

Ref	Planned action/objective	Rationale		Key outputs and milestones	Timeframe (start/end date)		Success criteria and outcome	Person Responsible
1.	Delivering Impact from the Athena Swan Initiative							
1.a	To consolidate the Self-Assessment Team. This Committee will be responsible for managing the timely delivery of AP2025, including collating annual data to monitor and shape the developing Action Plan.	SET and SAC to be fully informed of issues within the department that need to be addressed. A representative Committee required where staff feel able to raise concerns.	i.	Consolidate SAT with updated role descriptors, full ToR, time allocation in workload, membership and scheduling of meetings.	Jan 2025	Mar 2025	SAT will continue to operate from the start of the academic year 2024/25	SoE Athena SWAN Champion
			ii.	Allocate responsibility for collecting yearly data.	Jan 2025	Jan 2030 (Reviewed Annually)	Data are available on a rolling basis, with a summary of data to be presented to SET yearly.	
			iii.	AS submission and Action Plan to be an agenda item at All-Staff Meetings.	Jan 2025	Jan 2030 (Reviewed Annually)	New measure of staff awareness of the progress made with the ASAP2025 (to be captured in future ASCS), plus responses to existing ASCS Q2.1/Q5)	
			iv.	The annual report on AS activities, data, and action plan progress will be published and circulated to SoE.	Apr 2025	Apr 2030 (Reviewed Annually)	ASCS survey to collect data on awareness of AS agenda, Action Plan and progress.	
			v.	AS Action Plan to be reviewed annually.	Apr 2025	Apr 2030 (Reviewed Annually)	Action Plan timescales will be met, and where necessary, amendments/additions will be made.	
1.b	To continue developing the Equality, Diversity, Inclusion, and Well-being information on the SoE webpages (internal and external), ensuring that it remains relevant and is regularly updated.	Evidence from ASCS-Staff-2023 and the UoW staff survey indicates that continuous improvement in communicating available resources to staff members both within SoE and the wider university would be valued. Staff require information to be readily available when needed.	i.	Improve communication and access to information and support for all SoE staff. Regular monitoring of webpage activity (page hits).	Sept 2024	Jan 2029	Staff are aware of and familiar with resources available to them within SoE and the wider University. A dedicated poll on ED&I issues will collate the level of awareness.	EDI committee nominee
			ii	The website will be regularly reviewed and updated as new information and resources become available, and links will be checked quarterly.	Sept 2024	Jan 2029	Feedback from staff is to be collated via the ASCS.	

2. Belonging and Inclusion								
2.a	All staff understand and respect the importance of equality, diversity and inclusion in the workplace	Most male (85.9%) and female (85.7%) staff members feel that the school provides an inclusive environment. However, this can be improved. To increase the awareness of Equality, Diversity, and gender issues. To increase knowledge about how diversity impacts the performance of an organisation.	i.	Monitor and maintain efforts (such as Unconscious Bias and other EDI training) to uphold an inclusive environment.	Continued from AP2019	Jan 2030 (Reviewed Annually)	Survey feedback from staff attending EDI activity to show at least a 10% increase in increased awareness and understanding of EDI.	Chair of Equality and Diversity Committee.
			ii.	Communicating and increasing transparency about the organization's efforts and actions regarding gender equality and sharing information about diversity's impact on organisational performance to staff on the EDW and Athena webpage.	Continued from AP2019	Jan 2029 impact monitored annually following surveys	10% increase in positive feedback from staff in the annual ASCS and UoW staff surveys.	Discipline Stream Leaders
			iii.	Recognition of Equality, Diversity, and Inclusion Efforts in workload, promotion and progression of staff (ASCS-Staff-2023 Q#2.5 and Q#2.6).	Jan 2024	Jan 2026	Increase the percentage of female and male staff that agree that EDI is recognised in workload (ASCS-Staff-2023 Q#2.5) from 48.57% and 62.5% to >80%.	
2.b	Staff are kept informed about key messages and have an opportunity to provide feedback and suggestions.	ASCS-Staff-2023 identified a need for improved communication and engagement with communication channels within the School. 17.5 - 22.5% female staff and 16-34.9% of Male staff are aware of various channels of communication but do not engage with them.	i.	To continue developing the internal communication plan for SoE, ensuring all communication is effective and appropriate and reducing the volume of emails.	May 2024	May 2026	Reduce non-engagement across channels of communication to less than 15%. Ensure no gender group is disproportionately non-engaging.	School Executive Team Line Managers
2.c	Improve information and awareness of people and roles within the SoE to help improve communication.	ASCS-Staff-2023 suggests room for clarity and updated information on the internet. 72.5% Female staff and 77.4% Male staff responded that the information needed in order to perform their duty is available to them and	i.	Improve clarity of information on the intranet of post holders and role information in order for people to be able to find out who is responsible for different areas	May 2024	May 2026	Annual Staff/UoW staff survey feedback demonstrates an increased awareness of key roles and responsibilities, current information and level of engagement with 90% positive responses from both male and female staff.	Director of Operations Executive Officer Operations Manager
			ii.	Updating the intranet regularly with relevant information to encourage engagement.	May 2024	May 2029 (Reviewed Annually)		Team Managers

		they know how to find what they need.						
2.d	All staff feel they are represented and have a voice in the SoE committee structure.	Staff feedback - to ensure transparency of committee decisions and discussions. From ASCS-Staff-2023, a higher percentage of male respondents (76.6%) compared to female respondents (57.1%) feel they have a voice in the school.	i.	Following SAC meetings, the School newsletter will share any decisions taken with staff.	Continued from AP2019	Jan 2030	Transparency in decision-making is recognised via staff responses in future surveys.	School Executive Team
			ii	Encourage and support all staff groups or roles' representation as members of SoE and UoW Committees and Working Groups.	June 2024	June 2029	Changes to and approvals to membership ensure that all staff groups have effective representation in the SoE Committee structure.	School Executive Officer
			iii	To continue promoting and developing the school feedback form, ensuring responses to feedback are received to encourage staff engagement.	June 2024	June 2029	ASCS results show staff understand school structure, feel represented and feel they have a voice. A minimum of 15 % increase in positive response in female and LGBTQUIA+ staff members.	Equality and Diversity Committee
			iv	EDC to create and recruit to a new membership post for a representative from the LGBTQUIA+ community in Engineering	Oct 2025	Jan 2026		
			v	EDC to consult with the institutional LGBTQUIA+ Task Force, incoming LGBTQUIA+ representative on EDC, and focus group the specific challenges individuals from this community may face and highlighting effective ways to address these challenges.	Jan 2026	Jan 2027		
2.e	Enhance the support provided to new staff by the broader School of Engineering community.	To ensure that new members of staff can draw on the expertise of existing colleagues, in addition to	i	Review and update the SoE induction process and content to cover new SoE and UoW initiatives, developments and feature best practices.	Sept 2024	Aug 2029	Feedback from new staff and ASCS that indicate the effectiveness of the induction process.	Director of Operations Operations Manager

		that of their direct Line Manager. The size and layout of the SoE could make it difficult for new staff members to develop networks. Continuing to host social events will help integrate new starters into the SoE. To ensure new staff needs are being met prior to and post-induction and where necessary, improvements to the process are made. To ensure that minority gendered staff can integrate effectively.	ii.	All new starters are to be actively encouraged and supported to attend School Coffee Breaks.	Oct 2024	Sept 2029	Feedback from new staff and ASCS shows that the school coffee breaks, and informal meeting opportunities provide a positive networking experience and help create a sense of belonging within the SoE.	Associate Head (People) Line Managers
			iii.	To implement an SoE mentoring scheme to be offered to all categories of staff with a mentor from within the school when they join.	Oct 2024	Oct 2027	Feedback from new starters indicates they feel well informed about the mentoring opportunity and have been assigned an appropriate mentor if requested. Monitoring of successful SoE mentoring by line managers was reported to SET via EDC.	
			iv.	The University mentoring scheme supporting broader development (UoW-Mentoring) to be regularly promoted to current staff via the SoE Newsletter and staff intranet.	Continued from AP2019	Oct 2029	Feedback on SoE and UoW mentoring is requested through the annual staff survey.	
			v.	Creation of an online feedback form to be sent to new starters three months post-start date	Aug 2024	Aug 2029	Feedback from the online evaluation form indicates a positive induction process to SoE that is equally inclusive of all genders.	
2.f	Understand the priorities of prospective PGT and PGR students, including EDI and funding concerns.	It is an SoE priority to increase PG numbers overall and increase gender diversity, as this is a point in the pipeline where females can potentially be underrepresented. PhD Diversity is at 29% Female which is level with sector nationally, but ahead of institutional diversity at UoW (24% F) [A2_Table_13. b].	i.	Promotion of Ph.D. studentships through gender-diverse social media and through SoE international representatives.	Continued from AP2019	Jan 2030	Increase PhD Diversity of females to 5% above national sector level. Student survey to indicate that students are fully aware of the PhD and funding opportunities within SoE.	Director and Assistant Director of Postgraduate Studies. Postgraduate Programme Manager (PG)
			ii.	Continuation of all Scholarship and funding available for SoE at the UoW or departmental levels. The diversity of scholarship holders will be monitored.	Continued from AP2019	Jan 2030	100% uptake of scholarships by a diverse range of students. Monitor uptake and diversity of scholarship holders.	Postgraduate Administrative Officer
			iii.	Providing support for prospective students and supervisors in preparing statements for student funding.	Oct 2024	Jan 2030	Increase female student uptake of university and external scholarships from 25% to 50%.	

				Monitor female success rates; and report to EDC/take further action as required.				
			iv	Incorporate a 'Realities of work-life balance in academic careers' into PhD Information Lunch annually for UG/PGT/PGR students who are concerned about managing academic careers and family life. It can also be incorporated into the annual Postgraduate Symposium.	Oct 2024	Mar 2028	Qualitative feedback from students indicating they have satisfactorily been able to raise and discuss concerns about future work-life balance and are aware of the diverse sources of support including peer and professional networks and formal provision.	
			vi.	Monitor all actions towards increasing the number and diversity of PhD numbers.	Mar 2024	Jan 2030	Ensure the female PhD students numbers sustains diversity at or above the sector level.	
2.g	Staff in SoE have the opportunity to engage and network with colleagues on a regular basis.	ASCS-Staff-2023 identified a need for more time to network and develop the SoE community. From ASCS-Staff-2023, 78.26% of staff (male (83.6%) and female (75.0%)) feel that social activities with staff have been beneficial, while 82.7% (male (89.4%) and female (79.4%)) feel that social activities with students have been beneficial.	i.	To continue to grow and develop the Staff Engagement and Events Working group, establishing a calendar of events that allow staff to socialise and network.	Jan 2024	Jan 2027	A calendar of social events to run throughout the year to improve the sense of belonging of staff. Feedback gained through the ASCS with the focus of a minimum of 5% increase in female and LGBTQIA+ staff members' appreciation feeling about the benefits of social and community building events.	Executive Officer Staff Engagement and Events Working Group Members Line Managers
			ii	Produce a calendar of social and well-being events to increase staff engagement, improve staff culture, and promote staff well-being, linking in students and student events as appropriate.	Mar 2024	Oct 2029 (Reviewed Annually)		
				To facilitate the formation of a club or equivalent group identity for LGBTQIA+ members of the School.	Jan 2026	Jan 2027		
2.h	Continue to promote team cohesion.	There is a positive message and room for improvement in team building as the UoW staff survey shows	i.	Create avenues and initiatives to improve cohesion within sub-teams and streams within SoE.	June 2024	Oct 2028	Increased number of team building events. More than 10% increase in Improved survey results on staff perception of team cohesion.	Line Managers

		that about 70% of SoE staff feel that their team is fun to work with, and 65% feel a strong sense of family in their team.						
3	Gender Equality							
3.a	To increase the number of female applicants for academic roles in the School, using the new 2024 Diversity in Recruitment Strategy.	Statistics show a higher proportion of male applicants for academic roles with some posts receiving no applications from female candidates. Best practice in the industry, alongside established schemes for academic researchers, evidencing the success of 'returnerships' to enable individuals to return to STEM careers.	i.	Investing in all academic posts being advertised on the national Women's Engineering Society job portal, not just a subset (as under AP2019);	Oct 2024	Oct 2030	Applicant numbers and success rates by gender monitored to determine impact of Diversity in Recruitment Policy and to revise this as required.	Associate Head of School (People) Equality and Diversity Committee Chair Athena SWAN chair Operations Manager
			ii.	Inviting video submissions at long-listing (instead of shortlisting) stage.	Oct 2024	Oct 2029	Videos as long-listing stage enables a higher proportion of applicants to showcase their abilities through more diverse forms of communication prior to interview, to promote inclusivity at the shortlisting stage;	
			iii.	Skilled input from SoE PSS-Admin team collaborating with recruiters to refine post advertisements to ensure inclusivity (including tools to check text for gender bias and screening all job advertisements for gendered language prior to advertising).	Oct 2024	Oct 2029	Positive feedback on inclusivity of our recruitment literature. An increase in the number of female applicants for posts where they are currently under-represented (e.g. PSS-Tech). An increase in the number of male applicants for posts where they are currently under-represented (e.g. PSS Administrative).	
3.b	Understand and address gender bias within degree courses.	In ASCS-Student-2023, although 83% of female students and 82% of male students had no concerns about gender inequality in the department, 34% of female UG students and 23% of male UG students had some or many concerns that some particular disciplines were	i.	Consult with current students on degree content and gender bias. Annual reporting and review of student numbers by gender and engineering discipline to monitor patterns.	Continued from AP2019	Oct 2027	Success of targeted interventions where there is evidence of under-representation in a specific programme.	Director of Student Experience (DoSE) Inclusive Teaching and Learning Working Group Student Recruitment Officer.
			ii.	Support staff to understand and navigate classroom and group work dynamics related to gender equality.	Oct 2024	Oct 2027	Positive comments from the evaluation of student module feedback.	

		promoted as more suited to a particular gender. In the ASCS-Student-2023, when asked about gender equality in classroom dynamics (student engagement / staff classroom management), 12.82% of female UG students and 1.69% of male UG students said they had many concerns (other students did not).	iii. Implementing the interventions of the School of Engineering Inclusive Education Action Plan around inclusive behaviour iv. Highlight the societal benefits of all our degree programmes on the website and in student recruitment communications.	Jan 2025 Sept 2025	Jan 2027 Sept 2027	Improvement in survey results on student-student and staff-student class interactions with a target of reducing negative responses by female student by half in comparison to ASCS-Student-2023. 50% reduction in the negative perception of gender bias in degree programmes by female students as measured by the ASCS leading to improved gender diversity across programmes.	Faculty Student Recruitment Officer (SEM).
3.c	Understand the priorities of prospective UG students including their perspectives on EDI at Warwick.	The need to increase the number and diversity of UG applicants to SoE addresses the national-level shortage (current and predicted) of qualified engineers in the sector. The lack of diversity in the engineering sector limits UK competitiveness.	i. Continue to develop surveys of potential applicants and offer holders. ii. Monitor the impact of outreach programmes and identify any gender-specific issues. iii. Consultation undertaken with first year students to better understand what attracted them to Warwick, the impact and value of outreach courses and targeted actions to increase the proportion of female students. iv. Better understanding of views of prospective students, monitor offer holder and open day feedback; addressing any issues as appropriate. v. To provide Student Ambassadors with badges for open days and equivalent events that enable them to include their personal pronouns.	Mar 2024 Mar 2024 Mar 2024 Continued from AP2019 July 2025	Mar 2027 Mar 2027 (Reviewed Annually) Mar 2027 Sept 2027 Jan 2030	Increase diversity of applicants by 5%. Sustain diversity of female UG students of >21% which is above national sector. Qualitative feedback on the positive effect of evidencing an inclusive environment through the recognition of personal pronouns.	Director of Student Recruitment. Student Recruitment Officer Student Engagement Officer Widening Participation and Outreach Team Lead
3.d	Improve gender diversity at exit routes	Gender diversity varies strongly with degree route.	i. Quantified comparison of exit with entry route (proportions	Oct 2025	Oct 2027		Director of Student Experience

	for degrees where women are least represented.	How does the exit route compare with the entry route? How are students influenced while at Warwick?		across degree routes) for 2024/25 UG cohort.			5% increased gender diversity at the exit route for degrees where women are least represented. Identification of any routes where under-represented groups are disproportionately lost.	Senior Tutor
			ii.	Monitor the impact of IAPER programme on retention in STEM and progression to research degrees.	Oct 2024	Oct 2027		
			iii.	Qualitative understanding of the impact of role models.	Jan 2025	Jan 2028	Positive feedback on impact of research internships such as URSS and IAPER. A clear understanding of the impact of role models on planning future action/career.	
3.e	Continue to monitor the gender balance among SoE Leadership, Committee members and Chairs.	To ensure staff of all genders are represented in leadership and committees.	i.	Continue the annual review of Leadership/Chairing/Committee memberships. If there is underrepresentation, the Chair needs to liaise with the AS Champion/AHoS-P and DoO.	Jan 2025	Jan 2028	Maintenance, increased leadership (where applicable), and committee membership diversity, Increase Acad-F agreement with ASCS-Staff-2023 Q#2.2/2.3 from 37.5% to >50%.	School Executive Team Line Managers Chair of Equality and Diversity Committee
			ii.	Review and revise AP2025 to take into account emerging requirements after restructuring. iii. Bespoke Leadership and Management training for new academic staff line managers.	Sept 2025	Sept 2027	New Leadership and Management custom training will be provided through a partnership with the Academic Development Centre to support staff taking up significant line management responsibilities under the new structure.	Athena Swan Champion
3.f	All staff understand and respect the importance of gender equality in the workplace.	From ASCS-Staff-2023 (Q#2.1), 69.2% of females and 84.7% of males agree that SoE's leadership supports gender equality in leadership. ASCS-Staff-2023 data on EDI showed gender disparities in perceptions (up to 18% in some cases).	i.	Identify and address the reasons for differing male and female staff perceptions of SoE leadership support and commitment to Gender Equality.	Jan 2025	May 2029	ASCS results show an improvement in staff agreement that the leadership of SoE supports gender equality in leadership roles. Increase Acad-F agreement with Q#2.1 from 56.3% to >70%	School Executive Team Chair of Equality and Diversity Committee.

3.g	SoE promotes the Athena SWAN agenda internationally	Evidence from interactions with the academic sectors globally shows that the principles of Athena SWAN are of interest and are being emulated	i.	Engagement with other national and international engineering women's organisations.	Jun 2024	Jan 2030	Advancing intersectional understanding of staff and student communities.	Athena SWAN Champion
			ii.	Develop sharing of best practices by SoE to serve as a beacon activity.	Jan 2025	Jan 2030	Engagement plan for future impact in communities overseas arising from examples of best practice raising the profile of women in STEMM, recognising and challenging barriers to gender diversity internationally.	Equality and Diversity Committee
			iii.	Identify and, where practical, address challenges international staff, academic visitors, and students face.	Feb 2024	Dec 2028	SoE has better understanding of diverse cultural challenges faced by current and prospective international staff and students.	Director of Operations Operations Manager
4	Work-Life Balance							
4.a	To continue to promote and develop policies and processes to support staff in balancing their work and home lives.	The ASCS-Staff-2023 and UoW staff survey identified that initiatives related to flexible meeting times, timetabling for caring responsibilities, and social activities are generally perceived as beneficial. With percentages ranging from 75% to 96.2% across the various initiatives.	i.	Continue and potentially expand initiatives that are well-received, such as flexible meeting times and support for caring responsibilities within the remit of UoW policies.	Jan 2024	Jan 2028	Increase in the number of initiatives if there is evidence this is required.	Equality and Diversity Committee with approval route via School Executive Team and then School Academic Committee.
			ii.	Encourage open communication to address concerns related to personal value and ensure everyone feels heard.	Jan 2024	Jan 2028	At least 5% increase in satisfaction among staff and students across initiatives currently within the 75-80% range.	
4.b	Review and, if required, improve return to work experience following a period of extended parental leave (maternity/paternity/a doption)	To ensure staff feel supported when returning to work after a long period of absence for parental leave. In ASCS_2023, 1 out of the 3 female staff that took parental leave did not feel supported to work flexibly when they returned to work.	i.	Promote the University’s Working Parents Network.	Continued from AP2019	Jan 2028 (Reviewed Annually)	Improved awareness of initiatives within SoE and across the University.	Director of Operations
			ii.	Increase awareness of carers leave policies and networks through internal communication channels	Mar 2024	Mar 2028	100% uptake and engagement with initiatives when needed.	Operations Manager
			iii.	Strengthening support (e.g. during timetabling) for employees with family-related leave and responsibilities	June 2024	June 2028	100% staff feel supported managing work and caring/family responsibilities. 100% staff feel supported on their return to work. ASCS and UoW staff	Line managers

			iv.	Ensure staff understand the policies and workings of flexible or part time working arrangements.	June 2024	June 2028	survey to indicate positive scoring/comments.	
4.c	Promote the importance and encourage the uptake of KIT days.	KIT days are available to all staff who take an extended period of parental leave (maternity, paternity, adoption), and there is positive feedback about their usefulness. In ASCS_2023, 1 out of the 3 females that took parental leave was not offered KIT days.	i.	Continue to create awareness and encourage the uptake of KIT days.	Mar 2024	Jan 2030	Quantitative (100%) and qualitative feedback from individual staff members on the awareness, uptake and benefits of KIT days.	Operations Manager Line managers
			ii.	Staff meeting to take place on return from leave to evaluate the effectiveness of KIT days when used.	Oct 2019	Jan 2030		
4.d	Promote UoW and SoE provision in terms of infant feeding rooms, well-being room and baby-changing Facilities.	To raise awareness of the existence of these facilities to staff, students and visitors.	i.	Include information on the EDI area on the SoE website and as part of general information about SoE facilities. Awareness and use of this facility are to be monitored through the ASCS.	June 2023	Jan 2030 (reviewed periodically)	ASCS show that 100% of parental leave returners are aware or use these facilities.	Chair of Equality and Diversity Committee
5	Bullying and Harassment							
5.a	Continue to promote and raise awareness of the UoW Dignity at Warwick Policy, to help ensure staff feel respected and treated with dignity.	A higher percentage of female staff (12.8%) compared to males (1.7%) reported experiencing bullying and harassment, with only 5.3% of females and 1.7% percent of males reporting it.	i.	Monitoring the effective communication and staff understanding of University policies and frameworks for addressing respect, dignity, bullying, and harassment.	Jan 2025	Jan 2027	Feedback on awareness and understanding of respect via the staff survey. To show at least a 50% reduction in dignity and respect issues, as measured annually in anonymous staff surveys (alternating ASCS and UoW surveys).	Associate Head (People) Director of Operations Operations Manager
			ii.	Ensure ways to report bullying and harassment are clearly communicated and that issues raised are acted on promptly.	Jan 2025	Jan 2027	Increased awareness of how to report instances of discrimination and harassment and encouragement to use the channels available. Improvement of > 15% in the staff awareness of how to report bullying and harassment issues as measured by ASCS (currently 71% for all staff and 67% for female staff).	

			iii	To ensure ECR staff know how to raise concerns about discrimination and harassment and that the School provide necessary support to all concerned.	Mar 2024	Jan 2030	Increased awareness of how to report instances of discrimination and harassment and encouragement to use the channels available.	
6	Career Development and Progression							
6.a	Ensure SoE does not present barriers to progression.	71% of all staff completed PDR, and for each staff, a set of training was agreed upon with the line manager. However, only 55% of ECR research staff engaged with the process, and although female academic staff engaged strongly, they were also the most critical of the value of the PDR in the ASCS Staff 2023.	i	PDRs to be promoted through multiple channels to communicate their value to all categories of staff. Annual information session for ECRs (R-focussed) and their line managers on importance of PDRs Investigate any gender issues affecting the uptake of PDR.	May 2025	May 2029	ASCS and UoW staff survey to show that >80% of staff in all role categories (especially female academics) understand the benefits of engaging in the appraisal process. More than 80% of staff engaging in the annual PDR process, and a proportional increase in engagement by ECR female staff to 80% (where only 29% of eligible female ECRs participated in 2024).	Associate Head of School (People) Head of Research
			ii	Identify staff members (especially female and LGBTQUIA+ members) who have not progressed (someone who has been at the same grade for more than 5 years) and have discussions during PDR on whether they will welcome support towards promotion in the next round. Annual monitoring whether we have any discrepancy in progression by gender Support is tailored to individual needs where possible.	May 2026	May 2029	Minimum 1 successful progression and promotion amongst the identified group (especially, female and LGBTQUIA+ members) in the 2028/29 promotion round.	Line Managers Associate Head of School (People)

6.b	Staff are supported with role specific information and skills development to deliver their roles.	It is necessary to ensure there is an uptake of staff training opportunities identified during previous PDR processes. Means should be created to carry along the 29% of staff that did not engage with the PDR process.	i.	Staff are to be encouraged through the PDR process to engage in training opportunities run by the University and, if necessary, by outside providers.	Continued from AP2019	May 2029	A 10% increase in the number of staff attending training sessions relevant to their roles. A positive increase in the ASCS indicating that staff are satisfied with the awareness and opportunities of training available.	Associate Head of School (People) Director of Operations Finance Manager
			ii.	SoE to set up a training budget, for which staff can apply for funding to attend external training courses to cover all staff groups. Applications for external training to be monitored. Appropriate financial and other forms of support to be identified.	Continued from AP2019	Jan 2030	School provides support for training requests / applications where appropriate and practical to do so with an aim to provide support to 100% of those who request training. 100% awareness /uptake of child support provisions to allow for uptake of training opportunities.	
			iii.	Process for publishing teaching and academic administrative duties reviewed and improved to increase staff confidence in the transparency and equitability of work allocation.	January 2025	Jan 2030	Increased transparency of academic load and responsibility.	
6.c	SoE will review the current workload model to identify improvements to increase sustainability and transparency and to continue to support the planning and distribution of academic staff work.	According to the ASCS, the majority of female (85%) and male (81%) staff believe that their workload is being appropriately managed. However, there is still room for improvement, as almost 70% of staff reported having many or some concerns regarding the distribution of tasks. It's also crucial for workloads to be realistic and manageable to ensure a	i.	Workload model interphase rolled out to all streams within the department.	January 2025	Jan 2030	Equitable access by academic and professional staff to the workload model.	Associate Head of School (People)
			ii.	Communication to staff and adjustment of any challenge areas with the workload model.	July 2025	July 2029	Staff clearly understand what's expected of them and feel comfortable in their roles. ASCS to report increased transparency and equity in workload.	Director of Operations
			iii.	SoE will review and collate feedback from staff after the workload model has been rolled out to all staff.	July 2025	Jul 2029	Reduce the percentage of Acad-F (currently 18.8%) that feel that their workload was unmanageable.	

		good work/life balance and productivity.						
6.d	Assess the feasibility of offering a work shadowing scheme for PSS within the school.	To support staff who wish to broaden their knowledge of the SoE and University to support their professional development.	i.	Consultation to take place with staff to determine whether there is interest in a work shadowing scheme.	Sept 2025	August 2026	The successful consultation process to gauge interest from staff in a work shadowing scheme being established within the SOE.	Director of Operations.
			ii.	If feasible, the chosen scheme to be scoped and implemented for the academic year 2025/2026	Oct 2025	Oct 2026	Qualitative feedback from those staff members who participate in any of the schemes.	
6.e	Retention of female technical apprentices and staff.	Although improvements have been seen, most technical staff in the school are male, and there is a lower diversity in terms of protected characteristics.	i.	When the next vacancy/position becomes available for an apprentice, trial visits to schools/technical colleges and/or recruitment fairs to encourage female apprentices and technicians to apply for roles in SoE. Engage SoE female PSS-Tech staff in these visits wherever possible.	Jan 2024	Dec 2028	Increase in the number of applications from females to PSS-Tech posts where they are under-represented. Improved perception (e.g. Open day quotes, role models' influence)	Technical and Facilities Manager Operations Manager Technical Team Line Managers
			ii.	To promote relevant conferences, symposiums and training to appropriate staff and ensure no barriers to their attending.	Jan 2024	Dec 2028	Positive participants' feedback on support and the impact of attendance when there is attendance of events.	Director of Operations. WES Liaison Officer.
6.f	Ensure there is no gender disparity in research achievements	To evidence SoE's commitment to providing consistent and valuable support to the research community. In REF 2021, 1 out of 5 impact case studies were led by female staff.	i.	Mandatory training for all PhD supervisors.	Mar 2024	Dec 2029 (Reviewed Annually)	100% engagement with training and frameworks.	Head of Research
			ii.	Have a research committee member with the responsibility to oversee EDI issues.	Oct 2024	Oct 2029	Monitoring and accountability for EDI issues related to research.	Research Development Manager Research Officer
			iii.	Monitor gender diversity of staff contributing to REF impact case studies.	Oct 2024	Dec 2028	Ensure female staff are represented (proportionally to demographic as a minimum) in REF impact case studies.	Director of Operations
6.g	To continue to improve the support offered to Postdoctoral and early	Although there is improved ECR engagement with the PDR process, up from 9% in 2018 to 55% in 2023, an	i.	Ensure postdoctoral and ECR have the opportunity to develop a personal career development plan with support	Mar 2024	Jan 2030	Work with line managers to a target of >80% participation in the ECR survey (see Action 6.a).	Head of Research Research Development Manager

	career researchers to help them progress and reach their potential.	improvement in the engagement level is essential.		of their line manager/supervisor, including support from the LMD. Monitor through bespoke annual surveys for postdoctoral and early career staff.			Survey results report improvement in community, knowledge and availability of training and progression opportunities.	Research Officer
			ii.	The ECR committee to regularly review the challenges faced by ECRs and, where possible, ensure these are addressed. Run ECR survey on an annual basis.	Mar 2024	Jan 2030	Increased participation in the ECR survey. Work with line managers to a target of >50% participation in the ECR survey. Survey results reporting an improvement in community, knowledge and availability of training and progression opportunities.	
			iii.	To continue to provide information on funding and fellowship opportunities for ECRs, reviewing the ways this information is communicated to ensure it has maximum impact.	Continued from AP2019	Jan 2030	A 10% increase in applications for fellowships or independent funding by Oct 2028.	
			iv	To hold workshops and support sessions for ECRs focussing on areas they identify they would like support.	May 2024	Jan 2030	Over 80% of the ECR community attends at least one ECR forum session annually. Quantitative feedback from ECR staff.	
6.h	Academic Staff (those staff beyond probation), progress and develop their career.	The ASCS-Staff-2023 identified staff seeking progression support. To support staff to navigate the updated academic promotion process (from 2018) and technical specialist promotion process (from 2023).	i.	SoE will actively promote promotion events across the campus, provide a review and feedback process to staff, and monitor the impact of the new promotions system.	Continued from AP2019	July 2029	Monitor the impact of support systems on the rate and success of promotion applications.	Associate Head of School (People)

6.i	Gender is not a barrier to the progression and development of students.	To address the nationally documented underrepresentation of females studying engineering at UG and PG level. When asked, "For students with caring responsibilities, do you feel the school has flexibility enabling you to juggle study with caring? Do you feel the School has...?", 57.14% of female PhD students (4 out of 7) indicated there were some things to celebrate while all other student groups (100%) had many or some things to celebrate.	i.	Continue to monitor UG degree performance by gender and extend to PGT degrees.	Jan 2025	Dec 2029	An increase in the proportion of female UG and PGT students, maintaining diversity ahead of national sector, and level with or ahead of Russell Group.	Athena Swan Champion
			ii.	Targeted action plan to address any identified issues for student progression such as increased support for students with caring responsibilities.	May 2024	Oct 2028	An increase in the proportion of students (particularly females) applying for PGT and PGR degrees. Positive reports from students with caring responsibilities.	Head of Teaching
			iii.	Students are actively supported with training needed for leadership roles within the School and University.	May 2024	Dec 2029	Increased number of student leaders going through relevant training.	Director of Student Experience
			iv.	Identify and address the reasons for non-completion between mature students when compared to young students.	May 2024	May 2027	Reduction in the percentage difference in continuation rates. Committee representation from mature students.	Chair Equality and Diversity Committee
			v.	Identify and address the reasons for fewer first-class awards to mature students.	May 2024	May 2027	Reduction in the difference in awarding gap between mature and young students.	Senior Tutor
			vi.	Continue to promote and award Women in Engineering Scholarships and run joint events with the Multicultural Scholars programme (MSP), encouraging intersectional peer support.	Continued from AP2019	Jan 2030	A sustained provision of fellowships (at least 5 per annum). Awareness of the WiE scholarships among applicants evident in feedback from surveys and other consultation processes.	Associate Head of School (people)
			vii.	Continuous support for Warwick Women in Engineering and Science Society (Student society). Encouraging more staff participation in relevant activities and the provision of mentorship.	Mar 2024	Jan 2030	Positive feedback from female UG students participating on the relevance of the society. Uptake of formal or informal mentorship offerings. Increased visibility of female engineering role models.	Athena SWAN Champion
6.j	Intersectionality of Race is not a barrier to students' progression	Commissioned PhD research evaluating student experience (survey) linked to full	i	Implementing the interventions of the School of Engineering Inclusive Education Action Plan around	Jan 2025	Oct 2027	Reduction in the Ethnicity Degree Awarding Gap (EDAG) aligned with target maintained in Inclusive Education Action Plan.	Director of Student Experience.

	and final graduating outcome.	datasets on degree performance showed that gender did not result in differences in feeling a part of the community, confidence, engagement and final outcomes, but ethnicity does.		ethnicity differentials in confidence-related metrics within the school, and checking for evidence of intersectional awarding gaps with gender as a variable.			Quantitative evaluation of student outcomes and experience, to establish if the Inclusive Education Action Plan is significantly reducing ethnicity gaps relating to feeling part of the community, confidence in study skills, engagement, and degree outcomes, and to identify if gender is a factor in the awarding gap in future, including for minority ethnic students who identify as female and/or LGBTQIA+. (At the time of writing the AP2025 submission, gender was not measurably a factor in observed AG in SoE). Thereby using these results to inform and update the Inclusive Education AP.	
		A lower percentage of female students (69.9%) than male students (84.9%) had many or some things to celebrate when asked about work done to tackle racial discrimination and support those experiencing racial discrimination in the ASCS-Student-2023.	ii	Implementing the interventions of the School of Engineering Inclusive Education Action Plan around inclusive behaviour and tackling discrimination	Jan 2025	Oct 2027	Improvement in survey results on support received if racial discrimination is experienced, 10-15% increase in female students that had many or some things to celebrate as measured in culture surveys.	
6.k	SoE recognises and values outreach work by staff and students.	Student and staff activity can be arranged through several channels, including student societies and external collaborations. A working group is in place to encourage and collate all Outreach activities for their success and achievement to be reported, promoted and celebrated.	i.	Outreach working group to formalise impact measurement methods and report outreach data to the EDC Committee.	June 2024	June 2027	Report outreach activity annually, including essential factors to evaluate the E&D aspects of each activity.	Widening Participation Manager
			ii	Encourage female staff and students' organisation and participation in outreach activities.	June 2024	Dec 2028	Increased outreaches and diversity of organisers and participants.	Outreach Coordinator
			iii	Record the number of outreaches and their impact on widening participation, encouraging uptake of STEM programmes, and development and progression of staff and students.	Oct 2024	Dec 2028	Positive impact is measured through surveys and feedback.	

6.1	Staff and students at Warwick are inspired by female engineers at outreach, breaking down entrenched stereotypes.	National initiatives have shown the importance of role models in encouraging minority groups to pursue a career in a particular sector.	i.	Create a permanent display of plaques and leaflets featuring the aspirations and achievements of a diverse range of inspirational engineers, including SoE staff, alumni, and others; individuals who have made significant contributions in the engineering sector.	July 2024	July 2029	Open Day Surveys to capture impressions from potential students about the diversity of role models in SoE. Positive feedback (verbally and through Open Day questionnaires) from visitors and potential students Applications from underrepresented groups, including female and BME students, continue to rise.	Student Recruitment Officer Athena SWAN Champion Executive Officer Staff Engagement and Event Working Group
			ii.	Celebrate Women in Engineering Day with varying speakers and events about career and experiences in engineering to all staff, students and invite local secondary school pupils interested in STEM careers.	June 2024	June 2029	Increased number of attendees at events and increased engagement with initiatives. Visible impact of activities and increased collaborations.	Director of Student Experience (TBA) Programme Managers (UG and PGT)
			iii.	Sustain educational partnership with WES, with impact for staff recruitment and support for the Warwick WES student group, including national-level network building.	Partnership commenced Nov 2017, to be renewed annually.	Jan 2030	Assessing the success of the sustained educational partnership with the WES. Determine if there's been an increase in staff recruited through this partnership.	
			iv.	Continue to support the Warwick WES Student group to expand their activities and impact. To explore how inclusivity is evidenced in their executive roles, and to confirm how the societies are, and will in future be, inclusive of LGBTQIA+ students in the School of Engineering.	Continued from AP2019	Jan 2030	Assess the success of the Warwick WES Student group's expanded activities by measuring their collaboration with other organisations, initiation of new initiatives, and the overall impact on the university community. Evidenced diversity in executive leadership team.	
			v.	Increase the number of female speakers from external companies to conduct placement talks with students.	Oct 2024	Oct 2029	Increase gender diversity and visibility from sectors where women are particularly underrepresented.	

			vi.	Benefit from female representation and diversity in the membership of the Industrial Advisory Board (IAB)	Jan 2025	Jan 2030	Increase gender diversity and visibility from sectors where women are particularly underrepresented. Surveys and other feedback show awareness of diversity and industrial impact.	
			vii.	Creation of multi-media clips of female staff and students on the SoE website.	July 2024	Dec 2027	Positive feedback on visibility and impact of female role models.	
			viii.	Updating the 'Women in Engineering' leaflet for prospective students featuring current staff and students detailing their interest/success in the field.	Nov 2024	June 2025		
7.	Wellbeing							
7.a	To continue to promote the services available to support students with their mental health and wellbeing and ensure students are aware of these services and how to access them.	From NSS, 71.15% of students reported good communication about mental wellbeing support services. In the same survey, 87% of students feel that they can express their ideas, opinions and beliefs. In the ASCS-Student-2023, 86% of students had no concerns about staff treatment of students. In addition, 86% of students had many or some things to celebrate in career support.	i.	To continue to inform students about new initiatives for mental wellbeing and support the uptake of the services where needed.	Continued from AP2019	Jan 2030	5-10% increased satisfaction especially among female and LGBTQIA+ identifying students in all relevant areas measured by the ASCS-Student and other student-facing surveys.	Senior Tutor Directors of Undergraduate Studies Programme Managers (UG and PG) Director of Student Experience (TBS) Student Engagement Officer
			ii.	Provide essential training on staff -student interactions and student support to staff to ensure they feel empowered and have the skills to discuss difficult topics with students as required.	Continued from AP2019	Jan 2030		
			iii.	Maintain current career support activities and introduce new initiatives where a need is identified.	Continued from AP2019	Jan 2030		

7.b	SoE continues to develop its understanding of and response to staff wellbeing matters.	The biennial UoW staff survey run by the University addresses issues on staff welfare. The ASCS-Staff-2023 provided new detailed data on staff perspectives on wellbeing associated with ED&I matters. By encouraging the completion of the surveys, SoE will be able to identify and address any issues staff raise as a concern.	i.	Encourage engagement in UoW staff survey to understand staff issues relative to their perception of the department as a subset of the University.	Jan 2025	Jan 2029	Response rate dropped from 68% in 2018 to 37.1% in 2023, noting SoE had run its own ASCS just prior which may have impacted response rates to the UoW_Staff_Survey_2023 survey. The target is to increase engagements in future surveys to >70%.	Director of Operations Associate Head (People) Athena SWAN Champion
			ii.	Identify and address priority issues in the UoW staff survey to improve staff's experience of the SOE and University.	Continued from AP2019	June 2029	SoE and UoW staff surveys are used to gather feedback on an annual basis. An increase in positive responses is expected in all areas.	
			iii.	Conduct an ASCS-Staff in years when UoW staff survey is not running.	Apr 2026	Apr 2028	Delivery of AP2025 to improve results in priority areas in future ASCS and UoW staff surveys. Increased participation rates to facilitate intersectional analysis of staff and student responses.	
7.c	SoE will continue to promote resources and events that support staff wellbeing and collaborate with staff to address work-life balance concerns.	>70% of staff were happy with the work-life balance (UoW staff survey 2023). However, from the same survey, 50-60% of staff state that their health is affected because of work and they feel under too much pressure to perform well. From UoW staff survey 2023, over 70% of staff agreed that their manager is actively interested in their wellbeing. However, from ASCS-Staff-2023, more males (65.0%) than females (56.4%) feel supported by the school and community for their	i.	Seek to identify any peculiar issues that may lead to overwhelming periods during the academic year.	June 2025	June 2027	Effective solutions to overcome identified challenges and ensure a smooth and successful academic journey. A minimum 5% positive increase in SoE ASCS and UoW staff survey regarding work-life balance.	School Executive Team Discipline Stream Leaders Executive Officer Line Managers
			ii.	Staff Wellbeing activities to be held throughout the year to promote mental health and wellbeing.	June 2024	June 2029	Monitor engagement with activities and their reception through ASCS and ongoing consultation (e.g. through online feedback form)	
			iii.	To continue to communicate the SET commitment to supporting staff with their wellbeing.	June 2024	June 2029	An increase in positive scoring on all aspects of staff wellbeing in the ASCS and UoW staff survey and particularly a reduction in any differential scoring by gender.	
			iv.	Continue to communicate information to staff around wellbeing support including the Employee Assistance Programme, ensuring a variety	Feb 2024	Jan 2030		

		mental health and well-being.		of communication methods are used.				
		Address concerns raised in the University 2023 UoW staff survey and ASCS-Staff-2023 surveys.	v.	Addressing confidence barriers in seeking help through School-wide communication outlets and conversations with line managers.	Feb 2024	Jan 2030		
8.	Beacon Activities							
								
8.a		Understanding intersectionality in degree awarding gaps.	Building on AP2019 4d	Utilizing findings from final-year PhD project evaluating student experience in the context of awarding gaps. Delivery of impact supported by WES Education Special Interest Group	2024	2030	Peer reviewed publication in leading education journal, where impact can be tracked. Inclusive Education Action Plan delivery providing evidence of a sustained reduction in awarding gaps.	DoSE EDC Chair SoE PhD student (A.S.) HoT
8.b		Pathways into Civil Engineering	Building on AP2019 8.d	Utilising findings from i) the EDC Chair's PreSchool Futures project (2019-2025) ii) and PhD study of barriers to retention of women in the Civil Engineering sector (2023-2030) Delivery of impact supported by WES Education Special Interest Group	2025	2030	Wider recognition among Early Years providers (regional/university network) of Engineering Play behaviours in children independent of gender. Peer reviewed publication identifying gendered factors in entry to/retention in Civil Engineering workplace.	EDC mature student rep (S.W., Civil Engineering PhD student from industry) EDC Chair
8.c		Identifying effective Active Bystander interventions in culturally diverse higher education settings	In 2024 Professor Georgia Kremmyda (HoT) collaborated with Professor Judith Waudo from Kenyatta University, Director Centre for Gender Equity and Empowerment through a British Council funded project.	Sustaining learning and impact from: EDC Chair's recent role in EU-wide UniSAFE project, and in development of UoW policies to tackle sexual violence. HoT's leadership of British Council funded project in	April 2025	June 2026	Identify and share understanding of what makes active-bystander interventions effective in different cultural settings, increasing scope to address intersectional issues in gender-based violence in a multicultural setting. Dissemination of findings at workshops and conferences.	EDC Chair HoT AS-Champion

		Professor Joanna Collingwood (AHoS-People/EDC Chair) worked with the EU-wide UniSAFE project to discover ways of tackling gender-based violence in research performing organisations.		2024: “Prevention of violence against women and girls with a particular focus on higher and further education institutions as safe spaces for women” Delivery of impact supported by WES Education Special Interest Group				
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