

Section 5: Future Action Plan

Newcastle University Action Plan 2025-30

numbers in brackets in left column demonstrate links to other actions (e.g. action 3 links to action 58).

No. #	Rationale e.g. Our context (data, pulse surveys, culture), HE context (benchmarking practice, recommended practice), why is this action needed?	Action	Links to	Milestones	Time frames	Success criteria	Lead Role
Priority 1: Visibility and Oversight							
				M1: Create a survey of GEG members to understand experience and barriers to delivery M2: Method of project delivery document created (e.g. EDI Charters Adviser (EDICA) to lead delivery,			

1	There has been variability in the approaches to Athena Swan (AS) action plan delivery historically at Newcastle University. These approaches have, at times, presented a barrier to the visibility of progress.			regular meetings with action leads, access to Shared Charters Space (AP14), EDICA to lead updating the action plan, utilising the Gender Equality Group (GEG) for steer as required					
	The aim of this action is to publish our approach to delivering the AS action plan 2025-2030 so we can take a coordinated approach across the University.	Publish method of AS delivery and approach to responding to barriers.	HASS plan 1.4	M3: Method of delivery published in Shared Charters Space and to GEG M4: Regular report on progress to University Executive Board (UEB) M5: Evaluation of approach to project delivery with GEG and action leads	M1: April to Dec 2025 M2: April 2026 M3: May 2026, May 2027, May 2028, May 2029 M4: Oct 2027	S1: Survey of Shared Charters Space members undertaken to clarify if colleagues are aware of the method of delivery after reading the document (minimum 80% agree it is useful) S2: Review and amend guidance based on survey findings	Head of EDI		
				M1: Collate established guidance documentation e.g. from					

There is sector guidance but not institutional guidance about how to deliver EDI charters. Action plans often exist for a 5- year period and it is inevitable that a new starter will join the project team at some stage during this cycle. It is

Create a resource with **guidance**

Advance HE (AHE) and sector
M2: Create resource with lessons learned and recommendations regarding action plan creation with the Newcastle University context in mind (e.g. points of contact where possible, how to manage the Shared Charters Space)
M3: Share resource with colleagues via Shared Charters Space, and on a dedicated Sharepoint page, and promote to GEG
M4: Create a user experience survey which is linked to on Sharepoint page
M5: Beacon

M1: June to August 2025

M2: Oct 2026 to Feb 2027

S1: Measure click through to the Sharepoint page, aim to track increasing usage annually by minimum 10% per annum
S2: Track user experience survey feedback, evaluation demonstrates benefits of the resource and minimum 60% of users would recommend the resource to colleagues

S3: Evidence of beacon activity to external colleagues (e.g. AHE conference, UK EDI

2	valuable for new starters to understand the mechanics of charters (e.g. AS, REC) and how they are delivered in the Newcastle University context.	regarding delivering EDI charters at Newcastle University for new starters.	HASS plan 1.4	activity (e.g. speak at event, conference) to share the journey to create above resource	M3: April 2027 M4: April 2027	Charters Network) S4: Review and amend resource based on survey findings	Head of EDI
3 (58)	Lack of awareness about EDI activity as outlined in the HASS Faculty action plan (1.6, outlined 50% agree and 70% strongly agree that HASS (2024) manage gender inequality effectively and low visibility of leadership in the EDI space (4.4.).	Create communications plan which links to faculty plans and promotes the work of AS and the successes achieved.	HASS plan 1.6	M1: Develop a comms strategy document to include activity conducted by senior leaders, link with HASS, SAgE and FMS M2: Comms plan rolled out. Include regular roadshows and visits by UEB members	M1: June to October 2026 M2: Jan 2027 to Dec 2029	S1: Increase from 50% agree and 70% strongly agree in 2024 to 75% agree and 80% strongly agree that gender inequality is managed effectively by 2030	Head of EDI

51.1% of our Senate members are female (44% in 2019-20); 52.2% of Council members are female (40% in 2019). In 2023/2024, 69.2% of EB members are male and 30.8% female. This male:female ratio has not changed over the past 5 years with female underrepresentation compared to colleague population, (EDI Annual Report 2024 = Females 55.4%, Males = 44.6%) All EB members are from a majority ethnic background (white) and no other equality characteristics have been disclosed.

A pilot board/committee shadowing scheme will be created with a small number of colleagues. The aim of the pilot is to build more representative university governance by supporting individuals who belong to groups who are currently

Pilot a **board/committee shadowing scheme** for colleagues from

- M1: Pilot destination identified at either UEB, Council, or Senate
- M2: Identify a champion for pilot board/committee to act as a point of contact
- M3: Head of Unit/Line Manager to approve time for participant to join meetings with the champion
- M4: Develop targeted comms to encourage applications from underrepresented groups (e.g. via networks).
- M5: Evaluate board/committee shadowing approach

- M1: June to Sep 2025
- M2: Sep 2025 to Jan 2026
- M3: Jan 2026 to March 2026
- M4: March to June 2027
- M5: Dec 2027 to Dec 2028

- S1: Evidence of shadow opportunities including number of participants, number of meetings attended, and demographics
- S2: Evidence of evaluation, minimum 80% of participants view their experience to have been positive
- S3: Evidence of outcomes regarding next steps and future practice
- S4: Increased representation of females on senior committees

Head of Executive

4	underrepresented at board/committee level.	underrepresented groups.	REC CV 3.1	M6: Findings used to inform future practice	M6: Jan to Dec 2029	from 44.7% in 2025 to 50% in 2030	and Governance Office
5	Previous reviews of GEG have focused on sex (31% male, 69% female) and race (23% racially minoritised, 77% white) only. Future reviews of GEG will include intersecting characteristics including LGBTQ+, disability, job type (e.g. PS, Academic), seniority, and increasing student representation.	Review GEG membership annually		M1: Annual review M2: Recruit new members through open invitation M3: Targeted promotion depending on representation required	M1: Oct 2025 to Oct 2029 M2: Jan 2026 to Jan 2030 M3: June 2026 to June 2029	S1: Increased diversity in representation to reflect colleague workforce (e.g. Sex F:M ratio 55%:45%), 0.2% T/NB, 4.7% disability, 12.4% minoritised ethnic)	GEG Co-Chairs
				M1: Seek input from GEG members re:			

6	The previous AS action plan included the action: 'Seek a USAT member from outside the Higher Education (HE) sector to support learning and adoption of best practice to input to meetings remotely'. This has been superseded with the action to establish an External Advisory Group (EAG) consisting of a member from three other HE institutions to visit the University annually to provide feedback on our approach to gender equality and to share learning and good practice.	Develop an External Advisory Group to advise on our gender equality practices.	individuals and organisations M2: Reach out to colleague(s) to invite them to join an EAG M3: Conduct an annual meeting of EAG M4: Evaluation conducted with EAG members and University colleagues about benefits of having a EAG and impact on gender equality practice	M1: Oct 2025 M2: Jan to April 2026 M3: Oct 2026, Oct 2027, Oct 2028, Oct 2029 M4: Jan 2027, Jan 2028, Jan 2029, Jan 2030	S1: EAG formed, meeting annually S2: Survey of GEG members, at least 90% find the EAG beneficial for delivering AS plan S3: Feedback discussed and implemented where practicable	GEG Co-Chairs
	Newcastle University includes a wide range of academic experts who specialise in gender equality and border EDI related		M1: Source Newcastle University specialists by promoting membership to EDI Think Tank via internal communications M2: Establish a directory of Think Tank members		S1: Evidence of creation of directory S2: Evidence of impact of EDI Think Tank measured via traffic to Sharepoint page, 10% increase in	

7	subjects who input on an ad hoc basis. This action will formalise the input of subject specialists to increase knowledge on gender equality and broader EDI initiatives, provide quality critical friendship for charter work, and increase awareness of charter work within the University.	Create an EDI Think Tank of academic and research specialists to advise on EDI work including charters.	M3: Details of Think Tank promoted via Sharepoint page M4: Share the Think Tank in external spaces (e.g. UK EDI Charters Network, Advance HE EDI Conference)	M1: Jan to Dec 2026 M2: Dec 2026 M3: Jan to Dec 2027 M4: Jan 2028	visits to page annually S3: Evaluation of sharing the Think Tank using the EDI Beacon Activity Form, minimum 70% agree this is a beneficial resource	HASS EDI Director
	Since our last action plan, Equality Analysis (EA) is now in place for all new policies, guidelines, protocols, strategy documents, major projects, service and system changes, funding allocations. A new EA Template has been developed, accompanied by new guidance and resources, Screening Tool and a step-by-step training have been developed. In 2022/2023, 35 PS and academic colleagues attended the step-by-step training. In 2023/2024, this		M1: Develop a communications plan to clarify the EA process, promote internally (NU Connections) M2: Increase the number of EA templates available in SharePoint to be viewed M3: Increase the number of dates that are available for EA training M4: Promote EA step-by-step training via	M1: May to Dec 2026 M2: June 2026 to Jan 2030 M3: August 2026 to August 2030	S1: Track attendance for EA training, track 20% increase annually S2: Increase the number of completed EAs	

8	declined to nine attendees. Colleagues have also explained that they are, despite the training, not always confident in using the EA process (HASS action plan).	Further increase opportunities for colleagues to learn about how to complete an EA.	HASS 1.7, Research Concord at CAP 30, 31	Networks M5: Promote EA step-by-step training and support to teams that have low confidence of EA	M4: Sep 2026 to Sep 2029 M5: Oct 2026 to Oct 2029	that are archived centrally and available to view via SharePoint (from 10 to 20)	Head of EDI
	As part of building momentum regarding EA, we will establish an EA Network via AHE Connect to provide an opportunity for colleagues from member universities to share good			M1: Create the EA Network on AHE Connect Platform with the support of AHE M2: Administrator's training accessed by relevant EDI Team members who would be administrators to the network page and membership subscription enabled M3: Promote the network via AHE Connect M4: Promote the network internally via EDI Newsletter, NU Connections and	M1: April 2025 M2: May 2025 M3: June 2025 M4: Jan 2026, Jan	S1: Increase in the number of colleagues signed up to National EA Network (minimum 10% growth of members per annum) S2: Evidence of positive impact of the network via annual survey of members (using EDI Beacon Activity form), minimum 70% of members agree the space is valuable	

9	practice, exchange ideas; problem-solve; share information and learning; find solutions to common issues, barriers to conducting robust EA and collaborate to organise joint events/conferences, webinars and/or relevant training.	Creation of a National EA Network .	HASS 1.7, Research Concord at CAP 30, 31	Faculty and School EDI Committees and manage sign-up M5: Evaluate the impact of the network across its members using NU EDI Beacon Activity Form	2027, Jan 2028, Jan 2029, Jan 2030 M5: June 2026 to October 2029		HASS EDI Advisor
	To enhance our intersectionality work, we will establish collaboration of HEI Minoritised Staff Networks to enhance the performance, knowledge, and awareness of staff networks by creating multiple channels of opportunities for employees	Creation of a National Collaboration of HEI Minoritised Staff Networks to promote engagement among all staff networks to		M1: Set up the Collaboration of staff networks	M1: April 2025 M2: June 2025 to June 2029	S1: Increase in the number of colleagues signed up to HEI Minoritised Staff Networks group (minimum 10% growth of members per annum) S2: Evidence of positive impact of the network via annual survey of members (using EDI Beacon	

10	from other HEIs to make connections; consult, engage, and make suggestions for improvement, effectiveness, and growth.	promote engagement and collaboration with other similar networks	HASS 2.7b	M2: Evaluation of the network M3: Evaluation to inform changes and updates to network	M3: August 2025 to August 2029	Activity form), minimum 70% of members agree the space is valuable	HASS EDI Advisor
In 2024, the University AS Self-Assessment Team broadened its scope to include wider gender equality initiatives and became the GEG. The GEG is interested in following the approach of the REC Implementation and Action Group who hosted the REC Networking and Knowledge Sharing event In July 2024. The event promoted REC work within NU and included a panel of colleagues from a range of institutions to share knowledge about effective inclusion methods and networking. The GEG would like to engage with communities by							
		Creation of AS Networking and Knowledge Sharing events , open to sector colleagues, to take a broader view of activity and impact progress in the		M1: One event per annum open to all internal colleagues to publicise the work of the AS and receive feedback M2: One event per annum open to external colleagues to develop knowledge, skills, and network beyond the	M1: April 2026, April 2027, April 2028, April 2029 M2: Oct 2026, Oct 2027, Oct 2028, Oct 2029 M3: April and Oct 2026, April and Oct 2027, April	S1: EDI Beacon Activity form demonstrates >80%	

11 (13)	creating AS Networking and Knowledge Sharing events for colleagues internally and externally.	institutional plan.	SAgE ENG (3.6), REC	institution M3: Method of evaluation shared with attendees	and Oct 2028, April and Oct 2029	attendees find the event(s) beneficial	GEG Co-Chairs
	NU published a Gender Equality Plan (GEP; Newcastle University Gender Equality Plan.doc, cited 2024) which aligns to the requirements of Horizon Europe Funding in 2022. Given the renewed focus of the next AS action plan there is an opportunity to review and refresh the GEP.	Review and refresh the		M1: Review to include an exploration of the different approaches within the sector, revisit Horizon Europe guidelines, consider the plans outlined within the various AS action plans at the institution and work with our R&I colleagues. M2: GEP final draft created and finalised at GEG M3: Updated GEP Plan published on externally facing website M4: Conduct communications exercise to	M1: August to Dec 2025 M2: Jan to April 2026 M3: June 2026 M4: June	S1: GEP updated S2: Evidence of awareness of updated GEP measured by 10% annual increase in views to the	

12	This action will involve refreshing the GEP working with our R&I office.	Gender Equality Plan.	promote the newly updated GEP	to Oct 2026	document on external web page	Head of EDI
The previous action plan captured a wide range of EDI beacon activity but did not include a standard			M1: EDI Beacon Activity form created for colleague delivering the activity			
			M2: EDI Beacon Activity form created for participants who attended			
			M3: New internal SharePoint page created to house both forms and explain the purpose of capturing this information	M1: April to June 2025		
			M4: Communications to promote both forms	M2: June to Oct 2025		
			M5: Analysis of data collected on the forms and findings reported annually to GEG	M3: Oct to Dec 2025		
			M6: Feedback to	M4: Jan 2026		

13	method for evaluating this activity. An EDI Beacon Form will increase transparency and provide a system to routinely capture our beaconing activity. A further form will be developed to capture feedback from attendees/participants at our events. Create EDI Beacon Activity forms and annual report.	influence communication strategy for AS action plans, and increase awareness of our beaconing activities towards gender equality across the institution	M5: April 2026, April 2027, April 2028, April 2029 M6: Jan 2027 to Jan 2030	S1: New EDI Beacon Activity forms developed S2: Evidence of the forms being used, and feedback provided S3: Feedback forms acted on	EDI Charters Advisor
	EDI Charter work at Newcastle University has historically been conducted relatively independently with little sharing of action plans. This can lead to duplication			S1: Increased participation in the Shared Charters Space of both action plan leads and stakeholders, aim to have all seven Athena Swan plans, the REC plan, and their respective action plan leads and stakeholders in the space (approximately	

14 (13)	of effort, missed opportunities to align specific actions, and a challenge when creating the institutional plan. The EDI Team have developed The Shared Charters Space via Teams, available to all stakeholders who work on charters. The goal of the space is to increase cohesion, alignment, and create community for AS and REC work.	Roll out of the Shared Charters Space.	HASS 2.3	M1: Garner buy in from all undertaking charter work M2: Conduct evaluation exercise with users M3: Evaluate the benefits of the Shared Charters Space via feedback channel M4: Promote via the AS Networking and Knowledge Sharing events, use EDI Beaconing form to track impact M5: Promote via presentation at Advance HE Conference	M1: June to Dec 2025 M2: June to Dec 2026 M3: Dec 2026 M4: April and Oct 2027 M5: April 2028	120 people) S2: Positive evaluation through feedback channel s S3: Evidence of article to promote benefits of the Shared Charters Space S4: Future action plans developed through use of the Shared Charters Space S5: Evidence of sharing the Shared Charters Space internally and externally	EDI Charters Advisor
	The Shared Charters Space launched in 2024 with a successful pilot with the School of Computing. Not all faculties and schools have joined the Space at the time of writing. The Space encourages colleagues to share their live action plans, enables community questions, and offers a monthly drop in for all members.					S1: Evidence of creation of National EDI Charters	

NU Executive Board have requested a series of EDI related training. Gender and Identity training will be

Provide **gender identity and inclusion training** to

M1: Gender identity and inclusion training designed and developed with external training organisation
M2: Gender identity and inclusion training delivered to senior leadership
M3: Training evaluation feedback collected
M4: Feedback analysis used to identify feasibility and steps needed for rolling training out more widely across University

M1: April to Oct 2025
M2: Nov 2025
M3: Dec 2025
M4: Jan to April 2026

increased understanding and respect of different gender identities among senior leadership
S2: Evaluation identifies increased understanding among senior leaders of how to foster inclusion for all gender identities at the university
S3: Support and allyship from senior leadership for a wider roll out of the training, and increased inclusion of all gender identities in university life
S4: Evidence of impact from

16	created in consultation with Rainbow@Ncl Network.	senior leadership.	M5: Training rolled out across the University	M5: June 2026	University-wide training	EDI Training Lead
	The Workforce Planning Dashboard, established in 2024, has improved the accessibility to data for the colleague population. The dashboard currently offers the user the option to view a maximum of two EDI data categories at the same time (e.g., sex and ethnicity), allowing for intersectional analysis and reporting. The EDI Team have requested the addition of a third layer of EDI characteristics breakdown to enable further intersectional and gap analysis (where numbers allow) and inform practice. The team responsible for the Workforce Planning Dashboard (BI, Analytics & Insights) have committed to adding this element.					
		Add a third EDI-filter to enable further intersectional analysis in the Workforce Planning Dashboard.	M1: BI, Analytics & Insights team to implement a third layer of EDI characteristics for intersectional data analysis M2: Evaluation by EDI Team about the added insight the extra filter creates	M1: July 2027 M2: July 2028	S1: Evidence of the implementation of the third filter S2: Evidence of use of the added EDI filter to inform practice	Head of Business Intelligence
17			M1: BI, Analytics & Insights team to liaise with EDI			

18	The Workforce Planning Dashboard offers a report including headcount (size & shape) and allows for filtering the data by a maximum of two EDI categories. There is, however, currently no separate dashboard which brings all the EDI data together, required to monitor our charter work. A specific Charters dashboard is required which displays all protected characteristics, and allows filter for e.g., occupation, job family, academic grade, academic contract function, and contract type.	Development of a new Charters dashboard/ Report within the 'People' workspace on the Strategic Insights Portal	Team to develop the charters dashboard relevant to the Charters reporting requirements		S1: Evidence of the new Charters dashboard	
			M2: Charters dashboard created and piloted M3: Charters dashboard evaluated M4: Evaluation feedback used to update Charters dashboard M5: Share access to the dashboard with faculty EDI colleagues	M1: Oct to Dec 2026 M2: Jan to April 2027 M3: April 2028 M4: June to Oct 2028 M5: Jan 2029	S2: Evidence of use of the Charters Dashboard by the EDI team and benefits in monitoring progress of the action plans, evidenced via reflective write up from EDID&P in narrative column	Head of Business Intelligence
			M1: Project group led by BI, Analytics & Insights team including stakeholders (e.g. Recruitment Team, EDI Team, NUIT, and key stakeholders involved in WF			

19	The Workforce Planning Dashboard does not currently offer data on the recruitment process. Data analysis undertaken by the Recruitment Team requires significant manual intervention. The BI, Analytics & Insights team have committed to provide recruitment data once it is available as an automated data feed from the new Employee Central system on areas including application, interview, offer, and a breakdown by protected characteristic with three layers.	Develop an automated data feed to access EDI data for recruitment process.	planning) established to inform requirements for recruitment data M2: Findings utilised to shape the automated data feed M3: Automated data feed to be built into the existing WF dashboard M4: Feedback utilised to further develop the dashboard contents	M1: Oct to Dec 2026 M2: Jan to April 2027 M3: June to Oct 2027 M4: Jan to Dec 2028	S1: Evidence of automated data feed for EDI recruitment data.	Head of Business Intelligence
	The current staff records collate information on sex, sexual orientation and gender affirmation Data sharing rates (i.e., proportion of colleagues who have provided their personal details) has increased since 2019 (source: EDI annual report 2024). For example, the data sharing rate for sexual					

20	orientation has increased (from 28.7% in 2019 to 54.6% in 2024). Despite an increase in data sharing rates, the sharing rates for sexual orientation remain low.						
	Working with Rainbow@Ncl and community feedback, we will explore our categories to understand appropriate categories in Employee Central system. Categories could be broadened and align to HESA reporting requirements.	Broaden diversity categories in the Employee Central system and increase data sharing rates.	EDI Annual Report 2024	M1: Add free text box to 'which of the following best describes your sexual orientation', add a free text box to 'in another way' M2: Add option to select multiple for parent/carer status M3: Review responses every 12 months with view to considering additional categories based on responses and monitor data sharing rates	M1: Oct to Dec 2026 M2: Jan to April 2027 M3: Sep 2027, Sep 2028, Sep 2029	S1: Increased categories to enable further insight S2: Increased data sharing rate	Head of People Operations & Systems
	Employee Central system live in September 2024, explore additional categories for the system.					S1: Video with talking heads published S2: Wider comms campaign active S3: Increased data sharing	

Data sharing rates (i.e., proportion of colleagues who have provided their personal details) has increased since 2019 (source: EDI annual report 2024). Gender reassignment: 25.9%-point increase in data sharing rate (from 28.2% in 2019 to 54% in 2024). Sexual orientation has seen a similar increase (28.7% in 2019, 54.6% in 2024). Marital and Civil Partnership status data sharing has increased by 8.7% since 2023 (from 38% in 2023 to 46.7% in 2024) Despite an increase in data sharing rates across these data categories, declaration rates for gender affirmation and sexual orientation particularly are still low.

Create comms campaign to **promote data**

M1: Video created with diverse range of talking heads, promoting data sharing and support available
M2: Comms in NU Connections, EDI Newsletter and internal screens to promote data sharing. Annual comms aligned with annual EDI

M1: April to June 2027
M2: June 2027
M3: Sep 2027, Sep

rates across all protected characteristics, including another 26% increase in data sharing rate (same as the increase from 2019-2025) for gender affirmation (to 80%) by 2030, and another 28% increase in data sharing rate (same as the increase from 2019-2025) for sexual orientation (to 83%) by 2030
S4: A 25% increase in data sharing rate for Marriage and Civil Partnership status (to

21 (20)	Create a comms campaign to increase the data sharing rate for all areas.	sharing in Employee Central System.	report launch M3: Data sharing rate tracked	2028, Sep 2029	71.7% by 2030).	Head of EDI
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Priority 2: Recruitment and Onboarding

In-person inclusive recruitment (IR) training is in place for hiring managers (launched August 2022), this considers protected characteristics including gender, race and disability. These workshops have been delivered in person, aimed at new managers or colleague new to recruitment but has had low numbers of attendees compared to total population (91 participants in AY 22/23 - Module 1: 38, Module 2: 23; Module 3: 30). In 2023/24 only 1 participant was recorded to have completed the three Recruitment modules. Alongside the in-person workshops, we propose, a short online training offer to

Create online **inclusive recruitment**

REC C1.3, Research

M1: Consultation on content for IR training with hiring managers
M2: Rollout of IR training including University wide comms plan highlighting the importance of IR practices (e.g. update recruitment handbook with new training, ensure the link is within Managers Essentials)

M1: April to Dec 2025

M2: Feb 2026

M3: Feb 2027, Feb 2028, Feb

S1: All hiring managers to have completed the IR training by 2030

22	increase attendance, and enhance the inclusive recruitment practices.	training for hiring managers.	Concord at CAP 24	M3: Annual review of the programme M1: Candidate journey mapped out M2: Link up with marketing to include intersectional case studies as part of Content Strategy M3: Intersectional video case studies created e.g. female from a MEG background working in PS, STEMM, and intersectional talking about the candidate journey M4: Web page created with candidate journey, guidance on what to include in application and e.g. include a statement "encouraging	2029, Feb 2030	S2: Evidence of annual review	Recruitment Business Partner
	We recognise there is likely to be reduced recruitment during the next five years due to the financial constraints in the sector. However, when we recruit, we aim to attract a diverse range of applicants to the organisation. There is underrepresentation in certain parts of the organisation. Annual EDI report 2024 show an underrepresentation of female colleagues in e.g. maintenance roles (F:M-ratio 4.7%:95.3%), but also				M1: Oct to Dec 2026 M2: Jan to	S1: Number of visits to the web page tracked year on year	

23	in specialist roles (F:M-ratio: 36.5%: 63.5%). Following review of the careers page (2024), the aim in 2024/25 is to refresh the careers page to show the whole candidate journey (how to apply, what to expect as a candidate) and include more diverse success stories.	Web page with candidate journey and intersectional case studies launched.	REC C1.2, Disability Confident, SAgE Eng plan (2.1)	applications even if not hitting all criteria - update recruitment handbook as and case studies created. M5: Comms to promote as part of wider Content Strategy.	March 2027 M3: June to Dec 2027 M4: Jan to Dec 2028 M5: Jan to Dec 2029	S2: Increased proportion of females in maintenance roles from 4.7% to 10%, specialist roles from 36.5% to 46.5%, and School of Engineering more broadly	Recruitment Business Partner
24	The University hasn't consistently asked for equality monitoring data for executive searches. As part of recruitment campaigns, exec search partners advertise, network, promote, and have informal conversations with candidates. The request from the University, therefore, will be to capture data of the diversity of the candidates they speak to in relation to respective senior roles. Including this as a standard requirement may affect the diversity of candidates.	Ensure search consultants include equality monitoring data reports as part of their service	REC C2.1, Equality Objective about governance	M1: Review data for each executive search campaign M2: Analyse data at each stage of recruitment and feedback to exec search company	M1: Jan to Dec 2026 M2: Jan 2027 to Jan 2030	S1: Report diversity of candidates annually S2: 100% of search consultants include equality monitoring data by 2030	Recruitment Business Partner

25	Certain recruitment platforms that host adverts for job roles specialise in attracting applicants from specific protected characteristics. Newcastle University will increase the variety of platforms used to further diversify applicant pool. Applicants are more likely to select platforms if there is no cost attached; seek platforms that are free of charge.	Mapping exercise around diversity platforms and candidate attraction to identify their success.	Disability Confident 1.5, 1.6	M1: Conduct SWOT/Gap analysis of recruitment platforms that target a range of protected characteristics e.g. female, disability. LGBT, race. Consider reach, free options, and variety of providers M2: Communicate with local community groups about these platforms M3: Add new recruitment platforms to recruitment system, Success Factors, for selection with brief description of their reach	M1: Jan to Dec 2026 M2: Jan to Dec 2026 M3: Jan to March 2027	S1: Increased number of platforms available and increasing the number of free to use platforms by at least 50%	Recruitment Business Partner
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				M1: Recruitment handbook updated M2: Communications created and disseminated about the recruitment handbook change M3: Inclusive Recruitment training content updated to include details of this change M4: Update pick list for applicant to identify where they heard about the job M5: Annual report on pick list	M1: March to June 2027 M2: July to Oct 2027 M3: Oct to Dec 2027 M4: Dec 2027 M5: April 2027, April 2028, April 2029	S1: Pick list report demonstrates applicants applying from a broader range of platforms annually	
26 (25)	Certain recruitment platforms specialise in attracting applicants from specific protected characteristics. NU will increase the variety of platforms used to further diversify applicant pool.	Post mapping exercise about diversity platforms	Disability Confident 1.5, 1.6				Recruitment Business Partner
27	The previous employee data collection system included a provision for a buddy system but take up and awareness of this approach is low. The new (Autumn 2024) Employee Central system offers the	Revamp and promote the NU Buddy System.	FMS - PE4.1	M1: Create the buddy system within Employee Central M2: Develop guidance to provide clarity on	M1: June to Oct 2025 M2: Jan to June 2026	S1: Evidence of new buddy system S2: Evidence of increased take up annually by 15% per	

opportunity to administer a buddy system. There is also a requirement to engage more with line managers to increase the utilisation of this approach. By fostering meaningful connections and promoting mutual respect and understanding, the buddy system contributes to building a more inclusive and supportive work environment.	how to access the buddy system (as a line manager, new starter, buddy) M3: Engage with line managers to promote use of the system M4: Track the take up of the buddy system and evaluate by protected characteristic	M3: Jan to June 2027 M4: Jan 2028, Jan 2029	annum	Head of People Operations & Systems
More females than males tend to be carers. We also have low declaration rates (36 carers declared in organisation (80% female, 20% male, 0.54% total workforce). Our current application form does not include Carer status. This is currently implemented within Employee Central, where colleagues can update their status once they are employed by the University. To increase the quality of our EDI data and increase data sharing rates which will	M1: NUIT to include guidance	S1: Carer status included in profile section of applicant form (recruitment) S2: Increased disclosure levels of carers, from		

28	help us to identify gaps and support our colleagues who are unpaid carers, it is preferred to have this included on our application form for applicants to complete at application stage (with a prefer NTS response option).	Incorporate Carer Status on the personal profile section on the application form.	question and answer categories on the application form (ensuring use of the same wording/categories as in Employee Central)	M1: Jan 2026	0.54% in 2025, aim for similar disclosure rate to the national average of working unpaid carers (4.37%, Carers Digital) by 2030	Head of People Operations & Systems
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Priority 3: Career Development, Talent and Succession

38% of colleagues agreed that inappropriate behaviour was dealt with effectively (2019 Pulse survey). 46% in the research community agreed and 32% disagreed that 'discriminatory and inappropriate behaviour in my research environment will be dealt with effectively (2022 Research Culture Survey). The 2022 FMS culture survey, 26% (26%F) colleague and 16% (22%F) PGR student respondents had experienced microaggressions, increasing to 33% in the small number of colleague

M1: Deliver the 24 / 25 leadership development offer and evaluate to identify any improvements
M2: Understand organisational requirements via findings from

29	respondents who identified as non-binary. These experiences impact psychological safety which can affect career development and progression, including whether colleagues feel able to nominate themselves to management and leadership development programmes. The University aspires to be a values led and psychologically safe organisation in which colleagues are treated with respect and enabled to thrive, particularly during times of change. We are keen to ensure that our future leadership and management offer gives leaders and managers the space to reflect on their key role in making all of this happen. Any intervention will also include long-term evaluation of impact for attendees.	Improve the capability and behaviour of leaders and managers through the socialisation and implementation of both the leadership framework and measurable leadership offer.	FMS culture survey, Pulse survey, Research Culture Survey	Behaviour Matters project, Wellcome Trust project, and requirements of organisational transformation programme, and success of 24/25 programmes M3: Create a relevant development offer to develop capability and management of leaders and establish evaluation metrics including demographics M4: Publish offer/any relevant nomination window in NU Connections and SharePoint M5: Promote at relevant events annually e.g. managers Forum	M1: June to Oct 2025 M2: Jan to June 2026 M3: Oct to Dec 2026 M4: Jan 2027 M5: Jan to April 2027	S1: Increase colleagues of all genders agreeing that inappropriate behaviour is dealt with effectively S2: Increase in colleague confidence in management and leadership capability via pulse survey S3: Increase in participants confidence at the start and end of programmes against the Leadership Framework	Head of OD
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Our previous action plan identified a review of existing leadership and management offer and Inclusive Futures, a programme for colleagues with a marginalised protected characteristic, was established. The existing Leadership and Management Talent programmes are key programmes for a small proportion of aspiring leaders, and we have not previously assessed the diversity of those applying and being accepted onto existing programmes aside from participants on Inclusive Futures. This action will consist of a review of the diversity of

Review the numbers and diversity of those applying for and being accepted onto future Leadership and Management Talent programmes and run longitudinal evaluation of the impact for

M1: Review of trend demographics
M2: Implement inclusive application process following principles in Inclusive Recruitment training (AP22)
M3: Targeted comms to promote Leadership and Management programmes to underrepresented groups
M4: Track attendance for all three leadership programmes and report on participant feedback. Also Track career development/leaver reasons of participants in next 3-5 years following

M1: June to Oct 2025

M2: Jan to March 2026

M3: Jan to April 2027

M4: June 2025, June 2026, June 2027, June

S1: Annual report of candidates attending Leadership and Management programme, aim for attendance to mirror wider colleague

31	in a leadership position - Existing colleagues promoted into a leadership position - People leading a new project or team that may not have direct line management responsibility	impact and continue to improve and enhance the initial content and format. Establish the Leadership induction and Welcome training.	Disability Confident 20	report on evaluation for Leadership Induction and Welcome training M4: Refine Leadership Induction and Welcome training based on feedback	2028, Jan 2029, Jan 2030 M3: April 2026 to April 2030 M4: June 2026 to April 2030	management assessed through post training evaluation of the team members of the attendee, 70% agree line manager is values led	Head of OD
Following an identified need for a standardised leadership development offer based on the values of the organisation and which reflected different stages of leadership, Newcastle University has now developed a Leadership Framework. The Leadership and Management Development offer now reflects our commitment to create a more sustainable and inclusive leadership community, where we have clarity about what it means to be a leader at Newcastle University. All colleagues now have equal access to leadership courses and can							
				M1: Design evaluation process for programme M2: Conduct evaluation of 2024-25 programme M3: Adapt 2025-26 programme	S1: Increased leadership skills, knowledge and confidence among colleagues with protected characteristics		

32	self-nominate underpinning a clear, open and transparent process. Inclusive Futures is Newcastle University's leadership development programme for colleagues with protected characteristics. The programme was initially designed and delivered by a working group of Newcastle University colleagues and an external provider, Common Purpose in 2021, to provide leadership development for colleagues from ethnically minoritised backgrounds. In 2023-24, the programme expanded to include colleagues with any of the nine protected characteristics. The 2024-25 programme includes a sex split of 85% female and 15% male.	Design and deliver a longitudinal evaluation for Inclusive Futures which tracks impact and outcomes.	REC C2.2, Disability Confident 20	using data from 2024-25 evaluation year 1 data M4: Collate longitudinal data (at 3 years) to understand long-term leadership trajectories of participants M5: Use evaluation data to inform training and development offer for colleagues with protected characteristics, ensuring this offer contributes to more diverse and inclusive leadership at Newcastle University	M1: June to Dec 2025 M2: Dec 2025 M3: Jan to April 2026 M4: April 2028 M5: June to Oct 2028	after taking part in Inclusive Futures least 80% of participants report increase in skills and confidence via workshop feedback surveys S2: Continued progression and development into leadership among colleagues with protected characteristics after participation in Inclusive Futures	Head of OD
	Research Leadership: Females (40%) at NU are less likely to be principal Investigators (PIs) than males (58%).						

33	Three research-focused leadership and management development programmes have been developed to address this underrepresentation: (1) Research Project Leads course, a 5-month programme that aims to upskill participants to take the role of PI for research projects or for those recently in post. The current cohort (2024) includes 15 women and 9 men. (2) New to Leadership, a nine-month course starting in October 2024, which includes nine women and six men in their first-line management roles. (3) Leading Researcher, aimed at Senior Lecturers, Readers, and Professors over six months to support long-term, large-scale research goals while nurturing invaluable leadership skills.	Track the sex split of applicants and attendees on the Research Leadership programme. Compare to sex + split of PI's in NU and sector to understand if the training is changing the proportion of males and females.	REC R1	M1: Report on sex split for each cohort, compare to NU existing PI population and sector M2: Encourage applicants from under-represented groups in the communications for each cohort	M1: Jan 2026 to Jan 2030 M2: Jan 2026 to Jan 2030	S1: Contribute to overall target to increase proportion of female PI's from 40% to 50% by offering places on the programme to females.	Head of OD
	Our annual EDI report 2024 shows an underrepresentation of						

female colleagues in e.g. maintenance roles (F:M-ratio: 4.7%:95.3%), specialist roles (F:M-ratio: 36.5%:63.5%), and in our School of Engineering Academic roles (F:M-ratio: 22%:78%). Apprenticeships provide an opportunity to increase proportion where there is underrepresentation. Increasing representation across various work areas will create a more balanced workforce which, in time, may impact the gender pay gap (15.5% mean pay gap, in 2024 EDI Annual Report) by ensuring apprenticeships are part of our annual workforce planning conversations. Current female and male ratio for apprentices in 2025 F:M 56%:44%.

As a large employer we are making a commitment to use our apprenticeship levy to increase the number of colleagues upskilling

Utilise **apprenticeship**

M1: Assess the current plan, compare with representation in related roles
M2: Target comms based on areas of

M1: June to Oct 2026
M2: Oct to Dec 2026

S1: Completion rates of apprentice programme

S2: Aim for apprenticeship sex split to be representative of our wider colleague demographic (F:M ratio 55%:45%) and

and allyship, challenging and overcoming bias, and being an Active bystander). to support staff with the skills, knowledge and awareness they need to help make the university an inclusive space for all our community.

We also provide more targeted training in schools and departments across the University, in response to requests from colleagues who feel this training would benefit them, e.g. a bite-size series of EDI training sessions with tutors in the School of Medicine, to help them embed EDI in their work supporting medical students, and Inclusive Language training to support respectful communication.

In 2024/25, the University will develop a new EDI training strategy and plan for 2025-29 to advance our training offer in a strategic

Develop and implement a

Pulse survey: Personal and

M1: Staff consultation, listening and research conducted to understand EDI training needs and priorities
M2: EDI training strategic plan designed
M3: EDI training plan implemented and monitored
M4: Evaluate and measure the impact of EDI training activities on staff attitudes, behaviours and

M1: June to Oct 2025
M2: Oct to Dec 2025
M3: Jan to Dec 2026

S1: Staff report better understanding and confidence in EDI related topics and behaviours based on training evaluation (minimum 80% of attendees report increased understanding and ability to apply learning to their role)
S2: Training impact shared and used to inform and adapt training strategy on an ongoing basis
S3: Establishment of the EDI

36	way that ensures consistent reach and delivery across the university.	University EDI training strategic plan.	Career Development	awareness of EDI issues e.g. gender bias and allyship	M4: Jan to Dec 2026	Knowledge Hub.	EDI Training Lead
	There has historically been a lack of diversity at senior levels in the academic and PS spaces.	Introduce and evaluate a standardised approach to talent and succession conversations with leadership teams that actively considers the issues of diversity and leadership and management succession planning.		M1: Agree a standardised approach to leadership succession conversations, learning from previous practice M2: Implement revised approach and evaluate its effectiveness M3: Adopt annualised approach as part of strategic workforce planning	M1: Jan to June 2026 M2: June to Oct 2026 M3: Jan 2027, Jan 2028, Jan 2029, Jan 2030	S1: Increased representation of females where underrepresentation is identified S2: Diversity stats reported on for senior leadership teams S3: Evaluation of recipients of talent and succession conversations, minimum of 70% agree the conversations are beneficial in supporting career development	
37	The OD Team aim to increase the confidence of colleagues regarding talent and succession, and to increase the awareness of the values of diversity to senior leadership. Talent and succession conversations, however, are not delivered as standard practice across leadership teams.		Research Culture Action Plan 2.7				Head of OD

Conversations and Priorities (C&P) was brought in as there is low levels of satisfaction with the annual appraisal process (21% disagree with 'I have constructive feedback about my performance', 2019 Pulse survey). C&P identified the main improvements e.g. minimal recording, improving the quality of conversations, focusing on priorities as main output, seeing the person as the whole person, more tools to think about wellbeing/development/career

Whilst there is a good case for C&P there have been some challenges since launch in 2023. For example, there is a low engagement rate compared to the previous appraisal 'personal development review' (PDR) (35% completed C&P and 60% completed PDR, 1400 respondents, Personal and

Pulse
Survey: M1: Review of
Personal C&P approach

S1: Evidence
of changes
made to C&P
approach
S2: Evidence
of increase
satisfaction

38	Career Development Survey, 2024). This will partially be as departments have been able to use their preferred platform. There has been qualitative feedback that the system for recording C&P is inadequate (5.86/10 score for C&P system compared to 6.86 for PDR system, 1400 respondents, Personal and Career Development Survey, 2024). The feedback and experiences listed above will be considered ahead of creating a wider rollout plan.	Review of C&P approach and create plan for wider roll out	and Career Development, SAgE Eng (6.1), SAgE SNES (3.1), FMS CD 5.1, HASS 6.4, Technicians Commitment	including C&P toolkit, pilot in People Services M2: Act on findings from pilot, refresh/update C&P toolkit and incorporate into broader management development offer M3: Create rollout plan, including fixing challenges with organisational hierarchies	M1: April to Dec 2025 M2: Jan to June 2026 M3: June to Oct 2026	with C&P system/approach for all genders (increase from 5.86/10 in 2024 to 8/10 in 2030) S3: Evidence of increased usage of C&P from 35% in 2024 to 70% in 2030 via Personal and Career Development Pulse Survey.	Head of OD
	The New Learning and Development (L&D) Policy aims to instil a transparent approach which encourages conversations between managers and colleagues to ensure equity of opportunity.				M1: Jan to June 2026 M2: June	S1: L&D Policy live and available for colleague, report on click through rates to understand volume of colleague accessing (10% increase annually)	

39	The policy will provide clarity about what Learning and Development is, how to prioritise and process requests for funded training. Personal and Career Development Survey 2024 identified 'the training and development available to me supports my future career aspirations' 5.7/10 (F:M ratio 6/10:5.4/10).	Launch new Learning and Development policy	FMS - CD 6.1	M1: Policy drafted M2: Consultation completed M3: Policy approved and launched	to Dec 2026 M3: Jan 2027 M4: Feb to April 2027 M5: June to Dec 2027	S2: Increase of score from 5.7/10 to 8/10 for both males and females perceiving 'the training and development available to me supports my future career aspirations' by 2030.	Head of OD
	Mentoring can be a useful tool for colleagues who are considering promotions, returning from extended leave (e.g.			M1: Scoping possibilities for NU Mentoring Strategy, including opportunities to acknowledge mentors as part of career progression e.g. as citizenship activity via promotions criteria M2: Develop NU Mentoring Strategy			

40	maternity/pregnancy leave), and for new colleagues. Females are more likely to be mentors as part of the NU Mentoring scheme (2024, F:M ratio 93:42 (68% female), 2025 F:M ratio 75:32 (66.4% female) and this activity is currently not acknowledged as part of 'citizenship activities' in academic promotions criteria.	Develop NU Mentoring Strategy which considers ways to acknowledge female mentors e.g. via promotions criteria.	FMS PE4.3, SAgE ENG 6.3, HASS 5.4, Technicians Commitment	M3: Promote the new strategy via comms M4: Target comms to mentors, let them know about any new ways this activity can be acknowledged as part of progression in the organisation	M1: Jan to June 2026 M2: June to Dec 2026 M3: Jan to April 2027 M4: June to Oct 2027	S1: New NU Mentoring Strategy in place S2: Evidence of comms regarding changes which will acknowledge mentoring as part of progression	Head of OD
	There are perceptions that workload is not allocated fairly across the University. For example, the School of Natural and Environmental Sciences (SNES) action plan reports that 53% female and 54% male strongly disagree/disagree with the statement 'workloads are allocated fairly'. FMS WW6.1 and 6.3 Culture Survey data, 40% (F:M ratio 43%:31%) academic colleague			M1: Creation of a Workload Model Forum, consisting of a balanced academic community supported by PS to enable continuous		S1: Workload Model Forum is in place S2: Improved perceptions of workload allocation, reduction in colleagues disagreeing workload is allocated fairly from F:M ratio 53%:54% in 2024 to F:M ratio 25%:25% in 2030	

	respondents did not feel their workload was manageable			improvement in the model, tariff and transparency		S3: Reduction in colleagues perceiving workload to be unmanageable , from F:M ratio 43%:31% in 2022 to F:M ratio 25%:25% by 2030	
	The SNES School have developed a Workload Model forum with a view to providing improvements and increased transparency to the Workload Model.	Creation of a University Workload Model Forum	SAgE SNES (4.1), FMS WW 6.1 ,6.3	M2: Findings of the Workload Model Forum reported on and shared with colleagues across the University	M1: Jan to Dec 2029 M2: Jan 2030		SAgE EDI Director
41	The data currently collected on the reasons why academic, and PS choose to leave the University and whether these reasons are linked to culture / environment, does not have sufficient granularity to provide information that can be used to develop actions. The system that administers the current questionnaire is external and can't be developed further. The new (Autumn 2024) Employee Central system introduces a new leaver workflow and offers an opportunity to reinvigorate this process. Head of People Operations and Systems to work with OD to create a	Develop a standard leavers survey for all staff groups , which captures key information and equality monitoring data and is clear about how this		M1: Conduct mapping exercise to understand exit survey good practice M2: Draft exit survey M3: Consult exit survey with stakeholders M4: Pilot of exit survey M5: Roll out of	M1: June to Oct 2025 M2: Jan to April 2026 M3: June to Oct 2026 M4: Jan to June 2027 M5: Jan to Dec 2028	S1: New exit survey in place S2: Data reported on annually to People Services Leadership Team S3: Evidence of changes to practice as a result of findings, feed back from People	

clarity through examining use of language and assessing any barriers or impact on any protected characteristics.

The Plain Language Escalation Reduction Rate (PLERR) measures the percentage decrease in customer or user queries that require escalation to higher support tiers, following the implementation of revised policies and guidance aligned with the Campaign for Plain English standards. This metric reflects the effectiveness of clear, accessible communication in enabling users to resolve issues independently or at the first point of contact.

PLERR calculated with the following formula (number of escalated queries before the new policy - number of escalated queries after new policy/escalated queries before new policy x 100).

Review and, where applicable, update **Reward Policy** to include all pay

M1: Review of all Reward related policies and procedures and design review schedule - linking into any committee dates required for approvals
M2: Produce template design and review checklist for consistency
M3: Audit of queries to the Pay and Reward Team for 24/25 (before updated policy) and 25/26 (after updated policy) to understand any differences in PLERR
M4: Produce comms and training plan for revised policy/procedures - including

M1: June to Oct 2025
M2: Oct to Dec 2025

S1: Revised policy in place as required by review

44	Changes will be monitored through improved reward metrics and reduction of PLERR	elements providing transparency of approach to colleagues	Research Culture AP 5.2, REC culture survey	independent review for language and ease of use checking	M3: Oct 2025 and Oct 2026 M4: Jan to April 2026	S2: Comms and training plan in place S3: Track 10% reduction in PLERR	Reward Partner
	Our survey results suggest that there are concerns around barriers to promotion e.g. 2022 FMS culture survey, 44% of female colleague respondents and 50% of disabled colleague respondents perceived that there are barriers to promotion, suggesting the need to further support	FMS and HASS to develop a Faculty Promotions Toolkit to contain blogs, guidance and resources to support individuals to develop strong promotions applications. Ensure that the materials are representative of all career		M1: Promotions toolkit created M2: Comms to promote	M1: Jan to Dec 2027	S1: 2028 FMS colleague survey shows at least a decrease of 10% of academic colleague respondents who perceived that there are barriers to promotion, both overall, for female colleagues and disabled colleagues S2: Minimum of 50 hits to the toolkit website	

45	these colleagues to develop strong applications. HASS 6.1 Culture survey data – 38.9% strongly agree / 24.2% agree that “Decisions about promotion for academic staff are made fairly in HaSS Faculty”.	pathways and reflect gender and all other protected characteristics, including the intersectionality of protected characteristics.	FMS CD1.1, HASS 6.1	promotions toolkit M3: Findings shared with SAgE M4: Evaluation of toolkit after 12 months and feedback used to amend toolkit as needed	M2: Jan to April 2028 M3: April 2028 M4: April 2029, April 2030	S3: Increase in female academic promotions in HASS and FMS S4: Evidence of sharing with SAgE	FMS EDI Director
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Priority 4: Work Life Balance and Wellbeing

	Legislation changes (Worker Protection Bill) require demonstrable evidence of putting elements in place including training and awareness.			M1: Initially produce awareness raising video that defines sexual harassment and violence M2: Produce comprehensive training plan for colleagues that clearly identifies what training is mandatory and discretionary for all colleagues and by role M3: Develop		S1: Evidence of number of attendees to training, target at least 67% of organisation completing the training, in line with the proportion of colleagues completing ‘EDI Essentials’ training S2: Track reported incidents,	
	Mandatory training regarding preventing sexual	Implement a full programme of training and	Changing the		M1 Jan to June 2025		

46 (58)	harassment and sexual violence will be created. Data shows that an average of 67% of colleagues complete the existing mandatory 'EDI Essentials' training.	communication in relation to our duty to prevent sexual harassment/sexual violence.	Culture, Pulse Survey: Wellbeing and Workload	communication plan that clearly identifies reporting paths and supporting policies and procedures	M2: June to Oct 2025 M3: Oct to Dec 2025	utilise themes to inform training materials S3: Communication plan in place	OD Project Lead
	84 colleagues have self-identified as carers to the NU Carers Network however this is not using official reporting facilities. The official reporting facility, via Employee Central, has allowed people to identify themselves as carers since October 2024. Desire to increase the awareness of this and the access to support that is available e.g. Carers Passport, Carers Network.			M1: Track number of carers M2: Review available support M3: Review of web page content M4: Increase awareness of available support via comms campaign during carers week annually, encourage colleagues to declare caring	M1: Sep 2025, Sep 2026, Sep 2027, Sep 2028, Sep 2029 M2: June to Oct 2026 M3: Oct to Dec 2026	S1: Increase in disclosure rates for carers over time, from (36 carers declared in organisation (80% female, 20% male, 0.54% total workforce) to the national average of working unpaid carers (4.37%, Carers Digital) S2: Reduction in colleagues who are not aware of standalone carers policy, from 55.8% in 2024 to 30% in	Head of People
	49.5% of respondents not aware of 5 days carers leave, 2 of which are paid 68.8% respondents not aware of long-term unpaid carers leave 55.8%	Enhance awareness of support for carers and the option to declare caring					

47	respondents not aware of standalone carers policy.	role in the University.	NUPCS 2024	role via Employee Central	M4: Jan to April 2027	2030 (via NUPCS).	Operations & Systems
	The EDI Annual Report 2024, 0.2% of colleagues responded yes to the question 'is your gender different from sex registered at birth?', this is lower than national census data of 0.5% so is therefore an underrepresentation. Only 54% of colleagues shared their gender affirmation although this is a 6.9% increase in data sharing compared to 2023. We would like to understand the experiences of Trans and Non-binary (T/NB) colleagues and students on campus. It is possible that our colleague systems demonstrate and under-representation when compared to national averages. We will therefore conduct listening sessions to understand lived experience in relation to accessibility and any barriers faced on campus.	Conduct listening sessions to improve our understanding of the experience of T/NB colleagues and students on campus and any barriers faced	EDI Annual Report 2024,	M1: Listening groups and thematic analysis conducted, evaluation of activities on campus e.g. annual Trans clothes drive M2: Collate recommendations and report to Rainbow Network and GEG M3: Response to recommendations (e.g. comms, sharing good practice, promote allyship, inform policy review) M4: Conduct further listening session to understand experience post-implementation	M1: June to Oct 2025 M2: Jan to June 2026 M3: July to Dec 2026 M4: Jan to Dec 2027	S1: Report shared with Rainbow Network and GEG S2: Thematic analysis of listening sessions demonstrates an improved experience for participants	

48	Findings can be used to inform future plans.	and promote allyship.	HASS 2.4			from M1 and M4	Head of EDI
49 (48)	The Student Health and Wellbeing Service offer an Independent Point of Contact (IPC) for students to discuss gender identity and explore areas including changing their name, pronouns, and gender identification in our systems. The IPC offers support to the student including assistance with making changes and informing course colleagues. The colleague space does not include a similar service. We will learn from the IPC approach to inform future practice.	Learn from IPC system to inform the colleague space.		M1: Learn about IPC M2: Inform the transitioning at work guidance M3: Develop the offer for colleagues seeking support related to gender. M4: Create method of evaluation of the offer, including anonymous feedback, and administer to those who have accessed support	M1: June to Oct 2026 M2: Jan to Dec 2027 M3: Jan to Dec 2028 M4: Jan to Dec 2029	S1: Guidance updated based on review S2: Enhanced offer in place S3: Evaluation of the offer completed S4: Increased satisfaction of discussions around gender identity via listening exercises (see S2 of action 48)	Head of EDI
				M1: Gap analysis based on			

In 2019, a bench marking exercise was undertaken to verify NUs position in relation to other UK Universities offering family-friendly support (policies and provisions). The outcomes of the bench marking review in 2019 (together with the outcomes of the NU Parent and Childcare review undertaken in 2019) resulted in a refresh of the family friendly policies and provisions to ensure the University was leading in its offer providing our colleagues with parental and caring responsibilities the support required to thrive. A follow-up bench marking exercise of the

Review NU's Family Friendly policies and provisions as per the findings of the benchmarking exercise in 2024 and the NU Parents and Carers Survey 2024 and inform senior leadership team

benchmark review 2024
M2: Cross reference outcomes of benchmark review with NU Parent and Carers Survey outcomes
M3: Inform EB with current status and cost to improve
M4: Further exploration in terms of consultation to inform enhancements of policies and provisions
M5: Implementation of any reviewed policies and provisions.
M6: Run pulse surveys including question around awareness and access to family-

M1: June to Dec 2025
M2: June to Dec 2025
M3: Jan 2026
M4: Jan to Dec 2026
M5: Jan to June 2027

S1: Increased awareness and access to family-friendly policies and provisions for colleagues (e.g. awareness of paternity leave increases from 2.7/5 in 2024 to 4/5 by 2030, awareness of 'day 1')

50	Family-Friendly policies and provisions was undertaken in October 2024 to ensure the University remained leading in her offer.	with proposals (to take place once financial mitigations are lifted).	NUPCS 2024	friendly policies and provisions. M7: Benchmarking exercise 2029/30 M1: identify appropriate days/weeks in the EDI calendar and identify school holidays to link to existing family-friendly offer. M2: Create comms plan and materials for different comms channels (not only emails/newsletters, but e.g., Yammer, wellbeing events, tv screens across campus). M3: Update external Recruitment webpage with Family Friendly information. (https://www.ncl.a	M6: Jan to Dec 2028 M7: Jan to Dec 2029	entitlement increases from 1.8/5 in 2024 to 3/5 in 2030 (NUPCS).	Head of EDI
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51 (58)	NUPCS 2024: 56.6% respondents not aware of Returners Support Programme 88.5% not aware of adoption policy 87.5% not aware of bringing children and young people to work policy The results reflect the outcomes from the departmental Athena Swan culture surveys, with for instance, in the School of Engineering, 25% of academics stating that they don't know where to find information relating to family/caring policies and leave (SAGE Culture Survey, 2023). 2022 FMS culture survey, colleague awareness of the "For Families" project was low at 23% (27%F), even among respondents with caring responsibilities (29%; 33%F).	Refreshed communication plan for the family-friendly policies and provisions, linking it to the EDI calendar of events (appropriate days/weeks, e.g. carers week, baby-loss, single parents' day, international day of families, etc) and academic year calendar (start of school year, around school holidays). Updating information around family-friendly offer on external and internal	FMS WW1.1, NUPCS 2024, SAGE Culture	c.uk/vacancies/equality-diversity-and-inclusion/a-family-friendly-university/). M4: Update internal EDI SharePoint page with Family Friendly information M5: Update induction materials to ensure Family-Friendly materials are clearly signposted to M6: Measure impact of the refreshed communication plan through measuring awareness and engagement with the family-friendly policies and provisions, through departmental/Fac	M1: June to Oct 2025 M2: Oct to Dec 2025 M3: Oct to Dec 2025 M4: Jan to June 2026 M5: June to Oct 2026 M6: Dec 2026, Dec 2027, Dec	S1: increased awareness and engagement with the Family Friendly policies and provisions, evidenced through reduction from 55.6% not aware of RSP in 2024 to 25% in 2030, from 88.5% not aware of adoption policy in 2024 to 50% in 2030, from 87.5% not aware of bringing children and young people to work policy in 2024 to 50% in 2030, measured via
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	Survey 2023	ulty AS culture surveys	2028, Dec 2029	future NUPCS survey.”	Head of EDI
Since its launch in 2017, the Returners Support Programme has supported 91 colleagues, a total budget of £500k+. There was a large increase in uptake in 2022/23 and 23/24, however, further analysis shows that there is a gap in uptake between occupations (researchers, academics and PS colleagues) and Faculty. There is a higher proportion of Academics applying for the scheme in comparison to PS colleagues, and a higher proportion of applicants in FMS and HaSS in comparison to SAgE. Differences in uptake across the University could be that not all colleagues are aware of the existence of the RSP. The NU Parent and Carer survey 2024, showed that 56.6% of the respondents	Targeted communication around the RSP to increase uptake and to	M1: Run trend analysis and perform further gap analysis to provide insight around uptake per Unit/Faculty, occupation, and pay grades and protected characteristics M2: Cross reference outcomes with NU Parents and Carers Survey (questions focussed on awareness and uptake of RSP) M3: Cross reference with results from RSP evaluation form M4: Develop targeted	M1: Jan to June 2026 M2: June to Oct 2026	S1: Reduction in the	

52 (51, 58)	was 'not at all aware' of the existence of the RSP. Further gap analysis is required to inform a targeted communication approach.	enhance support to parents and unpaid carers who return from extended leave.	NUPCS 2024	communication to inform colleagues (returners and line managers) where uptake is low	M3: Jan to April 2027 M4: April to July 2027	percentage of people 'not at all aware' of RSP from 56.6% in 2024 to 20% in 2030	Head of EDI
The School of Maths Stats and Physics (MSP) have reported feedback that parents/carers report problems with coordinating childcare, particularly for school half-terms. Colleagues in MSP can complete a timetable request form to request conducive scheduling of teaching but there is a mixed degree of awareness about how to use this system. MSP will therefore develop more communication and support to colleagues who may benefit from making such a request e.g. for childcare. Colleagues in MSP currently informally arrange teaching							
				M1: Increase support and communication regarding timetable request forms to reschedule	S1: Evidence of increased support and communication for timetable request forms S2: Evidence of formalised buddy system S3: Evidence of report shared with departments and faculties with description of influence on others (e.g.		

53	cover as required but this is not a standardised approach. A formalised system will ensure all colleagues can benefit from the opportunity of cover as standard. MSP have committed to sharing their findings across the University.	Increase the opportunities for academic colleagues to coordinate childcare.	SAgE MSP 3.1	sessions M2: Formalise a buddy system for cover of sessions M3: Report on findings of M1 and M2 to other departments and faculties in the University	M1: June to Oct 2025 M2: Oct to Dec 2025 M3: Jan to April 2026	take up of changes elsewhere) S4: Annual increase in the use of this system by minimum 10% per year	SAgE EDI Director
	Females (59% according to 2021 Census figures) are more likely than males to provide high-intensity care whilst being at a working age (Petrillo and Bennett, 2022). The Employer for Carers (EfC) membership offers support to carers, including access to resources (online members platform, online resources, promotional materials), training and consultancy (to develop policies), and events and networking	Become more self-sufficient with support for carers , by utilising the templates available through EfC membership and embedding		M1: Review EfC membership to determine which elements can be embedded into business as usual M2: Develop activity using EfC templates	M1: Jan to Dec 2026 M2: Jan to Dec 2027	S1: Positive evaluation tracked for respective changes S2: Future NUPCS demonstrates increased awareness of support for unpaid carers. Reducing proportion of NUPCS's respondents who are 'not at all aware' of our dedicated website for working parents &	

54	opportunities. We are keen to develop our approaches to reduce reliance on membership.	into business-as-usual practice.	Covid-19 survey, NUPCS 2024	M3: Report on changes made, evaluate their impact with users where applicable	M3: Jan to Dec 2028	carers from 57.8% in 2024 to 20% in 2030.	Head of EDI
	Pulse Survey: Wellbeing and Workload 2024: males score lower than females (M:F 6.3/10:6.59/10) when rating the statement 'I am satisfied with the support in place to help me manage my health and wellbeing' out of 10 (1 = not at all satisfied, 10 = entirely satisfied). The Colleague Health and Wellbeing Team piloted a range of online courses for men including two courses for nutrition in March and May 2024 with 6 attendees and a course Men's Health Week in June 2024 which included 12 attendees. The Colleague Health and Wellbeing Team aim to create more opportunities for men to connect and create a variety of activities	Develop a variety of male mental health activities with the aim of	Pulse Survey: Wellbein	M1: Create new offer for Men's Health Week annually M2: 3 x Suicide Awareness Courses annually M3: Activity	M1: Jan to June 2026 M2: Jan to Dec 2026 M3: Dec 2026, Dec 2027, Dec	S1: Increased attendees for men's health activities by 20% per annum S2: Positive evaluation from attendees, minimum 80% finding experiences	Colleague Health and

55	that may increase engagement.	increasing male engagement	g and Workload	assessed via evaluation	2028, Dec 2029	beneficial to their wellbeing	Wellbeing Lead
	Females are more likely to access our EAP (61% Female callers between June 23 - May 24); SNES culture Survey 2023: 10% PS; 24%F & 21%M academics disagree/strongly disagree "I know where to seek support for mental health and wellbeing". ENG culture survey 2023: 30% academics in ENG culture survey 2023 don't know how/where to seek support for mental health and wellbeing			M1: Comms plan created to promote EAP and Colleague Health and Wellbeing Team M2: Embed Spectrum Life Wellbeing Platform as more than just a counselling service M3: Review data to look at who is	M1: June to Oct 2025 M2: Jan to April 2026	S1: . Reduction in percentage of colleagues not aware of where to seek mental health and wellbeing support, from 22.5% in SNES disagreeing to "I know where to seek support for mental health and wellbeing" in 2023 to 10% in 2028. Reduction from 30% in ENG not aware of where to seek support in 2023 to 15% in 2028. S2: Increase in	
		Comms plan regarding	Disability Confident 26, SAgE SNES, SAGE ENG,				

56	There is a range of other mental health and wellbeing support available but awareness is low.	mental health and wellbeing support (e.g. health checks).	Pulse Survey: Wellbeing and Workload	accessing services provided by Colleague Health and Wellbeing Team	M3: June 2026, June 2027, June 2028, June 2029	the percentage of men engaging with CHW service by 50%	Colleague Health and Wellbeing Lead
57	80% of autistic females are misdiagnosed or undiagnosed by age 18 (Australian Psychological Society) and females with ADHD are less likely to be identified and diagnosed (ADHD Centre). Our Understanding and Supporting our Neurodiverse Colleagues course aims to upskill colleagues, normalising experiences, and offering approaches to supporting people with neurodiversity in the workplace. However, it does not include materials pertaining to differences between sexes regarding neurodiversity.	A review and refresh of 'Understanding and Supporting our Neurodiverse Colleagues' materials to highlight sex differences regarding neurodiversity.		M1: Further research on the sex differences regarding neurodiversity M2: Findings included in neurodiversity course M3: Course evaluation tracked	M1: June to Oct 2025 M2: Jan to April 2026 M3: April 2026, April 2027, April 2028, April 2029	S1: Track participant numbers year on year S2: Positive evaluation of the course , 80% agreeing they have a better understanding of the topic as a result of attending the training.	EDI Training Lead
	Our EDI Networks provide colleagues with supportive allies at work, and to give						

58	staff a voice within the institution. (NU Women; NU Parents' Network, Rainbow@Ncl (LGBTQ+ network), NU-REN (Race Equality Network), Disability Interest Group, Carers' Network) networks organise a range of events for colleagues at the University around EDI-related themes. However, the University's central EDI Team has recognised the need to provide more centralised support and visibility to different EDI events and dates across the year, both by leading on the organising of EDI events on campus and providing support to networks organising events. The EDI Team has developed a live university EDI events and awareness raising calendar that will be used to organise events and communications marking key EDI dates, e.g. International Women's Day, International Transgender Day of Visibility.	Deliver University-wide EDI communications plan which promotes events, training, and charters on key EDI-related dates e.g. International Women's Day, International Day of Women and Girls in Science, to raise visibility and awareness of these days and related issues.	NUPCS 2024	M1: EDI events and communications plan created and updated on ongoing basis M2: Events and comms delivered on key EDI-related dates M3: Public lectures team to create annual IWD podcast M4: Work with internal and external comms teams to increase awareness for University-wide EDI comms plan	M1: June to Oct 2025 M2: Jan to Dec 2026 M3: March 2026, March 2027, March 2028, March 2029, March 2030 M4: Jan to Dec 2027	S1: More consistent and frequent comms and social media outputs celebrating key EDI dates, minimum 10 NU Connections Articles and six EDI newsletters per annum). S2: At least six EDI events delivered across the University on	EDI Training Lead
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			key EDI dates per year.
Research Culture Survey 2022 revealed 53% of our male academic colleagues and 43% of our female academic colleagues agree that the University deals with discriminatory and inappropriate behaviour effectively. The survey also showed 71% of males and 64% of females feel their views are valued. To respond to these findings, we developed the Behaviour Matters project which aims to improve accessibility to policies. The work also aligns with informing colleagues about behaviours and the relevant policies that colleagues can access for support and	Provide training and support to enable our executive and senior leaders/manag		S1: Attendance numbers for training increase by 10% at least for each year of the project S2: Evaluation of training, minimum 80% of attendees find the training beneficial S3: Levels of behavioural reporting monitored and acted upon S4: An increase in the percentage of male and female academics agreeing the University deals with

59 (60 – 63)	guidance. Research reveals that effective leaders can help create a positive impact on students, their colleagues, and the organization as a whole. Furthermore, studies inform that leaders role modelling positive and inclusive behaviours is a valuable and powerful strategy to help culture change because role modelling ensures that everyone is involved in the change that needs to happen.	ers/supervisor s to be reflective of their behaviour and to role model positive inclusive behaviours, challenge inappropriate behaviour effectively and support individuals who experience poor behaviour.	Research Culture Survey 2022, Behaviour Matters Project	M1: Pilot a series of learning interventions for leaders and managers. Create the offer for business as usual beyond the life of the project. Starting with EB in 24/25 M2: Cascading to other levels of leadership and management M3: Evaluation of the initiative	M1: June to Oct 2025 M2: Oct to Dec 2025 M3: Jan to Dec 2026	discriminatory and inappropriate behaviour effectively via Research Culture Survey. From 53% of males in 2022 to 65% males in 2027, and from 43% of females in 2022 to 65% in 2027.	OD Project Lead
				M1: Listening sessions to help co-create the behaviour framework	M1: June 2025	S1: An increase in the percentage of male and female academics agreeing the University deals with discriminatory and inappropriate behaviour effectively via	

63	As an organisation we collect data from a variety of sources and collated they can help to inform about the services we are providing to support our colleagues (e.g. Employee Assistance Programme (EAP) access data 2023-2024: 842 calls, 62.1% women, 30.3% men, 3% non-binary) how they are used, frequency of use, effectiveness of the service – and whether we need to improve/change/continue with how we support our colleagues.	Use data to better understand what support services colleagues are accessing and how useful they find them.	Research Culture Survey 2022, Behaviour Matters Project	M1: A report created, detailing the types of services accessed, the frequency of access and if the support services are useful	M1: June to Oct 2025	percentage of male and female academics agreeing the University deals with discriminatory and inappropriate behaviour effectively via Research Culture Survey. From 53% of males in 2022 to 65% males in 2027, and from 43% of females in 2022 to 65% in 2027.	OD Project Lead
						S1: Compilation of literature review and selection of appropriate model(s) to embed and adapt based on context	

The Research Culture Survey 2022 asked academic colleagues the degree to which they agreed with the statement 'I feel included as a member of the research community at Newcastle University'. Of the respondents, 24% men and 17% women strongly agreed, 35% men and 32% women agreed, 14% men and 16% women disagreed, and 9% men and 11% women strongly disagreed. This shows that men are more likely to agree that they feel included as a member of the research community at Newcastle University.

The Research Culture Action plan (actions 1.11, 2.1, 2.4, 2.5, 2.7, 3.2) refer to developing the research leadership offer. The Reimagining Leadership project aims to create a

M1: Literature review and contextualisation of current thinking and training provisions
M2: Co-creation and piloting of a leadership intervention with PAR
M3: Pilot and develop leadership intervention with follow-up with intact research teams
M4: Develop toolkits and set of resources to enable leaders to

S2: Intervention developed for piloting
S3: Leaders and their teams report positive impact from the intervention, target of 80% reporting positive impact on team inclusion, psychological safety, or performance
S4: Increasing downloads of online resources from end of project, increasing by 10% year on year
S5: Females identify improved response for questions in relation to

64 (65-67)	leadership programme for research leaders and respond to findings of the Research Culture Survey. This Wellcome Trust funded project will build enhanced leadership capacity to cultivate psychologically safe and inclusive spaces. The project will make recommendations on how leadership practices can be acknowledged as part of values led reward and recognition processes.	Develop a 6-month reflexive OD leadership intervention to build leadership capacity for building psychologically safe and inclusive research environments	Research Culture Survey 2022, Research Culture Action Plan (actions 1.11, 2.1, 2.4, 2.5, 2.7, 3.2), Wellcome Trust Project	reflect on practice and strengthen their abilities M5: Embed learning, training, and practices into university leadership provision and relevant areas across the university, sharing learning resources with the sector	M1: Jan to April 2025 M2: April to August 2025 M3: Jan to April 2026 M4: April to Oct 2026 M5: Jan to Dec 2027	feeling included as part of research community, from F:M ratio 49%:59% agreeing they feel included in 2022 to reaching parity between males and females by 2030.	Dean of Research Culture and Strategy
						S1: Compilation of convincing evaluation and evidence base S2: Alignment of existing reward and recognition practices S3: Proposal of values-led recognition system to facilitate changes in	

65	As part of Wellcome Trust project, we aim to implement a values-led recognition system to facilitate changes in leadership practices.	Align existing reward and recognition practices, and explore and propose the implementation of a 'values-led' recognition system to facilitate changes in leadership practices	Research Culture Action Plan, Wellcome Trust Project	M1: Literature review, benchmarking and needs analysis M2: Participation and alignment with PAR M3: Alignment with and support in embedding leadership interventions	M1: June to Oct 2025 M2: Oct to Dec 2025 M3: Jan to Dec 2026	leadership practices	Dean of Research Culture and Strategy
						S4: Females identify an improved response for questions in relation to feeling included as part of research community, from F:M ratio 49%:59% agreeing they feel included in 2022 to reaching parity between males and females. S1: Positive engagement with Wellcome network events (all team members engaging with at least one event)	

66	As part of the Wellcome Trust project, we will apply learning to advocate for change within the University and beyond.	Apply learning from the project to advocate for change within the University and across the sector.	Research Culture Action Plan, Wellcome Trust Project	M1: Active participation in Wellcome network M2: External project website established M3: Networking with >5 other universities M4: Institutional commitment to embed the work beyond the lifetime of the project	M1: Jan to April 2025 M2: June 2025 M3: July to Oct 2025 M4: Jan 2026	S2: New external collaborations aimed at making research environments more inclusive and psychologically safe (at least five during the course of the project) S3: Ongoing institutional commitment to demonstrate measurable improvements by 2029, evidenced by portfolio of qualitative evidence, e.g. toolkits embedded in leadership offer.	Dean of Research Culture and Strategy
						S1: Positive feedback from	

Use a PAR approach to test the possibilities that PAR can **generate cultural change in relation to research leadership**; to ensure that interventions developed in the

Research Culture Survey 2022,

M1: Recruit and onboard PAR group
M2: PAR contributions to project (see above) and related research

M1: Jan to Dec 2025

PAR Group and full participation of at least 80% of the PAR cohort at the end of the project, excluding any colleagues who leave the institution.

S2: PAR related research completed including published papers
S3: Evidence of at least 80% of the PAR cohort practicing the project's learnings in their schools or units
S4: Evidence of adoption of PAR materials

67	Use a Participatory Action Research (PAR) approach to test the possibilities that PAR can generate cultural change	rest of the project are context-specific; and to provide opportunities for colleagues to take a collective leadership role in shaping research culture.	Research Culture Action Plan (actions 1.11, 2.1, 2.4, 2.5, 2.7, 3.2), Wellcome Trust Project	M3: Toolkits for universities looking to apply PAR to changing research culture. M4: Specific practice/policy changes related to projects developed by PAR group	M2: Jan to April 2026 M3: April to Oct 2026 M4: Oct to Dec 2026	or approaches being used by others (at least 20 signups to a planned national forum on using PAR in research culture change	Dean of Research Culture and Strategy
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Priority 5: Student Experience and Outcomes

68	In the taught programmes survey, 28% of female respondents from a Black or Black British African background did not feel optimistic about their career options post-University.	Create 'draw my life' style videos with University alumni showcasing intersectional career journeys - struggles and successes.	FMS TP11.1	M1: Recruiting alumni/PGR students to support M2: Creation of the video M3: Sharing and promotion of the video(s) with the Careers Service and School/Unit Managers	M1: Jan to June 2027 M2: Jan to June 2028 M3: Jan to June 2029	S1: At least 10% increase respondent optimism regarding career opportunities measured via the taught programmes survey. S2: Evidence of take up in Careers Service and School/Units	FMS EDI Director
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69	In the 2023/24 Academic year: 152 students reported SV 131 female 21 male 53 students reported SH 11 male 42 female We have offered consent training to students as part of their induction from 24/25. From April 2025 there will be an evaluation of learning evidence, and we will compare completion data to reported instances of sexual violence or harassment.	Track impact of consent training via evaluation	M1: Consent training rolled out M2: Consent training evaluated	M1: Sep 2025 M2: Dec 2025	S1: Annual number of participants reported on S2: Evaluation demonstrates minimum 80% of those completing evaluation note increased awareness about issues of consent S3: Potential changes to reporting data by student cohorts completing the course evaluated.	Director of Student Health and Wellbeing
	The Office For Students require HEI's to provide further insight into reporting sexual violence on campus. Student Health and Wellbeing Service, Student Life Team, and Student Progress Casework Team					

70	plan to create (1) a video to showcase experience of sexual violence on campus and signpost to reporting and support routes. (2) a comms plan to promote the video and create more regular communications regarding reporting sexual violence.	Create a video and comms plan regarding sexual violence to promote reporting and available support to students.	M1: Video created M2: Comms plan created M3: Reported incidents reviewed annually	M2: April to July 2025 M3: July 2026, July 2027, July 2028, July 2029	S1: Evidence of video S2: Evidence of comms plan S3: Monitor any changes in reported incidents	Director of Student Health and Wellbeing
	The 2023 Postgraduate Research Experience Survey (PRES) demonstrated that more		M1: FMS will provide PGR student social, networking and career development events to students of all genders, one per term M2: SNES will create a Peer Mentoring scheme for SNES PGR students M3: HASS will establish an inclusive series of employability/career development-focused PGR		S1: Reduction in the percentage of females (27.2%) and males (21.5%) in 2022 who feel negatively	

71	female students (27.2%) felt negative about 'Community' compared to male students (21.5%).	Increase sense of community for all postgraduate research students.	FMS CD7.1, SAgE SNES 2.1, HASS 7.4A, PRES	seminars and social events across HaSS, integrated with School and Unit-level series and events for a more comprehensive experience. Include ECRs and alumni from minoritised groups to promote role modelling	M1: April to Dec 2025 M2: April to Dec 2025 M3: Sep to Dec 2025	about the sense of community to 15% for females and 10% for males in 2030 PRES. S2: Female sense of community more closely aligned to the experience of males	EDI Charters Advisor
	The FMS action plan committed to providing PGR student social, networking and career development events for students of all genders. Further actions will be taken to increase the sense of community among PGR students, especially females.			M1: Student Life Strategic Plan will run a listening campaign to ensure activities don't have unintended consequences for marginalised student groups M2: Student Life Strategic Plan will develop student-led programme of events which respond to student needs		S1: Evidence of progress for milestones related to Student Life Strategic Plan S2: PTES results demonstrate an increased sense of	

72	The PTES 2024 found that: '6.1 I feel part of a community of PGT students' 66.8% (M - 68%, F - 66%). '6.3 There are sufficient opportunities to interact with other PGT students' 61.9% (M - 63%, F - 61%). The Student Life Strategic Plan includes actions related to increasing the community experience for students on campus.	Increase sense of community for students within the postgraduate taught space.	Student Life Strategic Plan, GPS plan 2.1 and 2.4	M3: Student Life Strategic Plan will increase engagement with student voice activities to provide a universal opportunity for students to proactively improve and co-create their student experience	M1: Jan to April 2027 M2: April to Oct 2027 M3: Oct to Dec 2027	community and opportunities to interact for males and females, from 61% females and 63% males feeling part of community in 2024 to 70% females and 70% males by 2030	Head of Student Life
				M1: Recruit students for focus groups. Build an evidence base to inform future university policies and ensure that student parents' needs are represented in decision-making. Conduct focus groups M2: Gain a deeper understanding of			

There are 304 UG student parents (1.5% of UG population), 271 PGT student parents (7.6% of PGT population), and 320 PGR student parents (19% of PGR population), there are clear evidence of challenges such as mental health support delays, timetabling conflicts with childcare, financial strain, and restricted social opportunities. Existing support services, while available, may not be tailored to this group's specific needs.

Understanding the experiences of student parents is essential to developing and signposting to effective support. This

Create **Student Parents Project**

the issues facing student parents and identify practical solutions
M3: Raise awareness across the university and provide practical tips to enhance understanding and support for student parents. Foster an inclusive culture that recognises and supports the needs of student parents. Collaborate with university services
M4: Ensure student parents have timely access to wellbeing services and flexible academic support
M5: Influence policy and operational

M1: April to Oct 2025
M2: Jan 2026
M3: Feb to Dec 2026

S1: Awareness of student parent challenges and available support is raised across the university through campaigns and case studies, reduction in those 'not at all aware' of website for student

73	action will gather insights to fill the current data gap, inform policy, and enhance student retention and success.	to understand the experience of student parents on campus.	changes at the university level that directly benefit student parents	M4: Jan 2027 M5: Jan 2028	parents and carers from 67.7% in 2024 NUPCS to 30% in 2030.	NU Parents Network
	Females are underrepresented in sport nationally (Sport England) The Sport and Fitness Centre Team (SFCT) have developed a Female Athlete Education programme, consisting of community engagement at schools and local grassroots level. The programme includes educational workshops to support females participating in sport and help address some of the barriers for females engaging with sport and fitness. The SFCT also train students to become facilitators providing skill development and increasing graduate employability. The programme has been	Conduct a review of the Female Athlete	M1: Develop and conduct an evaluation for participants and colleagues delivering the programme. Consult with stakeholders to develop an appropriate method of evaluation. M2: Findings of the review to inform the future direction of the programme. M3: Begin delivery of future direction	M1: June to Dec 2025 M2: Jan to Dec 2026 M3: Jan 2027	S1: Publish findings of the review, including evaluation results S2: Changes to the	Partnership and

74	running since 2022 but has not been evaluated.	Education programme.			programme made	Development Manager
	The Foreign Commonwealth Development Office have funded the International Women's Leadership in Sport programme, a partnership between Newcastle University, Newcastle United Football Club, and Newcastle Eagles. The aim of the programme is to develop sports leadership for females in a range of locations. Sessions are delivered in the world's largest female only University in Saudi Arabia and the programme has been developed into Bahrain and Oman.	Conduct a review of the International Women's Leadership in Sport programme.	M1: Develop an evaluation form for participants and colleagues delivering the programme. Consult with stakeholders to develop an appropriate method of evaluation M2: Conduct the evaluation with participants, parents, and colleagues M3: Findings of the review to inform the future direction of the programme	M1: June to Dec 2025 M2: Jan to April 2026 M3: Jan to April 2027	S1: Publish findings of the review, including evaluation results S2: Changes to the programme made S3: Impact of changes measured via evaluation	Director of Sport
75						

76	The SFCT reviewed membership to the Sport and Fitness Centre and identified a low level of engagement for PGR students and students from SE Asian backgrounds. This action involves full analysis by the SFCT data to understand underrepresentation, including for sex and intersections with gender affirmation, protected characteristics including race and disability to develop targeted offers for those who are underrepresented.	Analyse data of underrepresentation in Sport and Fitness Centre and offer some updates to the offer in response.	M1: Analyse data intersectionally M2: Findings shared with EDI Team for report in Athena Swan plan M3: Updates to service offer, comms etc based on findings	M1: Jan to Dec 2026 M2: Jan 2027 M3: Jan to Dec 2028	S1: Evidence of analysis S2: Evidence of changes made S3: Increase in engagement with underrepresented students	Partnership and Development Manager
	Male students at Newcastle are 8.6% less likely than females to get 2:1 or 1st degree award, this is higher than the sector average awarding gap 3.4% (APP). There is a desire to develop		M1: Initial reporting to Board of Studies in the School of Computing M2: Create an online system which can do the analysis for colleagues and make attainment gap reports easier to produce	M1: Oct 2025	S1: System developed and deployed S2: Evidence of annual reporting shared	

77	a more nuanced understanding of awarding gaps by course and module. The Computer Science course created a manual report which identified attainment gap by module including sex split. The SAgE EDI Director aims to create a system to identify gaps automatically and include broader protected characteristics for intersectional analysis.	Create an online system which can do the analysis for colleagues and make attainment gap reports easier to produce.	APP	M3: Create guidance on using the system and share with the University M4: Annual reporting for School's using the system M5: Promote tool nationally for other institutions to use and measure for attainment gaps	M2: Oct to Dec 2025 M3: Jan to June 2026 M4: Jan 2027, Jan 2028, Jan 2029, Jan 2030 M5: April 2028	S3: Evidence of increased take up across the University, at least 10 Schools piloting or using the system by 2030 S4: System being adopted at least two other Universities	SAgE EDI Director
78	Arches is our alumni newsletter celebrates diversity e.g. interviews with women alumni for International Women's Day. The aim of this action is to increase the awareness of gender equality practices at Newcastle University to our alumni.	Celebrate charter work within Arches newsletter.		M1: Develop a plan to collaborate with Marketing and the EDI team M2: Publish articles that acknowledge charter work	M1: June to Dec 2025 M2: Jan 2026, Jan 2027, Jan 2028, Jan 2029	S1: Evidence of articles which promote charter work to alumni	Head of Supporter Marketing & Events
				M1: Supported by the School of Engineering			

79	The Inclusive Newcastle Knowledge Centre working in partnership with a Student Advisory Board from the School of Engineering undertook participatory action research to understand the causes of the awarding gap between Black home students and their peers and identify potential actions. The research (Razak and Laing 2023) found Black and other Global Majority students experience a lack of belonging and isolation and noted peer networks as critical in finding support. A key recommendation from the research was to establish a Black Engineers Network and to support Black female UG students to network with female PGRs	Create and promote opportunities for Black female UG students to network with female PGRs.	REC ST2.1, PRES, APP, Inclusive Newcastle Knowledge Centre report.	Women's Engineering Network (SoEWEN), our Belonging in Engineering Network (BEN) will run networking events and career development sessions M2: The BEN Executive Committee will collect evidence of the projects' impact from networking activities including feedback and testimonies from students about how activities have benefitted them M3: Share feedback on activities / impact via School and Faculty EDI and	M1: Jan to Dec 2026 M2: Jan to Dec 2027	S1: BEN evaluation demonstrates Black and Global Majority students agree they feel supported in their career development, gaining confidence and raising aspirations (minimum 80% of evaluation respondents agree). S2: Insights and reflections will be shared via School and Faculty EDI and Education committees.	SAgE EDI Director
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Education committees			
Student Health and Wellbeing receive 200 enquiries per year from NU students seeking autism/ADHD assessment, due to struggling academically and/or with their mental health, and the Mental Health crisis nurse reports 50% of caseload are neurodivergent students. A substantial majority of these are female, with research showing around 80% of autistic and 50% of ADHD females are undiagnosed until adulthood (McCrossin, 2022; Hinshaw et al., 2021). Local NHS wait lists for adult autism/ADHD assessment are up to 7+ years, meaning students are unlikely to access diagnosis	NDAS plans to undertake research via DClinPsy trainees (thus at no additional cost to University) exploring neurodivergent student presentations to improve support further, particularly in relation to mental health (e.g., tendency for 'masking' in females), but also	M1: Undertake research through DClinPsy projects to explore variables impacting MH for ND students, with a focus on gender-specific variables M2: Use findings to develop specific support for ND students – this may include peer-support, signposting to resources, and	S1: Through NDAS existing links with Student Health & Wellbeing, evaluate and monitor the impact of novel supports & training, (e.g., reduction in autistic/ADHD students reaching crisis/struggling at University; improved wellbeing for ND students) S2: Seek feedback on training and support developed from staff and ND students, minimum 80% of evaluation participants agree the

80	or targeted support whilst at University, unless they pay private assessment fees (typically around £2500). Our FMS Neurodevelopmental Assessment Service (NDAS) provides free comprehensive assessment and post-diagnostic support for autism/ADHD to all NU students and seeks to develop better understanding and support for those students.	intersectionality with other health needs such as polycystic ovary/differences linked with menstrual fatigue, etc., which research suggests are overrepresented in neurodivergent women.	specific recommendations for student support plans amongst others M3: Use findings to develop training for University staff including faculty EDI reps, personal tutors, and staff in Student Health & Wellbeing	M1: Jan to Dec 2025 M2: Jan to Dec 2026 M3: Jan to Dec 2027	training and support is beneficial S3: Findings and successful support/training developments will be disseminated through forums such as AHE and other HE conferences	Director, Newcastle University Neurodevelopmental Assessment Service
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