**Athena Swan Bronze Award 2024 – Action Plan.**

SCEDTs Action Plan is summarised below. Each group of actions has been defined, based on the themes identified in our Self-Assessment process to address the Areas for Development (AFD) and Good Practice (GP) identified.

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| Good Practice 1 (GP1) | Range and breadth of EDI Activity within SCEDT to promote greater engagement within our disciplines and to make the environment in our disciplines more inclusive |
| Good Practice 2 (GP2) | Flexibility built into SCEDT’s implementation of TU policy to support all staff groups maintain work life balance |
| Good Practice 3 (GP3) | Range and breadth of inclusive promotional activities and material for our subjects and programmes |

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| Area for Development 1 (AFD1) | Develop initiatives to increase sense of belonging to SCEDT community and thus improve working environment for all. |
| Area for Development 2 (AFD2) | Create opportunities for face-to-face interaction and ensure that all staff groups are represented in SCEDT internal communications and meetings. |
| Area for Development 3 (AFD3) | Develop measures to attract a broader range of applicants for all posts within SCEDT and continue to monitor application pipelines on an Annual Basis |
| Area for Development 4 (AFD4) | Improve the experience of staff in the PDPR Process to ensure that all staff are supported in career development |
| Area for Development 5 (AFD5) | Raise awareness of the Academic Promotions process for all routes to increase the diversity of applicants |
| Area for Development 6 (AFD6) | Identify and address specific barriers to promotions and support all staff who wish to progress with staff development and mentoring |
| Area for Development 7 (AFD7) | Identify issues that impact on the staff working environment and ensure relevant measures are in place. |
| Area for Development 8 (AFD8) | Review the use of fixed term contracts to identify ways to provide greater security for these staff, and ensure they are subject to the same level of communication and induction as other staff |
| Area for Development 9 (AFD9) | Improve the availability of data and insights on gender split across different feeder routes in recruitment to develop targeted action plan |
| Area for Development 10 (AFD10) | Review all available data relating to the attainment gap and apply measures to improve the attainment of underperforming student groups e.g. male undergraduate students |

A Theory of Change model is then used to ensure the actions link and provide a framework for facilitating, realising and measuring change. The early stages of the Theory of Change are predominately enabling actions to facilitate change, with the later actions focussed in delivering impact. The Stage 5 actions provide a natural point for evaluation aligned to the Bronze award timeline, in preparation for the next submission.

**Theme 1: Removing Barriers**

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| **Aim:** Barriers are to be identified and addressed that impact on gender and equality in staffing. This work will take place in two sub-themes:  1.1 Increasing the diversity of applicants for staff vacancies (AFD 3) e.g. increasing the proportion of applications by women  1.2 Improving opportunities for staff progression and career development (AFD4, AFD5, AFD6) e.g. the smaller proportion of women applying for promotion  1.3 Reducing the impact of staffing issues (e.g. staff absence or unfilled posts) on the ability to engage in career progression, particularly those that have the potential to have a gender specific impact (AFD7, GP2) e.g. the impact of staff absence in the predominantly female administrative team | | | | | |
| **Theory of Change Model:** | | | | | |
| **Sub-Theme 1.1 – Increasing the diversity of applicants for staff vacancies**  Staffing data indicates that action is needed to improve the range of applicants for posts to ensure female and non-binary applicants are well represented in the applicant pool (AFD3). Focus areas include addressing the promotion channels for vacancies, reaching appropriate numbers of under-represented groups, promoting the School as an attractive place to work for everyone.  **Stage 1 – Annual Review Points Established to Interrogate Data and Identify Barriers** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.1 | Establish annual review point for staff recruitment pipeline data to review gender splits in applications, shortlists and appointments. | Initial Review in December 2024 with Annual review thereafter. | School Management Team | Annual Review of Staff Recruitment Data each December | Action plans to be made, reviewed and evaluated on an annual basis following review of data (see actions 1.5 and 1.6) |
| **Stage 2 - Develop evidence driven action plans to address barriers** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.2 | Review and identify relevant Networks to promote vacancies to underrepresented genders | Initial List of networks identified in December 2024. Annual Review thereafter. | School Manager, Heads of Departments | Annual Review of staff recruitment channels each December. | Success measure: Percentage of academic and technical vacancies promoted in gender specific networks by 2025  Target:  December 2025: 100% |
| 1.3 | Produce and use case studies for successful minority gender colleagues in main areas of school activities to be used for promoting vacancies. | January 2025 | School Management Team/Self Assessment Team | Case studies to be developed 2025 – 2026 for roll out to all areas. | Success Measure: Case Studies Developed.  Target: Case studies in place for 50% of areas by December 2025 and all areas by end of award period. |
| **Stage 3 - Enact action plans with regular monitoring by key leadership stakeholders and SAT** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.4 | Advertise Academic and Technical Vacancies in relevant sector networks | January 2025 onwards | Heads of Department  School Manager  Human Resources | Review points – December 2025 onwards | Success Measures:  1)Collect data to establish number of minority gender applicants who have been reached via identified networks via survey/inbuilt questions in applications.  2) Improvement in number of applications from female and non-binary applicants  Targets:  Annual increase in number of female and non-binary applicants being reached via networks during period of the award.  Increase in applications from female and non-binary applicants in all areas by end of award period |
| **Stage 4 – Continuous data collection against defined indicators of success** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.5 | Annual Review of Staff Recruitment Pipeline | September 2025 onwards | School Management Team | Annual review | Success Measures:  Annual documented report and evidence indicating success or otherwise of measures documented above. Revisions to action plan where required. |
| **Stage 5 - Review of progress and evaluation of data as part of iterative cycle.** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.6 | Review staff recruitment pipeline against latest sector benchmarks using HESA Staffing data | Beginning of fourth year of award period | School Management Team | Annual review of recruitment pipelines as documented in action 1.1 above | **Success Measure:**  Number and proportion of appointments to academic and technical posts from female and non-binary applicants.  **Target - All subjects/areas to be above sector measures for new appointments by end of award period.** |
| **Sub-Theme 1.2 - Improving opportunities for staff progression and career development**  Data indicates that there are gender inequalities in the number of staff applying for promotion. The range of opportunities for staff in some groups e.g. Administration and technical, are not well defined leading to a gender effect given these groups are predominantly comprised of specific genders.  **Stage 1 - Annual Review Points Established to Interrogate Data and Identify Barriers** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.7 | Identify potential and likely progression routes for all PTO staff roles within SCEDT to include opportunities that might exist elsewhere at TU and identify/act on any gaps | July 2024 | School Registrar and School Manager | Annual review of potential progression and forward planning of staff development needs to ensure staff within the school develop and have potential progression opportunities. | Career pathways that do not have a clear progression route and skills gaps will be identified for further development.  Where appropriate Staff development will be provided to support staff in preparing for next career stages |
| **Stage 2 - Develop evidence driven action plans to address barriers** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.8 | Identify experienced staff to act as mentors and provide workload time to support staff who with to progress towards promotion | January 2024 | Heads of Departments, School Registrar, School Manager. | Annual Review of mentorship arrangements | Annual increase in number of staff available to act as mentors  **Milestones – annual review each January**  **Target: Adequate mentors in place to allow all staff to be mentored by end of award period.** |
| **Stage 3 - Enact action plans with regular monitoring by key leadership stakeholders and SAT** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.9 | Assign mentors to all incoming staff during induction | January 2024 | Heads of Departments, School Registrar, School Manager | Annual Review | New staff have easy entry to the department and can develop and progress more rapidly leading to annual increase in staff retention.  Target – 20% reduction in number of staff leaving during first 2 years of employment over the award period. |
| 1.10 | Establish Personal Development Planning Review (PDPR) reviewer network within SCEDT and ensure members have access to basic information on staff development opportunities and awareness of potential progression routes | March 2024 | School Manager | Annual briefings to PDPR reviewers  Annual feedback to be collected from all staff re. the effectiveness of PDPR. | Improved readiness for PDRP process for reviewers and improved feedback on PDPR in subsequent culture surveys and focus groups.  Target: qualitative analysis to show improvement in staff perception of PDPR process. 90% of Staff to respond positively to PDPR questions in culture survey/focus groups by the end of the survey period. |
| 1.11 | PDPR reviewer to receive annual briefing from Dean and School Manager to provide explicit guidance and discuss long-term career development and priorities for promotion. | May 2024 and annually thereafter | Dean/School Manager | Annual Briefings | All PDPRs have focus on professional development leading to improved feedback on PDPR in subsequent culture surveys and focus groups. |
| **Stage 4 – Continuous data collection against defined indicators of success** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.12 | Annual review of academic promotion applications/success by gender | September 2024 | Self-Assessment Team  School Management Team | Annual Reviews | Aim: annual improvement in gender balance at all stages in the academic promotion process  Targets – 25% of applicants for promotion to professor/associate professor to be from female applicants by the end of the award period. |
| 1.13 | Monitor Engagement with mentoring | September 2024 onwards | Self-Assessment Team | Termly review by Self-Assessment Team | Ensure that all new staff and all staff seeking promotion are receiving mentor support |
| **Stage 5 - Review of progress and evaluation of data as part of iterative cycle.** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.14 | Review of staff promotion and barriers to progression based on the data collected and annual culture surveys based on Athena Swan core questions. | Beginning of fourth year of award period | School Management Team | Annual review of promotion cycles as documented in action 1.14 above | **Success Measure:**  Percentage of promotions to academic and technical posts by gender.  **Target :** Promotions from minority genders to be equal or exceed the gender ratio in the population |
| **Sub-Theme 1.3 Reducing the impact of staffing issues (e.g. staff absence or unfilled posts) on the ability to engage in career progression, particularly those that have the potential to have a gender specific impact**  Feedback in the engagements with staff during the data collection phase suggests that staffing issues e.g. cover for absence may impact the predominately female administrative staff and staff with caring responsibilities disproportionately.  **Stage 1 - Annual Review Points Established to Interrogate Data and Identify Barriers** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.15 | Complete staffing matrix for technical team to identify areas of vulnerability to staff absence | January 2024 and then annually thereafter | School Manager | Annual review of staffing matrix by key groups e.g. School Management Team | Cover arrangement put in place to reduce impact of staffing issues  Success measure: staff feedback via culture survey/focus groups – qualitative analysis.  Target – 80% of staff to respond positively regarding how staff absence is covered by the end of the award period. |
| **Stage 2 - Develop evidence driven action plans to address barriers** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.16 | Use evidence collected in action 1.15 above to generate staffing contingency plans that ensure that any gender based inequalities are minimised | December 2024 and annual review thereafter | School Registrar and School Manager | Annual review of staffing contingency plans | Measure of success – contingency plans in place to support reduction of impact of staff absence. |
| **Stage 3 - Enact action plans with regular monitoring by key leadership stakeholders and SAT** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.17 | Enact staffing and contingency plans to ensure that all essential functions are maintained during absence and gender-based inequalities are minimised | December 2024 and annual review thereafter | School Registrar and School Manager | Monthly reporting of staffing issues to SMT and Athena Swan SAT | Minimised impact of staffing issues on school operations and fair redistribution of work. |
| **Stage 4 – Continuous data collection against defined indicators of success** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.18 | Establish record keeping mechanism for staff absence cover | September 2024 onwards | School Manager  School Management Team  Self-Assessment Team | Monthly data collection and annual review and oversight by SMT and SAT. | Data available to identify any individuals or groups who are disproportionately impacted by staff absence cover. Changes to be made to staff cover plans to address inequalities |
| **Stage 5 - Review of progress and evaluation of data as part of iterative cycle.** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 1.19 | Review of staff promotion and barriers to progression due to staffing absence based on the data collected and annual culture surveys based on Athena Swan core questions. | Beginning of fourth year of award period | School Management Team | Annual review of promotion cycles as documented in action 1.14 above | **Success Measure:**  Percentage of promotions to academic and technical posts by gender.  **Target :** Promotions from minority genders to be equal or exceed the gender ratio in the population |

**Theme 2: Culture of Belonging**

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| **Aim:** Improve the culture of the school to promote a sense of belonging amongst all staff by developing the School’s identity (AFD1 and AFD2). This will improve the working environment for all and address the lower sense of belonging reported by male staff. | | | | | |
| **Theory of Change Model:** | | | | | |
| **Stage 1 - Identify opportunities for cross school working and greater interaction between teams** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 2.1 | Identify focus areas for interdisciplinary projects across the three departments of SCEDT and provide support | May 2024 and Annually | School Research and Innovation Subcommittee  School Enterprise and Business Engagement Subcommittee | September each year – list of interdisciplinary focus areas  February each year – interim review of projects/work in these areas  July each year – annual review to inform plans for the next year. | Annual increase in %age EKE and R&I time devoted to cross school activities and improvement in gender diversity in these activities  **Target – Engagement in these activities by gender to match ratios in population of academic staff in School by the end of the award period.** |
| **Stage 2 - Identify key supporting mechanisms e.g. face to face meeting and networking opportunities and applications of digital platforms e.g. MS Teams** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 2.2 | Dean of School and Associate Deans to hold regular (termly) surgeries for staff to discuss suggestions for enhancement or issues they may have | March 2024 and termly thereafter | School Management Team | Termly Surgeries | Timetable in place for regular surgeries leading to annual improvement in responses to Culture Survey questions on feeling of value  Target – 50% reduction in negative/neutral responses in Culture suvey snapshot to questions relating to value in culture survey |
| 2.3 | Improve value of SCEDT MS Teams space to promote belonging, e.g through hosting School Briefings, Good News publications and recordings of research seminars | December 2024 | School Management Team | Briefings on Teams from start of 24/25 AY  All archive content provided by December 2024 | Recordings in place for important meetings leading to wider engagement with cross school communications and improved qualitative feedback in culture survey and focus groups |
| **Stage 3 - Enact action plans with regular monitoring by key leadership stakeholders and SAT** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 2.4 | Provide mechanisms to allow staff to submit questions/areas of concerns ahead of school briefing events | June 2024 and twice termly thereafter | School Management Team | Mechanism to be adopted using MS Forms | MS Teams forms created for gathering questions in advance for all School Briefings |
| 2.5 | Establish programme of non-work-related staff groups e.g. sports teams, interest groups. To include the opportunity for staff to create their own groups to ensure inclusivity | June 2024 | School Manager  School Management Team | Annual review of school interest groups | Target: at least 5 School Staff Interest Groups established during the Award Period. |
| 2.6 | Establish staff social programme with at least two School social events in place each year during core working hours to ensure all staff can engage. | May 2024 | School management Team | Annual review of activity | Improved collective relations and annual increase in positive qualitative feedback in culture surveys/focus groups |
| 2.7 | Ensure that all staff groups are represented in Good News publications through targeted emails to managers of under-represented groups. | January 2024 and ongoing thereafter | Dean  Associate Dean/Principal Lecturer Marketing and Recruitment | Monthly good news publications | Annual review to assess representation and diversity in good news publications |
| 2.8 | Establish regular away days and ensure they include time to discuss workplace culture and work-life balance, with follow-up actions introduced. | June 2024 and ongoing thereafter | School Management Team | Annual programme of away days | Each member of staff has opportunity to attend at least two away days per year |
| **Stage 4 - Repeat Athena Swan Culture Survey annually and deploy other data collection processes as required.** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 2.9 | Repeat Culture Survey and Focus groups to investigate staff perceptions on the changes | April 2024 | Self-Assessment Team | Annual data collection and review | Targets: Annual improvement in culture survey responses in core question areas to achieve a 50% reduction in negative or neutral responses in each theme within the culture survey. |
| **Stage 5 - Review of progress and evaluation of data as part of iterative cycle.** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 2.10 | Final review of inclusivity and belonging within SCEDT | Beginning of fourth year of award period | School Management Team | Collection of data on an annual basis to inform final review | Success Measure: sense of belonging reported in culture survey, supported by contextual data collected throughout the period  Target: Improvement in positive responses to belonging question in sense of belonging and achievement of gender parity in responses |

**Theme 3: Addressing Gender Inequalities**

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| **Aim:** Work to address gender inequalities in student recruitment (AFD9) and attainment (AFD10) building on existing good practice (GP3) | | | | | |
| **Theory of Change Model:** | | | | | |
| **Stage 1 - Embed review of student recruitment and attainment by gender and other EDI characteristics in annual processes** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 3.1 | Review availability of data on taught course application pipeline and report to SAT | March 2024 and annually thereafter. | Associate Dean and Principal Lecturer Marketing and Recruitment | Identification of gaps in available data  Liaison with appropriate central teams to ensure these are | Improved data availability including gender splits at all stages of applicant pipelines leading to targeted plans and annual improvement in gender representation of taught course applications  **Milestones: Annual review each March** |
| **Stage 2 - Associate Deans for Learning and Teaching, and Marketing and Recruitment to provide annual action plans to School Committees and SMT** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 3.2 | Gender student recruitment data analysed by geographical area and grade attainment to establish minority genders, their baseline application proportion and to inform future targeted outreach. | December 2024 and annually thereafter | Associate Dean and Principal Lecturer Marketing and Recruitment,  School Student Learning and Experience Subcommittee | Annual review each December | Data report by geographical area leading to targeted plans and annual improvement in gender representation of taught course applications  Target: 20% improvement in proportion of applicants from minority genders based on baseline established in this analysis. |
| **Stage 3 - Enact action plans with regular monitoring by key leadership stakeholders and SAT** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 3.3 | Support for outreach programme, with doctoral students leading science experiments for local school children | October 2024 | School Research and Innovation Subcommittee, Principal Lecturer Research and Innovation  Associate Dean/Principal Lecturer Marketing and Recruitment | Annual outreach plan in place. | Annual increases in school engagements.  Target: 20% increase in engagements across the period of the award. |
| **Stage 4 - Work with key University stakeholders to ensure that relevant data is available through reporting systems** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 3.4 | Review attainment by gender at course level and identify courses where there is a statistically significant attainment gap and creation of targeted action plan. | July 2024 and annually thereafter | Associate Dean (Learning and Teaching)  Self-Assessment Team | Annual review each July | Clear understanding of areas of provision in the School where attainment gaps exist leading to creation of a targeted action plans |
| 3.5 | Carry out data analysis on target courses to identify Gender differences in academic background of students, uptake of Additional Support Plans and Value added metrics | October 2024 | Associate Dean Learning and Teaching, Principal Lecturers (Learning and Teaching), Course Leaders. | Annual Review each July | Rich picture formed of the nature of the attainment gaps that occur and the factors that affect them leading to targeted action plans and a 50% reduction in the gender attainment gap across the duration of the award. |
| 3.6 | Launch seed corn pedagogic projects for course and module teams to apply for funding/workload relief for projects targeting particular issues | January 2025 | Associate Dean (Learning and Teaching) | Annual launch of seedcorn projects  Annual review of project work undertaken | Five seedcorn pedagogic projects through the award period targeting gender equality issues |
| **Stage 5 - Review of progress and evaluation of data as part of iterative cycle** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/Impact** |
| 3.7 | Final Review of student recruitment and attainment and the impact of the measures above | Beginning of fourth year of award period | School Management Team | Collection of data on an annual basis to inform final review | Success measure: Review of measures taken on student recruitment and attainment to identify what has worked and to inform creation of action plans and targets for the next award period. |

**Theme 4: Athena Swan Principles**

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| **Aim:** Work to embed Athena Swan Principles and the wider range of EDI considerations in all areas of SCEDT’s activity building and developing on existing good practice (GP1) and reducing the impacts of casualisation (AFD8) | | | | | |
| **Theory of Change Model:** | | | | | |
| **Stage 1 - Identify key Athena Swan and EDI Principles** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/ Impact** |
| 4.1 | Review Athena Swan Principles and Map clearly to key school Aims and objective | September 2024 with annual review thereafter | Self-Assessment Team | Initial mapping and regular update | Clear contextualised principles promoted to staff to boost engagement and awareness - to be qualitatively evaluated via Culture Survey and focus groups |
| **Stage 2 - Embed Athena Swann and EDI Principles in key communications, meetings and reports** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/ Impact** |
| 4.2 | Establish Athena Swan Channel within School Space in Microsoft Teams | December 2024 | Self-Assessment Team | Space established | All members of school to access and review Athena Swan principles |
| 4.3 | Ensure that Athena Swan actions are reported on at each School briefing | January 2024 and termly thereafter | Self-Assessment Team  School Management Team | Regular School Briefings | Increased awareness of Athena Swan actions indicated by focus group responses |
| 4.4 | Introduce School awards to recognise 'excellent' contributions to Athena Swan activities. | Sept 2024 | School Management Team  Self-Assessment Team | Annual Awards | Ten members of staff receiving recognition for their contribution to Athena Swan activities during the award period. |
| 4.5 | Develop a training and development programme for members of the Self-assessment team covering topics such as casualisation and intersectionality, and their potential for gendered impacts. | May 2024 | Self-Assessment Team | Annual training programme | Annual training delivered with 90% positive feedback to be collected from SAT members. |
| 4.5 | Staff to refresh regularly to complete EDI training on implicit bias and stereotype threat in preparation for the self-assessment. | September 2024 and annually thereafter | Human Resources  School Management Team  Self-Assessment Team | Annual review of training uptake linked to PDPR | 100% of staff to engage in required training schedule |
| **Stage 3 - Athena Swan Principles included in all major committee meetings** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/ Impact** |
| 4.6 | All School Committees to include Athena Swan as an agenda item, to be reported back to SAT. Reports should address all key themes including casualisation and measures to manage this, as well as actions to identify and address gender based issues. | September 2024 onwards | School Committees  Associate Deans  Self-Assessment Team | All committee meetings | Regular discussion and key outcomes collected from across school operations providing the Self-Assessment Team with a clear evidence base |
| **Stage 4 - All School groups and committees to report annually on Athena Swan Principles** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/ Impact** |
| 4.7 | All School Committees to provide SAT with brief summary of EDI relative output after each meeting for regular review | September 2024 onwards | School Committees  Associate Deans  Self-Assessment Team | All committee meetings | Collated feedback received by SAT providing an oversight of the work across the school |
| 4.8 | Review curriculum content in programmes to ensure alignment with benchmark statement/ PSRB guidance for EDI | September 2026 | Associate Dean (Learning and Teaching)  School Student Learning and Experience Subcommittee  Heads of Departments | Initial review undertaken by Jan 2025  Follow up actions to address any gaps planned by April 2025 for completion by September 2026 | 100% of programmes to be compliant with benchmark and PSRB guidance |
| **Stage 5 - Review of progress and evaluation of data as part of iterative cycle** | | | | | |
| **Action Number** | **Action** | **Timescale** | **Led By** | **Milestones** | **Measuring Success/ Impact** |
| 4.9 | Final qualitative review of the degree to which Athena Swan principles have been embedded within the School’s operations | Beginning of fourth year of award period | School Management Team | Collection of data on an annual basis to inform final review | Success measure – body of qualitative evidence from School Committees, engagement with training etc to indicate that principles are clearly embedded |