King's Athena Swan Action Plan 2020/21 - 2024/25

Our Athena Swan Action Plan is arranged into seven sections and works across nine thematic, cross-cutting programmes.
Themes are outlined in section 3ii of the Athena SWAN application, and form the sections of the Action Plan.
The themes emerged from our self assessment process, and reflect areas where focused activity is needed to continue our journey to improve gender equality.

Each Athena Swan thematic programme will be sponsored by one of our nine Faculty Executive Deans. They will partner with Professional Services leads providing leadership and support.
This academic sponsorship will ensure our Athena Swan Action Plan is seen as collectively owned and the responsibility of all parts of our leadership community.

This partnership approach will also help ensure all actions take into account the academic environment. Executive Deans authority and influence will also assist in embedding the respective programme areas across King's.

The thematic programmes cross-cut the various sections of this Action Plan. For example, Trans Inclusivity is a thematic programme of AS activity, which has actions in multiple sections.

Themes
1 **Leadership and Data**
2 **Recruitment and Selection**
3 **Improved Working Environment**
4 **Improved Management Capability**
5 **Role Models and Visibility**
6 **Career Development**
7 **Student Facing Actions**

Programmes that will have an Executive Dean sponsor
1 Flexible Working
2 Recruitment Improvements
3 Manager Capability
4 Family Friendly
5 Business Planning and Equality Analysis
6 Staff Representation
7 Academic Pipeline
8 Women's Leadership
9 Trans Inclusivity

Please note: this Action Plan has been designed to print on A3. Please amend your settings if you have access to a A3 printer. Where this is not possible we can provide A3 materials via AdvanceHE.

Leadership and Data								

No. Ref	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
LD1	Leadership - To include the voices of a variety of experiences, perspectives and characteristics into our Athena Swan governance. *ASLA had a low proportion of part time staff, reducing our insight into experiences of part time working.*	AS committee designed to have A&S and Health Academic and PS representation, and key PS representatives as core ASLA members. Staff networks invited as members. Qualitative insights and consultation designed to target staff networks to connect multiple experiences and voices into the self assessment process.	Create ASDT governance and infrastructure to deliver institutional ASAP 2020. Expand representation in Athena Swan Delivery Team to ensure part time working issues are recognised. Continually consider underrepresented groups in terms of research, qualitative input and as sounding boards to decisions. Groups to include, men (particularly PS), academics, clinical staff, and part time colleagues. Provide EDI expertise to support local areas conducting self assessments. See LD2, LD4, LD5, LD6, LD14, LD17, IMC6, RMV6, RMV8.	A - ASLA Chair R - HoEDI	Med	T2 2020/21	Continuous	Athena Swan Delivery Team have broad representation in the committee, part time staff are represented. Qualitative data and sounding boards actively encourage and target underrepresented groups.

LD2	Leadership - For mature AS areas provide exemplar advice and direction to create beacon activity and enable progress towards Gold awards.
	
	 King's to enable and support delivery of AS Action Plans and future self assessment through sufficient EDI resource and allocated time in academic workload models.
	
	 For less mature areas jump-start gender equality understanding and develop interventions utilising our unique resources based on recognised, academic expertise.
	
	 Gender equality is not consistently understood or embedded across King's.
	
	 Our data shows that areas who have AS awards (e.g. Health Faculties, Law, NMS departments and A&H departments) are significantly further forward in their understanding and response to gender inequalities.
	
	 PS directorates are at an earlier stage in their gender equality understanding. We want all areas of King's to be supported to understand their own challenges and take action.
		Athena Swan Engagement Packs for Faculty and Directorate staff (2019) prompted consideration of gendered trends and actions to address issues.
		
		 ASLA Chair and HoEDI offer coaching sessions to all AS applying areas to strengthen applications.
		
		 EDI operating model designed to provide local EDI specialist resource to faculties and to connect into university wide initiatives (2019).
			Commission Global Institute for Women's Leadership to conduct research into 3 areas of King's (including data collection), including one randomised controlled trial (RCT) and intervention.
			   Phase 1 - data analysis
			   Phase 2 - observations, interviews, surveys
			   RCT only - Phase 3 - implement an intervention, e.g. recruitment practices, job design, development schemes
			   Phase 4: evaluate and recommendations
			
			 Review GIWL evidence base and combine with in practice applications of gender interventions.
			
			 Expand the reach of GIWL through sharing research findings with EDI committees in King's.
			
			 Create and implement a gender equality framework toolkit and maturity model which aligns to AS self assessment methodology, particularly focusing on PS areas to raise maturity for gender equality across the university.
			
			 Support areas with expert support to self assess and deliver action plans.
			
			 See LD1, LD4, LD5, LD6, LD15, LD17, RS4, IWE3, CD1.
				A -Head of EDI, Executive Dean
				
				 R - GIWL researchers
					High	T3 2020/21	T1 2022/23	Three areas of King's undergo in depth research by the GIWL, including one randomised controlled trial.
								
								 GIWL research outputs shared with all EDI committees, and formed into an evidence base for gender equality, accessible to all within King's.
								
								 Direct improvement in the attitude to and outcomes of gender equality in three areas of King's, as measured by gender data and staff engagement survey.
								
								 A library of interventions which are evidenced, trialled and effective, which can be applied across King's.
								
								 Gender Equality Framework and resources published and well received by faculty and directorate leadership.

LD3	Leadership - Encourage line managers and directors to receive 360 feedback to review their management performance. Encourage teams to consider tools for team reflection and development like Belbin. *To tackle King's GPG, as recommended through GPG research. Improve leadership and team capability through continual development.*	Our Principles in Action' 360 available for staff (2018). Belbin trialled in HR (2019/20).	Use of Belbin assessment or similar reflection tool to support individual, manager and team development. Phase 1 to include SMT and EDI Networks. Promote 'Our Principles in Action' 360 tool s as a management insight and personal development tool. Embed 360 review as part of academic promotion process. See LD8, LD11, LD14, IMC1, CD1.	A - HR Director, Executive Dean R - OD Director and EDI Director	Med	T3 2020/21	Continuous	Increase uptake of Principles in Action 360 by 20 participants each year: 320 in 2019/20, 340 in 2020/21, 360 in 2021/22, 380 in 2022/23, to 400 in 2023/24. Team reflection and development tools (e.g. Belbin) are embedded and used regularly across King's with 2 teams participating each year. All promotion applicants have 360 feedback.

	Leadership and Data							
No. Ref	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
LD4	Leadership - Continue to improve senior management understanding of structural factors that lead to occupational segregation and pay gaps, including benefits of inclusive working practices, and reward and recognition processes at a local level and support them in developing inclusive leadership skills and confidence to take braver actions. *To tackle King's GPG, as recommended through GPG research.* *Flexible working is a key goal, as shown by our staff surveys, staff engagement data and staff networks.*	SMT structural inequality training (2018/19). EDI Race Summit and SMT EDI events focus on increasing understanding of EDI intersections and multiple barriers.	Design and launch 'Mutual Mentoring' reverse mentoring scheme, partnering SMT and colleagues from underrepresented groups across King's. Create flexible working and inclusive leadership case studies/ best practice examples drawing from teams and departments who have decreased their gender pay gaps. See LD1, LD2, IWE5, CD1.	A -Principal, Directors of EDI and Policy and Remuneration R - Head of EDI and Policy and Remuneration	High	T1 2020/21	Continuous	10 Mutual mentoring partnerships a year focusing on gender as one characteristic. SMT are seen by staff to 'listen and respond to the views of staff' increasing 9% points to 50% in 2023 (from 41% in 2017). Reduction in gender pay gap at King's from 17.8% (mean) to 16% in 2022.
LD5	Leadership - Embed gender equality considerations into business planning across all units at King's. *Our data shows that areas who hold AS awards have embedded gender equality into BAU to a greater extent than non AS areas.*	EDI KPIs established as part of King's balanced scorecard. (2017). EDI PowerBI Dashboards created with HESA confirmed data (i.e. static data) (2017). Equality analysis framework refreshed and embedded. Regular EDI reporting rhythm to Council, SMT, Academic Board and other key committees in King's. AS areas have EDI Academic lead roles with EDI objectives. IoPPN have introduced EDI objectives into HoD roles.	EDI strategy and deliverables to be built into business planning round template. Annually review EDI KPIs to provide benchmark figures and discipline-specific targets for gender and intersectional inclusion. Director of EDI to form part of business planning scrutiny and ensure the profile of gender equality KPIs is taken into account. Provide real-time, accessible gender equality data to inform business decisions, prompting areas to analyse their EDI data. Ensure continued use of Equality Analysis - particularly post Coronavirus. Extend coverage so all Faculties have EDI objectives in EDI roles and in all staff PDRs. Extend IoPPN best practice to other departments, all HoD roles have EDI objectives. Continue to report to SMT, Council and Academic Board at least termly. See LD1, LD2, LD11, LD14, LD15, IMC1.	A- SVP Ops R - SPA Director, EDI Director, and SPA and HR teams	High	T2 2020/21	Continuous	Business decisions have EDI objectives and EDI oversight. Real-time EDI data is available and used internally for business decisions. The number of Equality Analysis conducted each year increases. EDI dashboard use increases, with 100 users each month.
LD6	Leadership - Develop better understanding of best practice from other sectors to improve our inclusive working practices, particularly around families and flexibility. *There's a need to identify a clear picture of flexibility and articulate King's relative standing for working families and in terms of flexibility.*	King's submitted to the Working Families self assessment (2020). 'Ways of Working' group formed, led by SPV Ops to embrace agile and flexible working (2020). Flexible Working Group formed, reports into ASLA (2019).	Submit to Working Families benchmark every two years, and embrace recommendations to inform decision making and planning. Utilise Working Families as a way to report on Flexible Working and share data, findings and recommendations throughout King's. Improve data collection of family friendly policies uptake and flexibility in workforce. Improve consistency of advice, uptake and experience of flexible working, including line manager confidence. See LD1 LD2, LD15, IWE1, IWE2, IWE3, IWE4, IWE5, IWE6, IWE7, IMC1, IMC2, IMC3, RMV7.	A - Director of EDI, Executive Dean R - HR, ASDT and EDI teams	Med	T3 annually	Continuous	King's submits for Working Families self assessment every two years, and improvements are recognised by Working Families feedback, and improvement in benchmark. Working Families recommendations are integrated recommendations into business planning. Data is collected on family friendly policy uptake and flexible working with coverage across whole organisation. Staff engagement survey includes questions on flexible working, and 75% of staff report they feel supported and can work flexibly in 2024.

	Leadership and Data							
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LD7	Leadership - Effectively and concertedly tackle bullying and harassment behaviours. *CROS, Capita and Qlearsite confirm that there are unacceptably high incidences of unacceptable behaviour/bullying and harassment, particularly in research intensive areas .*	Dignity at King's Policy created and publicised (2020). Dignity at King's programme has trained staff and students, and campaigned online and through events to signal zero tolerance to bullying and harassment. Anonymous disclosure platform roll out (2017). Online Consent Matters training for students implemented (2017). Improvements to the student/staff grievance process by SCAO and HR (2019). Regular rhythm of Diversity Matters and accompanying campaign to encourage take up. Health cross-Faculty Bullying and Harassment Working Group formed. FoLSM launched Confidential Advisors (2019).	Improve prevention approaches and responsive processes for bullying and harassment, so that policies and processes are clear, supportive and appropriate for staff and students through a university wide programme. Create research bullying and harassment task force to tackle unhealthy research culture. Improve practices to enable microaggressions to be reported, tackled and addressed. Provide access to mediators if appropriate to resolve disputes between staff. Provide resources around cultural competency and mental health through online courses. Improve data capture at informal and formal stage to enable oversight and trend analysis. Investigate gender patterns. Improve detail of data capture to include protected characteristic data to enable analysis by gender, race and other characteristics. Create development programme and toolkit to support staff to challenge behaviours, including active bystander programme, and skillboosters online training products. SVPs to hold forums each month to discuss positive working environment with small functional groups, in collaboration with PP. See LD14, LD16, IMC1.	A - SVP A&S, SVP Health, SVP Ops R - Director HR	High	T1 2020/21	Continuous	Reduction in time to resolve cases, and an increase in the number of cases coming forward. Improved data capture, data is captured and used to provide insights for characteristic groups and areas within King's. Increase in staff who feel King's would take timely and appropriate action to a complaint from 40% (women) and 52% (men) by 5% each year. Online resources (inc bullying and harassment guidance, support and policy, cultural competency and mental health resources) are accessed by <600 staff 60% of staff are aware microaggressions are covered in the bullying and harassment policy as shown in pulse survey. 50 staff take up of development programme to support staff to challenge behaviours, including active bystander programme each year after launch. Each SVP holds 4 events per year.
LD8	Leadership - Ensure promotion, progression, reward and recognition processes and mechanisms are consistent, transparent and fair. Improve transparency of pay and reward processes and of managers decisions. Supporting them to be objective and evidence based. *To tackle King's GPG, as recommended through GPG research and as voiced in the Athena Swan Discovery Cafes.*	Academic promotion processes well publicised and accessible online. PS regrade and PS reward policies and guidance information accessible and available online.	Develop toolkit for managers to support fair and transparent salary negotiations for new staff and internal moves, including -training and development resources, - access to information about pay rates and ranges to enable greater consistency. - People Partners support for salary equity at recruitment and for potential regrades. Continue to provide Executive Dean positive action coaching for promotion rounds, particularly for reader candidates. Include 360 appraisal as part of promotion application process. Create communications around PS progression, including why King's doesn't have PS promotion mechanisms. Continue EDI specialist being present in academic personal circumstances promotion panels. Continue annual review and iterative development of promotion material and processes and encourage part time staff to apply for promotion. See LD3, LD11, LD14, RS2, CD1, RMV6.	A - Director of Policy and Remuneration R -Policy and Remuneration, People Partners, EDI and OD teams	Med	T1 2023/24	Continuous	Reduction in gender pay gap at King's from 17.8% (mean) to 16% in 2022. Financial rewards have no significant gender disparities, 2019 bonus gap (median) 31.3%, reduce to 29%.

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No. Ref	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
LD9	Improve opportunities and processes for internal mobility and career development and perceptions of fairness. Support PS staff to consider alternative career moves, including sideways and diagonal. Upskill future managers to have skills needed for management and leadership, especially focusing on those preparing for management roles. *PS staff feel there is no clear career pathway and moving in to management is under supported.* *In our self assessment, there was a perception that internal vacancies and secondment roles lacked transparency and were open to bias.*	HR Digital Services procured and implemented in phased roll out. HR transformation enacted - EDI and OD strengthened and People Partners introduced. Leadership Passport designed and launched to support learning and development (2018).	Improve policy, process and guidance around redeployment and internal opportunities. Create internal job market, utilising HR technology to share roles and support internal mobility, e.g. through job share matching. Use HRDS to capture data on internal moves, transparency around pay, and enable data insights. Improve transparency and equity of internal opportunities, whether redeployment, secondment or vacancies through consistent HR advice. Continue to provide resources and opportunities for job shadowing and mentorship to expand horizons, promote internal networks and alternative career paths. Continue providing leadership training for aspiring leaders, prioritising places to underrepresented groups. Target communications to underrepresented groups, and create opportunities for internal networking and peer support. Articulate career pathways for PS roles, including promoting the internal career maps for RMID and HR. Leverage Staff Network engagement channels to raise profile of range of roles within King's, and promote internal opportunities to underrepresented groups. See RS5, IMC4, CD1, CD2, CD3, RMV6.	A - HR Director, Executive Dean R - HR Digital Solutions, People Partners, EDI, OD, Policy and Remuneration teams	Med	T1 2023/24	T3 2024/24	50 staff per year use internal mobility platform to develop their career. 50 staff benefit from job shadowing. Internal opportunities for development have gender targets based on the gender balance of the targeted grades For development opportunities for PS women G1-4, c. 60% women. G5, c 68% women. G6, c. 64% women. G7, c 575% women. G8, c 53% women.
LD10	Leadership - Governing, decision making and influential committees need balanced gender representation to make inclusive, informed, robust decisions. *Our data shows that our governing, senior management and influential committees are not yet sufficiently gender balanced.*	College Secretary and Office have made structured efforts to diversify Council and Boards.	Continue to collect, analyse and address gender balance in Governance, Senior Management Committees and Influential Committees. Council to reflect annually on data, and take steps to improve gender balance. Council to maintain the interventions which have improved the gender balance. See LD16.	A - College Secretary R - Director - People Data and Analytics, EDI and College Secretary	Med	T2 Annually	Continuous	Governance, Senior Management and Influential Committees have increase of women members, targeting 40-60% of women for each committee.
LD11	Leadership - Heads of Department, Vice Deans and other fixed term academic leadership roles are gender balanced and provide role models and leadership throughout King's. *Our HR records inconsistently record academic leadership roles, and are outdated. We need to improve this to be able to see the gendered trends and to improve the gender balance.*		Include academic leadership roles as part of HR data, and analyse to identify gendered trends and patterns. Assess consistency of academic leadership roles (e.g. Head of Department, Vice Deans) in terms of responsibilities, workload and ensuring consistency. Ensure all Faculties have EDI Academic Leadership and EDI Objectives, in alignment with EDI strategy. See LD3, LD5, LD14, LD15, IMC1.	A - HR Director, Executive Dean R - HR Digital Solutions, People Partners, SMT, and Analytics	High	T1 2021/22	T3 2021/22	Data captured on all academic fixed term roles (Head of Department, School, Vice Dean) on the HR system. Analysis shows where women are underrepresented in leadership positions, and interventions designed. Underrepresentation of women in academic leadership positions is addressed, proportions of leadership positions held by women increases to 40%+.
LD12	Leadership - To improve gender balance in REF decision making. *REF decision makers and panel leads are predominantly men whilst those involved in equality considerations are predominantly female.*	EDI Director participates in REF steering group. Provost chaired internal King's REF mitigating circumstances equality, diversity and inclusion panel. All REF decision makers received bespoke EDI training. Equality analysis embedded. EDI director is a member of REF UK equality, diversity and inclusion advisory panel.	Create guidance around selection for REF decision makers, including encouraging underrepresented groups to apply for decision making roles and/or those making selections for these posts consider the EDI aspects as they make the selections. Continue centring EDI as core to Code of Practice, and providing EDI consultancy and training products. Conduct After Action Review for REF 2021, to reflect on process, including centring of EDI, and compile recommendations to improve internal processes for next REF.	A - VP Research R - REF Manager	High	T1 2023/24	T3 2024/25	Gender balance of REF decision makers improved to within 40%-60% range.

	Leadership and Data							
No. Ref	**Objective Rationale**	**Action until 2020**	**Action**	**Accountability Responsibility**	**Priority**	**Timescale Start**	**Timescale End**	**Success Measure**
LD13	Leadership - Induction is a core part of establishing an inclusive working environment, and setting clear goals for future success. Increase proportion of men attending Welcome to King's to reflect population. *AS Discovery Cafes identified induction as inconsistent, with local practices leading to a range of experiences.* *Proportionally more women attend Welcome to King's and other OD offerings.*	University wide induction resources available online. Welcome to King's event continually improved, including focus on networking and employee offer (2019). Concerted effort to increase proportion of women in leadership programmes (e.g. Aspiring and Emerging Leaders).	Utilise HRDS technological capabilities to improve induction, through recording onboarding, uptake of Welcome to King's, and probation. Collaborate with faculty, directorates and departments to build a university wide picture of induction uptake and quality, and partner with areas to raise standard and make it more consistently and impactful. Monitor uptake of Welcome to King's, modules of Leadership Passport and Management skills to improve gender balance, equip men and ensure the training supports their needs. Hold focus groups, surveys or other approaches to identify barriers to men attending and benefiting from internal training opportunities. See IWE5, IMC1, CD1, CD2, CD3.	A - HR Director R - Director of People Technology Solutions, OD and PP Teams	Med	T1 2021/22	T3 2022/23	All staff have access to a high quality induction, setting clear expectations and objectives, and prompting discussions for flexible working, adjustments and personal development. New staff will have high quality induction, reporting feeling connected to Vision, to colleagues and informed of ways of working. Measured via Staff Engagement Surveys, I understand 'how my role fits into the overall direction of King's'. 5% increase each year, building from 65% in 2017 - 65% satisfaction. Increase proportion of men attending training sessions to reflect demographics of target group.
LD14	Leadership - Academic Head of Departments strongly influence local culture and so are crucial to an inclusive culture. *AS Discovery Cafes identified local culture to be varied, and for Heads of Department to be seen as responsible and under supported in leading and setting an inclusive environment.*	Research into Head of Department role identified inconsistency in practice, experience and support for HoD across King's. Investing in HoD as a cohort and developing clearer guidance and role descriptions was identified as a recommendation.	Support the HoD cohort to understand their role in setting an inclusive culture, their EDI KPIs, and provide guidance and support to enable them to create an inclusive culture. Engage HoD through EDI summit and or gender inclusion round tables to engage, connect and increase their confidence around EDI and gender inclusion. See LD1, LD3, LD5, LD7, LD8, LD11, IWE3, IMC1, IMC7.	A - Director of EDI, Executive Dean R - EDI team	Med	T3 2020/21	Continuous	Heads of Department have access to high quality resources and guidance for inclusive culture, 50 downloads in first year, and 20 each subsequent year. In Staff Engagement Survey, 95% staff report leadership are 'committed to creating an inclusive environment for staff' (88% 2017). Annual EDI event with HoD which connects with 70% of HoD at King's. HoD's feel supported and confident in creating inclusive culture (pulse survey to establish baseline.) 360 feedback enables understanding of their impact in their department. 3% year on year increase in confidence (via pulse survey).
LD15	Leadership - Equality considerations need to be embedded into policies, practices and processes, with EA an active part of decision making. This will be vital post Coronavirus to ensure that equality gains are not reversed. *AS Discovery Cafés showed that not all decisions were seen to actively consider equality impacts.*	EA framework developed 2017. EA materials refreshed for Coronavirus rapid decisions. Weekly EA drop in hosted by EDI Consultant. EA embedded as part of King's response to Coronavirus. EA checklist requirement of all SMT papers.	Continue to promote EA tools, and support use of EA throughout King's. Post Coronavirus undertake specific analysis to identify equality considerations that need to be counteracted as a result of the pandemic. Continue to run regular EA drop in sessions, and offering enhanced support for high level decisions. Encourage transparency through local areas publishing EA reports. See LD2, LD5, LD6, LD11.	A- Director of EDI R - EDI Consultant	Med	T1 2020/21	Continuous	All decision papers demonstrate active considerations of equality impacts, as shown by engagement with Equality Analysis coversheet at SMT. Increase in number of EA reports accessible online.
LD16	Data - EDI data insights are crucial for SMT decisions. *Developments in data mean a wider set of information can be shared with SMT at regular intervals. Data for affiliates is currently absent and needed for a whole community understanding.*	EDI produce termly reports for SMT, Council and Academic Board and overall annual report.	Improve and expand scope of regular data reporting to EDIC and SMT, including maternity return rate, family friendly leave take-up, recruitment data, training data and anonymous disclosures. Annual report published each autumn and available publicly. Collect data on affiliates as part of the HR Digital Solutions, including NHS affiliates and temp staff. Add data marker on technician staff as part of the HR Digital Solutions. See LD7, LD10.	A - Director of EDI R - Head of EDI	Med	T1 2020/21	Continuous	SMT receive regular reports which include EDI data, informing their decisions. Annual report available to multiple audiences.

		Leadership and Data						
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LD17	Data - To minimise use of gendered pronouns, eliminating these where they are not necessary. Student and Staff data systems connect in an intelligent way to provide consistent gender, title and name information. *Trans and non-binary staff and students report the need to change multiple records as reflect their identity. We want to reduce this to a minimal number, removing information where it is not needed, and connecting sources of data so that one change alters multiple records.*	IT sync title data directly from HR, connecting to all MS profile and email. This means that an employee recording their gender or title only needs to change one record, reducing multiple disclosures and human error. Trans guidance created for staff and for line managers, including around notifying colleagues of pronoun or name changes (2018).	Delivering King's LGBTQ+ Action Plan, aligned to REC and Athena Swan. Improve processes and systems functionality and interoperability to enable staff and student records title, preferred name and gender markers changes from one disclosure. Improve systems to be able to capture non-binary category for staff and students. Work with registry to connect SITS with student card and other student facing systems. Improve processes and systems communication to have all staff and student records changed from one disclosure (e.g. connect staff card and IT systems to read HR data). Remove gendered pronouns from students and staff cards and IT systems where they are not necessary. Partner with Proudly King's to run a focus group on impact of HR Digital Services on Trans staff. See LD1 ,LD2, IMC6.	A - HR Director, Executive Dean R - EDI People Services, IT teams	High	T2 2020/21	T3 2020/21	Trans and non-binary staff and students update the minimum number of records. Feedback via focus group identifies improvements in processes and recommendations for further improvement. Improvement in trans inclusion as assessed by Stonewall WEI.

	Recruitment and Selection							
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
RS1	Ensure all recruitment and selection processes are inclusive and encourage diversity. We know we have an underrepresentation of men in junior PS roles and in teaching roles and an underrepresentation of women in senior PS roles and senior academic roles. Address our lack of flexibility and creativity in role design, not reflecting modern, creative and agile workstyles, e.g. job shares and compressed hours, which could attract and retain a broader range of applicants. *Qualitative analysis showed concerns from the King's Community around the potential for bias in recruitment processes, particularly in AS Discovery Cafes and in Independent Pay Gap Research. Participants felt jobs were overly 'traditional' and limited by outdated ideas of working.*	£11m investment in HR Digital Services improving recruitment processes. Until 2020, recruitment was highly manual and paper-based. Improved EDI data capture through using integrated online HR system. Unconscious bias training replaced with higher quality Diversity Matters training, including specific content on fair recruitment (2017). Creation of Recruitment Policy (2020).	In-depth equality optimisation review of King's new recruitment and selection platforms and capability, aligning with Our Principles in Action and Race Equality Charter Mark. Including, scoping feasibility of - name-blind shortlisting - use of skill based assessment tasks - how to increase proportions of men in PS roles - review and implement core job descriptions across roles at King's, including embedding flexible working - extending to recruitment conducted outside of standard processes, such as temporary staff and GTA staff. Develop live EDI reporting during recruitment process, e.g. gender of applicants, to enable intervention in recruitment cycle. Improve interview inclusivity through - fair selection training, - guidance around panel composition diversity. Provide feedback for unsuccessful internal interviewees to support their development. Work with HR and line managers to develop thinking in job design to build in flexibility for roles to be shared, or be delivered part time, including senior roles, while delivering core job responsibilities. Specific research into GTA recruitment and retention including reviewing GTA responsibilities and remuneration. See RS2, RS4, IMC1.	A - HR Director, Executive Dean R - Director of People Technology Solutions, Senior People Partner, EDI, OD and People Services teams	High	T2 2020/21	T2 2022/23	100% of applicants, shortlisting, appointments and panellist EDI data is captured. Recruitment process is fair, as shown by proportion of female applicants for roles being reflected in proportion of female appointments. E.g., all genders are equally likely to progress through to next stage. Success rates from application to appointments are regularly monitored and interventions designed and taken. Staff are trained to recruit fairly, 100% of panels have completed Diversity Matters training. 90% unsuccessful internal applicants offered feedback to support their future development. Proportionally more women apply for senior roles, target 50%. Ability to record job shares, and increase the number and range of flexible working options as recorded in HRDS.
RS2	Improve gender diversity of senior appointments, by trialling positive action interventions in faculties and directorates. *Through Engagement Packs, senior leaders identified there were keen to use positive action to improve their diversity. Our IT directorate specifically suggested the 'Rooney Rule' to set a shortlisting quota for diversity.*	HR transformation led to - raised quality of recruitment advice and support - in-house executive search function developed 2017 - investment in recruitment systems and applicant interfaces. Training for hiring managers.	Use improved HR technology, data and capability to monitor each application stage and intervene where there is a lack of gender balance. Research and scope pilot positive action gender interventions in recruitment, starting with IT and 'Rooney rule' shortlist monitoring and intervention.. Connect with Global Institute of Women's Leadership intervention, and add to library of evidence of effective interventions. See LD8, RS1, RS3, RS4.	A -Director of HR, Executive Dean R - Director of IT, with PP, EDI	High	T3 2021/22	Continuous	Insight into recruitment increased and gender balance of appointments is evident. IT recruitment intervention delivered, and evaluated for impact and best practice learning implemented elsewhere at King's. Findings added to GIWL library of evidence, and used to inform further actions in King's.
RS3	Retain more women in academic career paths, especially research only. Reduce use of fixed term contracts through King's wide FTC project. *Women are disproportionately affected by FTCs, affecting the future pipeline for academics and PS roles.*	VP Education championed and led a campaign to minimise use of FTC. Led to complete revision of FTC use at King's.	Establishing OEC as default for roles, unless a proven business reason for a FTC. Address culture of academia to enable realising benefits of flexible working, inclusive culture and more consistent high quality management through OEC campaign. Support the implementation of the FTC reduction project, reducing use of FTC, including through underwriting external grant income, and creating university-wide norms for GTA hiring practices, conditions and pay., e.g. GTA preparation and marking time will be paid. FTC project board to monitor and evaluate impact of reducing FTCs on staff, including grant-funded researchers and graduate teaching assistants. Systematic portfolio review and good curriculum management to reduce or eliminate reliance on FTC for teaching cover. Facilitate more open ended and longer term arrangements for teaching-only posts, using the Academic Education Pathway where appropriate. See RS2, SF2.	A - VP Education, Executive Dean R - PS, PA, PP	High	T1 2020/21	Continuous	Proportion of FTC decreases to <35% overall (currently c.40% of roles are FTC in A&S, 60% in Health). Reduce proportion of staff leaving due to FTC to under 40% (currently c55% in A&S, c50% in Health). Increased proportion of women on OEC in Research roles, target parity with men.

	Recruitment and Selection							
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
RS4	Increase the proportion of male teachers. *Our data shows we have an underrepresentation of men in teaching roles, particularly in Health and a underrepresentation of men in junior PS roles, including in Widening Participation.*	Athena Swan activity in FNFMPC, IoPPN and FoLSM have targeted activities to increase proportion of male teachers.	Conduct research to better understand the reasons for low proportions of men in health teaching roles, working with current role holders and final year PhD students to identify barriers and identify attraction and retention strategies to address this systemic issue. Build HR and hiring managers to understand different applicant pools and to adapt job descriptions, location of adverts etc to better attract male applicants , particularly in health to teaching roles. Use improved HR technology, data and capability to monitor each application stage and intervene where there is a lack of gender balance. See LD2, RS1, RS2.	A - HR Director, Executive Dean R - Head of EDI, Health Academic Leads, EDI team	Med	T2 2021/22	T3 2022/23	Increase in proportion of male teachers in health to 40%, increasing to 45% by 2024.
RS5	Enable talent and skill retention of FTCs through internal mobility and, through redeployments and internal opportunities. *Women are more likely to be in FTC roles and in PS where there are no formal promotion processes. Facilitating internal mobility and supporting redeployment retains and develops staff.*	During Coronavirus pandemic, staff were deployed across the institution to keep staff and student safe.	Improve redeployment policies, processes and practices, (particularly addressing FTCs) including data capture and regular monitoring. Connect redeployment with internal vacancies and secondments. See LD9.	A - SVP Ops, Executive Dean R - Director HR	Med	T1 2022/23	T3 2024/25	Creation of a clear redeployment process which is accessible, shows internal opportunities and captures data on internal moves. Reduction of talented FTC staff leaving the organisation. Increase in number of internal PS moves, particularly for PS FTC women.

				Improved Working Environment					
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure	

No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
IWE1	To improve the access, scope and reach of our family related leave entitlements. Enable strong, visible signalling of our support for gender equality and balancing parenting and work. *We know there are staff who take maternity leave who have not been eligible for enhanced maternity due to their length of service. This influences their perspective and their colleagues as to our overall commitment and their value at King's. We want to provide clear support, investment and improved retention of staff and our staff want this too. Removing length of service criteria makes King's more attractive for to-be parents to be recruited.*	Parents and Carers Hub launched, and family friendly policies routinely reviewed. Childcare survey 2017. Information sessions on shared parental leave and a range of case studies on SPL promoted in Health Faculties. NEST networks formed and hosts regular events and communications with members. Funding established for 'Day 1' rights.	Research and design 'Day one' rights to family friendly leave and associated pay including: - Establishing a working group - Researching and understanding of the technical aspects of each type of leave - University-wide consultation and communication of plans and implementation schedule - Widely communicate internally and include in all recruitment materials (see RS1) Act on feedback to improve family friendly leave processes, information and guidance for both staff and line managers. Use new HR digital capability and resources to target staff applying for maternity, paternity, shared parental and other leaves. Communication campaign to better explain and encourage use of shared parental leave, including as part of 'In Conversation With...' event series. Collaborate with NEST and local line management to provide back to work maternity support, including 're-induction'. Involve NEST as stakeholder in Estates maintenance of parenting rooms. See LD6, IWE2, IWE4, IWE5, IMC1, IMC2, IMC4, RMV1, RMV5, RMV7.	A - Director of HR, Executive Dean R - Director of Policy and Remuneration	High	T2 2020/21	Continuous	Staff parents feel more supported and more staff take family friendly leave, and no staff take maternity leave without enhanced pay period. Staff feel information around support for maternity, paternity/partner leave is clear, as shown by satisfaction scores on the Parents and Carers Hub site. Target - rated 4 or above for meeting users needs in 2020, compared to 3.6 in 2019. Improvement in Working Families Benchmark result.
IWE2	To increase the numbers of partners taking paternity/partner leave. To increase the number of men taking shared parental leave and working part time. *Shifting the gendered stereotypes around caring responsibilities is essential to improve gender equality.*	Parents and Carers Hub launched, and family friendly policies routinely reviewed. Information sessions on shared parental leave and a range of case studies on SPL promoted in Health Faculties. NEST networks formed and hosts regular events and communications with members.	Increase paternity/partner leave to six weeks paid leave, and research and design 'Day one' paternity/partner right. With IWE1 action working group, amend Paternity / Partner policy in alignment with IWE1 accordingly, and communicate widely throughout King's. Create policy for partners to have paid time off for attend antenatal appointments, adoption appointments and IVF appointments which mirror primary care-giver). Improve parental policies, processes and guidance for staff and line managers, e.g. SPLIT guidance, return to work guidance. Role model alternative work patterns particularly profiling male role models such as those working part time or taking shared parental leave, including through annual event and online resources and as part of 'Conversations with..' series. Annual event which profiles an alternative to the traditional work life responsibilities of male staff RMV1, IWE1. See LD6, IWE1, IWE4, IWE5, IMC1, IMC2, IMC3, RMV1, RMV5, RMV7.	A - Director of HR, Executive Dean R - EDI and Policy and Remuneration teams	Med	T2 2020/21	Continuous	Staff parents feel more supported and more staff take paternity/partner or shared parental leave, and no staff take leave without enhanced pay period. Staff feel information around support for maternity, paternity/partner leave is clear, as shown by satisfaction scores on the Parents and Carers Hub site. Target - rated 4 or above for meeting users needs in 2020, compared to 3.6 in 2019. Increase in number of men taking paternity/partner leave, or shared parental leave or working part time.

			Improved Working Environment					
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
IWE3	Strengthen implementation of inclusive and flexible working policies. Understand the uptake of flexible working, and increase the proportion of staff who feel confident and able to undertake flexible working. With IMC1 - raise confidence and capability of line managers to enable flexible working. To tackle King's GPG, as recommended through GPG research. Lack of confidence that flexible working arrangements will be transferred internally is a significant barrier to individuals being willing to move roles and gain new experience and so a barrier to career progression. Staff have communicated their desire for more flexibility through Staff Networks, Staff Surveys and in the Athena Swan Drop In event. Staff experience of flexible working is affected by line managers confidence and capability.	SVP Ops committed to form Ways of Working Group. Flexible Working Group formed and integrated into ASLA Governance. Working Families self assessment as part of ASLA evidence base.	Form SVP Ops Ways of Working Group. SVP Ops Ways of Working Group and Flexible Working Group partner to design and lead a university wide campaign, and identify interventions needed for a Flexible by Default culture for all roles. Campaign aims/outputs: - Guidance for staff, line managers and heads of department to enable flexible working. - Case studies of inclusive and flexible teams, including behaviours and techniques of managers - Identify and show case senior, part time / alternative working pattern role models. - King's wide penetration of resulting materials to circulate to managers and leaders. - Encourage staff and managers to trial flexible working patterns, especially after a period of prolonged leave. Conduct training analysis for line managers to support flexible working arrangements. Review and refine Leadership Passport to include training content which supports flexible working. Utilise new HR digital capability to capture and analyse data on informal and formal flexible working, including capturing reason for pattern changes. Design and implement Flexible Working Passports to record informal and formal agreements and adjustments. See LD2, LD6, LD14, IWE5, IWE7, IWE8, IWE9, IMC1, IMC3, IMC4, IMC7, RMV1, RMV2.	A - SVP Ops R - Ways of Working and Flexible Working groups, Policy and Remuneration, EDI, OD teams	High	T1 2020/21	Continuous	Ways of Working group create guidance and resources which are available to support teams and managers to work in ways which enable productivity, balance and flexibility. Guidance published and accessed >300 times in first year increasing year on year. Pulse survey measures baseline and each year shows increase in confidence, trust and consistency in relation to flexible working. King's establishes a clear baseline and understanding of flexible working requests and arrangements in place and this increases in proportion each year. Flexible Working Passports designed and launched with wide awareness and take up increasing year on year.
IWE4	Relieve staff stress and increase feelings of engagement and value alongside maximising productivity through reduction of lost productive work time due to care issues. *There was a significant demand from parents and carers network for help for parents and carers to find alternative care for their dependents.*	In response to Coronavirus, King's centred staff and student wellbeing, and recognised the challenges of working carers. Dependants Policy widely promoted. Parents and Carers Hub signposts to childcare facilities near campus, and promoted discounted care facilities during school holidays.	Research and scope a business case to enable investment in support for staff sourcing emergency childcare / adult care cover via partnership with external provider or to improve current provision via EAP. Support every area to identify and respect core hours, accounting for clinical and student needs. Create and communicate an accessible calendar of common school holidays to assist in planning meetings. All areas of the business are asked to respect and avoid scheduling large or high profile meetings where possible. See LD6, IWE1, IWE2, IWE5, IWE6, IMC1, IMC2, IMC3, IMC7.	A - Director of EDI, Executive Dean R - EDI teams	Med	T2 2022/23	T3 2022/23	SMT make decision on purchasing further enhanced support providing services to help staff find emergency childcare adult care cover, as based on full business case. Implementation plan developed following SMT decision. Staff engagement survey shows carers feel increased 'King's provides good support to help me balance my work and personal commitments, up 3% each year. Baseline for all staff = 57% in 2017.
IWE5	To support staff returning from a period of prolonged leave (e.g. maternity, shared parental, caring) to return to work smoothly and productively. *Transitioning back to work after caring leave can be challenging, and staff may need support at this time .*	Parents and Carers Fund established to provide financial support to accelerate return to research productivity after a period of leave. Carers Career Development Fund established to support parents and carers to cover regular childcare costs for career enhancing opportunities.	Returning staff receive a re-induction, including access to Welcome to King's. Refresh guidance for line managers, in preparing for, during and after a period of extended leave. Guidance to enable staff and line managers to trial different working patterns on their return from leave, and enabling local adaptions e.g. enabling a period of teaching free time for academics. Partner with NEST to develop a Parents and Carers Buddy system. Survey maternity / SPL returners to influence future development of policy, guidance and support. Survey Parents and Carers at regular intervals to understand staff experience. Continue Parents and Carers Fund and Carers Career Development Fund, including communication campaign and evaluation. See LD4, LD6, LD13, IWE1, IWE2, IWE3, IWE4, IWE6, IMC1, IMC2, IMC3, RMV1, RMV5, RMV7.	A - HR Director R - OD, Policy and Remuneration, EDI and NEST teams	Med	T3 2020/21	Continuous	Parents and Carers survey show staff feel supported in their return to work. Continued high retention of 95%+ at 6, 12, and 18 months after a period of leave. Parent and Carers fund and Carers Career Development Fund evaluation demonstrates impact in terms of research outputs/career progression.

	**Improved Working Environment**							
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
IWE6	Enable carers to balance work and caring responsibilities, through clearly communicated policies. *Through the PCN, we know that carers feel 'unseen' and that family friendly policies feel written for parents rather than carers.*	Parents and Carers Hub designed to bring together all family friendly policies and support into one location. NEST carer focused activity. Coronavirus response identified carers as a group in need of support.	Create umbrella guidance for carers, clearly signposting to available policies and support. In communication, recognise commonalities and differences between parents and carers. Conduct cost benefit analysis for Carer's UK, comparing and aligning service offer to existing partner organisations to ensure optimum support for our community and maximise value for money. Leverage memberships to Working Families, Business Disability Forum, Advance HE and other organisations to ensure best practice resources and advice. See LD6, IWE4, IWE5, IMC1, IMC3.	A - HR Director R - Policy and Remuneration, EDI, NEST teams	Med	T2 2021/22	T1 2023/24	Parents and Carers survey show staff feel supported to manage their responsibilities inside and outside work. Staff engagement survey shows carers feel increased 'King's provides good support to help me balance my work and personal commitments, up 3% each year. Baseline for all staff = 57% in 2017.
IWE7	21% of our workforce are potentially impacted by menopause. We want to remove barriers to gender participation and provide support. *Women at King's wanted confidence in their line managers to support them to manage menopause symptoms.*	Menopause Café event led by IoPPN. Menopause policy and guidance in draft.	Create clear, consistent policy, guidance and support framework around management of menopause impacts. Focused campaign to support and guide line managers to implement menopause policy and associated guidance. Se LD6, IWE3, IWE8, IMC1.	A - EDI Director R - EDI, Policy and Remuneration teams	High	T1 2020/21	T3 2020/21	Establish baseline awareness of staff and line managers awareness of menopause policy, through pulse survey. Target 60% awareness in first year, increasing 5% subsequent years. Staff are supported to manage menopause and peri-menopause symptoms at work, as measured by engagement survey and menopause focus group. Focus group shows the policy and guidance is valued and implemented.
IWE8	46% of our workforce are potentially impacted by periods. We want to remove barriers to gender participation and offer support. *In the AS Drop in event, period policy was a common interest - particularly around supporting women with painful and difficult periods.*	Learning from KCLSU, Student Societies who have campaigned around period poverty and have free sanitary products available in KCLSU spaces. Menstruation policy and guidance in draft.	To create clear, consistent guidance and support framework around management of menstruation impacts. Focussed campaign to support and guide line managers to implement menstruation policy and associated guidance. See IWE3, IWE7, IMC1.	A - EDI Director R - EDI, Policy and Remuneration teams	Med	T1 2020/21	T3 2020/21	Establish baseline awareness of staff and line managers awareness of menstruation policy, through pulse survey. Target 60% awareness in first year, increasing 5% subsequent years. Staff are supported to manage menstruation symptoms at work as measures by engagement survey and via period focus group. Focus group shows the policy and guidance is valued and implemented.
IWE9	To improve the management of workloads for staff by tackling long hours culture and improve work life balance. *Staff report feeling overworked as part of a perceived long hours culture at King's. We recognise matrix management, competitive nature of academic life, and lack of investment in systems contribute to long hours / increased workload. Capita survey particularly highlighted a concern around long hours culture .*	Workload models established in all Faculties. Workload reviewed in line management conversations and in depth in PDR. Flexible working policies established and used throughout King's. Wellbeing development sessions, Wellbeing Week and online support and resources designed by OD.	Tackle long hours culture through work life project, with associated work life toolkit for staff. Enhanced workload allocation modelling, providing sufficient time for line management. Facilitate a cross-Faculty conversation around workload models to move towards more consistency at King's. Improve processes, systems and procedures to improve efficiency, reduce workarounds and reduce unnecessary work. Continue to develop and implement HRDS and realise efficiency benefits. Develop and implement systems, with better understanding of requirements, and recognition of change creates work and requires resource to implement. Align Athena Swan findings further into business planning between PS and Academic staff. Increase project management capacity. See IWE3, IMC1, IMC7.	A - SVP Ops, VP ED and VP Research R - Flexible working group, EDI, OD, People Partner teams	High	T3 2020/21	T3 2021/22	Staff report better work life balance, as reflected in staff engagement survey, working 'extra time in the last 12 months' target 10% reduction each year, from baseline of 74% in 2017. Workload is felt to be more manageable. Reduction in proportion of staff who feel unable to cope with workload to 30% compared to 48% in 2017. Staff engagement survey shows carers feel increased 'King's provides good support to help me balance my work and personal commitments, up 3% each year. Baseline for all staff = 57% in 2017.

**Improved Management Capability**

No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
IMC1	To improve quality and consistency of line management. *The support offered and the uptake of flexible working is dependent on line managers and team cultures. Staff experiences of flexibility, access to training and personal support is variable and inconsistent.*	Leadership passport learning and development introduced (2019) and Aspiring Leaders, Emerging Leaders, Strategic Leaders OD programmes introduced (2017). Policy A-Z created.	University wide project to improve learning, development and support for all managers including Principal Investigators to cover expected behaviours and enabling flexible working, career breaks, return to work, supporting staff with disabilities, support career development plans. Increased clarity of line managers role, and where the handoffs are for other areas of staff support and management. Develop mechanism for monitoring consistency of staff experience including quality of PDR and development conversations, availability of secondment opportunities, fairness of regrades and financial awards, and support for staff before/after prolonged period of leave including via PDR roll up and calibration to assess quality and consistency of PDR conversations. See LD3, LD5, LD6, LD7, LD11, LD13, LD14, RS1, IWE1, IWE2, IWE3, IWE4, IWE5, IWE6, IWE7, IWE8, IWE9, IMC2, IMC7, RMV7.	A - SVP Ops, Health & A&S R - OD, EDI, People Partner and Policy and Remuneration teams	High	T3 2021/22	Continuous	Target for 90%+ Staff report being satisfied with their line management, Capita survey showed 83% of staff were satisfied (2017). Line managers confidence indicated by learner feedback and L&D programme evaluation. PDR completion >95% for academic and PS staff.
IMC2	To enable staff on extended periods of leave to choose if (and how) they want to keep in touch during leave and how they want to reconnect to work after a period of extended leave. *KIT and SPLIT days are well regarded by those who use them. Uptake is inconsistent across the university.*	Parents and Carers Hub launched to bring together all family friendly policies and support into one location, (2016). NEST (Parents and Carers Network) created to provide peer support for parents.	Ensure understanding and availability of KIT and SPLIT days for staff on leave and their line managers through tailored communications reinforced via people partners and local Athena Swan. Capture data on take up of KIT and SPLIT days. Survey colleagues who have returned from maternity / shared parental leave on their experiences of support to inform service offering. Structured reinduction for staff returning from a prolonged absence from work. Tailored interventions for staff groups, e.g. enabling a period of teaching free time, buddying with recently returned staff, in association with local Athena Swan activity. Collaborate with NEST to target parents about to go on leave to provide pre, during and post extended leave support. Design a parent buddy system to keep parents connected and supported. LD6, IWE1, IWE2, IWE4, IWe5, IMC1, IMC3, RMV1, RMV7.	A - HR Director R - People Services, People Partners, OD, EDI, Policy and Remuneration teams and line managers	Med	T3 2021/22	Continuous	Measure satisfaction with support and information for staff on extended leave, including ease of KIT/SPLIT days, available guidance. Increase of Carers Career Development Fund applications to support KIT SPLIT days from c 10 each year to 15. NEST buddy system supports 10 parents each year to keep connected.
IMC3	Understand the parenting and caring responsibilities of our staff and how this interfaces with their work responsibilities. *Staff who are parents and / or carers are 'invisible' on our records, and we cannot consult or target them effectively.*	Parents and Carers Hub launched to bring together all family friendly policies and support into one location, (2016). NEST (Parents and Carers Network) created to provide peer support for parents.	Investigate data capture of parenting and caring responsibilities through HR Digital Services. Scope impact of recording parenting and caring data, including detail of data, and 'expiry' date for information, and impact of updating data on staff. Run consultation on parents and carers data capture with NEST and colleagues within King's. Design communication campaign to convey purpose, and confidentiality of data, and encourage information sharing through connecting to targeted policy and guidance. Run Flexible Working survey or similar qualitative tool to identify experiences and concerns of working parents and carers. Use findings to inform Working Families self assessment and provide insight into parents and carers needs. See LD6, IWE2, IWE3, IWE4, IWE5, IWE5, IMC2, IMC6, RMV5, RMV7.	A - HR Director R - HR People Technology Solutions	High	T2 2023/24	T3 2023/24	King's can identify parents and carers on HR system and can target these groups in future communications. Experiences of parents and carers contributes to HR decisions and policies, via NEST.
IMC4	To have a clearer understanding of why staff leave King's, and any gendered patterns. *Exit survey insights are currently under utilised and under promoted.*	Exit survey promoted in Checklists for Leavers, HR leaving letters and via prompts to line managers.	Create an exit information working group to improve coverage, consistency, and data collection of leaving processes and so inform management decisions. Scope of work includes - redesigning exit information gathering and processes - campaign to embed, encourage and support use of exit information processes - enable data insights from exit survey and interviews. - enable regular reporting -increase uptake of exit survey - relevant communication campaigns -embedding leaving processes (exit survey and interviews) into HR Digital Services to improve coverage, consistency and data collection. See LD9, IWE1, IWE3.	A - HR Director, Executive Dean R - People Services, HR People Technology Solutions, People Partners, and OD teams	Med	T1 2023/24	T3 2023/24	Increase uptake of exit surveys Exit survey and interviews embedded as standard practice. Increased understanding of leaving reasons, enabling insight into local and organisation culture enabling future action.

	Improved Management Capability							
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
IMC5	To improve the culture of meetings and communications between colleagues. *Staff report large workload of meetings and inefficient communication channels.*	Considerate Communicators Charter designed. Meeting guidance created in response to Coronavirus, including camera guidance.	Agree, promote and uphold the considerate communicators charter (which articulates meeting expectations as well as email behaviours) at every level of King's Create communication plan to raise awareness and establish culture of considerate communication and meeting expectations. Undertake specific consideration for the post Coronavirus world and ways of working.	A - SVP Ops, VP Education, VP Research R - OD and Comms teams	High	T2 2020/21	T3 2021/22	Reduction in perception of strained relationships to 20% from 30% (2017) in Staff Engagement Survey. Reduction in perception of 'less important tasks prevent me from completing more important tasks' from 62% to 50%. Perception of inclusive culture improved, as shown by Staff Engagement Surveys and focus groups.
IMC6	To support trans and non-binary staff and equip their managers through clear guidance. *Trans staff and their managers are not confident in King's processes around supporting Trans staff.*	Trans guidance created for staff and for line managers, including around notifying colleagues of pronoun or name changes (2018). 312 staff participated in Trans Matters Training since 2017. See LD19 for action around systems improvement.	Undertake Stonewall WEI self assessment every two years. Participate in Stonewall Ally Training regularly. Continue to deliver Trans Matters Training, rolling out online prioritising staff and student facing services. With Proudly, run trans and non-binary focus group to capture experiences of trans staff, particularly around line manager support. Integrate trans inclusion into senior management's annual Structural Inequalities EDI training programme. See LD1, LD17, IMC3.	A - EDI Director, Executive Dean R - EDI team, Proudly	High	Term 2 Biennially	Continuous	Improvement in our Stonewall Workplace Equality Index ranking from 263 and feedback shows greater Trans staff and student inclusion. 100 staff attend Trans Matters, and 2 leaders attend Stonewall Ally training each year. Trans staff and students have smoother experience and minimal disclosures in transitioning, as captured in focus group.
IMC7	To recognise, facilitate and increase the ways of working for staff, connecting with flexibility, technology and choice. *Coronavirus has shown us that staff can work productively in many different ways. We want to build on the experiences of this flexibility for staff and enable managers to support their staff to work in different ways.*	In response to Coronavirus, King's adapted meeting guidance, provided well being and digital self education tools, particularly in changing ways of working to include MS Teams. Staff wellbeing prioritised, and line managers supported to manage virtual teams.	Examine lessons learnt from Coronavirus and opportunities for new ways of working. Working Group to be sponsored by SVP Ops. Create guidance and culture for a King's Ways of Working which promote flexibility, productivity and choice. See LD14, IWE3, IWE4, IWE9, IMC1, CD1, CD2, CD3.	A - SVP Ops R - Ways of Working Group	High	T2 2020/21	T3 2021/22	Increase in proportion of staff responding positively to 'I have the equipment and resources to complete my work' from 77% (2017) to 85%. Increase in proportion of staff responding positively to 'King's provides good support to help me balance my work and personal commitments' from 57% (2017) to 65%.

				Career Development					
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure	

No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
CD1	Increase the proportion of women in senior leadership positions through women's development and challenging structural barriers. Support the development of women, to transition between Grades 5 and 6, Grade 7 and 8, and from Grade 8 to ALC6. *Women are underrepresented in senior leadership positions. Data shows the proportion of women decreases slightly at these points.*	More than Mentoring scheme launched in 2017 to provide personal and professional development opportunities for women. Reverse mentoring scheme (Mutual Mentoring) designed and launched in Nov 2020. Aurora and StellarHE programmes match funded or funded for staff. Creation of internal leadership courses and investment in external women-only leadership courses. Local AS activity to support internal progression.	Conduct 'static staff' review on all staff who have been top of their grade for 3+ years, identifying any barriers to progression and identify support. Investigate potential equal pay differences at ALC6/Personal Salary for PS staff. Develop, launch and maintain an interactive pay gap reporting tool to provide insight to leadership teams, to help them understand local factors in gender pay gap and impact of hiring decisions. Prioritise places on internal leadership courses for women and BME colleagues. Continue to fund Aspiring, Emerging and Strategic Leadership programmes. Continue to match fund 5 Aurora places each year, with priority places for BME women. Support any department funded Aurora candidates to attend. Build internal cohort of Aurora leaders for peer support, action learning and as a pool of internal talent within the university. Promote the online, self directed resources (such as LinkedIn learning and skillboosters) to all staff. Monitor uptake of online courses. Deliver, evaluate and expand Mutual Mentoring programme to more senior leaders. Continue annual cohorts of More than Mentoring. See LD2, LD3, LD4, LD8, LD9, LD13, IMC7, CD2, CD3.	A - HR Director, Executive Dean R - OD, EDI, Policy and Remuneration teams	Med	T1 2020/21	Continuous	Improvement in the proportion of women in senior grades, and data showing a closing of the gap between 5 and 6, 7 and 8, and from 8 to ALC6. Targets by 2024 Reduce difference in proportion of women between G5 and G6 to 5% (currently c. 10%). Reduce difference in proportion of women between G7 and G8 to <3% (currently c. 5%). Reduce difference in proportion of women between ALC6 and G8 to <5% (currently c 7%). Reduction of gender pay gap to <15% by 2024. 5 Aurora places match funded each year. Aurora cohort established and active over MS Teams. Mutual Mentoring scheme continues and connects 20 staff each year.
CD2	Proportional gender attendance at King's L&D training sessions, increasing uptake by men and academics in particular. *Men are underrepresented participants in L&D training sessions.*	Organisational Design undertook a Leadership and Learning review (2018/19).	Increase proportion of men and academic staff attending Learning & Development to reflect population, by - Monitoring uptake of training by gender, - Utilising feedback mechanisms and creating an information flow to local areas where male/academic - take up is particularly low - Identifying needs / barriers for men in terms of L&D participation. - Conduct training needs analysis to identify gaps. - Running focus groups to understand why academic and men's uptake of learning and development programmes is lower than women's. Cross reference with feedback evaluations to build fuller picture of gendered uptake. - Evaluating and strengthening communication and marketing of learning and development. Carefully consider impact of limited access to specific training by grade, and remove grade limits unless warranted. See LD9, LD13, IMC7, CD1, CD3.	A - HR Director R - OD team	Med	T2 2021/22	Continuous	Training data shows more proportional attendance at training sessions, reflecting target population. Increase in proportion of men attending learning and development sessions from 31% to reflect gender proportions in target populations. Academic - Teacher, Researcher and Lecturer c 47% male attendees Senior lecturer, reader c 60% male attendees Professor c70% male attendees PS - G1 - 5 c 35% male G6 - 8 c45% male ALC6 - 50% male
CD3	Increase access to relevant training opportunities for all staff. *There are barriers to traditional training formats, including fixed delivery and curriculum offerings.*	LinkedIn Learning and Skillboosters licence for King's, offering a broad range of online training products and materials to support facilitated sessions.	Better leverage resources available through LinkedIn Learning, Skillboosters and other online training products. - Design and launch university wide communication campaign, - Interconnect training products with EDI programmes, e.g. inclusive culture training connects to Bullying and Harassment policy and guidance. - Create a mechanism to track use of online courses, and use data to identify areas of low uptake for concentrated communications. Use PDR mechanisms to promote self-education and available resources. See LD9, LD13, IMC7, CD1, CD2.	A - Director of OD, Director of EDI R - OD and EDI teams	Med	T3 2020/21	Continuous	200 staff across all faculties and directorates to have accessed online training in the first year. Data shows uptake of online resources across all 9 faculties and directorates. 20 Skillboosters packages available for all staff, including wrap around communications connecting to EDI and OD programmes. Feedback shows online learning is valued and accessible to staff.

	Role Models and Visibility							
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
RMV 1	Improve visibility of role models of female and/or part time leaders and role models who demonstrate work life balance. *To tackle King's GPG, as recommended through GPG research.* *To provide visible role models for staff at all levels, particularly at transition points and in careers where women are underrepresented.* *To role model multiple, diverse leaders, and challenge stereotypes around success.* *To reduce gender barriers through cultural change.*	Elevate (Gender Equality Network) launched and is a growing community. EDI and comms undertook multi channel, university wide communication approach. Annual university wide International Women's day activity. Regular events are open to all, including public facing high profile events. Faculties and Departments mark International Women's Day, Ada Lovelace Day, International Day for Women and Girls in Science, as well as a range of gender centred events. 'In Conversation With...' series launched with Professor Evelyn Welch as first guest.	Elevate (gender equality network) partnering with Faculties and Directorates host termly networking and profile building 'In Conversation With...' event series, a popular, informal session which explores - success from different role models. - raises profile of women in King's who are visible leaders. - provide male role models who work part time took shared parental leave etc. Continue to grow Elevate, Proudly and NEST networks. Continue to collaborate on regular campaigns, e.g. Carers Week, International Women's Day, Flexible Working Campaigns to amplify staff voices and daily social media communications. Continue to support and sponsor network members and colleagues to take up internal speaking opportunities. See LD9, IWE1, IWE2, IWE3, IWE5, IMC2, RMV2, RMV3.	A - Chair of Elevate / Head of EDI R - Comms, EDI, Elevate, Faculties and Directorates	Med	T1 2020/21	Continuous	Termly 'In Conversation with...' events, in collaboration with faculties and directorates around King's. Networking opportunities emphasised. 100 + attendees at each event. Evaluation rates events as useful to meet and network with colleagues. Elevate (currently 182) doubles membership to 260 by 2024. Proudly (currently 332) increases membership to 450 by 2024. NEST (currently 216) increases membership to 350 by 2024.
RMV 2	To better integrate EDI and gender equality goals and ambitions into our visual brand. *Our images and legacy artwork have been identified as showing a narrow view of King's history in our qualitative data. We know that many staff and students using high profile meeting rooms cannot see any images of people like them in the art and images. We want to create a sense of belonging, ambition and diversity in our spaces.*	Meet the Professors Frieze created at a variety of campuses (2016). Open Doors campaign and imagery created (2017). Increased use of social media and channels. Various department and faculty campaigns.	Update images in high status rooms (e.g. Council, Large Committee Room) to counter legacy of male-dominated images and create an intersectionally inclusive environment. Audit room and building names by gender and race and create opportunities to redress balance through naming meeting rooms. Embed EDI refreshing and maintenance into overall Estates and Facilities operations with a proportion of overall refurbishment budget dedicated to annual improvement and maintenance. Lead a communications project to raise the profile of intersectional role models across all areas of King's through social media, including the 'In Conversations With...' series (RMV1). See IWE3, RMV1.	A - Head of EDI R - Comms, Estates & Facilities and EDI teams	High	T1 2020/21	T3 2020/21	Images in high status rooms are inclusive and show women in 50% of portraits. Increased number of rooms/buildings named after women increase to 50% 2024. Clearly allocated budget held by E&F and Marketing. Equality Analysis is used routinely for marketing and E&F project planning.
RMV 3	To ensure that all staff at King's are able to be recognised through the King's Awards, and the success rate by gender or race is not factor. *An initial quantitative assessment of King's Awards showed that winners were more likely to be men and white than other characteristics. This paints a narrow picture of success and recognition at King's.*	EDI director joined judging panel.	Monitor King's Awards for unintentional bias, through monitoring characteristics of nominees and winners compared to King's overall profile. See RMV1.	A - SVP Quality, Strategy & Innovation R - Comms event teams	High	T1 2021/22	Continuous	King's Awards show gender diversity in winners. Data monitoring shows that nominations are in line with the gender balance of King's, and the success rate for men and women is the same.

No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
			Role Models and Visibility					
RMV 4	To regularly assess the gender balance of speakers and guests at university wide events, and increase the proportion of women speakers and attendees. *We do not currently record the gender balance of speakers or ensure steps are taken for events to have gender representation.*	Local actions to broaden diversity of speakers, e.g. through AS work.	To strengthen and extend event guidance to include recording EDI information (including gender) of speakers and demographics of attendees for university wide events. Develop systems to capture, record and act on speaker and audience demographic data. See RMV1.	A - Director of Comms R - Comms and EDI teams	Med	T1 2021/22	Continuous	Data on speakers and audience demographics captured securely and analysed regularly for insights and so support targeting action to improve speaker diversity. Women are 40% of keynote speakers, and all panels are gender diverse and intersectionality is considered.
RMV 5	Childcare costs can be a barrier for female speakers at King's events. *We want to raise the profile of talented women and provide role models for students and staff.*	Carers Career Development Fund established for staff to attend conferences and events.	Cover childcare costs for conference key speakers through extending Carers Career Development fund to key speakers outside of King's. See IWE1, IWE2, IWE5, IMC3.	A - Director of EDI R - EDI team	Med	T2 2022/23	Continuous	Gender of speakers captured to establish baseline, and increase in number of female speakers at high profile events each year until 50%. Caring responsibilities or costs are not a barrier for women to speak at events.
RMV 6	To raise the profile of colleagues who engage with external EDI/positive action leadership programmes. Expanding their visibility, opportunities for leadership and progression. *We do not fully harness the talent and skills of Aurora and StellarHE candidates, and provide internal networking and collaboration opportunities.*	First 'Aurora Past and Present' event in 2020. EDI director coaching and mentoring of Stellar HE participants.	Invite Aurora candidates and StellarHE participants to form an EDI cohort, demonstrating intersectional impact through online MS Teams platform, through annual events and engaging with EDIF. Develop a positive action approach to talent management that capitalises on the benefits of Aurora and StellarHE participation for both participants and King's by finding internal opportunities to demonstrate and practice skills. Position Aurora and StellarHE participants as visible, authentic, internal leaders through events and blogs, as role models and provide opportunities to leverage and share their leadership learning. Including Aurora and StellarHE graduates as MtM Mentors. See LD1, LD8, LD9.	A - EDI Director R - EDI team	Low	T2 2020/21	Continuous	Annual event for Aurora and StellarHE, with 25 Aurora /StellarHE participants. Stretch projects identified for 80% of each cohort to showcase learning and development, and provide opportunity for Aurora/StellarHE candidates to practice their leadership. Tracking of retention and internal progression of Aurora and StellarHE participants, retaining and utilising talent. 300 staff access the Aurora/StellarHE blog series biennially. Feedback from bloggers reflect personal and professional growth through Aurora and StellarHE participation.
RMV 7	Support parents and carers who have taken an extended period of leave through providing opportunities for peer support. *Feedback from parents recommended forming informal networks ahead or and after periods of extended leave, e.g. holding information sessions ahead of maternity leave where networking was available.*	NEST (Parents and Carers Network) host monthly drop in sessions and share regular newsletters with network. Network moved online in March and continued to support members.	Design and develop regular support for those who have taken forms of parental or caring leave via buddy system, annual conference which raise the visibility of parents and carers working at King's. See LD6, IWE1, IWE2, IWE5, IMC1, IMC2, IMC3.	A - HR Director R - Policy team, Payroll and NEST	Med	T3 2021/22	Continuous	Parents and carers report feeling supported, having access to high quality information, and can access an internal peer network, via surveys, and focus groups.

**Role Models and Visibility**
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
RMV 8	Support LGTBQ+ staff and students through raising visibility of senior leadership commitment, regular campaigns and self assessment. *Our Workplace Equality Index provided powerful insight and encouragement to further enable an inclusive culture for LGBTQ+ staff and students.*	Development of Trans Guidance and Trans Matters Training. Support and facilitation of Proudly King's LGBTQ+ staff network. Stonewall Workplace Equality Index submission. Participation in Stonewall Ally and Trans Ally training. Improvement of EDI governance to connect Networks to Senior decision makers.	Delivery King's LGBTQ+ Action Plan, aligned to REC and Athena Swan Action Plans, including - Gender neutral policies, - Communication, - More than Mentoring scheme, - Mutual Mentoring scheme, - Allyship products. Continued support and funding for London Pride and UK Black Pride. Senior Leaders participate in Stonewall Ally Training, and share learning (e.g. via EDI Blog). Regularly mark and campaign for LGBTQ History Months and remembrance days, in collaboration with Proudly King's. Submit to Stonewall Workplace Equality Index in 2021. See LD1.	A - EDI Director, Executive Dean R - EDI team and Proudly King's	Med	T1 2020/21	Continuous	Stonewall WEI ranking is improved from 253 LGBTQ+ staff feel included and sense of belonging at King's, as measured by Stonewall WEI and staff engagement surveys.

	Student Facing Actions							
No.	Objective *Rationale*	Action until 2020	Action	Accountability Responsibility	Priority	Timescale Start	Timescale End	Success Measure
SF1	Support student parents to be able to make informed decisions around their study and parenting role, and to feel supported by the university in their decisions. *Student parents report feelings of confusion around interruption of studies, sources of funding and support, and returning to study.*	KCLSU Student parent society formed. Parenting rooms established on all campuses.	Further strengthen student advice, resources and support available for student parents. Develop a policy, clarify processes and widen access to support for student parents including eligibility for funding, interruptions and adjustments. Baseline number of student parents who study with King's. Collaborate with students parents to baseline their experience and satisfaction with information and support. Form closer connections between EDI and student parents, by inviting student parent rep to be part of EDIF.	A - Director of SED R SED Academic Regs and EDI teams	Med	T1 2021/22	T3 2021/22	Student parents have clear information around funding, interruptions and adjustments due to maternity, paternity/parental leave as shown by pulse survey. Data on student parents numbers collected and used to inform activity, communication route and support. Student parent representative has membership of EDIF. Personal tutors and supervisors are able to support student parents, as indicated through focus groups with Student Parent Society and personal tutors. Satisfaction rates build year on year.
SF2	Improve the employment practices around Graduate Teaching Assistants. *GTA employment conditions and pay are not consistent across King's. GTAs need to be paid adequately for preparation, marking and teaching. GTAs are predominately women, so precarious employment has a disproportionate gender equality impact.*	VP Education championed and led a campaign and project to understand King's current issues and establish a set of principles for universal terms and conditions for GTAs at King's. These were endorsed by SMT and implementation of decisions was interrupted by Coronavirus disruption.	University-wide norms for GTA hiring practices, conditions and pay. Systematic portfolio review and good curriculum management to reduce or eliminate reliance on FTC for teaching cover. Facilitate more open ended and longer term arrangements for teaching-only posts, using the Academic Education Pathway where appropriate. Ensure terms and systems enable GTA staff are paid for preparation and marking time.	A - VP Education, Executive Dean R - People Services, People Partners, Students and Education Directorate	High	T2 2020/21	T3 2021/22	100% of Graduate Teaching Assistants have standardised, fair employment conditions across the University. Staff Engagement Survey shows GTA staff feel included and appropriately remunerated. GTA preparation and marking time will be paid.
SF3	To ensure our open days are welcoming and inviting to all genders. *We know our open days are popular but do not currently track the characteristics of our attendees.*	Welcome materials shared with Open Day attendees. Personal data is used to target communication for events, and used in follow-up communications. Attendees are encouraged to provide feedback to constantly improve open day experience. WP present at Open Days and run Q&A and delivery information sessions.	Record gender and other characteristics of open day attendees and use data to target future marketing to increase the gender diversity in disciplines. Monitor 'conversion' between registering interest for Open Day, attending an Open Day and enrolling at King's, by gender. Ensure feedback / evaluation mechanisms for Open Days record / link to EDI data. See RS3.	A - Director of Marketing R - Events teams	Med	T1 2021/22	Continuous	Data recorded for attendees of Open Days. Data used to inform communication and promotion of King's programmes, aiming for between 40/60% of men and women. 'Conversions' by gender are similar. Experience of Open Days is similarly positive for all genders.
SF4	To maintain the proportion of women students at the PGT and PGR transition point, by increasing the proportion of women students at PGR. *Our data shows healthy proportions of female students at UG (64%) and at PGT (64%) a decrease of the proportion of women at PGR study (54%). We want to retain the proportions throughout the student stages.*	PGR EDI group established in Oct 2020 to focus on gender inclusion and identify necessary interventions.	Research Student Sub-committee to appraise and implement findings from PGR EDI research papers in spring/summer 2021. Work with Marketing to refresh external facing PGR portal to convey inclusive culture and to attract women to apply to King's. Design content with PGR student reps and KCLSU societies.	A - Director of Research Talent, Executive Dean R - Centre for Doctoral Studies	Low	T2 2020/21	T2 2021/22	Proportions of female PGR students more closely reflect PGT students, closing gap between PGT and PGR proportions from c10% to 5% over 5 years. External facing portal published by September 2021. UG and PGT feel enabled to continue further study to PGR, as shown by careers survey.

Action Reference and short description.	2020/21			2021/22			2022/23			2023/24			2024/25		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
LD1 - ASDT governance , representation and provide EDI support to AS areas.		Start													
LD2 - GIWL research and strengthening evidence base, support AS areas with EDI resources and gender equality framework and maturity model.			Start				End								
LD3 - Professional and team reflection and development, Belbin and 360s. Embed 360 as part of promotions.			Start												
LD4 - Mutual Mentoring and case studies of best practice of reduced gender pay gaps.	Start														
LD5 - EDI strategy, data and objectives incorporated into business planning and faculty leadership.				Start											
LD6 - Working Families activities, biennial assessment, improve family friendly data capture and advice			Start		Start			Start			Start				Start
LD7 - Tackling B&H through strengthening processes via taskforce, access to mediators, data capture and guidance and resources for all.	Start														
LD8 - Salary negotiation toolkit, exec Dean coaching and 360 as part of promotion. EDI present in personal circumstances panel.										Start					
LD9 - Redeployment process, policy and internal mobility for internal opportunities. Promote PS career pathways and range of roles via Networks.											Start				End
LD10 - Senior committees to assess their gender balance and reflect on data each year.		Start			Start		Start				Start			Start	
LD11 - Capture HoD VD etc in HRDS. All EDI Academic Leadership to have EDI objectives.				Start	End										
LD12 - REF AAR, improving processes through guidance for REF decision makers and EDI input.										Start					End
LD13 - Utilise HRDS to map induction and onboarding, collaborate with faculty and directorates to build map of induction at King's. Identify barriers for men at training.				Start				End							
LD14 - HoD Summit, and convey HoD role in setting inclusive culture, EDI KPIs and provide guidance to raise capability.				Start											
LD15 - Continue to promote EA tools and provide support.	Continue														
LD16 - Regularly report EDI data to SMT Council - e.g. B&H, training, recruitment, family friendly uptake.	Continue														
LD17 - Improve systems for trans inclusion, single disclosure for data change, syncing systems and remove gendered pronouns when not necessary.		Start	End												
RS1 - In-depth recruitment review, including core job descriptions, live reporting, fair selection training, flexibility in job design, GTA recruitment review.		Start					End								
RS2 - Live HR recruitment data used to prompt intervention where there isn't diversity, positive action intervention piloted in IT.					Start										
RS3 - OEC as default role type, implement FTC reduction project, evaluating impact. Systematic curriculum management to reduce reliance on FTC for teaching cover.	Start														
RS4 - Research into reason for low proportions of men in teaching roles (Health), targeting diverse applicant pools, reframing JDs.				Start			End								
RS5 - Improve redeployment policies, processes and practices, including data capture and monitoring. Connect redeployment with internal mobility and internal vacancies.							Start								End
IWE1 - Day 1 family friendly leave and pay, comms campaign to promote shared parental leave, amplify back to work maternity support, refresh parenting rooms.		Start													
IWE2 - Increase paternity/partner leave to a day one right, and enable partners to have paid time off for antenatal, IVF and adoption appointments.		Start													
IWE3 - Flexible by default campaign - guidance and resources, case studies, line management behaviours (guidance and training), flexible working passports.	Start														
IWE4 - Scope emergency care cover (adult and child). Establish and promote core hours, school holiday calendar to avoid scheduling clashes for parents.							Start	End							
IWE5 - Re-induction available for staff returning after a period of leave, including guidance for line managers, NEST buddy system, Mat/SPL returners survey, continue PCF.				Start											
IWE6 - Umbrella guidance for carers, research Carers' UK, and leverage benefits from Working Families, BDF, Advance HE etc.					Start					End					
IWE7 - Menopause policy and guidance.	Start	End													
IWE8 - Menstruation policy and guidance.	Start	End													
IWE9 - Work life balance project and toolkit, cross-faculty workload modelling conversation, Improve processes and reduce workaround for systems, change management capability and capacity.				Start		End									
IMC1 - Line managers learning and development - to improve consistency and quality of line management. Clarity of LM role, monitor LM quality, strengthen PDR calibration.					Start										
IMC2 - KIT and SPLIT leave recorded, with clear guidance for staff and managers. Re-induction after period of extended leave, and trial of other interventions post leave. NEST Buddy system.					Start										
IMC3 - Parents and carers data capture, including research and consultation. Run flexible working survey.											Start	End			
IMC4 - Exit information working group.										Start	End				
IMC5 - Considerate communication charter and meeting etiquette guide.				Start		End									
IMC6 - Undertake Stonewall WEI, Ally Training and delivery of Trans Matter training. Run focus group on Trans staff experience esp. with line managers.				Start				Start						Start	
IMC7 - Ways of Working group - promote flexibility, productivity and choice.				Start											
CD1 - Conduct 'static staff' review on staff at top of grade, explore pay differences at ALC6, develop pay gap reporting tool, prioritise places on MM and leadership programmes and self education.	Start														
CD2 - Increase proportion of men on L&D offerings, monitor uptake, utilise feedback mechanisms, identifying barriers and run focus groups.				Start											
CD3 - Promote LinkedIn learning, skillboosters etc as self education resources. Use PDR to promote.				Start											
RMV1 - In Conversation With… series, promote successful women and alternative work/life balance for men. Grow staff networks, comms campaign calendar.	Continue														
RMV2 - Visual Diversity in Council Room project, room name audit, and comms project to identify diverse alumni and history of King's.	Start	End													
RMV3 - Monitor King's Awards for unintentional bias.				Start											
RMV4 - Record gender of speakers and attendees for university events.				Start											
RMV5 - Cover childcare costs for speakers - extend CCDF.							Start								
RMV6 - Aurora and StellarHE cohort, talent management, internal leadership pool, and mentors for MtM.		Start													
RMV7 - Design NEST buddy system, and annual conference for parents and carers to raise visibility of parents and carers at King's.						Start									
RMV8 - Fund Prides, EDI comms for history months/days, submit to Stonewall WEI.	Continue														
SF1 - Student parents guidance and resources, data capture and EDIF governance connection.				Start	End										
SF2 - GTA hiring practices, conditions and pay standardised, reduce FTC. Ensure terms and conditions enable GTAs are paid for marking.				Start		End									
SF3 - Record attendees of open days by gender, and monitor conversion between 'attending' and 'enrolled'. Ensure feedback links to EDI data.				Start											
SF4 - Research Student Sub Committee to implement findings from EDI PGR Committee research. Refresh internet marketing to convey inclusive culture and attract female PGR applicants.				Start		End									