Acronyms and key terms:

Below are the key terms and acronyms that will prove useful throughout the action plan.

AS = **Athena SWAN**

E&D = **Equality and Diversity**

EDC = **Equality and Diversity Committee**. A formal sub-committee of CEC with the remit of oversight and guidance for all E&D related policy and process. The Chair is a member of CEC and membership includes the Principal and representatives of all RVC staff and student constituents.

SAT = **Self- Assessment Team**. This will disband after the application and all AS activities will be monitored and reported on by EDC. Several EDC members are on the SAT, including the Chair, Secretary and Clerk.

CEC = **College Executive Committee.** The CEC E&D Champion is the Chair of the EDC.

SDM = **Staff Development Manager**

Intranet = **Widely used source of information** and exchange for all RVC staff and students consisting of announcements, news, published policies and procedures, contact details for staff, departmental pages, institutional calendars, the Principal's blog, an E&D page and Athena SWAN page.

HOD = **Head/s of Academic Departments**

MDP = **Management Development Programme.** A series of subject intensive courses available to all staff, but primarily focused on those with management responsibilities. This is mandatory for all new managers.

SWW = **Staff Wellbeing Workgroup.** Established in 2016 to address issues related to staff wellbeing, the group has already generated a number of recommendations to improve all aspects of staff working life. Members include the Head of Governance, Chief Operating Officer, Academic Registrar, Director of Learning and Wellbeing and an independent external consultant.

WMG = **Workload Management Group.** A newly established group tackling workload allocation planning and management, tasked with reviewing current activity, consultation and identifying recommendations for the future. Membership includes academics and HR staff.

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No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes	Progress Update (Purple = 2017, Black= 2018, Blue = 2019, Green = 2020)
1. Embed Athena SWAN Charter Principles into RVC culture						
1.1		Include statement on commitment to AS charter principles on RVC intranet and internet and recruitment material	June ' 17	E&D Manager	Commitment to AS charter principles is visible internally and externally	Statement of commitment is now on the E&D web page and the HR website. The statement of commitment is now on the recruitment material and is accessible externally.
1.2	**Endorse and support equality and diversity through public avenues**	Increased attendance and presentations from staff across the RVC at the CEC	Dec '17 March '18 then quarterly	Principal, Secretary to CEC	Data shows increase in attendance. AS2020 survey indicates staff perceives CEC as open and transparent	Agreed in the Terms of Reference for CEC that staff at the RVC will have an open invitation to attend at each CEC meeting. Agreement was made at the Nov 2018 CEC meeting that an open invitation to attend CEC will be sent out to the RVC community to raise awareness. There is now regular staff attendance at CEC meetings in response to the invitations.
1.3		Host bi-annual 'Town Hall' meetings for CEC to discuss progress relating to Athena SWAN actions	June '17 and Nov '17, then twice yearly as appropriate	Principal, Secretary to CEC	AS2020 survey indicates staff perceives forums as valuable, inclusive and informative	First Town Hall meeting held in June, second meeting is scheduled for May 2018. Town Hall meetings continue to run but the format is being reviewed using feedback from

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						the staff engagement survey. Principal reported progress made against Athena SWAN actions in his annual presentation to all staff in December 2018. It was decided during December 2020, to provide an EDI update which will include progress made on Athena SWAN Action Plan.
1.4	**Identifying role models and creating an inclusive community**	Inclusion of AS in key RVC communications (e.g. community newsletter) to include: • Current E&D and AS issues and activities • Minutes and highlights of EDC meetings • Celebrating role models across the spectrum of staff • Key highlights of annual equal opportunities monitoring data	Aug '18 and quarterly thereafter	Chair of EDC E&D Manager	Appropriately resourced, and timely communications that cover these key areas	AS updates are being provided on the Message of the Day and the E&D web pages. Departmental E&D Action Plans are being developed by departmental E&D Champions and HoD's. Minutes of the EDC meetings are published on the E&D pages. There is now an E&D representative from External Relations who will advise on communication relating to raising awareness of the work

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						carried out under the Athena SWAN Action Plan.

Key highlights of annual monitoring data are now included in the Equal Opportunities Monitoring Report which is published on the E&D webpage.

EDC Champions have been tasked with exploring appropriate methods of communicating EDI updates within their departments and to also exchange best practice amongst departments. |
| 1.5 | | Celebrate success such as promotions, grants, papers, clinical advancements and teaching awards | Aug '17 and then ongoing | HoDs, VPs | AS2020 survey indicates Improved perception of role models for all and that this activity is supportive and inclusive | This is being embedded in the Departmental Equality and Diversity Action Plans. Mechanisms within departments are under review, good practice is already within research and innovation, including reports to Academic Board and Council in addition to news |

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						items on the RVC website.
1.6		Host inaugural lectures and other activities promoting role models	Aug '17 and then ongoing			There have been examples of some departments celebrating and promoting role models via website and inaugural lectures. These activities have included the announcement of female promotions.
1.7	**Encourage diverse committee representation and balance workload impact**	Review barriers to participation and make changes to committee constitutions to ensure gender balance and better representation where that is an appropriate solution	Sep '18	College Secretary , COO & Principal	Actions complete and impact monitored with the aim of no less than 40% of any gender on any committee	A survey of RVC Committee Terms of references & constitutions is underway. Analysis and recommendations for actions will follow. Survey is now complete and we are now looking at implementing changes to constitutions and to College roles that will support and enable a better gender balance. Academic Board (AB) has amended its Terms of Reference to allow Chairs of its sub-committees membership rather than requiring membership of AB as a prerequisite for being a Chair this opens up the role of Chair and membership of AB to a

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						wider body of staff at grade 8. Further actions ongoing to see where change is appropriate.
1.8		Report representation on committees, including information on gender, grade, FTE, disability and ethnicity data to CEC annually	Sep '17, then annually	Committee Chairs and Secretaries	Data to be used by the College Secretary, to ensure that committees are representative of the RVC community	Gender data was gathered for Athena Swan in 2017 - an appropriate mechanism is being developed for the 2018 report. This is a project which is now scheduled for September 2019. Proportions of female staff on senior committees: Council = 46%, CEC = 50%, PAG = 33%. We have not yet carried out a full survey.
1.9		Ensure that all 'representative' committee roles operate on a fixed term basis, supported by timely monitoring and flagging of expiration of terms and a transparent published process for nominations	Sept '18	College Secretary	Documented rotation of committee roles. AS2020 survey once again indicates committees value diverse opinions and are inclusive.	This is dependent on the completion of 1.7 whereupon advice will be given to Chairs and Secretaries on this issue. Please refer to 1.7.

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1.10		Monitor accurate attendance at committees to subsequently identify next steps needed to address committee workload impact on individuals	Sep '17 onwards	WMG	Data used to ensure a fair and appropriate balance of committee attendance and workload, dependent on role.	Monitoring data is currently being collected. The next steps are dependent on the completion of 1.7 and 1.8. The impact of committee workload on individuals will be partly addressed through the recording of activities on the Workload Allocation Model. WAM in progress but not implemented yet. The "soft" launch is being planned for early 2021 with a full launch in the Summer of the system. The soft - launch is a mandatory roll out of the system to all academic staff without the complete data sets due to the atypical work patterns brought on by the Covid-19 pandemic. Soft launch is an opportunity to familiarise and refine the system to its full capability, with a view

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						to using it to a more formal capacity from the next academic year.
1.11		Embed E&D as an agenda item into all committee business, including Academic Board and other key committees.	December '17	College Secretary	E&D is considered in all discussions and decisions	This has technically been embedded through the Committees project (see 1.7) as a consideration for all items.
2. Strengthen E&D training by adding tools to tackle and address unconscious bias						
2.1	**Ensure E&D training is completed by all new and existing staff, particularly staff managers**	Appraisal and Probation processes to include a requirement to check E&D training is completed.	Jan '18 and then annually	Deputy Director of HR & Head of HR Operations	Processes amended and adhered to. Progress reported annually to CEC.	Amended appraisal form now includes a question on E&D training completion. Probation process is being achieved via HR E&D Action Plan. Probation processes now includes a question on E&D

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						training completion. Progress reported to CEC as part of action 2.2.
2.2		Ensure access to and promote positive benefits of undertaking this training through targeted communication to all staff. Report levels of completion to CEC during the three month period in which staff are told to complete the training, for their follow up with staff directly.	Feb '18	SDM EDC Chair & E&D Manager	Training completion rates >85% by Dec '18, 100% by Dec '19 Reports included in CEC meeting agendas. A decrease in formal/informal complaints, measured via annual monitoring and staff engagement survey.	Infrastructure is in place to capture training completion rate. In April 2018, following the last compliance drive, there was 86% compliance. Compliance reports were sent to CEC in the months leading up to the end of the drive to track progress.
2.3		Include unconscious bias training in all MDP programme courses that relate to decision making.	July '18	SDM E&D Manager	Unconscious bias training is incorporated into all decision making training within MDP.	Partially completed. Recruitment and selection and appraisal courses now includes Unconscious Bias. Unconscious Bias now forms part of recruitment, absence management and appraisal training and is a major focus of recruitment refresher training which all recruiters are required to attend.
2.4		Review E&D training to increase focus on Unconscious Bias (including gender bias).	Nov '17	SDM E&D Manager	Unconscious bias training embedded within the repertoire of E&D training.	Online E&D training currently includes unconscious bias. Unconscious Bias now forms part of the management

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					2020 AS staff survey indicates >80% of feel comfortable in addressing bias.	recruitment and appraisal training. Further review of E&D training will take place upon licence renewal in Oct 2018. Online E&D training has been reviewed which now has a greater focus on Unconscious Bias including gender bias.
2.5		Conduct additional briefing session on Unconscious Bias (including gender bias) with CEC.	Mar '18	E&D Manager Secretary to CEC	Increased awareness of barriers towards the promotion of E&D and what their roles and responsibilities are in advancing E&D practices across the RVC.	Briefing session on Unconscious Bias has been organised for March 2018. Briefing session on Unconscious Bias was delivered to CEC in March 2018.

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2.6	**Engage and consult with staff regarding E&D issues and ensure this is considered at the highest level.**	Investigate perception of E&D training, policy and practice through local E&D champions. Areas for concern will be fed into HR services for action planning. • Action plan developed to address key areas of concern • Action plan progress reported to CEC and published on E&D intranet page.	June '17	E&D Manager EDC Chair Departmental E&D champions	Action plan to address key areas of concern, with leadership from EDC Chair and all those responsible.	Actioned via Departmental E&D Action Plans and fed into HR E&D Action Plan. Feedback from E&D related training sessions has been taken into consideration when rolling out new or further programmes. Areas of concern are fed into the HR Action plan via the E&D Champions. E&D Champions will be consulted during early 2021 on perception of EDI training and practice to support revision of EDI training and awareness interventions provided to staff.
			Feb '18		Action plan approved by CEC and published. Actions being monitored by EDC	This is actioned via Departmental Action Plans.
3. Develop and enhance the RVC's E&D policy and support framework						
3.1	**Update policy to reflect the diversity of the RVC and include**	Broadening the E&D Policy to include policy and practice on transgender staff and students, to be recommended to CEC by EDC. Policy impact to be	Dec '17	EDC Chair and EDC Deputy Director HR	Policy approved, implemented and published on staff intranet. Advertised as available to all staff.	E&D Policy has been reviewed and now includes the promotion of inclusive practice for transgender staff and students.

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	guidance on transgender staff and students and other under-represented groups	monitored in future surveys and review of systems data.			AS 2020 survey indicates >80% of staff are aware of policy and feel able to support trans staff and students and tackle discrimination	
3.2		Provide briefing sessions on Transgender Awareness to a range of stakeholders, such as senior staff, departmental E&D Champions and HR department.	Nov '17	E&D Manager	Briefing sessions held	Session has been delivered by a member of the Equality Challenge Unit to E&D Champions, HR colleagues and a range of stakeholders. Next step is to offer course to the wider College community.
3.3		Hold staff consultations, including members from the staff transgender community, to support the development of Transgender Awareness Policy.	May 2021	E&D manager Deputy Director HR	Staff working group meetings completed and policy and impact agreed.	Initial discussions have taken place with a transgender staff member and external members from the transgender community with the view to informing transgender policy development. Initial discussions with the newly formed Informal LGBT+ Staff Network have taken place during 2018. These discussions have included raising awareness of the needs

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						and support for Transgender staff.
3.4		Publish Policy to support trans staff and students on the intranet	May '21	Website Manager	Guide published	
3.5	**Ensuring alignment between policy and practice.**	Develop and conduct an Equality Analysis, Equality Impact Assessment (EIA) to measure any adverse impact including barriers to gender equality on all relevant new or existing policy, procedure and practice.	Sep '17, ongoing	Principal, CEC, E&D manager and Departmental E&D Champions	Equality Analysis guidance and developed. All relevant policies, procedures and functions equality impact assessed.	Equality Analysis (EA) has been developed, it will be launched in Jan 2018 which will include a series of short training sessions on how to conduct EA.
3.6		Gather data and analyse steps needed to bring policy and practice together, and implement change with CEC approval.	Sep '19		CEC review and approve actions	Equality Analysis guidance was approved in Jan 2018, this was followed by a series of Equality Analysis training sessions delivered to staff who are responsible for policy or service review/development. Further sessions are planned for 2019.
4. Develop a culture that supports and encourages flexible working						
4.1	**Improve awareness and support of flexible working policy and process**	Run bi-annual staff workshops to increase visibility of flexible working options, resources and RVC policy. To be held at various times to allow attendance of staff on different work patterns and attended by members of CEC, local E&D champion and RVC role models who successfully use flexible	April '18	E&D Manager Employee Relations Manager	Workshops held successfully on a bi-annual basis. AS 2020 survey indicates >70% of staff are aware of policy and flexible working options at the	Regular workshops are currently delivered to managers on 'Understanding and Managing Flexible Working'. These sessions will be extended to all staff in 2018. Six workshops were held

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		working arrangements.			RVC	during 2018 on 'Managing and understanding Flexible Working'. These sessions are now aimed at all staff.
4.2		Monitor workshop attendance and report to CEC through the annual Equal Opportunities Monitoring report.	Oct '18 and then annually	E&D Manager EDC Chair	CEC receives report and ensures staff attend.	Workshop attendance is now reported through the Equal Opportunities Monitoring Report.
4.3		Investigate how to support clinical staff with flexible working and create a list of actions for future implementation.	June '18	VP Clinical Services HoD CSS	Update policy and process if changes are required.	This investigation is being progressed via departmental E&D Action Plan. A Flexible Working Group has been established within CSS for lower grades. An independent project will commence in January 2019 to explore and assess the practicalities of flexible working within senior grades across the College.
4.4		Develop a 'Flexible Working' section on the intranet as a focused hub of information for all staff with links to Flexible Working toolkit and Guide for Managers, as well as specific examples of RVC best practice.	October '21	Deputy Director of HR Employee Manager.	Intranet page set up. AS2020 survey shows the staff access this new resource and find it useful.	
4.5		'Managing Flexible Working' training	Sep '18	SDM	Attendance by new	The foundation stage of the

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		to become a mandatory part of MDP, and include understanding the benefits to business. All new managers of staff trained. Attendance reported to CEC on an annual basis through the Equal Opportunities Monitoring report.			managers 100%. CEC monitors attendance. AS2020 survey shows staff feel the RVC is supportive of flexible working arrangements.	MDP now includes a module on flexible working which targets all new managers. Attendance will be reported via the Equal Opportunities Monitoring Report 2018, and thereafter annually.
4.6		Remind managers to consult with HR prior to an official refusal of a flexible working request. The staff member will also be consulted.	Ongoing	Head of HR Operations	AS2020 survey indicates >80% of those who go through this process see it as fair and transparent.	Progressed via Departmental E&D Action Plans. This action is ongoing.
4.7		Review ICP/APPP to include a focus on compatibility with models of flexible working	Dec '17	Head of HR Operations	Update the ICP/APPP process if review identifies changes is required.	Barriers have been removed to support part-time workers progressing their careers. ICP's are reviewed to ensure objectives are now aligned to hours of work.
5. Commitment to improving career progression						
5.1	**Ensure the appraisal process maintains a focus on career progression and development**	Ensure that effective professional and career development and training discussions form part of the appraisal process by providing guidance on career goals, workload management and perceived barriers to success.	Sep '18	HODs Deputy Director of HR SDM	Guidance shared with all staff AS2020 survey indicates >80% of staff find their appraisal includes discussion of key subjects	Guidance referring to career development discussions is now available within the frequently answered questions of the appraisal section on the intranet.

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					and appraisers are perceived as capable.	
5.2		Appraisal training to be a mandatory part of the MDP and for all new appraisers. It will be made available to existing appraisers to update their training. Training to include specific information on how to encourage women to develop their careers	Sep '18	SDM	Training updated and delivered. Completion rates reported. AS2020 survey indicates >80% of staff perceive the appraisal as supportive of career progression	First course set for Dec 4th on "Managing Development" a core part of the MDP. "Management Development" is now offered to all appraisers. During 2018 four events were delivered. Training includes suggested questions regarding conversation about career development which will also benefit female staff.
5.3		Inform CEC of completion rates for appraisals to identify areas where this process is not occurring and take explicit action to achieve the target of all staff being appraised annually	Sep '17, then monthly during the last three months of appraisal cycle	Director of HR	>95% appraisal rate by 2020.	68.9% appraisal completion rates as at Aug 2017. 73% Completion rate during 2017/18 academic year.
5.4		Focus on succession planning and the creation of deputy leader roles, developing and promoting leadership skills.	Ongoing	Principal CEC HODs	Increased numbers of deputy positions by next AS application.	A project group has been established to look at the succession planning approach. CEC are actively engaged in the project group which is exploring succession planning within the College.

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5.5		Evaluate training for value added to career progression and/ or developmental objectives identified at appraisal by adding a question to training evaluation form.	Sep '17, then annually	SDM SWW	Training feedback updated and evaluated training is reviewed and necessary changes are made to ensure training is fit for purpose.	A question which evaluates this process has been added to the feedback form.
5.6		Review the MDP to determine if courses available form a coherent framework for development.	Sep '18	SDM Deputy Director of HR	Changes to MDP courses if review identifies the framework could be enhanced.	MDP has been reviewed and changes have been made. The course will be continually reviewed.
5.7	**Ensure training supports career progression and is valued**	Review the types of professional development opportunities that are valued by each cohort of staff, including non-clinical and clinical academics, researchers and professional staff in order to map to institutional support and expenditure. CEC to approve a strategy based on audit outcomes	Sep '19	Workgroup led by SDM and Deputy Director HR	CEC approve strategy for professional development	Following the staff engagement survey; workshops to consult with each staff group including academic, researchers and professional support staff were conducted.
5.8		Embed training time into the workload allocation model	Jan '19	WMG	Workload models recognise time for training.	
5.9		Target annual academic promotions workshops (as per five APPP track)	Mar '18	Head of HR Operations	Workshops held	Briefing sessions were held during November 2018, to Senior Lecturers on the new professorial promotion process. A further briefing on

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						the promotion process has been delivered to the Academic Board in December 2018. Workshops will be planned for staff during 2019, for other levels of academic staff, which will focus on how to engage with the ICP process.
5.10	**To support and improve the career development of staff**	To train and develop mentors, coaches and role models to support staff with career development plans.	Sep '19	HoDs Staff Development Manager	List published and available AS2020 survey indicates promotions advisors are a helpful resource	Progressed via Departmental Action Plan. Also progressed via action 6.5.
6. Supporting and developing female leaders						
6.1	**Understand why staff feel unsupported with their leadership responsibilities**	Conduct staff focus groups to identify key issues regarding 'leadership' and 'support'	July '18	SPWG	Focus groups held.	A leadership questionnaire was circulated to all grade 8 and 9's which focused on key issues regarding leadership opportunities, which is being incorporated into the succession planning project. The Aurora Leadership Programme, also includes focus groups around leadership development.

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6.2		Establish a working group and deliver an action plan to be implemented	July '18	SPWG	Action plan presented to CEC March '18 and put into action.	The CEC have been heavily involved in various succession planning workshops, the outcomes of this will inform a plan for succession planning in the College.
6.3	Formal approach for development of future female leaders	Identify 10 female individuals with leadership potential to participate in management/leadership activity each year. Budgetary allowance to be made to facilitate this. Nominations by HODs or CEC after obtaining individuals permission or by application to a panel. HODs to ensure their workload allows for these activities. A panel to decide on successful candidates	Mar '18	Principal and CEC HoDs	Individuals report benefit of undertaking these activities through training evaluation forms. AS2020 survey shows improved perceptions of diversity at Grades 8&9.	Initial discussions have been held with HoDs, with the view to offering tailored leadership development approaches for individuals. This action will be progressed via Departmental E&D Action Plans. Eight Women are being supported to take part in the Aurora Women's Leadership Programme- selected by a panel. We are currently recruiting to another programme 'Developing the Confidence to Lead' where we expect several other women to be supported from various levels of experience/grades.
6.4		Feature those selected in the RVC newsletter as role-models and their activities and success	April '19 and quarterly thereafter	Director of Marketing, E&D	AS2020 survey shows women perceive that there are good role	Role models are promoted via E&D webpages and also celebrated as part of marking

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		celebrated		Manager	models at the RVC.	International Women's Day.
6.5	**Create a culture of mentorship and support**	Clearly define 'mentorship' and 'coaching' with regard to the RVC's provision and identify further mentoring, coaching and shadowing opportunities for staff within and beyond RVC	Jan '19	SDM	AS2020 survey shows that (particularly female) staff perceive mentorship as valuable and supported at the RVC.	We now have twelve people who are qualified internal coaches who are available to coach RVC staff and a further group of coaches in training. We have joined a cross HEI shadowing scheme. Following a review of mentoring, we have a formal mentoring scheme for contract researchers and for Aurora. This includes training and sharing of practice for mentors- open to those on the scheme and those mentoring informally or through other systems.
6.6		Introduce mentorship into management responsibility by upskilling line managers on how to mentor staff: Include mentorship module in MDP and open this up to non- managers to enhance skills within the RVC as a whole. Include mentoring time in workload allocation model.	Mar '19	Head of HR Operations HR Deputy Director SDM	MDP module developed and active Mentoring time an accountable activity in the workload allocation model	Mentoring is now included in the module 'Managing Development' within the MDP.
6.7		Review and evaluate current mentoring	Mar '19	CEC	CEC approves future	Mentoring training has been

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		arrangements including investigating the feasibility of automatic mentor allocation for new staff (at least 2 meetings within probation period)		EDC Chair E&D champions	mentoring arrangements and implementation begins	reviewed and further developed and is now being delivered.
6.8		Introduce a buddy system for staff planning extended periods of leave to provide informal support and guidance during leave and upon their return to work in a mentoring capacity. FNB to check with Nicole.	Sep '19	Line managers (as part of appraisal), SDM and E&D Manager.	Buddy system in place	
6.9	**Development of an efficient, transparent workload allocation model to ensure equality.**	Identify activities that should be included in this model in addition to standard activities, including mentoring and professional development to ensure fair allocation of workload	October 2021	WMG	Workload allocation model in place. AS2020 survey indicates >80% of academic staff find the model fair and equitable	A project group consisting of a variety of stakeholders has been established to develop a workload allocation model.

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6.10	**Improve transparency**	Create of a standardised Academic, Research and Clinical RVC CV which is publically available	Sep '18	Principal, HODs	CV published AS2020 survey indicates that staff understand promotion criteria	The standardised Academic, Research and Clinical RVC is now available on the RVC intranet page.
7. Support for Staff with Caring Responsibilities						
7.1	**To understand better the underlying reason for staff resignations and failure to return**	Collect data to identify reasons for non-return after maternity/ adoption/ parental/caring leave and those that return and leave within six months.	May '18	Employee Relations Manager	Data available for trend analysis.	A structure is in place to capture this data. The exit interview process now includes a question to identify reasons for non- return after maternity, adoption, parental and carers leave. This data will be analysed annually from Jan 2019.
7.2	**To ensure that numbers of females eligible for return in the REF assessments increase.**	Collect data on the number of staff that make a specific request to increase their hours after a period of decreased hours of work	ongoing	Deputy Director HR/HoD	Data collected available for analysis in reapplication for Bronze or application for Silver in 2021	Progressed via Departmental Action Plans.

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7.3	**To keep childcare provision on the agenda for future capital works**	Formal review included in all capital planning projects, including community engagement.	Triggered by COO as appropriate	Capital Projects Management Group	Review nursery provision in the future capital works	
7.4	**To support those with caring responsibilities**	Evidence interest in introduction of a carers' network at the RVC through a staff consultation via EDC	Mar '18	EDC E&D Champions	Development of actions to improve support.	The first Carer Informal Staff Network took place during 2018.
8. Additional Actions						
8.1	**Data collection**	Collect more meaningful data at the exit interview, including specific questions to identify any inequality issues involved in the decision to leave.	May '17		Data collected and analysed for	
			Jan '18	Operations, Employee Relations Manager	E&D impact, issues reported to EDC and E&D Manager	A project group has been established to revise the current exit interview form, which will capture management information data including equality data.
8.2	**To support equality of pay objectives**	Implement modernisation of grade 9. All new grade 9 academic staff will start on the first spine point with progression through the scale, subject to performance. All existing grade 9 posts will be assimilated on to the	Jan '18	Director of HR/Head of HR Operations	Spine point structure implemented and publicised broadly. AS2020 survey indicates staff perceive fair pay	Proposed modernisation of the grade 9 pay structure was approved by the Senior Staff Remuneration Committee in Nov 17. First stage of implementation will begin in

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No	Rationale	Actions – and how	Target timing	Responsible	Success criteria/outcomes	Progress Update (Purple = 2017, Black= 2018, Blue = 2019, Green = 2020)
		appropriate spine point and red circled as appropriate			distribution across genders	Dec 17 when affected staff will be consulted on the proposal to introduce a career profile framework for academic staff beyond Senior Lecturer level. Following the consultation, the new procedure for promotion to Reader level and beyond, will be implemented. The new Senior Academic Promotion Process is being launched in December 2018. The process details how individuals will apply for promotion (above Senior Lecturer level) and the criteria they are required to meet for their application to be successfully approved by the Senior Academic Promotion Panel (SAPP).
8.3	**To determine why women are not progressing to senior roles.**	Produce data to identify timing of milestones for individuals progressing to senior staff positions and their length of time in the institution, to assess which critical	December 2021	EDC/Gender Working Group	Better information on career progression and mentoring within the institution resulting in an action plan to address the leaky pipeline	

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		points are causing the 'leak'				
8.4	**To ensure that numbers of females eligible for return in the REF assessments increase.**	Continue to monitor and encourage gender parity in REF submissions, with ongoing commitment to ensuring all researchers are supported in producing returnable work	ongoing	VP Research and Innovation	Improved gender parity in submissions, more accurately reflecting the gender composition of the RVC.	The REF 2021 Code of Practice was developed to ensure that there is fairness and transparency in all aspects of the decision- making process for the REF returns. This included regular Equality Impact Assessments of all stages of the REF process. The Special Staff Circumstances process. A SSC panel assessed each staff request for reduction of output for example maternity/adoption and carers leave which was measured against a fair and transparent criteria. All members of staff involved in the REF 2021 process were
8.5	**Publicise available resource**	Publicise Harassment Advisor Network as a resource to ensure staff are aware, particularly within the academic cohort. To be shared on the intranet, via Equality and Diversity Champions and the harassment advisor network.	May '19 and thereafter annually	Deputy Director of HR	Communications in place AS2020 survey indicate a much improved awareness amongst academics	The Harassment Advisor Network has been renamed as Dignity at Work Advisor Network which will now include a wider staff representation from within the College. The plan is to relaunch, the network in February 2019.

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						Dignity at Work Advisors have been renamed to Dignity at Work and Study Ambassadors so that they are aligned with requirements of the revised Dignity at Work and Study Policy.