Key priorities for future action

Action plan	Planned action/objective	Rationale	Key outputs & milestones	Timeframe	Lead	Success criteria, targets & outcomes
Theme 1: Extending and enhancing our Athena SWAN work in the Department						
FAP1	Enhance awareness of Athena Swan initiatives and expectations across the Department	According to the culture Survey, some staff commented on not being aware of the aims and initiatives relating to the AS Charter.	a. Use of and contributions to new webpages about AS action plans and results of the annual Staff Culture survey, to be updated annually. b. Articulation of personal and departmental benefits of engaging with Athena SWAN (as measured through the annual Staff Culture survey) and other EDI initiatives. c. A Staff Notice Board dedicated to announce and display AS activities and initiatives to staff and students alike to increase AS visibility. d. Collect suggestions and feedback for gender equality initiatives or events in the department by staff outside SAT and the EEDIAG.	From October 2025 ongoing	Chair of Athena Swan, Athena Swan Self Assessment Team (SAT) lead	● An improvement of the effectiveness of the methods used to share information in the Staff Culture Survey. Each year, staff will have access to new departmental webpages and updated notices boards managed by the SAT. ● An increase in positive responses from the staff culture survey around awareness of the work of AS in the department, particularly for responses of marginalised and/or junior staff by at least 20%. The current benchmark is 68% of staff who were aware of the aims and initiatives relating to the Athena SWAN Charter in the department.

FAP2	Engage staff in discussions about completed actions and unresolved issues from the last award cycle, particularly those that showed limited impact in the staff culture survey.	From the culture survey, there are questions related to several action points that had been successfully implemente d, but for which less than 50% of staff gave affirmative responses or a good number of staff neither agreed or disagreed. Additionally, in some of the qualitative feedback, staff provided suggestions on how to implement	a. Continued intersectionality work across protected characteristics with EEDIAG deciding on areas of focus (AP2 from previous action plan). b. Bring awareness to staff about the work of the departmental promotions panel even when they are not currently considering promotions (AP11 from previous action plan). 42% of staff agreed that decisions about promotion/progression are made fairly but 41% neither agreed or disagreed c. Engage staff about how the allocation of administrative roles through advertisement supports a more transparent approach (AP16 from previous action plan). 50% of respondents to the staff culture survey held the view that workloads are allocated fairly and 25% neither agreed or disagreed and 25% disagreed (Appendix 1.7e). d. Sign-post staff on how to access guidance on personal relationships (AP18 from previous action plan). Only 43% of staff agreed that they are aware of where to find information about the departmental policy on personal relationships among staff members, 50% disagreed. This can be extended to include information sharing about how bullying and harassment is addressed in the department because 54% of staff neither agreed or disagreed and 32% agreed 21% disagreed as well as the extent to which the department management is active in tackling bullying and harassment because 54% neither agreed or disagreed and 43% agreed. e. In addition to holding departmental meetings during core working hours of 10 -4pm; consider how individuals	October 2025 to July 2026	Chair of Athena Swan, SAT Lead, Chair of EEDIAG, Pathway Director s, Chair of Departm ent Promoti ons Group	● EEDIAG to collate and share key achievements in the department as they occur during each year, targeting intersectionality work across protected characteristics. ● We will develop and share a yearly action plan together with supporting activity around intersectionality work in the department (e.g., updates from Pathway Directors and their No Gaps teams). ● To encourage deeper and comprehensive responses to the staff culture survey and to improve overall response rates by 30% from the current 58% staff response rate to the staff culture survey ● On the topics of fairness in promotions, we will facilitate at least three structured staff engagement activities (e.g. focus groups, feedback forums, or thematic workshops) to increase by 20% from the benchmark of 62% from the last culture survey who expressed that progression in the department is not affected by gender ● Specifically addressing actions completed during the previous Athena Swan award cycle (milestone items a through to e) the aims to determine impact on staff either by a 20% increase in response rate to related milestone questions in the staff culture survey and

		the action point.	with different protected characteristics might have possible needs (AP19 from previous action plan). For example, two suggestions from staff based on the qualitative feedback recommended for meetings not to be held during lunch time and rotating the days of meetings and social activities so that it is not always held on the same day (Wednesdays) as this is an issue for staff who work part-time; particularly female staff with caring responsibilities (Appendix 1.3b)			testimonials of experiences from staff and student groups from the structured engagement activities.

FAP3	Maintain and increase student engagement and the engagement of males SAT	Whereas PGT and PGR students were recruited on SAT, no UG student volunteered.	a. Recruit two postgraduate students (one PGT, one PGR) at start of each academic year (EDG rep) b. Recruit one undergraduate student at start of each academic year (EDG rep) c. Explore options for how PGCE student voices (Primary & Secondary PGCE) might be represented given their constraints on time and availability d. Include a call-out to male staff or students when advertising and inviting staff or students to become SAT members.	September 2025 this role will be advertised to postgraduate students (on taught and research programmes) as part of their student representative roles. An invitation will also be sent to the wider student body to target other interested volunteers.	SAT Lead, Chair of EEDIAG; Pathway Directors	● Maintain a minimum of three active student members per academic year. ● Run at least one student-led or co-developed EDI initiative annually, with feedback mechanisms demonstrating ≥70% satisfaction or perceived impact among student participants. ● Increase male representation on SAT to at least two or more and this may come from any staff and student designation levels.
Theme 2	Embed gender equality, diversity, and inclusion in student experiences and outcomes					

FAP4	Promote and address gender equality and EDI matters among the student body (PGR, PGT, UG, PGCE)	A gap in the current submission is the absence of student insights into how gender equality and EDI are experienced within the departmental environment.	a. Drawing on the success of the Decolonising Collective student group, develop a plan to sustain activities aimed at building awareness of gender equality and EDI among students e.g. signposting and mentoring students with protected characteristics e.g. BAME, mature students, gender (Appendix 2b.9). b. Extend Awarding Gap work in the department e.g. the work of the No Gaps teams undertaken by Pathway Directors (Appendix 2b.8).	2025 through to 2029	EEDIAG, Pathway Directors	● Collect data from students (via a survey and/or qualitative feedback) about their experiences of gender equality, diversity, and inclusion in the department ● Deliver annual EDI-focused student development sessions (including the involvement of our Decolonising Education Collective) with ≥70% positive feedback. ● Include the topic of gender, equality, diversity and inclusion as a topic at staff student forums and keep a record of students' views.
Theme 3	Career Development and Professional Development Review Support					

FAP5	Inclusive professional development support across all contract types and gender	Almost 50% of staff who responded to the culture survey did not have an opinion on whether promotions or progression are made fairly. To be precise, 44% of staff agreed that decisions about promotion or progression are made fairly, and 41% neither agreed or disagreed (Appendix 1.5c).	a. Run professional development events for staff, particularly junior or new staff members, about the work of the promotions panel and promotions procedures whether or not they are applying for promotions in that year. 48% agreed that quality, diversity and inclusion work is recognised in applications for promotion/progression but 45% neither agreed or disagreed which suggests that they may not feel confident enough in their knowledge to respond. b. Professional development training for line managers on how to use Professional Development Reviews (PDR) to effectively provide career development advice/support for new starters as well as individuals further along in their career.	2025 through to 2028	Department Promotions Group, Early Career Researchers Forum	● Information gathered on participant rates across contract types and gender identities annually with particularly attention to qualitative responses on support for career progression. ● Up-to-date records of professional development workshops/activities regarding promotions undertaken and feedback (survey/qualitative) on whether have found the sessions useful and what ways did they use the information to support their career progressions. ● A tailored development initiative developed per year that addresses underrepresented contract types and minoritised groups. ● Assessment of staff satisfaction with relevance and accessibility opportunities across all staff groups, with a target of achieving ≥80% satisfaction. ● Increase in detailed/informative responses about promotions and career development in the staff culture survey of at least 30%.