# Section 3: Future action plan

| **Objective** | | **Action Details** | **Responsibility** | **Time Frame** | **Success Criteria** |
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| Priority Area 1: Communication and Culture | | | | | |
| 1.1 | Enhance inclusive and accepting environment | Increase number of staff engaging with central wellbeing events | Wellbeing Team/Wellbeing representatives/ EDI Committee/ Clerk | 2024-2025 including reference to wellbeing events in EDI Digest (see below) | 50% of staff engaged with at least one central wellbeing event in the period 2025-2029.  (no more than 10% discrepancy between men and women) by 2029  Increased confidence asking for support and increased feeling of being supported for mental health and wellbeing and reduced gender disparity (Baseline = 46% F / 56% M and 58% F / 81% M) |
| 2025-2026 advertise through posters and screens (see specific action point on communication plan below) |
| 2026-2027 collaborate on bespoke event for the Law School |
| 2027-2028 conduct short survey to gauge progress on engagement with central wellbeing events |
| Building on the success of our informal celebration of International Women’s Day – commit to holding two events / year that highlight gender specific issues. | EDIC | Hosting one event in 2024-2025.  Hosting two events in 2025-2026 increasing to 3 events in 2026-2027 | 50% of staff engaged with at least one EDI event by 2027.  (no more than 10% discrepancy between men and women) by 2029. |
| Introduce EDI Digest (a short one-page briefing on available resources and upcoming events) | EDIC | EDI digest to launch in 2024 -2025. Moving from annual to bi-annual publication from 2025-2027. Review whether to move to EDI digest/term in 2027. | Bi-annual publication by 2027 with 70%+ of staff indicating that the digest is useful in future surveys.  (no more than 10% discrepancy between men and women) by 2029 |
| Annual briefing for all staff on A/S and EDI | AS Lead/EDI Lead/Clerk | Planning from 2024-2025  Annual briefing from 2025-2026 onwards. | 70+% of staff are satisfied with their understanding of EDI and AS after briefings.  (no more than 10% discrepancy between men and women) by 2029 |
| Induction for new staff on AS and EDI | AS Lead/EDI Lead/ SAM | Planning from 2024-2025  Induction on EDI/AS for all new staff from: 2025-2026 | 70+% of new staff feel satisfied with their understanding of AS and EDI by 2027 after induction.  (no more than 10% discrepancy between men and women) by 2029 |
| Increase awareness of menopause and its impact on working life | EDI Lead/Menopause Network Rep | Approach Menopause network in academic year 2024-2025 | EDI member represented on the Menopause Network by start of academic year 2026 at the latest. |
| Develop imaginative and effective internal communication plan regarding EDI including health and wellbeing. | SAM/ EDIC/ Wellbeing Team/Wellbeing representatives/ Senior EDI partner | 2024-2025: collating resources from School and central level to use for communications/ developing budget for marketing/communication resources  2025-2026: working with Graphic Design Team lead to develop posters and visualisations.  2026-2027: roll out communications plan for health and wellbeing  2027-2028: review communication plan | 50% of staff satisfied that EDI policies and events are effectively communicated by 2028  60+% of staff satisfied that EDI policies and events are effectively communicated by 2029.  (no more than 10% discrepancy between men and women) by 2029 |
| Increase use of social media to raise awareness of EDI among student including on health, wellbeing and reporting tools. | SAM/ EDIC/ Senior EDI partner/ Wellbeing Team/Wellbeing representatives/ | Building on the above communication plan; work with Graphic Design Team in 2025-2026 to develop visualisations for social media.  2026-2027 (onwards): roll out social media campaign  2027-2028 (onwards): review campaign | 50% of students are satisfied that EDI policies and events are effectively communicated by 2028  60+% of students are satisfied that EDI policies and events are effectively communicated by 2029.  (no more than 10% discrepancy between men and women) by 2029 |
| Review and improve gender representation in research events. | DoR/RSS Lead/Research Centre Leads/ Clerk | Autumn 2024 - 2025 – collaborate with research centre leads to develop a system for monitoring gender representation in research events. | Gender representation in research events has improved by 2027-2028. |
| Autumn 2025 – Research leads report to EDIC and EDIC to review gender representation in research events and annually thereafter |
| 1.2 | Increase Engagement with Athena Swan / EDI / staff surveys | Increasing engagement with staff surveys by allocating time during law staff meetings aiming at 80% engagement | SAM | Allocating time during law staff meetings from beginning of academic year 2024-2025 | 50% engagement in 2024-2025  60% engagement in 2025-2026  70% engagement in 2026-2027  70+% engagement by 2029.  (no more than 10% discrepancy between men and women) by 2029 |
| Increase engagement among students by allocating time during induction week to fill in surveys. | Program Coordinators/ Deputy SAM and School Administrator / President of Legal Research Society | Liaise with relevant persons 2025-2026 (and annually thereafter) | 30% engagement in 2024-2025  40% engagement in 2025-2026  50% engagement in 2026-2027  50+% engagement by 2029.  (no more than 10% discrepancy between men and women) by 2029 |
| Liaise with students on surveys and the issue of engagement at Law School Meeting | Law School Meeting Chair and Clerk | Liaise with relevant persons 2025-2026 (and annually thereafter)  Time allocated to surveys during induction week for 2026-2027 cohort | 30% engagement in 2024-2025  40% engagement in 2025-2026  50% engagement in 2026-2027  50+% engagement by 2029.  (no more than 10% discrepancy between men and women) by 2029 |
| 1.3 | Increase the % of W feeling confident in seeking mental health support at work.  (see also 1.1, 1.4) | Promotion of the mental health first aiders and wellbeing resources in the school, including adding their mental health first aid role to email signatures and utilising postcards displaying the information on office doors and desks.  Engage the Institutional Wellbeing team to arrange Wellbeing events, pop up stalls, and workshops. | Lead ALM/ HoS/ ALMs/ SAM/ Existing Mental Health First Aiders | 2025-2026: create action plan for promoting mental health first aiders and wellbeing resources (including allocating time in law staff meeting and EDI bulletin). | % of staff aware of mental health first aiders increase:  50% awareness in 2025-2026  70% engagement in 2026-2027  70+% engagement by 2029.  Baseline: Confidence asking for support 46% F / 56% M and feeling of being supported for mental health and wellbeing 58% F / 81% M)  (no more than 10% discrepancy between men and women) by 2029 |
| Increase number of staff taking mental health training in the law school | Lead ALM/ HoS/ ALMs/ SAM/ Existing Mental Health First Aiders | Liaise with Lead ALM to identify appropriate training opportunities (including assessing impact on workload). Begin by piloting ½ day (hybrid) mental health first aid training. | Ratio of 1:6 mental health first aiders by 2029. A 25% increase women’s confidence in seeking mental health support at work by 2029.  Equal number of men and women taking up mental health training by 2029. |
| Senior ALM to have taken ½ day (hybrid) mental health first aid training by 2027. |
| Senior personal tutor to have taken ½ day (hybrid) mental health first aid training by 2027. |
| Review pilot scheme and extend (if appropriate) to ALMs by 2029 or reconsider training opportunities. |
| 1.4 | Increase engagement and awareness with EDI policies and anti-bullying and harassment reporting tools. | ALM training on EDI and anti-bullying and harassment reporting tools | Senior ALM/ EDI lead / Senior EDI partner | 2024-2026: plan training activities with Senior ALM, EDI lead and Senior EDI partner | Majority of ALMs understand how the tools work and are able to explain the tools to their LMs by 2027.  Increased confidence that ‘Department management is active in tackling bullying and / or harassment’ and reduce gender disparity (Baseline 42% F / 69% M) |
| 2025-2026: EDI training |
| 2026-2027: ALMs integrate training into their management work |
| Increase uptake in anti-bullying and unconscious bias training for all staff as current data shows that the majority of staff have not undertaken unconscious bias training (7% uptake in 2022) | Senior ALM/EDI Lead/HR/SMA | 2024 – anti-bullying and unconscious bias training highlighted by ALMs/PSLMs. | By 2026 50+% of Law Staff have undertaken unconscious bias training.  By 2027 the school adds unconscious bias training as compulsory for new staff.  Equal number of men and women taking up mental health training by 2029 |
| 2025 – ALMs/PSLMs to include training in staff annual review goals |
| 2026 – 50+% Staff have undertaken anti-bullying and unconscious bias training |
| 2027 – the school makes anti-bullying and unconscious bias training compulsory for new starts |
| 2028 – 60+% Staff have undertaken anti-bullying and unconscious bias |
| Staff handbook to have information on EDI policies and reporting tool  Embed awareness raising within communications plan (see 1.1) | SAM/EDI Lead/Clerk | September 2024  2025-2026: embed within work of the Graphic Design Team lead to develop posters and visualisations.  2026-2027: roll out communications plan for health and wellbeing (see 1.1) | 70+% are familiar with handbook and reflected in the next culture survey |
| Priority Area 2: Workload | | | | | |
| 2.1 | Improve transparency and ensure fairness in workload allocation | Development of an anonymised reporting system for workload allocation (w/ aggregated information) | Senior ALM/ALMs/SAM | August/September 2024 (and annually thereafter) | 90% of academic staff report satisfaction with their understanding of workload by 2027  Discrepancy between genders to be no greater than 10% by 2025 and thereafter |
| Workload model including key dates and personnel shared with staff annually | Workload model designed in 2023/24 and shared from March 2024 with annual refinement therafter if needed. |
| Opportunities provided for feedback on workload allocation | Staff invited to comment on workload model on a bi-annual basis from 2024/2025 (to include review of citizenship – see below 2.3) |
| Work with institutional “Workload implementation group” to implement institutional best practice | 2026 onwards |
| 2.2 | Improve transparency and ensure fairness in PS workload allocation | Annual away day to discuss workload concerns for professional services | PSLM/HR | Time allocated from June 2024 onwards | 90% of PS report satisfaction with their understanding of workload by 2027 |
| Provide a matrix to professional services staff to give information about career interests and knowledge | Matrix developed in 2024  Matrix shared from June 2024 onwards |
| Targeted survey for professional services | Survey developed in 2024-2025  Survey shared from June 2025 |
| 2.3 | Effectively address workload issues | Internal LLM On Campus Review to streamline and enhance the LLM programmes with a view to reducing duplicated workload | LLM Review Lead/ HoS/ Theme Coordinators | 2024-2025: conduct review of LLM  August 2024: Finalise action plan.  2024-2025: Approval by QAC  2025-2026: Implement action plan | 60% of women and men respond that “their workload is manageable” and that “they are not frequently working more than their contracted hours” by 2026.  70% of women and men respond that “their workload is manageable” and that “they are not frequently working more than their contracted hours” by 2028.  80+% of women and men respond that “their workload is manageable” and that “they are not frequently working more than their contracted hours” by 2029.  (no more than 10% discrepancy between men and women) |
| Administrative tasks to be streamlined with a view to reducing duplication and improving efficiency in delivery | SAM/Lead ALM | 2024-2025: consultation (and annually thereafter)  2025-2026: implementation | 60% of women and men respond that “their workload is manageable” and that “they are not frequently working more than their contracted hours” by 2026.  70% of women and men respond that “their workload is manageable” and that “they are not frequently working more than their contracted hours” by 2028.  80+% of women and men respond that “their workload is manageable” and that “they are not frequently working more than their contracted hours” by 2029. |
| LLM Online Review to streamline and enhance delivery of programmes with a view to reducing duplicated workload/ courses | LLM Online Review Lead/HoS/ Theme Coordinator/DoE | 2024-2025: conduct review of LLM  August 2024: Finalise action plan.  2024-2025: Approval of programme and courses efficiencies by Quality Assurance Committee  2025-2026: Implement action plan |
| Institutional Teaching Review to include critical assessment of efficiency in delivery of undergraduate programmes with a view to reduction in overall teaching and assessment burden | SAM/ Lead ALM/ Director of Education/HoS | Review to be conducted in 2026/7 |
| Include citizenship as a distinct workload category. | SAM/Lead ALM | 2024-2025 (and annually thereafter): 100 hours allocated on workload for citizenship and inclusion of illustrative activities that qualify as citizenship. | % staff report that they are able to complete research predominantly during contracted hours. |
| Review of assessment burden. Review conducted annually and proposals for revised assessments sent to Quality Assurance Committee | SAM/ Lead ALM/ Director of Education | Annually from May 2024 | By 2026 – 10% reduction in assessment burden for staff |
| 2.4 | Improve staff satisfaction with work/life balance in Law | Implement inclusive meeting guidance which complements UoA good practice guidance. | SAM/ALM/Clerk/DoE/DoR | 2024 onwards  2026 – review of progress to date.  2028 – review of progress to date | 50% of staff satisfied that timings of meetings takes into account those with caring responsibilities by 2026  60% of staff satisfied that timings of meetings takes into account those with caring responsibilities by 2028  70+% of staff satisfied that timings of meetings takes into account those with caring responsibilities by 2029.  (no more than 10% discrepancy between men and women)  (Baseline 38% F / 69% M)  ---------------- |
| LMs encourage all staff to take full leave entitlement | PSLMs/ALMs | 2024-2025 onwards | 10% annual increase in uptake of annual leave from 2025 |
| Develop a better understanding of the causes of staff working unsociable hours, including analysis relating to gender and grade | SAM/Lead ALM/EDI Lead | EDI survey on work-life balance to be conducted 2024-2025 (and annually thereafter)  Analysis of aggregated data from workload model (being implemented in 2024, see 2.1)  and cross-reference to EDI survey data.  2025-2026: collect qualitative data to complement survey and workload data, with a view to identifying actions to benefit colleagues with caring responsibilities and those with protected characteristics.  2025-2026: development of action plan to inform workload for 2026-2027 | 50% of staff do not report working more than their contracted hours by 2027.  60% of staff do not report working more than their contracted hours by 2029.  (no more than 10% discrepancy between men and women) by 2029  ---------------  60% of staff are satisfied with their work/life balance by 2027.  70% of staff are satisfied with their work/life balance by 2029.  (no more than 10% discrepancy between men and women) by 2029  (Baseline – I have good worklife balance 46% F / 46% M) |
| Priority Area 3: Promotions and Progression | | | | | |
| 3.1 | Enhance understanding of career progression and promotion | ALMs to discuss career progression (for each career stage) at Annual Review (including training, workload, promotion, and mentoring) to ensure accuracy and consistency regarding expectations for progression and possible opportunities to achieve them | ALMs / PSLMs | 2024-2025 (onwards): Guidance to be provided to ALMs | By 2025, AS survey indicates that majority of women agreed or strongly agreed that progression was explained to them clearly at annual review or probation review.  By 2027, at least 70% reporting agreement or strong agreement.    By 2027, discrepancy between different genders’ reporting of satisfaction with discussion of promotion at annual review or probation review to be no greater than 10%.  (Baseline: I have a good understanding of the promotions process… 46% F / 50% M) |
| 2025-2026 (onwards): annual reflection and peer review session by ALMs to review guidance |
| 2025 (onwards): session on promotions and career progression at one law staff meeting per year. |
| 3.2 | Develop a clear path from probation to promotion and senior roles for women | Develop and launch leadership sessions for women in law which draws on available good practice and expertise at institutional and national level. | HoS/ALMs / Senior EDI Partner | One hybrid session to be held in year 2025-2026.  Two hybrid sessions to be held a year per from 2025 onwards. | 2026 data indicates that 65% of women below Grade 9 are confident in their understanding of promotion processes and their own promotion prospects, as well as how they can enhance them. Figure to improve to 75% by 2027.  (Baseline: I have a good understanding of the promotions process… 46% F / 50% M / Decisions about promotion are made fairly – 31% F / 56% M)) |
| Bespoke training sessions for Law School staff informed by experience of recent rounds of promotion to be organised on an annual basis. Panels to be gender inclusive with a view to providing diverse role models to staff, and to include a wide range of experiences such as successful applicants and members of past promotion panels. |
| 3.3 | Address gender imbalance at Grade 9 | Encourage/mentor female staff to work towards promotion to Grade 9 and the necessary opportunities to meet the promotions criteria, including through actions identified in 3.2 above. | HoS / ALMs | 2025 promotion round and annually, and at any future recruitment. | Women to make up at least 40% of Grade 9 by 2027. |
| Targeted recruitment of women for LAW professorial posts   1. advertising materials state that applications welcomed from women 2. Use of recruitment agency to identify and support women in professorial applications. 3. Informal approaches to potential women candidates by HoS |
| 3.4 | Raise awareness, facilitate and encourage take up of post-probation mentoring in LAW. | In parallel with line management, Law School to support structured uptake of available mentoring opportunities, including institutional mentoring and Law School research mentoring, and to encourage post-probation mentoring by providing adequate workload allocation for mentors, and encouraging staff to act as mentors and to receive mentoring. | ALMs and PSLMs | 2024-2025: develop action plan on integrating mentoring into workload and disseminating information on mentoring opportunities (including through law staff meetings)  2025 (workload cycle): ALMs encourage LMs to take up mentoring positions  Annually thereafter. | By 2026, 60% of post-probation staff have designated mentor or act as a designated mentor. 75% by 2028. |
| 3.5 | Raise awareness and encourage membership Women’s Development Network (WDN) | Connect, network, and receive support from female staff at all grades, career paths and backgrounds. | ALMs/EDIC Lead | 2024-2025 (onwards): information on WDN to be included in EDI bulletin (at least once / year). ALMs to raise awareness of WDN among LMs. | By 2026 50% of staff aware of WDN    By 2028 75% of staff aware of WDN |
| Priority Area 4: PGR Environment | | | | | |
| 4.1 | Establish Peer to peer mentoring for LAW PhD students to help them adjust to expectations and context of postgraduate research | Mentoring scheme for LAW PhD students established with new PGRs encouraged to sign up and senior PGRs invited to volunteer as mentors | PGR coordinator/ School Administrator for PGR | 2024-2025: recruit mentors from senior PGRs and ECRs within the law school.  2025- training opportunities for mentors  2025-2026: invite sign-ups to scheme | Autumn 2026 30% uptake of scheme    Autumn 2027 50% uptake of scheme    Autumn 2028 70% + uptake of scheme  2028 PGR survey indicates 70% + awareness and take up of mentoring opportunities (particularly among distance learning PGRs)  (no more than 10% discrepancy between men and women) by 2029 |
| Monitor gender balance in uptake and devise actions to ensure equal benefit of scheme to avoid disproportionately |
| Ensure mentors are provided with adequate information and support to be effective at supporting their peers. |
| Ensure mentoring scheme is inclusive of and effecting in supporting distance learning PGRs |
| 4.2 | Establish Aberdeen bi-annual LAW PGR conference to facilitate skills development for women | Support and facilitate LAW PGR students in developing all skills for conference planning, organisation and delivery of a bi-annual PGR conference. The selection of papers, presentations and other roles in the PGR conference should demonstrate gender equality    Ensure distance PGR students are included in the planning and facilitation of the conference | Legal research Society/PGR coordinator | Summer 2025 – annual event and by Summer 2027 – bi- annual event | Bi-annual PGR conference held by 2028 with gender equality in presentations and session chairs with PGR survey indicating 80%+ satisfaction and confidence that the conference boosted their skill set |
| 4.3 | Focused career development support for women PGR students | Career events for PGR students including careers in and beyond academia and a dedicated panel or invited speaker event of women, open to all | PGR coordinator/  Careers service | In AY 2024/25 annually | Future PGR survey indicates awareness and take up of career guidance and opportunities by PGR women |
| 4.4 | Ensure equal access to research funding among PGR students | Establish system to review funding allocation on annual basis, with data disaggregated to reflect protected characteristics. | PGR Coordinator / PGR administrator | 2024-2025: establish system  2025-2026: review funding allocation on annual basis and implement action plan to increase gender parity as necessary. | Future PGR survey indicates 70% + awareness and take up of funding to attend conferences by women. |
| PGR Funding applications for conferences extended to include care costs. | PGR coordinator/School Administrator | February 2025 |
| Amend funding application form to include care costs as coverable. | PGR coordinator/School Administrator | September 2024 |
| PhD supervisors to advise students of the availability of funding. | PGR coordinator/Individual supervisors | September 2024 |
| 4.5 | Promote and Integrate PGR students into the School’s Research Environment (Research Centres, Groups, Clusters, etc.) | PGR students are informed of the school’s Research Centres and encouraged to join up to two centres. | PGR Coordinator/PGR Supervisors/Research Centre Leads | 2024/2025: information/invitation included in induction Informal | 70+% of PGRs are satisfied of available opportunities to present their work at Research Centre and School events.  (no more than 10% discrepancy between men and women) by 2029 |
| Research Centres to invite PGRs to share their research | Research Centre Leads | 2024-2025: one PGR presentations per term for each centre. Review for gender representation (on annual basis – as above) |
| 2025-2026: moving to two PGR presentations per term for each centre. Review for gender representation (on annual basis – as above) |
| Involve PGR students in the administration of the Research Centres to facilitate research leadership skills | Research Centre Leads | 2024/2025 - Research Students participate in moderating and organising centre events. Review for gender representation (on annual basis – as above) |
| 2026/2027 - Research Centres add a PGR student to their leadership Team to help facilitate engagement and dialogue. Review for gender representation (on annual basis – as above) |
| Ensuring that the PGR email list is consistently reviewed and updated, ensuring all internal research information is send to Outlook Calendars directly. | School Administrator for PG | Review at start of each term from 2024-2025 | 70+% PGs satisfied with communication by 2029.    (no more than 10% discrepancy between men and women) by 2029 |
| Actively promote informal research groups to PGRs and invite them to discuss their research (e.g. ECR writing workshop, Law and Political Economy reading group) | PGR Coordinator/PGR supervisors/ Group Coordinators | 2024/2025 - PGR Coordinator ensures all supervisors are aware of the schools' networks. | 2028 survey indicates 70+% of PGRs have joined/participated/benefited from the school's research groups.  (no more than 10% discrepancy between men and women) by 2029 |
| 2025/2026 - PGR supervisors actively encourage their students to join various research groups within the school |
| 2027/2028 - All PGRs are aware of the law research groups and actively participate. |
| 4.6 | Raise awareness and encourage membership of Women’s Development Network | Opportunity to connect, network and receive support from other women PGRs and women staff at all levels, career paths and ethnic groups at UoA | EDIC Lead/PGR Coordinator/PGR Supervisors | Autumn 2024 - include information about WDN as part of the PGR induction. | 2026 PGR survey indicates awareness and membership of WDN + 60 % W  2028 - 70+% of women PGRs indicate awareness and membership WDN in future survey |
| Autumn 2026 – All PGR supervisor aware of WDN and actively encourage their students to join. |
| 4.7 | Ensure a safe working environment for all PGRs | Develop a better understanding and identify any potential barriers in the use of shared office spaces as well as potential safety concerns. | PGR coordinator/ PGR Administrator/EDIC Lead/Student support services | 2024-2025: supervisors to raise awareness of reporting tools and additional university resources  2024-2026: supervisors to discuss barriers with supervisees.  2026-2029: create and implement action plan as necessary. | At least 70+% feel safe on campus.  (no more than 10% discrepancy between men and women) by 2029 |
| Priority Area 5: Action Plan Implementation | | | | | |
| 5.1 | Effective implementation of gender equality actions and AS Bronze Action Plan | SAT meets quarterly to review and report on implementation progress. | EDIC/ SAT Lead | February 2025 and quarterly | At least 80 % Actions achieved at time of next AS application. |
| SAT reports to EDIC and EDIC reports to SEC | EDIC/ SAT Lead | February 2025 and quarterly |
| Create a GANTT chart for the full action plan to assist SAT in keeping track of objectives and action timeframes. | SAT Lead/Clerk | January 2025 GANTT chart for full action plan |
| Start of each term until 2028 – GANTT chart for each year's actions |
| 5.2 | Improve representation on EDIC and SAT to better reflect gender, ethnicity and grade of LAW staff and students | Regular review of EDIC/ SAT membership, including student reps | HoS/EDI Lead/SAT Lead | Summer 2024 and annually | EDIC and SAT reflect gender, ethnicity and grade of LAW staff and students  (Baseline: 80% F in 2023/24 SAT and 75% F EDIC) |
| Ensure equal gender *participation* in EDIC and SAT. | EDI Lead | September 2024 (onwards): EDI Lead to take attendance at EDI meetings and report to Lead ALM at the end of academic year. |
| 5.3 | Collect data from staff to ensure effective evaluation of actions | Two main AS surveys to be created and distributed during the timeline of the award with questions around the action points | EDI Lead/SAT Lead/Clerk | First survey middle of academic year 2026/2027  Second survey end of academic year 2027/2028 | Both surveys distributed timely with 80%+ uptake and engagement |
| 5.4 | Effectively evaluate the action plan regularly | Create a RAG rating methodology for monitoring progress on an annual basis | EDI Lead/SAT Lead/Clerk | June 2025 – RAG rating created and approved by SAT, HoS, and Senior EDI Partner | At least 80 % Actions achieved at time of next AS application. |
| 5.5 | Monitor and Support Action Owners in implementing the action plan | Create a dynamic, accessible check system for each lead to monitor progress on their assigned objectives making it easier for each action owner to understand their responsibilities under the action plan. | EDIC/EDI Lead/SAT Lead | 2024/2025 each action owner provided with their own individualised task list to be completed for the academic year. List to be revised at start of each academic year and progress to be reviewed.  End of 2025 review progress | By 2029 80% of actions green, 25% amber and 5% red |
| 5.6 | Ensure continuity of responsibility for actions | To ensure that where there is a change in position that the new person occupying that position has been briefed on their responsibilities under this action plan by the outgoing action owner or another responsible party. | HoS/Lead ALM/SAM/ALMs | 2024/2025 action owners informed of their duty that to brief successors on their progresses to date and ongoing responsibilities.  AS Lead reviews on an annual basis that action owners are aware of their duties. | 80+% of incoming actions owners are satisfied that they had a useful handover at end of award period |