

4.2.i	60% of all UK academic staff are female.	Review advertisement policy for vacancies to ensure under-represented staff are targeted. Consult on how we might target under-represented groups through advertising.	All staff with line management and recruitment responsibility	Recruitment panels are monitored and data captured for gender and ethnicity balance.	1-Jun-20				
5.1.i	Currently we have a higher %F.	Statement in job advertisement to be included informing applicants that costs associated with interview (travel and caring) will be reimbursed.		ICH has a pool of Fair Recruitment Specialists and uses them when the panel is not balanced with regard to gender/ethnicity.	1-Jun-20				
5.3.i	At Grade 2 and below applications for posts were 69%F (2017-18). Males are slightly less likely to be short-listed at Grades 1 (7%F:5%M) and 2 (25%F:19%M). This is more apparent at Grade 4 (100%F:43%M).	Review shortlisting process.		All costs associated with interview (travel and caring) are reimbursed.	1-Sept-20				
	Ethnicity has an impact on appointment; white females and males are equally likely to be appointed (1 in 20) compared to black males (1 in 48) and black females (1 in 64).	Ensure interview panels are gender and ethnicity balanced.		Monitoring process is in place to ensure all staff repeat UBT every three years and review impact.	1-Sept-20				
	Completion of Unconscious Bias training is mandatory within the first six	Ensure all staff repeat unconscious bias training (UBT) every three years and ensure that they feel confident to challenge any assumptions that they		Data is collected on progression from	1-Sep-20				



			<p>student profile (47% BAME, 2017). There is also a disparity when considering the % of BAME males relative to the total BAME group i.e. 20% (2018) relative to the % of white males of the total number of white PGR students i.e. 30% (2018).</p> <p>Female students are more likely to have caring responsibilities than their male peers and their attainment and retention may therefore be disproportionately affected by the COVID-19 pandemic. The socio-economic situation of students may also play a role, with those in economic distress more likely to be impacted.</p>	<p>involvement of senior males as role models. At the Christmas Lecture Series only 1/8M volunteers was a senior staff member.</p> <p>Increase the number of male personal tutors for PGR students, currently there are 5F:1M.</p> <p>Collaborate with non-profit organisations, e.g. In2Science, to develop Institute-wide programme of student experience placements targeting male and BAME school students.</p> <p>Monitor attainment balance.</p> <p>Determine what effect COVID-19 has on student retention and attainment.</p>		<p>Develop Institution-wide student experience placement programme with a gender balance of students, focusing on students from under-represented backgrounds.</p> <p>Attainment is balanced.</p> <p>Understanding of the effect of COVID-19 on student retention and attainment.</p>	<p>1-Jun-21</p> <p>1-Sept-23</p> <p>1-Apr-21</p>	(Jane Simmonds)	

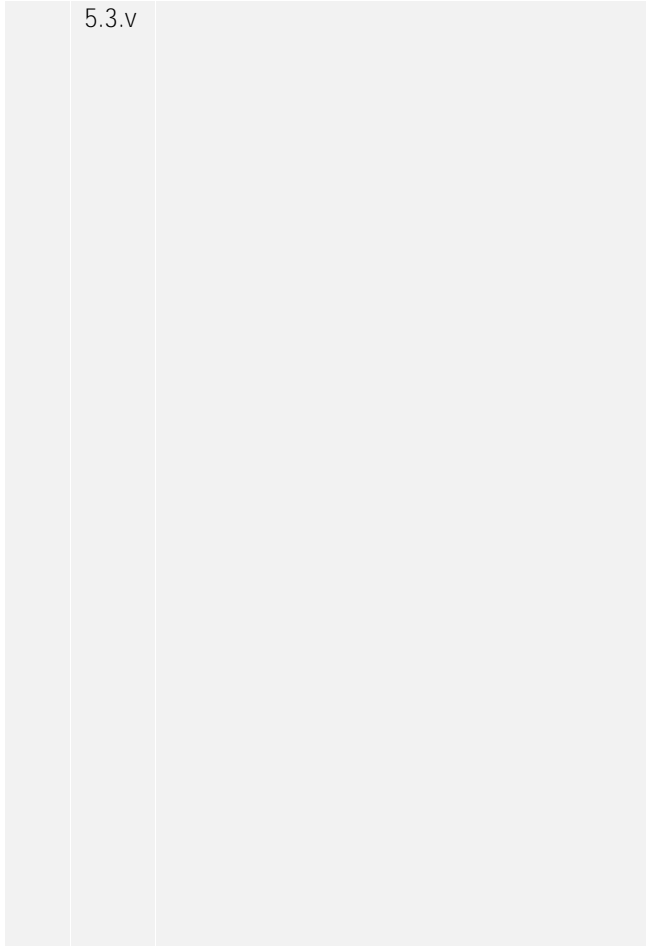


			<p>reported that they did not discuss additional increments or contribution points (AI/CP) at their appraisal in 2019.</p> <p>Part-time staff are less likely to apply for AI/CP. In 2018/19 20% of PSS staff were part-time; 1 part-time female applied for AI/CP and 7 full-time staff (6F:1M).</p> <p>Four staff members (2M:2F) secured placements on our new work-shadowing initiative in 2019 and reported positive experiences.</p> <p>Completion of exit surveys by PSS staff is incomplete.</p>	<p>Anonymised exit survey results to be reviewed to determine how best to increase staff satisfaction.</p> <p>Gather feedback, +ve and -ve, from course attendees. Line Managers to share information to further identify appropriate courses to aid</p>					






5.3.v
















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14% of staff (no  
difference between  
genders) felt they did



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				change in caring responsibility.					





			<p>carers compared to 5% and 8%, respectively for non-carers. We will continue to monitor this to ensure this is sustained.</p> <p>Records for attendance at workshops on bullying and harassment are inaccurate thereby suggesting that attendance is low.</p>						<p>reported by parents and carers in the 2019 survey maintained or further reduced in line with those seen in other groups.</p>
	5.6.i v								



			<p>During the process of preparing this application we were mindful to make sure it was colour-blind friendly. Previously we have not considered this when preparing other AS and EDI materials.</p>	<p>support staff and students with disabilities.</p> <p>Review impact of these policies with staff and students with disabilities and consider what changes can be made.</p> <p>Increase awareness of visible and invisible disabilities.</p> <p>Positive statement included on all job adverts.</p> <p>Survey staff to determine whether the planned actions have had a positive impact on those with disabilities.</p> <p>Make people aware of the resources available to make sure all documents, posters and presentations (virtual and paper) are accessible for all.</p>	<p>Survey / Focus Group consultation data analysed and appropriate actions developed.</p> <p>All documents, posters and presentations are accessible for all.</p>	<p>1-Mar-21</p> <p>1-Sept-21</p>		<p>All staff and students have a better understanding of what they can do to support others</p>	













Review point



Priority Action

Staff/student survey/consultation point – every two years in March