

Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Success criteria and outcome
1. Address gender balance of staff and students					
1.1	Understanding and acting on the pipeline differences between clinical and non-clinical academic pathways	Observed differences in the gender balance of non-clinical staff between Athena grades 1-3 and 4-6	<p>Identification of reasons behind attrition in female non-clinical academics in Athena grade 4 and above</p> <p>Undertaking comparison with comparable departments with a mix of non-clinical and clinical staff in UCL and elsewhere</p> <p>Carrying out qualitative interviews with current non-clinical grade 3 staff, as well as those who have left to take up positions elsewhere to achieve promotion to grade 4</p>	<p>Produce report by May 2019</p> <p>Strategy developed by May 2020</p>	<p>To have produced a report on reasons for attrition and possible solutions using quantitative and qualitative data. Report to include clear recommendations for action.</p> <p>Development of strategy to implement the report recommendations</p>
1.2	Increase proportion of male applicants to and acceptances for the MSc programme	<p>Small numbers of male postgraduate students at MSc level</p> <p>Preponderance of females in psychology undergraduate courses nationally presents a challenge in recruitment</p>	<p>Broaden appeal of MSc to non-psychology graduates (including clinicians) who are more likely to be a gender balanced cohort</p> <p>Tailor existing outreach activities to male audience</p> <p>Increase number of male staff involved in outreach activities</p>	<p>Plan of activities to attract male applicants by start of 2019 MSc student intake round</p> <p>Increase in male applicants and acceptances by 2021 intake round</p>	<p>Plan of activities written, agreed and implemented by those involved in MSc recruitment</p> <p>Increase in the number of male applicants and males acceptances from 15% currently to 20%</p>

			<p>Invite male alumni to talk about their MSc study at open days</p> <p>Liaise with UCL Widening Participation team to assess outreach strategies</p>		
1.3	Investigate PGT completion rates, identifying and acting on any areas of concern	PGT completion rate data (2012-2017) appears to be low, particularly for men	<p>Examine PGT completion rates in detail, providing separate data for different MSc courses. Data on full-time, part-time and modular students to be considered by gender.</p> <p>If low completion rates are confirmed, carry out focus groups to understand drivers and inform subsequent actions.</p> <p>If required, produce action plan to address low completion rates.</p>	<p>Carry out examination of five-year data on completion rates and provide to SAT by October 2019</p> <p>If low completion rates continue to be identified, carry out focus groups in the second term of 2019-2020 academic year</p> <p>If action plan is needed, to be produced by the end of third term 2019-20 academic year</p>	<p>Greater clarity on completion rates across different PGT programmes by gender</p> <p>Strategy with clear goals and milestones produced to address any areas of concern</p>
	Increase transparency of and	<p>Gender balance at senior levels remains fairly static.</p> <p>Staff survey indicates that awareness of how to prepare for promotion is low, with 53% of women and 62% of men reporting that they are aware of how to prepare.</p>	<p>Produce guidelines to enhance knowledge of the promotions process in all academic and research staff, develop guidance on how to prepare and provide support during the promotions process.</p> <p>Create internal promotions panels for junior (to grades 7 & 8) and senior (to grades 9 & 10) promotions.</p>	<p>Guidelines to be drafted by early 2020 and circulated to all staff.</p> <p>Hold initial internal promotions panels in spring (junior) and autumn (senior) 2020 promotions round, and subsequently on an annual basis.</p>	<p>Internal panel held annually for junior promotions</p> <p>Increase in academic and research staff reporting that they are aware of promotion opportunities and how to prepare from current level to 80% with no gender differences</p>

1.4	support for academic and research promotions process.	Staff survey free text comments on lack of transparency in promotions process.	Collect and analyse data on applications and rates by gender and grade. Offer of additional support for unsuccessful applicants.	Commence promotions data collection and analysis from spring 2019 promotions round and annually thereafter. Offer unsuccessful applicants a follow-up meeting with a senior member of staff in order to enhance subsequent applications.	Improved understanding of any differences between application and success rates by gender at different grades, enabling additional actions to be planned and undertaken. Increase in staff reporting that they receive support and encouragement (currently 29%) and appropriate and useful feedback (currently 5%) to 50% with no gender differences.
2. Support for career development					
2.1	Increase number of completed appraisals carried out in a satisfactory manner	2017 staff survey suggests that, though the majority of staff have timely appraisals, the experience for some is less than satisfactory	Reduce number of appraisals not completed on time Mandatory appraisal training for supervisors, with training dates announced in newsletter and internal communications (if insufficient capacity available in UCL courses, bespoke training to be commissioned) Produce newsletter article on the importance of preparing for appraisals aimed at appraisees Expectations about timeliness and impact of appraisals to be covered by Director in face-to-face induction with new staff	Data on appraisal completion to be discussed at each SAT meeting, with areas of concern conveyed to Division Executive for action Mandatory training to be completed by all appraisers by May 2020 Article written (and endorsed by Director) for summer 2018 newsletter	Increase number of appraisals recorded as having been completed within 1 year to 100%. All staff with line management responsibility to have received appraisal training Appraisal article to feature prominently in newsletter, and also displayed on Athena noticeboard for greater reach All new staff report understanding of appraisal in induction programme feedback

				<p>Item added to new termly face-to-face induction programme with effect from summer 2018 session</p> <p>Additional question on satisfaction with appraisal added to Division staff survey from autumn 2018 and retained thereafter</p>	<p>Question added to Division staff survey on overall satisfaction with appraisal process. Benchmark and aspirational target on increased satisfaction to be established with data resulting from 2018 survey</p> <p>Numbers of staff reporting they are satisfied or very satisfied with the appraisal process to increase from benchmark of 47% to 75%</p>
2.2	Provide PDRAs opportunities to improve their career-related skills	Staff survey suggested that some PDRAs felt they were not given enough opportunities to obtain new skills or enhance capabilities, e.g. grant writing, supervision of students	<p>Commitment to “invest in people” by continuing with actions such as early careers researchers group; travel and training funds; support to obtain competitive bridging funding for those who are waiting to hear about fellowships or whose award has not started yet</p> <p>Liaison with UCL Organisational Development to identify training opportunities relevant to PDRAs</p> <p>Promote relevant training to staff using Athena noticeboard and newsletter (including testimonials from staff who have attending these courses and felt them to be beneficial to career prospects)</p>	<p>Support for PDRA group, travel, training and bridging funds ongoing</p> <p>Liaison with UCL Organisational Development to identify training opportunities relevant to PDRAs by September 2018</p> <p>Promotion of training and MSc opportunities by December 2018</p>	<p>Responses to the annual Division staff survey question about whether career progression is usefully discussed in appraisal to increase from current 66% agreeing with statement to 80%</p> <p>PDRAs reporting being included in activities such as grant applications, peer review and networking meetings via feedback collected by early career researcher group</p>

			Newsletter article on opportunities available as part of Division MSc including teaching, leading journal clubs and student supervision with clear links articulated between these activities and staff career progression.		
2.3	Improved awareness and uptake of mentoring schemes for all staff	<p>The 2017 staff survey revealed that some pre-doctoral staff would find mentoring helpful in planning their career</p> <p>The FBS mentoring scheme for PS staff launched in early 2018; uptake by Division PS staff to date has been limited</p>	<p>Publicise extension of Division mentoring scheme to grade 1 staff.</p> <p>Division mentoring scheme lead to attend RA group meeting to publicise mentoring opportunities</p> <p>New mentoring opportunities for PS staff to be highlighted at all-staff meeting and in newsletter.</p> <p>Division handbook updated to highlight mentoring opportunities for all staff groups</p> <p>Information about mentoring schemes (Division and FBS) included in new face-to-face induction programme</p>	<p>All actions to take place during 2018/19 academic year and repeated as needed.</p> <p>Increases in percentage staff participation by 2022</p>	<p>Increase awareness of mentoring availability to 90% in Division staff survey</p> <p>50% of grade 1 staff joining Division mentoring scheme</p> <p>20% of PS staff joining FBS mentoring scheme</p>

2.4	Increase in numbers of staff encouraged to take up career development and continuous professional development activities	The issue has been identified as important by respondents to the staff survey; it appears that responses of individual research group leads has been variable across the Division. A more equitable and uniform approach is required, with due consideration given to role responsibilities, training needs and skill development as per probation report and appraisals	<p>Clear communication that staff are expected and entitled to attend a minimum of three training sessions per year.</p> <p>Updating of staff handbook to include details of training opportunities available at UCL, via Division peer-run groups and by attendance (with prior arrangement) at relevant MSc lectures</p> <p>Promotion of new Division travel and training funds for early career researchers</p> <p>Audit of responses on appraisal cover sheets regarding whether appraisee's career development has been discussed</p> <p>Provide data on the number of staff undertaking part-time MSc or PhD within the Division</p>	<p>Staff handbook updated and distributed to all staff with covering email highlighting training expectations and opportunities by July 2018</p> <p>Promotion of new Division travel and training funds via staff newsletter and Athena noticeboard by autumn 2018</p> <p>Audit of appraisal cover sheets for a six- month period starting September 2019. Repeated for same time period in 2020 and 2021</p> <p>Data to be produced locally in October of each year from 2019.</p>	<p>Increase percentage of staff reporting that they have been encouraged to undertake CPD activities in the previous 12 months from current 58% to 80% with no difference between genders</p> <p>Add question to Division staff survey to collect data on awareness of UCL training, Division peer-run groups, opportunities to attend MSc lectures and Division travel and training funds</p> <p>Benchmark on appraisal cover sheets as to whether career development has been discussed to be established with data resulting from 2019 audit. Aspirational target for improvement set, communicated to all staff, and monitored in subsequent audits</p> <p>Data produced consistently and reviewed by SAT.</p>
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			Staff feedback obtained on the effectiveness and impact of training opportunities.	Free text item added to staff survey on training effectiveness in 2019.	Greater clarity on which training staff find most helpful and promotion of these courses through the staff newsletter
2.5	Increased promotion and understanding of flexible and part-time work	Whilst 70% of staff work in a type of flexible working and 11.5% tell us that they feel they would be supported if they chose to do so, more than 1:3 report that they do not know whether or how it would impact their careers and 1:5 think that it would affect their progression	Staff handbook updated with clear information about options for flexible working and how to apply Seminars held on flexible working; to include testimonials of staff in flexible working arrangements (including those who have successfully applied for promotion) and information on UCL policy supporting part-time staff applying for promotion Hold focus groups with staff currently accessing flexible working as well as with academic, research and PS staff not working flexibly to identify any issues or barriers. Produce report on flexible working, including recommendations on processes for applying for and recording flexible working.	Staff handbook to be updated by July 2018 Inaugural promotion seminar to be organised prior to 2019 promotion round Focus groups to be held during 2018-19 academic year. Report produced by the end of 2018-19 academic year with recommendations implemented by September 2019	Statements supporting flexible working and the UCL Work Life Balance Policy are included in the Division handbook Seminar held according to plan, with additional seminars organised if needed Report considered by SAT and Exec, with agreed recommendations implemented and promoted to all staff Increased numbers of staff either working flexibly or reporting that they would feel able to do so from 81.5% to 90%.
	Improve awareness of	Staff on fixed-term contracts report that it would be helpful to have a better understanding	Improve recording of leavers to include those redeployed within the Division and elsewhere at UCL. Ensure that Division posts available in redeployment are circulated via all-staff email.	Recording of leavers and circulation of posts in redeployment to be discussed with HR lead, with new processes implemented by September 2019.	Item added to staff survey to identify current level of knowledge of redeployment process. Aspirational target set for increased awareness in subsequent surveys.

2.6	improve awareness of redeployment processes and opportunities	to have a better understanding of redeployment processes, and improved circulation of information on upcoming posts within the Division	<p>Produce article for staff newsletter on redeployment process, including case study of someone who has successfully gained a position through redeployment.</p> <p>Produce standing item for staff newsletter on new grants awarded so that staff are aware of upcoming opportunities.</p>	<p>Newsletter article on redeployment case study to appear in autumn 2019 edition.</p> <p>Newsletter item on new grants awarded to appear in summer 2019 edition and then repeated each term.</p>	increased numbers of staff retained within the Division or finding redeployment within UCL (Reasonable goal?)
3 Division organisation and culture					
3.1	Reduce staff reports of experiencing and/or witnessing bullying and harassment, and increase staff reporting positive resolution of any reported incidents	Twelve per cent of staff reported of having been subjected to or having witnessed behaviours that could be considered bullying or harassment (level similar to UCL and FBS survey findings)	<p>Mandatory 'Where do you Draw the Line' training for all supervisors</p> <p>All other Division staff invited to attend 'Where do you Draw the Line' training in order to extend understanding and enable staff to recognise and challenge inappropriate behaviour</p> <p>Staff handbook updated to contain clear information on reporting unacceptable behaviour and details of new Division Dignity at Work Advisors</p> <p>Clear expectations about behaviour delivered by Director as part of new face-to-face induction programme</p> <p>Anonymised discussions of any reported incidents at SAT and Division Executive meetings</p>	<p>'Where do you Draw the Line' workshops delivered throughout 2018/19 academic year with further workshops to be arranged as needed</p> <p>Staff handbook updated and redistributed to all staff by July 2018</p> <p>Item added to new termly face-to-face induction programme with effect from summer 2018 session</p> <p>Standing item on reports of bullying and/or harassment added to SAT and Executive committee agendas with effect from autumn 2018</p>	<p>Reduction in staff reporting experiencing or witnessing bullying or harassment below 10%</p> <p>Increase in staff reporting resolution of instances of bullying or harassment to their satisfaction to 75%</p>

3.2			<p>Discussion of workload pilot data at SAT and Executive committees</p> <p>Presentation of pilot findings to Advisory Group and all-staff meeting</p> <p>Communication by Director regarding expectation of a) annual completion of model and b) discussion of model in individual appraisals</p>	<p>Detailed analysis and discussion of 2018 pilot data by SAT and Executive committees by September 2018</p> <p>Presentation of pilot findings to December 2018 all-staff meeting</p> <p>Article to appear in early 2019 edition of staff newsletter to communicate expectations for completion and use of workload model</p> <p>Model to be circulated in February 2019 and annually thereafter</p>	<p>Workload model completed by over 80% of academic staff grade 3 and above</p> <p>Action taken to redress any identified gender imbalance in assignment of different roles (e.g. teaching/research/administration)</p> <p>Any remedial actions communicated to staff.</p> <p>Improved responses in annual survey to questions on whether staff perceive Division to have a clear and transparent way of allocating workload (increase from current 58% to 75%), and whether workload is usefully discussed in appraisal (increase from current 52% to 75%)</p>
			<p>Contribute to faculty efforts to develop prospective workload allocation model.</p>	<p>SAT lead to convene faculty working group to discuss and develop a workload allocation model for academic staff in line with Athena Forum recommendations.</p>	<p>Faculty workload allocation model agreed and piloted by September 2020.</p>

3.3	Share good practice with and learn from other faculties and departments/divisions at UCL and elsewhere	Attending and contributing to faculty, UCL and wider Athena events (helps to embed Athena principles, enables sharing and learning from good practice, and maintains motivation)	<p>Athena to feature as a standing item in Executive committee and Advisory group in order to demonstrate to staff Athena principles in action</p> <p>Continue active participation in the FBS UCL Athena networks</p> <p>Take part in reciprocal peer review of applications and progress on actions with IoPPN</p>	Rolling programme of engagement activities monitored biannually by SAT	<p>Monitoring level and impact of outreach activities</p> <p>Add free text questions about Athena principles to Division survey to collect opinions of its impact in staff practice</p>
3.4	Monitor and review gender balance data, with a particular focus on resolving any discrepancies between centrally-held and local data	Not all data required to assist with action planning and initiatives is available; data collected centrally is not always confirmed at local level	<p>Queries raised with new UCL Athena lead with respect to data on intersectionality, classification of professional services staff and shared parental leave</p> <p>Once data clarified, reviewed locally by SAT on a quarterly basis</p> <p>Key indicators agreed, with data on these posted on newsletter and Athena noticeboard</p> <p>Develop PhD student survey to supplement data collected by staff survey</p>	<p>Data queries resolved with UCL central services by June 2019</p> <p>SAT to begin quarterly data reviews with effect from September 2018</p> <p>Communication of key indicators to commence September 2019</p> <p>PhD student survey to be sent out at the same time as staff survey starting in June 2019 and continuing on an annual basis.</p>	<p>Identification and resolution of discrepancies between central UCL and Division data</p> <p>Quarterly reporting and interrogation of data by SAT with areas of concern escalated to Executive</p> <p>Greater understanding of PhD student experience on key indicators, allowing for development of student-focused action plan items as required.</p>
			Develop agreed definition of activities which constitute outreach	Definition of outreach activity agreed and information circulated to staff by September 2019.	System for recording outreach in place and in use by staff (need measurable outcome)

3.5	Create system for recording outreach activity undertaken by staff, to include information on the gender of staff undertaking outreach and of attendees at events.	No system currently exists to record outreach activity	<p>Creation of an online system to enable staff to record outreach activity</p> <p>Proactive monitoring of DoP Twitter feed to identify outreach activities not already recorded</p> <p>Create an annual prize for outreach [feedback indicated need to provide evidence on how outreach is rewarded]</p>	<p>Online system for recording outreach activity created by the end of 2019.</p> <p>Member of staff or PhD student identified to monitor Twitter for outreach activities by the end of 2019.</p> <p>First annual prize for outreach awarded at the end of 2019-20 academic year.</p>	<p>Outreach activities identified through social media recorded (need measurable outcome)</p> <p>Scope and any financial award of annual prize defined and award made annually.</p>
3.6	Further develop the governance of the SAT, including review of membership, allocation of action plan leads and the formation of working groups	<p>Improved clarity of governance arrangements to enhance reporting to Division Exec committee, resulting in greater understanding of action plan amongst senior staff</p> <p>Creation of action plan leads will enable transparent allocation of workload for SAT members</p>	<p>Membership of SAT reviewed, with applications for new members invited to fill any identified gaps in representation.</p> <p>SAT terms of reference updated to reflect new membership and range of activities</p> <p>SAT lead reports on action plan progress as a standing item at each Exec meeting</p> <p>Leads identified for all action plan items from within SAT</p> <p>Leads appoint gender balanced working groups with representation from students and PS staff as well as academic and research staff</p>	<p>Membership review of SAT completed by the end of March 2019.</p> <p>Terms of reference reviewed and updated by the end of May 2019.</p> <p>Leads identified by the end of March 2019.</p> <p>Working groups members identified and groups convened by the end of May 2019.</p>	<p>SAT membership expanded as needed to ensure gender balance and representation of staff and student groups proportionate to the Division</p> <p>Terms of reference accurately reflect the objectives of the SAT as well as reporting arrangements to Exec</p> <p>Leads identified and engaged in delivery of action plan.</p> <p>Working groups which reflect the gender balance of the department created to enable delivery of action plan.</p>

		Division staff and students not currently engaged in Athena Swan activities will have the opportunity to contribute to action plan objectives through working groups	Instigate rolling programme of reports from leads to monthly SAT meetings.	Programme of reporting by action plan leads to SAT meetings initiated by April 2019.	Early identification of barriers to action plan delivery to enable prompt resolution.
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