

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
1. Effective gender equality governance (inc Self-Assessment Team)	1.1 (H)	Review annually the EDIC (SAT) composition and remit.	Review annually the composition and remit of EDIC	Aug 21	Sep 21	EDIC Chair	Membership reviewed annually. Updated 'Terms of Reference' published on the University's EDI webpage.
1. Effective gender equality governance (inc Self-Assessment Team)	1.2 (H)	Implementation of the Institutional Athena Swan action plan	Produce an annual update against the institutional Athena Swan action plan detailing progress and using a RAG rating Publish timetable on Staff Athena Swan webpage and distribute to EDIC members.	June 21	June 21 Annual	Senior EDI Partner	Timetable of business published online and received and approved by EDIC. At least 80% of actions completed in each year cycle
1. Effective gender equality governance (inc Self-Assessment Team)	1.3 (H)	Responsibility for gender equality will be embedded across University and within School governance structures with support from GESG and the HR Organisational Development Team	Report on School progress via RAG rated action plans to School Executive recommended. Summary report to be provided via Senior EDI Partners to EDIC. Support provided to School AS SATs / School EDICs by Senior EDI Partners and via AS Toolkit. Two internal 'Mock panels' to be established each year (with AS SAT leads/ members on rotation), under guidance from Advance HE, to provide feedback on internal Silver applications.	Nov 21 Jan 23 Sep 21	Dec 21 June 23 Sep 24	Senior EDI Partner	Athena Swan Schools' report standing item on the GESG agenda. Transformed AS toolkit developed and available to Schools Schools make successful submissions. At least two internal mock panels organised/year.

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
2. Address equal pay gaps	2.1 (H)	Investigate and reduce, on a biennial basis, all pay gaps of 5% or repeated gaps of 3%.	Expand the Equal pay report to explore reasons behind gaps of 5% and repeated gaps of 3% and recommend actions to address identified issues.	Aug 23	Aug 23 (biennially)	Head of Organisation Development / HR Partner (Reward & Policy)	Equal pay gaps reduced
2. Address equal pay gaps	2.2 (H)	Undertake an Equal Pay audit in line with EHRC guidelines	The Equal Pay Audit and associated action plan is produced by an external provider. Take forward the action plan/ recommendations arising from the Audit to reduce pay gaps.	June 21 Oct 21	Oct 21 Oct 22	Head of HR/ Head of Organisation Development / Senior HR Partner (Reward & Policy)	Equal Pay audit undertaken and report produced indicating issues and recommended actions. Action plan approved and implemented Gender and equal pay reports show success of actions

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
3. Retain staff	3.1 (H)	We will investigate why, in STEMM areas, a higher proportion of women, compared to men, are employed on the research track, and therefore on Open-Ended Funding Limited (OEFL) contracts.	<p>Outline the Intern project and advertise externally</p> <p>Host focus groups with male and female academics on the research track to investigate barriers to obtaining open-ended contracts.</p> <p>Consult with other Universities to explore actions that have been taken to reduce gender biases in the types of track and contracts academics are employed on and types of support offered for staff on open-ended funding limited contracts</p> <p>A report summarising key findings and recommended actions to be approved by EDIC and SMT.</p> <p>Complete a progress report to assess the success of the actions taken and report to EDIC</p>	<p>Aug 22</p> <p>Nov 22</p> <p>Nov 22</p>	<p>Sept 22</p> <p>Jan 23</p> <p>Jan 23</p> <p>Jan 23</p>	EDI Intern / Snr EDI Partner	<p>A report is received and approved by EDIC and SMT summarising the above information and provides a clear action plan to target key areas.</p> <p>A progress report shows success of actions taken, or provides a recommendation of revised actions to help reach the target of ensuring there is no gender disparity observed in the types of contracts used in employment in STEMM areas</p>
3. Retain staff	3.2 (M)	Supplement exit surveys (that currently have low uptake) with exit interviews which will be carried out by HR Partners/ Senior HR Partners once notification of leaving is received. We will	<p>Develop an exit interview template and guidance</p> <p>Analyse findings annually and devise actions to address key issues (to be included in the Institutional Athena Swan annual cycle of business). Report approved by Senior Management Team</p>	<p>Feb 23</p> <p>April 23</p>	<p>April 23</p> <p>April 23</p>	Head of HR Business Partnering / HR Partners/ Senior HR Partners and Head of Org Development	<p>100% of leavers offered an exit survey.</p> <p>Results and recommended actions are received by Senior Management Team on an annual basis</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
		investigate the reasons behind resignation					
4. Remove barriers from recruitment processes	4.1 (H)	Review the Recruitment and Selection Policy to include detail on the appropriate measures to be taken to encourage applications from under-represented groups, based on data held	<p>Review of the Recruitment and Selection Policy initiated and detail included on the appropriate measures to be taken to encourage applications from under-represented groups, based on data held</p> <p>Policy to be approved by SMT, PNCC, EDIC</p> <p>Policy to be launched and briefing sessions delivered to recruiting managers</p>	<p>May 21</p> <p>Oct 21</p> <p>Jan 22</p>	<p>Oct 21</p> <p>Nov 21</p> <p>March 22</p>	<p>Head of HR / Head of HR Business Partnering / Senior HR Partner (Resourcing)</p>	<p>Our Recruitment and Selection Policy includes a clear statement regarding use of positive action measures. Guidance is available for Recruiting Managers.</p> <p>HR are actively involved in the recruitment and selection process to support recruiting managers.</p> <p>Recruitment data analysis show that the %W hired at senior level increased from 22% (2019/20) to at least 40% by 2025.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
4. Remove barriers from recruitment processes	4.2 (M)	Establish a procedure whereby all job adverts (junior and senior) within the Institution are assessed and/or advertised for job-share and part-time working	Head of HR will be invited to commit to increasing opportunities to work part-time	Nov 21	Nov 21	Head of HR Business Partnering	Head of HR commits to increasing opportunities to work part-time.
			The recruitment process will be expanded to ensure all Grade 7 – 9 roles are advertised with the option of flexible working arrangements including part-time /job share (unless there are exceptional circumstances where it has been assessed that this is unsuitable for a particular position due to the nature of the role).	Jan 22	May 22		Procedure in place and uptake monitored on an annual basis
			A process will be introduced to allow positions at Grade 1 – 6 to be assessed for the suitability of job share/part-time working during the recruitment process	Jan 22	May 22		Increase % of senior part-time staff and increase % of women staff in senior roles
4. Remove barriers from recruitment processes	4.3 (H)	Introduce a robust process to support Heads of School to effectively identify and empower potential internal candidates, women or people from underrepresented groups, to apply for roles. (Duplicates with action 4.1)	Produce guidelines for Heads of School and Heads of Department on how to identify potential candidates using mechanisms such as annual reviews.	Jan 22	March 22	Head of HR Business Partnering	Guidelines produced and distributed to all Heads of School and Heads of Department.
		Expand the HoS and HoD training to include this providing scope for discussion and sharing of good practice.	April 22	May 22	Heads of School and Heads of Department training expanded to include information on how to identify and support potential internal job candidates, as monitored by HR.		

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
4. Remove barriers from recruitment processes	4.3 (H)	The SVP will invite qualified internal women to a discussion focussed on applying to an available Head of School position. Head of School interviews will go ahead only after a shortlist includes at least one qualified woman.	<p>Update HoS recruitment process guidance and checklist to include:</p> <ul style="list-style-type: none"> • A statement in the job advertisement and description welcoming applications from women. • Interviews will only go ahead if shortlists include at least one woman • When a position for a HoS becomes available, the SVP will invite qualified internal members of staff for a discussion focussed on applying. <p>Review the success of the actions and report to EDIC and SMT</p>	Nov 21	July 22	Senior Vice-Principal / HR Recruitment / Snr EDI Partner	<p>The HoS recruitment process will be updated.</p> <p>The review demonstrates these actions are resulting in an increase in women being interviewed and appointed to HoS positions</p>
4. Remove barriers from recruitment processes	4.4 (H)	Expand the HR recruitment data so Schools can proactively identify when one gender is underrepresented in a specific area/grade and take positive actions to address this in recruitment exercises.	<p>Provide Schools with annual data, split by gender, on applicants compared to potential recruitment pool (HESA data) (to be included in the Institutional Athena Swan annual cycle of business).</p> <p>Schools to update local AS Action plan to address any under-representation</p>	Nov 21	April 22	HR Partners	<p>Demographic data including gender is provided to Recruitment Managers and positive action identified.</p> <p>Increase % of women applicants to senior roles</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
4. Remove barriers from recruitment processes	4.5 (H)	Audit the anonymous shortlisting process to review its effectiveness	<p>The anonymous short-listing audit is initiated by gathering feedback from recruiting managers on the effectiveness of the process.</p> <p>Good practice to achieve bias-free shortlisting procedures to be gathered from UK universities.</p> <p>Report discussing the University's shortlisting procedure and recommendations to be approved by EDIC and SMT</p>	<p>March 22</p> <p>March 22</p> <p>July 22</p>	<p>May 22</p> <p>May 22</p> <p>Oct 22</p>	Head of HR / Senior HR Partner (Resourcing)	<p>Feedback is gathered from at least 80% of recruiting managers</p> <p>Good practice procedures gathered from at least four Universities</p> <p>Audit report and recommendations approved by EDIC and SMT. No significant differences observed in the proportion of women and men shortlisted in STEM and AHSSBL areas</p>
5. Effective staff induction	5.1 (M)	Assess the effectiveness of the interactive 'Induction Pack'	<p>Interview, on an annual basis, new starts (from 2020) to assess the usefulness and effectiveness of the new interactive Induction Pack (to be included in the Institutional Athena Swan annual cycle of business).</p> <p>Enhance the Pack based on feedback received</p>	<p>July 22</p> <p>Oct 22</p>	<p>Sep 22</p> <p>Dec 22</p>	Staff Development Partner	<p>At least 75% of new starts have rated the new interactive Induction Pack useful/very useful.</p> <p>Pack improved on a continuous cycle based on feedback received and updated regularly to reflect new policies or practices.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
5. Effective staff induction	5.2 (L)	Re-instate a revised New Staff Networking Events (NSNE) programme (alongside the interactive induction pack) Attendance and feedback will be recorded by gender.	<p>Relaunch 'New Staff Networking Events' programme, running three a year</p> <p>Record feedback and uptake by gender</p> <p>Recommendations for actions (based on any gender disparity in attendees and feedback received) to be approved by EDIC and implemented thereafter</p>	<p>Feb 23</p> <p>Feb 23</p> <p>Jan 24</p>	<p>Dec 23</p> <p>Dec 23</p> <p>Jan 24</p>	Staff Development Partner	<p>Three NSNE hosted and feedback recorded at 100% of all events, by 80% of attendees.</p> <p>Attendee gender split reflects gender split of new starts.</p> <p>Actions devised to address any perceived issues, as indicated by feedback or gender disparity in attendees</p>
5. Effective staff induction	5.3 (L)	Re-launch the local buddy scheme and establish a mechanism to record uptake by gender and formally assess effectiveness.	<p>Schools to include information on this scheme in their local induction pack and record uptake (by gender). Data to be provided to Staff Development on an annual basis.</p> <p>Annually, interview users of the local buddy scheme to assess its usefulness and effectiveness.</p> <p>Enhance the Local buddy scheme based on the feedback received (when required)</p>	<p>Nov 21</p> <p>Nov 22</p> <p>Jan 23</p>	<p>Nov 21</p> <p>Dec 22</p> <p>March 23</p>	Staff Development Partner/ School Administrative Managers (SAMs)	<p>Induction checklist confirms awareness of the buddy scheme.</p> <p>Uptake of local buddy scheme monitored at both local and central level and effectiveness reviewed annually.</p> <p>At least 75% of the buddy scheme users finds the scheme useful/very useful.</p> <p>Buddy scheme implemented annually (if required) based on feedback received.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
5. Effective staff induction	5.4 (M)	Gather feedback on the enhanced local Induction from 2020 new starts and consider changes based on suggestions received.	<p>Schools to include information on this scheme in their local induction pack and record uptake (by gender). Data to be provided to Staff Development on an annual basis.</p> <p>Annually, interview users of the local buddy scheme to assess its usefulness and effectiveness.</p> <p>Enhance the Local buddy scheme based on the feedback received (when required)</p>	Jan 22 (Schools run their surveys in different months)	Jan 22 (on a biennial basis)	School Athena Swan Officer/ School Athena Swan Leads	<p>In the next School AS staff surveys, at least 85% of line managers have found the new Line Manager Welcome Email useful/very useful.</p> <p>100% of the new starts (from 2020) responding to the surveys state they are aware of the local Induction when they joined the University and at least 75% found it useful (baseline=50%W and 50%M)</p>
5. Effective staff induction	5.5 (M)	Identify and address issues raised through feedback on the probation process (including probation mentoring) from 2020 new starts onwards and consider changes based on suggestions received.	<p>Include feedback questionnaire in the probation meeting documentation.</p> <p>Review feedback on an annual basis and modify probation process (including the training for probation mentors) based on feedback (to be included in the Institutional Athena Swan annual cycle of business).</p>	Oct 21 June 22	Dec 21 Sept 22	Senior EDI Partner / Head of HR Business Partnering / HR Partners	<p>Results of the questionnaire show that 100% of the probationers from 2023 have been assigned a mentor and at least 75% found it useful (baseline= 69%W and 45%M).</p> <p>Probation experience is improved based on feedback received.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
6. Address identified gender inequalities in academic promotions	6.1 (H)	Ensure that future applications for promotion take the impact of the Covid-19 pandemic on staff into account and provide guidance to prospective candidates.	Consult with other Universities to gather insight into how the pandemic has been taken into account in promotion exercises	May 21	June 21	Senior HR Partner (Reward and Policy)	The promotions application form is expanded to include a section on the impact of the pandemic, based on guidance from other Universities. Guidance is published on StaffNet providing information for applicants and key members of staff involved in the promotions process on how to consider the impact of the pandemic in promotion applications Potential recommended actions required to improve this process in place for the 2022/23 promotions round.
			Expand the promotions application form to include a section for a statement highlighting how the pandemic may have impacted on areas of work for e.g. research outputs, teaching and other key activities	June 21	June 21		
			Create a short guide for staff, role analysts, Head of Schools and sub-committee members on the potential impact of the pandemic on the promotions application and what to consider. To be published on the staff webpage (StaffNet).	June 21	June 21		
			Review the success of this process and report to the promotions review committee. Recommendations identified from the review to be implemented as part of the 2022/23 promotions process	Mar 23	Mar 24		

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
6. Address identified gender inequalities in academic promotions	6.2 (H)	Undertake a fundamental review of the promotion procedure including impact of working pattern, different career tracks as well as gender.	Promotions review committee to be formed, the remit published, and meetings to commence.	Oct 21	Nov 21	Senior HR Partner (Reward and Policy) / Long Term Review of Promotions Working Group Chair	A promotions committee will meet and begin the review in 2021, as per minutes from the meeting.
			Undertake a review on all areas of the promotions process (including fairness for part time workers), based on quantitative promotions data (applications, success rates), and qualitative data from the university Staff Survey. Equality, Diversity and Inclusion including gender (and other protected characteristics) dimensions will be central to the review process and taken into account during analysis.	Nov 21	Dec 22		Robust data analysis undertaken and actions in place to address any areas of concern, including gender disparities
			The new promotions process and associated guidance documents and briefing sessions will be launched.	Jan 23	Mar 23		Briefing sessions held for each School on the new promotions procedure, and guidance available on the internal staff webpage (StaffNet).
			A review of the success of the revised promotions process will be reported to SMT	Mar 23	Mar 24		A review of the success of the revised promotions process provides detail of any further revisions required to ensure no gender disparities observed at any stage of the process
6. Address identified gender inequalities in academic promotions	6.3 (H)	Embed annual review objectives for HoS related to encouraging staff, including part-time staff, to apply for promotion	Annual review objectives for Line Managers and Heads of School to be updated to include a question on discussing, with their staff, their readiness to apply for promotion and, if required, devise a plan of action and timeline to reach promotion criteria	Jan 22	March 22	Senior Vice-Principal / Heads of School / Staff Development Partner	Objectives incorporated in the Heads of School' annual review documentation. In the SSS'22/23 at least 60% of W and M who have applied for promotion stated being approached and encouraged by the Head of School

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
							(baseline=39% W (91) and 39% M (57)).
6. Address identified gender inequalities in academic promotions	6.4 (H)	Following fundamental review (action 6.2), review impact of implementation of new system reviewexplore differential application and success rates for academic promotion by working pattern including why part-time (in STEMM and AHSSBL) is perceived as a barrier to their career progression and take action to change this.	<p>Review impact of revised promotion criteria to ensure they are fair in respect to working pattern, career track and gender (as part of action 7.2).</p> <p>Submit a progress report to EDIC and publish on StaffNet, discussing the impact of the actions</p> <p>Publish case studies on StaffNet on the benefits for staff and the University of part-time working for men and women</p>	Nov 23 Jan 24	Dec 23 Jan 24	Senior HR Partner (Reward and Policy)	<p>A review of the success of the revised promotions process provides detail of any further revisions required to ensure no gender disparities observed at any stage of the process</p> <p>Case studies published on StaffNet and highlighted in staff E-zine.</p> <p>In the 2024/2025 School AS staff surveys, the % of women and men perceiving part-time working as a barrier to career progression decreases from 49%W and 46%M) to <30%</p>
7. Inclusive Training, Career Development, Annual Review	7.1 (H)	Achieve 100% completion rate in the two EDI interactive online modules.	<p>Monitor uptake on a quarterly basis. Take remedial action where completion rates are low, for example by directly contacting staff or supporting Heads of School to increase completion rates in their areas.</p> <p>HR Partners will monitor if new starts complete the EDI courses within three months from the start of their employment</p>	Sept 21	Dec 22	Staff Development Partner/ Heads of School	<p>Monitoring of uptake occurs on a bi-annual basis</p> <p>100% completion rate by Dec 2022</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
7. Inclusive Training, Career Development, Annual Review	7.2 (H)	The completion of the Unconscious Bias training will be required for staff involved in Selection Committees and Promotions processes. The completion will be monitored by HR.	The template to invite staff to Selection Committee and Promotions Processes to be updated to include the link to the training module (to be completed on a bi-annual basis). HR (Recruitment) will monitor this.	Jan 22	March 22	HR (Recruitment) Lead	100% of those involved in Selection Committees and Promotions processes have completed this module.
7. Training, Career Development, Annual Review	7.3 (M)	Introduce additional platforms to promote courses available and monitor uptake and feedback by gender and stage of career to identify trends.	Consult with other Universities on which platforms and avenues they use to market leadership training, to ensure equal opportunities for all genders. Results and recommendations reported to EDIC. Analyse uptake and feedback from training sessions by gender and stage of career to identify any trends	Jan 22 Dec 22	April 22 Dec 22	Centre for Academic Development (CAD) lead/Staff Development Partner	A report recommending new marketing platforms to target all genders will be approved by EDIC. Trends identified in training uptake and feedback, and required actions taken
7. Training, Career Development, Annual Review	7.4 (H)	To maintain flexibility and to facilitate the homeworking policy, we will continue to offer all workplace skills training courses over Microsoft Teams, even when work resumes on campus. Uptake and feedback will be gathered by gender.	Materials to be put in place to ensure all workplace skills training courses are deliverable online Methods to capture uptake and feedback to be in place to allow effectiveness to be assessed by gender Feedback and attendance to be analysed by gender, any disparities	Oct 21 Oct 21 Oct 23	Feb 22 June 22 Oct 23	CAD lead/Staff Development Partner	100% of workplace skill training courses available online. Feedback and attendance gathered by gender reveals no gender disparity, action taken if required

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
			and recommended actions reported and approved by EDIC				
7. Training, Career Development, Annual Review	7.5 (H)	To further support women to access the Aurora Women Leadership Programme Schools will allocate budget for at least one attendee per year.	<p>We will request all Schools to allocate budget for at least one Aurora attendee per year (to be included in the Institutional Athena Swan annual cycle of business).</p> <p>Aurora to be advertised to Schools</p> <p>Uptake and feedback will be gathered and impact formally assessed.</p>	<p>Aug 21</p> <p>Aug 22</p> <p>Aug 23</p>	<p>Aug 21</p> <p>Aug 22</p> <p>Jan 23</p>	Senior Vice-Principal/Heads of School	At least 1 delegate/School (12 in total) is supported to attend Aurora each year.
7. Training, Career Development, Annual Review	7.6 (H)	Launch an <i>in-house</i> Leadership Programme and take positive action to encourage women and other underrepresented groups to apply for a place.	<p>Develop an in-house Leadership Programme, initially aimed at grades 7 and 8, by consulting with Curtin University (based on their successful in-house development programme) Aurora Alumni and staff at the University</p> <p>Launch the pilot programme to all staff and market it through the staff ezine, staff development and Athena Swan leads.</p> <p>Monitor uptake and feedback by each protected characteristic and assess impact.</p> <p>Continuously improve the programme based on feedback received</p>	<p>Jan 22</p> <p>Jan 24</p> <p>Feb 24</p>	<p>Dec 23</p> <p>March 24</p> <p>Feb 25</p>	Staff Development Partner	<p>Leadership programme is produced and launched</p> <p>At least 30 participants engage with the Programme (on a biennial basis) with the diversity profile of the delegates representing the diversity of the staff base.</p> <p>At least 85% of the participants state through feedback that attending the programme increased their confidence to apply for promotion or to a senior posts, and at least 40% applied for promotion/or a more senior post</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
7. Training, Career Development, Annual Review	7.4 (H)	Develop a new International leadership Development (ILDLP) programme aimed at Grades 8 and 9 staff, specifically designed to develop skills for the HoS role. Female members of staff will be invited to attend.	<p>Develop and launch a new International Leadership Development Programme (ILDLP) aimed at women at grades 8 and 9.</p> <p>The programme will be promoted via email, E-zine, and staff development interactive guide.</p> <p>Monitor uptake and gather feedback on an annual basis (to be included in the Institution Athena Swan annual cycle of business).</p>	<p>Nov 22</p> <p>Jan 24</p> <p>Feb 24</p>	<p>Dec 23</p> <p>Feb 24</p> <p>March 24</p>	Staff Development Partner	<p>Programme developed and attended by at least 10 women at Gr 8 and 9 from STEM and AHSSBL.</p> <p>At least 80% of attendees rate the programme useful/very useful.</p> <p>At least 30% of HoS are women by 2025</p>
7. Training, Career Development, Annual Review	7.7 (M)	<p>Annual Review (AR) checklists and 6-month review meetings to be completed, signed off by both reviewer and reviewee and sent to School Admin Officers (SAMs) and Directorates ensuring that all elements of the checklist are discussed during AR.</p> <p>Completion rate will be monitored by HR Partners.</p>	<p>From 2022 it will be required that AR checklists are signed off by both reviewer and reviewee and returned together to the SAM, with the AR documentation.</p> <p>SAMs will be required to record the checklist and AR completion rate</p> <p>Completion rate will be monitored by School HR Partners</p>	2022 Annual Review process	2022	School Administrative Managers (SAMs) / HR Partners	<p>100% of AR checklists have been signed off by both reviewer and reviewee and returned together with the AR documentation.</p> <p>At least 75% of reviewees report that they have found the AR and follow-up meetings useful to keep on track with goals and personal and professional development</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
7. Training, Career Development, Annual Review	7.8 (H)	Conduct a review of our current Annual Review (AR) process, on the back of creating a streamlined process during the Covid-19 pandemic. We will take forward longer term changes aimed at improving the process.	<p>Review the AR process by gathering feedback and completion rates from the staff and school surveys.</p> <p>Develop guidance and training for reviewers and reviewees.</p> <p>Gather feedback on the new AR process from USS'24 onwards</p>	<p>Mar 22</p> <p>Feb 23</p> <p>Nov 24</p>	<p>Dec 22</p> <p>May 23</p> <p>Dec 24</p>	Head of HR/Staff Development Partner	<p>Review of the AR process undertaken and new guidance developed.</p> <p>In the USS'24, 100%% of eligible W and M (those employed 12 months or more) stated they received an AR in the past 12 months, with ~90% finding it useful</p>
7. Training, Career Development, Annual Review	7.9 (L)	We will increase the number of men engaging with our mentoring scheme either as mentors or mentees. We will reach out to male colleagues and deliver drop-in sessions to showcase the positive impact of mentoring. We will also investigate the reasons behind low numbers of men engaging with the mentoring scheme	<p>Organise two drop-in sessions/year and present case studies to highlight the benefits of the mentoring scheme. The case studies will be published on Staff Net.</p> <p>Investigate the reasons why men do not sign up to the mentoring scheme by adding a question in the next School Athena Swan staff surveys.</p> <p>Mentoring scheme to be revised based on feedback received.</p>	<p>Jan 22</p> <p>2022 (Schools run their surveys in different months)</p> <p>Aug 22</p>	<p>Dec 22 (two sessions each year)</p> <p>2023</p> <p>Dec 22</p>	Staff Development Partner	<p>Two drop-in sessions/year and case studies published on Staff Net.</p> <p>Analysis of School AS staff surveys clarifies the reasons why men are less likely to be involved in mentoring. Actions devised based on feedback received.</p> <p>By 2024, the % of male mentors increased from 30% to 45% and the % of male mentees increased from 20% to 35%.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
7. Training, Career Development, Annual Review	7.10 (M)	Monitor uptake and gather feedback split by gender of all fellowship writing workshops and for the bespoke training plans requests.	<p>Uptake and feedback of all fellowship writing workshops and requests for bespoke training plans will be recorded by gender and monitored for disparity.</p> <p>Analysis on type, number and outcome of bespoke training requests to be completed (quarterly)</p> <p>Report to be produced on uptake of fellowship writing workshops and bespoke training requests, by gender, and submitted to EDIC. Reflections (including key priorities) and actions provided for any gender disparity observed</p>	Nov 21	Dec 21	Researcher Development Adviser	<p>Uptake, feedback and outcomes recorded (by gender) for 100% of workshops and bespoke training requests</p> <p>Annual report received by EDIC, as recorded by EDIC meeting minutes, and uptake by gender and required actions to address any observed gender disparities discussed,</p>
7. Training, Career Development, Annual Review	7.11 (L)	Women's Development Network (WDN) present a series of panel discussions with internal staff (women and men) showcasing their career progression (including topics such as promotions, working full-time and part-time).	<p>Publish a call for themes and panellists in the staff e-zine and distribute to staff members by email through Athena Swan leads</p> <p>Launch the panel programme</p> <p>Gather feedback and assess effectiveness of the series at breaking down the barriers to career progression associated with part-time working</p>	Jan 23	Mar 23	Senior EDI Partner / Women's Development Network Chair / Parents and Carers Network	<p>Two seminars organised and well-attended.</p> <p>At least 70% of attendees find the discussions useful/very useful and 70% of attendees agree the discussions help break down the barriers associated with part-time working and career progression.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
8. Flexible Working	8.1 (L)	Raise awareness of support and guidance available to parents (e.g. via the recently developed Parents' Guidebook)	<p>Host University-wide focus groups with parents.</p> <p>Revise the guidebook to capture and address feedback received.</p>	<p>Feb 23</p> <p>June 23</p>	<p>Mar 23</p> <p>Sept 23</p>	Senior EDI Partner	<p>Focus group held with at least 10 colleagues who have recently been on parental leave.</p> <p>Parents' guidebook revised and re-launched to address feedback.</p>
8. Flexible Working	8.2 (M)	Assess the role and effectiveness of the Parents and Carers Network (P&CN), Women's Development Network (WDN) and all equality networks in supporting staff and in contributing to the University's policy development process, and implement recommendations arising from feedback received.	<p>Appoint an intern with a remit to assess the role and effectiveness of the Equality Networks.</p> <p>Intern to present findings of their research to the Equality Networks and thereafter EDIC.</p> <p>Recommendations from the intern's work to be implemented. University Staff Survey to include a question on awareness of the Equality Networks and experience of them.</p>	<p>Oct 21</p> <p>April 22</p> <p>May 22</p>	<p>Oct 21</p> <p>April 22</p> <p>Dec 22</p>	Head of Organisational Development / Senior EDI Partner (MG)	<p>Recommendations from the intern project received and approved by EDIC and actions implemented.</p> <p>By 2024, > 90% of respondents in the staff survey (W and M) are aware of the existence of the University Equality Networks and at least 90% of those who have been members of the Equality Networks found them effective/very effective</p>
8. Flexible Working	8.3 (H)	Raise awareness of new Homeworking Policy stressing key aspects of the policy including increased flexibility/opportunities for homeworking and monitor implementation	<p>Policy and Resources Committee (PaRC) to approve the formal Homeworking Policy. Thereafter to be rolled out across the University as part of our Covid-19 Return to Campus Roadmap.</p> <p>After the launch of the Homeworking Policy, training sessions will be delivered to managers and staff through School-wide briefings and as part</p>	<p>Oct 21</p> <p>Jan 22</p>	<p>Dec 22</p> <p>Dec 22</p>	Senior HR Partner (Organisational Development) / Head of HR Business Partnering	<p>100% of Schools/ directorates received at least one briefing session. Training on the Homeworking Policy included in the Academic Line Management training programme.</p> <p>>80% of respondents in the staff survey 2022 are aware of the homeworking policy.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
			<p>of the academic line management training programme.</p> <p>Awareness of the Homeworking Policy to be assessed through the addition of a question in the staff survey</p>				
8. Flexible Working	8.4 (H)	Launch the central maternity / shared parental leave Cover Fund in August 2021.	<p>Confirm budget required for the maternity / shared parental leave Fund to support Schools and Directorates to apply for funding to backfill an absence due to Maternity or Birth Parent leave for up to 12 months.</p> <p>Develop guidance for Heads of Schools and Directors around how to apply for the maternity / shared parental fund and circulate to HR Partners, Heads of Schools and Directors.</p> <p>Assess uptake by area and reported to EDIC (to be included in Institution Athena Swan annual cycle of Business).</p>	<p>Aug 21</p> <p>Aug 21</p> <p>Sept 22</p>	<p>Aug 21</p> <p>Aug 21</p> <p>Oct 22</p>	Head of HR	<p>Budget confirmed</p> <p>Guidance received by HR Partners, Heads of Schools and Directors</p> <p>Uptake and use of the fund is recorded by area and feedback received by Heads of School and Directors</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
8. Flexible Working	8.5 (M)	KIT days will be widely promoted, including the opportunity to work from home.	<p>Promote Parents' Guidebook and KIT Days through E-zine, communication champions and School open sessions every six months.</p> <p>Email templates to those going on maternity leave will be updated to highlight KIT days and include the Guidebook</p>	June 21	Dec 21	HR Partners	<p>Confirmation of KIT days promoted six-monthly reported signed off on the EDIC annual cycle of business</p> <p>Maternity/ birth parent email templates updated to highlight KIT days and Guidebook, received by 100% of staff going on maternity leave</p>
8. Flexible Working	8.6 (M)	We will instigate a benchmarking exercise to inform decision-making on the potential enhancement of our terms and conditions for occupational maternity leave and pay.	<p>Consult with other Institutions to gather information surrounding their terms and conditions for occupational maternity leave pay.</p> <p>Subject to the results of the benchmarking exercise and additional consultation, submit recommendations to SMT for enhancement of the Maternity Policy</p>	<p>June 22</p> <p>Jan 23</p>	<p>Dec 22</p> <p>March 23</p>	Head of HR / HR Partner (Policy)	Benchmarking undertaken and proposal to SMT submitted

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
8. Flexible Working	8.7 (L)	Parental mentoring will be widely promoted, and uptake and feedback monitored. We will encourage more people to be trained as parental mentors.	<p>Promote parental mentors through the Parents' Guidebook, E-zine and Parent's and Care's Network.</p> <p>Call for new parental mentors to be launched, Athena Swan Leads, Parent's and Carer's Network.</p> <p>Monitor uptake and feedback through the staff Mentoring database. Feedback discussed with recommended actions reported to Staff Development.</p>	<p>Jan 22</p> <p>Nov 21</p> <p>Jan 23</p>	<p>Dec 22</p> <p>Jan 22</p> <p>Dec 23</p>	Staff Development Partner / HR Partners	<p>Uptake of parental mentoring recorded on Staff Mentoring Database. Process is enhanced, if required, as a result of feedback received to ensure at least 75% of mentees find the process useful.</p> <p>At least 5 more parental mentors to be recruited and trained by Nov 22</p>
8. Flexible Working	8.8 (H)	Guidance for line managers will be developed detailing how to support staff returning from parental leave with their teaching workloads. This will be introduced following consideration by the Workload Review Group.	<p>Develop guidance for line managers on how to manage teaching workloads for staff returning from parental leave. Input will be received from the Workload Review Group.</p> <p>Guidance to be approved by EDIC and SMT and distributed to all line managers.</p> <p>Effectiveness of the guidance to be assessed through feedback from line managers and actions will be taken to enhance guidance based on the feedback received.</p>	<p>March 22</p> <p>July 22</p> <p>Sept 23</p>	<p>July 22</p> <p>Sept 22</p> <p>Oct 23</p>	Head of HR / Head of HR Business Partnering	<p>Guidance developed and distributed to all line managers.</p> <p>At least 75% of line managers who have used the guidance have found it useful/very useful.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
8. Flexible Working	8.9 (M)	Expand the marketing methods used to promote the Returners Flexible Fund and provide examples of successful applications as guidance for future applicants.	<p>Expand the 'Welcome back' email template for returners to include information of the fund. Examples of successful applications to be in the targeted email.</p> <p>Monitor uptake and success rate twice/year and report to EDIC (include in Institution Athena Swan annual cycle of business).</p>	Feb 22	April 22	Research & Innovation lead / Snr EDI Partner	<p>Fund widely promoted by inclusion in the 'Welcome back' email and successful applications shared.</p> <p>Application and success rates monitored twice/year, with specific actions devised</p>
8. Flexible Working	8.10 (H)	Investigate the reasons behind low uptake of paternity and shared parental leave in future School Athena Swan staff surveys and take specific actions where required.	<p>Agree and include questions in AS School surveys.</p> <p>Collate responses centrally and analyse.</p> <p>Summary of responses and recommended actions to be approved by EDIC</p> <p>Assess success of actions taken and report back to EDIC</p>	<p>Jan 22</p> <p>Jan 24</p> <p>March 24</p> <p>Jan 26</p>	<p>Dec 23</p> <p>March 24</p> <p>April 24</p> <p>March 26</p>	Senior EDI Partner / School Athena Swan Leads	<p>At least one open-ended question exploring reasons behind low uptake of paternity leave and shared parental leave included in School survey templates.</p> <p>Summary of responses and recommended actions approved by EDIC and noted in meeting minutes</p> <p>Where actions have been taken, success is noted through quantitative or qualitative data improvement.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
8. Flexible Working	8.11 (H)	Explore the opportunity to develop a Policy aiming to remove barriers preventing staff who were on full-time contracts from returning to them following a change in circumstances.	<p>Submit proposal to Senior Management Team.</p> <p>Develop the Policy bearing in mind the feedback received by SMT.</p> <p>Launch the policy and associated guidance</p>	<p>Oct 22</p> <p>March 23</p> <p>Jan 24</p>	<p>Oct 22</p> <p>Dec 23</p> <p>March 24</p>	Head of HR/Finance/HR	Proposal submitted to SMT. If approved, develop a policy to support the move from parttime hours back to fulltime hours.
8. Flexible Working	8.13 (L)	Uptake of Special Leave, which is currently only recorded at local level, is to be reported to central HR.	Uptake of Special leave by School Admin Officers, to be reported to central HR on an annual basis by inclusion in the School's Athena Swan annual cycle of business	May 22	June 22	Head of HR / Head of Systems and Employment Services / School Administrative Managers	Uptake recorded centrally and analysis of use undertaken and understood
8. Flexible Working	8.14 (L)	Explore the requirement for, and thereafter, introduce a central-based Carer's Fund to ensure all staff and PGR students can apply for funding to cover additional care to support attendance at conferences/ meetings.	<p>Gather feedback from previous users of the School carers fund (in the 4 Schools).</p> <p>Based on feedback received, submit a proposal to Senior Management Team.</p> <p>Establish a central Carer's Fund (if appropriate, based on feedback received)</p> <p>Publicise the Carer's Fund through the staff e-zine, staff webpage (StaffNet), the Parents and Carers</p>	<p>Sept 22</p> <p>Jan 23</p> <p>Aug 23</p>	<p>Sept 22</p> <p>Jan 23</p> <p>Aug 23</p>	Senior EDI Partner / SMT / Finance	<p>Feedback gathered and central Carer's Fund launched</p> <p>Awareness of the fund assessed through focus group with the Parents and Carers Network and AUSA. 80% of those eligible are aware of the fund.</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
			Network and Aberdeen University Students Association (AUSA) and assess awareness	Aug 23	Aug 24		
9. Policies and Culture - Representation and Workload	9.5 (H)	The current Senate Effectiveness Review supported by Advance HE will develop recommendations to improve the gender balance amongst the membership of Senate.	Carry out Senate Effectiveness Review	Sep 21	Aug 22	Academic Registrar with Advance HE support	Advance HE report available with clear recommendations
9. Policies and Culture - Representation and Workload	9.6 (M)	A Committee Membership Policy will be published detailing actions to be taken to prevent individuals being over-burdened by committee memberships.	School Athena Swan SATs to be consulted with to shape policy based on feedback they have received and the policies they have in place. Committee Membership Policy devised and published on the Policy Zone and highlighted in Staff E-zine	April 22 June 22	May 22 July 22	Director of Planning Directorate/S nr EDI Partners/ Departmental Leads	Policy is published. Committee burden and awareness of policy assessed through school surveys. At least 75% of W and M in the next Athena Swan surveys state they are aware of this policy. 80% of M and W are not overburdened by committee membership

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
9. Policies and Culture - Representation and Workload	9.7 (H)	Assess effectiveness of the newly developed Workload Reduction Toolkit in supporting staff to achieve a healthy work life balance. We will assess whether line managers have implemented the Workload Planning Review Group/SMT recommendations.	<p>A short survey to be sent to line managers requesting feedback on the use and effectiveness of the toolkit.</p> <p>A question to be included in School surveys to explore the impact of the toolkit on helping staff achieve a work/life balance</p>	Feb 22	March 22	Senior EDI Partners / Departmental AS leads	<p>Feedback received on the effectiveness and use of the toolkit by line managers.</p> <p>Relevant actions devised and implemented by the Workload Planning Review group</p> <p>At least 75% of respondents to School surveys stated that the Toolkit was useful/very useful in helping them to achieve a healthy work life balance.</p> <p>100% of respondents stated that after the Workload Planning Review Group/SMT recommendations, they had the opportunity to discuss with their line managers ways to reduce their workload.</p>
9. Policies and Culture - Representation and Workload	9..8 (H)	The Workload Planning Review Group will review the workload planning process and develop a new fair, consistent and transparent approach to workload allocation (gender bias in the workload allocation will be monitored regularly through data collection).	<p>The WPR group will gather information and feedback from Schools on existing workload allocation practices with particular focus on identifying common requirements, functions and processes to form the basis of the framework, areas of strengths in existing models and challenges within existing models</p> <p>Develop and launch a workload planning framework and guidance</p>	June 21	June 22	Senior Vice Principal / Head of HR / Head of HR Business Partnering / Senior HR Partner (Organisational Development)	<p>Information gathered and discussed as per meeting minutes.</p> <p>Framework developed based on existing good practice</p> <p>Framework launched and guidance produced and discussed at School meetings</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
			that underpins a fair and transparent approach to workload allocation across the University				
9. Policies and Culture - Representation and Workload	9.9 (H)	To ensure that gender stereotypes associated with certain disciplines are broken down, we will request all Schools record the gender balance of role models during Open Days and Applicant Days.	<p>A request to all Schools to record the gender balance of role models during open days and applicants' days will be made. Schools should record this data through their Athena Swan SAT and challenge any gender ratio that does not reflect a 60:40 split,</p> <p>Schools to report data to EDIC annually, with reasons for gender ratio that does not reflect a 60:40 split and recommended actions in place to achieve this (to be included in the Institutional Athena Swan annual cycle of business).</p>	Nov 21 Oct 22	Dec 21 Oct 22	Senior EDI Partner	Gender of role models recorded and reflects 60:40 ratio. For Schools dominated by one gender, the gender ratio of role models must be better than that of the Staff gender ratio
9. Policies and Culture - Representation and Workload	9.10 (L)	The gender ratio of seminar speakers will be recorded at local level and monitored at central level by External Relations Directorate	<p>All Schools to be requested to record the gender balance of seminar speakers through their Athena Swan SAT and challenge any gender ratio that does not reflect a 60:40 split,</p> <p>Schools to report data to EDIC annually, with reasons for gender ratio that does not reflect a 60:40 split (to be included in the Institution Athena Swan annual cycle of business).</p>	Nov 21 Oct 22	Dec 21 Oct 22	Senior EDI Partner	<p>Gender ratio of seminar speakers recorded with School SATs reported to EDIC, as demonstrated by meeting minutes.</p> <p>Gender of seminar speakers over one year reflects 60:40 ratio. For subject areas dominated by one gender, the gender ratio must be better than the national benchmark</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
9. Policies and Culture - Representation and Workload	9.11 (L)	We will implement a mechanism to record the gender balance of staff and students involved in outreach activities.	Establish a process (at School and University level) of recording public engagement data by gender and grade, for easy analysis	Jan 22	Feb 23	Public Engagement Officer	Process established and data analysed (by gender) on an annual basis
9. Policies and Culture - Representation and Workload	9.12 (H)	We will ensure gender balance of invited specialist lecturers in AHSSBL is balanced	<p>AHSSBL Schools to communicate to all staff that genders of invited guest lecturers must be recorded with the School Admin Officer (To occur six monthly, added to Schools Annual Cycle of Business).</p> <p>School Athena Swan SAT to analyse the gender ratio against the national benchmark for that sector and propose actions to address any gender disparities (To occur six monthly, added to School's Athena Swan Annual Cycle of Business).</p> <p>Summary of data and actions taken to report to Athena Swan Institutional Officer annually (to be included in the Institutional Athena Swan annual cycle of business).</p> <p>Template to speakers will be updated to include information on any available carer funds opportunities</p>	<p>Nov 21</p> <p>Jan 22</p> <p>Oct 22</p> <p>March 22</p>	<p>Jan 22</p> <p>July 22</p> <p>Oct 22</p> <p>March 22</p>	Senior EDI Partner	<p>School's annual cycle of business includes communication to invited guest lecturer and analysis of speaker gender.</p> <p>SAO has a record of all invited guest lecturers</p> <p>Athena Swan Officer receives annual figures for invited guest lecturers annually</p> <p>School Athena Swan action plans updated if balance does not reflect sector balance</p> <p>By end of 2023, each AHSSBL School demonstrate gender of invited guest lecturers reflect or is better than the sector benchmark</p>

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
10. Dignity at W & S - Addressing bullying and harassment	10.1 (M)	As part of the roll out of the Dignity at Work and Study Toolkit we will consider the role of the Workplace Dignity Network, increase awareness, and encourage more men to participate in it.	Host focus group to assess effectiveness of the network and whether it is meeting the needs of the staff	Jan 22	Apr 22	Head of Organisational Development Senior HR Partner (Organisational Development)	9 more men recruited and trained by Dec 23
			Summary of focus groups and recommended actions to be approved by EDIC	May 22	May 22		Network enhanced based on recommendations from focus group
			Run a campaign to recruit more male coordinators, through targeted emails, the staff e-zine, and communications from Athena Swan Leads	April 22	July 22		
10. Dignity at W & S - Addressing bullying and harassment	10.2 (H)	Awareness and understanding of HR policies (including dignity at work, bullying, harassment, grievance and disciplinary processes, Equality, Diversity and Inclusion Policy, Transgender Equality Policy) etc..) will be assessed from University Staff Survey (USS) 2022 onwards.	Include specific questions in the biennial University Staff Surveys (USS) to gather how aware staff are of the specific EDI policies. Where awareness is low, EDIC to devise specific actions based on the survey results	Nov 22	Dec 22 (on a biennial basis)	Head of Organisational Development / EDIC	By 2024, 90% (W and M) of respondents are aware of the HR policies reported in column 2 (baseline for the Equality, Diversity and Inclusion Policy=98%W and 97%M)

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
10. Dignity at W & S - Addressing bullying and harassment	10.3 (H)	Implement a policy which clearly articulates the University's approach to addressing gender-based violence.	Policy to be approved by Court with implementation thereafter Hold information sessions in each School/Directorate	Jan 22 April 22	March 22 Nov 22	Head of HR Business Partnering / Deputy Director of People	Policy in place and information sessions held in each School/ Directorate
10. Dignity at W & S - Addressing bullying and harassment	10.3 (H)	Deliver effective training to all frontline staff and line managers on how to support a member of staff or student who has experienced GBV.	Pilot training to be completed. Review of training with provider and subject to approval by SMT identify implementation plan. Roll out of training to all frontline staff and line managers in all Schools and Directorates	June 21 July 21 July 21	June 21 July 21 June 22	Head of HR Business Partnering / Deputy Director of People	Training has taken place in all Schools and Directorates 80% of participants finding the training useful/very useful
10. Dignity at W & S - Addressing bullying and harassment	10.3 (H)	Co-deliver, with AUSA, Consent training to new students and student leaders	Develop Consent training Pilot consent training with student leaders and at least 30 new students Roll out consent training to student body and provide online guidance, published on the Student Association webpage Review the success of the training and enhance based on feedback	June 21 Jan 22 Sept 22 Sept 23	Dec 21 May 22 Sept 23 Jan 24	Deputy Director of People / AUSA	75% of participants finding the training useful/very useful and 75% of participants have a better understanding of their contribution towards preventing GBV. Actions are taken to enhance the training based on feedback
11. Trans Awareness	11.1 (H)	Deliver training to front-line staff on transgender equality to support the implementation of the	Secure a training provider. Trans-inclusive training for all senior management and front-line	Dec 21 March 22	Feb 22 April	Head of Organisation l Development	80% of senior management and front-line staff completed training

Theme	Action	Revised Objective	Key milestones	Start date	End date	Responsibility	Success Measure
		Transgender Equality Policy.	<p>staff launched, reaching 100 members of staff</p> <p>Uptake and feedback to be gathered and analysed by gender.</p> <p>Impact report to Equality, Diversity, Inclusion Committee</p> <p>Follow-up refresher training</p>	<p>April 22</p> <p>Aug 22</p> <p>March 23</p>	<p>22</p> <p>June 22</p> <p>Oct 22</p> <p>April 23</p>		<p>Feedback collected from 75% of attendees and training rated as good or excellent</p> <p>Impact report discussed at EDIC meeting and published on EDI StaffNet webpage</p> <p>Refresher training in place and completed by at least 70% of previous attendees</p>
11. Trans Awareness	11.2 (H)	Develop additional guidance for Managers and Co-workers to help them in supporting trans colleagues.	<p>Develop guidance with input from the LGBT network.</p> <p>EDIC to approve Guidance.</p> <p>Guidance to be distributed to line managers via email, widely promoted through E-zine and published on the EDI StaffNet webpage.</p>	<p>Dec 21</p> <p>March 22</p> <p>April 22</p>	<p>March 22</p> <p>April 22</p> <p>Oct 23</p>	Head of Organisational Development / LGBT+ Staff and Student Network	<p>Guidance developed, distributed to all line managers and published online.</p> <p>Guidance is distributed through the staff e-zine to all staff.</p>
11. Trans Awareness	11.3 (M)	Highlight the contribution and talents of LGBT+ staff and students	<p>Publish a series of profiles of diverse individuals (including trans & non-binary staff/students/alumni) as part of LGBT+ History month</p> <p>Gather feedback from the LGBT Network to review effectiveness of this initiative</p>	<p>Feb 22</p> <p>June 22</p>	<p>March 22</p> <p>June 22</p>	Head of Organisational Development / LGBT+ Staff and Student Network	At least four profiles are published on StaffNet and promoted in the E-zine.