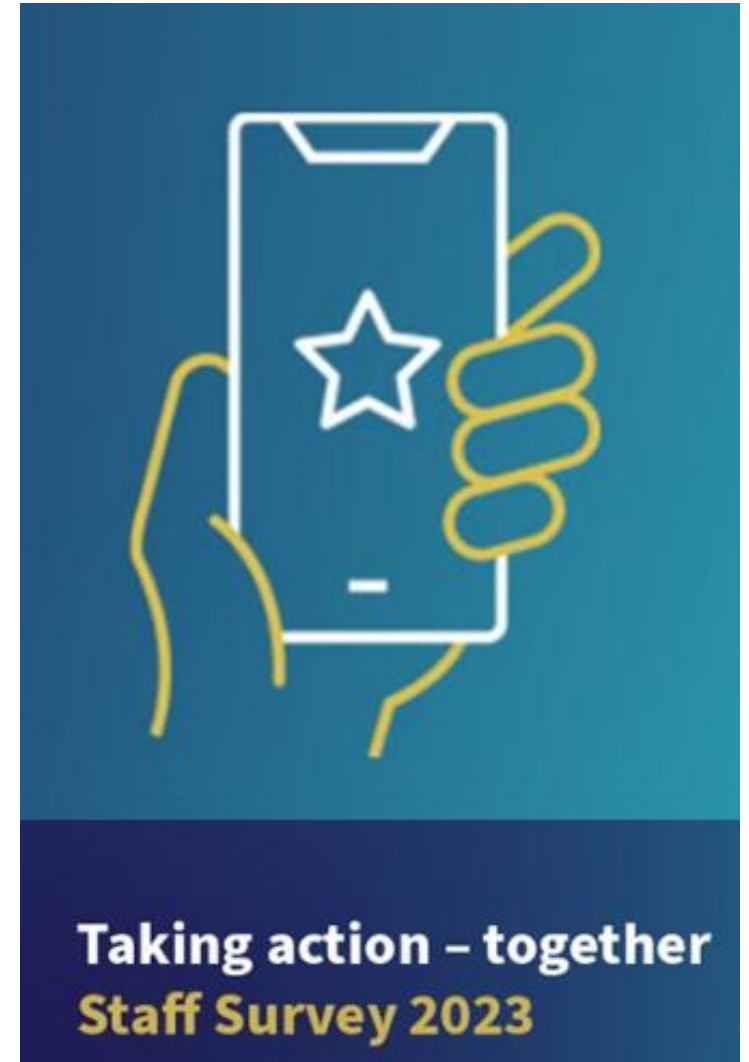
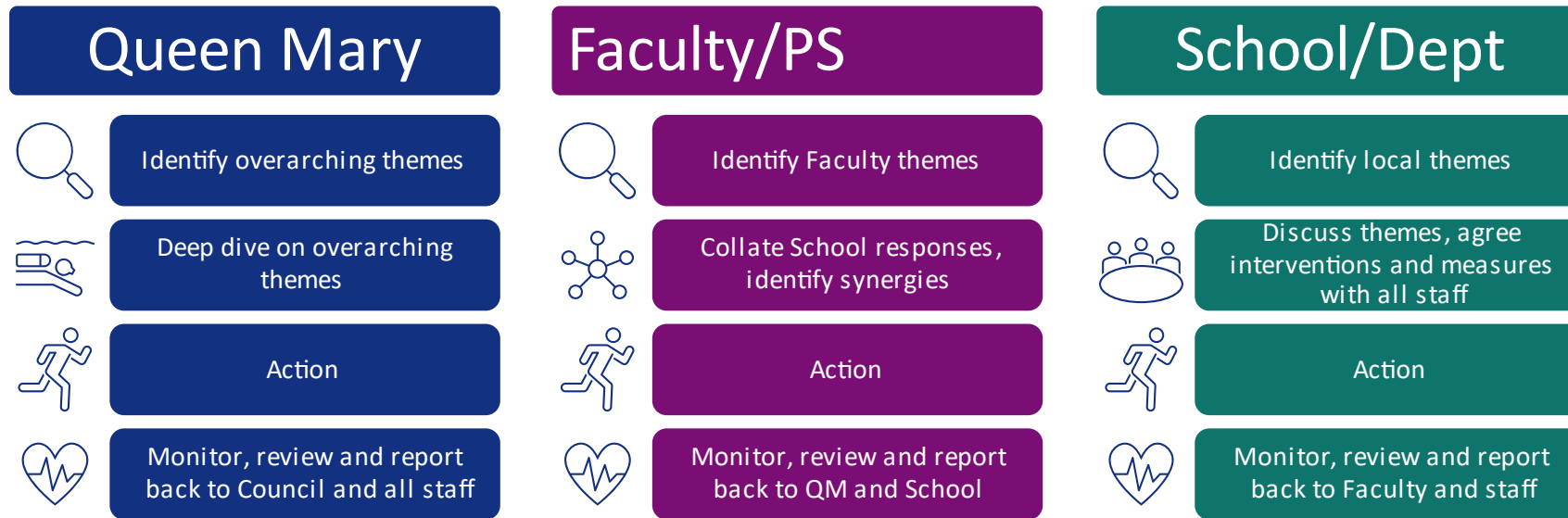


# Action Planning Template 2023



# Action planning approach



- **A 3-tiered approach** to enable the common issues to be addressed across the whole University, while also initiating local actions to respond appropriately to local issues
- **A collaborative approach** to promote discussion among colleagues, to better understand the conversations behind the results, and to encourage ownership of the action at all levels

## Action Plan 2023-24 for: **Blizard Institute**

Once you've identified your key focus areas these should be uploaded to the risk register.

Key focus areas (up to 3) e.g. survey question or factor, underlying issue identified through discussion	Any demographic differences, changes since 2022 survey	Links to other initiatives (EDI)	Summary of actions/mitigations relating to each key focus area including dates	Measures of impact including timelines
<b>1. Collaboration and Communication</b>	There was a 4% decrease for this factor since the 2022 survey with the biggest change being for Q19 "at Queen Mary there is open and honest two-way communication" (decrease of 6%)		<p>Improve communication from Senior Management:</p> <ol style="list-style-type: none"> <li>1. Termly open staff meetings (in place)</li> <li>2. Annual staff meeting with the Principal (to be arranged)</li> <li>3. Quarterly newsletter (in place)</li> <li>4. Weekly events round-up (currently under review)</li> <li>5. University weekly E-Bulletin (in place)</li> <li>6. Executive Board/ Administration/Research/Education/committee minutes available on Blizard staff zone (in place, usage to be monitored)</li> <li>7. Institute Manager attends centre meetings (in place)</li> </ol> <p>Improve the sense of community within the Institute:</p> <ol style="list-style-type: none"> <li>1. Improve social media to ensure that when staff tag the Blizard in their news stories the news is retweeted and engaged with.</li> </ol>	

2. Modifications have been made to the plans for NWOW in response to staff feedback and views will be sought throughout the pilot phase.
3. The NWOW plans include more social areas which will hopefully improve collaboration and sense of community.
4. We will hold focus groups to further understand issues including staff from all career families and grades.

## 2. Feedback and Recognition

Q37 – When it is clear that someone is not delivering in their role we do something about it

The lowest score for this question, and the largest decrease since the 2022 survey, was amongst academic staff.

We will run a campaign around using appraisals effectively and how to manage poor performance.

We will ensure that staff are encouraged to apply for promotion, the staff bonus scheme and the professorial review all of which ensure staff are recognised. Staff will also be encouraged to get mentors/coaches so that they have more guidance, especially around promotion.

Q38 – Generally the right people are rewarded and recognised at Queen Mary

PSP staff grade 5+ answered least favourably (23%),

Awards were given at the recent annual symposium, and this will

	<p>however lower grade PSP staff scored much higher (50%). Only 26% of research staff answered favourably, compared to 31% of academic staff, 38% of technical staff, and 46% of clinical staff.</p>		<p>be repeated in 2024 and highlighted in the newsletter.</p> <p>Staff should be encouraged to apply for Going the Extra Mile (GEM) awards  <a href="https://connected.qmul.ac.uk/services/professional-services-executive-office/gem/">https://connected.qmul.ac.uk/services/professional-services-executive-office/gem/</a></p>
<p><b>3. Enablement</b>  Q31- Our physical workspace is enjoyable to work in</p>	<p>There was a 15% decrease in satisfaction for this question compared to the 2022 survey. Staff grade 6 and above reported greater dissatisfaction than lower grade staff.</p>		<p>The low score here was not unexpected as we are partway through the move to NWOW which is causing anxiety for some staff.</p> <p>We will aim to improve communication around NWOW and other infrastructure issues to keep staff updated. NWOW updates are being sent regularly and a first infrastructure update has been circulated to all staff. Regular updates will be sent.</p>
<p><b>Successes to share</b>  Where response rates are above QM average for that factor, or have moved +3% or more since 2022:</p>	<p>Survey Factors informing this</p>	<p>Links to existing work</p>	<p>Learning points related to this element – to share with colleagues</p>
<p><b>Participation</b></p>	<p><u>Overall response:</u>  Blizard response rate for the 2022 staff survey was</p>	<p>We tried to understand the barriers to completing the</p>	<p>We have set-up a staff survey working group with representatives from all career groups and grades. We will communicate the action plan to all staff and keep them updated on progress.</p>

64% and this increased to 69% in 2023 which is above the overall QMUL response rate of 66%.

survey and prepared a communication plan to improve participation in the 2023 survey.

Grades: in the 2022 survey grades 2-5 had lower engagement than grades 6-8 but the 2023 survey was completed by 71% of grade 2-5 staff and by 69% of grade 6 and above.

Career families: response rates in 2023 increased compared to 2022 for all career families apart from academic (research 45%-64%; technical 59%-71%; professional 71%-74%; academic 75%-68%).

## Behaviours

Although the number of staff having experienced bullying or harassment in the last 12 months increased from 6% in 2022 to 10% in 2023, the number of staff feeling confident that appropriate action would be taken based on a report of bullying and/or harassment has increased by 9% and the number of staff feeling confident reporting an incident of bullying and/or harassment has also increased by 9%.

This links to our EDI action plan. Initiatives include:  
1 – we produced material providing information on bullying and harassment including a flow chart describing the different options available to staff and students to seek support. This is available in the institute and online. A flowchart specifically for sexual assault and harassment is currently being worked on.  
2 - we promoted the use of an anonymous suggestion box for staff and students to share experiences around negative habits or

We have a zero-tolerance attitude to bullying and harassment and will therefore continue with our action plan so that no one will experience bullying or harassment and all staff, regardless of grade, feel confident reporting incidents. We are planning to run some sessions on bullying and harassment and on sexual assault/harassment specifically focussed on providing examples of bad and unacceptable behaviours and how they should be addressed. Current idea is for people who attend these training sessions to receive something like 'This is a safe environment' badge for their lab/group. This should encourage everyone to attend the sessions.

Our material is now being used as a template in other FMD institutes.

behaviours or examples of positive and constructive attitudes.

3 – we launched a survey on the bullying and harassment reporting process to collect feedback and gain insight into the reasons behind the low confidence.

4 – we have setup a few initiatives with Ana Flores Reis (Sexual Assault and Harassment Advisor) including two training sessions for staff on “Supporting students disclosing sexual assault or harassment”.

5 – Research staff expressed the lowest confidence that



appropriate action would be taken. We need to understand the reasons behind this and will hold focus groups with different career families. We will develop a communications plan focussed on “appropriate action”.

6 – work with HR to provide anonymous reporting statistics to the Institute.

Currently we do not receive any annual reports.

7 – for the 2023/24 academic year we plan to introduce specific training around what bullying and harassment are. These sessions will become part of

the weekly  
Blizard Club  
seminars.

### Synergies across Schools/Institutes/Departments

#### Key focus areas

Include 1 or 2 highlighted in the 2023 results,  
plus high impact factors still outstanding from  
2022

#### Schools/Institutes/ Departments

Links to other  
work  
(e.g. researcher  
development  
concordat<sup>1</sup>, EDI action  
plans<sup>2</sup> etc)

#### Shared actions

#### University key focus areas

What are you doing to contribute to the  
University focus areas

#### Local measures

<sup>1</sup> Your Dean for Research and Faculty Research Manager have been asked to provide action to support postdocs for reporting on the Concordat to Support the Career Development of Researchers (supported by data from the recent CEDARS survey as well as the staff survey). There may be actions in the Concordat Action Plan that could be included here or vice versa.

<sup>2</sup>In 2021 Schools, Institutes and Directorates created their own Equality, Diversity & Inclusion Action Plans; many reviewed and strengthened these plans with insight from 2022 staff survey. Leaders are encouraged to once again visit their EDI Action Plans and consider opportunities to progress equality, diversity and inclusion from their 2023 staff survey results. Please contact your local EDI Practitioner (or [@\[Shared\] Hr Equality](#)) for more information.