Heriot-Watt University Bronze Renewal Action Plan 2016-2020

Actions cover the period: December 2016 – November 2020. Actions will be treated as work packages and monitored according to Project Management methodology

Rationale outlines the data source and thought process behind the action. GPC = Good Practice Checklist.

Start and end times are recorded by Quarter, where Q1=Jan-Mar, Q2 = Apr-Jun, Q3 = Jul-Sep, Q4 = Oct-Dec.

Where an action is to be repeated/embedded e.g. an annual event, the timeframe for delivery describes the delivery of the inaugural session**.**

Priority Action

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
1	The Self-assessment Process/Plan for the future of the self-assessment team	We will meet the requirements for a Silver institutional submission by 2020.	By using Athena SWAN as a framework for change we will deliver our broader equality objectives.	The University makes an application for Silver Institutional Award by November 2020.	University Athena SWAN lead	Q4, 2019 – Q4, 2020
2	The Self-assessment Process/Plan for the future of the self-assessment team	We will support AHSSBL Schools and our Graduate School of Business Athena SWAN applications. All Schools achieving Bronze by 2018.	By using Athena SWAN as a framework for change we will deliver our broader equality objectives.	SML, TEX and EBS all make a successful application for at least Bronze award by 2018.	School Champions Lead	Q1, 2017 – Q4, 2018
3	The Self-assessment Process/Plan for the future of the self-assessment team	We will support STEMM Schools progress action plans and retain awards, with a minimum of one School achieving Silver status by 2020.	By using Athena SWAN as a framework for change we will deliver our broader equality objectives.	▪ All STEMM Schools have made a successful renewal application by 2020. ▪ At least one School has a silver award by 2020	School Champions Lead	Q1, 2018 – Q2, 2020

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
4	A picture of the institution/ Academic and research staff data	We will ensure full historical datasets for our 2020 application.	There are some instances where we have not been able to provide three years of data: (1) where Athena SWAN has introduced a new data requirement, (2) where we have had challenges accessing legacy data or (3) where implementation of the workflow model relating to our new iRecruit system is in its infancy. We are addressing these.	▪ Updated data specification prepared for Jan 2017 ▪ Data cleaning reports in place prior to running the reports ▪ Reports run by Mar 2107 ▪ Outcome of recruitment process review includes Athena SWAN reporting requirements ▪ Full data sets available for 2020 University renewal.	Director HRD	Q4, 2016 – Q2, 2017
5	A picture of the institution/ Academic and research staff data	We will improve our processes for collection and analysis of feedback from staff leavers.	GPC: Qualitative data is collected via an exit interview, however the process for ensuring completion is not robust, and summary analysis is not undertaken.	▪ Leavers survey piloted in 2017, rolled out by 2018. ▪ 90% of leavers invited to complete survey annually in 2019 ▪ Annual leavers report developed and annual reporting to Professional Services Leadership Board established by Dec 2019. ▪ Report includes monitoring for gendered leaving patterns ▪ Actions to address are recorded and monitored by Professional Services Leadership Board.	Director HRD	Q4, 2017 – Q4, 2019
6	A picture of the institution/	We will ensure that the Equal Pay Statement for	Equal pay analysis: shows issues of horizontal (job type) occupational segregation. The project to develop our	▪ Equal Pay Statement for 2017-2021 includes measures to address gender-related	Equality & Diversity Partner	Q4, 2016 – Q2, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
	Equal pay audit	2017-2021 includes measures to address gender-related horizontal segregation	Equal Pay Statement for 2017-2021 will consider in detail future interventions.	horizontal segregation, and specifically refers to: ▪ targeted, measurable and lawful grade interventions ▪ examination of reward and benefits and impact on pay ▪ Appropriate/fit for purpose communication and publishing of equal pay data.		
7	Key career transitions/ recruitment	We will ensure appropriate monitoring of interview and offers data as part of the review of recruitment processes.	Numerical data: Teething issues with implementation of a new HR 'iRecruit' System mean that not all interview and offer data has been captured since launch. The University is taking this very seriously reviewing recruitment processes.	Review of recruitment process and implementation of solutions results in 80% of recruitment records on iRecruit holding interview and offers data in 2017, and 90% by 2018 and thereafter.	Director HRD	Q4, 2016 – Q3, 2017
8	Key career transitions/ recruitment	We will ensure the project to review the Global Platform recruitment programme complies with the Equality and Privacy Impact	Numerical data: demonstrates that we need to work smarter to encourage women to apply for STEMM roles. Global Platform is being reviewed and we have the opportunity to think strategically about how we build equity into the revised process.	▪ Equality and Privacy Impact Assessment completed	DP Research & Innovation	Q4, 2016 – Q2, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		Assessment (EPIA) process.				
9	Key career transitions/ recruitment	We will review the existing recruitment process to improve the candidate experience and gender balance in appointments.	Numerical data: women are not applying at the rate we need them to, in order to see change in the overall gender ratio of staff. To change this we are taking steps to make the vacancies more attractive to women and people with caring responsibilities, and wish to strengthen these measures.	▪ Agree our package of positive action statements and once agreed, ensure they appear on all relevant vacancies (define relevant vacancies). This review includes reviewing the logistics of using the following; i. Applications are particularly welcome from women and black and ethnic minority candidates, who are under-represented in academic posts at Heriot-Watt. ii. Working families "happy to talk flexible working" logo on academic job adverts. iii. Statement referring to working part-time/job-share. ▪ Use of the gender decoder tool in the creation of standardised job descriptions	Director HRD	Q1, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
				▪ Include the gender decoder tool in recruitment training for HR and hiring managers ▪ 10% increase in %F STEMM job applicants by 2020.		
10	Key career transition points/ induction	Schools will develop a minimum start-up package for new academics following EPS good practice.	GPC: Currently academic start-up packages are negotiated on a case-by-case basis. Research indicates that women are less successful in traditional negotiations for cultural reasons based on expected stereotypes, and unconscious bias leading to poorer start-up packages affecting their ability to get up and running at the same pace as their male peers.	▪ School-specific minimum start-up packages are documented and referred to by HoS when making appointments ▪ Monitoring of actual start-up packages by gender, grade and institute is established at School level and rolling three yearly update reported annually to relevant School Management Board and a University summary reported to UE ▪ Monitoring demonstrates that men and women within a discipline and grade received same package within a margin of 5%	School Champions Lead	Q2, 2018 – Q4, 2019
11	Key career transitions/ induction	We will review our approach to Probationary Mentoring for	GPC: When they start at HWU, each new academic is assigned an academic mentor. Currently, no formal training is provided for this specific role and	▪ Formal review of current approach to probationary mentoring of academic staff in 2017	DP Staff Development & Engagement	Q2, 2017 – Q2, 2020

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		Academic Staff to support mentors.	experience is inconsistent, which we would like to address.	▪ Implementation plan signed off by Q1 2018 ▪ Implementation plan includes at least one Athena SWAN related KPI to be delivered before 2020 e.g. 45 mentors trained each year (2018, 19, 20) aiming for 150 at year 3		
12	Key career transitions/ promotion	We will actively consider individual circumstances in promotions applications.	Numerical data/GPC: The data shows promotion applications from part-time staff are less likely to be successful. To ensure that part-time staff are not penalised, we will formally capture and take into account any circumstances impacting on the quantity of outputs of an individual.	▪ Individual circumstances element included in forms, guidance and roadshows ▪ Individual circumstances option is known about and understood, measured by 100% use by part-time promotion applicants ▪ 25% increase in promotion success rates of part-time staff by 2018	DP Staff Development & Engagement	Q4, 2016 – Q2, 2017
13	Key career transitions/ promotion	We will formally celebrate academic promotions at institutional level.	Numerical data/GPC: It is not clear if applications for promotion from female candidates have reached their peak. We do not currently celebrate academic promotions at an institutional level and minority groups benefit from role models. By celebrating academic promotions we will demonstrate 'what	▪ Annual publication of academic promotions in staff newsletter initiated in 2017 ▪ 3% increased application rate from women by 2019	DP Staff Development & Engagement	Q3, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
			success looks like', making promotion more real and achievable.			
14	Career development: academic staff/training	We will create a single system to hold core training records to improve strategic and operational planning.	GPC: Currently, training records are not held centrally. If we are to analyse training data we need to improve our methods of collection.	▪ Funding secured for the project by Q3 2019 ▪ Training data by gender and other protected characteristics available by 2019	Director HRD	Q2, 2019 – Q2, 2020
15	Career development: academic staff/appraisal development review	We will ensure active consideration of (a) career breaks and (b) part-time working in PDR and objective setting.	Staff survey: Women academics were 7% less likely to feel that their manager supported their development. The data shows us that women are more likely to take a career break and work part-time and we know this is affecting promotion likelihood. Specific guidance for managers delivered via the PDR guidance and PDR reviewer training will assist career progression discussions where this is a factor. This will ensure more equitable access to opportunity.	▪ PDR guidance and training include materials re career breaks and part-time working by 2017 PDR round ▪ 3% improvement in female academics response to the relevant staff survey question (see rationale) in Spring 2019	Director HRD	Q1, 2016 – Q2, 2017
16	Career development: academic staff/appraisal	We will run an annual workshop showcasing key leadership roles, and how to access	Staff survey: Female academics were 13% less likely to be satisfied with their current roles and responsibilities, and 11% less likely to feel they were using their skills and knowledge to best	▪ First workshop implemented by Summer 2017 ▪ 85% of participants give positive feedback in first year ▪ Participants are at least 50%F	Director HRD	Q1, 2017 – Q2, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
	development review	them (involving current post holders to provide role models).	effect. By increasing awareness of the opportunities that could be discussed during PDR, we hope to empower people to understand what career possibilities there are and how to access them.	▪ 5% improvement in female academics response to the relevant staff survey questions (see rationale) in Spring 2019		
17	Career development: academic staff/appraisal development review	We will broaden possibilities to gain experience required to be considered for leadership roles at both School and University level.	Staff survey: Female academics were 13% less likely to be satisfied with their current roles and responsibilities, and 11% less likely to feel they were using their skills and knowledge to best effect. We wish to increase the likelihood of women applying and being considered for leadership roles. This action is designed to provide experience that will prime someone to be more likely and able to apply for a vacancy when it arises.	▪ Rollout of succession planning pilot at high level (TXT and MACS remaining) by 2017. ▪ Funding secured for broader rollout of succession planning by Dec 2018, and then rollout by 2019 ▪ +10% opportunities created by 2018, +20% by 2019 ▪ 5% improvement in female academics response to the relevant staff survey questions (see rationale) in Spring 2019	School Champions Lead	Q1, 2017 – Q4, 2019
18	Career development: academic staff/appraisal development review	We will run workshops for Professional Services staff, demonstrating key requirements for each grade,	Staff Survey: feedback from PS staff shows a lack of clarity about how to progress in a PS career at HWU, with only 33% saying they feel positive about how PDR can benefit them. Initial workshops on career development process have begun to open this up.	▪ Pilot workshop delivered by Autumn 2017 ▪ 85% of participants give positive feedback in first year ▪ 10% improvement in Professional Services response to the relevant	University Secretary	Q4, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		showcasing examples and how to plan for success.	Further support is needed regarding how to gain the necessary skills and opportunities.	staff survey questions (see rationale) in Spring 2019		
19	Career development: academic staff/appraisal development review	We will embed the successful pilot course 'How to get the most out of your PDR for post-doctoral staff' as part of the academic staff development portfolio.	Feedback from the pilot course shows that it is valued and meeting a need of postdoctoral researchers. We wish to embed the course in our training offer.	▪ Pilot embedded by 2017 ▪ 85% of participants respond positively in workshop feedback in first year	DP Research & Innovation	Q3, 2017 – Q4, 2017
20	Career development: academics/ Support given to academic staff for career progression	We will host regular good-practice events	GPC: Good practice is currently being shared via the Champions Group. We want to share good practice from inside and outside the organisation more broadly.	▪ Three events held by end of 2017 and feedback is positive, 3 events per annum thereafter ▪ Attendees over first year's events are at least 25% male, with 5% improvement each year ▪ 85% of participants respond positively via feedback in first year	School Champions lead	Q2, 2017 – Q3, 2017
21	Flexible working and managing	We will finalise the development and roll-out of the career break	A checklist has been successfully piloted. It reflects maternity only; we will make it more inclusive to reflect adoption, paternity and shared parental	▪ Materials developed by Q1 2017 ▪ Briefing sessions run by HRD Partners to promote the tool:	Director HRD	Q1, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
	career breaks	checklist and monitor its use.	leave, and roll out the new tool across the University.	Schools complete by Q2, Directorates by Q4 ■ 75% of all staff taking a career break (of greater than 3 months) in the three years from implementation, use the checklist. As reported via School data collated annually and assessed by HRD Partners		
22	Flexible working and managing career breaks	We will embed our support for breastfeeding via our new Breastfeeding Policy.	GPC/Staff survey: We wish to normalise breastfeeding in the University environment and ensure our staff, students and visitors feel supported to breastfeed. Academic women are 7% less likely to agree that they have a good work-life balance. Normalising breastfeeding will help a sub-group of that population.	■ Policy in place on website by Q4 2019 ■ Promoted via a newsletter article and breastfeeding friendly materials e.g. posters Q1 2020 ■ Female academics report same work/life balance as men within a 4% margin as measured via staff survey (post-2019 survey)	Director of Governance & Legal Services	Q3, 2019 – Q2, 2020
23	Flexible working and managing career breaks	We will ensure that all Schools establish a fund for T&R staff to support career break returners in reinstating their research careers in	Numerical data/GPC: Women more likely to hold a Teaching and Scholarship contract, particularly at Grade 9 in both STEMM and AHSSBL. Feedback from staff suggests this relates in part to the impact of a career break on career choices. HWU devolves budgets to the Schools. All Schools	■ All Schools establish a fund to support career break returners in reinstating their research careers in the year after their return in the next financial year Aug 2017 ■ Feedback from Career Break focus group participants demonstrates a positive impact	School Champions lead	Q3, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		the year after their return.	engaged with Athena SWAN are in the process of implementing a Career Break Returner's fund, to address concerns around retaining an active research career after having a child.	▪ Women more likely to stay on T&R contracts and gendered pattern of Teaching contracts at Grade 9 is reduced by 10% by 2020 from 29% to 19% of all female academic staff		
24	Flexible working and managing career breaks	We will open up the online parents forum to a broader audience and host two face-to-face meet-ups a year	Participants wish to continue with the online forum and the face-to-face sessions	▪ Promotion via newsletter and poster campaign ▪ First face-to-face session delivered by Jun 2017 ▪ 85% of participants report a positive impact in first year	Family-friendly working group lead	Q3, 2017 – Q4, 2017
25	Flexible working and managing career breaks	We will implement a policy that staff returning from a career break are not required to develop teaching materials in their first semester after return to work unless it is part of their career development plan.	GPC/Numerical data: Learning from the Good Practice Checklist, we wish to allow staff with a research element to their contract to get back up and running again after a career break. We hope that this will also assist with preventing attrition of women from the research workforce at Grade 9.	▪ Inclusion in career break checklists by Jun 2017 ▪ Dissemination plan determined and implemented by Sep 2017 ▪ Career break focus group reports positive impact in the first year after implementation	School Champions Lead	Q2, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
26	Flexible working and managing career breaks	We will actively seek feedback from people returning from a career break, and report to University Executive with any recommendations for action	Fundamental for success: In order to determine if the interventions we are making are helpful, we need to consult.	▪ Career break focus group held every two years from Q3 2017 ▪ Feedback demonstrates our interventions for people taking career breaks are known about and helping	Career break working group lead	Q3, 2017 – Q4, 2017
27	Flexible working and managing career breaks	We will implement a programme to support people to return to full-time work after a career break within two years if they choose to do so.	Numerical Data: It is common for our staff to want to work part-time after a career break. Gendered part-time patterns at Grades 7 and 8 (Section 4.1) show working part-time is important to female staff at those grades. Transition to working full-time is not currently actively supported. The flexible working scheme sees few requests to return to full-time from working part-time. Friday afternoon School closures in Edinburgh and Borders Schools may impact on staff considering Full-time working. We wish to support staff to return to full-time work if they choose to do so, implementing a programme to assist	▪ Operational issues clarified in Q1 2018 ▪ Approach developed by Q2 2018 ▪ Offer promoted Q3 2018 ▪ Feedback from staff returning from a career break is positive as measured via Career Break return focus group.	Director HRD	Q1, 2018 – Q4, 2018

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
			people gives us the opportunity to assess demand.			
28	Flexible working and managing career breaks	We will complete the project to consolidate HWU's family friendly offer, with a single webpage signposting policies, services and opportunities, case studies and relevant useful links.	Childcare focus group: feedback showed it is difficult to find information on available support. We will create a central source of information.	▪ One single landing page signposts ALL family-friendly materials by Jul 2017 ▪ Information is available to potential staff as well as current staff ▪ Page relaunched including newsletter item by Sep 2017 ▪ A focus group is run in 2018 to check on family-friendliness improvements and reports positively on ease of access to information	Director of Marketing & Communications	Q2, 2017 – Q3, 2018
29	Flexible working and managing career breaks	We will redesign the maternity pack to be more inclusive: a "parents-to-be" information pack.	Childcare focus group: male participants reported they didn't receive information provided to new mothers. They were unaware of our offer.	▪ Review formal letters provided to parents-to-be to include links to family friendly webpages and amend any accompanying materials by summer 2017 ▪ A focus group is run in 2018, new dads report being provided with the pack and feeling informed. ▪ 10% increase in paternity coaching uptake by new fathers	Director HRD	Q2, 2017 – Q2, 2018

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
30	Flexible working and managing career breaks	We will enhance, i.e. add to, our case study series.	Various sources: We have received positive feedback about the usefulness of our case studies. More case studies will enhance our collection and provide useful illustrative information	▪ Case studies delivered and include: ▪ at least one academic phased-return example ▪ a male colleague's experience of support when becoming a father ▪ varied childcare solutions including: wraparound care and 9 day fortnight; ▪ positive teaching models like teaching 11 out of 12 weeks, with a flexible, strategically timed reading week ▪ Positive feedback received from users via relevant fora	Director HRD	Q1, 2019 – Q3, 2019
31	Flexible working and managing career breaks	We will signpost HWU's family friendly offer in University recruitment materials and induction materials and continue to use National Work	Childcare focus group: Participants felt that they only found out about the offer when they were expecting a child. It would be useful to hear about it earlier at key points in their employment and to have an opportunity to be updated regularly, for their personal use but also as managers.	▪ In induction materials by Q2 2017 ▪ In recruitment materials by Q3 2017 ▪ Second National Work Life Week celebration delivered in 2017 ▪ A focus group is run in 2018, staff report that they feel informed and up to date	Director HRD	Q4, 2017 – Q2, 2018

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		Life Week to share information on childcare support.				
32	Flexible working and managing career breaks	We will work with our campus-based private childcare providers to extend provision in response to demand.	Childcare focus group: Staff explained that it was difficult to access childcare on public holidays, particularly very early January, when they could not use annual leave if they had teaching commitments and childcare services were not available. Participants explained challenges in getting their babies into the campus-based nursery on their preferred days despite very early registration.	▪ Demand understood and opportunities to extend the offer identified by early 2018 ▪ Intervention to address early-January challenge in place by end of 2018 ▪ Intervention to assist re babycare is given a clear timeline by end of 2018	University Secretary	Q3, 2017 – Q4, 2018
34	Flexible working and managing career breaks	We will reduce the percentage of teaching carried out on a Friday afternoon to allow staff to work more flexibly.	Survey/Childcare focus group: Academic women are 7% less likely to agree that they have a good work-life balance. Edinburgh Schools close at lunchtime on a Friday. Wraparound care i.e. pre and post-school/nursery is difficult to access, particularly for those with children with additional requirements, creating worklife balance challenges.	▪ Percentage of teaching carried out after 12.15 on a Friday is understood ▪ 5% reduction in Friday afternoon teaching by 2018 ▪ 10% reduction in Friday afternoon teaching by 2019 ▪ Male and female academic staff report an equal sense of work/life balance within a 4% margin	DP Learning & Teaching	Q2, 2017 – Q4, 2019

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
35	Flexible working and managing career breaks	We will broaden the principle of childcare as a permissible expense to include other forms of care.	Staff feedback/GPC: Our new expenses policy includes the principle of childcare as a permissible expense when working outside normal working hours. A number of staff asked if this also covered care of adults. We are acting on this to improve equality of opportunity for carers.	▪ Policy amended and communicated by Q4 2017. ▪ Focus group with carers in 2019 provides positive feedback	Finance Director	Q2, 2017 – Q4, 2017
36	Flexible working and managing career breaks	We will develop guidance for carers and communicate it widely.	GPC: We do not currently provide explicit guidance for carers and need to embed recognition of the support needs of carers within our work culture, so that they can balance work with caring commitments and continue to be effective in their role.	▪ Carers Week celebrated annually from June 2017 ▪ Carers guidance available online in 2018 ▪ Additional materials e.g. services, case studies and relevant useful links for carers will be posted alongside ▪ Carers guidance will be launched during Carers Week June 2018 ▪ Focus group with carers in 2019 indicates that our measures are helping people feel supported	Director HRD	Q2, 2017 – Q2, 2019
37	Organisation & culture	We will ask new staff to confirm that they have read and will adhere to our E&D policy as	Staff survey: Female academics significantly less likely to respond positively to questions relating to their experience of the HWU Values, specifically in relation to feeling that	▪ Contractual paperwork updated to reflect new approach by Q4 2017 ▪ Increased awareness of E&D policy impacts on female	Director HRD	Q2, 2017 – Q4, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		part of their job offer.	people were treated with respect (-13%) and that their opinions seemed to count (-13%). Our Values link directly to our E&D policy. We wish to reinforce how integral E&D is to our culture.	academics experience of the workplace as measured via 10% improvement in response to the relevant staff survey questions (see rationale) in Spring 2019		
38	Organisation & culture	We will make our online Diversity in the Workplace training mandatory.	Staff survey: Female academics significantly less likely to respond positively to questions relating to their experience of the HWU Values, specifically in relation to feeling that people were treated with respect (-13%) and that their opinions seemed to count (-13%). Our Values link directly to our E&D policy. To date, training has not been mandatory and uptake is low.	▪ From Q1 2017 60% of new staff completed E&D training within 6 weeks of joining ▪ By 2018, 80% of new staff complete E&D training within 6 weeks of joining ▪ 80% of existing staff complete E&D training by 2018 ▪ 10% improvement in female academics response to the relevant staff survey questions (see rationale) in Spring 2019	University Secretary	Q1, 2017 – Q4, 2018
39	Organisation & culture	We will ensure application of Equality and Privacy Impact Assessment (EPIA) is integral to our Equality Outcomes 2017-21.	All policies and procedures that impact on people are subject to an Equality and Privacy Impact Assessment (EPIA). Application of Equality and Privacy Impact Assessment (EPIA) has been inconsistent and a review is underway.	▪ Equality Outcomes include an action to address inconsistent application of EPIA	Equality & Diversity Partner	Q1, 2016 – Q2, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
40	Organisation & culture	We will ensure the workload framework guides and workload are fair and transparent, cover contributions including teaching, pastoral, administrative and outreach responsibilities, consider part-time workers and those returning from career breaks, and allow monitoring for unconscious gender bias.	GPC/Staff survey: We do not currently have a framework for guiding fair allocation of work and we do not currently monitor for gendered work allocation. We recognise the need to deliver this. Female academics were 13% less likely to be satisfied with their current roles and responsibilities, and 11% less likely to feel they were using their skills and knowledge to best effect. Understanding any underlying gendered workload patterns would help us address this.	▪ Framework undergoes an Equality Impact Assessment prior to ratification ▪ All School Workload Models undergo an Equality Impact Assessment prior to ratification ▪ 5% improvement in female academics response to the relevant staff survey questions (see rationale) in Spring 2019	Vice Principal of the University	Q1, 2017 – Q2, 2017
41	Organisation & culture	We will develop a statement that embeds a considerate approach to meeting	GPC: In an ideal world we'd be able to define core hours. Having campuses across different timezones makes our logistical arrangements challenging. Whilst we cannot offer a traditional approach to core hours, we do recognise the need to be clear about	▪ Statement posted on internet and promoted via newsletter item by Q2 2017 ▪ Positive feedback re new approach to timing of meetings in staff survey Spring 2019	University Secretary	Q1, 2017 – Q2, 2017

No.	Application Section	Objective	Rationale/Evidence	Sub-actions and Success measures	Owner	Start - Complete
		arrangements at HWU.	what we CAN do to make people's lives easier whilst delivering our business.			

¶