

2.1.2 Silver award Action Plan

Key Priority A: Increasing the percentage of female staff in T&R roles

Key Priority B: Creating an inclusive, equal, and supportive environment for our students

Key Priority C: Increasing awareness of our equality challenges, actions, and impacts

Key Priority D: Responding to challenges presented by COVID-19

Table 7. Description of RAG rating criteria

No progress	Action was never undertaken; the action was started but was permanently discontinued; further work is needed to begin the action or to revise the approach.
Partial progress	Action has begun but is incomplete; the action was completed but the outcomes or impacts were not as predicted/desired; further work is needed to complete the action or to obtain the desired outcome or impact.
Good progress	Action was completed with outcomes or impacts as predicted/desired (or very close to); no further work is needed on this action.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
Increasing the percentage of female in T&R roles					
A1. We will explore and implement strategies to support internal Senior Lecturer candidates towards promotion to Reader/Professor.	Key to attaining our 2025 target for Professorial gender parity is to continue our programme of actions supporting the promotion of internal candidates from Senior Lecturer to Professor.	A1.1 We will hold a focus group with Senior Lecturers to gauge their knowledge and opinions about the Reader/Professor roles.	Aug 2020, Sept 2020 (EDI Chair, EDI interns)	Copies of notes from focus group circulated to all attendees for further comment. Summary of focus group sent to HR partner and staff development team in preparation of meeting to discuss next steps.	We ran a study with female professors and senior female PTO leaders across the University, to gather and share best practise. Conclusions were that i) there needs to be greater awareness of the promotions process and criteria well in advance of considering applying for promotion and ii) mentorship is crucial. Both insights drove our promotion actions.
	We do not have any Readers, which can be a stepping-stone towards Professor. The informal discussion of promotions revealed people are unsure the purpose of the Reader role and how to attain it. We need to find out the knowledge and opinions about becoming a Reader/Professor among our Senior Lecturers. Utilizing this knowledge, we need to best support	A1.2 We will meet with our HR partner and a representative from the University staff development team to discuss how our Senior Lecturers can be better prepared for promotion to Reader/Professor.	Oct 2020, Jan 2021 (EDI Chair)	A report summarizing the findings of both the focus group and recommendations from the HR/staff development meeting to be submitted to School Exec and Equality, Diversity, and Inclusion Committee (EDIC).	We discussed the findings of the study with senior female staff, HR, Staff Development, School Exec, and EDIC. School EDIC representatives contributed to University working group charged with developing a new promotions process, which launched in 2023.

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	female to promotion to Reader/Professor.	A1.3 School Exec will develop and circulate a support guide for promotion from Senior Lecturer to Reader/Professor.	Jan 2021, Dec 2021 (HoS)	75% of Senior Lecturers report that the promotion support guide is useful, in feedback questionnaire following circulation of support guide.	We developed training to increase awareness of the new promotions process and criteria, which has been delivered annually since 2023. In the 2024 cultural survey, 89% (84%F/100%M) of staff agreed that they were aware of the new promotion framework.
		Key Target	2025	Our interim target is to have at least one additional woman promoted to Reader or Professor by 2022 (<50% female are Professors and no female are Readers). Our overall target is to have Professorial gender parity by 2025.	We achieved our target of having gender parity in T&R Professors by 2025. - We recruited one additional woman to a Chair in 2020. - One woman was promoted to Chair in 2022. - One woman has applied for promotion to Reader in 2025.
A2. We will increase the number of female applying and being shortlisted for	Our proportions of female T&R staff were lower than the national benchmark.	A2.1 We will lobby the University to allow the School to make new Teaching & Research appointments in the next financial year (July 2021).	July 2021, Aug 2021 (HoS)	University approve new appointments	We successfully lobbied the University to allow the School to make new T&R appointments in 2021.

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Teaching & Research posts.	<p>On the two occasions when we have advertised T&R posts since 2015, female have been in the minority of those applying (42%), shortlisted (32%), made offers (42%), and appointed (40%).</p> <p>We need to increase the number of female appointed to T&R roles, we need to increase the number of female applying for and being shortlisted for T&R posts.</p>				
		A2.2 We will form a search committee, comprising equal numbers of female and males, to search for suitably qualified female candidates to target for encouragement to apply.	Aug 2021, Dec 2021 (HoS, All staff, DoR)	<p>Long-list of suitable candidates for “targeted encouragement” circulated to School Exec.</p> <p>At least 50% of applications from female (previously 42%).</p>	<p>We have used search committees comprising a mix of female and male staff, from different career stages, tracks, and research groups. The search committees identify lists of potential candidates for targeting and then personally encourage these people to apply.</p> <p>Over the reporting period, 49% of applicants were female.</p>
		A2.3 We will use recently published WISE guide to ensure job advert text worded to avoid gender bias. [Used Gender Decoder: https://gender-decoder.katmatfield.com/]	Jan 2022, Dec 2022 (HoS, DoR, SAM, HR partner, EDI Chair)	EDT and HR agree job advert to be free from gender bias.	All job adverts have been screened to ensure that they use gender neutral language.
		A2.4 We will ensure shortlisting process is free from gender bias.	Oct 2021, Nov 2021	Percentage of shortlisted female matches the	

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			(HoS, DoR)	percentage of female applying.	22% of female applicants and 19% of male applicants were shortlisted.
		A2.5 We will offer Skype interviews and/or cover costs of childcare for interviewees.	Nov 2021, Dec 2021 (SAM)	Records kept of whether Skype interviews or costs of childcare are required.	All interviewees have been offered the opportunity of having either in-person/online interviews and/or childcare costs. Three candidates received online interviews from 2018-23.
		A2.6 Selection panels to be challenged on single gender dominated shortlists.	Nov 2021, Dec 2021 (HR partner)	Evidence that any single gender dominated shortlists have been challenged by HR.	Where a shortlist or panel membership was dominated by a single gender (on two occasions), this was challenged by HR and revised accordingly.
		Key Target	2025	Our target is for at least 50% of shortlisted candidates for T&R post to be female (previously 32%)	We achieved our target, with 54% of shortlisted candidates female.
A3. We will increase the number of Research-Only staff employed in the School at Grade 7 or above.	We have no Research-Only staff above Grade 6. Feedback from the ECRF and informal discussion of promotions revealed that most staff are unaware that Research-Only staff can get promoted from	A3.1 We will organise an annual School-specific information session on promotions for Research-Only staff and their line-managers.	Jan 2021, then embedded (DoR, HR partner)	75% of Research-Only staff and PIs attend the information session.	We developed training to increase awareness of the new promotions process and criteria, which has been delivered annually since 2023. 75% of Research-Only staff and all PIs have attended the promotions training.

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	<p>Grade 6 to Grade 7, whilst employed on a funding-limited contract.</p> <p>We offer a range of support for Research-Only staff who wish to apply for independent fellowships, but uptake has been low.</p> <p>The School needs to do more to ensure that becoming a Senior Research-Only member of staff is a viable career path.</p>				
		A3.2 We will add information about promotion for Research-Only staff into the induction materials.	Jan 2021, April 2021 (DoR, SAM)	100% of new Research-Only staff show awareness of promotions process in annual staff survey.	We have too few research-only staff to allow us to break down survey data without risking the anonymity of respondents. However, in the 2024 cultural survey, 89% of all staff agreed that they were aware of the new promotion framework.
		A3.3 We will monitor whether promotion is discussed during Research-Only Annual Reviews.	April 2021, Oct 2021, then embedded (DoR, SAM)	At least 85% of Research-Only indicate, in their Annual Review feedback, that promotion was discussed during their review.	Discussion of promotions is now a mandatory aspect of the University Annual Review process. Since 2023, all research-only staff have received an Annual Review.
		A3.4 We will encourage Research-Only staff to engage with School and University support for applying for fellowship funding.	Aug 2020, to July 2022 (School-specific Business Developme	At least 5 applications for individual fellowships submitted by July 2022	Since 2020, the School has actively supported research-only staff towards six independent research fellowships, one grant as principal investigator, and several grants as named

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			nt Officer, DoR)		investigators, or co- investigators.
		A3.5 We will make the School's extensive employability materials and events available for Research-Only staff.	Aug 2020, then embedded (DoR, Employability Officer)	Research-only staff report increased perceived support in the 2021 ECRF Athena SWAN focus group.	We built a guide for research-only staff; 100% of research-only staff reported it was useful.
		A3.6 Where possible, we will provide bridging funding for research-only staff who are coming to the end of funding limited contracts.	NEW ACTION (HoS, School Executive)	At least three research-only staff to receive bridge funding from School core funds.	Since 2020 we have used School core funds to provide bridge funding for 5 research-only staff (3 female).
		Key Target	2023	<p><i>Original target (superseded): Our target is to have at least one Grade 7 Research-Only staff member by 2023 (0 in 2020).</i></p> <p>NEW TARGET: To support seven Research-Only staff to achieve tenured positions</p>	<p>Following extensive consultation, research-only staff indicated they would rather we acted to help support their transition to achieve open-ended academic positions (T&R, T&S, or technical), rather than their progress to a higher grade on funding limited research-only positions.</p> <p>In 2024, we achieved our revised target to support</p>

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					seven (5 female) research-only staff to achieve tenured positions.
A4. We will seek to increase uptake of staff support through mentoring, buddying, and coaching schemes.	<p>The University runs mentoring, coaching, and buddy schemes. While the School has several mentors and staff being mentored, uptake of both the coaching and buddy schemes is low.</p> <p>It is particularly important to ensure that Research-Only staff are provided with mentors.</p> <p>Mentoring, coaching, and buddy schemes offer divergent opportunities for career support. We want to ensure that all staff are aware of the availability of these schemes and their potential benefits.</p>	A4.1 We will create the role of School Mentoring/Coaching Champion to be undertaken by a senior academic.	May 2021, June 2021 (HoS)	Mentoring Champion appointed during annual admin review. Details of Mentoring Champion role and duties circulated to all staff and PG students.	<p>We created the role of mentoring champion in 2021; this was a senior female Professor, who was successful in increasing the visibility of mentoring schemes and in encouraging people to engage with mentoring (as mentors and mentees).</p> <p>In 2023, we created a new role of <i>Staff Development Lead</i>, who now has responsibility for all aspects of staff development, including promoting and monitoring our mentoring, buddying, and coaching schemes.</p>
		A4.2 All Research-Only staff to be assigned a mentor who is an early career academic. Mentors assigned as part of the new induction process.	May 2021, June 2021 (HoS)	Mentoring Champion meets with all Research-Only staff and appoints a mentor.	<p>Since 2021, all research-only staff have been assigned a mentor.</p>

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		A4.3 We will invite the Staff Development team to come to a staff meeting to provide information about the mentoring, coaching, and buddying schemes.	Jan 2022, (SAM)	90% of existing staff are aware of mentoring, coaching, and buddy schemes in the 2021 annual staff survey (not then asked about in survey).	Our 2024 cultural survey indicated that 100% of respondents were aware of mentoring schemes and 78% were aware of coaching schemes (University buddying scheme was discontinued).
		A4.4 We will include information about the schemes in inductions for all new staff.	Dec 2021, then embedded (SAM)	100% of new staff receive information about the schemes during induction.	100% of new staff received information about the schemes during induction.
		Key Targets		<p>In 2022 staff survey, at least:</p> <ul style="list-style-type: none"> - All Research-Only staff assigned a mentor - 15 academic staff report being involved in mentoring 	<p>Mentoring: As per our target, all Research-Only staff are now assigned an additional mentor who is not their supervisor.</p> <p>We exceeded our target to have 15 academic staff involved in mentoring; in the 2024 cultural survey, 25 staff reporting being involved in mentoring in 2024 (19 being mentored), and 100% of staff were aware of mentoring schemes.</p>

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				<ul style="list-style-type: none"> - 5 staff report using the coaching scheme - 5 staff report using the buddy scheme 	<p>Coaching: We also met our target to have 5 staff involved in coaching (3 being coached), and 78% of staff aware of coaching schemes in 2024.</p> <p>Buddying: Following the discontinuation of the University-wide buddying scheme, we introduced our own School-specific buddying scheme for new staff; all staff appointed since November 2024 have been assigned a buddy (six staff), with the scheme proving popular with new hires and buddies.</p> <p>Following the success of the staff scheme, since 2025 all PhD students have also been assigned a peer buddy.</p>

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A5. We will monitor the uptake, gender balance, and effectiveness of Annual Review for Research-Only staff.	There was no monitoring of the uptake and effectiveness of Annual Review for Research-Only staff. We believe that people should be encouraged to complete an Annual Review as this is an important means for an effective career development for early career researchers.	A5.1 We will hold two information sessions on Annual Review for Research-Only staff and current PIs.	Jan 2021 (DoR, HR partner)	75% of Research-Only staff and PIs attend an information session.	Since 2023, we have held annual information sessions on academic annual review and promotion. There have been attended by 75% of research-only staff and 100% of PIs.
		A5.2 We will arrange to have Annual Review training sessions for all PIs who will need to act as reviewers.	April 2021, June 2021 (DoR, HR partner)	100% of PIs who have not been trained as Annual Reviewers receive training.	As of 2025, 100% of PIs have received Annual Review training.
		A5.3 We will add twice yearly reminders about holding Research-Only staff Annual Reviews into the School's annual business cycle.	June 2021, Jan 2022, then embedded (DoR, SAM)	Research-Only Annual Review reminder messages circulated via email.	Annual Review information and reminders sent in April, May, and June, annually.
		A5.4 We will monitor the uptake of Research-Only staff Annual Reviews.	Oct 2021, April 2022, then embedded (DoR, SAM)	100% of Research-Only staff/PIs submit completed Annual Review paperwork, including feedback form, across	Monitoring indicated that 100% of research-only staff completed annual review in 2024 and 2025.

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				calendar year (was < 20%).	
		A5.5 We will monitor the efficacy of Research-Only staff Annual Reviews.	April 2022, then embedded (DoR, SAM)	100% of Research-Only staff/PIs submit completed Annual Review paperwork, including feedback form, across calendar year (was < 20%).	Monitoring indicated that 100% of research-only staff completed annual review in 2024 and 2025.
A6. We will provide additional support for those whose funding applications are unsuccessful.	Most grant applications are rejected. The School offers informal support for researchers whose funding applications are	A6.1 We will pre-emptively arrange post-mortem meetings with applicant, internal reviewers, and DoR, to review any feedback received and to plan next steps.	Jan 2021, then embedded (DoR)	100% of applicants whose grants are rejected meet for a post-mortem meeting (was < 20%).	We introduced the role of <i>Research Culture Lead</i> ; this senior Professor provides formal support and monitoring for all stages of the funding process (from idea to award/post-mortem).

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	<p>unsuccessful, with applicants invited to arrange a meeting with the DoR to review any feedback they received and to plan next steps; unfortunately, meeting uptake is very low (< 20%; 80% female).</p> <p>We think people would be more likely to benefit from feedback and support if it were pre-emptively arranged.</p>	A6.2 Those receiving grant rejections to be offered support to apply for University funding of up to £2000 to support a resubmission or to pursue a different line of fundable research.	Jan 2021, then embedded (DoR)	At least 50% uptake of funds offered to applicants whose grants are rejected.	<p>The University withdrew its funding scheme in 2022. In response, we introduced a School grant incentivisation and support scheme.</p> <p>Since 2023, people submitting a large research grant (i.e., +£100K), now receive £500 discretionary money on submission. 100% of those who had large grant applications rejected (i.e., +£100K), met with the Research Culture Lead and received a further £500 of discretionary money to help adapt ideas for future applications or to pump-prime new ideas.</p>
A7. We will improve the process of induction for Research-Only staff by further improving School-specific induction process.	There was no School induction process for Research-Only staff, which can lead to slower integration.	A7.1 We will liaise with our HR partners to introduce a system to provide advanced notice of new Research-Only contact details and start dates.	Aug 2020, Dec 2021 (SAM)	Policy agreed with HR. Practice tested with the School given advanced notice of 100% of new Research-Only appointments.	Policy agreed and in place. Since 2022, IT services have provided advance notice of start dates for all new research-only appointments.

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		A7.2 We will introduce a School induction process for Research-Only staff, based around the successful induction we introduced for Teaching & Research staff in 2016.	Jan 2021, April 2021 (DoR, SAM)	100% of new Research-Only staff receive the new induction.	In 2023, we introduced a new induction process for all staff joining the School. These include welcome emails, an induction checklist, details of meetings with key postholders (e.g., HoS, line-manager, lab manager, admin manager, mentor, buddy). All new staff have received the new induction process.
		A7.3 We will ask staff who receive the revised induction to provide feedback as to its effectiveness and how it might be improved.	Survey sent 1-month following induction (SAM)	At least 80% of staff who receive the new induction indicate in feedback that it was useful.	We have monitored the efficacy of the new induction process, which has indicated that it has been very well received. 100% of staff who received the new induction said it was useful.

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A8. We will lobby the University to encourage it to adopt a policy that removes barriers preventing academic staff who were on full-time contracts from returning to them following a change to part-time status (as is the case for P&S staff).	<p>The University has a policy where transition from part-time back to full-time after a career break requires a funded “business case” required to explain where specific monetary value will be added by the person moving back from part-time to full-time.</p> <p>This policy potentially discourages or prevents staff from moving from part-time back to full-time contracts. As most people in this situation are female who have had children, there is likely to be a gender imbalance here.</p>	A8. Members of the EDI committee will petition the University to adopt a full-time returners policy at meetings of the Gender Action Plan Working Group, Gender Equality Steering Group, Reward strategy Working Group, UCU E&D committee, Senate, and at Quarterly meetings with the Principal/Vice Chancellor	<p>Aug 2020, when a policy change is made</p> <p>(EDI representatives on all listed groups)</p>	The University adopting a policy that removes the barriers preventing academic staff who were full-time from returning to full-time.	<p>Members of the EDI committee successfully petitioned the University to remove barriers to preventing full-time staff from returning to full-time following a period of part-time working.</p> <p>Consequently, the University flexible working policy was revised in 2024 to make clear that part-time working arrangement can be temporary.</p> <p>In practice, this allowed one T&R member of staff in our School to move from 1.0 FTE to 0.6 FTE in 2024 (due to long covid), and then back to 1.0 FTE in 2025.</p>

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A9. We will examine why the uptake of Keeping-in-Touch days is so low in the School.	<p>During the period 2012-2018, only 9 of 70 possible KIT days were used.</p> <p>We ran an initial anonymous survey of those who had taken maternity leave since 2013, which indicated that staff were aware of KIT days but chose not to use them. However, we do not know the reasons why female chose not to use them.</p> <p>We want to know why there is such low uptake of KIT days and whether there are any barriers (e.g., lack of additional childcare), beyond personal choice, that prevent people from making use of this scheme.</p>	A9 We will run a focus group with female who took maternity leave since 2013, to gauge their opinions of the KIT scheme and to assess whether there are any barriers, beyond personal choice, that prevented them from making use of the scheme.	May 2021, August 2021 (EDI Chair)	Summary report from the focus group to be submitted to School Exec, HR and University E&D committees. Action plans devised accordingly.	<p>Most cited reasons for not taking KIT days were that work was not a priority when on leave, that people were unsure how to use their KIT days, that people lost track of time and using all 10 KIT days became impractical towards the end of leave.</p> <p>To address these issues and increase uptake of KIT days, we took the following actions.</p> <p>Information and discussion of KIT days is now included in the parental checklist.</p> <p>HoS encourages uptake of KIT days by highlighting their potential benefits and providing examples of how these can work in practice. However, it is also stressed that the KIT days are for the benefit of the individual and that there is no expectation that people should take these if they do not wish to.</p>

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A10. We will introduce a leave checklist and review process.	We did not formally monitor whether those returning from parental leave successfully reintegrate into the School.	A10.1 We will design a leave checklist to ensure that staff going on long-term leave receive adequate support before, during and after their leave.	July 2020, May 2021 (SAM)	Checklist prepared and sent to School Exec for approval.	In 2023, we developed and introduced a School parental leave checklist, now adopted by the University.
	We need to ensure that all staff receive appropriate support before, during and after leave.	A10.2 We will use the leave checklist during scheduled pre-leave and post-leave meetings with line-managers.	June 2021, then embedded (SAM)	100% of staff on leave, and their line-managers, submit completed checklist to SAO 3-months before and 3-months after leave.	Since its introduction, all staff who have gone on maternity leave have completed the checklist (four staff). No staff have yet returned from leave.

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A11. We will setup and run a School exit survey to find out why staff intend to leave and what their next career destination will be.	<p>Although the numbers are small, for Research-Only staff, female are more likely to be made redundant and males are more likely to resign to take up other posts.</p> <p>The University runs an exit survey, but the return rate is very low.</p>	A11. We will setup a School-specific exit survey. The survey will be sent, via email, to all staff who leave the School.	Jan 2021, then embedded (SAM)	75% of leavers complete the exit survey (was < 10% for University-wide system).	<p>On consultation, numbers are too small for exiting staff to remain anonymous with School survey. We therefore instead encourage people to complete the University exit survey.</p> <p>However, all staff who leave now receive a confidential exit interview with the HoS (5 staff have received an interview since 2023).</p>

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Creating an inclusive, equal, and supportive environment for our students					
B1. We will increase the proportion of UG applications from men.	As is the case across the sector, there is a clear gender imbalance in the School's undergraduate population, as 84% of our students are female.	B1.1 We will ensure gender balance in UG testimonials used in marketing materials.	Sept 2020, Aug 2021 Communication team lead	Gender parity in testimonials from students in marketing materials.	We now have gender parity in testimonials from students across UG and PGT programmes, and online courses.
	Across the reporting period, the number of UG applications from males has decreased by 17%, whereas the number of applications from female has increased by 10%.	B1.2 Emphasise the broad nature of psychology and associated careers beyond clinical/educational psychology on School website and in Open Day materials.	Sept 2020, Aug 2021 Communication team lead	Publication of updated website and Open Day materials.	We have updated our promotional materials to better reflect the broad range of careers that a psychology degree can help support.
	If we want to have less gender imbalance in our undergraduate population, we need to ensure there is less of a gender imbalance in applications from males.	B1.3 Produce a recruitment leaflet, to be distributed at school outreach and engagement events, that makes clear that psychology is a science and that the degree includes acquiring skills in statistics, computing, and research design.	April 2021, Aug 2021 Communication team lead	Distribution of recruitment leaflet at all school outreach and engagement events.	[Superseded: our new outreach strategy focuses on social media, not paper leaflets; online materials include information about STEM as well as humanities.]
		B1.4 Encourage more males to attend our UG Psychology Open Days by increasing advertising of these events.	June 2021, then embedded SAM, DoE, Communication team lead	At least 25% of those registering for Open Days are males by 2023 (less than 20% at Silver AP).	The University does not provide a disciplinary / gender breakdown of Open Days attendees. We have been lobbying the University to provide these data and will continue to do so

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					as part of our new action plan. [AP2025 C1.1]
		Overall target	2025	<p>Our target for the end of the award period is for at least 25% of UG student applications to be from males (19% at Silver AP).</p>	<p>For UG programmes, our applications from males increased from 19% in our Silver application to 21%. This falls short of our challenging 25% target but is higher than the sector-wide average of 18% male UG applications (HESA data).</p> <p>For PGT programmes, our applications from males increased from 25% in our Silver application to 27%. This exceeds our 25% target and is substantially higher than the sector wide average of 19% for all courses in the same period (HESA data).</p> <p>We will continue progress towards our ambitious 25% male admissions targets by challenging gender stereotypes of psychology</p>

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					locally and nationally [AP2025 C1.1-C1.5]
B2. We will seek to ensure that selection procedures for students are free from gender bias.	<p>We need to ensure the University's selection process is free from gender bias that might exacerbate gender imbalance in our undergraduate population.</p> <p>Our data suggest a small but consistent gender imbalance in the ratio of applications to offers, with female around 8% more likely to be offered places than males.</p> <p>It is possible the gender imbalance in the ratio of applications to offers is due to differences in entry qualifications.</p> <p>However, it might also be caused by stereotype-driven bias at the level of selection.</p>	B2.1 We will work with the student admissions team to examine whether there is a gender imbalance in entry qualifications among people applying for a place on our degrees.	<p>April 2021, Dec 2021</p> <p>DoE, School Recruitment Officer</p>	Summary report of gender imbalance in psychology recruitment submitted to School Exec, head of admissions, Uni E&D groups. Action plans devised accordingly.	<p>As planned, we discussed with the student admissions team, the need to ensure the University's selection process is free from gender bias and other potential sources of bias. While there was broad agreement that this was an important issue, it became apparent that existing IT systems used for student selection are incompatible for examining patterns of gender imbalance in entry requirements.</p> <p>Our School has been advising the University on how to tackle these systems issues and will be part of a pilot scheme to this effect, prior to its rollout across the University.</p> <p>We will help shape the development of the University's new admissions and student records system,</p>

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					to ensure it collects accessible EDI data for applicants and students (AP2025 C1.2).
		B2.2 We will lobby the University to seek to ensure that all selectors receive training in the potential influence of unconscious bias, stereotypes and prejudice.	June 2020, June 2021 EDI Chair	100% of admissions selectors undergo unconscious bias training.	All admissions selectors now undergo bias training.
		Overall target	2025	Our target for the end of the award period is for at least 25% of our UG admissions to be from males (19% at Silver AP).	For UG programmes, our admission of males increased from 19% in our Silver application to 22%. This falls short of our challenging 25% target but is higher than the sector-wide average of 18% male UG applications (HESA data) For PGT programmes, our admission of males increased

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					<p>from 24% in our Silver application to 25%. This meets our 25% target and is substantially higher than the sector wide average of 19% for all courses in the same period (HESA data).</p> <p>We will continue progress towards our ambitious 25% male admissions targets by challenging gender stereotypes of psychology locally and nationally (AP2025 C1.1-C1.5)</p>
B3. We will examine, and address, why males UG students have lower attainment.	<p>Our analysis suggests males UG students perform more poorly at sub-honours levels, are more likely to drop-out, and are less likely to get a first-class degree.</p> <p>We need to understand whether our female and male students have divergent needs and how these can be addressed.</p>	B3.1 We will work with the student admissions team to examine the relationship between gender, entry qualifications, and student attainment.	April 2021, Dec 2021 DoE, School Recruitment Officer, Exams Officer	Report examining gender, entry qualifications, and student attainment submitted to School UG committee. Action plans devised accordingly.	See B2.1; also AP2025 C1.2.
		B3.2 We will conduct quantitative research into potential gender differences in attainment, satisfaction, and retention.	Sept 2020, May 2023 DoE, EDI Chair	Report examining gender differences in student attainment, satisfaction and retention submitted to	Since 2022, we annually examine our student attainment and retention data for evidence of gendered difference.

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				School UG committee. Action plans devised accordingly.	In 2025 we also used the university NSS data to understand student experience differences. We will continue this audit to examine if there are any consistent patterns.
		B3.3 We will conduct qualitative research with UG students from all levels into student experience (i.e., interviews and focus groups).	Sept 2020, May 2023 DoE, EDI Chair	Report examining gender, student attainment, satisfaction and retention submitted to School UG committee. Action plans devised accordingly.	We examined gendered patterns in student attainment in a dedicated focus group with male undergraduates in 2023.
		B3.4 We will conduct exit questionnaires to examine the student experience and leaving reasons of students who wish to leave UG psychology courses early.	Sept 2020, then embedded DoE, School Senior Personal Tutor	Exit questionnaire completed by 67% of early leavers (rolling total).	We carried out an audit of University data on students' reasons for departure, which are mandatory and are completed by 100% of those who choose to leave the University. These did not reveal any gendered reasons for departure nor any gender imbalance.
		B3.5 We will ensure that in small group teaching males are at least in pairs, so they do not feel isolated.	Sept 2020, then embedded	In all small group teaching, males are at least in pairs.	Superseded: Consultation in 2023 SSL meetings revealed that male students would rather have a choice of tutorial

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
			DoE		groups, which would allow them to sign-up for groups with other males, rather than having no choice as to their tutorial group. Consequently, we implemented voluntary tutorial sign-ups.
		Overall target		By end of the award period, male UG first class degree attainment to be at national benchmark (HESA = 24%).	<p>Our UG first-class degree attainment for males increased from 19% in our Silver award application, to 35% over the current award period. This substantially exceeds our original target of 24% and the most recent HESA average of 31%.</p> <p>We also made substantial progress on closing the gender attainment gap in degree awards, which reduced from 13% more first-class degrees for female in our Silver award application to 7% more first-class degrees for female over the current award period.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
B4. We will challenge stereotypes associated with studying psychology through engagement with local schools.	Research suggests academic course choices are influenced by societal gender stereotypes.	B4.1 Further extend the School's collaborative initiative with the Aberdeenshire Philosophy Café in schools "Challenging Stereotypes of Academia" programme.	Aug 2020, June 2021 DoE, School liaison officer, EDRG lead.	Increase the number of Aberdeenshire Council schools in which events are held to 100% (was at 75%, 12/17).	We made substantial progress towards our target, by increasing the number of schools visited from 75% to 95%. The covid-19 pandemic prevented any further progress, as we were unable to attend schools during periods of lockdown and covid-related restrictions and schools had reduced capacity for non-curricular activities.
	The School's own quantitative and qualitative research into stereotypes associated with academic disciplines, indicates that psychology is more strongly associated with feminine and female stereotypes than are most other disciplines.	B4.2 We will monitor and evaluate the uptake of the programme by schools and by gender.	June 2021, then embedded EDI Chair, EDRG lead.	Uptake report circulated to Aberdeen Philosophy Café, local schools and EDT.	Report circulated as part of Philosophy Café AGM.
	Challenging such stereotypes requires engaging with children from a young age - well before they make school subject choices.	B4.3 Extend the "Challenging Stereotypes of Academia" programme to Schools in Aberdeen City.	DoE, School liaison officer, EDRG lead.	Hold events in 50% (7/14) of schools in Aberdeen City (was then 0 schools in Aberdeen City).	Unfortunately, the Philosophy Café enterprise was forced to close in 2022 due to a lack of funds.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		B4.4 Further extend the "Challenging Stereotypes of Academia" programme in both City and Shire.	Aug 2022, June 2023 DoE, School liaison officer, EDRG lead.	Hold events in > 75% of Schools across both the City and Shire (24/31 schools; was 12 of 17 schools in Aberdeenshire alone).	<p>We addressed the challenge of engaging with local schools by building links with the North Scotland Schools Psychology Conference, which was organised by Robert Gordon's College (a local private school). This event involved bringing together 100+ secondary school pupils studying psychology for a whole-day event focused on psychology research, education, and careers.</p> <p>In 2023, DM gave a keynote address at the conference ("Rewriting the script: Gender stereotypes and conformity").</p> <p>In 2024, DM gave the same keynote address, and several staff and PhD students ran interactive workshops on visual illusions.</p> <p>In 2025, we hosted the first ever Scottish Schools Psychology Conference. We will make this an annual event (AP2025 C1.3).</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
B5. We will increase coordination of outreach and engagement activities.	<p>As a School, we undertake considerable number of outreach and public engagement events each year and celebrate these in our quarterly newsletter.</p> <p>Many of our activities are organised in a piecemeal manner, with individual staff agreeing to do events when they are approached directly.</p> <p>We do not actively involve our students in outreach and engagement activities, which denies them an opportunity of developing useful transferrable skills.</p>	B5.1 We will create the role of Outreach and Engagement Officer, to oversee and coordinate activities.	June 2020 HoS	Outreach and Engagement Officer appointed by HoS and described in annual circulation of admin duties.	<p>In 2023, we created the role of Lead for School Communications, Recruitment, Engagement, And Marketing (SCREAM-Lead), whose role it is to coordinate outreach and engagement activities.</p> <p>We also created additional separate roles for Research Outreach Lead and Schools Outreach Lead.</p>
		B5.2 We will create a pool of UG and PG volunteer student helpers to assist with outreach and engagement activities.	Sept 2020, then embedded DoE, Outreach & Engagement Officer	Names and contact details of volunteer student helpers recorded and stored in outreach and engagement folder on the School's shared admin drive.	<p>In 2024, we created an initial pool of undergraduate and postgraduate outreach assistants. These students played a pivotal role in helping deliver outreach and engagement activities for the European conference on Visual Perception, which was held in Aberdeen in August 2024.</p> <p>Our DoE is currently leading the development of an early career researcher concordat, which will include expectations for PGR students to undertake outreach</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					activities during their PhD and to receive outreach training in order to do so (AP2025 C1.5)
		B5.3 We will award an annual student prize for commitment to outreach and engagement.	May 2021, then embedded DoE, Outreach & Engagement Officer	Inaugural student outreach and engagement prize to be announced at the School's external exam board meeting.	We awarded our first UG and PGR student prizes for outreach and engagement for the 24/25 academic year. Three PhD students shared the PGR award; the UG award was won by an individual student. The award winners were announced via an email to the School, with the presentation of awards at the annual PGR conference.
B6. We will revise the School's workload model to formally recognise outreach and engagement with workload points.	If the School is to encourage staff to increase public engagement and dissemination, it needs to formally reward these activities through the workload model.	B6.1 We will form a working group comprising members of the UG and PG committees, to gather information and develop a policy around allocating workload points for outreach and engagement.	July 2020, April 2021 DoE	Working group report submitted to School Exec outlining at least one possible means of allocating workload points for outreach and engagement.	In 2023, we began the process of developing a new model for recording and allocating workloads in the School. The key tenets of the model are to increase transparency and equity of workload allocation. Information gathering for the design and implementation of the model, at School-wide staff meetings, School committees, and School Executive have included

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					discussion around appropriate recognition of outreach and engagement.
		B6.2 We will assign workload points for engagement and dissemination activities.	June 2021, then embedded HoS, DoE	All staff receive engagement and dissemination points (0-points for no activities)	As mentioned above (B6.1), we are currently in the process of refining and implementing the School workload model. The model described above will include expectations around outreach and engagement, with staff receiving a points allocation for activities undertaken.
		B6.3 We will use annually assigned points to monitor the gender balance of those participating in engagement and dissemination activities.	Aug 2021, then embedded EDI Chair	EDT circulate an annual summary of engagement activities.	In 2024, we began recording and sharing details of outreach and engagement activities delivered by School staff. The SCREAM-lead sends a monthly email asking people to record their outreach activities on a shared spreadsheet, which is accessible to all staff. The gender balance of those taking part in outreach activities is monitored annually by the EDI Chair. There is no evidence of

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					a gender imbalance in outreach activities to date (55%F).
B7. We will further develop and deliver training and consciousness raising materials for staff and students in HE.	<p>If we want to create a more equal and diverse environment we need to ensure current staff and students in the School, and across the University, are aware of the potential influence of “social bias” in HE (i.e., stereotypes, prejudice, discrimination, and unconscious bias).</p> <p>We need to further increase awareness of the effects of social bias in HE.</p> <p>In the last two years, we have run a number of successful training and consciousness raising events on social bias (including unconscious bias).</p>	B7.1 Develop an online version of School’s unconscious bias training.	<p>Aug 2020, Oct 2023</p> <p>EDRG lead, EDI Chair</p>	100% of staff have completed training at the end of January every year from 2022 (was ~80%).	<p>This action was superseded by the introduction of mandatory University training. In 2021, the University introduced online training on <i>Inclusion Essentials</i> and <i>Tackling Race Bias</i>, which are mandatory and must be completed by new staff within a week of joining the University. The University also mandates that all staff on recruitment and selection panels complete new <i>Unconscious Bias</i>,</p> <p>All new staff joining the School since 2021 have completed mandatory training. All School staff who joined the University prior to 2021 either completed the in-person unconscious bias training and/or online unconscious bias training.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	To make this training available to all new staff and students, we will develop an online version.	B7.2 EDRG will deliver interactive workshops and roadshow events on “Social Bias”. Feedback will be gathered and monitored.	Sept 2020, Oct 2023 EDRG lead, EDI Chair	At least two events take place, including at the 2020 Fresher’s Fair per year.	Restrictions stemming from the Covid-19 pandemic meant the planned 2020 Fresher’s Fair workshop on Social Bias had to be moved to online delivery. However, several similar in-person social bias information events have been held as part of the University’s annual BeWell weeks and Inclusion weeks.
		B7.3 We will develop and distribute postcard guides to “social bias” for dissemination across all staff and students.	Sept 2020, Oct 2023 EDRG lead, EDI Chair	Postcard guides to “social bias” distributed to all staff, via internal mail, and freely available to all students.	We developed the social bias postcards. These are displayed around the School, are available to pick-up from the main School reception, and are distributed at social bias information events (see above).

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
B8. We will undertake research into E&D in HE through the EDRG.	<p>We feel E&D across the HE sector is more likely to increase when policy and practices are grounded in evidence-based research. As psychologists, we feel it is our responsibility to actively undertake and disseminate research that might help improve E&D.</p> <p>We setup the EDRG to help investigate the social and cognitive factors that influence gender imbalances in our School.</p> <p>While this research focuses on the issues we face in our School, many of the findings are applicable to other psychology departments and disciplines.</p>	B8.1 We will fund an annual summer internship on research in Equality and Diversity in Higher Education.	May 2021, then embedded DoR, EDI Chair	Annual research report submitted by undergraduate E&D summer intern on completing internship.	Since 2023, the School has funded a total of 9 EDI summer interns (i.e., 3 interns per year). The internships have been hugely valuable in helping to undertake EDI research and development in the School.
		B8.2 The EDRG will undertake secondary data analysis and modelling work on School, University, and national datasets.	May 2021, output reviewed annually EDRG lead, EDI Chair	Publication of an annual summary of the School's E&D research activities and findings on the School webpages.	<p>The School produces an annual poster presentation outlining the diverse range of EDI research in the School. This is presented in-person as part of the University's annual Inclusion week events and is then displayed prominently within the School.</p> <p>The School's EDI interns also document their experiences in blog posts that are published on the School's website.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		B8.3 The EDRG will develop lab-based research to investigate novel ways of attenuating gender imbalance in our School.	May 2020, output reviewed annually EDRG lead	Dissemination of research findings through publication in peer-reviewed journals, conference presentations, and public engagement.	<p>Researchers in the School have been undertaking a variety of research projects, which aim to better understand the nature of gender bias and its influence. Some of these are experimental social psychology research papers examining <u>the social and cognitive underpinnings of gender bias</u>, whereas others look at the <u>applied pedagogical implications of gender bias in the classroom</u>.</p> <p>As well as disseminating the findings of this research via traditional routes (e.g., journal articles, conferences, invited talks), we also publish <u>lay summaries of our research findings on the School website</u>.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
B9. We will work with Athena SWAN leads from psychology departments in other University's to reinvigorate networks for sharing best practice.	<p>One of the most effective ways of disseminating the findings of research and best practice is to get interested parties to meet on a regular basis.</p> <p>This worked very well with the Athena SWAN Psychology Network (ASPoN).</p> <p>We will work with colleagues from other institutions to develop and reinvigorate Athena SWAN Psychology Networks</p>	B9.1 We will further develop our existing links with the AS lead at the University of St Andrews.	June 2020, Oct 2023 EDI Chair	Increased sharing of information between Aberdeen and St Andrews. At least one face-to-face meeting per year.	<p>Our EDI Chair met with the EDI lead from the School of Psychology at St Andrews in October 2024 and January 2025; St Andrews has since been awarded a Gold Athena SWAN award.</p> <p>In addition, we also met with the EDI lead from the school of Psychology at the University of York in October 2024 and again in June 2025; York recently had their Gold award renewed.</p>
		B9.2 We will arrange a virtual meeting of AS Psychology leads from across Scotland.	Autumn 2020 EDI Chair	Hosting a virtual meeting of AS Psychology leads Scotland, with representatives from at least 50% of eligible departments attending.	<p>We tried repeatedly to engage other EDI leads from psychology departments across Scotland but with very limited success; we tried emailing those listed as EDI leads on multiple occasions but received very few replies.</p> <p>Instead, we chose to invest our efforts into building a wider Psychology EDI network, focused at the scientific society level (e.g. RSE, EPS, BPS). We carried out a scoping exercise in 2024, identifying</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					<p>45 decision making committees in the academic psychology sector. Where an EDI member did not exist, we lobbied (and will continue to lobby) for decision makers to create this role in their organisations.</p> <p>This allowed us to set up a UK-wide network of EDI Psychology representatives on societies to allow EDI members to share good practice (EDI Psych Net).</p> <p>We currently have more than 20 members. We have met twice so far (in 2024 & 2025).</p> <p>We have identified a list of priorities for future work of the network (e.g., a guide to organising inclusive conferences).</p> <p>We will promote gender equality in psychology by further developing the EDI Psych Net (AP2025 F2.1-F2.5).</p>

		B9.3 We will contact the original organisers of ASPoN to gauge their interest in reinvigorating the network.	Summer 2021 EDI Chair	Email correspondence with ASPoN organisers.	<p>We tried to engage with the original organisers of ASPoN but we did not receive a response to our emails (emails sent March 2024 & December 2024).</p> <p>We will promote gender equality in psychology by further developing the EDI Psych Net (AP2025 F2.1-F2.5).</p>
Increasing awareness of our equality challenges, actions, and impacts					

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C1. We will increase awareness of the School's equality challenges, actions, and impacts through the publication of Annual “living document” update to our current Athena SWAN application on each anniversary of outcome.	<p>While staff awareness and engagement with the Athena SWAN process is excellent, there is consistent evidence of lower levels of engagement among UG and PGR students.</p> <p>As students represent the next generation of researchers, we need to increase awareness of E&D issues within our discipline and the role played by our equality monitoring, analysis, actions and impacts.</p> <p>The School aspires to become a beacon of E&D in HE. To further this aspiration, we want to have an easily accessible public record of the challenges we face, our actions to address these challenges and our progress.</p>	C1.1 Publication of the AS Silver application on the School website.	Dec 2020 EDI Chair, Communications team lead	Through the publication of the School's 2020 Athena SWAN application on the School's Athena SWAN webpage.	Redacted copy of Athena SWAN Silver award Application published on School website.
		C1.2 Preparation and publication of annual update to the “living document” on anniversary of outcome.	Dec 2021, output reviewed annually EDI Chair, Communications team lead.	Through the publication of the School's annual E&D report and action plans on the School's Athena SWAN webpage.	Live version of Silver Application Action Plan published on School <u>website</u> and updated annually.

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C2. We will increase awareness of the School's equality challenges, actions, and impacts by redesigning and expanding the School's E&D webpages.	<p>Following our 2015 analysis, we took action to create dedicated Athena SWAN webpages. These pages include descriptions of the SAT and the School's commitment to the Athena SWAN charter, and links to the Athena SWAN website, our Athena SWAN Bronze award and action Plan, the Family Support award Scheme, and the Early Career Research Forum.</p> <p>We think these webpages would benefit from being redesigned into an Athena SWAN mini site that better captures the narrative timeline of our Athena SWAN journey (i.e., based around our Challenges, Actions, and Impacts) and to provide a more user friendly and comprehensive overview of available support.</p>	C2.1 Forming an Athena SWAN web design working group to collate information and design structure and content for the new web pages.	April 2021, Aug 2022 EDI Chair; SAM; Comms lead.	Holding 6-weekly meetings of the web design working group.	Embedded into EDI committee meetings, held 6 weekly.
		C2.2 Produce a mock-up of the new web design.	June 2021, Aug 2021 EDI Chair	Mock-up of new web design presented at August 2021 staff meeting for consultation.	Mock-up of new design for website published in April 2024.
		C2.3 University web design team to implement the new design.	Sept 2021, April 2022 Comms lead.	Link to functional version of web pages circulated to all staff and PGR students for consultation.	Completed in July 2024.
		C2.4 Publish the newly designed web pages.	Aug 2022, output reviewed annually EDRG lead; SAM; Comms lead.	Formal launch of web pages	Completed in October 2024 Note, we reimagined the University website rather than a standalone website; consultation with stakeholders told us that people would be more likely to find the information embedded in University resources.

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C3. We will increase PGR engagement with E&D issues and the Athena SWAN process.	<p>The response rate for the postgraduate survey is considerably lower (33%) than for the staff survey (80%).</p> <p>Analysis of the free-text responses and discussion at PGR-student-staff liaison meetings suggest the low response rate is indicative of a lack of engagement with E&D issues. Specifically, it seems many PGR students do not perceive there to be equality issues within our School or psychology as a discipline.</p>	C3.1 We will hold an annual E&D lunch for PGR students, where we will provide an overview of the Athena SWAN process and ongoing E&D issues and actions within the School.	Oct 2020, then embedded EDI Chair DoPGT, DoPGR	A response rate of at least 67% in the next annual PGR Athena SWAN survey (was 35%).	Improved but at 60%; survey questions are now embedded in more general PGR survey to reduce survey fatigue.
		C3.2 We will add E&D feedback and suggestions boxes to the shared PGR workspaces.	Oct 2020, then embedded EDI Chair	Evidence that suggestion box is being used to provide feedback.	<p>EDI feedback box was not considered useful by the PGR students; instead, we appointed two EDI PGR and one ECR EDI rep to collect feedback informally, as well as the annual survey.</p> <p>We will increase student engagement with our EDI challenges by empowering students to help identify and address the challenges that affect them most (AP2025 C3.1-C3.6)</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C4. We will actively promote the AS process to our UG & PGT students to increase their awareness and engagement with E&D issues.	<p>While most staff have been actively involved in increasing E&D within the School, there has been less involvement of UG and PGT students.</p> <p>As students represent the future generations of researchers and academics, it is important that they are aware of the issues that exist and how these can be challenged.</p>	C4.1 We will recruit two PGT student representative to become members of the EDT	Oct 2020, then embedded EDI Chair	Participation of PGT student representatives in EDT meetings.	PGT representatives attend 6-weekly EDT meetings.
		C4.2 We will introduce annual School-wide surveys to include UG and PGT students	Oct 2021, then embedded EDI Chair	At least 50% survey completion rate.	<p>We are far short of our challenging target (2024 n = 40, 2025 = 35, or ~6%). On reflection the 50% completion rate was unrealistic. There is considerable survey fatigue amongst our students; even very heavily promoted surveys, which are back by budgeted marketing campaigns (such as for the NSS), struggle to achieve much more than a 50% return rate.</p> <p>We will increase student engagement with our EDI challenges by empowering students to help identify and address the challenges that affect them most (AP2025 C3.1-C3.6)</p>
		C4.3 We will add E&D issues as a standing item to all staff-student liaison meetings.	Sept 2020, then embedded DoE	E&D issues discussed and recorded in the minutes of staff-	EDI issues are now a standing item on all school committees.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
				student liaison meetings.	
		C4.4 We will encourage and support student-led E&D events.	Sept 2020, then embedded DoE, EDI Chair, EDI student representatives	Hosting at least one student led E&D event annually.	Our students have hosted a variety of EDI related annual events. These have included a public lecture on social bias, a film screening on coded bias, panel discussions on work-life balance, and cultural celebrations (e.g., Diwali, Chinese New Year).
		C4.5 We will host an annual Athena SWAN/E&D lecture open to students from all disciplines.	Oct 2022, then embedded EDI Chair	Hosting annual Athena SWAN/E&D lecture.	Feedback from our students indicated that they would rather host and attend a variety of events related to EDI, rather than to always have a lecture (C4.4).
C5. We will make online E&D training mandatory for all psychology staff and students.	The University's online E&D training is mandatory for all staff and undergraduate students. However, at the time of our Silver AP, it was not mandatory for PGT and PGR students. We feel that knowledge of challenges and best practice in E&D would be furthered by making	C5.1 Ensure all PGT & PGR students are allowed access to the University's online E&D training.	June 2020, Oct 2021 EDI Chair	Mechanism agreed to allow PGT and PGR students access to University's online E&D training.	All postgraduate students now have access to the full suite of University EDI training.
		C5.2 Set aside time in PGT classes for completion of training.	Oct 2021, then embedded DoPGT, DoPGR	Time in a registered class scheduled for E&D training.	University online EDI training is now mandatory for all postgraduate students. The University expects students to complete this training in their personal

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	online E&D training mandatory for all staff and students.				development time, thereby negating the need to schedule time in class.
		C5.3 Ensure all staff and students complete the School's new online unconscious bias training (see B7.1)	Jan 2023, then embedded SAM; DoE; DoPGT; DoPGR	100% of staff and students have completed training at the end of January every year from 2023.	University online EDI training is now mandatory for all postgraduate students. This must be completed within 6-months of study commencement or students' studies will be suspended.
		C5.3 Monitor uptake of E&D training.	April 2023, then embedded SAM; DoE; DoPGT; DoPGR	100% uptake of E&D training by PG students. Summary of uptake to be included in School's Annual E&D report.	EDI training is now mandatory (C5.3); completion of training is centrally monitored and non-completion managed. All psychology students have completed their training since the introduction of mandatory training.
C6. We will ensure annually that all stakeholders within the School have fair representation on the EDI and that all School committees have at least one EDI member.	As the School's staff and student demographics change, it is important the composition of the EDI also changes to reflect this.	C6.1 We will ensure the gender balance of the EDI membership is representative of the changing demographics of our School.	June 2020, then embedded HoS, EDI Chair	Representative gender balance on EDI committee. EDI membership includes representatives from: academic leads for Research, Teaching, PGR, & PGT; research staff;	EDI committee membership is monitored and managed annually by the HoS when School administrative roles are being assigned for the year (May). Throughout the award period, EDT membership has been gender balanced, and broadly

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
				admin staff; part-time staff; students from UG, PGT and PGR.	representative of career track, career stage, staff/students, full/part-time status and a variety of associated intersectional identities (e.g., race, sexuality, neurodiversity).
		C6.2 We will update the composition of the EDI standing membership to ensure that there is at least one EDI member on all other committees.	June 2020, then embedded HoS, EDI Chair	Evidence of at least one EDI member on all other committees.	Throughout the award period, all other School committees and working groups have included a member of EDI within their composition.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C7. We will monitor annually the minutes of committees to ensure E&D considerations are part of the decision-making process.	Having made substantial in-roads into mainstreaming E&D issues within the School, we need to act to ensure this is embedded in the long-term.	C7.1 All School committee meetings will have a standing item added to the agenda, before AOCB, of "Equality, Diversity, and Inclusion considerations arising from this meeting".	May 2020, May 2021, then embedded HoS, all committee chairs	Considerations of arising E&D issues are discussed and recorded in the minutes of all School committees.	All School committees have EDI considerations as a standing item on the agenda.
C8. We will monitor the effectiveness of existing family friendly policies and improve these where possible.	The School previously acted to adopt family friendly policies around meeting times and dates. However, there has been no formal audit of whether people adhere to these policies.	C8.1 We will undertake an audit of current adherence to family friendly policies and consultation of how these could be improved.	Sept 2020, April 2021 EDI Chair	Analysis of adherence to family friendly policies and suggestions for improvements to be included in 2021 annual E&D report.	An audit of family friendly policies has been embedded within the annual schedule of work for the EDI committee, with suggestions for improvements being made to School Executive via the EDT lead.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C9. We want to promote greater inclusivity by increasing staff social contact.	<p>While 93% of respondents in the 2018 staff survey perceived the School to be “supportive”, far fewer perceived the School to be “inclusive” (67%) or “social” (51%).</p> <p>We want to promote greater inclusivity by increasing staff social contact.</p>	C9.1 We will appoint a social convener.	June 2020 HoS	Increase in the proportion of staff who describe the School as “inclusive” from 66% to 80% in annual staff survey.	<p>A social convener was appointed in 2021. We also formed a social committee whose membership is representative of the School.</p> <p>The social committee have helped transform the social culture of the School. They organise a diverse range of social events across the year, some during typical work hours, and some during evenings and weekends.</p> <p>In the 2024 cultural survey, 92% of respondents (88% female) said that the School was “inclusive”.</p>
		C9.2 We will advertise and circulate an annual calendar of social events, at times when all staff can attend.	Sept 2020, output reviewed annually Social convener	Increase in the proportion of staff who describe the School as “social” from 51% to 75% in annual staff survey.	<p>In the 2024 cultural survey, 97% of respondents (92% female) said that the School was “social”.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		C9.3 We will encourage staff to take 30-minutes out of their working day for informally organised group health and wellbeing activities (e.g., campus walks, runs, mindfulness sessions etc).	Jan 2021, then embedded Social convener	Regular social events held during typical work hours.	The social committee organise monthly social events during typical working hours. This includes a monthly coffee social event in the School and, when the Aberdeen weather allows, group walks around our beautiful campus. We have also had several one-off wellbeing events, including yoga (led by a member of academic staff) and pamper sessions.
C10. We will monitor the uptake, gender ratio, and effectiveness of centrally organised training.	The School had no mechanism for monitoring the uptake, gender ratio, or effectiveness of staff participating in centrally organised training.	C10.1 We will work with our HR partners and the Centre for Academic Development, to establish a mechanism for monitoring uptake and effectiveness of each training event.	March 2021, Dec 2021 SAM	Development of a process for monitoring training uptake and effectiveness. Practice tested with the School receiving regular monitoring reports from the Centre for Academic Development.	We discussed a process for monitoring the uptake and effectiveness of training with the University staff development and HR teams. It became apparent that there were process and privacy issues that prevent us from monitoring training uptake. As a workaround, we monitor staff uptake and perceived efficacy of training in the School cultural survey.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		C10.2 We will publish a summary of the uptake, gender ratio and effectiveness of training in the annual E&D report.	Oct 2022, output reviewed annually EDI Chair	Publication of a summary of training uptake and effectiveness in the annual E&D report.	We published details and analysis of training uptake and perceived efficacy in the results of the School cultural survey, which was shared with the School via email and delivered as a presentation at a School staff meeting.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C11. We will increase transparency of workload allocation by publishing and circulating annual admin <i>and</i> teaching roles.	<p>In the 2018 staff survey, 90% of respondents were happy with their workload and 94% said their workload is discussed during their Annual Review.</p> <p>However, only 83% of staff felt the allocation of workload is transparent.</p> <p>While admin roles are circulated annually by the HoS, teaching loads are not made available to all staff.</p>	C11. We will increase transparency of workload allocation by publishing and circulating annual admin <i>and</i> teaching roles.	<p>Aug 2020, output reviewed annually</p> <p>HoS, DoE</p>	At least 90% of staff reporting that they feel the allocation of workloads is transparent in the 2021 annual staff survey (was 83% in 2018).	<p>Since 2021, a list of staff admin roles have been circulated via email annually and made available to all staff on the School SharePoint site.</p> <p>Our progress on publishing teaching roles was delayed in anticipation of the implantation of a University-wide workload model. Unfortunately, the University workload model has been delayed for several years and remains in development.</p> <p>In the 2024 School cultural survey, only 73% (69% female) thought the allocation of workloads was transparent. This is lower than our target and the 2018 survey.</p> <p>In response to the results of the survey, and with further delays expected for the University-wide workload model, in 2024 we took the decision to capture and publish our own data for teaching roles.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					<p>In June 2025, data for teaching, assessment, and supervision roles (including raw and weighted hours) was circulated via email and made available to all staff on the School SharePoint site.</p> <p>Several staff in the School are now involved in a pilot testing of the University-wide workload model but there is not yet a timeline for the implementation of the model.</p> <p>We will investigate staff workload concerns by using qualitative and quantitative methods to uncover the what, why, and when of workload issues (AP2025 A1.1-A1.5).</p> <p>We will increase perceived fairness and transparency of workload decisions by redesigning our School's workload model and the implementation and communication of workload decisions (AP2025 A3.1-A3.5).</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C12. We will lobby the University to host an annual “Equality and Diversity Research Day”.	<p>There is increasing University-wide interest in research into E&D.</p> <p>Hosting an annual E&D research day would help to foster this interest, to encourage future research collaboration, and to disseminate relevant findings from researchers across the University.</p>	C12.1 We will attempt to secure support and funding from the Senior Vice-Principal to hold the first annual E&D Research Day.	Jan 2021, Aug 2021 EDI Chair	A guarantee of support and funding from the Senior Vice Principal.	The University organises EDI-related research information sessions and workshops as part of its annual events for International Female’s Day and BeWell and Inclusion Week. Our School has been a very active contributor to these University-wide events (C12.2).
		C12.2 Arrange inaugural Equality and Diversity Research Day, with gender-balanced programme of speakers, including a keynote from a leading researcher in the field. Uptake and feedback to be gathered and monitored.	First event to take place during inclusion week/in the run-up to Int. Female’s Day 2022 EDRG lead, School HR partner, Public Engagement with Research Unit (PERU)	The inaugural event takes place with a full programme of events and at least 100 attendees from across the University.	As above, e.g. Coded Bias event, 2023, 75 attendees, Ageing Research Stakeholder Day 2024, 128 attendees; Research Impact Showcase: Social Inclusion and Cultural Diversity, 2024, >100 attendees.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
C13. We will work towards achieving an AS Gold award in recognition of the School's continued progress and wider influence through beacon activities.	To ensure maximum influence across the HE sector, the School will setup, run and widely publicise a website (www.challengeandchange.org), intended to provide evidenced-based E&D self-help guides for people working in all areas of HE.	C13.1 Complete preparation of summaries of research into E&D of relevance to HE.	May 2020, Dec 2022 EDRG lead, current School E&D PhD studentship holder.	Research summaries document circulated around staff and PG students.	[Also now published on School website]
		C13.2 Design and publish website with E&D research summaries and information guides to social cognitive bias in HE.	Oct 2022, April 2023 EDRG lead	Soft launch of website in April 2022.	Instead of publishing on a different website, we routinely publish EDI information and student intern research reports on our School blog. Our HoS also instigated and contributed to development of Guide to Unconscious Bias produced by BPS EDI Strategy Board.
		C13.3 Launch www.challengeandchange.org website.	May 2023, output reviewed annually EDRG lead	Formal launch of website	Disruption and increased workloads stemming from Covid-19 pandemic and subsequent aftermath meant there was insufficient capacity in our School to be able to generate and update materials for the website.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					<p>When we revisited the idea in 2023, the consensus was that the website might needlessly replicate information available elsewhere without having a clearly identifiable or reachable target audience.</p> <p>Given these concerns, we chose instead to invest our efforts in setting up the EDI Psych Net. By focusing on the committees of influential learned societies, we can efficiently reach psychologists from across the UK.</p> <p>EDI Psych Net now has 19 members and has met twice virtually (2024, 2025). We have a Microsoft Teams site, which we use for meetings, messaging, and sharing resources.</p> <p>We will promote gender equality in psychology by further developing EDI Psych Net (AP2025 F2.1-F2.5).</p>

		Overall target	2025 EDI Chair, HoS	Prepare Athena SWAN Gold award application by 2025.	Gold application submitted in November 2025!
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Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
Responding to challenges presented by COVID-19					
<p>D1. We will lobby the University to ensure every attempt is made to cover the core duties of the central Athena SWAN team who have been furloughed.</p>	<p>The University employs two staff whose core responsibilities are supporting and facilitating the Athena SWAN process.</p> <p>Unfortunately, because of the COVID-19 situation, the central University team who support the Athena SWAN process and facilitate the work of the EDT have been furloughed since April.</p> <p>This presented substantial challenges in the final stages of preparing our application and will present further challenges in accessing data and delivering actions in the future.</p>	<p>D1. We will email the University Director of People to request that the core responsibilities of the central Athena SWAN team are covered.</p>	<p>May 2020, June 2020</p> <p>EDI Chair, HoS</p>	<p>An email reply from the University Director of People, outlining how the University will continue to support Athena SWAN activities.</p>	<p>The former EDI Chair made this request to members of the University Senior Management Team (Principal, Senior Vice Principal, and Director of People), whilst chairing a meeting of the University-wide Athena SWAN network, in 2020. The Principal stated that EDI and Athena SWAN would continue to be a priority for the University, and that appropriate resource would be allocated to support this. However, given the uncertainties presented by the Covid-19 pandemic, it was difficult to predict with any certainty what the precise nature of this resource would be.</p>

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D2. We will monitor the submission, and implications, of requests for grant extensions or changes.	<p>There is huge uncertainty for Research-Only staff on funding limited contracts, most of whom are female at key career transition points.</p> <p>All current Research-Only staff remain employed on their original contracts. However, as these contracts depend on the ability to deliver research objectives, this is under review on a project by project basis. Some principal investigators might have to ask awarding bodies to pause or extend grants, which will affect Research-Only staff contracts.</p> <p>It is important that we monitor this situation and provide additional support to Research-Only staff if required.</p>	D2.1 We will monitor the submission of requests for grant extensions/changes.	May 2020, ongoing DoR, SAM, School Business Development Officer	Spreadsheet detailing the submission of requests for grant extensions/changes updated monthly.	The School DoR and the School's centrally allocated Business Development Officer, and Research Finance person worked together to monitor and manage all requests for Covid-19 related grant extensions/changes.
		D2.2 We will investigate ways of ensuring the careers of Research-Only staff are not disadvantaged by requests for grant extensions/changes.	May 2020, ongoing DoR, School Business Development Officer	DoR meets with PIs and postdocs to discuss ways of ensuring Research-Only staff are not disadvantaged by changes to grants.	The DoR met with PIs and postdocs to discuss ways of ensuring Research-Only staff are not disadvantaged by changes to grants. The opportunity to meet was advertised via email and during two-weekly online staff forums.

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D3. We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic.	<p>The COVID-19 situation presents many novel challenges for our staff, students, the HE-sector, and society.</p> <p>Staff and students across the HE-sector face uncertainty and anxiety about their day-to-day productivity, job security, financial stability, health and well-being, and societal change.</p> <p>Feedback from our previous informal lunchtime discussions suggests people find these to be a useful source of information, a sounding board for their own thoughts, and a source of solace.</p>	D3. We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic.	<p>June 2020</p> <p>EDI Chair</p>	Virtual meeting attended by at least 20 staff and PG students.	We held multiple virtual monthly wellbeing lunches, weekly virtual ‘pub’, and an annual paid-for Christmas lunch (all staff were invited). Across all events, more than 20 staff and PG students attended. Wellbeing lunches continued monthly after lockdown for a year and then transitioned to monthly wellbeing coffee.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p>D4. We will lobby the University to ensure that it will be possible to have the impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward in the future.</p>	<p>Additional caring responsibilities that have arisen due to the COVID-19 situation have the potential to substantially impact productivity and career development opportunities for the foreseeable future.</p> <p>This has the potential to disproportionately affect the careers of female, as they are more likely to undertake caring responsibilities.</p> <p>We think the University should act to ensure there is provision to consider the potential impact on productivity caused by additional caring responsibilities undertaken because of the COVID-19 situation.</p>	<p>D4. We will lobby the University through our representatives on Senate, the Equality and Diversity Steering Group, and at Athena SWAN quarterly meetings with the Principal.</p>	<p>June 2020, Oct 2020</p> <p>Senators, EDI Chair</p>	<p>University adopts measures to consider the potential impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward.</p>	<p>University promotion application forms now include a section for staff to report any contextual information including COVID disruption, as well as other related intersections (e.g., gender, caring needs, disability etc).</p>