





2023 Gold Action plan


Our 2023 Gold Action Plan is intersectional by design and links to our REC, Concordat, Disability, P&C-SDP and School/Faculty action plans. Intersection with these is highlighted. The 14 actions follow the employment journey from recruitment to departure, including actions to ensure we have qualitative student- and staff-centred ways of assessing the impact of the activity, to supplement our quantitative data analysis (AG11) and that functionality of Digital Core, our new HR IT system, supports the actions within this plan (AG14).

Priority	Reference	Planned Action / Objective	Rationale/Key Issue to be Addressed (i.e. what evidence is there that prompted this action/objective)	Timeframe	Person/team responsible	Key outputs and milestones	Success criteria and outcome
Actions in this area address priority 1: Recruitment							
AG01: Recruitment							
1	AG01.01.01	Develop case studies describing lived-experiences, reflecting the community of the University including job-share, part-time, career-break, protected characteristics, all ages and cross section of job families and staff to break gendered stereotypes.	The review of recruitment brand/careers site was planned, but then heavily impacted by COVID.	Aug 23 – Jul 24	Associate Director of HR Digital, Systems and Services (Jamie Tennant)	Case studies published and access statistics collated	Website access data and interactions with social media posts indicate external visits and engagement with case studies and advert material. Resultant data around applications through to appointments show increase in:
	AG01.01.02	Enhanced use of diverse social media platforms to disseminate brand/vacancies to reach underrepresented applicants.  Intersectional link to: REC Action A1.4.4a	Applications to L7 academic roles show an uptick in 2022 from between 23% and 33%F to 40%F. Other than that, academic applications have been largely flat mostly between 30 and 40% F. %BAME staff at UoN above HESA benchmark but do not reflect the community local to the University. BAME applications for academic roles are currently >50%, however there is a marked difference between STEM and AHSSBL applications, with BAME %F still being below 50% for AHSSBL and in previous years between 31% and 42%. BAME applications for P&S roles have been lower and generally BAME %M has lagged behind BAME %F by about 2% To continue improvement in gender-balance of applicants, shortlist, interview and appointment stages.				% F to increase from 30 to 40% BAME F% applications for AHSSBL and BAME %M for P&S roles in line with applications for STEM roles. >50%

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1	AG01.02.01	<p>To be more inclusive in our recruitment, we will publish guidelines/expectations/videos/podcasts as support for those applying.</p> <p>We will provide engaging tools that guide applicants in how to showcase their skills and abilities in line with the job criteria.</p> <p> Intersectional links to REC Action: A4.11.4</p>	<p>As above.</p> <p>HR is developing UoN Branding. This will underpin the development of recruitment materials. We seek to ensure that our recruitment process does not exclude or disadvantage those who do not have the 'cultural currency' of the institution. In particular, we will seek to ensure that inappropriate weighting is not given to factors such as educational or family background, language style and vocabulary, physical characteristics, behaviours, wealth and other factors creating 'cultural currency', which may serve as proxies for a person's status and hence lead to an advantage that stems from factors unrelated to their potential to do the job that is being advertised.</p>	Aug 25 – Aug 26	Associate Director of HR Digital, Systems and Services (Jamie Tennant)	Updated materials on the website and linked to job specifications.	% F to increase from 40 to 50% BAME F% applications for AHSSBL and BAME %M for P&S roles in line with applications for STEMM roles. >50%
1	AG01.03.01 AG01.03.02 AG01.03.03	<p>Publish guidelines to support the writing of role-profiles that ensure essential criteria are actually essential, incorporating best-practice from diversification of workforce.</p> <p>Adverts to include a clear statement encouraging application even if the applicant feels they do not meet every single one of the requirements perfectly.</p> <p>Include practical consideration of career-breaks.</p>	<p>Whilst role-profiles include 'essential' and 'desirable' skills/criteria, we are aware that some of the 'essential' criteria are not actually essential to carry out the role.</p> <p>Women less likely to apply for 'stretch' roles. LinkedIn's research shows that women on average apply for fewer positions, and in particular, fewer senior positions, suggesting women only apply once they are highly qualified for a given position.</p> <p>Focusing on our essential criteria is also beneficial for wider protected characteristic groups due to our</p>	<p>Aug 25 – Jul 26</p> <p>Aug 23 – Jul 24</p>	<p>Associate Director of HR Digital, Systems and Services (Jamie Tennant)</p> <p>OR</p> <p>Head of HR Employment Services</p>	<p>Guidelines published</p> <p>Statement in all adverts</p>	% F to increase from 30 to 50% BAME F% applications for AHSSBL and BAME %M for P&S roles in line with applications for STEMM roles. >50%


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			commitment to the Positive About Disability Standards.				
1	AG01.04.01	Improve inclusion and transparency in the interview process.	This action aims to standardise elements of the process that are currently open to unconscious bias e.g., presentations and associated questions, feedback to panel chair. Panellist training is mandatory, however there is variation in process across UoN. In addition, there is substantial variation in interview processes which can undermine the fairness / equity of the decision-making process by introducing unconscious bias.	Jan 24 – Dec 24	Associate Director of HR Digital, Systems and Services (Jamie Tennant)	Guidelines created and added to training. Refresher training for existing panellists completed.	100% of panellists have completed 'interview process' training. Panellists' feedback on refresher training is positive (mean Likert score >4/5 for training in 2024-June 2025)
	AG01.04.02	Make panellist interview process training mandatory to ensure reduction in bias at interview stage; only allow access to interview panels once engaged with material.					
	AG01.04.03	Capture uptake and evaluate training via pulse survey or user feedback form.					
	AG01.04.04	Conduct a review of interview and shortlisting practice and compliance with best-practice approaches and mandated recruitment panel training, including the prevalence and use of other tools such as presentations.					
	AG01.04.05	Variances from best-practice to inform the development of additional tools and training, guidance (for panel members and candidates) to improve inclusion.					
1	AG01.05.01	Ensure gender equality and greater job level and ethnic diversity of panels; Capture protected characteristics of panellists and evaluate data. Enable reporting which supports Faculties to self-assess the diversity of their panels and take corrective action if identified as required.	We currently have no systematic mechanism to capture or regulate panel make-up. Although there is guidance that many panels follow, anecdotal evidence suggests adherence is not universal.	Sep 23 – Aug 24	Associate Director of HR Digital, Systems and Services (Jamie Tennant)	Panellist database set up and capturing data on all trained panellists and their activity across recruitment.	All panels to have gender-balance with a minimum of 1M, 1F and ethnic representation with a minimum of 1 BAME and 1 white member. For larger panels non-binary, other gender identities and disabled staff representation included where feasible.
	 AG01.05.02	Intersectional links to: REC Action 4.11.3 To support this, set up database of trained panellists, providing a pool of panellists from across UoN to ensure diversity and provide	In addition, there is pressure on minority groups to sit on panels to ensure diversity, the Faculty of Social Science has piloted an approach using a broader	Aug 24 – July 25	Faculty and School Heads of Operations	Data analysed and areas with low diversity of trained	

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	AG01.05.03	external support via mentoring and sharing of good practice across UoN. Embed Faculty of Social Science practice around extending job level eligibility to be a panellist to increase diversity and Faculty of Science database of trained panellists to reduce burden on female staff.	range of staff levels and job families to increase pool trained panellists.	Jan 24 – Dec 24		panellists supported to improve their pool.	All panels for level 6 and 7 roles have a Chair external to the School or Department.
1	AG01.06.01	As part of the review of our pay framework carry out a review of starting salary guidance to ensure criteria for determining starting salaries are fair and able to be consistently applied.	Currently some applicants negotiate their salary, whilst others shy away from this. In general male, white and those applicants not declaring a disability are more likely to negotiate than female, BAME and those declaring a disability.	Sept 23 – Sept 24	Associate Director of Pay and Reward	Changes to recruitment materials completed.	EIAs completed. Recruitment materials updated and standardised as appropriate.
	AG01.06.02	Salary and part-time/job-share discussions to occur after offer so as not to influence decision making.	This can increase the corresponding pay-gaps.			Wording around salary range and starting salary is clear in recruitment materials.	An HR representative is present for all discussions.
	AG01.06.03	Clear criteria for different salary levels for advertised roles incorporated into recruitment materials.	A survey carried out by the Fawcett Society suggests that 39% of those asked about their previous salary admitted to lying! In addition, 61% women who have been asked about salary history say it damaged their confidence to negotiate for better pay, and 58% of women said it made them feel as though a low past salary was 'coming back to haunt them'. Our review of job-share numbers suggest job sharing is not used frequently. This may be due to a lack of awareness or some other factor.			Panel chairs are trained in these new aspects of recruitment.	Discussions are open, transparent and focus on the criteria. All discussions around salary happen after job offer as confirmed by Panel Chair and HR panel representative.
	AG01.06.04	Links to AG07 Pay and Reward Re-evaluate our approach to job-share to understand whether the current process is working. Develop modified process if appropriate.		Aug 24 – July 25	Head of Employment Shared Services (ESS)	Process around part-time/job-share discussion and options in place.	100% panel Chairs have completed additional training around salary negotiation process and part-time and job-share discussion.
		 Intersectional links to: REC Action 4.10.03				Overall impact on reduction of gender pay-gap evaluated	Gender and ethnicity median pay-gaps reduced by 0.5% per year from 13.7% and 11.2% respectively.
	AG01.06.05	EIAs around starting salary and part-time/job-share processes carried out and appropriate adjustments made to processes/materials as required.					

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1	AG01.07.01	Enhance unconscious bias and effective recruitment guidelines and training to build in best-practice advice on mitigating bias in for anonymised shortlisting and to ensure consistency of practice around shortlisting/scoring of essential criteria.	Pilots for anonymised shortlisting have been carried out across UoN for vacancies in P&S roles. This followed a successful pilot in the Faculty of Engineering (AS Gold 2019). The process was developed in conjunction with Diversity-by-Design for recruitment for academic roles. Other Schools have also piloted anonymised shortlisting for academic roles, however, there remains concern in many Schools that the process used risks missing excellent applicants due to not seeing traditional CVs. Engineering demonstrated increased success for female applicants. As our % F academics is currently less than 50%, this approach should help address this issue. Similarly, recruitment for our fellowship schemes would benefit from this approach.	Sep 24 – Aug 25	Associate Director of HR Digital, Systems and Services (Jamie Tennant)	Focus groups held including representatives from each Faculty.	All panellists complete shortlisting independently via anonymised process, demonstrated by shortlisting data capture.
	AG01.07.02	Following roll out of anonymous/criteria-based recruitment for P&S roles, consult and pilot anonymous recruitment for Academic roles and fellowships to remove barriers/mitigate for career-breaks/parental leave.		Sept 24 – Sept 25	AND Researcher Academy Fellowships Manager (Connie Wan)	Tools in place to enable effective anonymous shortlisting for academic roles: e.g. mechanism to assess publications. Guidance around mitigation for career-breaks produced.	Positive impact on diversity of appointments shows continued narrowing of the pipeline, including: Mean of 50% F academic staff in post (FoA from 55.2% to 50.2%; FoE +5% from 28.6%; FMHS -5% from 61.9%; FoS +5% from 41.4% and FoSS – 3.7% from 53.7%) Increase in BAME staff across all job families +3% from 17%, % BME F R&T >10%
		 Intersectional links to: REC Action 04.11.07					

Actions in this area address priority 2: Arrival/Induction

AG02: Arrival and Induction


2	AG02.01.01	Provide links to mandatory training and information for newly appointed staff, including personal preferences for self-declaration of protected characteristics.	Quantitative survey responses show a small decrease between 2017 and 2021 regarding the usefulness of the University Induction. Lowest values of satisfaction for respondents identifying as non-binary or prefer not to disclose gender (PNTS)	Feb 24 – Feb 26	Associate Director of Learning and Development (L&D): (Mark Wright)	Links to training in place.	Satisfaction with induction increased for non-binary and PNTS staff from 24% to 75% with those strongly disagreeing from all groups reduced to 0%
	AG02.01.02	Delivery of corporate face to face induction to promote collaboration across our people and to set out the behaviours and expectations for our people.					
		 Link to Concordat actions E1: Development of research staff induction strategy and E10:					



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		New staff member checklist for PIs/managers of researchers					
2	AG02.02.01	Carry out consultation around the introduction of a 'new starter' period as a positive step protecting time for role set-up and to create protected time for training and support for new staff. Protected time allocated /captured in workload for first year of post. Pilot process, modify as required and roll-out.		Feb 24 – Feb 26	Associate Director of Organisational and People Development (OPD): (Claire Jagger)	Consultation on probation period and pilot completed.	If pilot project indicated as being valuable, roll out scheme and all new staff successfully complete.
2	AG02.03.01	Induction material includes links to values, Report and Support, Dignity network, informal and formal staff networks, and wellbeing resources to be included at Induction, including information around reasonable work-based adjustments e.g. around IT, office equipment, timetabling, caring commitments- including for children and adults and flexible-working options. See also actions around Parental leave/Career-break AG12 and Bullying and Harassment AG09.	Staff networks have been running for many years, however over half (56% of respondents) are not aware of the Dignity Advisors network and whilst awareness of other networks has increased from 56 to 70% since 2017 this still leaves 30% unaware, in addition PNTS are the least aware. Introducing staff networks at induction aims to increase sense of belonging from the start as well as a community of sources of information. Report and Support has been running for just over a year and thus far has primarily been used by students. We need to ensure staff are aware that it is also a resource for them. Ensuring all staff are aware of wellbeing policies and confidence to ask for support (41% respondents to survey feel confident in asking for wellbeing and mental health support. PNTS and non-	Feb 24 – Feb 26	Associate Director of OPD: (Claire Jagger)	Report and Support and networks linked in induction material.	100% of staff of all genders agree they are aware of staff networks. >75% of all staff and students report awareness of Report and Support and agree they would feel comfortable to use it if needed. 100% of staff declaring a disability or with caring-responsibilities agree that their personal circumstances have been accommodated.






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			binary respondents are much lower 20% and 24% respectively).				
2	AG02.04.01	Provide regular opportunities for all staff to refresh their knowledge of policies, resources, including support networks (see above), promotion/regrading processes, ADC expectations and ways to report inappropriate behaviour.	To ensure the best possible support for new starters it is vital that line-managers and other colleagues within teams are up to date with university processes. Quantitative survey data: 40% staff do not know where to find information, tools and resources on leadership and management development. In addition, staff returning from leave will need to refresh their knowledge and be supported to do this.	Feb 24 – Feb 26	Associate Director of L&D (Mark Wright)	Refresher opportunities are linked to ADC.	As above for network awareness. 80% staff of all genders confirm they know where to find resources needed for their role. 100% of staff returning from leave have received a refresher.
	AG02.04.02	Provide prompts and opportunity for Re-induction/refresher as line-management responsibilities evolve, and as staff return from a period of leave.					
2	AG02.05.01	To deliver in person student-staff co-created presentation on consent training to all new students in the first week of arrival at the University	The majority of users of the Report and Support system are students, with the most frequently reported issues sexually and racially motivated. Following online delivery to all undergraduate mobile phones (and mirrored for parents and carers) feedback illustrated the need for the training to be peer-to-peer to be effective and delivered in person. Clear communication and confidence to report inappropriate behaviour are relevant to ongoing activities around Safer Nottingham and reducing gender-based violence. In addition, knowing who to speak to and/or how to call-out inappropriate behaviour will support the experience for students as they move into the workforce across Nottingham	Sept-23 – Oct 25	Report and Support team (Claire Thompson)	Content timetabled and delivered in induction week. Evaluation complete and changes made if required.	All first-year students receive training. Positive evaluation of training received, >4/5 Likert scale, for all genders and ethnicities, for 23/24 and 24/25 intakes.
	AG02.05.02	Evaluate student feedback and amend as necessary. Additional content for future training directed by the content of the Report and Support reports					

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			either on placements or work experience.				
Actions in this area address priority 3: Workload							
AG03: Workload							
3	AG03.01.01	Implement Workload process review. Evaluate impact of WLM from gender perspective.	Workload is currently reviewed retrospectively. 2021 qualitative survey responses on workload indicate dissatisfaction with current high workload. Responses highlight underestimation of time allocation for tasks, many comments about hidden work, disproportionate and increase in time spent on teaching preparation (M, W; R&T), pastoral care (W; R&T), and admin (W; R&T). 27% respondents to 2021 survey do not feel in control of their workload and the prioritisation of tasks within it. 2021: Of those respondents who have a workload model, only 50% agree that workload is allocated fairly and transparently 2021: 42% staff work their contracted hours, an increase from 11% in 2017. This still leaves majority of staff working a few (27%) and many (29%) more than their contracted hours.	Sept 23 – Dec 24	HR Project Manager (Vincent Bryce)	Feedback obtained model modified if needed.	Gendered impact of workload is removed measured by mean workload and survey responses. Mean workload of staff of all genders the same. Survey responses indicate women feel in control of their workload and task prioritisation and that their department allocates it transparently and fairly, >80% agree with no gender/ethnicity differences. Reduction in staff working more than contracted hours to <10%. >75% contracted hours, 15% a few more <10% many more
	AG03.01.02	Obtain feedback and identify success/failures in the prospective workload model piloting in School of Life Sciences and current model in School of Politics.		Apr 24 – Aug 24	Director of OPD (Helen McNamara)		
	AG03.01.03	Roll out prospective workload model modified as appropriate based on pilots' feedback. Evaluating impact from a gender perspective.		Sept 24 – Sept 25			
	AG03.01.04	Develop support/guidance and clear expectations to help staff with prioritising their workload.		Sept 24 – Sept 25			
	AG03.02.01	Identify mechanisms to implement widespread introduction of reading/study weeks and other teaching free time, with a view to rolling out alongside curriculum level review of teaching.	Currently some parts of UoN have reading or study weeks. These are beneficial to staff and students, allowing time to focus or take leave to coincide with half terms.	Apr 24 – Sept 27	PVC Education and Student Experience (ESE) (Sarah Speight)	Data on uptake and impact of research sabbaticals gathered and equality evaluated.	Staff and students confirm the benefits of the week clear of teaching for catching up on study/coursework and reduction in stress and




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	AG03.02.02	Ensure process and equality of access to Research sabbaticals is shared with staff in ADC.	2021: Respondents are not spending enough time on research, especially when working full-time. This disproportionately affects women, in particular academic level 5 and 6.	Jan 24		ADC materials updated to link to research sabbatical process.	overload. Evidence captured via Student Evaluation of Modules (SEM) and in Learning Community Forums (students) e.g. by addition of a specific question in SEM and via survey responses agreeing that >80% of staff of all genders spend an appropriate amount of time on research and teaching preparation.
	AG03.02.03	Carry out evaluation of research sabbatical impact.	Workload data suggests women have less time allocated for research than men. Anecdotally women tend to take on more pastoral roles.	Jan 26 – Jan 27			
	AG03.02.04	Consult on rollout of team-teaching approach in order to protect time for academics to focus on research/scholarship with a view to incorporate it into revised curricula as they are created.	Qualitative responses to the 2021 survey regarding impact of COVID from Women Academic staff noted increase in workload, increase in administration burden, diversion of significant time to teaching from research, lack of access to research and finance, that will have a long-lasting impact on grants, publications, and promotion. The first schools to implement curriculum level review of teaching have incorporated shared responsibility for delivery of teaching. This has the potential to allow protected time for individuals by rotating teaching responsibility within the teams.	Apr 24 – Sep 27		Consultation complete and recommendations incorporated into curriculum design. Teaching teams as standard for all teaching.	Increase in number of female staff taking research sabbaticals (baseline to be established)
3	AG03.03.01	EDI-related workload, workload of EDI directors and EDI responsibilities to be included in updated job descriptions for senior roles.	Survey responses show agreement that management of workload reflects citizenship activities increase from 23% in 2017 to 38% in 2021 but remains low.	Aug 23 – Sep 24	PVC-EDIP (Katherine Linehan)	EDI responsibilities in role descriptions as standard.	Clear recognition of EDI and senior buy-in.
	AG03.03.02	AS Challenge & Support team to have formal role descriptions and workload allocation.	2021 quantitative and qualitative survey responses indicate low agreement with respondents able to spend the amount			Challenge & Support team role descriptions created. Workload allocation	% Staff agreeing that workload reflects outreach and civic duties >80% for all genders.

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	AG03.03.03	Clear guidance created linking to time for civic duties policy. Embed appropriate workload allocation for outreach in all Faculties.  See also AG03 prospective workload model above	of time that seems right on civic and outreach/civic and external citizenship activities.			under leadership agreed. All EDI roles have appropriate workload allocations. Outreach and civic duty recognised in workload.	
3	AG03.04.01 AG03.04.02	Workload for P&S staff: create opportunity for discussion around career-progression, including internal recruitment, secondment and re-grading (all P&S staff) and regarding workload (especially APM) in ADC. See also AG04. As above ensure outreach activities are recognised in workload/task allocation for all P&S staff.	P&S staff do not have a formal workload model or allocation. 2021 qualitative survey responses on workload indicate increase in workload among APM staff with low recognition/ reward, and lack of clarity on roles, with part-time women P&S staff reporting working beyond contracted hours. 27-37% P&S staff disagree that the excess is noticed and appreciated by their line-manager.	Apr 25- Apr 27	Director of OPD (Helen McNamara)	Mechanism for assessing and modifying P&S staff workload in place.	P&S staff confirm their contributions are recognised and rewarded in qualitative responses. Reduction in P&S staff disagreeing that work they do more than their contracted hours is noticed and appreciated by their line-manager to <10%. Reduction in % P&S staff working more than their contracted hours from 48% to < 10%.
3	AG03.05.01	Ensure opportunity for conversations with line-manager regarding requests for teaching-free days/late starts for caring-responsibilities, term-time load.	Workload survey responses indicate high workload, too little time spent on research, and too much time on teaching preparation especially for women in Faculties of Arts and Social Sciences. Whilst plans for restructuring of degrees and associated teaching may reduce the teaching overload pressure, this will take time and new courses will require additional preparation.	Aug 23 – Aug 24	Heads of Schools (HoSs) and Directors of Teaching and Learning	Standardised process in place for all academic / teaching staff.	As above




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Actions in this area address priority 4: Support and Development							
AG04: Career-development/training needs							
4	AG04.01.01 AG04.01.02 	Staff are supported to take up training when workload is often cited as a reason not to. Where training is essential/central to development of the University's values and supporting the embedding of EDI and lived-experience, completion to be incorporated into ADC as mandatory. Where beneficial but not as crucial, ADC discussions should flag it and encourage participation. Link to AG03 and AG06.	Workload responses 2021: Respondents are not spending enough time on career-development, with women more impacted than men. Lowest agreement scores are for Academic staff job family, job levels 5 and 6 women. Qualitative responses highlight line-manager support for training and development but little protected time to engage with it. Qualitative responses indicated the need for more training and development targeted for colleagues at later career stages.	Aug 24 – Aug 25	Associate Director of L&D (Mark Wright)	Links to ADC in place.	All staff complete all mandatory training as confirmed via ADC forms. Survey responses indicate that ADC supports career-development. Increase for L5 and L6 academic to bring %F agreeing in-line with %M and >60% with <10% disagreeing across all genders and job families. Workload responses indicate staff agreeing they spend the right amount of time on career-development >60% with <10% disagreeing across all genders and job families.
4	AG04.02.01 AG04.02.02  AG04.02.03	Embed learning organisation understanding and changes in culture. Increase awareness of/data capture/evaluation of training opportunities- All staff to have a training portfolio and the collection of training and development link to ADC AG05 and Intersectional link to REC Action 4.12.05 Embed timely identification and awareness of training/development opportunities– i.e.	The University is starting on developing itself as a Learning Organisation. As part of this process we are using a Five Competencies Framework. There is no systematic University wide system for identification of training needs. 13-19% respondents to AS 2021 survey note that people are treated less	Sept 23- Aug 26.	Associate Director of L&D (Mark Wright)	Training portfolios in place and linked with ADC.	Survey respondents selecting less favourable treatment and impact on career-progression due to gender reduced from ~19% to <5%.


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		 mandatory, statutory, leadership, ADC, supervisory, EDI (including awareness or Report and Support, Dignity, wellbeing, trans awareness) as part of organisational and cultural development. Links with AG03	favourably and their career progress limited because of their gender, age, ethnicity, sexual-orientation (non-binary 15% others <=4%), pregnancy/having taken maternity leave (higher for women) and whether they have caring-responsibilities. This action aims to ensure links with protected time and workload management to facilitate engagement with training/development opportunities.				
4	AG04.03.01  AG04.03.02 	Data capture: Training uptake and evaluation carried out to inform local Faculty, School and Service Team needs and linked with Faculty and Service plans. Intersectional links to REC Action 4.12.02 Data and evaluations used to inform new training/development requirements. Intersectional links to: REC Action 4.12.02	We currently capture data on training uptake (Tables A2.54-A2.74. However, there is limited evaluation of these data and whilst there is some consideration this does not routinely feed into/inform Faculty, School and Service area considerations of their needs. In addition, there is no informed gap analysis or mechanism to identify shared needs across Schools.	Sept 23-Aug 26.	Associate Director of L&D (Mark Wright)	Local-level data on training uptake available, assessed and used in planning.	As above improved survey responses re training and development.
4	AG04.04.01  AG04.04.02 	Mentorship/research partnership around senior and junior colleagues (for example more senior colleagues buddy-up with junior colleagues to support their research applications, but that income KPI is shared) Intersectional links to: REC Action 4.05.4.1 Make more of legacy and knowledge from senior colleagues, emeriti and alumni, senior women, via a collection of insights, anecdotes, talks and presentations.	Qualitative responses regarding the impact of COVID indicate that it has disproportionately affected the research outputs of women academics. Whilst this may have had a limited impact on REF2021 due to the timing in the REF cycle, it potentially poses a risk for REF2028 if we do not seek to mitigate this negative impact.	Sept 23-Aug 26.	Director of OPD (Helen McNamara) Alumni and Emeritus networks	Pool of senior colleagues, emeriti and alumni created. Materials describing pool's experience on website. Speakers invited e.g. for International Women's Day events	Evaluation of publication data show women have produced equivalent numbers/quality of papers to male colleagues at the same level.

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	AG04.04.03	<p>Update central mentoring resources to include details/links to information about School and faculty level schemes and options for mentoring and coaching. Links with career-development AG04.</p> <p>Intersectional links to: REC Action 1.5.2.</p> <p>Intersectional links to: REC Action 1.04.04b</p> <p>Links with research sabbaticals and workload management (AG03) and improved promotion support (AG07).</p>					
AG05: ADC							
4	AG05.01.01 AG05.01.02 AG05.01.03	<p>Implementation of ADC review outcomes</p> <p>EIA carried out to assess impact and equity of recommendations.</p> <p>Improved process run and feedback and evaluation sought from different staff groups. Additional improvements made as required.</p>	Quantitative responses for questions relating to the ADC show improvement since 2017 for most genders, however, approximately 20-50% of respondents do not agree with the ADC statements. The proportion disagreeing tends to be higher for PNTS. Qualitative responses are negative, so overall some room for further improvement.	<p>Sep 24 – Aug 26</p> <p>Oct 24</p> <p>Sep 25 – Aug 26</p>	Director of OPD (Helen McNamara)	<p>Amended ADC paperwork and links to staff record in place.</p> <p>EIA complete and adjustments made as appropriate.</p> <p>Interim evaluation completed and any changes to process of materials made.</p>	Proportion of staff agreeing with ADC statements regarding useful discussion of career-progression aspirations, development needs, workload and promotion options increase to >75% for all genders from ~20% (PNTS) / ~45% (man, woman, non-binary)
4	AG05.02.01	<p>ADC training mandatory for all reviewers. Training and associated guidance to include awareness raising of gendered differences in approach to career-development and promotion (i.e. women tend not to apply until over-ready, men tend to apply even if not meeting all criteria).</p>	As with recruitment, there may be gendered barriers to asking about promotion or re-grading at ADC (women postdocs are less likely to ask about development opportunities and career-development), hence these conversations need to be guided by the	Jan 25 – May 25	<p>Director of OPD (Helen McNamara)</p> <p>HoSs /Heads of Operations (HoOs)</p>	<p>Training and associated guidance materials developed.</p> <p>Training completed</p>	<p>Data on training uptake confirm all reviewers and all reviewees have completed training.</p> <p>Increase in proportion of female staff successfully</p>

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	AG05.02.02	<p>Intersectional links to: REC Action 1.06.02a</p> <p>As appropriate, training incorporates EDI considerations, including for gender, ethnicity and disability. Training ensures reviewers understand mitigations for career-breaks, part-time working and other factors so that reviewers are aware of what it is to be promotion ready and/or requirements for role-regrading so they can support reviewees.</p> <p>Intersectional links to: REC Action 1.06.02b</p> 	<p>reviewer. This will require training to ensure an equitable experience for all reviewees.</p> <p>Crucially the mean length of time in post before a successful promotion application is 0.5 years lower for both women (6.5 years) and men (6.8 years) compared to those who are unsuccessful (7.0 and 7.3 years respectively). This potentially indicates that some colleagues are not getting support, leading to a longer time to apply and a less positive outcome when they do.</p>				<p>applying for promotion from X to Y</p> <p>Improved survey responses as AG06.01 above.</p>
4	AG05.03.01 AG05.03.02	<p>Ensure effective discussion and identification of training needs, workload, promotion plans, and creation of personal development plans.</p> <p>Role-specific training needs identified, especially if role evolving.</p> <p>Links to: Concordat action E7 and AG03 around promotion/sabbaticals for academics research/teaching.</p> 	<p>Quantitative data from 2021 survey illustrates an improvement from 45% to 58% that career and progression is discussed at ADC, 48% respondents stated training needs discussed and 42% promotion-readiness discussed.</p> <p>Survey of fixed-term postdoctoral research staff in SoLS in 2021 highlighted the dependency on reviewer with respect to ADC experience with the ADC conversation leaning towards appraisal (past performance), rather than personal and professional development, with a reviewer/reviewee dynamic not conducive to discussing developmental needs especially if reviewer was PI of grant the reviewee was employed on.</p>	Feb 24 – Aug 28	<p>HoSs /HoOs</p> <p>ADC Reviewers</p> <p>Associate Director of L&D (Mark Wright)</p>	<p>Personal development plans in place for all staff below L7.</p>	<p>Improvement in survey responses as AG06.01 above</p> <p>Responses to CEDARS and AS survey show positive satisfaction in the quality of discussion and positive impact on time spent on career-development from 42% to > 90% (ref measure in E7)</p>
4	AG05.04.01	<p>Embedding best-practice from local activities and pilots on embedding values and behaviours at ADC as part of the broader Operational Delivery Programme.</p> 	<p>To ensure values and behaviours underpin conversations at ADC following AS 2021 quantitative survey data that highlighted 10% respondents have</p>	Oct 23 – Sep 28	Director of OPD (Helen McNamara)	<p>Learnings from local activities and pilots captured.</p>	<p>Clear, inclusive meeting guidance in place for all University-led events.</p>

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	AG05.04.02	<p>Intersectional links to: REC Action 01.06.06</p> <p>As part of broader cultural development consult with organisers and participants of University and sector events. Consider incorporating meeting/conference guidance similar to the Physics code of conduct in all UoN events.</p>	<p>experienced bullying and harassment in the previous 12 months of the survey. Values higher for respondents identifying as BME, non-binary, PNTS, or have a disability.</p> <p>AS 2021 quantitative survey indicates low agreement with satisfaction of how bullying and harassment is addressed for non-binary and those respondents PNTS.</p> <p>Finance & Infrastructure have carried out a pilot on embedding values and behaviours at ADC. Physics created a code of conduct for their PGWiP Conference. This was based on similar codes of conduct being used across the Astronomy field. It focuses on inclusivity, dignity and respect for all participants, by all participants.</p>			<p>Feedback from participants and organisers captured and analysed</p>	<p>Feedback from attendees via post-event survey/feedback forms confirms they are able to be their authentic selves and that they have not experienced any discrimination or witnessed any inappropriate behaviour during the event. >90% satisfaction.</p>
5	AG05.05.01	Promotions criteria modified to include clear recognition of EDI activity and leadership at different levels.	<p>New action to support inclusive culture.</p> <p>2021 AS survey: 30% agreement with statement that EDI is recognised and rewarded</p>	<p>Following promotions policy</p> <p>Aug 24 – July 25</p>	<p>Deputy Director of HR (Helen Dunn)</p> <p>Learning and Development Team</p>	<p>New promotions materials including application forms and guidance rolled out.</p> <p>NRS examples available and shared with staff</p> <p>Short course content updated</p>	<p>Successful promotions of staff that include recognition of EDI in their activities.</p> <p>NRS rewards demonstrate recipients are recognised for EDI work.</p> <p>Survey responses indicate >80% staff of all genders and all roles agree that EDI is recognised and rewarded.</p>
	AG05.05.02	NRS examples created to illustrate how different EDI activities are recognised.					
	AG05.05.03	Promotions, ADC and NRS guidance and training for panels and reviewers updated to ensure all are aware.					


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AG06: Research staff on Fixed term contracts							
4	AG06.01.01	<p>Reviewing use of fixed term contracts to support teaching</p> <p> Intersectional links to: REC Action 4.10.3</p> <p> Links to AG04 Wellcome REC-HURDLES application</p>	A large number of short-term contracts are used in particular parts of UoN (e.g. languages). In addition, where Unitemps has been used for some fixed-term contracts staff report issues with payment process. In many cases there is clear justification for short-term roles, but this is not always the case. These contracts disproportionately affect BAME women (DATA). Women have disproportionately (~10%) more fixed-term, part-time contracts than men in APM and TS roles.	Jan 24 – Dec 26	Deputy Director of HR (Helen Dunn)	Clear process in place around justification of fixed-term posts.	<p>Reduction in fixed term contracts to <10%</p> <p>Reduction in BAME F proportion of Unitemps fixed-term contracts to X%</p> <p>Fixed-term, part-time roles to be in line with gender/ethnicity proportions of the relevant staff group.</p>
4	AG06.02.01	<p>Create process for formal acknowledgement, recognition/accreditation of teaching, assessment and student supervision carried out by post-doctoral research staff, via a Researcher Record.</p>	The current guidance for the WLM states that all level 4 staff who deliver teaching should have this captured in a workload allocation. However, Faculties vary in their application of this and it tends to only include Teaching Associates/Assistants who are on T&CL contracts, not R staff / postdocs who often supervise UG and PG students in the lab. Our previous action around this issue (AS23) was not completed, in part due to a lack of mechanism to capture and recognise this activity.	Mar 24 – Dec 24	Researcher Academy- APVC for the Researcher Academy and Head of Researcher Development (Victoria Sedman).	Process in place. All research staff have a record.	All Research staff confirm via survey that any teaching they do is recognised.
	AG06.02.02	<p>Transparent and improved mechanisms for recognising the role researchers play in doctoral supervision through increased awareness and appointment to 'Assistant Supervisor' role. To include guidance and standardised template for HoS to appoint researchers to the role.</p> <p> Links to: Concordat Actions EC15 and PCD9</p>					
4	AG06.03.01	Support REC-HURDLES Wellcome project around fixed-term research contracts and precarity of contract and support goals as a University project if funding application unsuccessful.	The precarity of fixed-term employment has negative impact on the mental-health and personal circumstances particularly of ECRs. Data show that between 50% of FTC and 75% PWUF	Jan 24 – Dec 25	APVC for the Researcher Academy (Lucy Donaldson)	Project aims completed and changes rolled out as appropriate.	<p>Reduction in FTCs and PWUF contracts.</p> <p>No difference in proportion of FTCs/PWUF contracts for</p>



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		Links to AG03	contracts were extended, suggesting alternative employment models could be justified. This particularly impacts on BAME researchers who are significantly more likely to be on a FTC/PWUF contract.		Deputy Director of HR (Helen Dunn)		different gender/ethnicity intersectional groups.
4	AG06.04.01	Ensure that we are supporting /aligning with Research Culture action plans. Comparative analysis of AS and Research Culture surveys to ensure we are addressing any gendered issues and issues around fixed-term contracts.	Embedding positive research culture Quantitative responses from AS 2021 survey indicate while 66% respondents say the University is an enjoyable place to work, 36% respondents say the culture can be aggressive.	Sep 23 – Aug 28	Research Culture Project Manager and APVC Researcher Academy and researcher Career-Development. (Harry Moriarty and Lucy Donaldson)	Comparative survey analysis complete, issues identified Focus groups held. Issues fed into AG10.	Survey responses show reduction in those finding research culture aggressive to <5% of all genders/ethnicities and an increase in those indicating that the University is an enjoyable place to work to >90% % of all genders/ethnicities. Fixed-term contracts are in proportion to staff gender make-up.
	AG06.04.02	Hold focus groups to understand the different ways that 'aggression' can manifest in lived-experience. Feed findings into appropriate actions in AG10.					


Actions in this area address priority 5: Promotion/Progression


AG07: Promotion/Progression

5	AG07.01.01	Improve inclusion and transparency in the promotions process. Introduce streamlined paperwork and associated guidance and increase the transparency and fairness around the process. Ensure clarity of promotion documents around pro-rata promotion criteria.	Despite positive improvement in receiving support and encouragement to apply for promotion, only 24% women agree with the statement that the promotion process is fair and transparent, just 1% increase from 2017. 27% disagreement with the statement, up 4% from 2017.	Jan 24 – Sep 25	Deputy Director of HR (Helen Dunn)	Paperwork and guidance created and in use.	Survey responses demonstrate improvement in staff experience: Proportion of staff agreeing that promotion is transparent and fair increases from between 14% (PNTS) and 36% (Men) to >60% for all genders. Those disagreeing reduced from 27% to <10% for all genders and in all Faculties.
	AG07.01.02	Share case studies and clarity of documents especially for part-time staff (majority of whom are women, although there has been some increase in the proportion of male part-time staff over the period of the last award,	Women and non-binary respondents in lower agreement with the statement that the University has achieved gender equality with respect to: promotion,				

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		Fig. AP2.16), T&CL staff and explanation of mitigations on career-breaks.  See AG05.04 below.	access to career-development opportunities and access to additional support to undertake your role. Quarter of respondents think it takes longer to progress if working part-time or flexibly, although improved values from 2017. More part-time academic and research staff are women (62.1%F, Fig. A2.16, conversely more male staff and a higher proportion of male staff are full-time Figs.A2.15 and A2.36-38. Some increase in part-time over period.			Case-studies created and shared with staff.	Increase in staff agreeing they have access to career-development opportunities and additional support to undertake their roles from <50% to > 80% for all genders
5/7	AG07.02.01	Ensure awareness and utilisation of flexible-working contracts, including understanding agile/hybrid/flexible, informal and formal working.	Our 2021 survey contained some positive qualitative comments relating to maintaining flexible-working as a legacy of COVID to enable flexibility and manage stress.	Feb 24 – Feb 26	Deputy Director of HR (Helen Dunn)		Survey responses indicate in increase in staff feeling supported to work flexibly from 59% to 80% for all genders and job families where applicable.
	AG07.02.02	Training for managers around flexible-working, and what discretion and flexibility line-managers can give if asked about flexible-working arrangements in post/at recruitment.	The average time to promotion is faster for part-time academics and pro-rata expectations are discussed at promotions committee.		Associate Director of L&D (Mark Wright)	Training available and completed by all managers with responsibility for dealing with flexible-working requests.	
	AG07.02.03	Development of case studies of staff with flexible-working patterns in roles at level 4+ to support advertising and bring to life what's possible Link to AG01 and explicit advertising of flexible-working possibilities.	However, it is clear not all staff are aware of the flexible-working options. In addition, job-share role numbers are static and 2021 qualitative responses from women indicate pressure to work full-time, especially for promotion.			Case studies created and shared	
	AG07.02.04	Roll out Agile working framework.				Agile-working framework rolled out.	
5	AG07.03.01	Strengthen ADC discussion of promotion, to be a point raised by the reviewer, to alleviate any barriers of the reviewee asking.	In 2021 survey, approximately 30% of respondents reported not receiving support/ encouragement to apply for	Jan 25 – Sept 25	HR Business Partners FPVCs/HoOs	Modification to ADC forms to require	Analysis of ADC forms indicates all staff for who promotion is relevant (R, R&T

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	 AG07.03.02	<p>Intersectional links to: REC Action 1.06.04</p> <p>Following the introduction of ADC, a 'Promotion Journey' to be developed which can be triggered by the employee / recommended by the line-manager to provide further information on the promotion process and support available. ADC forms indicating an interest in promotion trigger direct response with details relevant to the Promotion Journey e.g. details about promotion workshops, criteria and mentors/coaches who might support. Learning and Development team provide support where appropriate re. career-development and pathways.</p> <p>Intersectional links to: REC Action 04.08.05</p> 	<p>promotion. This was highest for women and PNTS, with only a small increase in respondents receiving support and encouragement to apply.</p> <p>There are various mentoring/coaching schemes across UoN, however there is no systematic mechanism for making staff aware of support that might be appropriate for them. This results in a varied experience, dependent largely on who they know or their line-manager and the knowledge of those contacts.</p> <p>Female re-grading success-rate lower than for men (Table A2.48-50))</p>		Faculty EDI Data Champions	<p>specific discussion of promotion in place.</p> <p>Central resource that links the various School/Faculty level mentoring and coaching schemes with University ones in place.</p> <p>Approach promoted by HR Business Partners via support of Faculty leads.</p> <p>Faculties have collected and analysed data.</p> <p>Promotion Journey available</p>	<p>and T&CL) have discussed their options.</p> <p>Survey responses for all staff indicate 100% receiving support/ encouragement (requires a proportionally larger improvement for women and PNTS staff).</p>
5	AG07.04.01	Introduce technical specialist promotion pathway (see Technician Commitment commission document) including job level 7 descriptors/criteria for TS job family.	Led by UoN, the TALENT project was a commission-based approach to investigate the technical skills and talent needed to support future research and teaching in the UK. One of the 16 recommendations concerned technical pathways for progression. This included a specific route for technical specialists based on the skills of the person involved as opposed to the role description (which currently underpins our re-grading process).	Sep 23 – Aug 25	<p>Director of Technical Strategy (Kelly Vere)</p> <p>Director of OPD (Helen McNamara)</p>	<p>Level descriptors and promotion criteria available and shared with all TS</p> <p>Panel in place to assess applications</p>	First level 6 and 7 TS promotions by 2024/25



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	AG07.06.04 	Create regrading standardisation guidance for staff involved in applications. Links with AG05.03.01	more external applications. There are very small numbers of internal redeployment applications. This links with concerns regarding (primarily research) staff on fixed-term contracts. For both P&S staff and fixed-term staff AG06/07 aims to address the issues around limited career-progression and insecure contracts.				Regrading success for women increases to be in-line with male and >90%
5	AG07.07.01 AG07.07.02 AG07.07.03	Extend review to investigate intersectional disparity in graduation attendance, identifying causes and possible solutions. Provide financial support for free Graduation to estranged and care-experienced students. Introduce a Relaxed Graduation for neurodiverse students.	A review of graduation attendance led by PVC for Education and Student Experience noted a disproportionate attendance related to socio-economic status and caring-responsibilities, causing a gendered impact on attendance. This is particularly relevant for estranged and care-experienced students. Neurodiverse students find the current graduation process difficult.	Sep 23 – July 24	PVC ESE (Sarah Speight)	Review completed additional causes noted and solutions in place. Relaxed and free graduation options in place.	All students who wish to are able/comfortable to attend graduation, as confirmed by post-graduation feedback >4/5 on Likert scale with no difference in mean scores for students identifying as neurodiverse.
5	AG07.08.01 AG07.08.02 AG07.08.03	FMHS inclusive curriculum toolkit and learnings from FMHS ESE Research Assistants shared with all teaching staff. Following curriculum transformation role out in pilot Schools, assess impact of changes to awarding-gaps.	Degree-awarding analysis identifies multiple awarding-gaps, including a 6.6% gender-gap in favour of women. Interestingly gaps tended to close during COVID. This may provide insights into elements of assessment processes differentially affecting particular groups, as changes in assessment type were	Oct 23 – Oct 24	PVC ESE (Sarah Speight) Faculty ESE Leads Degree Leads	Access to toolkit and reports from ESE Ras shared. Impact of Curriculum Transformation assessed.	Gender awarding-gaps eliminated. Reduction >2% year-on-year between 2024 and 2026.

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	AG07.08.04 	Create a community of Practice to share learnings and insights. School teaching leads to assess their own awarding gaps (focus on gender for AS and ethnicity for REC) and feed into Community of Practice discussions. Intersectional links with REC A.1.7.3	made and some innovative methods of assessment introduced. Work in the FMHS has included the creation of an Inclusive Curriculum Toolkit. Two Research Assistants have been working with EDI Leads and the Faculty Head of Education and Student Experience to investigate awarding gaps and support Access and Participation. This plus work done by the Digital Accessibility Team aims to make teaching and assessment materials more accessible. Several Schools are involved in Curriculum Transformation, providing an opportunity to change assessments based on insights from work by the APP team and EDI leads	Sep 24 – Sep 26		Community of Practice in place.	



Actions in this area address priority 6: Pay, Recognition and Reward


AG08: Pay and reward

6	AG08.01.01	Review Nottingham Reward Scheme: The outcome of the review is to ensure equity across job families/levels/gender; consistency across Schools, Faculties, and job families.	Review of current NRS scheme illustrated low applications in support of fixed term research staff and academic staff nominations. For staff at lower levels, feedback indicates that staff are unclear how they can go above and beyond.	Jan 24 – Dec 24	Associate Director Pay and Reward	Examples created and widely available on SharePoint and in training materials.	Analysis of NRS recipients indicates recipients are proportional for gender, ethnicity, disability across all job families and levels.
	AG08.01.02	Develop and promote a range of case studies which help improve understanding of the types of performance and behaviours which demonstrate exceptional “above and beyond” contribution across job families and levels.	When the NRS was launched, access to additional in-scale increments was removed. Staff instead are eligible to be considered for a non-consolidated award. Once staff reach standard				
	AG08.01.03	As part of the pay framework review, evaluate the impact on removing the <i>in-scale</i>					

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		<p>consolidated increment and whether this has now enabled a greater NRS pot to be achieved which would facilitate more opportunity for exceptional contribution to be recognised</p> <p> Intersectional links to: REC Action 01.06.06</p>	<p>maximum they are then eligible to be nominated for a consolidated increment where exceptional sustained performance is demonstrated (including demonstration of the University values). The intention of the change was to give greater flexibility in the reward budget available which should be able to grow over a number of years due to removal of additional consolidated increments. A review of the impact on available budget is now required to consider if the pot in local areas can be widened to recognise more instances of exceptional performance where they are demonstrated.</p>				
6	AG08.02.01	<p>Increase awareness of NRS awards to recognise/reward teams. Case studies of team nominations to be developed to help broaden awareness of the range of ways the NRS can be used.</p> <p> Intersectional links to: REC Action 01.06.05</p>	<p>When the NRS was introduced the option to nominate teams was also introduced. However, whilst team nominations are seen in professional service areas they are less frequent for research and teaching teams.</p> <p>For STEM research, published data indicates women in science are less likely than their male counterparts to receive authorship credit for the work they do.</p>	Jan 24 – Dec 24	Associate Director Pay and Reward	<p>Reward data analysed to identify baseline for R&T team awards.</p> <p>NRS Team reward case studies created and circulated.</p>	Increase in the number of team-based NRS nominations received from R&T areas +25% year-on year from 2025 – 2028 or until on a par with P&S teams.
6	AG08.03.01	<p>After 2 cycles: Evaluate the impact of the new professorial banding process, triennial review process and Professorial Level 7 Pay Progression Scheme to establish whether proactive application of this new approach to level 7 pay banding is having a positive impact on the promotion and pay of staff with protected characteristics.</p>	<p>The actions outlined in this plan are aimed at improving gender equality and as such we would expect should have a positive impact on the Gender Pay-Gap. Analysis of our data on bonus pay-gaps identified a mean bonus gap of 65.6% in 2022 and 20% median. This is heavily influenced by clinical academic bonuses, over which we have no control. The</p>	Sep 25 – Sep 27	Associate Director of Pay and Reward	Data driven analytics in place which enable measurement of initiatives on Gender Pay Gap	<p>Gender Pay Gap reduced year on year. By 2028 the gap has closed to <10% and bonus pay gap (excluding clinical academics) <1%.</p> <p>REC has targets for ethnicity pay gaps.</p>

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		<p>2 years after launching the revised Starting Salary Guidelines evaluate impact on gender pay-gap to establish if any course corrective action is required.</p> <p>2 years after launching case studies to support understanding of application of the NRS evaluate impact on bonus pay gaps</p>	<p>numbers of men and women receiving bonuses are almost equal 0.1% difference as a proportion of the staff of the two genders.</p> <p>Our mean gender pay gap has remained the same over the last year, although the median gap has decreased by 45. In contrast the ethnicity pay-gaps have increased by 4.6 and 9.0% respectively due to increased employment of BAME staff in lower paying roles and highest turnover at L4 (median pay level tends to occur here, new staff tend to start at bottom of the level).</p>				
6	AG08.04.01	Analyse recent promotion data to identify if the promotion pay-gap still exists. If so, create a mitigation process to close it.	<p>Pay data indicate that there is a promotion pay-gap generated when men and women are promoted. This is down to the overlap in pay scales and the fact that men tend to be higher up the scale within a pay band than women. As we progress in promoting women in a timely fashion this means they often move across to the bottom of the scale for the next level up, where men move across to a higher level as their pay is in the overlapping region of the pay scale for the different levels.</p> <p>Previously additional budget was used to remove this discrepancy.</p>	Sep 26 – Sep 27	Associate Director of Pay and Reward	<p>Analysis complete.</p> <p>If required process to address it agreed and implemented.</p>	Promotion pay gap eliminated.

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Actions in this area address priority 7: Working Environment							
AG09: Wellbeing							
7	AG09.01.01	 Assess and improve the visibility and understanding of Report and Support to align with staff, comms piece around reporting and consequence, whilst continuing to maintain and increase student confidence in using it. Support for those staff wishing to report. Intersectional links to: REC Action 01.03.05	Report and Support working well for students, low staff usage, suggests perceptions among staff are that it's not for them. 10% of respondents to the 2021 survey have experienced bullying and harassment at this University in the past 12 months.	June 23 – Sept 24	Associate Director of OPD (Claire Jaggar)	Rebranded materials in use.	Report & Support reports from staff increase in-line with proportions indicating they have witnessed or experienced B&H.
	AG09.01.02	 As for leavers, clear process to protect anonymity/GDPR agreement in place for agreement to share details. Intersectional links to: REC Action 01.03.02	19% of respondents have witnessed bullying and harassment at this University in the past 12 months. These values are higher for respondents identifying as women, non-binary, BAME, or have a disability.		Associate Director of HR Business Partnering	Process in place.	100% of those experiencing bullying feel empowered and supported to report (variation to existing survey question).
	AG09.01.03	Additional training added to that already available for Dignity Advisors, complaints investigation, for the support team to facilitate mitigation/intervention as appropriate.	41% respondents are satisfied with how bullying, and harassment are addressed in their department (faculty data). These values are lower for women and non-binary respondents.			Additional training/guidance and training repository available and in use.	100% staff and students have completed bystander training by 2026.
	AG09.01.04	Enhanced bystander training developed and rolled out.				Bystander training included in mandatory training set.	90% survey responses indicate they are satisfied with how B&H are dealt with (higher increase for women and non-binary)
	AG09.01.05	Create central repository of useful/effective internal and external training interventions to shared best-practice across UoN and beyond.	Not all those who witness B&H feel able to intervene (when this is appropriate). There have been some very well-received training sessions run at local level across UoN, however other areas are often not aware and spend time recreating or trying to identify trainers.				
7	AG09.02.01	Introduction of UoN-wide approach to having open and supportive conversations, to support colleagues and particularly line-	While positive responses have increased, it remains that 54% respondents to the 2021 AS survey agree work-related	Oct 23 – Dec 24	Associate Director of OPD (Claire Jaggar)	Consultation with Staff Networks completed	Numbers of staff agreeing they are confident to ask for mental health and wellbeing support

Priority	Reference	Planned Action / Objective	Rationale/Key Issue to be Addressed (i.e. what evidence is there that prompted this action/objective)	Timeframe	Person/team responsible	Key outputs and milestones	Success criteria and outcome
		managers in identifying, sharing and providing appropriate support around issues which may include wellbeing, bullying, harassment or other personal or difficult topics. Consult with Staff Networks to gain additional insights and to enhance dissemination of approach.	mental health and wellbeing is recognised and supported at this University. 19% of respondents disagree. 64% know where to seek support and 41% feeling confident asking for such support. However, 31% respondents do not feel confident asking for mental health and wellbeing support.		Staff Networks	Open and supportive conversations approach developed and rolled-out	>80% of all genders and identities. Staff disagreeing that work-related mental health is recognised and supported reduced to <5%.
7	AG09.03.01	Professionalisation of Senior/personal tutors, upskilling/taking these roles seriously and to be in promotion criteria.  Links with AG05 Promotion.	Supporting student experience and helping students deal with a variety of personal and health-related issues is a vital part of ensuring all students are able to achieve their very best whilst being themselves, during their time at UoN. Each student has a personal tutor and these tutors link to Senior Tutors with oversight of degree programmes. These roles (especially the Senior Tutor roles) are often very demanding particularly at critical points in the academic year. There is variation in the student experience, often dependent on the knowledge, skillset, experience of their personal tutor and in turn the relevant Senior Tutor(s). All too-often these roles fall on women and inevitably impact on the time available for other activities including research.	Sep 26 – Aug 27	University Senior Tutor (Andrew Fisher)	Role included in promotion criteria	First successful promotions including those who are effective tutors

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7	AG09.04.01	Ensure supervisors are up to date with training for supporting students. Update Researcher Academy Supervisory training on recognition of student mental health- learn from best-practice including learning from BBSRC welfare officers in supporting student wellbeing.	<p>Key to providing timely and relevant student support is that tutors are confident in discussing issues such as wellbeing, mental health, workload and stress and able to signpost students to the appropriate support when required.</p> <p>The Researcher Academy and SoHS, (co-developed with the Mental Health Advisory Service) have created a 'Supervising PGRs from Diverse Backgrounds' Guide which has aligned training focusing on EDI in supervisory practice (now in collaboration with Disability Support team), and Mental Health Awareness Training for PGR Supervisors. This has a focus on boundaries, signposting and other key areas of best-practice.</p>	Sep 24 – Aug 26	<p>University Senior Tutor (Andrew Fisher)</p> <p>Researcher Academy</p> <p>BBSRC DTP Manager</p>	Updated training/ guidance produced and shared with all supervisors/ prospective supervisors.	Student survey responses indicate they are well-supported; have someone they are comfortable talking to around mental health and wellbeing and know where to go to get additional support/ adjustments for their studies.
7	AG09.05.01	Establish a working group focussing on Gynaecological and Reproductive Health	<p>Qualitative responses indicate lack of support for those experiencing symptoms of the menopause. This has been identified as age discrimination. There has been a sea-change in this area, with conversations happening and support and guidance being more widely shared. Feedback from International Women's Day attendees suggest there is much more needed.</p> <p>Padlet responses from International Women's Day identified a number of issues/conditions that could be better supported, including endometriosis, IVF</p>	Aug 23 – Dec 23	Gender Equality Theme Leads	Working Group established and operational.	Staff responses indicate there is someone they can talk to about Gynaecological and Reproductive Health.
	AG09.05.02	Work with Task and finish groups (focus groups: Menopause, menstruation and miscarriage) looking at best and emerging practice within and beyond HE and look at how we can harness internal expertise effectively to support the following areas: Awareness and education, line-manager training, policy development, and support and adjustments.			PVC-EDIP (Katherine Linehan)		
	AG09.05.03	Introduction and raising awareness of new terminology for reporting sickness to include		Feb24 – June 24	Associate Director of OPD (Claire Jaggar)		

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	AG09.05.04	menstruation and menopause. Include menopause as one of 6 absence reasons. Ensure all line-managers are familiar with the menopause guidance produced by Amanda Griffiths (Section 3, Table 3.1) and are equipped to have conversations with staff around support required.	miscarriage and greater support around menstruation and menopause. Women's Network support and events	Jan 24 – Dec 26	HoOs	Sickness reporting in place	Staff are using the menopause as one of the reasons for absence.
	AG09.05.05	Develop forum to influence and learn from businesses and universities across Nottinghamshire, building on the beacon work of inclusive recruitment, and Menopause Best-Practice Guide, with a longer-term aim to support women to remain in the workplace across the region.	Industry reviews/reports illustrate 10-40% women leave, or consider leaving, work due to menopausal symptoms, impacting on recruitment, women currently in post, going for promotion to senior levels.			Guidance circulated	Lack of support for Gynaecological and Reproductive Health is not a reason any staff give for deciding to leave UoN (Link to AG09).
AG10: Equality at work							
7	AG10.01.01	Data collection on who our trans community are and how we serve them best. Carry out focus groups to gain insights into areas of concern/issues. Employ an intern to analyse data.	To embed support for our trans staff and students it is vital we are aware of activities, facilities and processes that may be leading to lack of inclusivity.	Jan 24 – Sep 29	LGBTQIA+ Theme Leads	Data collection and analysis complete.	Feedback from LGBTQIA+ staff and students confirm that they feel supported and the systems support reporting of their name in line with their needs.
	AG10.01.02	DTS to undertake a review of integrations which use name and surname in order to develop a plan of continuous improvement to minimise the risk of deadnaming via University systems.	The University has a complex systems structure with systems owned locally and centrally. Whilst the new HR system delivered by the Digital Core project will reduce the risk of dead naming for systems that it directly integrates with there are many systems in use which do not have a live integration through which the risk will continue. To mitigate		Director of Digital and Technology Services (DTS)	Focus groups held. Review completed.	

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			this risk, a strategic approach to reviewing central and local systems structure and integrations is required to steadily assure ourselves that this risk is being reduced.				
7	AG10.02.01	Building on Stonewall's provision, identify what professional development needs we have. All student-facing staff to receive trans awareness training. Training to be co-created and co-delivered with LGBTQIA+ students.	Renewal of Stonewall seen as a positive sign of trans inclusion by the trans and LGBTQIA+ allies. Review outcomes include a need to make more of the training provision and support. EDI leads received concerns about "doing the right thing" from staff who need guidance and reassurance.	Sep 23 – Jan 24	LGBTQIA+ Theme Leads	Training created and rolled-out.	Pulse survey confirms LGBTQIA+ students, particularly those identifying as Trans), feel comfortable and supported to be their authentic selves at UoN. Student-facing staff confirm they are well-equipped to support LGBTQIA+ students.
7	AG10.03.01	Policy team to evaluate and further develop the scope, value and infrastructure of the dignity advisors.	Our Dignity Advisors are an important support group. 44% of respondents are aware of the Dignity network. Of those who are aware, majority (90%) of respondents have not spoken to an advisor, but those who had found it useful.	Jan 24 – Sep 24	Deputy Director of HR (Helen Dunn)	Remit and size of Dignity Advisor pool agreed.	Increase in awareness to >75% responses, proportional for gender, ethnicity, job family and level, Continue high satisfaction rates.
7	AG10.04.01	Carry out focus groups with staff and students to discuss discrimination/culture/having a voice and being comfortable speaking up. Identify/agree a training approach that is likely to be most effective.	In 2021 AS survey: 54% respondents feel comfortable speaking up, value lower for women, non-binary and PNTS respondents. 33% respondents agree with the statement that they have a voice and can be heard at this University, (with some faculties lower than this average). Overall, 33% of respondents disagree with the statement, with values higher for non-binary and PNTS respondents.	Sep 24 – Dec 24	Associate Director of OPD (Claire Jaggar)	Focus groups completed.	Training data indicate 100% staff and students have completed Bystander Training by Dec 26.
	AG10.04.02	Roll out bystander training for staff and students. This will link to actions on Open Conversations		Jan 25 – Dec 26		Insights incorporated into new training	

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			Bystander training is offered as an online course and has been completed by some staff and students. Some areas have also received training from a Bystander Training Company.				
7	AG10.05.01	Support formal/informal networks with their action plans as required, disseminating information through the networks on University policy, guidance and opportunities, to improve visibility of these among protected groups.	<p>Whilst we have made considerable progress in embedding EDI and supporting all staff-and students, it is clear that information is not reaching all groups. Our staff networks feed into our EDI Governance structures and are represented on our committees including the ISAT.</p> <p>Decrease in awareness among respondents regarding information on University's EDI policy and guidance, drop from 89% yes in 2017 to 71% in 2021. Women 73%, Men 70%, Non-binary 67% and PNTS 59%.</p>	Sep 23 – Aug 28	PVC-EDIP Associate Director of OPD (Claire Jaggar)	Committee agendas include opportunity for reporting on network actions.	Increase in respondents confirming they know where to find information to >95%. Note this requires a proportionally larger increase for Non-binary and PNTS respondents.
AG11: Engagement - checking in on progress and getting to know our people							
7	AG11.01.01	Carry out focus groups with diverse members of the University to understand reasons for non-completion of surveys and to identify mechanisms to address these.	To understand staff opinion, lived-experience, insight and concerns it is important to gather and analyse staff opinion. However, many staff (and students) do not respond to surveys.	April 24 – Oct 24	PVC-EDIP Associate Director of OPD (Claire Jaggar)	Focus groups held and insights captured.	Increase survey response rate from 35% to 75% including representative proportions of less represented groups.
	AG11.01.02	Review the survey calendar including School/Faculty-level surveys to ensure that the number of surveys happening and the timing and targeting of different surveys is	There may be several reasons for this including survey fatigue, lack of time, interest, belief that doing so will result in any change, fear that they will be identified and this may have negative	April 24- June 24	Planning, Performance and	Survey calendar created and populated with staff and students surveys for the UoN community.	Positive improvement in agreement scores for NB and PNTS respondents across the survey to be in line with

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	AG11.01.03	appropriate and not overwhelming for any group. Undertake an Institutional AS Survey.	consequences, or may be due to the format of the survey being inaccessible. Recent approaches to PRES and the People & Culture Surveys appear to have had positive impact on completion rates.	April 25	Strategic Change (PPSC) Directorate	AS survey complied and run.	responses from men and women.
	AG11.01.04	Mindful of survey fatigue, and informed by the 'survey calendar' review, institutional surveys will include job-family specific questions within the general surveys to prevent over-questioning. Incorporate changes to the survey questions, access options and guidance in line with best-practice from EDIS Diversity Data Collection and insights from focus groups.	We made the decision not to run CEDARS this year as many of the questions were mirrored in the AS and People and Culture Surveys.	April 24 – Jan 25	ISAT Co-Chairs	Results analysed and shared with staff groups as appropriate.	
	AG11.01.05	Messaging around the survey, including completion rates shared regularly during survey window to maintain momentum. See also AG11.04.01		Sep 23 – Dec 27			
6	AG11.02.01	Support analysis and capture of data from departmental surveys as AS applications are written.	Disaggregating responses in the 2021 AS survey to Faculty level highlighted different experiences across the University. Whilst EDI activity is recognised via buy-outs, in workload, promotions criteria and rewards responses suggest not all staff are aware.	Sep 23-Aug 28	Challenge & Support Chair (Tamsin Majerus)	Local-level insights are fed into University-level associated actions and developments.	Increased awareness of EDI activity, recognition and support across all staff groups and all areas as evidenced by survey responses: increase in reporting that workload model reflects citizenship activities from 38% to >80% %, and positive qualitative responses received.
	AG11.02.02	Supporting and rewarding those who lead departmental applications to be highlighted in communications.	To monitor/identify any school-specific issues and track the progress of Institutional actions to ensure they are making progress at school level.			Best-practice and success celebrated and shared.	Positive impact seen in responses from NB and PNTS respondents that University leadership genuinely supports gender equality from 40% to >80%.

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7	AG11.03.01	Analysis of survey responses from trans and non-binary staff, staff identifying as LGB or other minority sexual orientation or gender identity where data collected can be shared. getting to know trans colleagues and who they are and what they need).	Whilst there are relatively small numbers of staff and students who identify as LGBTQIA+ they often indicate poorer quality experiences than those not identifying as LGBTQIA+. It is vital we understand and address issues leading to these experiential differences.	Mar 24 – Oct 24	LGBTQIA+ Theme Leads	Survey responses analysed. Insights fed into co-creation of support and changes to lived-experience.	Survey responses from LGBTQIA+ staff and students no longer stand out as more negative than those of other groups, but instead are aligned (or even more positive) than others.
7	AG11.04.01	Support outcomes and actions from the institutional surveys performed in 2024: the HE sector-wide CEDARs and PRES.	We continue to strive to improve. Our surveys provide insight into our progress, our gaps and the clarity of our communication. Ensuring we listen to the feedback from survey responses and address issues identified is vital in demonstrating the University is listening and is sincere in aiming that all staff and students are living its values.	Mar 24 – Aug 28	Researcher Training and Development Manager Researcher Academy	Refer to individual action plans, all outputs and milestones completed.	Gender and intersectional equality of experience across our student body as indicated by survey responses which do not differ by protected characteristic.
7	AG11.05.01	Work with SU to perform University wide undergraduate survey to benchmark student experience.	In analysing and writing this application we are aware we needed to involve and consult with the undergraduate and postgraduate student community more.	Sep 25 – Sep 27	Researcher Academy	Survey complied and run.	Survey analysis provides useful insights for improving student experience
	AG11.05.02	Results shared with Faculties, Campus Life and ESE Teams	This action seeks to provide more opportunity to listen and respond to student feedback and concerns.		SU Liberation officer	Results shared.	
7	AG11.06.01	Learn from the formation of LGBTQIA+ networks currently in Psychology and Chemistry, with a view to expanding to other Faculties and create links with the University network.	Some areas of the University have formed LGBTQIA+ networks locally, for example Psychology and Chemistry have a joint one that they are expanding to include the rest of the FoS. School of Psychology offer rainbow office hours for students to talk to staff members who self-identify as members of the LGBTQ+ community.	Jun 24 – Jun 25	Head of School of Psychology (Claire Gibson). LGBTQIA+ Theme Leads and EDI- Coordinators	Insights from FoS experience captured and shared with other Faculties via EDI-coordinators. Student experience assessed.	Best practice shared across UoN. Staff/students identifying as LGBTQIA+
	AG11.06.02	School of Psychology to share experience of rainbow office hours for students (UGs and PGs). Share best practice across UoN.					
	AG11.06.03	Assess experience of students using rainbow office hours via focus groups.					

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Actions in this area address priority 8: Leavers/Returners							
AG12: Parental leave/Career-breaks							
8	AG12.01.01	Review of parental leave, increase in paid parental leave, support of returners via the development of a Returners to Work Scheme aimed at facilitating returners getting back 'up-to-speed' over a period of 6 months.	Quantitative and qualitative responses in the AS 2021 survey demonstrated increase in major challenges when returning to the University, which has increased for women and reduced for men.	Sep 23	PVC-EDIP (Katherine Linehan)	Review completed and budget agreed.	Survey responses are positive confirming challenges on return decrease from 37% to <5% for women and from 13% to <5% for men.
	AG12.01.02	Complete a full review of all family HR policies to ensure they remain sector-leading in terms of paid provision, support to return to work and inclusive language.	Qualitative survey responses illustrated an increase in challenges relating to role and workload faced by women returning to role after maternity leave		Deputy Director of HR (Helen Dunn)	Payments made	
	AG12.01.03	Consider a new policy on return for new parents returning from Maternity or Adoption Leave, allowing returners to work 80% of their contractual hours for 100% pay and benefits for up to 6 months. This would link with ensuring adequate maternity cover for the period surrounding parental leave, as well as the leave itself.	Data indicate more returners are staying at the University, however, the Athena Swan 2021 survey showed an increase in major challenges for women returning to work following a period of maternity leave. The qualitative responses were overwhelmingly about workload e.g. about returning to work part-time but to a 100% + workload, the expectation to return 'hitting the ground running', pressure to work full-time especially for promotion, financial pressure to return from maternity leave earlier than wished, returning to a changed job role and returning to a role at a lower level to the one they left in order to manage workload and balance commitments/have a predictable schedule (and thereby catching up on the salary scales).			Policy in place.	
	AG12.01.04	Should feasibility indicate a formal reduction in hours is not practical revisit AG03 with a view to protecting time via workload.				Training developed.	
	AG12.01.05	Ensure access to refresher-training to build confidence and re-learn skills, coaching on return and the visibility of a range of people who have taken leave, illustrated by case studies and links with the Parents Network, parents in Science and other appropriate groups.		Develop 23/24 Delivery start 24/25	Gender Equality Theme Leads (Precious Taylor and Rachel Van Krimpen)		Feedback from training, mentoring and other support
	AG12.01.06						


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	AG12.01.07	Develop a pool of mentors to provide 'Return to work support or mentorship. This might include support from older women with children, and/or sponsorship.	We are unusual in offering childcare provision via the UoN nursery as well as linking with external providers based on our campus. These providers offer flexibility for part-time care, however this still has a significant cost, adding to the pressure to work longer hours.	Sep 27- Sep 28	Associate Director of OPD (Claire Jaggar)	Mentoring and support pool created.	rated positively >4/5 on Likert scale in feedback from returnees 6 months after return
	AG12.01.08	Create a programme run collaboratively with other Nottingham organisations to support women looking to return to the workforce after a career-break, looking at: CV and application writing, confidence building and empowerment, group coaching/career advice, Identifying flexible-working options.				Programme designed and running	
		Consider increasing commitment to Daphne Jackson Fellowships which support fellows who have taken a career-break.		Sep 25- Sep 26	Researcher Academy Fellowships Manager (Connie Wan)	Fellowships added to NRF/ AMF offering.	>2 DJ Fellows supported per year.
8	AG12.02.01	Evaluate and further develop infrastructure provision (specifically for the Parenting Rooms) for those returning from maternity leave. Consult with users on identified options/issues and take action as appropriate.	Feedback received from users of rooms that some rooms were not fit for purpose in terms of size and content. Other feedback suggests that there may be broader uses of the rooms that would benefit parents, disabled and neurodiverse staff/students. Some users found the booking system inhibitory. Some staff do not identify as 'breastfeeding' (they may be pumping to bottle-feed, or use the term 'chestfeeding').	Mar 24 – Aug 25	Director of Estates and Facilities Associate Director of OPD (Claire Jaggar)	Identified issues with rooms, consulted with users and necessary changes implemented.	Feedback from pulse survey shows users are satisfied with rooms and availability options with satisfaction scores >4/5 Likert scale for all users.
	AG12.02.02	Revise communications around Parenting Rooms to be more inclusive especially of Trans staff and students.				Maps on website and available in a variety of formats including via AccessAble app.	
	AG12.02.03	Investigate options for ad-hoc use rather than having to book to increase accessibility at the point of need.					
	AG12.02.04	Ensure awareness of AccessAble app showing location of rooms.					

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	AG12.02.05	Clear maps created showing locations of quiet spaces, prayer rooms and other EDI facilities/spaces.					
8	AG12.03.01	Strengthen current provisions for cover and handover for parental leave, to ensure maternity cover includes a period of overlap at both ends of the leave period for all parental leavers. All modified provisions communicated to Schools.	Quantitative and qualitative responses in the AS 2021 survey demonstrated increase in major challenges when returning to the University, which has increased for women and reduced for men. Qualitative responses indicated lack of effective management of maternity cover and handover (W). For academic researchers- loss of technical support while on leave, and time for research on return (W)	Sep 23 – Aug 25	Deputy Director of HR (Helen Dunn) HoS/HoO	Parental leave policy amended and communicated to School staffing teams	Reduction in women reporting major challenges after returning to work following period of leave from 37% to less than 10 %. Positive reporting of returning to work following period of parental leave (AS qualitative responses)

AG13: Leavers

8	AG13.01.01	Succession planning for internal leadership roles, is factored into the term of roles, to ensure overlap between incoming/interim and outgoing role holders, and between interim and external appointees, maintaining (not losing) institutional memory, and ensuring continuity.	During the process of reviewing previous action plan, it became apparent that there had been single points of failure where knowledge and action ownership had not been transferred or communicated. For those returning post maternity leave, qualitative responses from women indicated lack of effective management of maternity cover and handover. Similarly, for women academic researchers the loss of technical support while on leave, and on return meant research progress stalled. Others reported limited time for	Feb 24 – Aug 28	Associate Director HR Business Partnering HoS/HoO	Change in role description to incorporate 'hand-over' period appropriate to the role cycle. Deputies in place.	No gaps in continuity for senior leadership roles across AS award period. AS Challenge and Support team contains colleagues currently active in AS panels.
	AG13.01.02	Make use of deputy roles as a mechanism for avoiding single points of failure and enhancing institutional memory.					
	AG13.01.03	Ensure EDI leads are aware of the Advance HE panel recruitment process, highlight calls for panellists and encourage appropriately experienced colleagues to apply.			AS Leads Chair / Challenge & Support Chair (Tamsin Majerus)		

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			<p>research on return with heavy teaching loads.</p> <p>With specific reference to supporting Athena Swan we have a Challenge & Support Group who carry out internal reviews of AS applications prior to submission. These colleagues are all either currently Transformed Charter Chairs or panellists, or have had extensive previous panel experience. This support has been very positive and we aim to continue to maintain this team with colleagues who are actively involved in Advance HE panels.</p>				AS application submissions maintain current success-rate (100%).
8	AG13.02.01	Capture exit interviews and improve granularity of data. Develop and launch an e-exit questionnaire process in Digital Core which is triggered for all leavers in the University.	The proportion of female academic staff leavers is above the current %F of academic staff in place, indicating that leavers represent a disproportionate loss of female talent from the academic pipeline. In addition, the % BME leavers is higher than the percentage of BME staff and BME staff are more likely to report they have experienced bullying and harassment, BAME women nearly twice as likely as white women, 17% vs 9%).	Feb 25 – Feb 26	Associate Director HR Digital, Systems and Services (Jamie Tennant)	Updated leavers interview process and associated form in place.	All leavers offered the option to complete an exit questionnaire.
	AG13.02.02	Using appropriate demographic data already held in the system develop anonymised reporting which can be run at a Faculty Level (as well as institutional level) to empower identification of trends and areas for improvement.				Annual reporting process in place for all leavers combined and agreed sub-reports.	Issues identified fed back to UEB, Faculties/ Schools annually.
	AG13.02.03	Produce clear guidance around anonymity /confirmation of permission to share. Data to be shared and level of sharing as per individual request (University only, Faculty, School, team or group).	Completion of AS31 concerning exit interview capture was impacted by COVID-19 and the delay in roll out of new HR system.	Feb 26 – Aug 26	Associate Director of HR Business Partnering	GDPR form in use. Reports shared as appropriate.	Issues acted on at School/Faculty /Institutional level as appropriate.
			Review of current practice shows that leavers data is not currently used to inform/influence any changes in	Jan 24		Conversation process in place.	Identified issues followed up by Report & Support team within 3 months of leaving date.

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	AG13.02.04	Link to report and support where leavers wish to disclose issues that might require support and/or formal reporting.	practice, and that data is collected in a way that means it is not possible to identify Faculty.				
	AG13.02.05	Review data from the surveys/exit interviews to identify the data related to reasons for leaving. Individual conversations to be held as appropriate.					
	AG13.02.06	Annual reports to be shared with related Department/Faculty/School for further investigation and improvement and incorporated into Annual UEB Meeting.  Links to: Concordat Actions EC9 and EC12.					

AG14: Digital Core as an enabler

1 - 8	AG14.01.01	Utilise capability of the new HR system to facilitate delivery of suitable actions identified in this action plan and to facilitate reporting for proactive assessment of impact	Across the action plan there are several areas where longer-term sustainable solutions will be better enabled through use of the new technology that will be delivered through the Digital Core (new HR, Finance and Procurement system). Examples include: automated induction journeys, e-appraisal management, compliance with mandatory training completion, reporting on diversity of interview panels, access to exit questionnaires and trend reporting	Jan 24 – August 26	Director of HR Digital, Systems and Services (Carolyn Stanhope)	<p>Delivery of Digital Core – Go-live – 2024</p> <p>E-appraisal process in place</p> <p>Induction journey implemented</p> <p>signposting staff to mandatory training and enabling measurement of completion</p> <p>Reports in place to enable faculties to evaluate the diversity of interview panels</p>	<p>All new starters and those changing roles (e.g. via redeployment) have an 'Induction Journey'.</p> <p>Reporting confirms all staff have completed all mandatory training.</p> <p>Outcomes to actions above requiring DC are reported and meet targets for individual actions.</p>
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						Exit interview outcomes reporting in place	
1 - 8	AG14.02.01	Develop and implement post Digital Core process development roadmap.	Whilst the Digital Core project will enable significant improvements across many of our HR processes it is not possible to consider all processes in the project implementation. As such, once we have a stable platform in place we will undertake a piece of work to review which processes remain outside of Digital Core which we may be able to improve through using the new platform/review which areas we can further enhance and develop a roadmap to implement changes.	Aug 24 – Jul 27	Director of HR Digital, Systems and Services (Carolyn Stanhope)	Action plan in place to enable continuous improvement Dec 24	Continuous improvement in areas enhanced evidenced by lack of issues in system functionality.
7	AG14.03.01	Ensure EIAs are not simply documents that have considered potential impacts, but more meaningful documents, used to identify areas of equality impact, steer modification/improvements in processes, track, monitor and share best-practice. Identify and fix illustrated variation in quality and scope.	EIAs are used across UoN. Some Faculties share EIAs across Schools within their Faculty, although work is needed to ensure best-practice is embedded and insights shared across the entire University. A review of Equality Impact Assessments has been submitted.	Apr 23 – Aug 25	Associate Director of OPD (Claire Jaggar) HoOs	Repository for EIA in place. Process for submission/ deposit of all EIAs active	Heads of Operations confirm they have completed local-level EIAs, modified as appropriate from central EIA.
	AG14.03.02	Ensuring a centralised process where all Equality Impact Assessments are submitted and can be reviewed/shared as best-practice.	The Researcher Academy has some excellent examples which could be used to provide models for other areas.				
	AG14.03.03	Embedding the concept that Equality Impact Assessments are a living document to be written prior to need and not reactionary.					
	AG14.03.04	A further review is carried out to confirm sharing of best-practice, evidence of changes when equality issues have been identified.				Review completed.	Review confirms sharing of best-practice and identifies evidence of changes, in particular those that have subsequently been shared outside local areas.