss workload and opportunities for flexible working will be included in the appraisal process (Action 3.10, p102)**. Targeted actions focusing on Female, Academic staff working part-time and Female, PSS staff will include the addition of case studies to improve perceptions of flexible working and career progression onto UCLMS webpage (Action 3.17).

ACTION PLAN

- Include discussion on workload with opportunities for flexible working as part of appraisal process (Action 3.10, p102)
- Improve perceptions on working flexibly among Female, Academics working part-time and Female, PSS staff (Action 3.17)

Website to be updated with case studies of showcasing examples of Female, Academics working part-time and Female, PSS staff who work flexibly.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

For staff seeking to transition from their part-time role to a full-time role, support is provided through their Line Manager and Divisional Staffing Manager, including a gradual phased return. No member of staff, either academic or PSS have returned to full-time roles following a career break from 2018-2022 and this remains unchanged from AS 2017.

e. Organisation and culture

(i) Culture.

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Since 2019, UCLMS have undertaken several activities to promote inclusivity across the unit that are aligned to the principles of Athena Swan charter (Table 17:- Activities implemented promoting principles of Athena Swan charter). *The impact of including discussions on EDI/Citizenship activities at the annual appraisal was reflected in the 2022 UCLMS staff survey* (Impact box, p133).

TABLE 17:- ACTIVITIES IMPLEMENTED PROMOTING PRINCIPLES OF ATHENA SWAN CHARTER		
Athena Swan Principle	Activity	Aim
Undergraduate MBBS Programme		
1a. Adopting robust, transparent and accountable processes for gender equality work, including embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.	Reframing Raising Concerns process. 2020/21	To improve the raising concerns process for students and improve accessibility and transparency on process.
1b. Adopting robust, transparent and accountable processes for gender equality work, including undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.		
3. Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.		

Athena Swan Principle	Activity	Aim
4. Understanding and addressing intersectional inequalities.		
2. Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.	Strategic plan on Misogyny and Gender Based Violence 2021-present	Targeted initiatives for addressing misogynistic cultures.
1a. Adopting robust, transparent and accountable processes for gender equality work, including embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable. 1. Examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups	Gender Equality Network 2021	Provide alternative platform for issues relating to medicine and gender, including abortion, contraception through a decolonising/feminist lens, maternity and trans inclusive healthcare
2. Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students	Sunflower Lanyard Scheme 2021	To provide students with disabilities free lanyards to highlight their needs, ensure increased support and improve education about the needs for students with disabilities.
3. Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation	Microaggression poster project 2022	To increase awareness of microaggressions, and the harm they cause. Engaging posters were designed and placed on clinical sites. Each of the five poster represents a specific protected characteristic and highlights related microaggressions.
1b. Adopting robust, transparent and accountable processes for gender equality work, including undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development	Gender Equality Infographic project 2022	To highlight the androcentric nature of medical education and practice, by creating educational posters which focus on women's health in different specialities.

Athena Swan Principle	Activity	Aim
5. Fostering collective understanding that individuals have the right to determine their own gender identity, and tackling the specific issues faced by trans and non-binary people because of their identity	Students being able to self-select prefix. 2022	Allow students to choose the prefix that corresponds with their gender identity.
3. Understanding and addressing intersectional inequalities	Decolonising Curriculum project 2018	Provide alternative platform for students to discuss and learn about racism in medical education and practice, and to learn more about decolonising learning.
PGT		
1b. Adopting robust, transparent and accountable processes for gender equality work, including undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development. 1c. Adopting robust, transparent and accountable processes for gender equality work, including, ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.	PGT EDI Strategy, PGT Student Liaison strategy/ student reps 2019-present	To consistently embed gender equality through collaborative staff/student partnerships in developing and implementing PGT EDI strategy by creating a dedicated PGT EDI student rep role, for a student with one or more protected characteristics, who also sits on the UCLMS EDI committee.
2. Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students	PGT EDI Strategy 2019-present	To embed equality into inclusion of student perspectives on implementation of the PGT EDI Strategy by including a female student with experience of more than one Protected Characteristic on the Awarding gaps project steering group. For example, this student's input had a direct bearing on the wording of the evaluation goals and interview questions in the Awarding gaps project.

Athena Swan Principle	Activity	Aim
Staff collaboration		
1 a. Adopting robust, transparent and accountable processes for gender equality work, including embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable	Clinical Teaching Fellow (CTF) induction 2019-present	To promote inclusivity and cross-collaboration between CTFs across sites on education projects and foster teaching.
3. Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.	EDI related bank of questions for every UCLMS Staff recruitment interview panel. 2019-present	All staff interviews now include an EDI related question as part of their interview. This is in-keeping with UCLMS' ethos for promoting inclusivity across the Division.

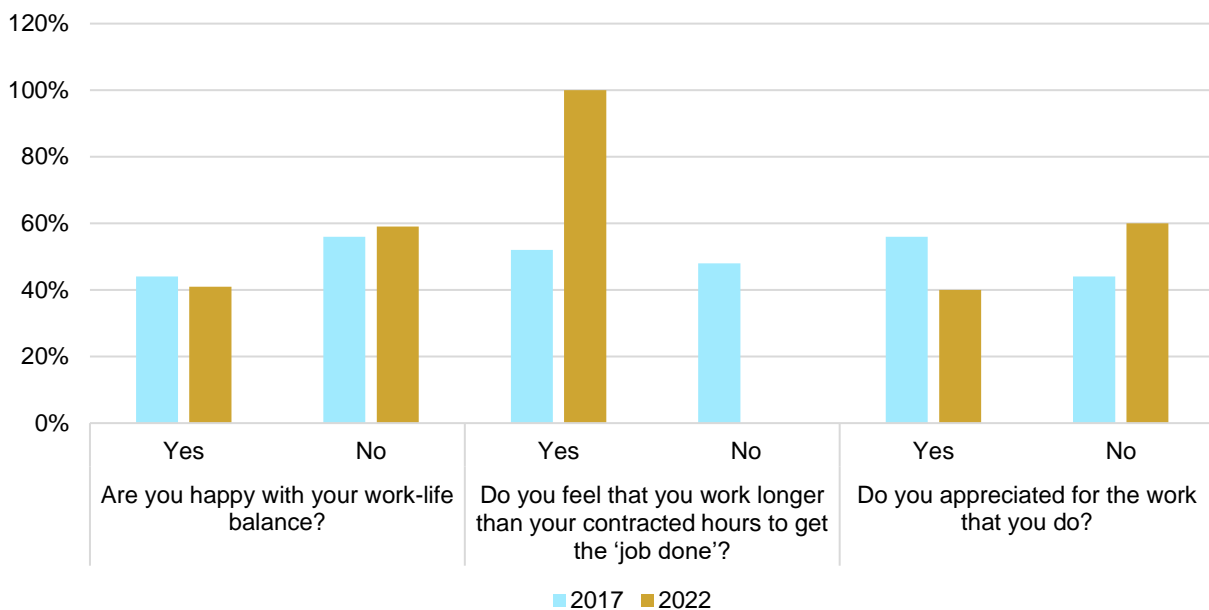
UCLMS are committed to creating an inclusive and supportive environment and the key areas of focus for the Division following the findings of the UCLMS 2022 Staff Survey and FG discussions include,

- **Wellbeing**
- **Workplace culture**
 - bullying and harassment
 - reducing gender bias

Wellbeing

Since AS 2017, the proportion of staff who are unhappy with their work-life balance has increased. All staff feel they are working longer than their contracted hours and do not feel appreciated for the work that they do (Figure 51:- Responses to wellbeing from 2017 vs 2022 UCLMS staff survey)

FIGURE 51:- RESPONSES TO WELLBEING IN 2017 vs 2022 UCLMS STAFF SURVEY



Three key areas of work-life balance and the effects of the pandemic were highlighted,

- **Workload**

“I just feel that there is always so much to do and over the pandemic, trying to get it done was much more difficult.”

(Male, PSS staff, FG 1)

Data collected from the 2022 UCLMS staff survey and FG discussions identified a high workload among all staff regardless of their role, working time status and gender.

- **Difficulties with taking annual leave**

Staff highlighted the difficulty of “switching off” and the pressure to check and reply to their emails during annual leave. No gendered differences emerged from either the 2022 UCLMS Staff survey or FG discussions.

“I just felt there was never a good time to take leave and so struggled to take it”

(Female, Academic staff, FG 2)

"I was unsure how to respond when I got an urgent email during my time off, I know I should not be checking but it felt wrong not to be taking action."

(Female PSS, FG 1)

- **Inconsistent approach to celebrating success**

Specific to the 2022 UCLMS staff survey, respondents were asked if they felt their successes and achievements were celebrated in the department with '11% reporting yes, 82% reporting sometimes but not every time and only for certain people and 7% reporting no'.

During the FG discussions, the move towards remote and hybrid working was highlighted as one of the key factors affecting how aware staff were of success and achievements in the department.

"It has just been harder to highlight examples of good practice and celebrate this, as we are not in the office as much and work remotely"

(Female, PSS, FG 4)

It was recognised that with hybrid working patterns, being aware of all Divisional achievements was difficult. This was echoed by both Female and Male staff regardless of their role.

Data gathered from the 2022 FMS survey also showed *lower rates of wellbeing among those who identified from the LGBTQ+ community and those with disabilities*. This data was not gathered by UCLMS and it was recognised that going forward such **data would be vital in enabling the Division to identify if, and where targeted support for ensuring wellbeing was required (Action 3.18)**. This is in addition to strategies for generally improving wellbeing and these have been grouped under three key areas, **management of workload (Action 3.19), annual leave uptake (Action 3.20) and celebrating success (Action 3.21)**.

IMPACT

To ensure staff feel valued for EDI/Citizenship activities undertaken.

Action (AS 2017)

- ✓ Incorporate EDI/Citizenship activities into annual appraisal to ensure manageable workload.

Impact

- Improvement from AS 2017 in staff perceptions on how valued they felt on undertaking EDI/Citizenship activities. In 2022 UCLMS Staff Survey, 67% of staff either 'agreed' or 'strongly agreed' that enabling, outreach and knowledge transfer activities were valued in their department compared to 55% in 2017.

AREAS OF IMPROVEMENT

- **Collecting LGBTQ+ and disability data on future UCLMS Staff surveys to identify if, and where targeted support for ensuring wellbeing was required (Action 3.18)**
- **Improving staff wellbeing**

1) Management of Workload (Action 3.19)

Details of working days and hours to be included on all UCLMS staff emails.

Weekly team meetings to discuss workload and outstanding tasks
(Good practice developed by CIMEC for incorporation across Division).

Continuing UCLMS wide activities to encourage time off from screens.

2) Annual leave uptake (Action 3.20)

Line Managers to review annual leave on a termly basis and send targeted emails to staff with more than 10days of outstanding leave by term 3 (to be adjusted pro-rata).

Line Managers to reinforce implementation of 'out of office' replies during annual leave and outstanding tasks to be reviewed by team.

Line Managers to lead by example and ensure their own annual leave is being taken with 'out of office' email replies.

3) Celebrate success (Action 3.21)

Showcase contributions and successes on UCLMS Twitter page and circulate through UCLMS Noticeboard.

Workplace culture

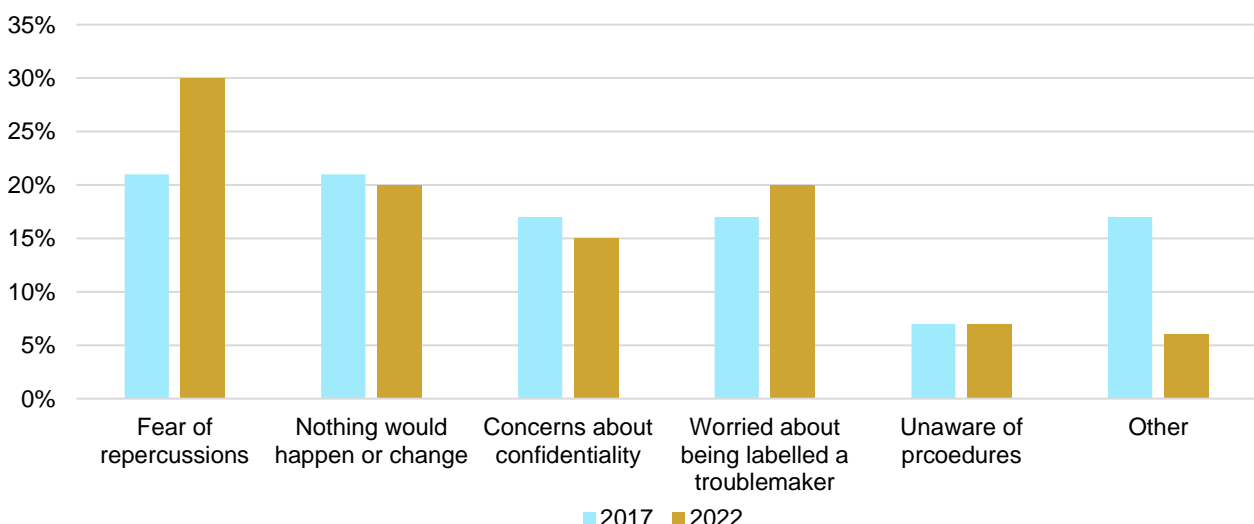
Bullying and harassment

Feedback from the 2022 UCLMS Staff survey show that there has been an *increase in the proportion of staff uncomfortable with reporting bullying and harassment compared to 2017* (Table 18:- Responses from UCLMS Staff Survey related to bullying and harassment).

TABLE 18:- RESPONSES FROM UCLMS STAFF SURVEY RELATED TO BULLYING AND HARRASSMENT		
Question	2017	2022
Have you experienced bullying and harassment in your role?	16% reported yes	17% reported yes
Have you witnessed bullying and harassment in your workplace?	36% reported yes	36% reported yes
Would you feel comfortable reporting bullying and harassment?	45% felt uncomfortable reporting bullying	55% felt uncomfortable reporting bullying

The top three reasons stated in both the 2017 and 2022 UCLMS Staff Survey for not reporting bullying and harassment - fear of repercussions, nothing would change and concerns about being labelled a troublemaker- remained unchanged (Figure 52:- Responses from 2017 vs 2022 UCLMS staff survey on what factors stop staff from reporting bullying and harassment in your workplace). The findings from the 2022 UCLMS staff survey were disaggregated by gender and staff role, with no differences identified between Male and Female staff and Academic and PSS staff. Findings were also consistent with the 2022 FMS survey.

FIGURE 52:- RESPONSES FROM 2017 VS 2022 UCLMS STAFF SURVEY ON WHAT FACTORS STOP YOU FROM REPORTING BULLYING AND HARRASSMENT IN YOUR WORKPLACE



The FG discussions were used to discuss bullying and harassment further, with similar themes from the 2022 UCLMS staff survey emerging. No gendered differences were also seen in the responses.

- **Fear of repercussions.**

“Often speaking about these issues is really hard and I’m not sure who to really go too and then if I want to go through the process, its already tough enough”
(Female, Academic, FG 2)

- **Lack of confidence in the process for leading to change.**

“I just do not feel raising such concerns would lead to much change and then there is the stress involved in it all.”
(Female, PSS, FG 5)

- **Lack of transparency on issues related to bullying and harassment.**

“In the last five years I have worked here, we have never talked about this before, it is like we know it is a problem but that’s it”
(Male, PSS, FG 3)

Although rates of witnessing and experiencing bullying and harassment in 2022 appeared unchanged from 2017, it was clear that a lack of empowerment in reporting cases was higher among all staff. This would likely account for the low rates of bullying and harassment reported (only two cases were reported from 2018-2022 and no data is available prior to 2018). Therefore, improving staff confidence and creating an open and inclusive culture by **providing training and improving transparency on how concerns are managed are a key area of focus for the department (Action 3.22).**

Reducing gender bias

In the 2017 UCLMS Staff survey, 83% of staff felt they were treated with fairness and respect. This was analysed in more detail in the 2022 UCLMS Staff Survey with two separate related questions on whether staff felt their gender or other protected characteristics affected how they were treated.

55% of UCLMS staff did not feel their gender, and 68% of staff did not feel their protected characteristics affected how they were treated.

In addition,

29% of staff felt women were either slightly or significantly disadvantaged, 42% felt there were no gender differences, 2% felt men were disadvantaged (27% replied 'they did not know') with the key areas of disadvantage for women related to promotion, access to career development and salary.

With similar findings demonstrated in the 2022 FMS survey, **improving the progression of Females and those from minoritized groups and reducing the Gender Pay Gap (GPG) forms part of a Faculty wide EDI initiative (Action 3.23).** This will also incorporate the pioneering work led by former UCLMS Director, Professor Dame Jane Dacre highlighting the GPG among clinicians working in healthcare services (Dacre, 2020).

In addition, UCLMS plans to address issues related to **promotion (Action 3.6, p85 & 3.7, p89), career development (Action 3.8, p95) and career progression (Action 3.12, p105; 3.13, p105; 3.15, p111)** to reduce perceptions of gender bias.

GOOD PRACTICE

- Professor Dame Jane Dacre pioneered work on the Gender Pay Gap in healthcare services with her report in 2020.

AREAS OF IMPROVEMENT

- **Empowering staff to feel more confident in raising concerns related to bullying and harassment. (Action 3.22)**

All staff will be expected to attend 'Where do you draw the Line' training with Line Managers to monitor attendance.

Creation of a dashboard on departmental concerns, with findings to be presented at Inset day with all details anonymised on how these were managed.

- **Reduce perceptions of gender disparities related to career progression and promotion among Female staff members.**

Improve transparency related to promotion **(Action 3.6, p87 & 3.7, p89)**

Ensure equity on career development opportunities for all staff. **(Action 3.8, p95)**

Ensure equity on career progression for all staff. **(Action 3.12, p105; 3.13, p105; 3.15, p111)**

Work with the Faculty EDI team to adopt active measures to narrow the GPG **(Action 3.23).**

(ii) HR policies.

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

UCLMS has adopted several strategies for ensuring staff are kept updated on HR policies. These include,

- Promoting HR policies at induction
- Mandatory training that must be completed annually to refresh knowledge on HR policies.
- The Divisional Staffing Manager and HR Manager will circulate updates across the Division by email.
- All UCLMS Executive meetings include EDI as a standing item to discuss any changes or updates to policy.
- Incorporation of an EDI related event, often with external speakers, at the termly Inset days with previous topics including wellbeing, professional development and unconscious bias training.

Bullying and Harassment

Comparable to the findings from the 2017 UCLMS Staff Survey, more than 90% of staff were aware of the procedures for reporting bullying and harassment.

Due to the small numbers of reported bullying and harassment cases (2 reported cases from 2018-2022), we are unable to draw a firm conclusion related to deviations between policy and practice. Nevertheless, UCLMS remain committed to promoting a zero-tolerance approach to bullying and harassment and to ensure a standardised and consistent approach is taken, **the UCLMS Director and Divisional Manager will undertake specific training specific on addressing behavioural change (Taking the Lead) (Action 3.24).**

Parental Leave

Following an action plan in AS 2017 to ensure consistency in the application of parental leave through the use of a standardised checklist for staff to complete with their Line Manager and creation of a parental leave toolkit providing information (Section 5D (i): Parental leave, p115). The impact of this can be seen with *no issues raised in the 2022 UCLMS Staff Survey or FG discussions on deviations between policy and practice* (Impact box, p140).

ACTION PLAN

- Ensure a standardised and consistent approach to managing bullying and harassment cases with **UCLMS Director and Divisional Manager to undertake ‘taking the lead’ training (Action 3.24).**

IMPACT

To ensure HR policy related to parental leave was implemented appropriately into practice.

Actions (AS 2017)

- ✓ Creation of a standardised checklist for Line Managers to complete for staff taking parental leave
- ✓ Creation of a Parental leave toolkit to ease navigation on support available and access to HR policies

Impact

- No issues raised related to deviation from HR policy for taking parental leave in 2022 UCLMS Staff Survey or focus group discussions.

(iii) Representation of men and women on committees.

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Given the scale of UCLMS, there are several committees within each unit, coordinating Divisional activity. To avoid committee overload, membership is determined by staff role, with committee responsibilities reviewed for each faculty member, as part of their annual appraisal.

Detailed breakdown by staff role, gender and grade is provided for each committee (Table 19:- UCLMS Internal committees) and shows that Female, Academic staff at Grade 9 form the highest proportion (Figure 53:- Departmental committee membership disaggregated by grade; Figure 54:-Departmental committee membership disaggregated by staff role and gender).

TABLE 19:- UCLMS INTERNAL COMMITTEES						
Committee	Constituents	Year	Chair	Members	Staff Roles	
					Academic	PSS
UCLMS Executive	Director Head of MBBS Management Divisional Manager	2021	F	9 (7F:2M)	Grade 9-1 (F) Grade 10-3 (2F:1M)	Grade 7-2 (2F) Grade 8- 1(F) Grade 9-1 (F) Grade 10-1(M)
		2020	F	9 (7F:2M)	Grade 9-1 (F) Grade 10-3 (2F:1M)	Grade 7-2 (2F) Grade 8- 1(F) Grade 9-1 (F) Grade 10-1(M)
		2019	F	9 (7F:2M)	Grade 9-1 (F) Grade 10-3 (2F:1M)	Grade 7-2 (2F) Grade 8- 1(F) Grade 9-1 (F) Grade 10-1(M)
		2018	F	9 (7F:2M)	Grade 9-1 (F) Grade 10-3 (2F:1M)	Grade 7-2 (2F) Grade 8- 1(F) Grade 9-1 (F) Grade 10-1(M)

Committee	Constituents	Year	Chair	Members	Staff Roles	
					Academic	PSS
UCLMS EDI committee	EDI members (Figure 7)	2021	M/F/F/F	32 (26F:6M)	Grade 7-1 (F) Grade 8- 2 (1F, 1M) Grade 9-1 (F)	Grade 7-3 (F) Grade 8-3 (F) Grade 9- 4(2F: 2M)
		2020	M/F/F/F	32 (26F:6M)	Grade 7-1 (F) Grade 8- 2 (1F, 1M)	Grade 7-3 (F) Grade 8-3 (F) Grade 9- 4(2F: 2M)
		2019	M/F/F	32 (26F:6M)	Grade 7-1 (F) Grade 8- 2 (1F, 1M)	Grade 7-3 (F) Grade 8-3 (F) Grade 9- 4(2F: 2M)
		2018	F	32 (26F:6M)	Grade 7-1 (F) Grade 8- 2 (1F, 1M)	Grade 7-3 (F) Grade 8-3 (F) Grade 9- 4(2F: 2M)
MBBS						
MBBS Executive Director	MBBS Executive Academic Leads PSS Staff Leads	2021	F	34 (18F:16M)	Grade 8- 1 (F) Grade 9- 13 (6F:7M) Grade 10- 2 (1F:1M)	Grade 7- 7 (4F:3M) Grade 8-8 4F:4M) Grade 9- 2 (1F: 1M) Grade 10- 1F (1F)
		2020	F	34 (18F:16M)	Grade 8- 1 (F) Grade 9- 13 (6F:7M) Grade 10- 2 (1F:1M)	Grade 7- 7 (4F:3M) Grade 8-8 4F:4M) Grade 9- 2 (1F: 1M) Grade 10- 1F (1F)
		2019	F	34 (18F:16M)	Grade 8- 1 (F) Grade 9- 13 (6F:7M) Grade 10- 2 (1F:1M)	Grade 7- 7 (4F:3M) Grade 8-8 4F:4M) Grade 9- 2 (1F: 1M) Grade 10- 1F (1F)

Committee	Constituents	Year	Chair	Members	Staff Roles	
					Academic	PSS
		2020	F	34 (18F:16M)	Grade 8- 1 (F) Grade 9- 13 (6F:7M) Grade 10- 2 (1F:1M)	Grade 7- 7 (4F:3M) Grade 8-8 4F:4M) Grade 9- 2 (1F: 1M) Grade 10- 1F (1F)
MBBS Teaching committee	MBBS Deputy Leads MBBS Year/module Leads	2021	F	36 (21F:15M)	Grade 8- 1 (F) Grade 9- 20 (10F:10M) Grade 10- 2 (1F:1M)	Grade 7- 2 (2F) Grade 8-8 4F:4M) Grade 9- 2 (2F) Grade 10- 1 (1F)
		2020	F	36 (21F:15M)	Grade 8- 1 (F) Grade 9- 20 (10F:10M) Grade 10- 2 (1F:1M)	Grade 7- 2 (2F) Grade 8-8 4F:4M) Grade 9- 2 (2F) Grade 10- 1 (1F)
		2019	F	36 (21F:15M)	Grade 8- 1 (F) Grade 9- 20 (10F:10M) Grade 10- 2 (1F:1M)	Grade 7- 2 (2F) Grade 8-8 4F:4M) Grade 9- 2 (2F) Grade 10- 1 (1F)
		2018	F	36 (21F:15M)	Grade 8- 1 (F) Grade 9- 20 (10F:10M) Grade 10- 2 (1F:1M)	Grade 7- 2 (2F) Grade 8-8 4F:4M) Grade 9- 2 (2F) Grade 10- 1 (1F)
PGME						
Departmental Teaching committee	Head of Unit Unit Manager MA/MSc leads	2021	F	6 (5F:1M)	Grade 8- 1 (1M) Grade 9-1 (F) Grade 10-2 (F)	Grade 10-2 (F)

Committee	Constituents	Year	Chair	Members	Staff Roles	
					Academic	PSS
		2020	F	6 (5F:1M)	Grade 8- 1 (1M) Grade 9-1 (F) Grade 10-2 (F)	Grade 10-2 (F)
		2019	F	6 (5F:1M)	Grade 8- 1 (1M) Grade 9-1 (F) Grade 10-2 (F)	Grade 10-2 (F)
		2018	F	6 (5F:1M)	Grade 8- 1 (1M) Grade 9-1 (F) Grade 10-2 (F)	Grade 10-2 (F)
RDME						
Management committee	Head of Unit Manager Divisional Manager	2021	F	4 (3F:1M)	Grade 10-2 (F)	Grade 10-2 (1F, 1M)
		2020	F	4 (3F:1M)	Grade 10-2 (F)	Grade 10-2 (1F, 1M)
		2019	F	4 (3F:1M)	Grade 10-2 (F)	Grade 10-2 (1F, 1M)
		2018	F	4 (3F:1M)	Grade 10-2 (F)	Grade 10-2 (1F, 1M)
CIMEC						
CIMEC Board	Head of Unit Manager	2021	M	10 (5 F: 5M)	Grade 9-2 (1F:1M) Grade 10-3 (2F:1M)	Grade 9-2 (M) Grade 10-3 (2F: 1M)
		2020	M	10 (6 F: 4M)	Grade 9-2 (2F:1M) Grade 10-3 (1F:2M)	Grade 9-3 (2 F:1M) Grade 10-2 (F)
		2019	M	11 (7F:4M)	Grade 9-1 (M) Grade 10-4 (2F:2M)	Grade 9-2 (1F: 1M) Grade 10-3 (2F: 1M)
		2018	M	10 (5F;5M)	Grade 9-2 (1F:1M) Grade 10-3 (2F:1M)	Grade 9-2 (M) Grade 10-3 (2F: 1M)

FIGURE 53 :- DEPARTMENTAL COMMITTEE MEMBERSHIP DISAGGREGATED BY GRADE

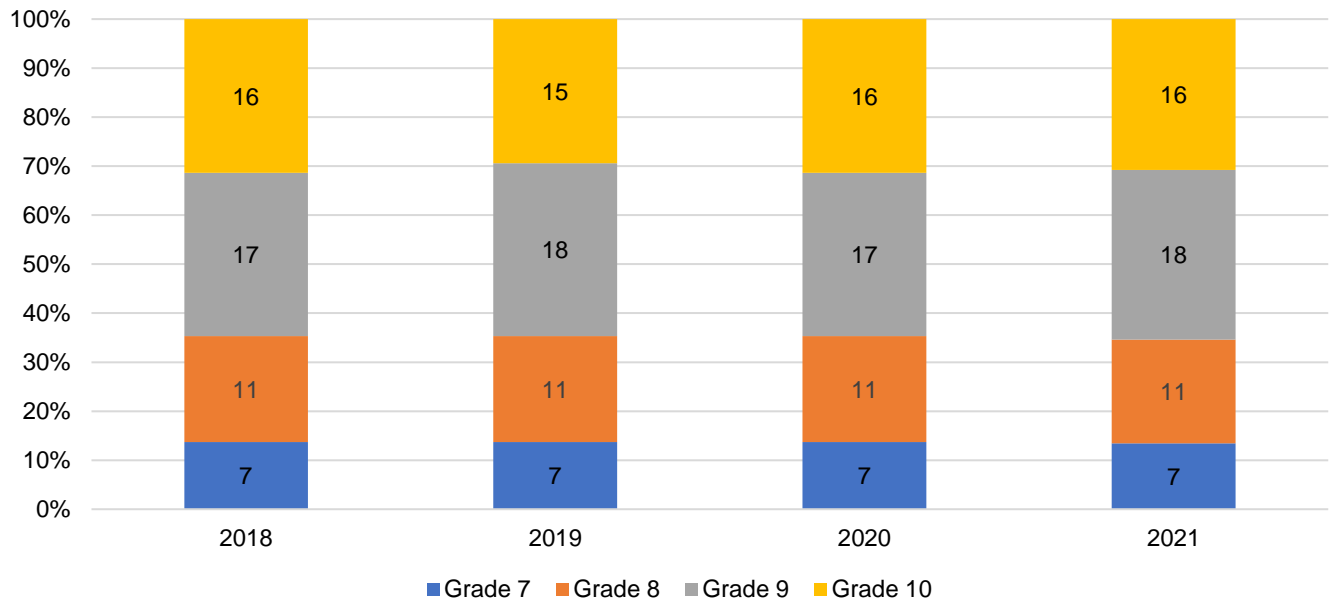
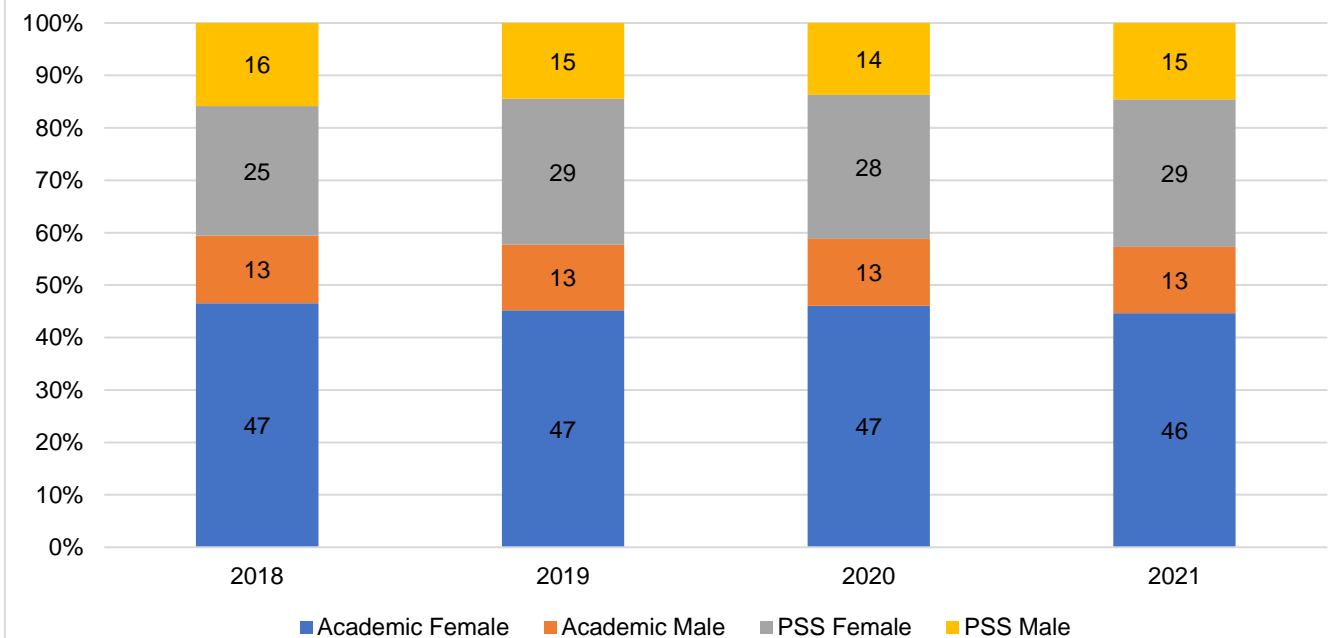


FIGURE 54:- DEPARTMENTAL COMMITTEE MEMBERSHIP DISAGGREGATED BY STAFF ROLE AND GENDER



While gender representation on **departmental committees is representative of the staff breakdown at UCLMS**, the Division will continue to monitor this to develop an action plan if required (Action 3.25).

ACTION PLAN

- Division to continue monitoring departmental committee membership to ensure gender representation and develop an action plan if required (Action 3.25).

(iv) Participation on influential external committees.

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Several UCLMS faculty members hold prominent positions across UCL and nationally, advising on policy change and influencing teaching practices (Table 20:- External committees). Participation is reviewed as part of the annual appraisal process to ensure that the workload remains balanced for each staff member.

TABLE 20:- EXTERNAL COMMITTEES		
Committee	Staff role	Gender and ethnicity
UCL		
Academic Board	Grade 10 Academic Staff PSS	2 F(white)
National		
Health and Social Care Workforce Panel (Chair)	Grade 10 Academic Staff	F (white)
Gender Pay Gap in Medicine review (Chair)	Grade 10 Academic Staff	F (white)
Pharmacy Professional Leadership Commission (Co-chair)	Grade 10 Academic Staff	F (white)
UKMED (Chair)	Grade 10 Academic Staff	F (white)
Royal College of Physicians (Chair)	Grade 10 Academic Staff	F (white)
London Medicine	Grade 10 Academic Staff	F (white)
King's Fund Roundtable group on Medical Education	Grade 10 Academic Staff	F (white)
Medical Schools Council Education Leads	Grade 10 Academic Staff	F (white)
Royal College of Obstetrics & Gynaecology Abortion Taskforce	Grade 9 Academic Staff	F (LGBTQ+)
Abortions Talk (Co-Director)	Grade 9 Academic Staff	F (LGBTQ+)
BMA Medical Ethics committee	Grade 9 Academic Staff	F (LGBTQ+)
Doctors for Choice UK (Co-chair)	Grade 9 Academic Staff	F (LGBTQ+)
Faculty of Sexual and Reproductive Healthcare SRH Essentials working group	Grade 9 Academic Staff	F (LGBTQ+)

TABLE 20:- EXTERNAL COMMITTEES		
Committee	Staff role	Gender and ethnicity
Royal College of Obstetrics & Gynaecology: Workforce Planning Group	Grade 8 Academic Staff	F (BAME)
National committee for Sexism & GBV in Higher Education	Grade 8 Academic Staff	F (BAME)
Medical Schools Council EDI Alliance	PSS	F (BAME)
Medical Schools Council Decolonising the Curriculum working group	PSS	F (BAME)
Medical Schools Council	Academic staff Grade 10-1 Grade 9-2 Grade 8- 1 PSS- 2	1F (BAME) 3F (white) 2M (white)

(v) Workload model.

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

In the 2022 UCLMS Staff Survey, 60% of staff felt there was no clear way of allocating workload compared to 40% in the 2017 UCLMS Staff Survey.

Interestingly, 55% of respondents remained not in favour of a workload model, similar to the findings of the 2017 UCLMS Staff Survey. There were concerns among all staff, regardless of gender and staff role, that such a model would not be able to reflect when there was an increase in activity that was balanced with 'quieter times',

"My worry is that certain times are busy, like during assessments and so having such a model would not account for when we are working more intensely to ensure that the assessments run smoothly"

(Female, Academic, FG 2)

Although UCLMS have considered implementing a workload model previously, it was felt this would be too difficult to implement across the Division due to the varied roles and responsibilities held. Other departments at UCL have similarly not implemented a workload model e.g., UCL Department of Surgery. It was clear though that **greater transparency was required in allocating workload and with an example of good practice highlighted by CIMEC in Section 5E (i): Culture, p134, this has formed one of the action plans for incorporation across the Division (Action 3.19, p132).**

GOOD PRACTICE

- CIMEC implemented weekly team meetings to discuss workload and outstanding tasks in 2021. This has been successful for increasing awareness on everyone's duties and also for ensuring that work is appropriately allocated depending on capacity. This element of good practice has been recognised as an action plan for implementation across the Division (Action 3.19, p130).

(vi) Timing of departmental meetings and social gatherings.

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Following an action plan in AS 2017 to ensure that meetings were held at times convenient for all staff to attend and within core UCL hours (10am-4pm), the *impact of these actions was seen by the responses in the 2022 UCLMS Staff Survey* (Impact box, p149). Inset days are also held within core UCL hours and all staff are expected to attend, with 'normal' activities suspended during these events.

Information on *social events across the Division are circulated on UCLMS Teams noticeboard*. While the ability to host in-person social gatherings was affected by the pandemic, several remote initiatives were organised by the Wellbeing team to encourage staff from across the Division to connect (Table 21:-Wellbeing initiatives 2020-2022). Events included a combination of fun, energetic activities to encourage staff to 'switch off' and exercise. While these initiatives were appreciated, all staff highlighted how they had 'missed' in-person social and networking events. This view was universally echoed by all staff regardless of their role and gender.

"I really enjoyed when we used to get together over the term either during Inset or other celebrations and although I know it could not happen over the pandemic, it would be nice to get back to that."

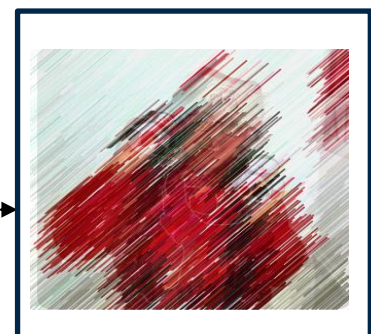
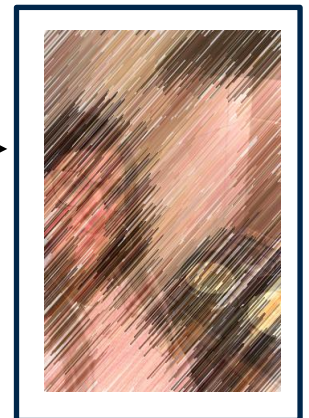
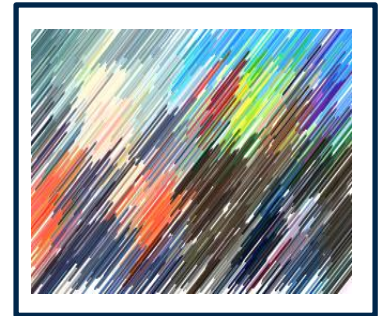
(Male, PSS, FG 6)

"The wellbeing sessions were very good and it was the best way of seeing people over the pandemic."

(Male, Academic, FG 2)

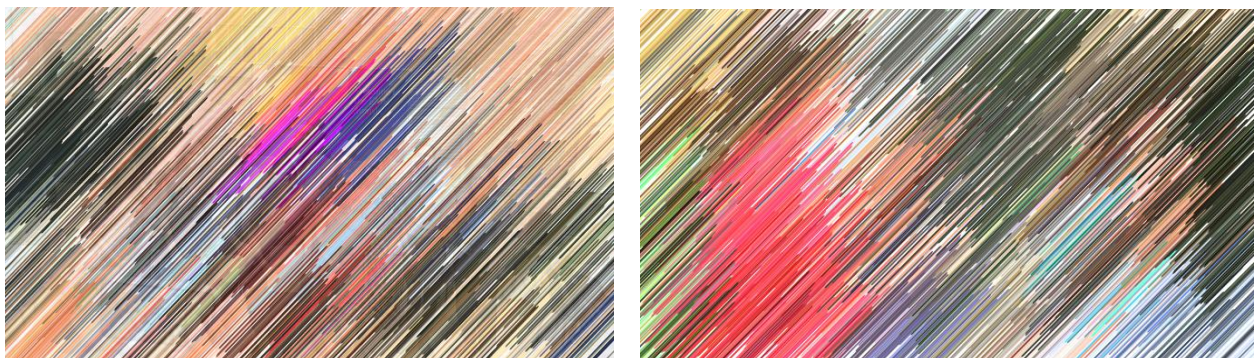
With the return to events being hosted in-person in 2022- UCLMS organised its first event the 'Excellence in Medical Education Celebration' in July 2022 (Figure 55:- Excellence in Medical Education Celebration). While a previous action plan was to organise more social gatherings at different days and times to ensure staff engagement, it was recognised that this had been significantly affected due to the pandemic. Therefore, this forms an ongoing action, **to return to regular in person 'get-together' events throughout the term at different days and times to encourage staff engagement (Action 3.26)**

TABLE 21:- WELLBEING INITIATIVES 2020-2022		
Year	Event	Attendees
2020	Knitting- stitching Event	10+ (Gender breakdown unknown)
	Wellbeing chit-chats	40+ across all sessions (Gender breakdown unknown)
	Step Challenge	6 (4F: 2M)
	Thanksgiving Event	3 (2F: 1 M)
	Flipping pancakes	2 (2F)
	Christmas Jumper	5 (3F: 2M)
2021	Virtual Relay	16 (13F:3M)
	Lunchtime Yoga	5 (5F)
	Hot Cross Bun Tasting	3 (2F: 1M)
	Walk across Europe	25 (20F:5M)
	Podcast group	7 (6F:1M)
2022	Virtual Relay 2	15 (13F: 2M)
	Walk across Europe 2	37 (32F:5M)



Pictures have been blurred for confidentiality purposes

FIGURE 55:- EXCELLENCE IN MEDICAL EDUCATION CELEBRATION



Pictures have been blurred for confidentiality purposes

ACTION PLAN

Return to regular in-person 'get-together' events throughout the term, held **at different days and times to encourage staff engagement (Action 3.26).**

IMPACT

To ensure that meetings are held at times convenient for staff to attend and during UCL's core hours (10am-4pm)

Action (AS 2017)

- ✓ Promote meeting times across the Division aligned to UCL policies

Impact

- 91% of staff reported that departmental meetings were held at times that were convenient for them to attend (an increase from 80% in 2017 UCLMS Staff survey)
- 68% of meetings were scheduled within core UCL hours (an increase from 60% in 2017 UCLMS staff survey)

(vii) Visibility of role models.

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

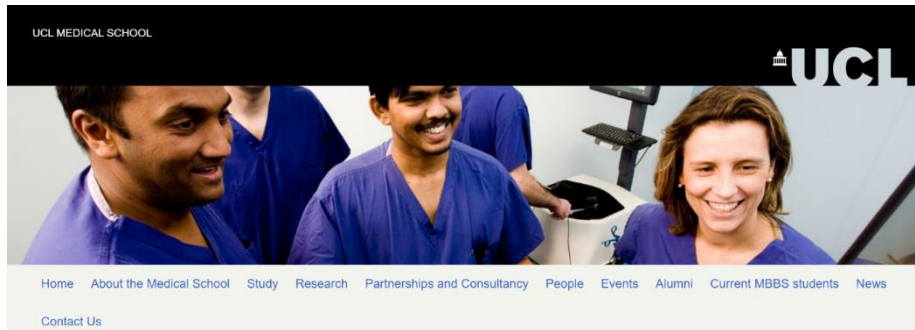
Organisation of events

UCLMS are committed to ensuring that all events are planned aligned to the principles of EDI. We aim to ensure that speakers (both internal and external) at our events, including our term Inset days are *representative of the gender balance and ethnicity of the Division. This was similarly demonstrated in UCLMS' 2022 Medical Education Conference* (1 Female, BAME; 3 Female, white: 2 Male, BAME, 2 Male, white)

Divisional Website

The Divisional website contains images representative from each of the four units in UCLMS. In addition, *to ease accessibility, our central webpage contains links to our EDI activity and Target Medicine* and we also have a UCLMS Twitter account to enable us to provide real-time updates on important events and news.

- **OVERHEAD BANNER**

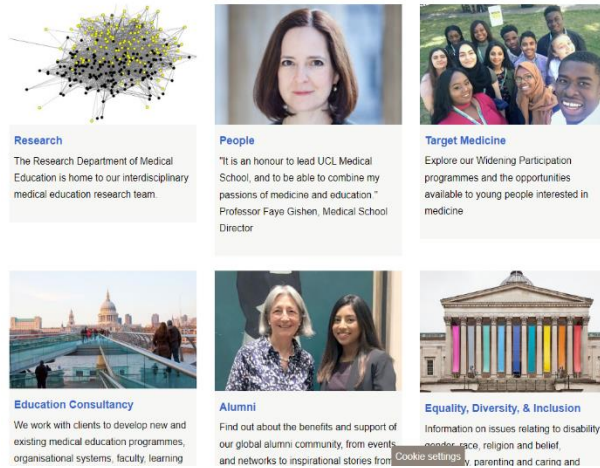


- **MAIN UCLMS LOGO**

UCL Medical School



• CENTRAL UCL PAGE



• UCLMS TWITTER ACCOUNT



Role Models

UCLMS are proud to have several academic and PSS role models that continue to inspire staff and students. These include,



Deanne Attreed (PSS) has been crucial in introducing core student teaching within the MBBS programme on climate change and health in the UK. As Green Champion at UCLMS, she was also pivotal in outlining the five pledges of UCLMS for improving sustainability earning her a nomination at the UCL Provost awards in 2022.



Jane Dacre (Academic) was appointed a Dame Commander of the Order of the British Empire (DBE) in 2018 for services to medicine and medical education. Her most recent report on the Gender Pay Gap Report in Healthcare has been influential for leading to gender parity.



Jayne Kavanagh (Academic) established 'Target Medicine' and the medical student political action groups, 'Viva la Vulva' and 'Education for Choice' at UCLMS. Her work has been recognised with several awards including an Excellence in Medical Education, Provost's teaching and the Provost's Public Engager of the Year award.



Rupa Lakhani (PSS) leads UCLMS Widening Participation activities. Her work has been instrumental in establishing several initiatives supporting students from underrepresented backgrounds in the undergraduate MBBS programme. In 2022, the Widening Participation committee was awarded the UCL Provost Award for Staff-Student Partnership.



Lee Standen (PSS) is leading on a project to radically reduce workload generated UCL-wide by the annual Student Load Exercise. He has achieved yellow and black belt accreditation in Lean Six Sigma methodology and completed a six month secondment in UCL's Change & Improvement division to facilitate this.

(viii) Outreach activities.

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Since our last Athena Swan application, UCLMS continues to engage in various outreach activities that encourage the staff-student partnership and connections to the wider community (Table 22:- Outreach Activities 2018-2022). All UCLMS staff are encouraged to pursue outreach activities and are awarded an annual certificate for their contribution.

TABLE 22:- OUTREACH ACTIVITIES 2018-2022		
Outreach activity	Led by	Audience characteristics
Public Engagement		
Transformations in Medical Education (TiME) Conference 'Medical Education needs you' April 2022	MBBS Associate and Clinical Lecturers 7 females (1 BAME)	66 participants (44 female, 22 male) All postgraduate students
UCL Evaluation Exchange: Kentish Town City Farm January 2022	Research fellow in RDME	>1,000 participants (gender breakdown unknown) All postgraduate students
Doctors for Choice Webinar 'Our bodies, our doctors' October 2021	4 Females	28 participants (gender breakdown unknown) All postgraduate students
Doctors for Choice Webinar 'Self-managed abortion' October 2020	4 Females	39 participants (gender breakdown unknown) All postgraduate students
Doctors for Choice Webinar 'Abortion Rights in Northern Ireland: A different Fight' February 2020	4 Females	35 participants (gender breakdown unknown) All postgraduate students
Doctors for Choice Conference 'Protecting and advancing UK abortion care' April 2019	15 Females, 2 Male, 1 non-binary (2BAME)	88 participants (gender breakdown unknown) All postgraduate students

Outreach activity	Led by	Audience characteristics
Doctors for Choice Conference 'How Clinicians can shape the future of abortion care' April 2018	16 Females, 4 Male, 1 non-binary (3 BAME)	82 participants (gender breakdown unknown) All postgraduate students
Student Engagement		
Gender Equality Network Panel Discussion: Trans health May 2022	Gender Equality Network 5 MBBS students- 4 Female, 1 Male (BAME) & 1 MBBS Clinical Lecturer Panel- 1 Female, 1 non-binary	25 participants (gender breakdown unknown) All UCLMS MBBS students
Pride event March 2022	LGBTQ+ Medics Network 2 MBBS students (1 Female & 1 Male) & 4 faculty members (3 Females, 1 Male)	17 UCL participants, part of a group of 60 people from other London medical schools (gender breakdown unknown)
Gender Equality Network Panel Discussion: Maternity & Motherhood March 2022	Gender Equality Network 5 MBBS students- 4 female, 1 male (BAME) & 1 MBBS Clinical Lecturer Panel- 3 Females (1 BAME)	5 participants (gender breakdown unknown) All UCLMS MBBS students
Gender Equality Network Panel Discussion: Abortion March 2022	Gender Equality Network 5 MBBS students- 4 Female, 1 Male (BAME) & 1 MBBS Clinical Lecturer Panel- 1 Female, 1 Male	25 participants (gender breakdown unknown) All UCLMS MBBS students

Outreach activity	Led by	Audience characteristics
February LGBTQ+ history month event 2022	LGBTQ+ Medics Network 2 MBBS students (1 Female & 1 Male) & 4 faculty members (3 Females, 1 Male)	20 participants (gender breakdown unknown)
Gender Equality Network Panel Discussion: Contraception February 2022	Gender Equality Network 5 MBBS students- 4 Female, 1 Male (BAME) & 1 MBBS Clinical Lecturer Panel- 3 Females (2 BAME)	30 participants (gender breakdown unknown) All UCLMS MBBS students
Welcome event in October 2021	LGBTQ+ Medics Network 2 MBBS students (1 Female & 1 Male) & 4 faculty members (3 Females, 1 Male)	55 participants (gender breakdown unknown)
Decolonising the Curriculum Event April 2018	3 Faculty members (1 Female, BAME: 1 Female, white)	20 participants (gender breakdown unknown) All UCLMS MBBS students
Decolonising the Curriculum Event June 2017	3 Faculty members (1 Female, BAME: 1 Female, white)	25 participants (gender breakdown unknown) All UCLMS MBBS students
Local or National Activities		
LondonMed Summer School Annual Event 2022	Target Medicine	65 attendees (48 female, 16 male: 1 non-binary) Mix of comprehensive school students.
London Medical School Teacher Conference 2022	Target Medicine	77 Year 12 comprehensive school students (61 females and 16 male)
Royal College of Obstetrics & Gynaecology 'Abortion Care Essentials' February & March 2022	3 Females	57 attendees (gender breakdown unknown)

Outreach activity	Led by	Audience characteristics
Strategic plan for tackling misogyny and Gender Based Violence (GBV) Published August 2021 & 2022.	Clinical Lecturer (Female, BAME)	unknown
LondonMed Summer School Annual Event 2021	Target Medicine	65 comprehensive school students. (48 female, 16 male: 1 non-binary)
Leadership & Gender Pay Gap Report in Medicine Published 2020	Professor (Female)	>100,000 (unknown)

Target Medicine

To widen participation in the MBBS programme from low income or disadvantaged backgrounds, UCLMS' Target Medicine team have established the London Med Summer School and a mentoring scheme.

- LondonMed Summer School**

Funded by Health Education England and implemented in 2021, the LondonMed Summer School brings together four of London's medical schools (King's College London, Queen Mary, St George's, and University College London) to give Year 12 students from comprehensive schools across England an opportunity to explore studying medicine in London.

Following its implementation in 2021, the event grew from 65 to 75 attendees in 2022 (Table 18:- Outreach activities 2018-2022). Attendees are typically Female, which is representative of the gender breakdown applying for the MBBS programme nationally.

- Target Medicine Mentoring Scheme (TMMS)**

Newly launched in 2022, this allocates 100 Year 12 students interested in studying medicine with mentorship including a two-day clinical work experience placement. This was launched following feedback from the Summer School event for further support among Year 12 students applying for the MBBS programme.

Feedback showed that *students felt more confident about the process of applying to the MBBS programme after participating in TMMS* (Impact box, p158).

Going forward, the Target Medicine team plan to gather data relating to **outcomes of students attending these activities onto the MBBS programme. This will enable the team to identify the impact and identify areas of development (Action 3.27).**

Medical Education Conference

In 2022, UCLMS hosted their *first medical education in-person conference, Transformations in Medical Education (TiME) since 2016* (Figure 55:- TiME conference 2022). With a higher proportion of Female attendees (50 Female: 26 Male), which is reflective of the gender breakdown within medical education, **the aim is to ensure that these events continue to host a diverse range of speakers for future events (1 Female, BAME; 3 Female, white: 2 Male, BAME, 2 Male, white) (Action 3.28)**

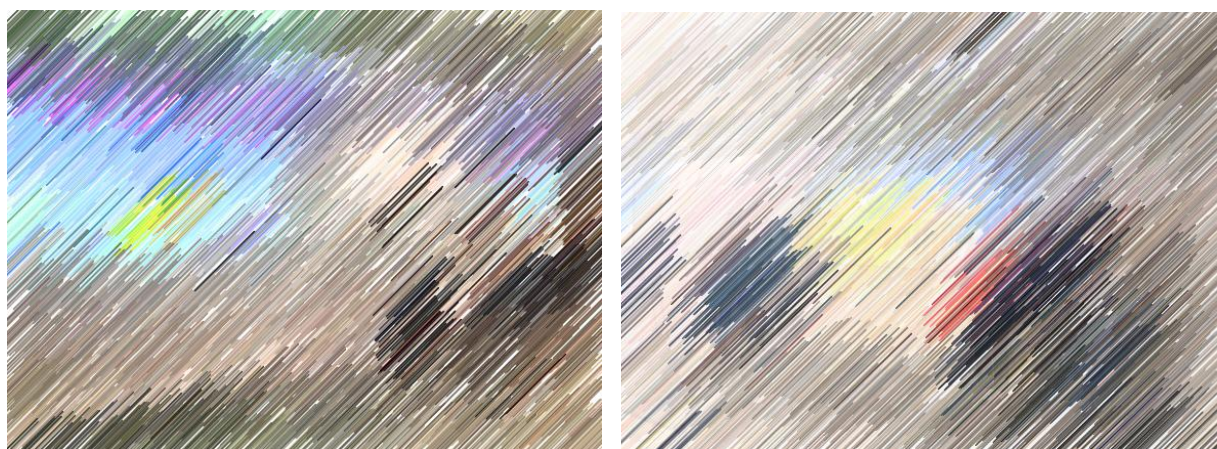
The feedback from the event was overwhelmingly positive,

“Excellent conference, one of the most inspiring events I’ve attended.”
(Female, NHS staff)

“I feel inspired to pursue further ways to develop my career to include medical education.”

(Male, Clinical Teaching Fellow)

FIGURE 55:- TIME CONFERENCE 2022



Pictures have been blurred for confidentiality purposes

ACTION PLAN

- **Collect data relating to outcomes of students attending Target medicine initiatives onto MBBS programme to enable scope of further development (Action 3.27).**
- **UCLMS Medical Education Conference to continue to host a diverse range of speakers by gender and ethnicity (Action 3.28)**

IMPACT

To provide support to school students from low-income and disadvantaged backgrounds keen on studying medicine

Action

- ✓ Implementation of a mentorship scheme including a two-day clinical placement.

Impact

- Positive feedback from students on support received.

(6400words)

Silver Applications Only Case Studies: Impact on individuals.
(1000words). 1 case study has been redacted for confidentiality purposes.



Miranda Kronfli

I joined UCL Medical School in 2017 as a Clinical Teaching Fellow (Grade 7), working part-time in the Postgraduate Team, alongside a part-time research role. I was lucky to find myself in a highly supportive team environment, which respects everyone's unique contribution, different communication styles and ways of working. Despite being from a different background to many in the team, as an academic who was the first in my immediate family to gain a university degree, I felt welcomed from the start, and am grateful for the consistent encouragement I received from my managers to further develop my own areas of skill and interest, alongside my teaching work.

UCL policies (such as Athena Swan flexible working guidance and UCL Ways of Working) were helpful, as our team worked well within these frameworks, to foster a uniquely supportive, and genuinely collaborative working environment. This gave me confidence to focus on my own development from the start. I was supported by my managers to take on leadership roles in Quality Assurance and Research Methods teaching, and to take advantage of relevant CPD opportunities. In 2019 I successfully applied for a full-time role and for promotion to Grade 8.

I am grateful to have received support from UCL Medical School's strategic fund, to undertake a Doctorate in Education – an opportunity which would not have been open to me without this financial support. Due to my own mixed heritage, and as the child of an immigrant to the UK, I have always been passionate about Equality, Diversity and Inclusion, both in Higher Education and in the clinical workplace. My doctoral studies afforded me the academic skillset to lead work in this area, and this opportunity has been pivotal in my professional development at UCLMS.

In March 2020, a close relative became severely unwell, and I took on the role of sole carer. This had a profound impact on me, both personally, and in limiting my ability to work within 9-5 working hours. Acting as a carer during the COVID-19 pandemic was not without its psychological burden, and I took advantage of UCL's Employee Assistance programme, which proved an invaluable resource. My Line Manager provided outstanding support, allowing me a flexible approach to my working arrangements. This helped me achieve a balance between devoting the time I needed to look after my relative and continuing to lead work in my own areas of professional interest, whilst meeting the demands of a busy teaching role. I was able to submit academic publications, and successfully complete the taught modules for my doctorate. In July 2022 I successfully attained promotion to Clinical Associate Professor (Teaching).

I will always be grateful for the support I have received from UCLMS and from my managers, which, along with the compassionate and collaborative team culture, has enabled me to thrive in my work, and progress in my career, despite the challenges that I have experienced. I hope the insights I've gained from this experience will in turn allow me to support others to progress in the future.

(1000words)

6. Further information

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

This application would not have been possible without the support from, **Kurinchi Gurusamy**, whose expertise has been invaluable in compiling the Forest Hill plots to illustrate progression among staff and students at UCLMS. UCLs' Athena Swan lead, **Tom Glynn** was also instrumental in directing our application and we are grateful for their feedback.

UCLMS are very proud of the work that they have undertaken since AS 2017, especially following the pandemic, which required all activities to switch to an online platform whilst ensuring the safety of over 2,000 students across the MBBS, PGT and PGR programme. Many of our students including MBBS students in the final years of the programme continued to engage in frontline services over this time and their ability to adjust during this difficult time is true testament to their resilience and perseverance that is vital for all clinicians throughout their career. We acknowledge that over this time, certain aspects of our action plan were not driven to the same extent, as our staff adjusted to exceptional circumstances and these have been highlighted throughout the application. However, as we now come out of the pandemic, our commitment to ensuring gender and ethnic parity remains unchanged. Although medical education at UCLMS and nationally has largely been Female orientated, we recognise that promoting an inclusive culture is vital going forward. The main areas relate to student progression on the MBBS and PGT programme, staff recruitment especially at the shortlisting stage, key transition points for all staff and tackling bullying. The wellbeing of both our academic and PSS staff is vital and although we acknowledge that both our case studies are from academic staff, ensuring that our PSS staff are able to thrive remains a key area of focus for us.

Miss Rima Chakrabarti
Chair of UCLMS Athena Swan Committee

(291words)

7. 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).

See the awards handbook for an example template for an action plan.

Landscape page



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
<ul style="list-style-type: none"> Section 3: Self-assessment process 								
1.1	p20	Addressing gender imbalance on future AS committee.	Male representation on the AS Committee (1/15, 6%) was below the proportion of Male staff working at UCLMS (18%) with no representation from academic staff.	Encourage Male staff to join committee and identify those who would benefit from membership for career progression.	HIGH	January 2026	Heads of Unit	To achieve Male representation on AS Committee in proportion to Male staff at UCLMS (currently 18%).
1.2	p22	Gather data on ethnicity, disability and caring responsibility in future UCLMS Staff Surveys and explore reasons for	Data specific to certain protected characteristics (disability, ethnicity and caring responsibilities) was not gathered	Add in protected characteristics to future staff surveys to identify any specific	MEDIUM	October 2027	Rima Chakrabarti SLT	Develop targeted strategies depending on findings from staff survey disaggregated by disability, ethnicity

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
		low completion among part-time staff.	<p>in 2022 UCLMS Staff Survey.</p> <p>% response of UCLMS Staff Survey was lowest among Male staff (9%) and part-time staff (Female, PSS Part-time 29%; Academic Female Part-time 16%; Academic Male Part-time 8%, vs Female, PSS staff 32%; Male, PSS Full-time 50%; Academic Female Full-time 78%; Academic Male Full-time 75%).</p>	<p>trends in responses.</p> <p>Subsequent FG discussions to include discussion point on part-time staff and response rates.</p>				<p>and caring responsibilities.</p> <p>Improvement in response rates among Male staff to be representative of UCLMS population (Aim >15% of survey respondents).</p> <p>Minimum 50% survey completion among part-time staff.</p>
1.3	p25	To ensure a sustained and co-ordinated approach for implementing the action plan.	<p>Lack of sustained approach from AS 2017 across all domains in driving action plan.</p> <p>Previous AS also focused more from Female</p>	Establishing an Athena Swan Champion to oversee the implementation of the strategic plan. They will be responsible for,	HIGH	September 2023	Rima Chakrabarti (Chair) AS Champion	All action point plan implemented over relevant timeframe with areas of improvement identified at mid-point review.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
		<p>To ensure future priority areas from a AS perspective and the long-term goals for the Division are identified and acted upon.</p> <p>To embed AS action plan within UCLMS governance structure to ensure regular reviews and appropriate allocation of resources.</p>	perspective and need to ensure inclusivity both by gender and ethnicity for students and staff.	<ul style="list-style-type: none"> Liaising with the relevant member of the AS Committee on completion of the action plan. Organising a mid-point review. This will ensure that future priority areas can be identified and actions co-created or modified as required. Managing annual data collection and analysis from staff and provide feedback at departmental Inset days. 				<p>Action plan to be modified depending on outcome of strategy.</p> <p>Aim for higher award status if Silver status awarded with this application.</p>

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
				<ul style="list-style-type: none"> Liaise with the SLT and EDI Committee on adopting best practice initiatives identified from other departments. 				
				Each action point plan allocated to member of AS Committee and either SLT or EDI committee member.	HIGH	September 2023	Rima Chakrabarti (Chair) AS Champion	
				Addition of AS action plan and mid-point review as a standing item at monthly UCLMS Executive meetings and at the main governance board led by the Faculty Tutor and reported to the	HIGH	September 2023	Rima Chakrabarti (Chair) AS Champion	

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
				Dean and Vice Dean of Education.				
Section 4: Picture of the department								
STUDENTS: UNDERGRADUATE MBBS PROGRAMME								
2.1	p29, p39	Targeted initiatives to encourage applications from Males students on MBBS and PGT programme	<p>Historically and nationally, MBBS programme is female orientated (2020/21- 60% Female: 40% Male). Note UCLMS MBBS programme has a higher proportion of Male students than national figures (45% Male at UCLMS vs 40% nationally)</p> <p>Historically PGT programme at UCLMS is Female orientated (60% Female: 40% Male)</p>	<p>MBBS & PGT admissions webpage to include case studies from successful male applicants.</p> <p>Review data nationally on admissions for PGT programme to identify national trends by gender.</p> <p>Add in statement on commitment for gender equality to MBBS and PGT admissions page.</p>	HIGH	2023-2027	Admissions Tutor PGT Head of Unit EDI Committee	<p>Gender representation at MBBS programme is aligned to national figures (60% Female: 40% Male).</p> <p>Gender representation on PGT programme is aligned to national figures (currently unknown).</p>

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
2.2	p31	Ensure gender balance and appropriate BAME representation on MBBS admissions panel	Reduction in gender balanced admissions panels over pandemic (80-90% pre-pandemic and in 2021- 57%). No data collected on ethnicity of interview panel members.	Collect data on gender and ethnicity of MBBS admissions panel. Encourage participation on MBBS admissions panel from Male and BAME staff.	MEDIUM	September 2025	Admissions Tutor	Minimum 80% of MBBS admissions panel to be gender balanced. Following mid-point review, aim for minimum of 90% of admissions panels to be gender balanced. Aim minimum of 20% BAME representation on admissions panel (This is aligned to current BAME population in NHS is 20%).
2.3	p36	To observe specific trends and develop focused initiatives through long-term data collection to identify and close any awarding gaps especially for	Proportion of Female students is approximately 60% on MBBS programme but a drop in degree attainment has been noted (50%	Collect data across each year of the MBBS programme to identify attrition by gender and ethnicity.	HIGH	September 2026	Rima Chakrabarti (Chair) EDI Committee	Degree completion is proportionate to gender breakdown of MBBS cohort (60%

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
		Female, BAME MBBS students.	Female: 50% Male).					Female:40% Male).
			<p>BAME students appears to be less likely to be awarded a Distinction. Female, BAME students appear the most disadvantaged. 24% of the Distinctions awarded in 2020/21 were to Female, BAME students despite forming 46% of the cohort in 2020/21.</p>	<p>Close awarding gap on MBBS programme by evaluating support services available for MBBS students including access and uptake of Personal tutoring/Student support/Study skill sessions and financial support.</p> <p>BAME Awarding gap added as Agenda item on all Exam boards from 2022/23.</p>	HIGH	September 2026	Rima Chakrabarti (Chair) EDI Committee	Distinctions awarded to be reflective of gender and ethnic make-up of each cohort. (e.g., approximately 46% of the MBBS cohort is Female, BAME and so Distinctions awarded to Female, BAME students should be nearer to 46%).
STUDENTS: POSTGRADUATE TAUGHT DEGREES								
2.4	p46	Ensure equity in attainment for BAME students on PGT programme.	BAME students less likely to be awarded a Distinction on PGT programmes 30%	'PGT Awarding Gaps' project to analyse trends in Distinctions awarded to BAME	HIGH	September 2025	Miranda Kronfli EDI Committee	Distinctions awarded on PGT programme to be representative of student

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
			of students awarded a Distinction in 2021/22 were BAME despite forming the highest proportion of cohort (2021/22-49%).	PGT students and develop evidence based resources for tutors.				population by ethnicity (e.g., if BAME students form 49% of the cohort then Distinctions awarded should be nearer to 49% for BAME students).
STAFF								
2.5	p68	Improve understanding on factors underlying decision to leave UCLMS among academic staff (includes those on teaching, academic and research contracts).	Uptake of exit interviews remains poor among academic staff (20%)	All staff leaving UCLMS to be emailed upon serving notice and again one month before leaving to participate in exit interviews. Targeted emails for any non-responders to identify reasons for non-participation.	MEDIUM	December 2025	Divisional Staffing Manager	Minimum of 50% academic leavers participating in exit interviews across Division. Following mid-point review, aim for minimum 70% of academic leavers participating in exit interviews.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
			No online survey for gathering data from academic leavers.	Introduce online survey for all academic leavers.	MEDIUM	December 2025	Divisional Staffing Manager	Aim minimum of 75% academic leavers to complete online exit survey.
Section 5: Supporting and advancing women's careers								
STAFF: RECRUITMENT								
3.1	p81, p87	Encourage diverse pool of applicants for academic and PSS roles at UCLMS.	Continuing to ensure diversity in the pool of applicants (gender and ethnicity) for academic roles at UCLMS. BAME applicants for teaching roles (55%), academic roles (50-90%) and research roles (55-60%)	Establish a search committee to lead on key recruitments and target candidates from less represented backgrounds, including invitations to apply and review data annually on job applicants to identify trends and that pool of applicants remains diverse. Reducing essential criteria in job description	MEDIUM	September 2026	Divisional Staffing Manager EDI Committee	Percentage of BAME applicants continues to remain diverse across teaching, academic and research roles at >50%.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
				<p>advertises to up to ten points.</p> <p>Advertise job roles through UCLMS Twitter account and targeted advert campaigns with Divisional Staffing Manager to monitor number of applicants who found job vacancy through social media platforms.</p>				
3.2	p19, p63, p81, p87, p91	Ensure equity in shortlisting process and reduce impact of unconscious bias.	BAME applicants were less likely to be shortlisted and appointed to academic roles (includes teaching, academia and research roles).	<p>Removing names from applications, where possible, during shortlisting process.</p> <p>Shortlisting panel to provide feedback for each candidate to outline why they have not been shortlisted and</p>	HIGH	July 2027	Divisional Staffing Manager EDI Committee	Achieving equity in the shortlisting process to ensure that there is no bias by gender or ethnicity.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
				data to be monitored to identify main themes.				
3.3	p19, p63, p81, p87, p91	Ensure equity in interview process, including onto leadership roles across UCLMS.	<p>Lack of BAME representation in academia and research roles at UCLMS.</p> <p>Lack of BAME representation at MBBS Executive Academic Leadership roles (8% of MBBS Executive Academic leadership roles are occupied by BAME staff).</p> <p>Lack of submissions from BAME community for REF 2021.</p>	<p>Involvement of UCL's Fair Recruitment Specialists for at least 75% of all interviews with reasons/barriers for involvement to be monitored.</p> <p>Monitor recruitment over 3month period with the involvement of Fair Recruitment Specialists and compare to previous years. Data to be presented at Inset day 2024.</p>	HIGH	July 2027	Divisional Staffing Manager	<p>Aim minimum of 10% BAME representation for academia and research roles (presently none no representation).</p> <p>BAME representation in MBBS Executive Academic Leadership roles to be representative of NHS workforce (20%).</p>

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
STAFF: INDUCTION								
3.4	p84, p92	Improve orientation for all new staff to the Division and increase awareness of who everyone is and their roles	<p>Previous action plan from AS 2017 not implemented.</p> <p>At the FG discussion, difficulties in orientating new staff to the Division were highlighted, especially with the hybrid pattern of working.</p>	Include a 'Who is who' into induction pack for all new staff and monitor feedback from induction survey on 'Who is Who' to identify areas of improvement.	MEDIUM	October 2026	Kunika Kakuta Carys Phillips	Minimum of 70% new staff to report feeling 'satisfied' or 'very satisfied' with Induction and 'Who is who'
				<p>Implement a 'buddy' system for new starters and monitor feedback on 3month interim review with Line Manager on usefulness.</p> <p>Annual staff survey also to gather feedback on buddy system for new starters</p>	MEDIUM	October 2026	Kunika Kakuta Carys Phillips	Minimum of 70% new staff to have buddy appointed and to report initiative as 'good' or 'very good' at interim review and annual staff survey. Following mid-point review, aim for 80% of new staff to have buddy appointed.
				Send an UCLMS wide email and circulate on	MEDIUM	October 2026	Divisional Manager	Improvement in orientation to department with

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
				UCLMS noticeboard to welcome new starters with a picture/bio included.				less than 20% of new staff reporting difficulties with getting to know who everyone is in annual staff survey.
3.5	p84, p92	Improve strategy for gaining feedback on induction from all academic staff.	Current system (gathering feedback at first probation meeting and again at exit interviews) not robust in providing insight on induction process and targeting improvement.	<p>Induction survey to be circulated to all new staff fourteen days of starting post to gain feedback on induction process.</p> <p>All issues relating to induction to be identified and addressed in a specified timeframe (3months) with feedback relayed departmental Inset days.</p>	MEDIUM	October 2026	Kunika Kakuta Carys Phillips Divisional Manager	Minimum of 60% issues identified at induction to be addressed. All issues identified to be presented at departmental Inset days, as a 'You said, we did' sessions

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
STAFF: PROMOTION								
3.6	p87, p137	Collect data on candidates being put forward for promotion in relation to banding and working time status.	No data on banding process or working time status for candidates being promoted.	Divisional Staffing Manager to gather data on banding and working time status for promotions.	MEDIUM	October 2026	Divisional Manager	Data gathered to be reviewed annually and targeted actions to be implemented depending on trends identified (i.e., if less PT staff are being promoted, specific training sessions and workshops to be identified for PT staff to attend to enable career progression)
3.7	p16, p89, p137	Improve transparency on staff promotion.	FG discussion identified the lack of clarity on who gets put forward for promotion. UCLMS staff survey identified that 29% of staff felt women were	Heads of Unit to identify candidates not put forward for promotion for last three years to ensure that extra support is available.	MEDIUM	October 2026	Divisional Manager EDI Committee	<20% staff to highlight 'lack of clarity' on who gets put forward for promotion in annual staff survey. <10% staff to highlight that

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
			either slightly or significantly disadvantaged with a key area of disadvantage related to promotion.	Showcase successful promotions on UCLMS website including 'spotlight' section outlining examples of best practice/support during the promotion process.				women are disadvantaged in relation to promotion in subsequent UCLMS staff surveys.
STAFF: CAREER DEVELOPMENT								
3.8	p97, p113, p137	Encourage access to career development opportunities external to UCL (e.g., attending conferences, courses)	Reduction in total number of applications to Staff Development Fund since 2019 (34 in 2019 vs 11 in 2022).	<p>Annual Directorate email showcasing the Staff Development Fund.</p> <p>Addition of short case studies on website, with annual updates to illustrate how funds can be used and benefits of applying.</p>	MEDIUM	July 2025	UCLMS Director Divisional Manager	Return to pre-pandemic figures of staff applying to Staff Development Fund (Aim >30 applications per year from all staff).

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
			Low number of applications from PSS Staff (2018-17 vs 1-2022) and especially from Male, PSS staff (2017-3 vs 2022-0).	Monitor access to Staff Development Fund from PSS staff to identify trends and to boost applications from Male staff.	MEDIUM	July 2025	Emma Kelley	Aim minimum of 10 applications annually from PSS staff and at least 1 from Male, PSS staff (Note only 6 Male PSS staff at UCLMS).
STAFF: APPRAISAL								
3.9	p102, p115,	Ensure annual appraisals are being completed in relevant timeframe.	<p>Since AS 2017, drop in appraisals being completed within relevant timeframe for academic staff (94% in 2017 vs 81% in 2022).</p> <p>Drop in appraisal being completed within relevant timeframe for PSS staff (92% in 2017 vs 63% in 2022)</p>	Escalation to UCLMS Director for appraisals not completed within relevant timeframe.	MEDIUM	July 2027	UCLMS Director Divisional Staffing Manager	Aim minimum of 90% of appraisals to be completed annually for all staff. Following mid-point review- aim all appraisals to be completed in relevant timeframe.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
3.10	p96 p102, p115, p125	Encouraging constructive discussions on workload (including flexible working), training opportunities (including uptake of leadership programmes) and career progression for appraisees.	<p>Perceptions highlighted during FG discussions of appraisals being viewed as a 'tick-box' exercise among all staff.</p> <p>Uptake of leadership programmes remains low among Male, Academic staff (2/16, 13%).</p> <p>Reduction in academic staff highlighting constructive discussions on workload (60% in 2017 vs 35% in 2022 UCLMS Staff Survey) and career progression (60% in 2017 vs 30% in 2022 UCLMS Staff Survey).</p>	Encourage Line Managers to engage with appraisee outside of formal appraisal process through regular 'drop in' sessions and a 6 month review meeting to discuss and document workload, career development (including accessing UCLMS leadership programmes especially Male, Academic staff and Staff Development Fund) and scope for promotion.	HIGH	July 2027	Divisional Staffing Manager	<p>Minimum of 70% staff to highlight constructive discussions on workload and career progression in UCLMS Staff Survey.</p> <p>Minimum of 50% of Male, Academics to have undertaken leadership programme by 2027.</p>
				Published menu of UCLMS EDI related activities to be incorporated into Career Development	HIGH	July 2027	Divisional Staffing Manager EDI Committee	Minimum of 70% all staff to undertake Citizenship/EDI activities. Following mid-

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
			Reduction in PSS staff highlighting constructive discussions on workload (60% in 2017 vs 50% in 2022) and career progression (50% in 2017 vs 30% in 2022).	Plan and impact on workload to be discussed.				point review, aim for >80% of staff.
3.11	p102, p115	Providing support for Line Managers.	Uptake of Line Manager training remains low at 20% across the Division. Better support for Line Managers identified in the focus group discussions for both academic and PSS staff.	All Line Managers to complete online training. Divisional Staffing manager to monitor training uptake and send reminders for completion.	MEDIUM	March 2024	UCLMS Director Divisional Staffing Manager	All Line Managers to complete training.
				Staffing Manager/Divisional Manager to hold an additional session annually for Line Managers to discuss best practice.	MEDIUM	July 2023	UCLMS Director Divisional Staffing Manager	More than 60% of Line Managers to attend best practice sessions (Information to be gathered from UCLMS Staff Survey).

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
STAFF: CAREER PROGRESSION								
3.12	p91, p105, p137	Ensure equity of accessing career development opportunities and reduce negative perceptions of career progression, especially among Female, Academic staff.	29% of staff felt women were more disadvantaged in career progression compared to men (42% felt there were no gender differences) in 2022 UCLMS Staff survey. No differences in response seen among Female and Male, Academic staff	Broadcasting of all career development opportunities through Directorate emails and UCLMS Noticeboard. Inclusion of staff development workshop at departmental inset days.	MEDIUM	September 2027	UCLMS Directorate	<10% of staff to identify gendered differences in career progression in UCLMS staff survey.
3.13	p65, p91, p105, p137	Support the career progression of BAME staff for most senior academic leadership roles (MBBS Executive) on MBBS programme	Less than 10% BAME representation in most senior academic leadership roles in UCLMS MBBS (MBBS Executive).	Targeted strategies for supporting BAME staff into senior leadership roles identified through departmental and faculty surveys.	MEDIUM	September 2027	UCLMS MBBS Executive EDI Committee	20% BAME representation in most senior academic leadership roles (this is representative of the BAME representation nationally).

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
3.14	p106	Monitor access to Rani Rawji, SQUID and Changemakers grant and disaggregate data by gender and ethnicity to identify trends and focus targeted initiatives.	No data is being gathered presently by gender and ethnicity on access to these grants. Therefore, specific trends are difficult to analyse.	Data to be gathered by Division and reviewed annually.	MEDIUM	September 2027	UCLMS MBBS Executive EDI Committee	Data to be reviewed annually at UCLMS MBBS Executive meetings and action points to be framed on results.
3.15	p91, p111, p137	For Research Staff- provide active support for research grant applicants.	Area of improvement identified among research staff for securing research grants.	Gather staff feedback from those who were unsuccessful in their application, especially from ECRs, to identify specific action points for improvement. Create a forum for sharing good practice from successful grant applicants.	HIGH	September 2025	RDME Director Asta Medisauskaite Miranda Kronfli	Minimum of <20% research staff to report identify improvement needed on support required for securing research grants.
3.16	p116	Increasing accessibility for secondments out	PSS staff highlighted an inconsistent	Staff to be made aware of the secondment	MEDIUM	September 2026	Kunika Kakuta	Minimum of 70% PSS staff to be aware of

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
		with UCL for PSS staff.	approach on accessing secondment opportunities, especially external secondments.	webpage and encouraged to sign up to the DA Forum Mailing list during induction.				secondments opportunities on UCLMS Staff Survey.
				All appraisals to include section on training and secondment opportunities for PSS staff.	MEDIUM	September 2026	Divisional Staffing Manager	<20% of PSS staff to highlight an inconsistent approach to accessing training and secondment opportunities on annual staff survey.
3.17	p125	Improve perceptions on working flexibly across all staff.	AS 2017 action plan not met to achieve >90% of staff feeling supported with working flexibly (50% of staff felt flexible working would affect their career progression in 2022 UCLMS Staff survey).	Departmental website to be updated with case studies from both Academic and PSS staff working flexibly.	MEDIUM	September 2027	Divisional Staffing Manager	Minimum of 80% staff (both Academic and PSS) to feel supported on working flexibly at UCLMS Staff Survey. <20% of staff to feel that flexible working would affect career progression.

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
WORKPLACE CULTURE: WELLBEING								
3.18	p132	Future UCLMS Staff surveys to gather data on disability and LGBTQ+ to identify if, and where targeted support for ensuring wellbeing was required.	2022 FMS survey gathered data showing poorer rates of wellbeing among LGBTQ+ and those with disability. No data available at UCLMS.	Collect and analyse data on wellbeing from LGBTQ+ and staff with disabilities in UCLMS Staff Survey.	MEDIUM	September 2023	Rima Chakrabarti (Chair) EDI Committee	Specific issues from LGBTQ+ and those with disabilities to be identified and targeted actions to be implemented for supporting wellbeing at UCLMS.
3.19	p113, p132, p149	Promoting staff wellbeing by addressing issues related to workload.	2022 UCLMS staff survey and focus group discussions identified more staff working longer than contracted hours (100% in 2022 vs 52% in 2017) and less happy with their work-life balance (60% unhappy vs 40% in 2017). Difficulties in managing daily schedule and	Email signatures to include details of preferred pronouns, working days and hours and acknowledgement of different working patterns.	MEDIUM	January 2026	Petra Dimmers Divisional Manager	All staff to have personalised email signatures by 2026
				Encourage in-person weekly team meetings to discuss workload and outstanding tasks.	HIGH	September 2026	Divisional Manager	< 20% of staff to identify difficulties in managing workload in annual staff survey. Following mid-point review, aim to improve

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			taking time to have a 'break' due to workload.					further to <10% of staff.
				Wellbeing team to continue implementing weekday lunch-time events focusing on 'switching off' e.g., meditation classes and Line Managers to monitor attendance.	HIGH	September 2026	UCLMS Directorate Wellbeing team	>70% of staff to report being 'happy' with their 'work- life balance' in annual staff survey. Following mid-point review, aim to improve further to >80% of staff.
3.20	p132	Improving staff wellbeing by promoting annual leave among staff, with the aim of taking leave evenly throughout the term to spread workload.	Difficulties with taking annual leave and being able to 'switch off', with staff feeling pressurised to answer emails during annual leave.	Line Managers to review annual leave on a termly basis and targeted emails to be sent to staff with more than 10days of outstanding leave by Term 3.	MEDIUM	December 2023	Divisional Staffing Manager	<10% of staff to have more than 10days of leave by Term 3 (full-time). To be adjusted pro-rata.
				All staff to have 'out of office' replies while on annual leave and any outstanding	HIGH	December 2023	UCLMS Director Divisional Manager	All staff to have 'out of office' replies while on leave with clear message on

Action	Page	Objective	Rationale	Planned Actions	Priority	Timescale	Responsibility	Success Measures
				tasks to be redistributed evenly among other staff.				escalation procedure.
				Line Managers to lead by example and ensure their own annual leave is being taken with 'out of office' replies being applied.	HIGH	December 2023	Divisional Manager	All Line Managers to have 'out of office' replies when on annual leave
3.21	p132	Ensure consistency in celebrating success across the Division	82% in the UCLMS staff survey identified an inconsistent approach to celebrating successes within the department.	Showcase contributions and successes on UCLMS Twitter page and circulate through UCLMS Noticeboard.	MEDIUM	July 2025	Emma Kelley	Minimum of 70% staff to report feeling their successes are recognised in future UCLMS Staff survey.
WORKPLACE CULTURE: BULLYING AND HARASSMENT AND GENDER BIAS								
3.22	p136	Empowering staff to feel more confident in raising concerns and creating an open	Fear of repercussions, that nothing would change and being labelled a	Staff to attend 'Where do you draw the Line' and Active Bystander training	HIGH	September 2025	UCLMS Directorate	>90% staff to attend 'Where do you draw the Line?' training.

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		and inclusive culture.	troublemaker remain the top three reasons for not reporting bullying & harassment in 2017 and 2022 UCLMS staff survey. Similar themes identified in focus group discussions.	with Line Managers to monitor attendance.			Divisional Staffing Manager	
				Creation of a dashboard on departmental concerns, with findings to be presented at Inset day with all details anonymised on how these were managed.	HIGH	January 2024	Divisional Manager Divisional Staffing Manager Asta Medisauskaite	<25% of staff to report feeling uncomfortable with reporting bullying and harassment in staff survey. Following mid-point review, further improvement to <10% staff feeling uncomfortable reporting bullying & harassment.
3.23	p137	Reduce perceptions of gender disparities related to career progression, promotion and salary among female staff members.	UCLMS staff survey identified that 29% of staff felt women were either 'slightly' or 'significantly disadvantaged' in relation to career progression, promotion and salary.	Work with the Faculty EDI team to adopt active measures for enabling career progression and narrow the GPG.	MEDIUM	January 2027	Rima Chakrabarti UCLMS Director Divisional Manager	<10% of staff to report women being 'slightly or 'significantly disadvantaged' in relation to career progression, promotion and salary in annual staff survey.

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HR POLICIES								
3.24	p139	To ensure consistent approach for tackling bullying and harassment across Division.	Promote zero-tolerance approach to bullying and harassment.	UCLMS Director and Divisional Staffing Manager to undertake 'Take the Lead' training and refresh training as required.	HIGH	January 2026	UCLMS Director Divisional Manager Divisional Staffing Manager EDI Committee	'Take the Lead' training to be completed by UCLMS Director and Divisional Staffing Manager and updated as required.
REPRESENTATION ON COMMITTEES								
3.25	p146	Division to continue monitoring departmental committee membership to ensure representative of gender breakdown at UCLMS.	Ensure gender and grade representation on Divisional committees is representative of staff breakdown.	Monitor staff make up across Divisional committees on an annual basis	MEDIUM	September 2027	Divisional Manager Divisional Staffing Manager EDI Committee	Divisional committee membership to be reflective of staff make up at UCLMS (72% Female; 18% Male).

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TIMING OF DEPARTMENTAL MEETINGS AND SOCIAL GATHERINGS								
3.26	p150	UCLMS Directorate to circulate regular 'get-together' events (e.g., coffee mornings) to be held at different days and times to encourage staff to attend.	Lack of in-person events over pandemic. With return to 'normality', networking and social events to resume.	Wellbeing team to implement activities across term at different times and days. Information to be circulated on Teams Noticeboard and monitor uptake.	MEDIUM	January 2025	Wellbeing team	Minimum of 70% staff to report suitable range of social events arranged at various days and times for attendance on staff survey. Following mid-point review, aim for minimum of 80% of staff to report suitable range of events.
OUTREACH ACTIVITIES								
3.27	p159	Identify impact of work undertaken by Target Medicine UCLMS.	No data being gathered presently to monitor impact of Target Medicine activity.	Monitor outcomes of students (admittance onto MBBS programme) attending Target Medicine activities	MEDIUM	September 2027	Target Medicine	>70% of participants attending Target Medicine initiatives are selected onto MBBS programmes.
3.28	p160	Ensure diverse range of speakers	Lack of diversity remains an	Organising committee to	MEDIUM	September 2027	TiME Committee	<10% of participants to

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		at UCLMS Medical Education Conference (TiME).	ongoing issue in medical education and within healthcare. The first medical education conference in UCLMS (TiME) since 2016 took active steps to ensure diversity by gender and ethnicity in speakers selected and topics discussed (1 Female, BAME; 3 Female, white; 2 Male, BAME; 2 Male, white).	ensure speakers are diverse by gender and ethnicity and that a wide range of topical and current issues are discussed to reflect main issues affecting medical education.				report lack of diversity or range of topics discussed at TiME conference are reflective of current climate.