

Section 4: Future action plan

1. Action plan

Silver Application Athena Swan Action Plan 2023-2028

Priority 1. Accessibility and Awareness (staff and student access to and awareness of gender equality related departmental guidance and institutional policies)

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
1.1. Ensure accessibility and awareness of provision of Departmental guidance and institutional policies on gender equality related issues to staff and broader EDI issues.	Feedback from culture survey indicates lack of awareness of guidelines and where they can be found. SAT identified gap within Department at policy/documentation review.	1. Review repository and (on-line) Departmental handbook ensuring that all guidelines on EDI easily accessible. 2. Increase staff awareness of institutional gender equality/EDI related policies.	(a) Provide links to document repository in (online) Departmental handbook; (b) Signpost to beacon activities/guidelines on Departmental EDI website; (c) Signpost to institutional EDI website and relevant HR pages in Departmental online handbook.	Start February 2024 Finish October 2024 Followed by ongoing update of documents and information and signposting to (new) University policy.	SAT Lead will assign task to two SAT team members responsible for implementation and upkeep.	(1) Culture survey data (add question to survey). 90% staff agree that they are aware that there are policies and guidance and know where to find them.
1.2. Increase awareness of opportunities for	SAT identified this as an issue at review of	1. Await launch of institutional anti-bullying and	(a) Once institutional campaign has been launched	June 2024 Start Departmental initiative	SAT Lead to appoint working group (3-4	(1) Culture survey data (add question to

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reporting/ raising gender quality/EDI related issues.	documents and guidelines.	harassment initiative. 2. Identify independent contact(s) (from other department).	- signpost in Departmental handbook/Weekly Digest; - hold information session for all staff. (b) Review current process by which EDI issues are handled within the Department; (c) Provide clear guidelines (incl. informal mediation) without duplicating institutional efforts; (d) Raise issue at FST AS-Forum and identify 'buddy' (independent contact person) within FST.	(evidence gathering and writing of guidelines for processes once institutional campaign has been launched January 2025. Finish writing internal guidelines and appointment of independent contact person Followed by monitoring of success/uptake and making necessary adjustments if needed.	members) within SAT to lead on this issue. Working group to report back at SAT meetings and to EDI COMMITTEE.	survey) indicates 90% staff agree they know how to report EDI related issues within the Department or Institution.
1.3. Ensure awareness of gender equality/EDI among students	Considering increased diversity in the student body, the SAT team identified this as an important objective within this priority.	1. Hold two events for students about gender	(a) Organise departmental events for all students to provide info about AS activities and people;	Start September 2024 We will raise awareness starting in Welcome Week	Director of EDI, AS lead and Student Experience Officer	(1) Well attended event: 30-50 students across different year groups/ programmes.

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		<p>equality/EDI issues a year</p> <p>2. Work with student society (PsycSoc) to organise awareness raising events on several EDI issues, as identified as relevant to Psychology students.</p>	<p>(b) Support student society with invitation of speakers and organisation of rooms;</p> <p>(c) Provide budget which can be allocated for these events.</p> <p>(d) Include (self-nominating) representatives for LGBTQIA+ students, BME students, and students with disabilities to student rep group.</p>	<p>each year, and we will hold events throughout the academic year. The events proposed will be repeated every year.</p>		<p>(2) EDI issues raised for action.</p> <p>(3) Student reps for LGBTQIA+ students, BME students, and students with disabilities in place.</p> <p>(4) Evidence of student perception that department promotes a culture of equality and inclusion gathered through focus groups and at student rep meetings. The majority of focus group members/student reps agree.</p>
1.4. Continue to promote and ensure completion of EDI	We currently have a satisfactory completion rate of the mandatory	1. Review of EDI training completion at annual PDR.	(a) Monitoring system already in	Ongoing, in place	DO for monitoring of completion.	(1) Consistently high levels of mandatory

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training for all members of staff	training component but feel it is important to monitor this and encourage engagement with training materials beyond the mandatory ones.	2. Signpost staff to e-learning opportunities (beyond mandatory training).	place for mandatory training. (b) Sign-post e-learning opportunities in weekly digest/staff meetings;	Start January 2024 then ongoing	Chair of EDI/or delegate from EDI COMMITTEE to disseminate information about training opportunities in staff meetings and if and when they arise in weekly digest	training completion (at least 90%) (2) Some uptake of other e-learning opportunities amongst staff – records indicate that 30% staff complete at least one non-mandatory training module.
1.5. Ensure accessibility of information about students with ILSPs (the majority of whom are female) to all those who support and teach them.	Note, this was identified a priority at SAT meetings and in communication with disability officer due to intersectionality between gender and disabilities.	1. Review with central disabilities and student records teams the potential and opportunities for more effective sharing of ILSPs. 2. Improve information given to staff and GTAs about best practice in adjustments to the way in which	(a) Contact central disabilities team. (b) Discuss processes in place for sharing ILSPs with members of staff and GTAs (c) Set in place process to disseminate ILSPs to relevant staff in accordance with GDPR. (d) Discuss provision of more detailed	Start January 2024 Finish January 2025 Note timeline depends on central staff and processes.	Teaching committee Disabilities officer Module coordinators	(1) Clear process in place for sharing information with relevant teaching staff. (2) Evidence of improved understanding of the process of setting objectives and determining the means to achieving the

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
		students are taught and assessed.	information as to how to provide optimal adjustments in classroom and beyond. (e) Disseminate information to all teaching staff and encourage sharing of good practice.			objectives gathered through focus groups. Focus group members agree that these processes are clear.

Priority 2. Recruitment. (Ensuring equality of opportunity in recruitment of all categories of students and departmental staff, and transparency of those recruitment processes).

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
2.1. Monitor gender balance of student intake at all levels (UG/PGT/PGR).	Whilst our student profile is in line with the sector, we need to continue our efforts to encourage more applications from male students (still underrepresented) and from a more diverse background.	1. Continue to monitor trends in student recruitment at all levels. 2. Continue to monitor publicity materials to ensure that we feature both	(a) Monitoring systems in place for gender, make sure that ethnicity/socio-economic background is captured at institutional level. (b) We currently avoid all-female OD teams but need to properly monitor	Ongoing in place	SAT team to gather data. Annual report to EDI COMMITTEE and Strategy group.	(1) Stable (20%) or increased number of male UG students (30%). (2) Successful recruitment of (20-30%) male UG ambassador(s) to help at OD/AVDs.

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
		males and females.	gender balance for UG ambassador(s) to help at OD/AVDs. (c) Reach out to a wider participant pool of prospective students, for example showcase range of career paths that Psychology can support to demonstrate its utility to a range of students.			
2.2 Monitor gender balance of staff (academic, PTO, research) at all levels.	Despite our success in promoting internal female talent, the percentage of females at level 9 remains low at around 34% as does the percentage at professorial level (30%).	1.Ensure continued support of female academics from grades 7-8 to more senior levels. 2.Note that success rate of females applying for promotions are high, action	(a) Continue to deliver promotion seminar. (b) Develop annual promotion retreat days to work on promotion cases (events initially focused on senior females). (c) Ensure review at PDR regularly and at	Delivery of annual seminar ongoing. January 2025 first retreat to be held. Ongoing review of success and tweaking of actions.	HoD/ Deputy HoD ADLs PTO line managers	(1) Seminar delivered annually and rated as useful by 75% respondents in post-seminar feedback survey. (2) Increase in number of females in senior posts (50%).

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
		to be targeted at encouragement and identification.	least 1-2 years ahead of a potential application to identify areas for development. (d) Ensure PDR process for PTO signposts and discusses career development opportunities (such as secondments).			(3) Increase in gender balance at senior level (50% female).
2.3. Monitor recruitment/progression of female students to PGT, develop activities to promote progression of female students to PGT	The proportion of female students at PGT (72% in 2022) is lower than that at UG (80%), i.e., there seems to be some issue with the progression of female students from UG to PGT.	1. Continue to monitor trends in student recruitment and progression at all levels. 2. Analyse data to identify any demographic trends in those attending UG, PGT and PGR courses.	(a) Organise After (Uni) career events that target UG and PGT students. (b) Include events encouraging students to pursue PG degrees. (c) Organise talks by female members of staff to increase visibility of female academics as role models.	Start October 2025 Monitor success of initiatives January 2027	PGT lead Teaching Committee Student Experience officer Reports and updates to SAT.	(1) 2027 Quantitative progression data shows increased female retention from UG courses on PGT/PGR programmes – target 80%.

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
			(d) Conduct survey/focus group to understand why fewer female students progress from UG to PGT and from PGT.			
2.4. Review potential for greater transparency around academic recruitment and appointments processes.	The recent culture survey identified this as an area of improvement only 40% academic staff agreed recruitment was transparent.	1. Review current processes. 2. Identify stages in process where greater transparency needed	(a) Conduct focus group (academic, research and PTO staff) for consultation on how this can be improved. (b) Include research staff in departmental communications regarding recruitment and appointments.	Start Jan 2024 with review of current processes. October 2024 focus group consultation. Jan 2025 review of outcome and implementation of new identified initiatives.	HoD/Deputy HoD DO Strategy Group	Percentage increase in perception of transparency evidenced in culture survey 2027 (from 40% in 2022 to 75%).

Priority 3. Career Development (opportunities for career development for students & staff)

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
3.1. Formalise departmental mentoring provision to provide two	New staff are currently allocated one mentor, but	1. Create checklist for new peer mentor stream to	(a) Consult recent new starters about gaps and	Start January 2024	EDI COMMITTEE/SAT	(1) Added question to culture survey.

<p>mentoring streams within the department 1) peer mentoring to guide day-to-day activities 2) career development mentoring</p>	<p>review of our processes identified need for more specifically targeted mentoring and stringent processes for PTO mentoring. Mentoring is offered to all new staff, but not all members of the department have mentors, either within the department or externally. PGR students are allocated an academic mentor who can offer guidance and act as role model.</p>	<p>go through with new starter to guide throughout the first academic year. 2.Continue to encourage staff to join the University Mentoring Programme as both mentors and mentees.</p>	<p>details/processes that had to be learnt/were helpful. (b) Create checklist. (c) Promote question about mentoring needs in annual PDR/probation review for all staff. (d) Update departmental handbook with clear signposting to checklists to be used by mentors.</p>	<p>Complete June 2025</p>		<p>(2) Score above 75% of staff agreeing that peer mentor checklist was helpful.</p>
<p>3.2. Improve career progression and PDR experience for PTO staff.</p>	<p>The 2022 culture survey reveals low satisfaction with feedback on career progression provided through the PDR process - only 25% agreed feedback was useful.</p>	<p>Improve satisfaction with the PDR process for PTO staff to support career development.</p>	<p>(a) Engage with/ Update from LU wide project on Professional Services Review Project. (b) Regularly review role profiles of PTO at annual PDR and apply for ex gratia payments (as a</p>	<p>October 2024 conduct focus group. January 2026 delegate of SAT consults with HR on feedback and training opportunities for PTO line managers.</p>	<p>HoD DO</p>	<p>(1) 100% of eligible PTO staff receiving ex gratia payments. (2) Best practice document developed. (3) Increased satisfaction with PDR process and feedback on career development in 2025</p>

			means of recognising their contributions), where applicable. (c) Task HR to offer PTO line manager workshops to share best practice and develop consistent practice for PDR. (d) Make focus of PDRs having SMART actions tied to specific training or skills.			culture survey - more than 75% agree feedback is useful.
3.3. Continue to foster processes and activities to support student careers	We offer different career related opportunities (e.g., UG drop-ins, Psychology Employability Programme), but do not systematically monitor uptake. Careers is a point of discussion during termly meetings with Academic Tutors.	Promote career-related events and monitor attendance.	(a) Impress on students who do not attend why these are useful opportunities and encourage participation. (b) Track destination of students who draw on these provisions.	Summer 2024 review calendar of student careers related opportunities and events, develop effective monitoring processes and record keeping. June 2025 review attendance at	Careers officer Student programmes officer Central careers team	Improved records and data on student engagement with careers opportunities and their connection to career destinations. Monitor attendance during 2024/2025 academic year and seek to increase this in subsequent years.

				events following full academic year.		
3.4. (Continue to) monitor gender balance of staff involved in departmental engagement activities, e.g., recruitment and outreach), teaching activities, and on departmental committees	Outreach recognised in WLM, and equal gender balance. However, SAT team and focus groups identified that overrepresentation of ECRs and those without caring responsibilities might be an issue.	Further increase diversity in the staff represented at recruitment events through targeted action and signposting to carer budget.	(a) Develop staff rota for OD/AVDs. The rota will ensure a greater spread of grades are represented at these events. (b) Signpost and make sure staff make use of carer budget offering financial support to staff with caring responsibilities (e.g., children, aging parents) who are scheduled, or seek to work at Saturday events. (c) Monitor uptake on carer budget	Start March 2024 (at allocation of duties to new WLM) Finish September 2024 Ongoing monitoring	HoD ADLs Update/report to SAT and EDI COMMITTEE	(1) Develop rota. (2) Engagement of more staff across OD/AVDs. (3) Increased satisfaction across staff with balance of staff attending Saturday events. (4) Increased uptake on carer budget.
3.5. Develop guidance for identification/approval of second and third supervisors, and internal	Director of PGR, teaching committee and SAT review identified this as an area of concern as	Practice guidelines for allocation of supervisor(s) and internal	(a) Director of PGR to review and summarise current (informal) practice.	Start October 2023 Finish September 2024	PGR Director to formalise processes Report to EDI committee	(1) Allocation of tasks recorded (2) Data collected to provide evidence of gender balance and

examiners/chairs, taking diversity and gender balance as well as expertise into account.	processes have not been formalised.	examiners/chairs in place.	(b) Review to be discussed in the Research committee and the EDI COMMITTEE with the aim to identify points of improvement. (c) Formulate an action plan to be presented to Research committee and EDI COMMITTEE for approval.			diversity in allocation.
3.6. Formalise process for ensuring equality of opportunity in relation to PhD funding/studentships	Director of PGR and SAT identified this as an issue and decided to formally implement process where applicants who are at the start of their academic career-, many of whom are female, are given opportunity to supervise PhD students.	1. Promoting allocation of PhD studentship to early career academics/ teaching staff. 2. Prioritising “early career” staff when allocating studentships.	(a) Formally implement process where applicants who specify an early career supervisor as their main supervisor for studentships get a bonus point at the short-listing stage. “Early career” in this context is defined as staff at lecturer level or (senior) teaching	Start October 2023 Finish October 2024 Ongoing review of success.	PGR Director to formalise processes Report to EDI committee	(1) PhD allocation recorded (2) Evidence of gender balance and allocation to early career staff evident from records.

			<p>associate level on a permanent contract or fixed contract where the contract period covers the duration of the PhD project, who are not currently the main (at least 51%) supervisor of any PhD students.</p> <p>This will apply to studentships where the short-listing criteria are within Departmental control (EPSRC, Faculty studentship).</p> <p>(b) We will implement several activities to facilitate linkup between staff and applicants by i) stream-lining our advertising to increase visibility of staff research expertise; ii)</p>			
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			organising an event where supervisors can pitch ideas to applicants.			
3.7. Monitor allocation of GTA hours ensuring parity and equality of opportunity.	SAT identified this as something where processes for allocation have not been formalised. This is an important objective with intersectionality with ethnicity/English as a second language/disability and gender.	1. Formalise allocation process 2. Ensure parity in workload and identify reasonable adjustments (if applicable) to ensure equality of opportunity	(a) Set up allocation process (b) Monitor diversity and gender balance in allocating of GTA hours/tasks. (c) Publish process and data for staff and students to access.	Start July 2024 Finish October 2024	Teaching Committee GTA coordinator and SPO.	(1) Data on allocation of GTA hours shows no biases-
3.8. Identification with the department and research groups.	Culture survey responses highlight this as a key area for improvement. Staff consultation in 2020 identified this as an area of concern and consultation led to changes.	1. Formalise "Research Wednesday" and monitor uptake and success. 2. Hold annual Research Away Day. 3. Encourage mini research away days/afternoon for research groups.	(a) Provide centralised support to continue keeping Wednesday afternoon teaching free (time tabling). (b) Provide budget for Departmental Research Away Days and Research Days for individual research groups. (c) Departmental Seminars to be held	Start October 2023 (in place). Finish: Ongoing Monitor uptake and success	Research Committee Research Group Leads Departmental Seminar Organiser	(1) Well attended "Research Wednesday" as measured by: (2) Sustained attendance at research group meetings/away days across academic year. (3) Increase in attendance of Departmental Seminars - more than

		4. Formalise timing of departmental seminar	Wednesdays, finishing at 4pm to allow those with careering responsibilities to attend.			50% staff attending each week - (4) Culture survey question score above 75% on items: -I feel fully part of my department/ research group. -Being part of my research group is important to me.
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Priority 4. Promotions Practice. (Addressing concerns about equality of representation of males and females at all levels, and the transparency and fairness of the promotions process)

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
4.1. Ensure equality of opportunities in terms of applying for promotion.	As success rate of females applying for promotions are high, action to be targeted at encouragement and identification. Currently no department level measures in place to ensure the lack of racial bias in the identification	1. Implement promotions panels (as part of ADL meeting) to review all staff PDRs and identify opportunities to develop cases for promotion. 2. Develop and strengthen	(a) Identify those at top of their pay grade. (b) Encourage female academics to take OED training in leadership. (c) Identify areas for development at PDR. (d) Share good practise amongst ADLs.	Start July 2024 Monitor success annually Finish 2027- Ongoing	HoD/Deputy HoD ADLs	(1) Maintain high rates of applications for promotion (with particular emphasis on female staff). (2) Reduction in number of “reluctant promotees” as evidenced in

	of candidates for promotion.	equitable distribution (gender, race, disability) of opportunities that contribute to individuals' promotion prospects.				reduction of years before applying for promotion.
4.2. Ensure awareness and transparency of processes surrounding promotion.	Culture survey identified that there is still ambiguity surrounding aspects of the promotion process. For example, only 17% agreed that promotion processes are fair to those who have had career breaks and only 56% of all respondents agreed that the promotion process is equally fair for males and females.	1. Focus part of PDR discussions on promotion criteria. 2. Continue annual seminar on promotion.	(a) Regularly update spreadsheet outlining promotion criteria. (b) Clarify pro-rata contribution for those with career breaks/working reduced FTE. (c) Provide data on successful applications to promotion disaggregated by gender and (if possible) career breaks and FTE.	Start March 2024 Ongoing	HoD/Deputy HoD supported by ADLs	(1) Continued success in applications following career breaks and/or reduced FTE. (2) Increase perception of fairness evidenced by culture survey response (75% agreeing that equally fair for males and females and 60%* agreeing that process fair to those with career breaks.

						*Number likely to stay lower due to fewer staff experiencing those.
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Priority 5. Transitions (supporting new staff when starting, existing staff returning from leave, staff leaving the department etc.)

Objective	Rationale	Specific Actions	Milestones and Key Outputs	Timeframe	Person(s) responsible	Indicators of success
5.1. Ensure standardisation of probationary agreements appropriate to level of appointment.	Feedback from new starters and ADLs highlighted instances of lack of consistency in some probationary agreements.	Create template for different career paths and stages (research, teaching, PTO).	(a) Following review create example templates to be used for different career paths and stages. (b) Update departmental handbook with clear signposting to example templates to be used by HoD and line managers.	Complete by academic year 2024/25	HoD/Deputy HoD ADLs Review of documents by EDI Committee/SAT	(1) Standardised probationary agreements in place. (2) Templates uploaded and available to ADLs.
5.2 Review and extension of induction process to provide greater cover of practical aspects of departmental life e.g., e-learning facilities (Moodle), administrative processes etc.	Feedback from new starters highlighted gaps and lack of consistency of information covered. PTO consultation identified that induction forms need to be adapted.	1. Review current induction document and checklist for different career paths (research, teaching, PTO). 2. Ensure all aspects of	(a) Following review create example templates to be used as a starting point during inductions. (b) Update departmental handbook with clear signposting to	Complete by academic year 2024/25	EDI Committee/SAT DO Teaching Committee Research Committee	Gain feedback from new starters – all agree that induction processes are comprehensive and useful.

		departmental life are covered. checklist for induction process.	induction checklist for line managers.			
5.3 Improve standardised process for exit interviews to better understand how/whether EDI issues impact decisions to leave.	ADLs and SAT identified that the current format does not allow good understanding of influence of work culture, and EDI issues for decision to leave.	Include questions about EDI in exit interviews.	(a) Identify 'push' and 'pull' drivers leading to decision to leave. (b) Review responses and propose action if necessary.	Complete by academic year 2024/25.	EDI committee HoD/Deputy HoD ADLs HR partners (institutional level)	(1) High completion rate of exit interviews (75% leavers). (2) Identification of root causes and problem areas.
5.4 Expansion of exit interviews to include PGR students.	Director PGR and Teaching Committee identified this as a gap; information gained would provide valuable information to optimise PGR experience.	Create exit interview template for PGR students	(a) Conduct interviews; (b) Review responses and identify action if necessary; (c) Implement structural changes/changes to process if areas of concern are identified.	Start March 2024 Complete October 2025	PGR Director EDI committee Research Group leads/PGR mentors to conduct interviews	(1) High completion rate of exit interviews (80% completers). (2) Identification of examples of good practice and problem areas.