Oxford Research and Policy Good Practice Checklist

Version 5.3 (October 2022)

Transformed Athena Swan Scheme edition

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The Oxford Research and Policy Good Practice Checklist is one of a set of Oxford Research and Policy 'tools' to support Athena SWAN:

- Ten Step Guide to making an Athena SWAN Application (Department and University versions)
- The Good Practice Checklist (Transformed Athena Swan Scheme edition)
- The Athena Swan Template for Self-Assessment (Department and University versions)
- The Athena Swan Application Form Checklist (Department and University versions)

The Oxford Research and Policy Good Practice Checklist

The Oxford Research and Policy Good Practice Checklist originated from work by Caroline Fox and Sean McWhinnie in 2003 on a joint Athena Project and Royal Society of Chemistry programme. The Checklist comprises 90 Good Practice Benchmark Statements. The good practice statements have been tweaked from time to time since then and have been used by many UK university departments preparing applications for Athena SWAN awards. This iteration of the Oxford Research and Policy Good Practice Statements are structured to meet the needs of university departments working on application for the 2021 Athena Swan "transformed" scheme.

The checklist is divided into five action areas:

1 Fundamentals for Action
2 Appointment and Promotion
3 Career Development
4 Department Organisation and Culture
5 Sustainable Careers

Each Action Area has two sections:

1A Organisation for action
1B Evidence base for action
2A Appointment and promotion processes
2B Levelling the appointment and promotion playing fields
3A Career development provision
3B Developmental activities
4A Effective management
4B Workplace culture
5A Flexibility

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5B Career breaks and interrupted careers

The use of the Checklist

The Checklist can be used in a variety of ways:

(i) It can be used by groups, such as a self-assessment team (SAT), an equality, diversity and inclusivity committee, working or their own, or in conjunction with early career staff;
(ii) It can be parcelled out to individuals/appropriate staff groups, either as a blank canvas or with suggested levels 'pencilled' in;
(iii) The checklist can be divided up and used as the basis for workshops, or discussion groups, the outcomes of which are entered on the checklist.

How the checklist is used is entirely up to departments. However, it is suggested that for each benchmark statement in the checklist a level should be assigned using the level definitions below. It is also useful to record briefly in the notes section evidence for the level assigned, in other words, describe what actually happens in the department including who is responsible for overseeing the process/procedure in question and what checks are carried out to ensure a particular action/procedure is carried out, for example, by statement 4, you might record which committee takes the lead, if there is one, and where it reports. You could go further and describe the committee membership. You should also consider including information about how impact and effectiveness of processes and procedures is monitored (e.g. through periodic surveys, discussions groups, interviews, improving participation rates, etc.) and you might also consider noting down any relevant data from surveys.

It is likely that checklists completed by SAT members will give a different picture from those completed by, say, a group of early career staff. On some topics, early career staff would be unlikely to know the systems that the department has in place. In others the perceptions of junior and senior staff will differ.

There are 90 statements in the checklist so providing full responses to all the statements will take a long time. Consequently it may be more effective to break the checklist up into sections.

The checklist is unlikely to be a useful tool for small independent groups.

Previous experience in the use of the Checklist

Experience in the use of the checklist has shown that the 'best' departments are more likely to rate their performance lower than it actually was, compared with others. They are also more likely to say that what they were doing was just 'common sense' and that they still had a lot to do.

The consensus from departments who completed the checklist was that it was a useful tool. Completing it led many departments to review their processes. For some it also has proved a useful tool for:

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(i) Promoting awareness of career progression and appraisal issues;
(ii) Emphasising the importance of having a head of department who supports flexible working by, for example, only holding meetings during core hours;
(iii) Prompting a look at how the department supported its early career staff;
(iv) Helping the assessment of how jobs were advertised/the wording used;
(v) Stimulating an assessment of career breaks and their support for returners.

More generally departments have been using the checklist to assess the good practice they had in place, and subsequently their progress in implementing good practice, in relation to Athena SWAN awards.

Professional, Technical and Operational (PTO) Staff

In completing the checklist you should consider PTO staff as well as academic and research staff. You may wish to assign separate levels for PTO Staff where appropriate.

References to the department Athena Swan self assessment record

Indicative cross references to the Athena Swan Department Self Assessment Record for Bronze and Silver awards are provided. However, it may well be the case that some of the information in the checklist could appropriately be entered in more than one section of self assessment record.

References to the Professional and Support sections are underlined.

Nomenclature

The checklist is designed to be general and therefore the terminology used may not reflect that used in your university.

In the checklist the term **department** is used to mean a distinct university grouping that has an identifiable head (of department) who has the responsibility for management of staff and resources, and has its own undergraduates and/or postgraduates. It may be that the term school would be more appropriate in your case. The department may consist of distinct research and/or teaching groups, with heads who have some responsibility for managing staff, for which we have used the term **unit**. The units may or may not have students associated with them.

The term **faculty** is used to mean the organisational level above the department. In some cases this level might be the school, and in others there may be no such structure.

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The checklist refers to a **management team/group:** the assumption is that the department has a management team/executive committee that meets regularly.

Line managers are also referred to in places. Line managers may or may not be heads of units - for junior research fellows/post docs the line manager might be the principal investigator, or the unit head. In some departments, the HOD may carry out all the line management functions for academic staff.

The term **appraisal** is used to describe a periodic review carried out by an individual's line manager or other nominated staff member. The assumption is that the appraisal is not part of a performance-related pay system. Appraisal might be known in your university as a personal development review (PDR) or by any one of a number of other terms.

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NOTE

Over the years there have been several changes to the Good Practice Benchmark Statements. One change was the introduction of Levels. Department Self Assessment Teams found them useful when identifying their weaknesses and priorities so we have left them in. The Levels take account of:

- The coverage and robustness of the practices, processes, systems and arrangements that are in place;
- The review and reporting processes/mechanisms on the practices, processes, systems and arrangements;
- How well the practices, processes, systems and arrangements are regarded and their effectiveness/impact.

Levels	Description
A	All elements of the Statement (the practices, processes, systems and arrangements) are well established across the department's disciplines, groups units and services. Their effectiveness is regularly reviewed and reported on. They are generally robust and well organised and seen by most staff as useful. Key issues have been/ are identified and prioritised for action. Academic research and support staff at all levels recognise their importance for the wellbeing and success of the department
B	Most elements of the Statement (the practices, processes, systems and arrangements) are in place, in the majority of department disciplines, groups units, and services, are regularly reviewed and reported on. They are generally robust and well organised and seen by most staff as useful. Progress is being made on the identification of key issues and action is being taken on some of them.
C	Some elements of the Statement (the practices, processes, systems and arrangements) are in place in some department disciplines, groups units and services. However, they may not have the supporting structures systems and resources to underpin them and/or may be fragile. They are seen as important by some senior staff. Their review and their reporting is occasional and or infrequent. Some progress is being made on the identification of key issues and action is planned.
D	A few elements of the Statement (the practices, processes, systems and arrangements) may be inconsistently applied in parts of the department. They may depend on individuals' interests and goodwill. They are not subject to review or included in department reporting arrangements. Their value and contribution is not well understood.
E	Not in place, of little interest to the department /its management, not on their radar & not seen as relevant to the department. Little progress is being made to identify priorities.

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Action Area 1: Fundamentals for Action

1A: Organisation for Action

The management and organisational framework that supports and delivers equality of opportunity and rewards and embeds Swan Charter principles into the organisation of the department: the leadership and active engagement of senior managers, the awareness of staff in general, clarity on accountabilities, the adequacy and use of the resources available.

	Leadership and engagement	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP1	**HOD and Management Team** champion and endorse EDI activities and programmes, and take part in them.	3.2		
GP2	**Senior staff** Senior academic, research and PTO staff support & encourage the department's EDI activities. They demonstrate their understanding of EDI issues and encourage department staff and students to participate in activities and programmes	3.2		
GP3	**Individuals** Individuals are aware of department EDI activities and programmes. Academics, post docs and PTO staff across all units participate in, and benefit from their programmes and activities.	3.2		
	Accountabilities	***Record***		***Level***
GP4	**Lead EDI Committee** A committee has lead responsibility for progressing Swan &EDI initiatives and improving working practices and arrangements EDI is a standing agenda item and the committee reports regularly to the HOD and/or Management Team.	3.1/ 3.2		
GP5	**Committees and post holders** Committees and post holders are held accountable for tasks/projects allocated to them. They disseminate information on, and report the progress of, the EDI good practice initiatives and programmes for which they are responsible.	3.2		

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GP6	**Individuals** The responsibilities held by individuals, for EDI activities **and programmes** are clearly identified. They are fully recognised and well understood in the department. These responsibilities are covered in their appraisals and recognised for promotion	3.1/ 3.2		
	Resources	***Record***		***Level***
GP7	**Allocation of Funding** The department allocates funding as appropriate for EDI activities programmes and initiatives.	3.2		
GP8	**Administrative and expert support** The department has and makes use of both administrative and expert support for EDI policies, programmes activities and initiatives.	3.2		
GP9	**Time made available** Time is made available to staff who are involved in and/ or manage and/ or lead programmes and activities and is taken into account in allocating workload.	3.1/ 3.2/ 12(viii)		

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1B: Evidence Base for Action				
The systems and arrangements for the collection, availability, communication and use of quantitative and qualitative data as the basis for planning and taking action, for monitoring progress and measuring success.				
	Student data	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP10	**The Student profile** UG and PG student data (disaggregated by gender, ethnicity and nationality) at the level of individual courses are collected, analysed and interpreted by the appropriate committees, shared with the Athena Swan SAT, reported to the Department Management Team and are available on the web.	4.1		
GP11	**Student progression** UG, PGT and PGR recruitment data (applications, offers, acceptances) and outcomes (final degree classifications, completion rates, intermediate stage outcomes) are disaggregated by gender and, as appropriate by nationality and ethnicity, and are collected as time series and monitored by appropriate department committees. Data are reported to the Management Team and used to measure and monitor differential progression and success rates.	4.1		
GP12	**Student Data comparisons** Student data are compared against the national picture (including specific groups of like institutions), the faculty profile, and like departments within and outside the university; to provide context and forms the basis for the department's good practice initiatives activities and programmes.	4.1		
	Staff data	***Record***		***Level***
GP13	**Academic Staff Profile** The academic staff profile is disaggregated by gender and ethnicity on numbers in post, turnover, destinations on leaving, and for academic staff REF inclusion, by grade, staff group, full- and part-time status, and fixed term and open ended contract status, and for academic staff contract type (teaching and research, teaching-only and research-only), are analysed, and reported by committees to the Management Team and the Athena Swan SAT. They are used to measure progress and form the basis for the department's good practice action programme.	4.2		

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GP14	**Gender representation in management (Academic and PTO).** Time series data on those in management roles (including committee membership) at university, faculty, and department, levels, are monitored and reported to the Management Team and Athena Swan SAT. They are used to measure progress and form the basis for the department's good practice action programme.	10(v)		
GP15	**Staff Benchmarking** F/M changes in academic staff profile, turnover, research assessment participation are compared against the national picture, faculty profile, and like departments within and outside the university. Data are reported to the Management Team and Athena Swan SAT and are used to measure and report progress and form the basis for the department's good practice action programme.	4.2		
	Qualitative Data	***Record***		***Level***
GP16	**Student surveys** Surveys are used by the department to identify differences /similarities, between F/M, different ethnic groups, etc., to assess the impact of its practice and to identify what action is needed to improve its policies, practices and processes. Results of surveys are available to students.	3 and throughout		
GP17	**Staff surveys** Surveys are used by the department to identify differences/ similarities between M/F, those on full- and part-time contracts, for academic, research, and PTO staff. Results are used to assess working practices, to measure the impact of actions, and to identify what further action is needed to improve practices. Results of surveys are available to staff.	3 and throughout		
GP18	**Use of data** Data from surveys and reports external to the department are shared by the SAT with senior staff, are used to monitor progress raise awareness and to inform the department's good practice programme and action plan.	3 and throughout		

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Action Area 2: Key Career Transitions

2A: Appointment and Promotion Processes

The action taken to ensure that processes and criteria are clear and open (and information is communicated effectively and in a timely manner), that criteria take account of all contributions, administration, pastoral, outreach, teaching, research and other responsibilities, and that processes, including decision making, ensure that all are equally likely to be put forward for appointment and promotion and to be successful.

	Decision makers	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP19	**Appointment and promotion panel gender balance** Panels for all appointments and promotions reflect the gender balance of the department and always include at least one man and one woman.	5(i)/ 5(iii)/ 6(i)/ 6(iii)		
GP20	**Representativeness of appointment and promotion panel activities** The individuals who participate in all appointment and promotion processes and activities are representative of the department's diversity profile.	5(i)/ 5(iii)/ 6(i)/ 6(iii)		
GP21	**Unconscious bias/no candidates are disadvantaged** Panel members are aware of gender differences in how individuals present themselves. Panel chairs ensure that no candidates are disadvantaged by the processes and activities. Good quality training on diversity, inclusivity and unconscious bias is provided and is required for panel chairs and panel members.	5(i)/ 5(iii)/ 6(i)/ 6(iii)		
	Information on appointments and promotion	***Record***		***Level***
GP22	**Information on appointment and promotion criteria** The criteria that are used are clear, fair and appropriate. The information that is provided (to candidates, to members of shortlisting, appointment and promotion panels) is clear, fair, and appropriate. The information covers how career breaks, periods of less than full time working and other career 'anomalies' are dealt with.	5(i)/ 5(iii)/ 6(i)/ 6(iii)		
GP23	**Information on appointment and promotion processes** The information on new appointments and new job and promotion opportunities is widely circulated and is timely and effective. It covers what happens and when, and what candidates need to do and when.	5(i)/ 5(iii)/ 6(i)/ 6(iii)		

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GP24	**Job information is useful, attractive and inclusive** The information and further particulars in job advertisements reflect the department as a whole (the diversity of its members and the inclusivity of its activities). It includes practical, up to date information, of interest to the family unit and is welcoming.	5(i)/ 6(i)		
	Monitor Appointments and Promotions	***Record***		***Level***
GP25	**Applications for appointments** The application process is monitored. Shortlists are referred back if the diversity of the applicants does not reflect the diversity profile of the recruitment 'pool'. Further information and justification is required before the process is allowed to continue.	5(i)/ 6(i)		
GP26	**Promotion monitoring** The HOD checks the list of candidates for promotion put forward by the department. Final outcomes are monitored by gender, grade and full-/part-time status and compared with like departments, the faculty and the university.	5(iii)/ 6(iii)		
GP27	**Appointment processes and outcomes monitoring** Data on applications, shortlists, offers, acceptances/contracts disaggregated by gender are monitored and reported to the Management Team and Athena Swan SAT.	4.2(iv)/ 4.3(iv)		

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2B: Levelling Appointment & Promotion Playing Fields

The action taken to increase the candidate pool, to attract potential candidates from women and or other groups underrepresented in the department, to encourage them to apply and to ensure that short listing, selection processes and criteria are fair open and transparent and are women and men equally likely to be successful.

	Identify and encourage candidates	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP28	**Action to widen the candidate pool** Academics and senior managers identify potential candidates (internal and external), in particular those belonging to groups underrepresented in the department, and they are informed of job opportunities as they arise.	5(i)/ 6(i)		
GP29	**Positive review of potential promotion candidates** All staff are positively reviewed for their promotion potential, in the lead up to, or at the beginning of, each promotion round. Candidates do not have to self-nominate for promotion. However, there is provision for personal applications.	*5(iii)/ 6(iii)*		
GP30	**Encourage application to posts and for promotion** The HOD and Heads of Sections, Research Groups and Services encourage individuals identified as ready to apply for posts and for promotion. If individuals, who have potential do not apply the HOD and Heads of sections/services actively suggest they do apply. Service Heads/HOD take action on regrading posts where individuals have taken on additional scope and responsibilities.	*5(iii)/ 6(iii)*		
	Support for promotion candidates	***Record***		***Level***
GP31	**Support promotion candidates' cases for promotion** Individuals who are preparing their cases for promotion can access help to present themselves and their cases in the best way possible.	*5(iii)/ 6(iii)*		
GP32	**Personal support** Individuals can access personal mentoring, coaching and other support from the department and/or university during the promotion process.	*5(iii)/ 7(i)/ 7(ii)/ 6(iii)/ 8(i)/ 8(ii)*		

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GP33	**Advice on gaps and weaknesses** Where gaps and/or weaknesses in candidates' CVs are identified during the department promotion review candidates are offered advice and practical support to fill gaps and or to address weaknesses.	*5(iii)/ 7(i)/ 7(ii)/ 6(iii)/ 8(i)/ 8(ii)*		
	Feedback and follow up for appointment and promotion candidates	***Record***		***Level***
GP34	**Positive feedback** Successful and unsuccessful candidates are offered and take the opportunity for positive feedback.	5(iii)/ 6(iii)		
GP35	**Unbiased career advice and guidance** Unbiased career advice and guidance is available to unsuccessful candidates to improve their chances of success in future applications.	5(iii)/ 6(iii)/ 7(ii)/ 8(ii)		
GP36	**Activities and opportunities available to candidates** Departmental candidates who receive feedback on the experiences, skills, activities, and opportunities they need for future applications are provided with the opportunity to gain these.	7(ii)/ 8(ii)		

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Action Area 3: Career Development				
3A: Career Development Provision				
The support and encouragement provided for staff in underrepresented groups to participate in training, programmes, and activities (departmental, university and external) that contribute to their career/professional/personal development, and raise their profile in the department, university their discipline specialty and or professional society				
	Staff Development and training	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP37	**Induction** All staff new to their role, the department, faculty, university are provided with a comprehensive induction at department, faculty and university level. The take up and usefulness of department, faculty and university provision is monitored.	5(ii)/ 6(ii)		
GP38	**Awareness of development needs and what is available** HODs and Heads of Sections, Research Groups and PTO Services are aware of the development needs of their staff. They promote the training, opportunities (e.g. workplace shadowing, secondments) and support what is available. They facilitate participation to meet those needs and ensure that support is available for staff applying for research grants scholarships and awards.	7(ii)/ 8(ii)		
GP39	**Encourage and monitor participation** Senior staff and Service Heads encourage junior colleagues to take up training and development provision and opportunities. They recommend courses and activities that they know are useful. Where appropriate, participation in external courses is facilitated. The department monitors participation and satisfaction rates.	7(ii)/ 8(ii)		
	Early career staff(	***Record***		***Level***
GP40	**ECR staff access to impartial advice** All early career staff have access to impartial advice on career development.	7(ii)		
GP41	**Individual responsibility for career progression** All early career staff are made aware that they are personally responsible for their own careers and for making informed career decisions and choices.	7(ii)		

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GP42	**Transferrable Skills Training** The department monitors the gender balance of uptake, and the reported usefulness, of the training provided	7(ii)/ 8(ii)		
	Appraisal	***Record***		***Level***
GP43	**Appraisal: Arrangements and availability** There are appropriate differentiated appraisal schemes for **academics, junior research fellows, posts docs, and PTO staff**. All appraisers are trained before they undertake any appraisals. Appraisers are trained /briefed if there are substantial changes to the scheme. Staff who 'manage' others are asked in their own appraisal about the career development support they provide.	7(i)/ 8(i)		
GP44	**Appraisal: Comprehensive Coverage** Appraisal provides comprehensive coverage of key areas including the full range of activities (teaching, research, administration, outreach, pastoral responsibilities, enterprise, etc). Training needs, preparation and readiness for promotion, workload and work-life balance are discussed.	7(i)/ 8(i)		
GP45	**Follow through** Checks are made to ensure that the development needs identified at appraisal, are met and are followed up at the next appraisal.	7(i)/ 8(i)		

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3B: Developmental Activities				
The support and encouragement provided for under-represented groups to participate in developmental programmes/activities) that contribute to individuals' career/professional/personal development, and raise their profile.				
	Mentoring	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP46	**Mentoring-availability and information** Information is available on the different schemes that are available (university, faculty, department, external) for staff and students at all levels (including those willing to be mentors). The information is easily accessible, is well publicised, and up to date, with named scheme contacts.	7(ii)/ 8(ii)		
GP47	**Senior staff act as mentors** Heads of Sections, Research Groups and Services encourage staff, in particular senior staff, to become mentors, and to train as mentors.	7(ii)/ 8(ii)		
GP48	**Monitoring** The department monitors the take up and usefulness of mentoring (by gender, staff group and grade) and its usefulness, for mentors, for mentees and for the department.	7(ii)/ 8(ii)		
	Networks and role models	***Record***	***s***	***Level***
GP49	**Support and encourage networks** The HOD, Heads of Section, Research Groups and PTO Services encourage staff to contribute to external professional and special interest networks (regional, national and international), and to join and/or form internal support networks (university, faculty, and department).	7(ii)/ 10(vii)		
GP50	**Use of networks** Academic, and professional and support staff use their personal networks on behalf of the department, and its diversity and inclusivity good practice initiatives and activities, for example, to identify potential mentors, visiting academics, external examiners and seminar speakers.	10(vii)/ 10(x)		

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GP51	**Role models** Individual staff from under-represented groups, diverse backgrounds and non-standard career paths act as role models and are encouraged to do so by the department. The department encourages visits from such individuals who present their work and talk about their careers with junior staff and students. The engagement and involvement of F/M staff and students across the department is monitored.	10(x)		
	Internal and external professional activities	***Record***		***Level***
GP52	**Internal activities** The HOD, Heads of Sections, Research Groups and Services encourage their staff to undertake, activities in the department, faculty and university, which raise their personal profile and which bring them, and their work, to the notice of senior staff.	7(ii)/ 8(ii)		
GP53	**External activities** Senior staff encourage junior staff to get involved in professional and learned societies. Where appropriate, they put them forward for positions.	10(vii)		
GP54	**Department nominations and recommendations** The HOD/Management Team monitor the representativeness of the nominations and recommendations made by the department/the university on their behalf for professional roles, functions, prizes, awards, marks of esteem.	10(vii)		

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Action Area 4: Department organisation and culture				
4A: Effective Management				
The organisational systems/structures that ensure the fairness, openness, and clearness of the department's management arrangements (accountability, reporting, communications, resource allocation - office and laboratory space, research technical support and access to equipment funding and studentships), including the systems to identify/nominate/select/elect individuals as members/chairs and into management roles.				
	Management systems	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP55	**Accountability and reporting and communication arrangements** The accountabilities, reporting lines and communications 'structure' of the HOD, the Management Team, and Heads of Sections, Research Groups and Services, are clear, effective, and are well regarded generally by staff across all groups and grades.	2/ 10(i)		
GP56	**Representative management** The HOD/Management Team ensures that the membership and chairs of committees and Heads of Sections, Research Groups and PTO services reflect the diversity of the department's staff profile.	2/ 10(v)		
GP57	**Communications** The department and its sections, research groups and PTO services communicate effectively and openly with staff at all levels, and with the other groups and PTO services in the department. The process is two-way, timely, and is valued by the staff.	2/ 10(i)		
	Resource allocation	***Record***		***Level***
GP58	**Systems for allocating resources** The systems for allocating resources used by the department are clear, and open, and understood by staff.	2/ 10(i)		
GP59	**Offices, laboratories and equipment resources** Academics including junior research fellows/posts docs perceive that the way offices, laboratory space and equipment are allocated is fair and that the share they, their team and/or group has, is fair.	2/ 5(ii)/ 10(i)		

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GP60	**Funding allocations** Staff in all groups and at all levels understand the different sources of (and constraints on) department teaching and research funding. They perceive that the way the department allocates the available funding is fair.	2/ 5(ii)/ 10(i)		
	Workload roles and responsibilities	***Record***		***Level***
GP61	**Monitoring the quantity and balance of academics' teaching, research and administration** The HOD/Management Team monitors the quantity and balance of academics' teaching, research and administrative loads, to ensure that it reflects both an individual's career stage and department needs. They provide fair teaching opportunities and ensure that the teaching and administrative load for newly appointed academics is fair.	7(i)/ 7(ii)		
GP62	**Rotation of academic management and committee roles** The HOD/Management Team makes sure that management roles and committee memberships are rotated. The rotation takes account of individual academics' level of management experience and their need for experience, and balances these against the department's diversity profile and the needs for new blood and succession planning.	2/ 10(v)		
GP63	**Allocation of workload is fair and open** Staff at all levels and across all staff groups perceive workload allocations are fair and open. They believe that they, their team or group and their peers receive equitable treatment and that they would be heard fairly if they raised concerns.	10(viii)		

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4B: Workplace Culture				
*The department has systems **structures** and arrangements that ensure high standards of behaviour, and that staff and students are treated with respect, their contributions are recognised and staff feel they belong / are included in department life. The academic and social working environment that is welcoming friendly, inclusive, supportive and open.*				
	Working environment	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP64	**Standards of behaviour** Staff at all levels and in all staff groups respect the high standards of behaviour (towards others - staff and students) set by the department. They feel safe in the department and expect that timely and effective action is taken on any reported incidence of poor or intimidating behaviour.	5(ii)/ 6(ii)/ 10(i)		
GP65	**Open friendly and inclusive environment** The HOD, the Management Team and Heads of Sections, Research Groups and PTO services ensure an open, welcoming, inclusive and friendly environment.	10(i)		
GP66	**Co-operative working** The department and its research groups ensure that their academic staff recognise the problems that can be created by an overly competitive environment and/or the relentless pursuit of personal professional ambitions.	10(i)		
	Collegiality	***Record***		***Level***
GP67	**Support from colleagues** The department has checks to ensure that **all** staff perceive that they personally, and members of their unit/group/team/service receive support and encouragement from colleagues (junior, peer, and senior).	10(i)		
GP68	**Unbiased careers advice** The department recognises the potential for conflicts of interest and the breakdown of line management relationships and where necessary makes provisions for individuals to access unbiased advice and support, in a way that doesn't damage their own career prospects.	7(ii)/ 8(ii)		

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GP69	**Sense of belonging** The department has systems and arrangements in place to ensure that all staff feel that they 'belong' from their first day onwards, and are included in the work and social activities of the department and their unit/team.	10(i)		
	Individual contributions valued	***Record***		***Level***
GP70	**Teaching and research contributions** Individuals' teaching and research contributions are valued by their section/research group and the department, and their contributions appropriately recognised, rewarded and celebrated by the department.	10(i)/ 10(viii)		
GP71	**Management and administrative contributions** The department expects that individuals' contributions to the running of the department its teams, groups, PTO services and activities are recognised, valued and rewarded appropriately.	10(i)/ 10(viii)		
GP72	**External professional contributions** The department ensures that it is aware of the external professional contribution of individuals (including early career staff). The value of these external contributions to the department is recognised, as is the time taken in carrying out these activities.	10(i)/ 10(vii)/ 10(viii)		

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Action Area 5: Sustainable Careers				
5A: Flexibility				
The action to ensure that flexible working and family friendly policies, practices (including e.g. core time, the timing of meetings/events, teaching timetabling and managing flexible working) are effective, that department and group/section/team heads are aware of an individual's needs for flexible working, that flexibility is available at all levels (including early career staff) and that its take up (and the take up of e.g. paternity, parental/shared parental and adoption leave) is encouraged and monitored.				
	Approaches to flexible working	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP73	**Availability of flexibility** Information on the range of flexible working arrangements available to different staff groups in the department is well publicised. The department ensures that working arrangements reflect the importance the department places on flexible working for all.	9(iv)		
GP74	**Awareness of individual needs** The department and line managers (including academic managers) are 'aware' of individuals' needs for flexibility and demonstrate a willingness to try to meet those needs.	9(iv)		
GP75	**Long hours culture discouraged** The department discourages manifestations of a long-hours culture/presenteeism and is proactive in managing working time across its units/groups/teams.	9(iv)/ 10(viii)		
	Take up of flexible working	***Record***		***Level***
GP76	**Senior staff lead by example** Senior staff are expected to lead by example in their own working arrangements and go public, within the department, on the use they make of flexibility.	9(iv)		
GP77	**Encourage take up** The department makes it easy for all staff to take advantage of flexibility (for example, by as far as is practicable not requiring long notice and not asking why an individual needs flexibility on particular occasions).	9(iv)		

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GP78	**Monitor take up** The department 'monitors' the take up of flexibility in units/ groups/ teams. The department follows up on areas where the take up of flexible working is low.	9(iv)		
	Flexibility built into arrangements	***Record***		***Level***
GP79	**Timing of meetings/events** The department timetables meetings and events (academic, administrative and social) to ensure as many as possible can attend. Dates of important events are publicised well in advance. The department checks its arrangements to enfranchise staff including those working less than full time.	10(viii)		
GP80	**Timetabling of teaching** Individuals' needs for flexibility, such as personal and family circumstances, are taken into account when teaching is timetabled.	9(iv)/ 10(viii)		
GP81	**Units/Groups/Service Teams' arrangements** Unit/group/team meetings and events are arranged to meet the working patterns and flexibility needs of their staff, to maximise attendance and allow the majority of staff to participate.	9(iv)/ 10(viii)		

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5B: Career breaks and interrupted careers				
Action is taken to ensure that managers and individuals are aware of what support/facilities are available, that individuals can receive practical advice and information, and that returners' career needs (the flexibility, practical provisions, personal support, mentoring, training and development opportunities which facilitate a smooth return and getting a career back on track) are recognised and provisions are in place to meet those needs.				
	Supportive approaches to career breaks	***Record***	***Describe, illustrate, comment on and summarise structures arrangements, programmes, Initiatives, processes & how their impact / effectiveness is monitored / measured***	***Level***
GP82	**Awareness and support** The department demonstrates its ability and its willingness to support staff with the practicalities before, during and after a career break and/or unplanned career interruption. The department expects its line managers (including academic managers) to be aware of what the department can and does provide.	9(i)		
GP83	**Practical advice and information** The department has well publicised and easily accessible arrangements for providing advice and information, formal and informal, which can be used by all, including potential users, HOD, and line managers. Mentoring and coaching is available for those preparing for a career break.	9(i)		
GP84	**Role models and case studies** Individuals (across grades and staff groups) with personal experience of career breaks and career interruptions are identified; some provide case studies which are on the intranet; some act as points of contact in the department and provide practical and career progression advice.	9(i)		
	Career breaks before and during	***Record***		***Level***
GP85	**Personal choice** The department's approach reflects the awareness that individuals' needs and wants (for advice, support, contact, and flexibility) are a personal choice. Line managers are expected to arrange for a meeting with individuals to check they are getting the support, advice and information they want and need.	9(i)		
GP86	**Cover arrangements** The department can and does help with, advise on, and/or make the support arrangements (for administration/teaching/research responsibilities) before, during and after the career break. These are agreed with the individual and their managers (preferably in advance).	9(i)		

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GP87	**Keeping in touch** Managers are expected to communicate news, events and changes to individuals on leave. Individuals can specify the level of contact they wish to maintain (colleagues visiting, individual coming into the department, invitations to social events, etc.). Before their leave starts, staff are informed of "keeping in touch" (KIT) or "shared parental leave in touch days" (SPLIT) days, and are encouraged to use them. The department monitors the take up of KIT and SPLIT days for all staff groups.	9(i)		
	Career breaks on/after return	***Record***		***Level***
GP88	**Support to facilitate a smooth return and career progression** The department recognises that returners need support to facilitate their smooth return. Line managers are expected to monitor returners' reintegration, through for example regular meetings, and to check that they are getting the support they need to get their career back on track. Funding is available to support returners.	9(i)		
GP89	**Flexibility available after return** Information on the flexibility (hours, days, pattern of work over a period) that is available, on and after their return, is provided and discussed before the career break. Meetings to agree the pattern of return are held prior to the return. Staff can phase their return to work. Staff are allowed to temporarily reduce their working hours and can return to their normal working pattern at some point in the future.	9(i)/ 9(iii)/ 9(iv)		
GP90	**Childcare** Facilities for breast feeding and for storing expressed milk are within easy reach of the department. The university has creche/nursery provision and/or has agreement with local creches/nurseries. The university runs holiday clubs with preference given to children of staff and students. The department encourages staff to take the (2 week) paternity leave which they are entitled to and monitors uptake.	9(iii)		

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