HCA Silver AS Action Plan 2020-2025 (Actions are prioritised within each sub-section, and objective; they do not feature chronologically)

SASAP Ref.	Objective	Rationale	Action taken to November 2020	Proposed SASAP action (Nov. 2020- Nov. 2025) Q1 – Oct-Dec Q2 –Jan-Mar Q3 – Apr-Jun Q4 – Jul-Sep	Time-frame	Person responsible	Success Measure/ SASAP Impact
1. Developing a culture of support, inclusion and respect - making the principles of Athena SWAN central to strategy							
1.1	Promote **SENIOR MANAGEMENT** buy-in, to embed gender equality and AS in HCA policy, practice & procedure.	To succeed, the AS process must be embedded and supported at the highest strategic decision-making level in HCA.	2018/19, EDI/AS written into HCA strategic Plan, feeding into CAHSS strategic Plan. BASAP approved at SMC, Nov. 2015; SASAP approved at SMC, March, Oct., and Nov. 2020. Membership of AS SAT (EDC) is ex-officio for HOS and DOPS. Membership of SMC made ex-officio to role of EDI Director (EDD). AS agenda embedded in the EDI update at SMC.	Progress of SASAP implementation reported on quarterly at SMC meetings. Progress of SASAP implementation reported on quarterly at Senior PSS meetings. AS/EDI becomes a standing item at Subject Area meetings.	Q1: 2020/21 Q1: 2020/21 Q2: 2020/21	EDD DoPS EDD	SASAP implementation update scheduled quarterly, as an additional item at SMC (minuted). SASAP implementation update scheduled quarterly, as an additional item at Senor PSS meetings (minuted). AS raised as a standing agenda item at all Subject Area meetings (minuted).

| 1.2 | Develop and embed a process of ongoing gender equality **SELF-ASSESSMENT** within the academic planning cycle. | HCA requires dedicated personnel and committee to lead gender equality (and wider AS-related initiatives) and to champion AS and gender equality at Department, School and University level. | 2015/16, EDC evolves from AS SAT (responsible for all protected characteristics and AS); representatives from academic staff/PSS, all Subject areas, FT/PT, PG/UG students, and School HR function (3-year rotation).

EDD Management role created (SMC member; Research and REF Committees; UE08-UE10 recruitment panels), formal appointment process (WAM allocation 500 hours).

DEDD role created (PG focus), formal appointment process (WAM allocation 100 hours). | HCA will ensure that EDC membership remains gender balanced (58%F, 2019/20).

Committee includes representatives from all staff and student constituencies; including staff on teaching and research, teaching-only, and research-only contracts.

Membership of EDC is added to HCA EDI website and SharePoint to promote transparency.

EDC allocated annual budget of ≥£1000 for additional AS/EDI-related initiatives; this is above and beyond HCA's resource commitment to EDI through School-wide processes/operations.

Extend DEDD role to encompass responsibility for AS/EDI issues in the UG student community

HCA will champion gender equality and the broader EDI agenda to support an AS Gold Award submission | Q1: 2020/21

Q1: 2020/21

Q1: 2020/21

Q1: 2021/22

Q1: 2020/21

Q1: 2025/26 Q1:Q1, 2025/26 | EDD

EDD

HoS

SHRA; CMM

HoS; DoPS

HoS

EDD | EDC has ≥40% female and male representation. Membership includes all academic contract types (teaching and research; teaching-only; research-only).

Diverse membership is captured in committee membership detail on School EDI website and SharePoint.

≥£1000 budget utilised, annually to progress initiatives.

DEDD job description adjusted to reflect UG remit; published on SharePoint.

EDC submits AS Gold Award application in 2025. |

1.3	Increase rate of completion of **EDI AND UNCONSCIOUS TRAINING** across all staff cohorts, with mandatory training for office bearers and staff with responsibilities, e.g. admissions and recruitment.	While HCA has worked to mandate E&D and Unconscious bias (UB) training for office-bearers, uptake across the wider School population is lower.	EDI and UB training is mandated for recruitment and promotions panellists.	EDI and UB will be compulsory for all School academic office bearers and staff with responsibilities (PG admissions; recruitment/ promotions/scholarship panellists; programme Directors; Annual Reviewers). Increase uptake of EDI and UB training across academic and PS cohorts and new starts; including by incorporating training modules into academic staff and PSS Induction **(SASAP3.3)** and including EDI as standing agenda item at Senior Professional Services Meeting (weekly, all PSS managers attend) EDI, including promotion of EDI and UB training modules to encourage increased take up	Q1: 2021/22 Q2: 2021/22	HoS; DoPS DoPS	100% office-bearers have completed EDI and UB training sessions, as recorded in Central database (Q4: 22/23). ≥80% of staff (academic/PSS) agree, 'I have undertaken training in EDI' and 'I have undertaken UB training' (all genders). ≥70% of staff (academic/PSS) responding to (optional) WCS question 'Agree', 'HCA Induction provided an overview of AS/EDI at UoE' (all genders).
1.4.1	Increase **AS/EDI AWARENESS** and participation in AS/EDI initiatives across staff and student communities in HCA.	To foster an inclusive environment in HCA, promote EDI awareness, and provide an opportunity for staff/students to feedback on working-culture and career	HCA introduced a programme of lunchtime sessions (**BASAP5.14**; ≥2 sessions per semester). HCA introduced annual 'Black History Month' (BHM) events in 2018/19.	HCA will extend the programme of EDI lunchtime sessions; to include **1)** session on decolonising the curriculum and **2)** session on trans awareness, including particular prejudices faced by trans staff and students **(SASAP1.9).**) EDI events to be promoted one Semester in advance (staff	Q1: 2021/22 Q1: 2022/23	EDD EDD	≥2 EDI events/semester over SASAP period. ≥100 staff and ≥100 students attend, annually. ≥1 EDI lunchtime event on decolonising the curriculum. ≥1 EDI lunchtime event on prejudices faced by trans individuals.

				weekly newsletter, student e-mail and Learn sites; website; plasma screens) to increase awareness and participation. To develop the current one-way presentation into a two-way dialogue, AS/EDI will become a standing item on every School Forum agenda; allowing staff to discuss AS/EDI and feed into strategy and AS/EDI-related activity.			Programme published on event pages of HCA website (minimum), one Semester in advance.
1.4.2			Regular presentations on AS and EDI activity and agenda at School Forum meetings (including AS WCS survey results in October 2018 and BASAP in May 2019).	To develop the current one-way presentation into a two-way dialogue, AS/EDI will become a standing item on every School Forum agenda; allowing staff to discuss AS/EDI and feed into strategy and AS/EDI-related activity.	Q1: 2022/23	EDD	AS/EDI included as standing item on School Forum agenda. ≥85% of staff (academic/PSS) and PGRs agree, ''HCA provides information on matters relating gender equality…' (all genders).
1.4.3			HCA ran EDI training session on EDI matters in Learning and Teaching for GHC tutors, (May 2019). 2019, presentation by DoPS on 'Disclosure of Intimate Relationships' embedded into GHC tutor Induction programme.	HCA will embed AS/EDI considerations in Learning and Teaching in the academic and GHC tutor Induction programme. HCA will embed the training event on EDI matters in Learning and Teaching into the annual GHC tutor programme	Q1: 2021/22 Q1: 2021/22	EDD; DUG EDD; DUG	≥70% of staff (academic/GHC) responding to (optional) WCS question 'Agree', 'HCA Induction provided an overview of AS/EDI at UoE' (all genders). ≥1 training event on EDI matters in Learning and Teaching for GHC tutors scheduled, annually.
1.5	Embed gender equality and AS	Programmes in HCA include	HCA introduced Royal Historical Society Reports	HCA will extend Royal Historical Society Reports on Gender and	Q2: 2020/21	DUG; DPG	≥75% (staff and students) responding to new WCS

	principles in the HCA **CURRICULA.**	content on EDI, but the School has not routinely asked staff to think about gender in reading lists, lecture or course themes.	on Gender and Race and Ethnicity in HE as essential reading texts on all core modules in History 2018/19. 2020/21, HCA embedded consideration of AS/EDI matters into course approval form for new UG & PG courses. UG History curriculum reform, to broaden range of courses and appeal to a wider student cohort, 2016-2018. Centralised planning of History curriculum to diversify range of PGT ODL History courses to attract all genders, 2018/19.	Race and Ethnicity in HE, as essential readings to all core courses in Archaeology and Classics. HCA will reform UG Archaeology curriculum, to appeal to a wider student cohort (as achieved in History). **(SASAP5.2).** HCA will include the topic of decolonising the curriculum in its lunchtime EDI events programme. HCA will introduce a WCS question for academic staff and PGRs: 'HCA considers EDI and AS principles within the development and delivery of its curricula".	Q4: 2024/25 Q3: 2021/22 Q2: 2021/22	DUG; HoSA (Arch.) EDD; ASPM	question 'Agree' that, 'HCA considers EDI and AS principles within the development and delivery of its curricula' (all genders). UG Archaeology is 60%/40% female male, or closer to parity by end of SASAP period. ≥1 EDI lunchtime event on decolonising the curriculum. WCS templates reflect additional survey question, reported in biennial survey results (HCA SharePoint) and the following annual AS report to SMC.
1.6	Promote Athena SWAN principles and AS/EDI activities through dedicated **VIRTUAL SPACES.**	To promote awareness of HCA AS/EDI agenda and activities and improve understanding of CAHSS and UoE policies and practice.	Since AS Bronze, HCA has developed an EDI website, including a dedicated 'Gender Equality and AS' webpage, E&D 'Training' and 'Events' pages, and signposting to family-friendly policies and UoE support. AS logo is visible.	HCA will extend the AS/EDI webpages to include information on mental health and wellbeing for staff (academic/PSS) and students (UG/PG). AS statement/logo illustrating HCA's commitment to AS/EDI principles added to HCA staff email signatures, with link to HCA webpages.	Q1: 2021/22 Q1, 2021/22	EDD MCM	HCA 'Mental Health & Wellbeing' webpages launched. ≥85% of staff (academic/PSS) and PGRs agree, ''HCA provides information on matters relating gender equality…' (all genders). ≥55% of academic staff and PSS elect to include AS statement and logo in e-mail signatures.

1.7.1	Embed AS principles into **SPACE PLANNING AND SCHEDULING** practices (for workload and meetings), to support inclusivity and a healthy work-life balance for academic staff and PSS.	Research seminar and School meeting attendance is important for career development, including networking opportunities.	Since AS Bronze, 80% of the following HCA seminars run 4pm-6pm, or lunchtime: Edinburgh Global History; Centre for Study of Modern and Contemporary History. 2019/20-2020/21, 45% of seminars finish pre-6pm.	HCA will extend the number of School seminars that take place at lunchtimes or early evening, rather than 6pm onwards.	Q4: 2023/24	EDD; DoR	≥65% of seminars taking place at lunchtime or early evening (before 6pm), demonstrated in audit of seminar data (annual AS statistical analysis **SASAP6.1**).
1.7.2		The School's working practices enable staff to maintain a healthy work/life balance		Introduce policy that School meetings take place within set hours of 10am till noon and 2pm till 4pm. Early communication (min. 3 months) where staff are required to attend an out-of-hours event - e.g. Open Days and Offer-holder Days.	Q4: 2021/22 Q4: 2022/23	HoS; DoPS DoPS	≥85% of academic staff and PSS agree, 'Meetings in HCA are completed in viable hours…' (all genders). Annual schedule for student recruitment events taking place out of hours produced (minimum) three months in advance.
1.8	Embed EDI principles in the programming of external speakers, to provide visible female and male **ROLE MODELS** for staff and students.	Diverse role models raise aspirations and moral for all staff/student groups and genders.	2015/16-2019/20, average gender balance of seminar speakers is 49%F; female representation increased 12% (43%-55%F); 50%F in 2018/19 **(BASAP5.9).**	HCA will publish 'Guidelines', to ensure gender balance of seminar speakers/chairs. HCA will ensure (EDD) that seminar series content reflects interests of a diverse audience (intersection of gender and other protected characteristics) in all Subject areas. Seminar organisers will report to RKE committee annually re AS/EDI.	Q1: 2022/23 Q1: 2022/23 Q1:	EDD EDD DPG	Gender balance of seminar speakers remains at parity. ≥2 seminars with intersectional focus scheduled annually in each of HCA's 3 subject areas WCS ≥95% academic staff/PSS and PGRs agree, 'HCA uses senior women and men as visible role models …' (all genders).

				HCA EDC will introduce an annual celebratory event showcasing work of existing and recent women and men PGR graduates. **(SASAP5.6)**	2022/23	DEDD	≥1 showcase event annually from; equal female/male profile of participating PGRs.
1.9	Promote a **TRANS INCLUSIVE CULTURE** in HCA, for staff and students.	HCA is committed promoting staff/student awareness and tackling discrimination sometimes experienced by trans people.	Gender neutral toilets assigned at two locations in HCA's William Robertson Building (**BASAP5.10**). Two EDC members attended Scottish Trans Alliance led training, in August 2020.	HCA will provide trans-awareness training for academic and PS staff biennially in conjunction with Scottish Trans Alliance (20 per session). HCA will include the topic of prejudices faced by trans individuals in its EDI lunchtime events programme **(SASAP1.4.1)**	Q1: 2022/23 2024/25 Q2: 2021/22	EDD EDD	Biennial trans awareness sessions, in conjunction with Scottish Trans Alliance. ≥1 EDI lunchtime event on prejudices faced by trans individuals by end of Q2, 21/22 ≥85% staff (academic/PSS) and students agree, 'the culture in HCA is inclusive' (all genders).
2. Improved opportunities for career development and progression in HCA in particular by prioritising gender equality							
2.1.1	Ensure all academic staff and PSS have access to a helpful **ANNUAL REVIEW** (AR).	Currently only 57% of academic staff reporting a helpful annual review (WCS 2020), requiring targeted action to improve this.	2012/13, mandatory Annual Review was introduced for salaried staff CAHSS (FTC/OEC). 2017/18-2018/19, Annual Review completion rate for salaried academic staff and PSS in HCA was 100% (FTC/OEC). **(BASAP5.7).** Since AS Bronze, AR Form/mandate embeds: objectives, workload,	HCA will promote the AR Toolkit to all reviewers (academic/PSS). HCA will revise scheduling of AR and research interviews for academic staff to ensure outcome of the interview feeds into AR for career development. HCA will embed an annual meeting of School Academic Promotions Representative and academic Annual Reviewers,	Q2: 2021/22 Q3: 2021/22 Q4: 2020/21	SHRA DoR SPR	WCS ≥70% of academic staff, including research-only staff (all genders) report 'HCA provides a helpful annual review'. Research interviews scheduled March-April; AR scheduled May-June, annually. ≥1 meeting scheduled between School Academic Promotions Representative and Academic Reviewer pool, annually.

			personal development, career aspirations, promotion, and training, as compulsory discussion topics **(BASAP5.7)**.	prior to AR period, to ensure up to date promotions criteria and routes are discussed at AR.HCA will better communicate research-only staff (FTC/OEC) entitlement to AR is included in Staff Handbook and systematic communication to Principal Investigators by Research Office/HR at contract outset.			
2.1.2			2016/17, HCA introduced AR for GHC; mandatory >300 hrs/optional <300 hrs **(BASAP5.7).** Guidance on AR in Tutor Handbook.	Benefits of Annual Review included as part of GHC Induction (all GHCs attend annually). Course organisers instructed to follow-up email from HCA HR to Tutors about AR in person, to encourage uptake.	Q2: 2021/22	SHRA; DPG	≥5 GH staff requesting Annual Review in 2020/21; 8 in 2021/22; 12 in 2022/23; 15 in 2024/25 (gender balance of participants reflects demographic of tutor cohort).
2.1.3				HCA will embed information on 'Regrading' at AR **(SASAP3.5)**. HCA will conduct a PSS focus group to investigate 2020 WCS responses relating to AR and career development, where women are less satisfied (delayed in 2020 by COVID-19).	Q4: 2020/21 Q2: 2020/21	DoPS DoPS	90% of PSS agree 'HCA provides a helpful AR' (all genders). ≥1 PSS focus groups scheduled in advance of 2022 AR (all genders).
2.2.1	Ensure that all academic staff and PSS have access to **MENTORING**	Action is required to promote mentoring for PSS, and to	Since AS Bronze, academic new starts receive a mentor **(BASAP5.8).**	HCA will appoint a Mentoring Champion at UE10, with responsibility and workload buyout (100 hours) for strategy and co-ordination of mentoring	Q1: 2021/22	HoS; DoPS	UE010 and UE08 Mentoring Champions appointed. WCS ≥80% academic staff and PSS agree 'HCA provides useful

	support for career development.	ensure consistency in provision for academic staff. No PSS have taken part in UoE Mentoring Connections, to date.	Early-Career Network for research staff (e.g. Marie Curie and Leverhulme); TFs and recent Lectureship appointees. 2018/19, mentoring **(BASAP5.8)** extended to TFs (predominantly F).	activity for academic staff across HCA; appointed triennially through formal recruitment process. HCA will appoint a Mentoring Champion at UE08 PSS level, with responsibility and time allocated to working in partnership with UE10 academic Mentoring Champion to embed PSS mentoring opportunity in School strategy, and co-ordinate PSS mentoring.	Q1: 2021/22	DoPS	mentoring opportunities' (all genders)
2.2.2			Academic staff and PSS can apply for a University-wide mentor through Mentoring Connections, but HCA take up is low;	HCA will promote Mentoring Connections: **1)** include in academic and PSS Induction Checklists; **2)** include in Staff Handbook; **3)** link in weekly staff newsletter; **4)** host presentation by UoE Learning and Development on Mentoring Connections.Academic Induction.	Q4: 2023/24	DoPS; EDD	≥10 academic staff and 5 PSS participate in Mentoring Connections scheme (gender balance of participants reflects demographic of each staff cohort).

| 2.3 | Increase engagement of academic staff and PSS with **TRAINING & DEVELOPMENT** opportunities to promote career development, particularly amongst female staff | Promoting training and development opportunities improves staff satisfaction and performance, and reduces gender bias; enhanced engagement in turn reduces attrition. | Since AS Bronze, training needs are discussed and met as a mandatory topic at AR in HCA **(BASAP5.7).**

2018/19, Staff Development Fund (£500 pa) available to academic staff at UE07+.

HCA research staff/TFs present work at Teaching Circle seminar series. | HCA line mangers to promote Edinburgh Teaching Award teaching accreditation (HEA n) as CPD, via to TFs and early career staff UE07-UE08.

HCA to include Staff Development Fund briefing in academic Induction Checklist.

HCA to fund an Aurora place for one academic and one PSS member of staff, annually.

HCA to invite IAD and UoE Learning and Development to present to all staff annually at School Forum.

HCA to invite UoE Learning and Development to present update to all HCA line managers, annually.

HCA to promote Training opportunities to all academic and PSS staff in weekly School Newsletter. HCA will nominate academic staff and PSS for Aurora, Senior Leadership, and Introduction to Leadership programmes, annually. | Q1: 2021/22

Q1: 2021/22

Q1: 2021/22

Q1: 2021/22

Q1: 2021/22

Q1: 2020/21 | DUG

DoPS

HoS

SHRA SH

SHRA

SHRA | >2 TF annually (≥1F) begins teaching accreditation programme.

≥90% of academic staff and ≥95% PSS agree, 'In HCA, all genders are encouraged to take up training […] opportunities' (all genders).

≥1 academic and ≥1 PSS member of staff attends Aurora, annually

≥1 IAD and ≥1 Learning and Development training opportunities workshop hosted at School Forum, annually.

≥1 Learning and Development update for line managers hosted annually.

≥2 academic and ≥2 PS staff attend UoE IAD leadership development programmes, annually (Over **SASAP**, %F/M reflects cohort demographic). |
| 2.4 | Promote gender balance in **COMMITTEE** | Diversity on committees ensures multiple | Aligned to **BASAP5.15**, Office-bearers/committee convenors are recruited | HCA will introduce a School policy stating that all decision-making committees must have | Q4: 2022/23 | HoS; EDD | All HCA decision-making Committees achieve at least 40% female/male membership. |

	MEMBERSHIP; to ensure diverse ideas are represented at decision-making level, and as a tool for career progression.	voices and experiences are heard at decision-making level and participation is committees is essential to career enhancement.	following an open call and formal interview process 2018/19 - 5/6 committees have female representation ≥35%; 4 were ≥40% in 2017/18. 2019/20, membership of SMC achieves parity at 50% female (7F/7M).	at least 40% female/male membership. HCA will announce in open calls that part-time staff are encouraged to apply for committee/office-bearer/ leadership roles, highlighting that arrangements will be made for shared leadership posts, as required **(SASAP3.4).**	Q1: 2021/22	DoPS; SHRA	≥2 academic and ≥2 PSS staff elect to undertake shared leadership roles over duration of the SASAP.

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3.1.1	Promote **RECRUITMENT** of women to academic teaching and research posts at UE08-UE10, to redress female under-representation at these grades.	2014/15-2018/9, average proportion of female UE08 and UE10 applications was 40% and 26%, respectively. Average proportion of UE08 and UE10 women shortlisted was 38% and 25%, respectively. 2018/19, 30% of UE08 staff are women; 21% of UE10 staff are women.	2018/19 data approaches parity for men and women applying to UE08 posts; 13%F/14%M shortlisted, 2% success rate for men and women. Since AS Bronze, HCA created posts in areas where women are underrepresented; Gender History; Classical Archaeology; Early Modern History; Environmental History. 2017/18, Classics trialled two-round Skype interviews, to longlist of a wider pool of candidates, (and History in 2019/20).	Where HCA employs an external agent for UE10 recruitment (e.g. Perret Lever), a candidate profile will highlight women as underrepresented at UE10; and request a gender balanced shortlist. Ensure link to UoE Partner Career Transition Policy sent to all UE08-UE10 candidates to highlight institutional support for women in dual career partnership; facilitating access to UoE career transition and job search support services. HCA will place job adverts in publications/networks likely to attract applications from under-represented groups (e.g. Women's History Network;	Q1: 2020/21 Q1: 2020/21 Q2: 2020/21	SHRA SHRA SHRA	≥10% increase in proportion of academic women in HCA at UE08. ≥15% increase in proportion of academic women in HCA at UE10. ≥5% increase in the proportion of UE08 applications from women, and women shortlisted. >10% increase in the proportion of UE10 applications from women and women shortlisted. ≥5% increase in the proportion of UE08 applications from women, and women shortlisted.

			2018/19 HCA created 3 Career Development Fellow posts.	Women in Archaeology; Women's Classical Committee; and Black British History). HCA will extend the two-round Skype interview approach piloted in Classics and History to Archaeology.	Q2: 2020/21	SHRA	>10% increase in the proportion of UE10 applications from women and women shortlisted.
3.1.2			All job adverts contain declaration of commitment to EDI/AS. All posts at UE08-UE10 (OEC) advertised 6 months' in advance of start date.	HCA will ensure all adverts include additional statement welcoming applications from underrepresented groups, specific to the job advert (i.e. academic women UE08-UE10; PSS men; BAME all roles).	Q1: 2020/21	SHRA	≥5% increase in the proportion of UE08 applications from women. >10% increase in the proportion of UE10 applications from women.
				Ensure all adverts contain links to information on flexible-working, family-friendly policies; HCA E&D website **(BASAP5.1).**	Q1: 2020/21	SHRA	
				HCA will ensure all job adverts (academic/PSS) have a male and a female contact featured.	Q1: 2020/21	SHRA	All job adverts (academic/PSS) feature ≥1 female and ≥1 male contact.
3.2	Improve gender balance in the PSS cohort, by promoting **RECRUITMENT** of under-represented groups,	2018/19, 26% of PSS staff were men. 2019/20, 88% of PS staff in HCA identify as 'White';	HCA ensures gender balance in recruitment and shortlisting panels for PSS but the proportion of women compared to men in the current PSS cohort has not always allowed this to happen.	Welcoming statement included in all PSS job advertisements stating HCA particularly welcomes applicants from under-represented groups, such as men and BAME communities.	Q1: 2021/22	DoPS; SHRA	≥15% increase in male representation in PSS cohort. ≥15% increase in BAME representation in PSS cohort.

	including men and also BAME candidates.	8% of PSS elected not to disclose.	2013/14-2018/19, number of men in the PSS cohort doubled (6-13).	HCA will ensure F/M representation on recruitment and shortlisting panels (including co-opting CAHSS M to avoid any overload).	Q1: 2021/22	DoPS; SHRA	100% of PSS recruitment and shortlisting panels have F/M representation.
				HCA will recruit a third Modern Apprentice (PSS) and explicitly welcome applications from men (and BAME) applicants as underrepresented.	Q1: 2024/25	DoPS	≥1 additional Modern Apprentice appointed.
3.3	Provide a comprehensive staff **INDUCTION** to ensure new academic and PS staff are aware of policies, procedures and opportunities within HCA and the University.	Effective induction processes and activities promote an inclusive culture and assist both the rapid adjustment of newcomers and an enhanced sense of welcome.	Since AS Bronze, *Academic Induction* includes HCA, Subject Area, and teaching Inductions; meeting with RO. GHC tutors receive HCA and Subject Area Inductions. New staff invited to tour before start date/upon arrival. *PSS Induction*: Induction Checklist for managers introduced. Aligned to **BASAP5.4**, HCA introduced a Staff Handbook to add value to Induction, including family friendly policies. 2019/20, HCA added 'EDI in the classroom' to GHC tutor Induction. 'EDI in	HCA will introduce an Induction Checklist for academic staff. HCA will update the Staff Handbook, to expand AS/EDI related content; including information on 'Mental Health and Wellbeing' and 'PSS Regrading' (with specific reference to part-time PSS). **(SASAP3.5).** HCA will incorporate EDI and UB training modules into the new academic Induction Checklist and the existing PSS Induction Checklists **(SASAP1.3).** Introduce a 'Family Leave and Flexible Working' policies briefing into new academic and existing PSS Induction Checklists **(SASAP4.2).**	Q1: 2021/22 Q1: 2021/22 Q1: 2020/21 Q1: 2021/22	EDD; SHRA SHRA SHRA SHRA	Induction Checklist for academic staff launched. ≥70% of academic and PS staff who respond to (optional) WCS questions 'Agree' that 'HCA provides a helpful staff Induction' and 'Induction provided an overview of AS/EDI at UoE' (all genders).

			the classroom' in GHT induction:			
			HCA will introduce two (optional) WCS questions to monitor staff perceptions of Induction **(SASAP6.2).**	Q2: 2021/22	EDD; ASPM	WCS (academic/PSS) features two additional Induction-related questions, biennially.
3.4	Increase HCA-wide support for academic staff (FT/PT) around career progression and **PROMOTION**, particularly for women UE09-UE10.	Women are currently under-represented at UE08-UE10. Archaeology has no women at UE10	Since AS Bronze, HCA introduced annual HCA-wide promotion information session, prior to the promotion cycle. 2014/15-2019/20, 5 women in Archaeology promoted to UE09. 2016/17-2019/20, 100% of female applications (FT) successful (n=10). 2015/16-2019/20, 100% of female applications (PT) successful. 2015/16-**2019/20**, success rate for women and men increased 33%-**87%** and 38%-**77%,** respectively.	Create role of Mentor Champion to prioritise in the recruitment of mentors for UE08-UE09 women, with focus on targeted advice and support for promotion track, including staff working on part-time contracts **(SASASP2.2.1).** One annual presentation and Q&A with HCA F UE10s on personal experience of routes to UE10 promotion (FT/PT). One UE10 promotions workshop annually for all staff, with targeted e-mail campaign to attract women, run in partnership with College HR. HCA will announce in open calls that part-time staff are encouraged to apply for committee/office-bearer/ leadership roles, highlighting that arrangements will be made for shared leadership posts, as required **(SASASP2.4)**	Q1: 2021/22 Q1: 2021/22 Q1: 2021/22 Q1: 2021/22	MC SPR SPR DoPS	UE10 academic Mentoring Champion appointed. ≥40% increase in number of women applying for promotion over **SASAP**. ≥100% increase in number of part-time staff applying for promotion over **SASAP**, to include male candidates. ≥3 UE09 F academic staff promoted to UE10 over the **SASAP** period, including ≥1 Archaeologist. WCS ≥90% of academic staff respond positively to new question, 'I understand the promotions process in HCA' (all genders). ≥2 academic and PSS staff elect to undertake shared leadership roles over duration of SASAP.

3.5	Ensure the **RE-GRADING** process is transparent and well understood by PSS (including part-time staff), to support and encourage PSS career progression.	Women are over-represented at lower grades, especially at UE03 (100% of PSS cohort) and UE04 (70% of PSS cohort).	Since AS Bronze, 5 new PSS posts created.	To promote UE04-UE05 PSS progression, HCA will create new posts: UE05 Student Support and UE05 Learning Technology (job adverts to welcome underrepresented men/BAME candidates).	Q1: 2020/21	DoPS	≥95% of PSS (all genders) agree that, 'I am encouraged and supported in engaging with career development and training opportunities'.
				Include information on PSS regrading process in HCA, via AR **(SASAP2.1.3)** and Staff Handbook **(SASAP3.3)**.	Q4: 2020/21	SHRA	
				Encourage PSS staff (FT/PT) to take secondment roles; to build skills/confidence for applying to a higher UE Grade (AR; e-mail).	Q4: 2024/25	DoPS	>3 PSS take up secondment opportunities, including >1 part-time PSS over the **SASAP** period.
3.6.1	Support academic staff in developing their **RESEARCH,** particularly women, to progress the careers of individuals of all genders.	Research activity is a key criteria for academic promotion. 2014/15-2019/20, success rate for research grant applications was 15% for women and 22% for men. Leadership in research part of key criteria for promotion to	Since 2018/19, staff who have taken family leave accrue enhanced sabbatical leave (0.2-0.3 semester/per semester). 2019/20, provision for 1 x research day per week during the semester embedded in curriculum planning process for History, (41 colleagues in History 2020/21; 29M/12F). 2018/19, UE08 PSS post created to support research development,	HCA to extend provision of one research day per week to Classics and Archaeology Subject areas. HCA will further enhance research sabbatical leave accrual for staff returning from family leave, to include the period of leave **(SASAP4.1)** HCA will **1)** introduce an annual presentation by UE10 women on experience of successful research grant application; **2)** create a case study library of successful female-led applications (HCA SharePoint).	Q1: 2021/22 Q1: 2021/22 Q1: 2022/23	HoS DoR HRKEI	≥75% of eligible teaching and research staff utilise weekly research day (gender balance to reflect cohort demographic). ≥100% of academic Returners benefit from enhanced sabbatical leave during the **SASAP** period. ≥1annual research grant presentation by UE10 female role model. ≥50% increase in the number of women applying for ≥500k grants over SASAP period (n=9)

			UE10, where HCA academic women currently underrepresented. Average F grant application success rate rose from 10% to **27%** between 2018/19-**2019/20**.	including 1:1 support for research applications. HCA to pilot Peer Support Group in History for research grant applications; including annual Writing Retreat to allow dedicated time and space to develop applications. HCA to give recognition in workload model for time to develop grants ≥500k.HCA will introduce a programme of 1-2-1 support to plan pipeline of REF submissions. Provision of tailored support by departmental research directors to individual academics at beginning of the REF cycle	Q4: 2022/23 Q1: 2021/22	DoR; HRD HoS	≥16 academic staff (≥50%F), engage in Peer Support Group. ≥20% increase in average grant application success rate for women over SASAP period. 100 hours per Semester allocated in WAM for development of grants ≥500k
3.6.2			2020, HCA launched an emergency COVID research fund; £11k allocated.	HCA will extend emergency COVID research funding, to ensure provision for staff in 2021 (promoted via e-mail; SharePoint).	Q2: 2020/21	HoS; DoR	HCA will make research funding ≥£11k available to ACS; uptake to reflect HCA gender demographic (≥35% F/M).
3.6.3			2008-**2014**, REF submission rate for women increased 88%-**94%**.	HCA will introduce a programme of 1:1 support to plan pipeline of REF submissions. Provision of tailored support by departmental Research Officers at beginning of the REF cycle (e.g. preparing grant applications; publication outputs).	Q1: 2023/24	HRKEI; DoR	All ACS to have ≥1 dedicated REF support session with Research Officer, annually. Each Research Officer to schedule ≥2 REF-workshops, to include ≥1 workshop for women, annually.

4. Career breaks, workloads, supporting colleagues with caring responsibilities							
4.1	Improve resources available to academic and PS staff taking **FAMILY LEAVE**, to promote career development and support a smooth and manageable transition back to work.	Embedding Athena SWAN principles in arrangements and supporting a good work/life balance is beneficial for staff with childcare responsibilities, whilst allowing staff to take advantage of career development opportunities such as conferences and training.	Since AS Bronze, enhanced sabbatical research leave is available to academics returning from family leave.

Following **BASAP5.11**, academic staff on family leave are covered for the duration by UE07 TFs. PS staff are covered by an FTC appointment at the same UEGrade/FTE.

2017/18, all academic staff taking family leave are offered a Parental Leave Mentor (maternity, adoption, SPL).
Staff encouraged to use KIT days if they wish. Returners have Return to Work meeting with Line Manager.
2017/18, HCA allocated a room for breast-feeding/expressing milk; and baby-changing facilities in two locations. | HCA will extend provision, enabling academic staff to accrue sabbatical leave **DURING** as well as on return from family leave **(SASAP3.6.1)**.

HCA will create a Returners Career Development fund to support training and development needs of academic and PSS staff (OEC, fixed-term, GHC) returning from family leave. A budget of £500 will be allocated, annually.

HCA will extend the Parental Mentor scheme to PS staff.

HCA will add the Parental Leave Mentor scheme to the line manager and employee Maternity Leave Checklists.

HCA will include breastfeeding friendly signage across its estate. | Q1: 2021/22

Q1: 2022/23

Q1: 2021/22

Q2: 2021/22

Q4: 2021/22 | DoREDD

DoPS

DoPS

DoPS

SRA | ≥100% of academic Returners benefit from enhanced sabbatical leave during the SASAP period.

≥80% of academic and PSS returners utilise the Returners Career Development Budget (all genders).

≥50% of eligible academic and PS staff take up Parental Leave Mentor opportunity over **SASAP** lifespan (all genders).

≥1 'breastfeeding friendly' sign on each floor of main building. |
| 4.2 | Improve access to information and support around **FAMILY** | 2019, MSc research by an EDC member highlighted poor | Since AS Bronze, AR includes opportunity to discuss Family Leave and | HCA will add 'Family Leave and FW' entitlement and opportunities to the Induction Checklists for academic staff | Q1: 2021/22 | SHRA | ≥70% of academic and PS staff who respond to (optional) WCS question agree, 'Induction |

	LEAVE and FLEXIBLE WORKING (FW).	awareness of enhanced SPL entitlement as a barrier to uptake (men in particular).	FW entitlement **(BASAP5.7)**. UoE Family Friendly policies signposted in the Staff Handbook and ED webpages of the HCA website **(BASAP5.11)**.	and PSS **(SASAP3.3)**. CAHSS HR will be invited to present a talk on 'Family Leave and FW' to all staff biennially at School Forum and follow up with email linking to this information on School AS/EDI website **(SASAP3.3)**.	Q1: 2022/23 Annually from Q1 2021	SHRA	provided an overview of AS/EDI at UoE' (all genders). ≥1 Family Leave and FW information item presented at School Forum, biennially.
				To champion Family Leave and FW uptake (including by men) case studies will feature in the School newsletter, spotlighting staff who engage with policies (e.g. SPL, maternity, paternity, adoption, FW).	Q4: 2022/23	CMM	≥2 Family Leave and FW case studies (1F, 1M) feature in School newsletter, annually.
				HCA will signpost UoE Family Leave and FW policies in all School newsletter editions.	Q1: 2021/22 Q1:	CMM	≥85% of staff (academic/PSS) agree, 'HCA provides information on matters relating gender equality…' (all genders).
4.3	Ensure transparency in **WORKLOAD ALLOCATION** for all academic staff.	HCA requires a systematic and centralised system for planning workload, to ensure fair distribution of tasks and equality of opportunity for career progression.	School implemented School WAM in 2014/15. 2018/19, HCA pilot CAHSS Simitive system to capture History workload.	HCA will implement the new CAHSS Workload Allocation Model currently under development.	Q1: 2021/22	HoS; DoPS	New CAHSS WAM launched in HCA.
				All staff receive a workload projection for forthcoming academic year in March, annually.	Q2: 2021/22	CQAO; HoSAs	≥80% academic staff (all genders), agree 'In HCA, work is allocated on a clear and fair basis irrespective of gender'.
				HCA will publish a breakdown of school workload for all staff (anonymised).	Q2: 2021/22	HoS;	

					DoPSH osHoS/ DoPS	School Workload published on HCA SharePoint, annually.

<table>
<tr><td colspan="7" style="background:red;color:white">5. Supporting students, embedding AS principles in learning and teaching and balancing student gender profile</td></tr>
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| 5.1 | Improve recruitment and student experience for **WIDENING PARTICIPATION** for students of all genders. | Ensure the student population is representative of wider society, and has a more equal social balance.

2015/16-2019/20, average number of UG students entering via Access routes fell 29% (42-30); 24 UGs (11F/13M) entered via Access routes, 2019/20. | 2019/20, pool of Personal Tutors for UG WPs created (academic staff with experience supporting WP).
HCA monitors gender balance of staff/students in WP/outreach (**BASAP5.19**).
2019/20, PTAS funding secured for research project, 'Sense of Belonging' in HCA UG population, to better understand experience of WP students.

Since AS Bronze, HCA increased gender balance of student ambassadors 17%-**36%M**.2019/20: PG Online Open Days held in addition to on-campus Open Days in order to enable applicants from a wider range of backgrounds and locations to attend; | HCA will introduce PGT Access programme for Ancient Worlds (Classics and Arch) ODL programme in partnership with Centre for Open Learning at UoE (**SASAP5.4**).

HCA will recruit WP Champions (ACS/GHC from WP backgrounds) to build confidence in tutorial participation and presentation skills for current WP UGs.

HCA will introduce a Peer Mentoring scheme for UG students from WP background, recruited from 3rd/4th Years.

HCA will **1)** publish results of PTAS project on HCA's UG WP student experience, February 2021 (delayed by COVID); **2)** facilitate HCA-wide discussion around recommendations, via School Forum; **3)** implement approved recommendations.

HCA will further improve gender balance of student | Q1: 2021/22

2021/ Q1: 2022/23

Q1: 2022/23

Q1: 2022/23

Q1: 2023/24 | DUGD

DPGD (PGT)

DUGD; DEDD

DEDD

DUGD

DEDD | ≥5 students matriculate onto ODL AW MSc from feeder course route over the SASAP period (≥40%F/M).

≥4 WP Champions recruited (2F/2M).

≥5 Peer Mentors recruited, annually (≥40%/60% F/M representation).

≥30% average increase in number of UGs entering via Access routes by end of SASAP period. |

			2019/20 PGT Feeder programme for History ODL introduced in partnership with Centre for Open Learning at UoE.	ambassadors (Sutton Trust Summer School; Open Days), by communicating direct CV and career benefits of volunteering.			≥45%/55% gender balance within student ambassador cohort, or closer to parity.
5.2	Redress gender imbalance in the UG and PGT **STUDENT POPULATIONS.**	Over BASAP period some cohorts drew closer to gender parity but targeted action required in following: UG Archaeology 67% F, 2019/20 (HESA 60%/64%) PGT History 69% F, 2019/20 (HESA 49%/50%) PGT Archaeology 85% F, 2019/20 (HESA 69%/70%) ODL PGT History 61%M, 2019/20	2016/17, HCA Marketing Committee created to ensure joined up approach to marketing across the School (academic/PSS), including allowing gender disparities to be addressed at strategic level in highlighted areas. Since AS Bronze, virtual and physical marketing materials show a diverse, inclusive and accurate visual representation of HCA's student body **(BASAP4.1.1).** HCA improved gender balance of student ambassadors (who promote the school at UG recruitment events) 17%-**36%M**. Centralised planning of History curriculum to diversify range of PGT ODL History courses to	As achieved in ODL History, HCA will reform UG Archaeology curriculum to broaden appeal of UG programme to all genders **(SASAP1.5).** HCA will launch a targeted recruitment campaign for PGT ODL History and PGT Archaeology, profiling all genders, but with a strong male presence (M students/alumni) in marketing videos and panels at recruitment events. HCA will work with Edinburgh Global to produce culturally-sensitive materials for use with targeted international markets (e.g. in USA, in mainland China) and to ensure agents seek to recruit men as well as women to HCA Archaeology and History PGT programmes. HCA's Co-Programme Director of History ODL programme will host annual online recruitment session to showcase diversified	Q1: 2022/23 Q1: 2021/22 Q1: 2022/23 Q4, 2024/25	CMM CMM DUG CoPD	Gender balance in UG Archaeology reaches 60%/40% F/M, or closer to parity. Gender balance in PGT (History) reaches 60%/40% F/M, or closer to parity **(SASAP5.6).** Gender balance in PGT Archaeology reaches 70%/30% F/M, or closer to parity. ≥1 Online ODL recruitment session, annually.

			attract all genders. Gender balance of the Co-Programme Directors of the two ODL programmes: 19/20 (History), 20/21 (AW).	course offering in History ODL programme. HCA will improve gender balance of staff participating in recruitment/conversion events.	Q2: 2020/21	DUG; DPG	ODL History is 45%/65% female male, or closer to parity. ≥40% female/males presence at recruitment/conversion outreach events.
5.3	Provide additional support to encourage **STUDENT PROGRESSION** from UG and PGT to PGR study for all genders.	A majority of HCA graduates pursue careers outwith the HE sector; the School is committed to promoting and enabling PG study and progression to academic careers.	2018/19, additional £180,000 p.a., from HCA endowment for PGR scholarships. 2 additional PGR Scholarships created. 2018/19: Recruitment sessions for current PGTs encouraging PGR study (funding applications; writing PhD proposals). 2019/20 overview of HCA research centres included in School PGT induction. 2020/21: Following suggestion from Student History Society, a UG/PGT presentation by PGRs.	HCA will introduce annual PGR recruitment events targeted at all genders (with a strong F/M staff and PGR presence) **1)** current PGT students; **2)** 4th Year UG students. Separate annual PGR recruitment event with PGR alumni both within and outside of academia, strong focus on female PGR graduates and career opportunities. EDI/UB training mandatory for all staff involved in scholarship assessment and PG admissions **(SASAP1.3)**.	Q1: 2021/22 Q1: 2021/22 Q1: 2020/21	DoPS; EDD PGRO DPGD, DPG	≥1 UG and ≥PGT recruitment event scheduled, annually (panels to include ≥2 F and ≥2M PGRs students). ≥10% increase in PGR cohort (FT/PT); gender balance to remain consistent with current levels (FT) or improved (PT). ≥100% eligible staff, PS and academic complete UB training
5.4	Expand **ONLINE DISTANCE LEARNING (ODL)** provision and portfolio at PG level to	Online distance learning offers flexibility at PGT level for students with caring and other	2020/21: Launch of Ancient Worlds PGT ODL (PT) Classics and Archaeology;	HCA will expand the Ancient Worlds ODL programme to allow students to study FT, to optimise flexible learning opportunities.	Q1: 2021/22 Q	DPG	≥15 FT students, 60%F and 40%M, recruited to FT Ancient Worlds programme.

	promote flexible learning and support students with caring or other responsibilities.	responsibilities, especially where online and on-campus models can be combined within programmes.	23 students recruited (70%F, 30%M) against a target of 11. All new academic posts at UE08-UE10 include 'Course Organiser of ODL PGT courses' in the job description. 2017/18: Two ODL Scholarships, to promote retention.	PGT Feeder programme for Ancient Worlds (Classics and Arch) ODL programme in partnership with Centre for Open Learning at UoE. Set up working group to scope introduction of ODL PhD programme: examine best practice from other Schools in UoE (Divinity), commission competitor report, and formulate strategic plan. Set up short-life working group	Q1: 2021/22 Q1: 2023/24	DUGD CQAO	≥5 students matriculate onto ODL AW MSc from feeder course route over the SASAP period (≥40%F/M). Working group created and meets ≥4 times between August to December 2021, final recommendations and implementation plan of working group presented at SMC February 2021.
5.5	Provide enhanced **STUDENT SUPPORT** to enable PGRs of all genders to reach their full academic potential.	Additional support will contribute to the highest level of achievement for HCA's PGR students and encourage progression to an academic career by students of all genders.	2018/19, mentoring by female academic staff offered to all PGRs (uptake 7F in 20/21) **(BASAP**. 2016/17: Networking coffee mornings for women PGRs introduced. 2019/20, viva panels are gender-balanced, including non-Examining Chair.	HCA will enhance uptake of PGR mentor scheme by M and F students (via PGR Induction and HCA's weekly Graduate School bulletin). HCA will introduce training (PTs/GO/PGR supervisors) regarding supporting students (FT/PT) with parenting/caring responsibilities who may require enhanced pastoral support (e.g. flexibility on meeting times/meeting length; choice of in-person or online meetings, to minimise travel). HCA will improve information flow regarding family friendly options, including study	Q1, 21/22 Q1, 2022/23 Q1, 2021/22	DPGGSM DPG DPG	≥5M and ≥5F PGR students take up PGR mentoring, annually. ≥85% of PGRs agree, 'HCA provides advice, coaching, and mentoring ...to help me progress to further study or an academic career' (all genders). ≥85% of PGRs agree, 'HCA provides information on matters relating gender equality...' (all genders). ≥90% of PGRs agree, 'the culture in HCA is supportive' (all genders).

				interruptions for maternity and caring responsibilities (PhD Handbook; HCA website; email)			
5.6	Improve **CAREER DEVELOPMENT** opportunities for PGRs of all genders to facilitate progression to an academic career.	HCA must ensure students have the skills and experience required to progress in the highly competitive academic career market. A key aim of the School is to provide the best training to our PGR students of all genders, in order to enhance their career prospects within academia and beyond.	2020/21: DPGD (PGR) runs a series of annual 'Advanced Doctoral Training Programme' workshops which focus on student retention and career development.	HCA to budget £2,000 p.a. as career development fund for third-year PGRs. HCA E&D Committee will present annual celebratory event showcasing work of existing and recent PGR graduates **(SASAP1.8).** HCA to provide career workshop for 3rd year PGR students by panel of UE07 PostDoc Researchers & TFs. HCA to work with Careers Service to provide Careers Workshop for PGR students.	Q1: 2021/22 Q1: 2022/23 Q1: 2022/23 Q1: 2021/22	HoS; DoPS EDD; DEDD EDD; DEDD EDD; DEDD	≥20 third-year PGR students annually 50% F/M, apply to career development fund. ≥1 showcase event annually; equal female/male profile of participating PGRs. ≥1 PGR career workshop scheduled, annually; panel to include an equal female/male profile. ≥1 Careers Service workshop for PGRs scheduled, annually.
<td colspan="8" style="background-color:#c00">6. Improving data monitoring and exploring data in depth</td>
6.1	**STATISTICALLY MONITOR** gender balance across HCA annually, benchmarked against HESA National and	Annual data analysis promotes transparency and understanding of EDI-related issues/challenges, providing an	2013/14 onwards, an AS annual statistical review has been produced and reported on as part of the AS annual review (EDC and SMC).	AS annual statistical review extended to include an additional intersectional analysis of additional protected characteristics (e.g. race, age, disability, gender reassignment).	Q1: 2021/22	ASPM	Extended intersectional data set generated annually with AS statistical review; reported at EDC and SMC. Extended intersection data set reported in annual AS

	Russell Group benchmarks; to measure progress of AS.	annual benchmark for measurement of subsequent AS progress.	Gender-balance of those submitted to the REF 2014 (94%) mirrors gender balance of eligible staff in HCA (94%).	AS annual statistical review to include REF data in 2021/22; full analysis of outputs submitted to REF to capture gender balance of submission	Q2: 2021/22	HRKEI; ASPM	statistical report to EDC and SMC (minuted). REF21 data set reported in AS statistical report to EDC and SMC (minuted).
6.2.1	Regularly **SURVEY GENDER CULTURE** within HCA, for comparative analysis and action.	Capturing quantitative and qualitative data enables HCA to gauge staff/student perceptions of gender culture and map AS progress. 2016-**2020**, response rates increased 51%-**60%** (academic) and 43%-**100%** (PSS); stable at **21%** (PGR).	Biennial Gender Culture Surveys of staff and PG students introduced (ran in: 2013, 2016, 2018, and 2020). 2016 onwards, separate academic staff and PSS surveys ran, to reflect distinct career trajectories. 2016 onwards, survey results are published on the HCA SharePoint to promote transparency. UoE Staff Survey ran in 2018 (52% School-wide response).	AS Working Culture Survey to be expanded to reflect other protected characteristics (i.e. intersection with race; age; disability; gender reassignment) and perceptions of HCA's effectiveness in serving staff and student needs. A publicity campaign (e-mail; HCA website; plasma screens) will target Working Culture Survey response rates for PGR students. HCA will run a PGR focus group to gauge perceptions of student experience around working culture and inform AS action. (delayed by COVID; **Section 7**).	Q2: 2021/22 Q2: 2021/22 Q2: 2020/21	EDD; ASPM EDD; ASPM EDD	AS Working Culture Survey runs biennially in HCA (academic staff; PSS; PGR). WCS templates reflect additional survey questions, reported in biennial survey results (HCA SharePoint) and the following annual AS report to SMC. Academic/PSS response rates ≥65%; PGR response rate ≥50% (all genders). ≥1 PGR focus group scheduled to discuss student experience (2020/21).
6.2.2		Currently no systematic method of monitoring the value of HCA's staff Induction.	2019 GHC tutors surveyed following Induction; feedback used to inform the following year's Induction.	HCA will introduce two WCS questions for academic and PS staff: 'HCA provides a helpful staff Induction' and 'Induction provided an overview of AS/EDI in HCA'.	Q2: 2021/22	EDD; ASPM	Academic and PS staff WCS templates feature both questions from 2022, then biennially.

| 6.3 | Create a mechanism to monitor uptake and ensure compliance with guidelines for mandatory **TRAINING** across all subject areas. | There is currently no UoE-wide mechanism for monitoring training and staff development (including by gender), which is achieved manually in HCA. | In-line with **BASAP5.6**, HCA piloted a College-level Training Database (2017/18; via SharePoint) to maintain an up to training record for all academic staff and PSS.

Database records training uptake and development requirements from AR. | To support personal and professional development, HCA will implement the UoE-wide Training Database, currently under development as part of the (HR transformation) Service Excellence Programme.

Database to be maintained by School Resources Team, in conjunction with UoE HR. | Q1: 2022/23 | SHRA; LITM | HCA has a record of training uptake for all academic staff and PSS, updated (minimum) annually. |

SASAP 'Responsibilities' Key:

ASPM	Athena SWAN Project Manager	EDD	E&D Director
CMM	Communications & Marketing Manager	HoS	Head of School
CoPD	Co-Programme Director	HoSA	Head of Subject Area
CQAO	Curriculum and Quality Assurance Officer	HRD	Research Director (History)
DEDD	Deputy E&D Director	HRKEI	Head of Research and Knowledge Exchange
DoPS	Director of Professional Services	LITM	Learning & Information Technology Manager
DoR	Director of Research	MC	Mentoring Champion
DPG	Director of Postgraduate	PGRO	Postgraduate Research Officer
DPGD	Deputy Postgraduate Director	SHRA	School Human Resources Administrator
DUG	Director of Undergraduate	SPR	School Promotions Representative
DUGD	Deputy Undergraduate Director	SRA	School Resources Administrator