Progress on London School of Hygiene and Tropical Medicine action plan 2019-2021

Colour coding key	
	Complete
	In progress
	Delayed

Action	Completion	Responsibility	Success measures	Progress
1.1.a. Review the School's Recruitment & Selection Policy and Procedure annually, ensuring it accurately reflects current legislation and best practice thinking.	Q4 2021	HR Operations	Reviews completed. Updated policy and procedure is accessible by all staff and available on the external website.	Complete: Reviews are conducted yearly, and all changes are made available to staff. This practice is embedded in normal School processes. Of the CEDARS respondents recruited in the last 2 years, 85% indicated they agree or strongly agree that the recruitment process was fair in question 19.1.
1.1.b. Periodically review the processes, procedures and policies in place to ensure that there is appropriate training for all staff involved in recruitment. Review training available and requirements for members of recruitment panels. Investigate improving the training to ensure it is efficient and increase staff compliance.	Q4 2021	HR Operations/TED	Reviews completed. Increase number of staff involved in recruitment completing training, which includes Challenging Unconscious Bias, Equality & Diversity Essentials, Disability Confident and Recruitment and Selection Skills to 80% by 2021. Feedback from trainings to monitor relevance.	Complete: This practice is embedded in normal School processes. Recruitment and Selection Skills training is now available as a virtual session increasing uptake. The recruitment training includes areas of EDI – unconscious bias and around disability awareness. EDI training is offered virtually with a high attendance rate. From Nov 2019 – Oct 2020, 169 members of staff have attended the updated virtual Recruitment and Selection Skills training which corresponds to a 55% increase based on the attendance at the corresponding time period (Nov 2017 – Oct 2019). 92% of respondents from the training feedback indicated their learning needs were met by the training.
1.2.a. Review the job description templates and ensure they are updated regularly and used when recruiting to reflect the changes in expectations for academic roles.	Q4 2021	Deputy Director & Provost/HR Operations	Job description templates are representative of the requirements for each role and available on the intranet to all staff. 100% of new recruits have a job description.	Complete: Job description templates are updated every year and are required for any recruitments. This practice is embedded in normal School processes. 100% of new recruits have a job description.

1.2.b. Review that all recruitment is done in accordance with the School's policies and procedures with a view of it being efficient and transparent.	Q4 2021	HR Operations	Annual reviews completed.	Complete: this is a similar action as 1.1.a. The policies and procedures are reviewed each year depending upon legislation changes. In CEDARS 2021, recently appointed staff agreed or strongly agreed that their recruitment, selection and appointment process had been fair (84.9%), inclusive (74.3%), transparent (74.3%) and merit-based (89.2%) in question 19.
1.2.c. Update job advertisements to include an EDI statement and a statement on the School's commitment to EDI in order to encourage applicants from under-represented groups.	Q3 2021	HR Operations	Statement about the School's commitment to EDI added to job advertisements. Effect measured through 5% increase in awareness of the School's commitment to EDI (from 73% to 78%) at the next staff survey 2021.	Complete: Statement has been added to all job advertisements reflecting the new EDI strategy. The EDI webpages have been completely re-written also to reflect the new strategy. Staff survey has been delayed but 74.3% of respondents to CEDARS agreed or strongly agreed that the recruitment and selection process was inclusive with 14.9% indicated they didn't know in question 19.2.
1.2.d. New HR system selected and implemented at the School. Link HR information with training data. Monitor rates of compliance for Recruitment and Selection Skills by interview panel members.	Q3 2022	HR Operations/TED	New system linking HR information with training data implemented. Monitor rates of panel members completing the Recruitment and Selection skills training. 70% in 2021-22 and 80% in 2022-23.	Not complete but not carried over: HR and TED have had meetings with the project management office looking at current and to be processes. This will take a few years until there is a new system or update to the current system linking data from training with HR. Currently finalising relevant areas before the tendering process scheduled for December 2021. This will be done as part of the work plan at LSHTM and will enable monitoring of staff and training done.
1.3.a. Review and revise current FTC Policy and Procedure to ensure compliance with legislation. Ensure staff on FTCs are aware of the type of contracts they are employed on and what support is available to them.	Q4 2020	HR Partners	Policy and procedure updated and readily available to staff. All information available on the intranet and circulated to new and existing staff on FTCs. Awareness monitored through the ECR network and Research Staff Forum.	Carried over (row EI6): This has been delayed and is scheduled for 2022.
1.3.b. Develop and launch virtual screen-cast on Managing FTCs, as	Q2 2022	TED	Training developed on Moodle and promoted to line managers.	Carried over (row EM2): The good management practice series launched in September 2021 with the

			Completion rates monitored (aim for 50% completion rate by line managers by Spring 2021 and 60% by Spring 2022)	first 5 sessions until January 2022 covering the topic of - Leading Virtual and Disconnected Teams. The next session will be Disability Awareness for line managers. We hope to have a 'Managing FTCs' session in 2022 once the policy/procedure work has been finalised.
part of the School's Good Management Practice guides for managers. Obtain feedback, adapt training as required and monitor engagement of the training by staff.				
1.4.a. Monitor and review the Recruitment & Selection training available to ensure equitable access for all staff regardless of their location.	Q3 2022	TED	All staff have access to recruitment training. 100% of interview panel members to have received training.	Complete: Recruitment and selection training is now fully virtual ensuring equitable access to all staff regardless of location and covers unconscious bias. As it is a mandatory requirement to be on a panel, 100% of interview panel members have received training.
1.4.b. Review promotion policy and procedures annually to ensure the School's framework is clear about promotion. Review promotion processes against national standards to check for areas of improvement for equality of opportunity for all staff. Continue to promote CV review to staff. Annual training and information session available prior to the promotion application round to clarify the process and to help individuals prepare applications. Monitor unsuccessful applications to determine if there are commonalities. Monitor the number of successful applicants who attend the information session and CV review.	Q4 2021	HR	Expectations for promotions readily available for all staff on the intranet. Feedback obtained from promotion procedure and through dialogue with the Research Staff Survey. Any concerns identified to feed into action plan.	Complete: the promotions process is reviewed and updated accordingly after each round and this is part of normal School processes. Faculties have started analysing CV review and promotions in relation to different characteristics. Initial data suggests that applicants that submit for CV review are more likely to be promoted, sample sizes are still too small for a definitive conclusion and further analysis will be conducted. Further work is ongoing across the School in various initiatives and work is being carried on through: ECI4.1, 3.6 and EI3.1.
1.4.c. Produce an EDI briefing with information on unconscious bias based on what is currently used for promotions to be read by the Chair to the panel before all interviews.	Q4 2020	HR Operations	Paper produced and 100% of interview panel chairs to use before interviews.	Complete: This was delayed but is now in use as of March 2021 for 100% of interviews.

1.4.d. Increase completion rates of new mandatory training. TED to provide support and information to enable managers to ensure their new staff complete the mandatory training. Increase communication to new starters and managers about mandatory training.	Q4 2020	TED	20% increase in completion rates (from 46% for week 1 and 20% for 6 months).		Carried over (row ECI4): Mandatory training was updated in December 2020 and a new format used from January 2021. Between November 2019 and March 2021, completion rates were of 70% for week 1 and 31% for 6 months activities. This has increased but further work is ongoing to continue to improve completion rates.
1.5. Review HERA procedure taking into account feedback following the 2017 review and subsequent roll out.	Q3 2021	HR	Feedback collected and procedure updated.		Complete: The HERA process and paperwork is reviewed as and when appropriate.
2.1. Set up an ECR network. Network mailing list created with dedicated intranet space. Organise first networking event with an introduction on the Concordat to Support the Career Development of Researchers, the RDF planner and discuss what type of events researchers would find useful. Obtain feedback on usefulness of the network and the support it provides.	Q1 2021	TED/SRO	ECR network established. Meetings run every other month to start. Two ECRs per faculty and Units to serve as representatives and organisers. ECR network embedded within the School.		Complete: The ECR network has been established and now has over 400 members with regular meetings and newsletters sent and the network is well embedded within the School. Working with research assistants, the ECR network will be reworked with representatives across faculties to ensure that it is delivering on what ECRs need. An ECR week was scheduled for November 2021 with some sessions rescheduled in February 2022 due to strike action.
2.2. Establish a Research Staff Forum to ensure effective communication between School management and research staff. Group will include representation from all research grades. Determine how to best include Units' research staff within the forum.	Q1 2021	HR/TED/SRO	The Forum with members representing 3 of the following (1 per faculty): RD students, Research Assistants, Research Fellows, Assistant Professors, Associate Professors and Professors established. Group will enable communication with research staff to inform career development and support required. Meetings to be held quarterly. Representatives from the forum		Complete: First meeting was held in July 2020 and since then the group has met regularly and has provided input and fed into various initiatives at the School.

			feedback discussions to the CMG for action.	
2.4.a. Ensure staff are aware and encouraged to participate in the redeployment process. Line managers to meet with staff coming to the end of their contract to discuss options and redeployment.	Q2 2021	HR	Increased awareness of redeployment options by staff to be measured through communications with the Research Staff Forum and the ECR network.	Carried over (row EM2): Based on discussions with staff, this needs further action. Only 48.6% of respondents from CEDARS 2021 indicated that they are confident in their ability to give guidance to researchers on institutional redeployment processes in question 25.2.
2.4.b. Monitor success rates of applications the SRO supported and staff engagement with the office. Feedback obtained after each mock interview to monitor support given and obtain insight of funders' interview processes.	Q4 2020	SRO	Success rates for fellowship applications are usually around 10-20%. Fellowship and personal award applications supported by the SRO have a goal success rate set at 40%. This will be monitored yearly. At least 100 researchers engaged per year.	Complete: This will be monitored by the SRO each year. The team met with 241 academics in 2019 and 258 academics in 2020. Fellowship applications supported by the SRO had a success rate of 32% for 2019 and preliminary data indicates a success rate of 24% for 2020. The SRO will also start monitoring EDI characteristics to ensure there are no missed groups.
2.5.a. Revise the School's Equal Pay Policy to ensure it reflects current legislation and best practice.	Q4 2020	HR	Policy reviewed and updated. Information available on LSHTM's website.	Not complete but not carried over: this work has been delayed and pushed back due to shifting priorities during the pandemic. This work is included within the policy revision schedule and will be completed as part of EDI and business as usual work.
2.5.b. Undertake an investigation on whether a formal School-wide Equal Pay Audit is required.	Q3 2020	HR	Investigation completed. Audit on Equal Pay undertaken if required.	Complete: Equal Pay audit completed alongside the Gender Pay gap analysis and reported to the EDI Committee in October 2021. Actions arising embedded within EDI action plan.
3.1.a. Ensure responses and recommendations from CROS/PIRLS surveys are reported.	Q3 2021	TED/SRO	Outcomes and recommendations reported to SLT and to Research Staff Forum. Summaries available on intranet.	Complete: CROS/PIRLS 2019 and CEDARS 2021 were reported to the executive team, research staff forum and School-wide with reports available on the intranet.
3.1.b. Review current training programmes across the School ensuring they are suitable. Existing training will be mapped to Vitae's RDF to identify any gaps in training requirements. Ensure all training	Q2 2021	TED	Review and mapping of training available undertaken and gaps identified. Engagement with training available to researchers monitored.	Carried over (row PCDI1): this has been delayed due to the pandemic and shifting all training provisions online. Currently scheduled for 2022.

offered is readily available on the intranet and promoted to staff.			Data used to inform priorities for the TED programme to support career development for research staff.	
3.1.c. Create a guide for ECRs with important information available on the intranet. Create and distribute a newsletter once a term with funding opportunities and training for ECRs. Obtain feedback on relevance of information available.	Q3 2020	SRO	Guide created for researchers on FTCs on how to navigate their careers in coordination with the ECR network and the Research Staff Forum. Newsletter circulated quarterly.	Complete: Intranet site and yammer created for the ECR network allowing them to have a safe space and access to information for them. A newsletter is sent every three months. Engagement will be maintained, and further work done to engage with ECRs. The ECR network is embedded within the School and engagement with the group will continue as current practice.
3.1.d. Review training available and requirements for overseas staff. Ensure virtual training are available and easy to find. If gaps are identified ensure online courses are available.	Q2 2021	TED	Review of training available for overseas staff completed, in collaboration with the Overseas Staff Forum to identify any gaps. Feedback from the Overseas Staff Forum.	Complete: Overseas staff forum meets regularly to discuss needs. All training was moved to virtual during the pandemic and TED have increased their offering with WATCH&GO and LinkedIn Learning. A new TED programme homepage was created ensuring easy navigation. Two workshops were arranged in May and July 2021 on "Wellbeing event for overseas staff: Working in isolation and responding to stress" with 33 colleagues registering. 100% of respondents to the event feedback survey agreed that their learning needs were met by the workshop.
3.2.a. Establish the careers event as a feature of the TED programme to be run every other year. Obtain feedback on the event to review what type of careers researchers would prefer to have included.	Q3 2023	TED/SRO	Careers event to have been run twice successfully, in 2021 and 2023. Monitor attendance with at least 40 researchers present per event.	Carried over (row PCDI5): The event is part of the TED programme planning document. The 2021 event was held in February with 5 speakers from a range of sectors joining as panellists. 77 attendees logged onto the session. Recording available on the intranet. 100% of respondents to the feedback form agreed the session was effective.
3.2.b. Introduce additional career development support for researchers as part of the TED Programme. From CROS 2019 67% of respondents said they would like to undertake training in Research Impact, 57% in Interdisciplinary	Q4 2021	TED	Pilot completed and feedback obtained. Run as a part of the TED programme with engagement from researchers monitored through feedback and attendance.	Complete: Additional support has been provided. Further breakdown and analysis of needs is needed as these may have changed since the survey and in light of the pandemic. Through the analysis of the CEDARS results and through discussions with the Research Staff Forum, this will be further developed and monitored.

Research, 54% in Communication and Dissemination, 54% in Knowledge exchange. Querying with the Research Staff Forum and using CROS results along with the staff survey determine what support is needed.				
3.3.a. Undertake a full scale review of the TSP in consultation with Research Degree students, ensuring provision meets their skills development needs.	Q2 2021	Doctoral College/TED	Launch of the revised programme in 2020-21 academic year. Feedback obtained from students. Good satisfaction rates maintained (80%).	Complete: a committee was set up to review what is offered to RD students which includes student representatives. Sessions have been altered or introduced based on recommendations from the group. 98% of respondents to the evaluations agreed that objectives were met and that the courses should be offered again.
3.3.b. Monitor the number of staff registered each year on the following programmes: - Pathway to academic Leadership Programme - Future Female Leaders Programme - Management in Practice Programme - Postgraduate Certificate in Learning & Teaching Feedback reviewed annually and programmes altered as necessary.	Q1 2021	TED/SRO	Places available are filled. From applications received popularity of courses tracked and decision made about further training needs. From feedback ensure at least 80% of participants found the training useful each year.	Complete: The PALP format was changed based on feedback and to run it virtually which has increased accessibility of the course to staff overseas and has led to increased satisfaction rates. All programmes are filled each year with high satisfaction rates. **PALP –** since relaunch of the programme: Spring 2021 feedback – 87% of respondents to the evaluation agreed that taking part in the programme was an effective use of their time as a development opportunity; 88% said they would be able to apply the knowledge learnt on the programme. Autumn 2020 feedback – 100% agreed that taking part in the programme was an effective use of their time as a development opportunity; 100% said they would be able to apply the knowledge learnt on the programme. **Management in Practice –** 90% agreed the session met their learning needs and 100% feel better equipped to do their job after taking part in the programme **Future Female Leaders** - in evaluations, respondents indicate a 2 fold increase in their confidence on a number of competences.

				PGCILT – from evaluations, 100% agreed or strongly agreed that the PGCILT helped to change their skills and teaching behaviour and 100% were satisfied or strongly satisfied with their overall PGCILT experience, recommending the programme to a colleague.
3.4.a. Review careers support and advice service available to researchers.	Q2 2021	TED/SRO	Review completed, if required, expand and promote careers services available for researchers. Data on number of researchers using the Careers Services and the support provided obtained.	Carried over (row PCDI3): Very few researchers use the Careers Service at the School, however there are academic career development webinars held every year as well as careers advice and guidance sections on the intranet. A launch of operational coaching programme to ensure that more senior research staff at LSHTM have these conversations with junior colleagues is planned for early 2022. Further work is needed, CEDARS 2021 results indicate that only 6.4% of respondents agree that they have discussed their career options with a careers specialist to question 30.4.
3.4.b. Develop placement opportunities for staff and Research Degree students across sectors outside academia. Placement opportunities offered to staff when available. Monitor placement and number of staff engaging with the scheme.	Q4 2022	SRO	Aim for 2 placements in 2021 and build to 5 in 2022. Feedback on scheme obtained from staff.	Not complete but not carried over: This was delayed due to the pandemic. Three companies have agreed to provide placement opportunities for PhD students during 2021/22, this is being piloted with our MRC Doctoral Training Programme students before being rolled out more widely. As this scheme currently focuses on RD students it is not being carried over to the forward action plan.
3.4.c. Lancet arrangement continued and maintained.	Q1 2023	SRO	15-20 students per term are sent to Lancet and this is to be maintained and monitored in the future. Feedback collated from students.	Complete: 36 attendees in 2019. This was on hold during the beginning of the pandemic but has resumed and will be maintained in the next years.
3.5.a. Revise and review Mentoring scheme annually using feedback from mentors and mentees. Aim to increase number and spread of mentors thus reducing time taken to match mentees with mentors.	Q4 2021	TED	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks.	Carried over (row PCDM2): As of October 2021, the total pool of mentors is 190 which has increased by 5% from submission date. The time to match is still long and hasn't yet reached 3 weeks. Further work on this action is ongoing and an evaluation is pending.

3.5.b. Pilot the use of the Vitae RDF planner with group of 15 ECRs. Promote the planner to all research staff at the School.	Q3 2022	TED/SRO	Feedback obtained from 15 ECRs. RDF planner promoted on the intranet and used by staff at the School.	Complete: Trial undertaken with 50 early career researchers, following which the respondents indicated they did not recommend the School pursuing the Vitae RDF planner. Work is being done to map the training available to the RDF (see action 3.1.b) which can then be used in the CPD template for staff to decide which areas to develop.
3.6.a. Review on-boarding information for new staff and using feedback from staff develop revised information resource.	Q2 2021	TED	Feedback from new starters on induction process. Resources updated as needed.	Carried over (row EI2): over lockdown the main induction day was revised, introduced monthly new staff coffee mornings/afternoon tea and provided additional written guidance for induction staff in a remote setting.
3.6.b. Carry out a review of the Induction Day programme, ensuring it includes relevant information for new staff. Promote induction to line managers. Consider introducing more induction days, such as every two months due to demand and to reduce waiting time after new staff have started.	Q3 2021	TED	Induction day reviewed. Monitor feedback of Induction from new starters. From feedback maintain 95% of respondents having found the day useful.	Carried over (row EI2): Since working remotely, 16 virtual coffee mornings/afternoon tea sessions for new starters were run with 80 people attending total. 75% of respondents to feedback agreed the session was worth attending. Virtual staff induction days were also run inducting 79 staff members. 91% of respondents to the post event feedback agreed that their learning needs were met by the event. Further work is needed on the on-boarding process based on discussions with the Research Staff Forum and only 41.9% of respondents to CEDARS 2021 found the induction at institutional level useful in question 20.1.
4.1. Investigate why some staff are not having a PDR. Determine any issues with the PDR system or staff not engaging with the process and logging into Myview. Work with HR partners to increase engagement by line managers and staff.	Q3 2021	HR Partners	Using MyView PDR completion rates, increase to 80% by 2021. Maintained staff survey responses for PDR completion at over 80%.	Complete: HR liaise with managers that have not completed a PDR but responsibility is on manager to complete. PDR completion rate for 2020 was 81.8%, and 88% for 2021. 78% of CEDARS respondents agree or strongly agree that their line manager encourages them to engage in personal and career development in question 30.1. Work will be ongoing to maintain engagement from staff at the School with the PDR process.

4.4. Review representation of staff and students at the School's Committees. Identify committees that could benefit from additional staff representation. Periodic review to be undertaken going forward.	Q4 2020	Governance	Review completed. Changes made to representation when applicable. Explanation given when no changes were made. Monitor responses from CROS 2021 about opportunities to participate in decision making processes.	Complete: this is work that is ongoing from the EDI action plan where membership will be monitored and develop measures to address gaps where identified. Responses from CEDARS indicated an increase to 68.4% indicating they have opportunities to participate in decision-making processes in question 14.3 at the School compared to 54.2% from CROS 2019. See follow up action ECR5.1. in row ECR5.
5.2.a. Increase the number of researchers engaged in knowledge exchange and innovation activities.	Q4 2021	SRO	Increase the number of researchers engaged in knowledge exchange and innovation to 100 per year by 2021.	Complete: In 2019, 83 researchers engaged in training and attended events. In 2020 and 2021, 84 and 82 people respectively attended training. Training sessions and activities will continue to be advertised to staff members.
5.2.b. Evaluate the Knowledge Commercialisation workshops, ensuring the needs of target audience were met. Further training to be developed from translational and knowledge exchange partnerships.	Q1 2022	SRO/TED	Number of people on course evaluated and feedback obtained. Further training developed as required.	Complete: Workshops had very low take up and there was a low attendance after the trial in 2019. This has been discontinued and focus has been on increasing number of researchers engaged in knowledge exchange and innovation activities through 5.2.a.
5.5. Develop a policy for and implement giving staff protected time to go on training and monitor uptake.	Q3 2020	Research Staff Forum, Deputy Director & Provost and Chief Operating Officer	10 days protected time guaranteed for staff at the School to go to training and development activities. Monitored through CROS/PIRLS and staff survey.	Complete: Although this was delayed due to the pandemic it has now been approved at School level, website and guidance for managers and researchers were developed. Communications were launched. Further work needs to be done (reflected in action PCDI1.1) as 76.4% of respondents to CEDARS indicated they did 4 or less days of training in the past 12 months in question 35.
5.6. Increase awareness of UK initiatives relevant to research staff, through TED and SRO newsletters, Research Staff Forum, induction and intranet.	Q3 2021	TED/SRO	Initiatives promoted on the intranet, in TED/SRO e-bulletins and to the Research Staff Forum and at Induction days. Awareness of initiatives increased by 20% at the CROS/PIRLS 2021.	Complete: further work and communications are needed to improve awareness. Awareness of Concordat is quite low with 82.6% and 78% of respondents from CROS 2019 indicating they had never heard of the Concordat to Support the Career Development of Researchers and the Concordat to Support Research Integrity respectively. This decreased to 56.4% and 64.5% in CEDARS 2021 in questions 43.1

				and 43.2. Updated action following on is ECI1.1 in row ECI1.
6.1.a. Maintain School's Athena SWAN Awards.	Q1 2022	Athena SWAN Working Groups	Awards held by the school maintained.	Not complete but not carried over to new action plan: Awards are still held and work is ongoing for renewal process. There is now a School-level Athena SWAN working group of which there is membership overlap with the CMG to ensure updates and progress are reported. This is part of the ongoing work at the School.
6.1.b. Re-establish the EDI team within the School to deliver the School's EDI strategy.	Q4 2020	Deputy Director & Provost and Secretary & Registrar	EDI manager recruited and team strengthened. Updated EDI strategy completed, based on feedback from surveys and extensive staff consultation.	Complete: The EDI team has been re-established with a new EDI strategy and action plan developed. CMG and EDI team work closely on initiatives to enable crosstalk.
6.1.c. Set up Wellbeing group looking at overarching wellbeing of staff and students. Identify issues and needs using staff and student surveys. Submit paper to SLT detailing all types of services available. Update wellbeing initiatives.	Q4 2021	Health & Safety	Feedback through surveys and Research Staff Forum. Increase response rate to the question "I feel the School promotes good health and wellbeing at work" from 61% to 70% at the next staff survey.	Complete: Wellbeing was a priority during the pandemic and the Wellbeing Task and Finish Group was created to address short term issues and a number of recommendations and measures are being introduced. The wellbeing group focuses on longer term issues. This as work is ongoing and impact will be measured in the staff survey in 2022. Results from CEDARS 2021 indicate that 68.9% of respondents agreed that the institution actively promotes the importance of good mental health and wellbeing of staff in question 41.4.
6.1.d. Decision made on signing up to the Race Equality Charter and apply for the Race Equality Charter Bronze Award.	Q3 2022	EDI team	Decision made. If applicable, the School to join the Race Equality Charter and prepare a submission for the Race Equality Charter Bronze Award.	Complete: LSHTM signed up to the Race Equality Charter in June 2020 and someone has been recruited to lead on the work to apply for the Bronze Award. The Concordat Monitoring Group will work closely with the Race Equality Working Group.
6.1.e. Support staff attendance to StellarHE programme.	Q4 2020	TED	StellarHE leadership training programme promoted on the intranet and in newsletters. Support staff to attend programme annually.	Complete: one staff member was enrolled in the 2019/20 cohort but the programme was delayed due to the pandemic. 4 places have been assigned to the Diversifying leadership programme in 2021 and 5 in 2022.

6.3. Ensure that all staff networks are advertised to new and current staff.	Q4 2020	EDI team	All information published on the intranet with details on how to join and the support provided.	Complete: Staff networks are promoted to staff in the EDI newsletter and at induction. Information is available on the intranet about joining networks.
6.4.a. HR policies to be revised regularly.	Q4 2021	HR	All HR policies up-to-date/reviewed.	Complete: Policies are reviewed regularly and a number of policies were identified and allocated to the HR work plan for review and redrafting.
6.4.b. Monitor the engagement of the family leave toolkit.	Q3 2021	HR	Ensure awareness of flexible working available (monitor through the staff survey (66% aware of flexible working in 2019, increase by 10% at next survey). Feedback from staff obtained.	Complete – carried over in Athena SWAN work: Toolkit hasn't had a good take up. Work is being done through the Athena SWAN working group to increase visibility.
6.4.c. Launch and monitor uptake of The School's buddying system in place to help new parents settle back into the workplace following a period of Maternity, Paternity, Adoption or Shared Parental Leave. Investigate whether further promotion of the scheme is necessary.	Q4 2021	HR	Buddy system launched and uptake monitored.	Complete: buddy system was launched and advertised during all parental friendly meetings. Remote working has made this more difficult and hasn't had a good take-up. Work will continue through the Athena SWAN initiative.
6.9. Establish training needs and run further training on anti-bullying & harassment, including training for Advisors. Investigate implementing Active Bystander course.	Q2 2021	TED/EDI	Training needs evaluated. New trainings established and run. Feedback obtained from participants and attendance rates monitored.	Complete: Anti-Bullying and Harassment advisors have been trained and added to intranet. Policy was reviewed by staff at the school and members of the RSF. Microaggressions and active bystander training has been rolled out. Train the trainer session complete and further roll out of Microaggressions and active bystander training planned. Feedback indicated that 97.5% of participants agreed the training was effective with 99% agreeing the trainer was effective.
7.1.a. Investigate how to best integrate and include the MRC Units within the Concordat.	Q4 2023	CMG/ Deputy Director & Provost	Talks undertaken with key staff at the MRC Units to determine action plan needed to integrate the Units within the Concordat.	Not complete but not carried over: this is work that is ongoing at the School and involves all initiatives. Further work needs to be done to integrate the Units into the work on various initiatives at the School such as for the Concordat.

7.1.b. Achieve an improved response rate to CROS and PIRLS 2021 through improved communication and additional promotion. Increase awareness of these surveys.	Q2 2021	TED/SRO	Both surveys to run in Spring 2021. Increase response rates to both surveys by at least 10% giving a more representative understanding of the needs of the staff at the School.	Complete: CEDARS was heavily publicised to staff in 2021 and there was an increased response rate at 15%, although not by 10%. Responses will inform action plans and will be used to monitor progress.
7.1.c. The Concordat Monitoring Group to meet quarterly to discuss and review the progress against the action plan. Maintain engagement with staff. Update the action plan accordingly.	Q4 2021	TED/SRO/HR	Evaluate development and success of actions through quarterly meetings. Report to Council, Senior Leadership Team and the People Committee annually. Action plan updated and 2 year review process.	Complete: This will be maintained for the duration of the award. The Concordat Monitoring Group meets every 3 months and members join the research staff forum meetings. Reports are sent to the executive team annually.
7.5.a. Ensure attendance at external meetings and feedback to Research Staff Forum.	Q4 2021	CMG	Feedback to Research Staff Forum and/or fed into development of policy/practice-monitored at CMG meeting.	Complete: Notes on external meetings are and will continue to be communicated to the Research Staff Forum and relevant staff at the School.
7.5.b. Continued monitoring of research staff through: PRES, CROS and PIRLS, Staff survey, Research Staff Forum, and ECR network.	Q4 2021	CMG	Feedback and issues monitored to impact on the action plan.	Complete: This is done and is current practice. Surveys and communications with staff at the School via various groups feed into this and other initiatives across the School.