

Diamond Light Source

November 2019

Bronze Award Level

Date joined Athena SWAN: 2015

Current Award Level & Date awarded: Bronze Level, 2016

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## Word Count

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<b>1. Letter of endorsement from Andrew Harrison Chief Executive Officer</b>	<b>506</b>
<b>2. Description of the institute</b>	<b>894</b>
<b>3. The self-assessment process</b>	<b>832</b>
<b>4. A picture of the institute</b>	<b>2384</b>
4.1	499
4.2	1885
<b>5. Supporting and advancing careers</b>	<b>7240</b>
5.1	1716
5.2	1673
5.3	1434
5.4	2417
<b>6 Supporting trans people</b>	<b>354</b>
<b>7 Further Information</b>	<b>206</b>
<b>Total</b>	<b>12416</b>

**Table 1. Table showing word-counts per section in this report**

## Table of Abbreviations

Abbreviation	Description
ACAS	Advisory, Conciliation and Arbitration Service
APR	Annual Performance Review (old system ending)
AS	Athena SWAN
BGS	British Geological Survey
BBSTEM	Black British in STEM
CEO	Chief Executive Officer Also, a staff division for some central functions such as the Communications group, and Safety, Health & Environment.
CAP	Corporate EDI Action Plan
DH	Diamond House – main office building
Diamond	Diamond Light Source Ltd
DISCo	Diamond Industrial Science Committee
DJT	Daphne Jackson Trust
DL	Science and Technology Facilities Council Daresbury Laboratory
DUC	Diamond Users Committee
eBIC	Electron Bio-Imaging Centre
EM	Electron Microscopy
ePSIC	Electron Physical Imaging Centre
Exec	Executive Directors
ERC	Employee Representative Council
EDI	Equality Diversity & Inclusion
EDI SG or SG	Equality Diversity & Inclusion Steering Group
Enei	Employers Network for Equality and Inclusion
EOS	Employee Opinion Survey
Exec	Diamond's Executive (Directors & CEO)
F	Female
FCS	Finance and Corporate Services
FT	Full Time

Abbreviation	Description
FTC	Fixed Term Contract
FTE	Full Time Equivalent
GEM LMS	Grow, Educate, Motivate – Learning Management System
GiRES	Gender Identity Research and Education Society
FWHS	Flexible Working Hours Scheme
GL	Group Leader
HESA	Higher Education Statistics Agency
HR	Human Resources
HRBP	Human Resources Business Manager
IMD	International Men’s Day
LGBT+	Lesbian, Gay, Bisexual & Trans
LM	Line Manager
LS	Life Science
M	Male
MAPP	Market Anchor Pay Point
MDP	Management Development Plan
MoU	Memoranda of Understanding
OD	Organisation Development
PBS	Principle Beamline Scientist
PDR	Performance and Development Review (new system for Annual Performance Review)
PDRA	Post-Doctoral Research Associate
PNTS	Prefer not to say (different from ‘Unknown’)
PRP	Peer Review Panel
PS	Physical Science
PT	Part Time
RAL	Rutherford Appleton Laboratory
RCaH	Research Complex at Harwell
R&R	Reward and Recognition Project
RFI	Rosalind Franklin Institute

Abbreviation	Description
ROC	Recognition of Contribution
SAC	Science Advisory Committee
SAP	Athena SWAN Self-Assessment Panel
SG	Steering Group
SGL	Science Group Leader
SHE	Safety, Health and Environment Group
SHEC	Safety, Health & Environment Committee
SPL	Shared Parental Leave
SMP	Statutory Maternity Pay
SSCC	Scientific Software, Controls and Computation
STAG	Scientific Training Advisory Group
STEM	Science, Technology, Engineering & Maths
STFC	Science and Technology Facilities Council, as part of UK Research and Innovation
TD	Technical Division
TDCC	Technical Division Coordination Committee
TOIL	Time off in lieu
ToR	Terms of Reference
UAN	Universal Accessibility Network
UB	Unconscious Bias
UK ATC	Science and Technology Facilities Council UK Astronomy Technology Centre
UKRI	UK Research and Innovation
User	Any individual who uses our beamlines for in-house research, or external peer reviewed work, or paid for proprietary access
WF	Working Families
WISTEM	Women in Science, Technology, Engineering & Maths

**Table 2. Table of abbreviations**



## 1. Letter of Endorsement from the head of the institute



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28/11/2019

Dear Athena SWAN Manager,

### **Membership of the Athena SWAN Charter**

As CEO of Diamond Light Source I believe passionately that for people to deliver their very best work we must provide the most inclusive working environment. I am therefore completely committed to working towards the aims of Athena SWAN (AS) and am delighted to continue to act as our AS champion, chairing the SAT and the EDI Steering Groups.

As the scope of the Charter has evolved, Diamond has evolved. Our transition through construction to fully operational, includes significant increases in staff and a need to change our organisation, structures and culture. To meet such challenges, we have been guided since 2016 by an annual survey and introduced clear policies for behaviour, based on our values. Improvements made include: enhanced family friendly policies, mental health first aiders, onsite occupational health and our employee assistance programme. We have completed most of the AS previous plans, launched a comprehensive EDI Strategy and Goals and have established:

- substantially increased training in unconscious bias, disability & gender awareness training
- EDI & OD managers
- mandatory EDI training with a new EDI Policy
- Employee Wellbeing group
- EDI leadership development for Executive Directors

As a result of consultation, we have also recently:

- joined Working Families, and the Government Disability Confident scheme
- established EDI Ambassadors and Universal Accessibility Network
- invested in positive action, including Daphne Jackson Trust & Armed Forces Covenant

It is encouraging to see the work is starting to come to fruition and staff feedback is good in these areas; but there is much work still to do: users access us 24 hours a day 6 days a week, which makes it challenging to offer sufficient flexibility for staff, particularly those with carer responsibilities and we struggle to attract talented people from an increasingly young and diverse talent pool in engineering, where our workforce is still overwhelmingly male. However, the AS process, with its high evidence standards is proving invaluable in directing us to find answers to these problems.

I therefore **confirm** Diamond's commitment to the ten key principles of the AS Charter and I **pledge** that Diamond Light Source will continue to:

- adopt these principles within its policies, practices and action plans
- monitor our progress towards an organisational culture where all are equally valued and experience equality of opportunity for career progression
- improvement plans in an annual account of our work.

Diamond's designated contact is Julie Kaya (Email: [julie.kaya@diamond.ac.uk](mailto:julie.kaya@diamond.ac.uk); T: 01235 778 886). Julie co-ordinates internal questions and is the conduit for communication with the AS Charter.

I would also be very happy to discuss any aspect of Diamond's commitment to AS. It is my personal conviction that our continuing success depends on our ability to attract and retain people from all backgrounds. If our talented people are to continue to deliver excellence, we must remove any barriers to career progress. This means we must meet the needs of all and be courageous and consistent in tackling the issues that prevent us from being the fair and inclusive organisation we strive to be.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Andrew Harrison".

Professor Andrew Harrison  
CEO, Diamond Light Source Ltd

## 2. Description of the research institute

Diamond Light Source Ltd. (Diamond) is a publicly funded limited company. We are the UK's national synchrotron science facility, attracting scientists from national and international universities and institutes who use the facility to study the atomic and molecular nature of matter. Diamond is jointly funded by two shareholders, Science and Technology Facilities Council (STFC), now part of UK Research & Innovation (UKRI) and by the Wellcome Trust. Diamond also benefits from private sector users. All profits are used to maintain the facility for the benefit of science.



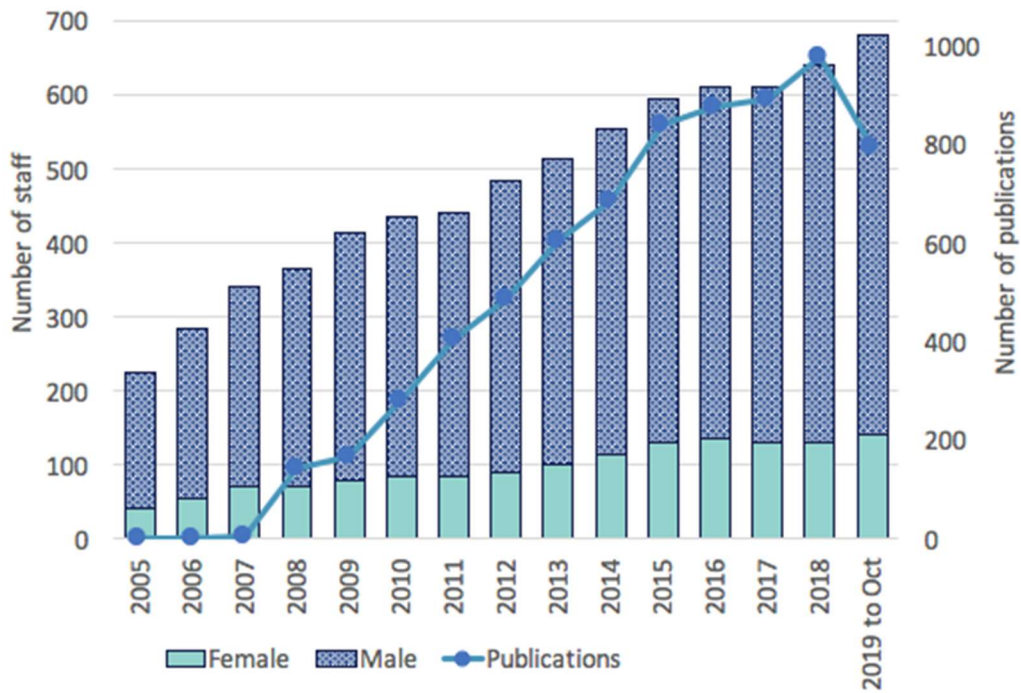
**Figure 2. Diamond Light Source including Research Complex (RCaH), Diamond House (DH) & I14**

Diamond is 15 years old and was established in three phases, the first to build the initial seven beamlines, gradually increasing the number of beamlines to 32 by 2018. Staff numbers have almost doubled in 10 years (Figure 2) and scientific output continues to increase.

Diamond is in a rural location near Didcot, Oxfordshire on the Harwell Science & Innovation Campus, host to some of the UK's major scientific facilities and staff are enabled to take advantage of the excellent collaboration opportunities in particular between the laser facilities [ISIS] and the Research complex and with private industry such as Element Six (Figure 3).

There are public transport links, free parking, an onsite restaurant and gym. Employees can join the Rutherford Appleton Laboratory [RAL] Recreation Association which provides athletic and social facilities. Staff can use an onsite nursery, and there are many joint social and scientific activities across the campus both in and out of office hours.

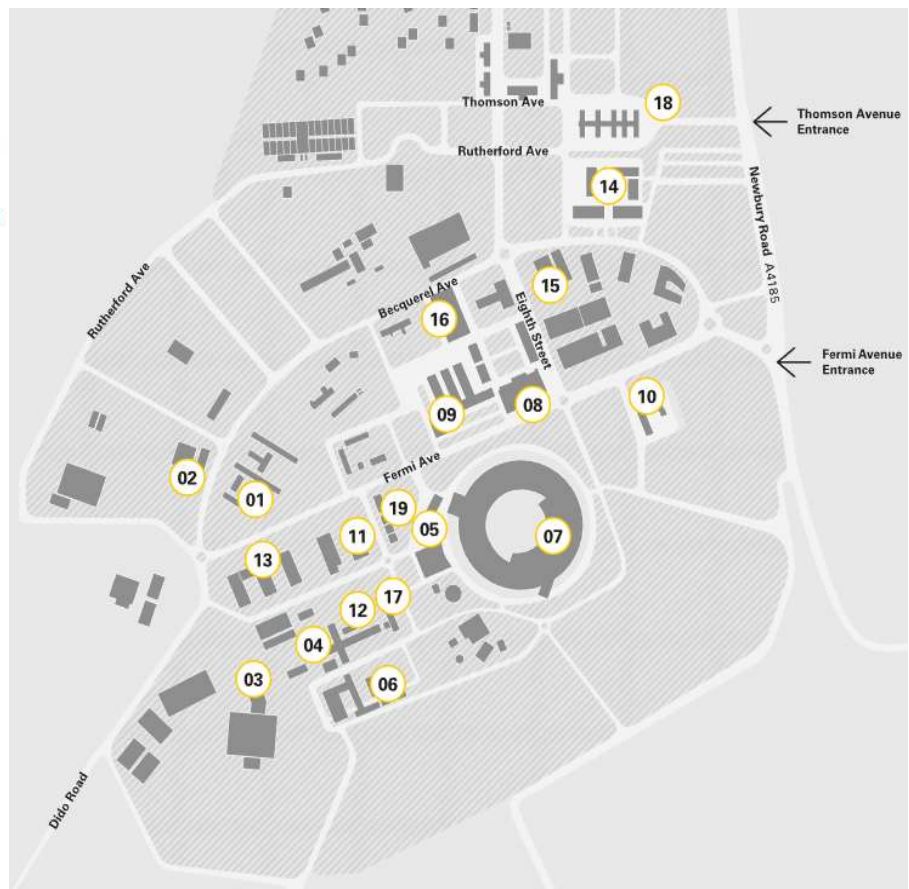




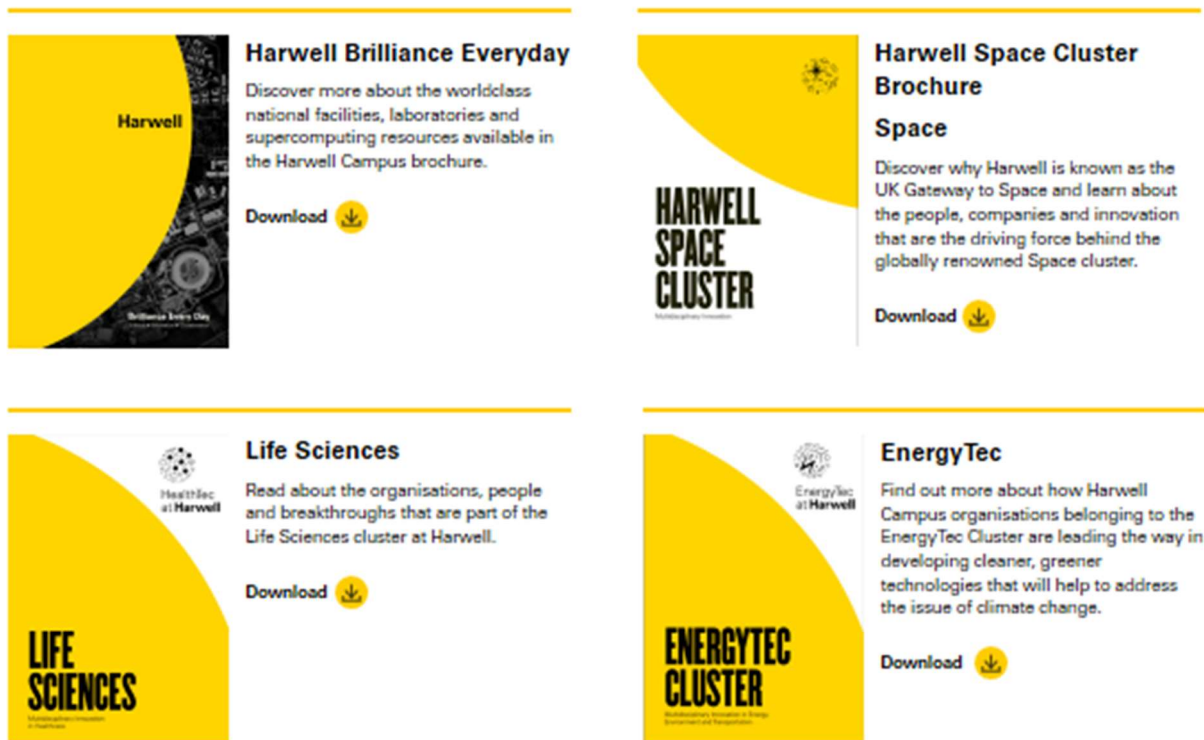
**Figure 3. Graph Showing Diamond’s Growth in terms of staff numbers and scientific output (journal papers)**

**Harwell Campus**

- 01 Public Health England
- 02 Medical Research Council
- 03 ISIS Neutron & Muon Source
- 04 Central Laser Facility
- 05 Research Complex at Harwell
- 06 HUSCO
- 07 Diamond Light Source
- 08 RAL Space
- 09 Satellite Applications Catapult
- 10 European Space Agency
- 11 Scientific Computing Data
- 12 Rutherford Appleton Laboratory
- 13 University Quarter (future masterplan)
- 14 Quad One
- 15 Zephyr Building
- 16 Genesis Building
- 17 Rosalind Franklin Institute (coming soon)
- 18 HQ
- 19 RAL Reception

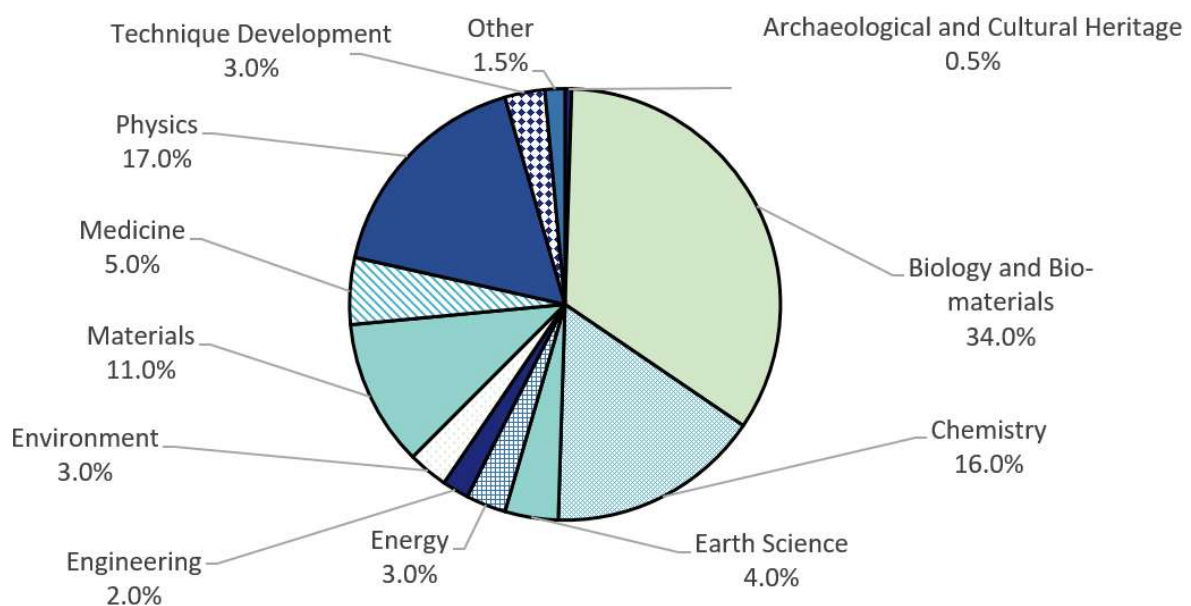


**Figure 4. Map of the Harwell Campus showing other organisations located close to Diamond.**



**Figure 5. Screen shot of Harwell Campus online Brochure from the website; illustrates the range of scientific and technological ‘hubs’ offering STEM collaborative and career opportunities**

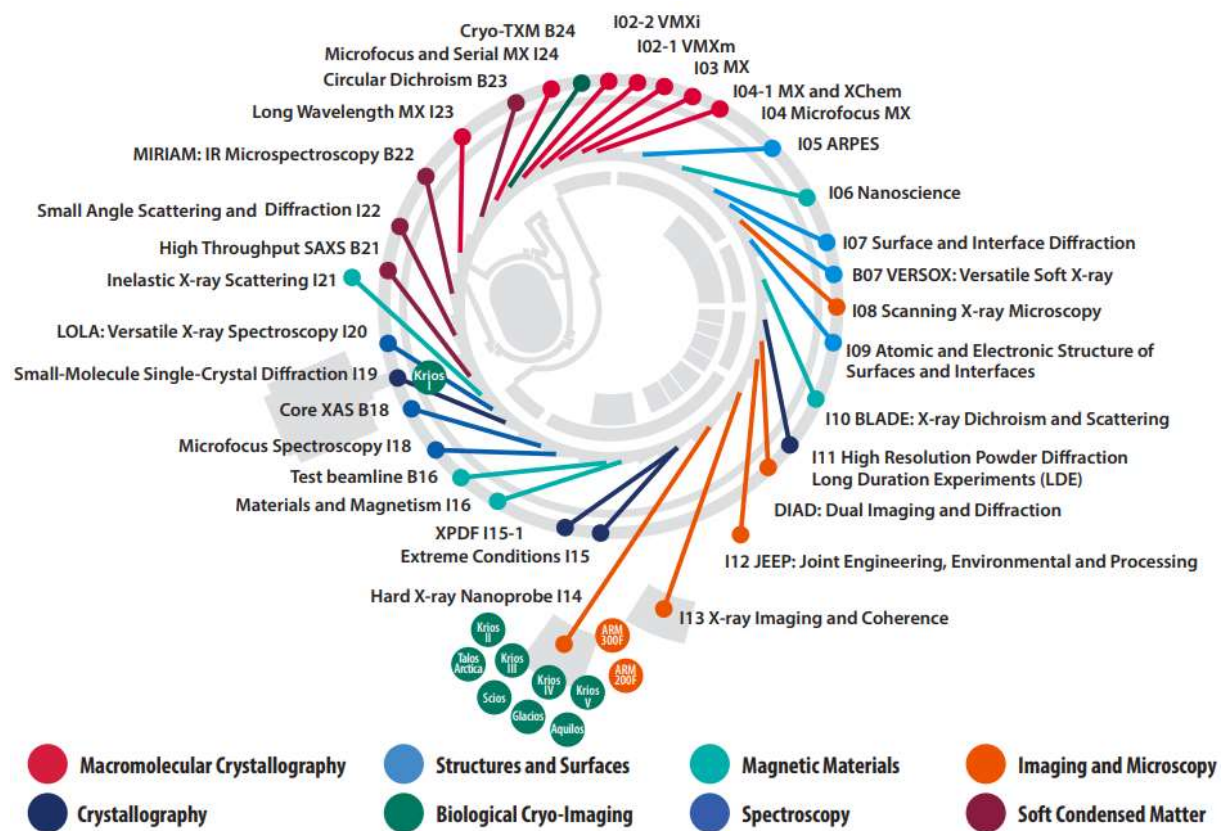
The synchrotron accelerates electrons to close to the speed of light, using powerful magnets to direct them around the circumference of the 562m ring. The electrons produce very powerful beams of x-rays, which allow scientists to explore the world at a molecular or atomic level. Figure 6 shows the different research areas.



**Figure 6. Percentage of users from different research communities served by Diamond**

Diamond consists of a large circular building, which houses the synchrotron, around which are laboratories and offices. Further office facilities are in Diamond House (DH), see Figure 7. There are several beamlines and electron microscope labs situated in nearby buildings (Figure 7). The current layout, with its separate beamlines and labs produce little shared space or natural opportunity for staff to connect with each other. Diamond is about to extend part of the buildings to provide more space for staff to collaborate.

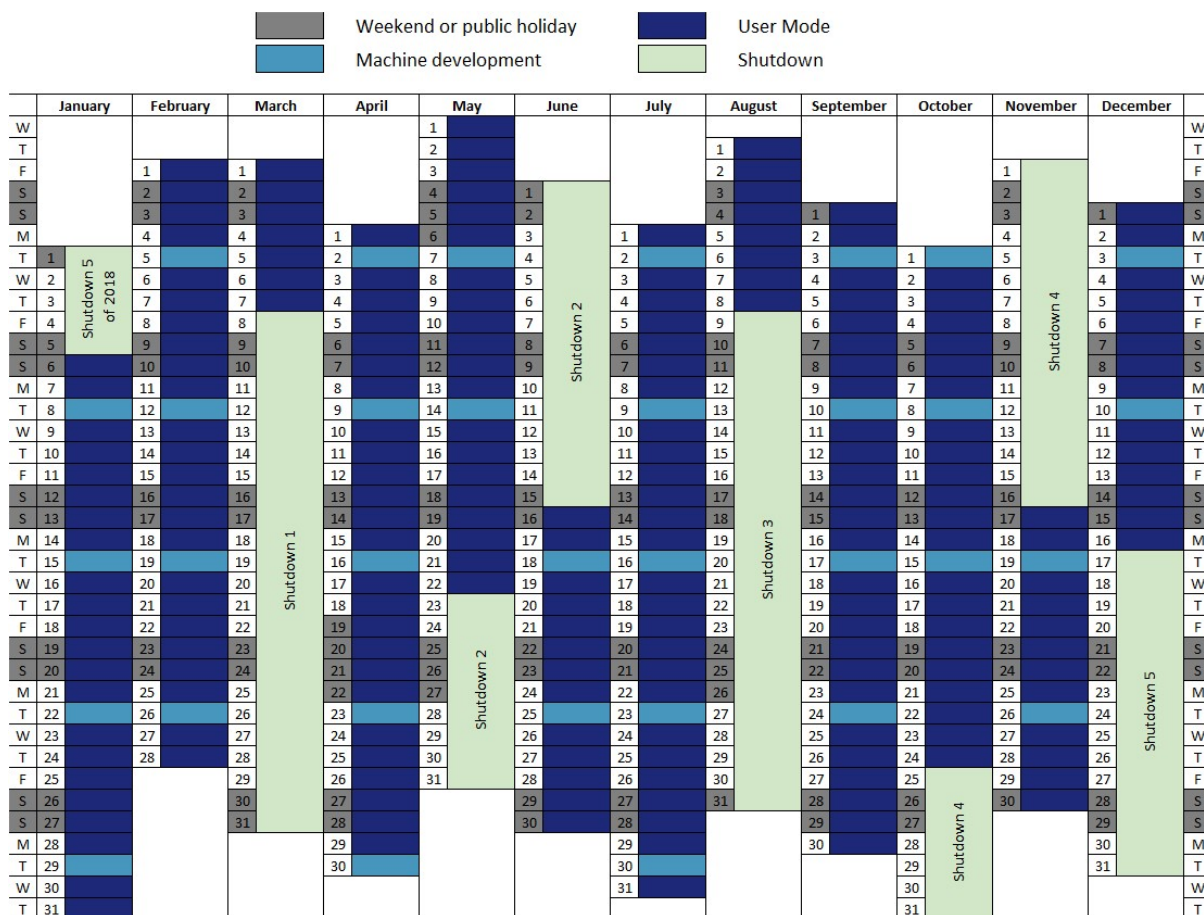
Diamond has 9,000+ user visits annually. Scientists from all around the world access Diamond free of charge, providing results are published in the public domain. Access is a competitive process, and research proposals are assessed by the influential Peer Review Panel (PRP). Industrial companies use Diamond through proprietary access and the Industrial Liaison team closely supports over 150 companies from 17 countries. Team members also have research work of their own.



**Figure 7. Map of the synchrotron and shadow outline of the different beamlines and illustrating geography and distances between staff and teams.**

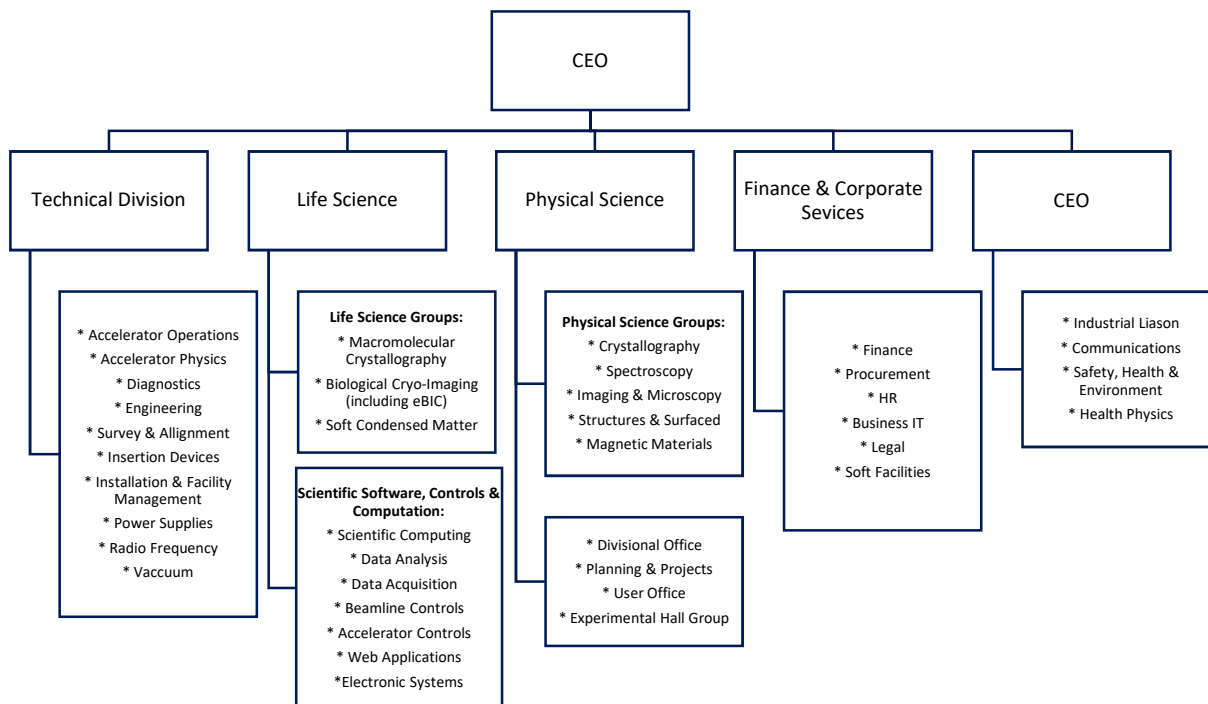
All beamlines run concurrently and are in operation 24 hours per day, six days a week, with five “shut-down” periods per year for significant machine maintenance and development (Figure 8). Each Tuesday, work is done on essential maintenance and upgrades carried out. Staff and managers must balance availability to ensure users are supported across the 24 hour schedule, these rotations can be extremely for managers supporting those facing family and life changes and challenges.





**Figure 8. Operations schedule for 2019**

As of March 2019, Diamond has nearly 700 staff from more than 39 countries; 150 of whom are female. Diamond has five 'divisions' (Figure 9) However, to maintain staff privacy, most of the time, data for Life Science (LS) and Physical Science (PS) have been grouped, as has Finance and Corporate Services (FCS) & the CEO Office (CEO) since these Divisions have similar roles and structures (Figure 9).



**Figure 9. Organisation of groups in Diamond**

Diamond is primarily a user facility with strong ties to academic research. Large areas of the business, including in Science division, have no direct research responsibilities. We don't describe staff as researchers (i.e. scientific researchers) and 'technical or professional support' staff. For general purposes and specifically for AS, we report data by Division, rather than the categories "Research" and "Technical Support Staff" because:

- As a User Facility, many people have dual roles – e.g. Support Scientists have a primary remit to deliver the service to Users but also do their own research.
- Feedback in the Employee Opinion Survey (EOS) has highlighted that we need to enable better collaborative working between science and technical divisions. Implying hierarchy through deficit language between researchers and 'non'-researchers or using the phrase "support staff" for highly expert engineers and other professionals is artificial in our business. This is particularly the case where skills gaps within highly competitive industries has become a challenge for hiring.

The Chief Executive Officer is advised by committees representing key stakeholder groups, including the Science Advisory Committee (SAC), Diamond Users' Committee (DUC), and Diamond Industrial Science Committee (DISCo).

Culturally, Diamond divisions are quite different depending on the working shifts (driven by user needs), geography and profession. The EOS feedback response rate has increased for the past three years. Staff were asked to rate the statement "I feel proud to work at Diamond" and this elicited a higher than average positive results compared with Korn Ferry benchmark organisations. The percentage favourable increased from 2016 83% to 84% in 2017. The number dipped slightly in 2018 to 82%.



Most jobs at Diamond are highly skilled, Grade 6 is the usual entry point for Graduate Engineers and Graduates joining the software team. In Science, recruitment is generally at Post-Doctoral level, which is Grade 5 or Support Scientist Grade 6.

Grade	Example Role (and Division)	Typical Examples of Accountabilities
Grade 1	Directors	<ul style="list-style-type: none"> <li>Strategic vision and accountability for delivery of strategic objectives</li> <li>External facing and collaborating with Funding Bodies and research facilities</li> <li>Management of Divisions</li> </ul>
Grade 2	Science Group Leader (Science Divisions) Head of Engineering (TD)	<ul style="list-style-type: none"> <li>For STEM roles, equivalent to: Head of Department, Professor</li> <li>Leads, co-ordinates and integrates operations which have an impact across the whole organisation</li> <li>highest level of technical lead for a broad area of expertise</li> <li>Integral part of development and implementation of policy and approach</li> </ul>
Grade 3	Principal Beamline Scientist (PBS; Science Divisions) Principal Software Engineer (TD) Head of HR (FCS) Head of Communications (CEO) Head of SHE (CEO)	<ul style="list-style-type: none"> <li>For STEM roles, equivalent to: Professorial level appointments</li> <li>Technical lead for area of expertise, developing policy and approach for the Group</li> <li>Leads, co-ordinates and integrates operations with other Groups across the division</li> <li>Leads on: development and implementation of new systems, approaches and tools to achieve the Group goals</li> </ul>
Grade 4	Head of Mechanical Facilities (TD) Senior Mechanical Project Engineer (TD) Senior Beamline Scientist (LS,PS) Programme Manager (PS) Experimental Hall Manager (PS) Finance Business Partner (FCS)	<ul style="list-style-type: none"> <li>For STEM roles, equivalent to: Reader and Lecturer levels</li> <li>Input to design and development of new systems</li> <li>Leads implementation of significant projects relating to the systems within Diamond</li> <li>Providing professional advice</li> <li>Co-ordinates people and financial resource to deliver work on time and within budget</li> </ul>
Grade 5  Normal Post-graduate Entry Level	Electrical Design Engineer (TD) Software Engineer (LS) Senior Operations Technician Beamline Scientist (LS,PS) Senior Support Scientist (LS,PS) PDRA (LS,PS) Senior Technicians (LS,PS) HR Advisor (FCS) Planning Officer (PS)	<ul style="list-style-type: none"> <li>Supports design, development and maintenance of instrumentation</li> <li>works on the development of new tools, relationships, or events to support and promote the beamlines</li> <li>Pursues a programme of scientific research</li> <li>Advises on application of policies and procedures</li> </ul>

Grade	Example Role (and Division)	Typical Examples of Accountabilities
Grade 6 Normal Graduate Entry Level	Graduate Engineers (TD) Technicians (LS,PS,TD) Support Scientist (LS,PS) PA (All) IT Helpdesk Analyst (FCS)	<ul style="list-style-type: none"> <li>Assists with the implementation, maintenance and support of equipment, systems and support processes within Diamond</li> <li>Uses specialist knowledge to provide information, analyse and resolve problems or queries</li> </ul>
Grade 7	Goods Handling Operatives (PS) User Office Assistant (CEO) Accounts Assistant (FCS) Crane Operator/Rigger (TD) Purchase Order Administrator (FCS)	<ul style="list-style-type: none"> <li>provides administrative support to other employees and to users</li> <li>Supports specialist support processes</li> <li>Operates simple machinery</li> </ul>
Grade 8	Lead Cleaning Operative (TD) Cleaning Operative (TD) Year in Industry Student (All)	<ul style="list-style-type: none"> <li>Responsible for: using simple tools and equipment</li> <li>Undertaking simple manual work to support others in the completion of their tasks</li> <li>Augmenting their University training with a specific research project, thus benefiting from training opportunities.</li> </ul>
Grade 9	Dormant Grade	
Grade 10	Apprentice (TD) Summer Placements (All)	<ul style="list-style-type: none"> <li>undertaking an apprenticeship programme leading to a nationally recognised qualification</li> <li>working on a research or development project within Diamond</li> </ul>

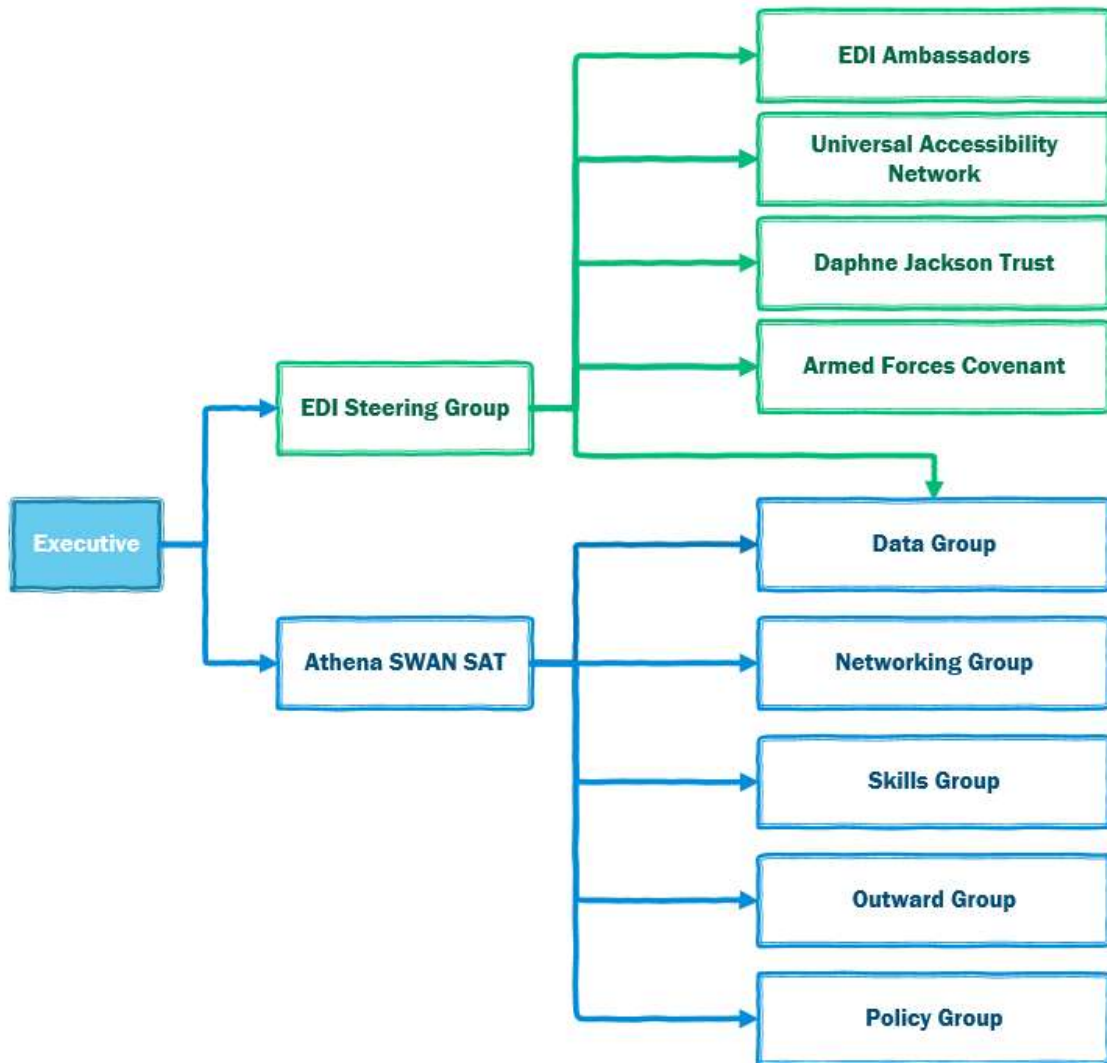
**Table 3. Examples of positions at each grade (ref also Figure 16)**

Word Count 894

### 3. The self-assessment process

#### 3.i. A description of the self-assessment team (SAT)

The Athena SWAN Charter is a cornerstone of the company's EDI strategy, the SAT operates alongside the EDI Steering Group (SG) Figure 10.



**Figure 10. Diagram showing the relationships, governance and activities in Athena SWAN SAT alongside the other EDI groups.**

The SAT is chaired by the CEO who reports directly to the Executive Directors (Exec). Membership is diverse, reflecting all divisions, teams and grades of staff in Diamond, and allows people to mix across hierarchies encouraging two-way flow of communication. SAT volunteers mainly come from the above groups supplemented by those who have expressed interest throughout 2018.

The SAT has been supported by a Full Time (FT) professional EDI Manager since August 2017. The EDI Manager consulted and presented to the Exec at each stage of the EDI Strategy development. Directors or senior managers have sponsored or attended EDI events.



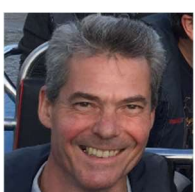
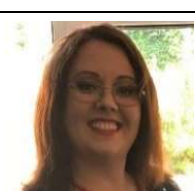
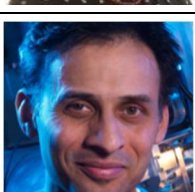
Photo	Name of Member	Job, Grade (FT or PT)	SAT Role	Experience
	<b>Lorraine Bobb</b>	Diagnostics Physicist (FT)	Data Analysis	Joined Diamond as undergraduate summer student. Post-PhD, returned as staff. Career article featured in Physics World, 30 (6) June 2017.
Provide insight as a female physicist working in the Technical Division and contribute to data preparation/ analysis.				
	<b>Felicity Bertram</b>	Support Scientist (FT), Previously AS Officer, Student Engagement Officer	Support for SAT	EDI SG and later AS Advisor
Excited to return to the laboratory in my new role. Learning to live with fibromyalgia, benefitting from flexi-time. Dyslexic.				
	<b>Steve Collins</b>	Physical Sciences Coordinator for Data Science and PBS	Skills Group	Prospect Rep, EDI Steering Group, OD Working Group, Scientific Training Advisory Group.
Member of the group that benefits most from the status quo; specific interest in socially-disadvantaged groups; Awareness of ADHD issues.				
	<b>Wendy Collier</b>	User Office Co-ordinator (FT)	Skills group member	User Office Assistant. EDI ambassador, Member of Universal Accessibility Group.
Mother to a partially deaf child, registered disabled. Caring responsibility for 2 children.				
	<b>Sarnjeet Dhesi</b>	SGL – Magnetic Materials	Networking Group	PBS & Diamond Research Fellow. Panel and committee member
Steadfast supporter of equality and inclusion in the workplace and society in general.				




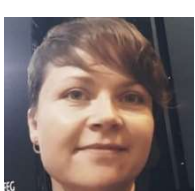
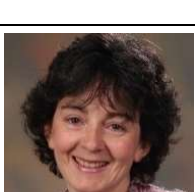
Photo	Name of Member	Job, Grade (FT or PT)	SAT Role	Experience
	<b>Nina Hammond</b>	HR Co-ordinator (FT)	Data Analysis (HR)	Started Diamond as agency 6 ½ years ago, then moved to FTC, then permanent.
	Involved in collating data and producing reports in my role.			
	<b>Andrew Harrison</b>	CEO (FT)	Chair & Exec Sponsor	Previously worked for professor Leslie Yellowlees & learned about gender inclusion
	Keen supporter of inclusion with 3 daughters.			
	<b>Julie Kaya</b>	EDI Manager (FT)	Co-ordinate AS	Manage EDI Strategy, EDI Plans, EDI SG & Ambassadors and UAN.
	Dyscalculic, parent of child with life threatening allergy and ex-child fostering & elder carer. Campus WiSTEM & Harwell LGBT Network.			
	<b>Adriana Klyszejko</b>	Industrial liaison scientist – cryo Electron Microscopy (FT)	Outward Group & Benchmarking	Joined as PDRA in 2018. Co-Chair of Postdoctoral Committee. Early Career Scientist Symposia
	Parent of a young child. Experienced organizer of international events; scientific, equality, accessibility including dietary requirements. Has rare food intolerance.			
	<b>Maura Launchbury</b>	Programme Manager (PT)	Project Lead	Leader of the 2016 AS submission, Chair of Association for Project Management Women in PM Group 2016-2018
	Parenting who had elder caring responsibilities, reduced hours to 4 days per week.			






Photo	Name of Member	Job, Grade (FT or PT)	SAT Role	Experience
	<b>Sarah Macdonell</b>	Head of Beamline Systems Engineering, Engineering Group Quality and Resource Manager (FT)	Networking Group	Joined Diamond in 2017 as Head of Beamline Systems Engineers
Keen EDI ambassador and member EDI steering group. Armed Forces Covenant WG and a UK STEM ambassador.				
	<b>Katherine McAuley</b>	PBS (FT)	Data Analysis	EDI SG
Scientist trying to solve the puzzle of managing a beamline that operates 24 hours a day, 6 days a week while providing a good work-life balance to staff; particularly those with young families.				
	<b>Harriott Nowell</b>	Project Planner (FT)	Policy Group	Senior/Beamline Scientist 2005-2018, Project Planner 2018-2019
Parent keen to ensure we support parents. Member AS policy group and EDI Ambassador.				
	<b>Kristina Penman</b>	Student Engagement Officer (FT)	Outward Group & Student Data	Group chair for the 2016 AS submission
Recently returned from maternity leave. Working condensed hours.				
	<b>David Price</b>	PT Engagement Manager/ Officer	Outward Group	Engaging the public including delivery of EDI strategies. Qualified Teacher.
Often work late/weekend working. Live far away and use flexi to collect/drop off children. Work half day Mondays.				









Photo	Name of Member	Job, Grade (FT or PT)	SAT Role	Experience
	<b>Guenther Rehm</b>	FT Head of Diagnostics Group	Data Analysis	EDI SG & Mentor to EDI Manager.
	Strong interest in EDI. Implemented process to invite women to interview panels. Supports the UAN, Post Doc committee and AS.			
	<b>Kay Reynolds</b>	OD Manager (FT)	Skills Group Chair Survey Lead	EDI Steering Group Employee Engagement Learning & Professional Development
	I have an interest in sport so use flexi to participate in these voluntary activities			
	<b>Liz Sexton</b>	Deputy HR (PT)	Policy Group Chair	EDI SG
	Parent working part-time; 4 days a week.			
	<b>Stewart Scott</b>	Head of engineering (FT)	Co-role with Sarah Macdonell on Networking Group	EDI SG member
	Interests; women in Engineering, active EDI events supporter, IET conferences on improving diversity, menopause issues. Driven the sponsoring DJT Fellow.			
	<b>Paul Steadman</b>	PBS (FT)	Career Development Network	At Diamond since 2003, current role as PBS since 2006
	Understand problems faced by couples with families on FTC and live in different countries.			

Photo	Name of Member	Job, Grade (FT or PT)	SAT Role	Experience
	<b>Lucie Vaughan</b>	HR BP & Information Systems and Payroll Analyst (FT)	Data Group	Joined as HR Administrator 15½ years ago
	Promoted to HR BP after covering two colleagues when they went on Maternity Leave			
	<b>Martin Wilson</b>	Principal Personnel Safety Engineer (FT)	Skills Group	Long standing DLS employee. Employee Representative Committee, Shift Joint Working Group, Job Evaluation Steering Group
	Husband of an ex-STEM educated female engineer and parent.			
<b>Special thanks to those who have helped shape progress in earlier activities</b>				
	<b>John Beale</b>	PDRA	Data Group	Helped shape data direction
	Parental leave promoter			

**Table 4. Table of self-assessment team members in alphabetical order**



The SAT does not reflect the gender balance at Diamond, with eleven women and nine men and several key roles for the SAT are currently held by women. Our 2016 submission was science driven. This time several senior staff members volunteered from the Technical Division, demonstrating greater understanding and increased commitment to gender equality across the company.

Word Count 180

### 3.ii. An account of the self-assessment process

The SAT meets monthly to progress the AS application and the Project leads report to both the EDI SG and the Exec via the CEO.

There are five working groups corresponding to the five major sections of the application, Section 4 and each of the sub-sections of Section 5. Each group was responsible for reviewing data, identifying issues and trends and recommending suitable Actions.

Agenda's and Minutes are shared electronically and include:

- Review previous minutes
- Project plan progress (overview)
- Events/ consultations (past or planned)
- Update from each of the 5 working groups
- Discussion about major decisions/ Actions such as 'positive Action' and 'setting targets'
- Confirm next steps and AOB

Communication with staff through Manager Briefings, EDI Ambassadors, EDI SG updates, EDI events, intranet twice-yearly EDI newsletter and in the Staff Talk by the CEO.

Staff feedback is collected in the annual Employee Opinion Survey (EOS), where gender and wellbeing questions were included on top of the usual survey questions in 2018. In Table 5 below we highlight EDI qualitative data collected between October 2017 and July 2019; culminating in the launch of a five-year EDI Strategy. Six AS focus groups were held in May-June 2019 based on the requirements of AS and EOS findings.

SAT members attended RIAG meetings (2016-2018) and conferences, training and local meetings.

In late 2018 the data group undertook a gap analyses for AS data needs and discovered a great deal of HR data had been deleted due to GDPR compliance. Furthermore, HR data is manually configured and relies on individual excel databases. This has created many challenges for the Data Group. The full data was not ready until summer holiday time and was finally completed (as far as was possible) in September. Changes based on feedback were made up until November 2019. Diamond is in the early commissioning stages of a new HR Management System therefore that future reporting will be much faster.

A summary of recent activities is shown in Table 5.

Word Count 328

Date	Type of engagement	Staff engagement	Findings/ Actions taken	Impact
Nov 2016	Survey: Korn Ferry (KF) Full EOS	All staff, 61% response rate	<ul style="list-style-type: none"> <li>• Diamond Values launched June 2018</li> <li>• Behaviours included in manager training</li> <li>• Linked to new appraisal forms in draft</li> </ul>	<ul style="list-style-type: none"> <li>• CEO and leaders refer to values in key presentations</li> <li>• Staff refer to values more often</li> <li>• EOS measures in place through survey</li> <li>• Staff hold each other to account in meetings</li> <li>• Actions linked to all revised policies</li> <li>• Linked to recruitment</li> </ul>
June 2016	Survey: Stress/ Wellbeing & AP	All staff  363 staff responded	<ul style="list-style-type: none"> <li>• Wellbeing committee led by FCS Director, SHE &amp; HR, staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plan - nearly completed</li> <li>• 16 trained MHFA's</li> <li>• Supported and Reviewed by SHE</li> <li>• Wellbeing events</li> <li>• Onsite yoga</li> <li>• Mindfulness sessions/ training and events</li> </ul>
Oct 2017	Survey: 2017 KF Pulse EOS	63% response rate	Action plan 'launch' & plans on intranet	<ul style="list-style-type: none"> <li>• AP and WIP carried on to 2018</li> <li>• Informed EDI Corporate AP</li> </ul>
Nov 2017	IMD Event with consultation.  <b>Working Families</b> key note - Fatherhood Penalty Research	70 attendees Ratio 65% M: 35% F	<ul style="list-style-type: none"> <li>• Consulted 70 staff attending the event on key issues</li> <li>• Flexible Working equally important -men.</li> </ul>	<ul style="list-style-type: none"> <li>• Joined Working Families</li> <li>• Action increase paternity /</li> <li>• Improve awareness of family friendly and SPL policies.</li> </ul>
Sept-17 to Jan-18  Feb 2018	EDI Baseline Assessment Review to understand EDI 'baseline' by EDI Manager.	staff -150+ 'Pervasiveness Interviews' across org	<ul style="list-style-type: none"> <li>• Established priority areas for EDI Strategy</li> <li>• Action Plans</li> <li>• Reviewed diversity metrics</li> <li>• Joined enei</li> </ul>	<ul style="list-style-type: none"> <li>• Exec Report</li> <li>• Informed EDI CAP</li> <li>• Feed into EDI Strategy 3 priorities: gender, age and disability</li> <li>• 3 standards (British Standard 76005, AS &amp; Disability confident)</li> <li>• Using enei guidance/ articles</li> </ul>
March 2018	IWD facilitated by Dr Gillian Shapiro	48 staff, mainly women.	<ul style="list-style-type: none"> <li>• table discussions on what is going well and what needs more work</li> <li>• LM support for flexible working and more social events.</li> </ul>	<ul style="list-style-type: none"> <li>• 20+ EDI events, meetings, briefings and seminars were held 2018-March 2019</li> <li>• Senior sponsors for all main events</li> </ul>

Date	Type of engagement	Staff engagement	Findings/ Actions taken	Impact
June-Sept 2018  Oct 2018	6 EDI Goals consultations.	60 staff consulted 70 at launch 250 at CEO talk	<ul style="list-style-type: none"> <li>Established 4 Goals</li> <li>CEO presented EDI Strategy at CEO Talk</li> </ul>	<ul style="list-style-type: none"> <li>Finalised the Strategy with 4 Goals</li> <li>Launched via presentation to 70</li> <li>Using in reference to Actions, including in AS AP's</li> <li></li> </ul>
Nov 2018  Jan 2019	EOS. Additional wellbeing/ EDI questions and Free text question on EDI	177 separate issues were recorded from 150 individuals responses. (Ref section 5.4)	<ul style="list-style-type: none"> <li>14 % self-declared neuro-diverse.</li> <li>Neuro-diversity to be added to the priorities</li> </ul>	<ul style="list-style-type: none"> <li>A report /Actions incorporated into both AS AP</li> <li>UAN formed</li> <li>Autism Oxford event planned</li> <li>Neuro-diversity seminar</li> <li>Neuro-diversity added, making 4 priorities.</li> </ul>
May 2019	AS Focus groups for 6 groups covering times in the run and out of run	13 Men & 23 women	<p>Feedback informs AS &amp; suggestions incorporated into AP,</p> <ul style="list-style-type: none"> <li>Groups included carers, admin/ support roles/ science/female technical staff</li> </ul>	<p>Joined Working Families</p> <p>Planning Carers Survey</p>

**Table 5. Table showing the range of staff consultations undertaken since 2016**

Date	Activity and/or outputs	Involved
Oct 2018	<ul style="list-style-type: none"> <li>SAT kick off for 2019 application</li> </ul>	SAT
January 2018 to June 2018	Nov 2017 data team members attended AS training Data group look at HR data needed in anticipation of AS submission [HR] <ul style="list-style-type: none"> <li>Gap analyses for AS need. Determined HR data had been lost {due to GDPR} established further year of data needed to provide 3 years as required by AS</li> </ul>	SAT members (Data team)
February 2018	<ul style="list-style-type: none"> <li>LGBTQI Ally Flags launched LGBT History month.</li> <li>Stonewall and GiRES info into staff e-bulletin / intranet.</li> <li>Posters from FFLAG (Family and Friends of Lesbian and Gays) in all kitchens and noticeboards</li> </ul>	EDI SG, EDI Ambassadors and all staff
May 2018	Learning at Work Week; events included: <ul style="list-style-type: none"> <li>LGBT mental Health with external speaker,</li> <li>Mindfulness Talk with external speaker,</li> <li>Gendered communications workshop</li> </ul>	4 staff at LGBT MH and 8 Harwell LGBT members  Total 35-45 staff at each at Mindfulness and Gendered Comms events
June 2018	Progress presentation to Executive Team (Exec) Corporate Action Plan (CAP) signed off	Executive Team, SAT Chair - CEO, HR, EDI Manager
June 2018 - October 2018	Established Data Team for AS Reviewed HR diversity metrics Baseline Assessment and metrics used to establish three priorities: Gender (Sex), Disability and Age. Age demographic deemed risk register worthy by EDI SG.	Data Group (AS) EDI Manager EDI SG/ HR Exec
July 2018	Consultations on EDI Goals - feedback established 4 EDI goals EDI strategy Goals to act as principles to establish local plans based on divisional data.	EDI SG/ EDI Ambassadors 60+ staff from across the organisation
Oct 2018	EDI strategy launched EDI Strategy and ongoing Actions, including AS progress re-communicated quarterly in CEO all staff update (see Figure 11)	EDI Manager/ Head of HR 60+ staff attended. CEO Talk (250 + staff attend) EDI Bulletin – all staff

Date	Activity and/or outputs	Involved
November 2018	EOS Pulse survey with additional questions elicited 150 comments on 177 issues Report May 2019 used in AS AP [and UAN / DC AP 's]	OD & EDI Manager 66% of staff
January 2019	EOS - 14% of respondents declared neuro-diverse. Actions: <ul style="list-style-type: none"> <li>• use accessibility standard / a Neuro-diversity specialist to help with any future new builds</li> <li>• 2. Undertake sensory audit of existing buildings</li> </ul>	14% of 66% staff respondents EDI manager/ CEO
June 2018/2019	Women in Engineering Conference	<ul style="list-style-type: none"> <li>• Head of BL Engineering (EDI SG member)</li> <li>• LM in BL engineering team</li> <li>• EDI Manager</li> </ul>
July 2018	Tech Division Away Day	Head of BL Engineering gave EDI presentation
October 2018	EDI Consultation Report sent to Exec EDI Strategy with frameworks and Goals published.	EDI SG/ Ambassadors Exec, 60 staff
December 2018 – Nov 2019	AS Team sub group <ul style="list-style-type: none"> <li>• AP (Timescales and activities) developed</li> <li>• SAT Team monthly meetings [except June when focus groups were undertaken]</li> <li>• Reviewed previous AS plans, established sub groups</li> <li>• Discussed feedback/ consultation reports and EOS feedback from staff</li> <li>• Sub groups reviewing key findings and developed new Actions</li> </ul>	EDI SG Steering group members involved in SAT previously and new volunteers from staff representing specific interests and Diamond wide roles
July 2018	Jill Armstrong - Cambridge University Presented research -engaging men in gender diversity & the 'gender perception gap'	50 managers attended
Jan 2018 – July 2019	16 EDI Ambassadors recruited & 6 – 8 regular attendees <ul style="list-style-type: none"> <li>• Advertised JD/ role profile and established cohesive team work to help</li> <li>• Established TEAM network app</li> <li>• Training to communicate EDI across the organisation/ support EDI Strategy.</li> <li>• ToR March 2018 &amp; revision July 2019</li> <li>• Training – enei diversity champions (June 2019)</li> </ul>	EDI SG EDI Ambassadors Enei Comms team member / Ambassadors

Date	Activity and/or outputs	Involved
	<ul style="list-style-type: none"> <li>Comms plan</li> </ul>	
Feb - April 2019	Catalyst Women's Development Programme	8 female attended programme 16 at mixed workshop– 50% men
Oct 2019	EDI SG workshop to review current structure of the meeting	10 EDI SG members, incl. Head of HR and CEO
Oct-Nov 2019	This AS Bronze submission reviewed	SAT/ HR members, Volunteer senior female scientist, Head of HR
Sept 2019	Attended Working Families annual conference	Deputy Head of HR
November 2019	Attended London Network chairs network meeting and wrote a synopsis and sent links of new best practice guidance with case studies on SPL and other family friendly policies to HR team	EDI Manager
Nov 2019	This application was reviewed by external reviewers:	Dr Keely Mills from BGS

**Table 6. Timeline and scope of range of SAT & EDI activities**



**Figure 11. CEO Andrew Harrison talking about the Gender Pay Gap in the All Staff Talk 2019**

### 3.iii. Plans for the future of the self-assessment team

The SAT team will continue to meet quarterly to discuss our progress against the plans. The CEO [Chair] will report to the Exec on progress and SAT members will report progress to the EDI SG twice per year. Staff communications, bulletins and intranet updates on progress will continue as usual after the initial submission presentations. There will be annual progress report presentations delivered by SAT and EDI SG members in May.

The ToR does not currently not require members to rotate off and five original members continue to attend and participate. The SAT will be advertising for new volunteers to ensure equal representation of staff, distribution of workloads and to create opportunities for new volunteers.

The EDI SG will meet twice a year from 2020 to allow more in depth and quality discussion within the subgroups. Once the HRM IT system is in place we will continue to review data. Further activities will be developed by the EDI SG subgroups and one group will focus on opportunities to communicate more widely, celebrate our successes, engage managers and develop and share case studies to build on awareness.

The AP includes undertaking greater Positive Action and it is anticipated SG and SAT members will lead on further Actions. For example, the engineering group members wish to increase the numbers of women in TD and have already engaged with DJT and will establish connections with the Association for BME Engineers (AfBE), BBSTEM and the Amos Bursary.

We have also joined Working Families as a resource to identify up to date good practice and enhance our employer offer further, particularly on Family friendly policies.

Considering the data and staff feedback, our priorities will be to increase representation of women especially at senior levels and in Technical Division. We will continue to involve senior managers in activities to improve engagement across the company; therefore, many of the action accountabilities [oversight column] are for group/ team leaders and other managers.

Word count 324

#### 4. A picture of the institute

GDPR. Where an individual can be recognised, and the information is not sensitive, we have sought permission from those individuals for them to appear in the data.

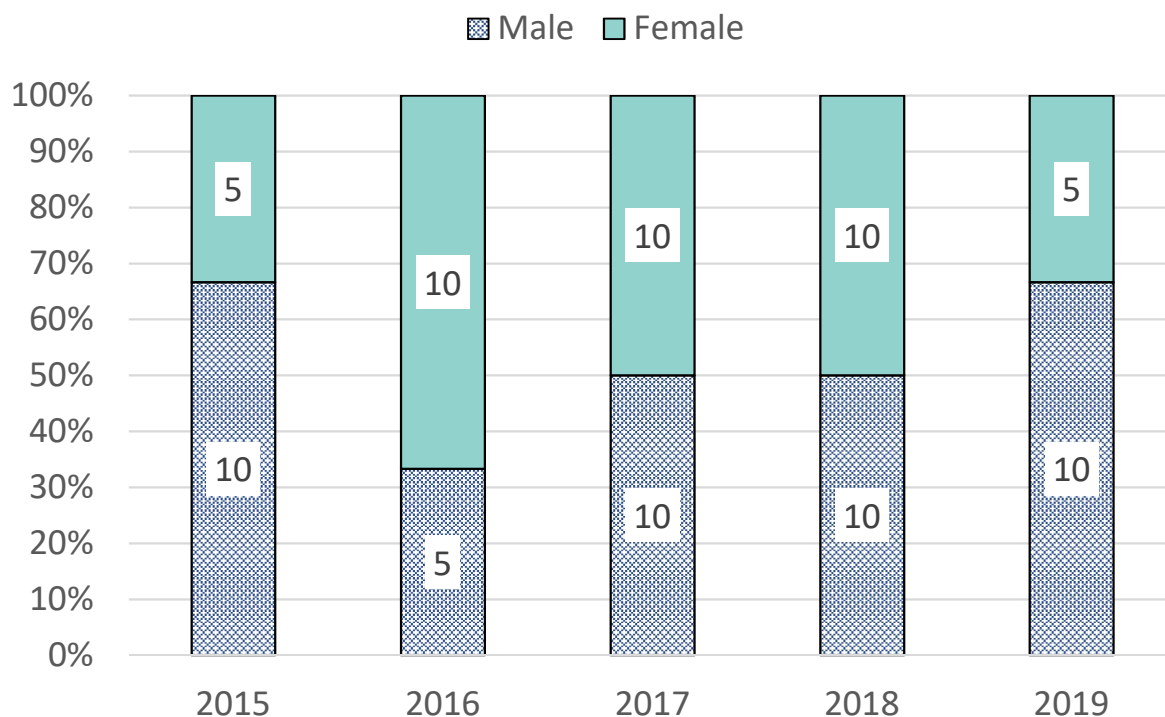
Quantitative data has been processed using the recommended HESA rounding strategy to ensure confidentiality and anonymity. In most plots, statistical significance has been assessed using a 95% confidence interval calculator. For cases where numbers are too low to show data for each year, the data has been combined over a three-year period.

Word Count 79

#### 4.1. Student Data

The data in this section is in academic years. Data labelled 2017 covers the period 1/9/17 – 31/8/18. Benchmarking data comes from the Higher Education Statistics Agency (HESA).

##### 4.1.i. Numbers of men and women on postgraduate research degrees



**Figure 12. Proportion of M / F PhD students (full-time and part-time) co-hosted with Diamond for the last 5 years (regardless of length of time spent at facility), across all eligible divisions.**



Although not a degree awarding body, Diamond plays an important part in training future scientists. PhD students are co-hosted with universities. The home university is responsible for the recruitment process, a Diamond supervisor takes part at each stage and a Student Manager supports their pastoral care. Just over half of all students have a nominal time split of 50:50 between Diamond and their home University over the length of their PhD, but the ratio varies between 100% at Diamond and single three-month visits. Student numbers are too small to identify any trends over three years (Figure 12) nor to carry out any meaningful HESA benchmarking (Table 7 and Figure 13).

We recognise that even life science roles at Diamond are highly technical and synchrotron science is particularly male dominated. Staff have fed back that small numbers of women, and the geographical spread of the beamlines and laboratories, can cause feelings of isolation particularly for women. This coupled with difficulties with finding affordable accommodation in the area, whilst being away from home institutions, may deter some people from considering a joint studentship at Diamond, particularly for those with limited financial means. We have identified Actions to develop a more supportive culture for students during their time at Diamond. **Action 1, Action 2**

Word count 234

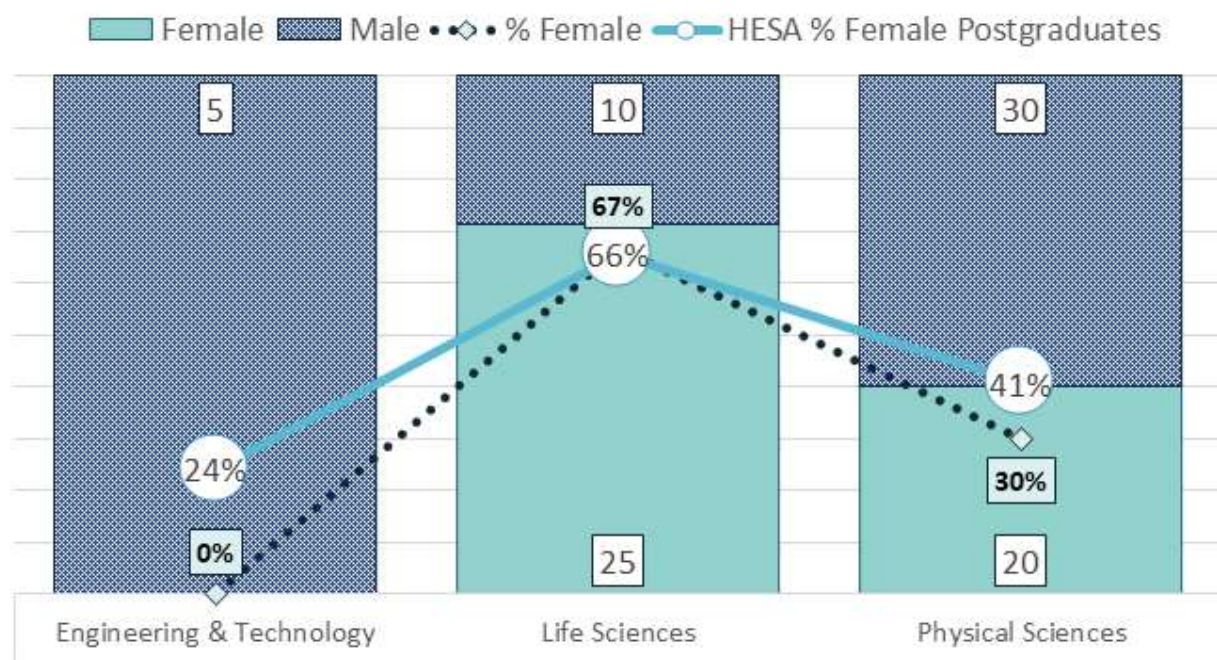


Figure 13. Total PhD student numbers summed over 2015-2019.

Discipline	Starting Year	Male	Female	Other / Unknown	% Female	HESA % Female Postgraduates
Life Science	2015	0	0	0	0%	65%
	2016	0	5	0	100%	65%
	2017	5	5	0	50%	65%
	2018	5	5	0	50%	66%
	2019	0	0	0	0%	67%
Physical Sciences	2015	10	5	0	33%	40%
	2016	5	5	0	50%	40%
	2017	10	5	0	33%	40%
	2018	5	0	0	0%	41%
	2019	5	0	5	0%	42%
Engineering & Technology	2015	0	0	0	0%	23%
	2016	0	0	0	0%	23%
	2017	0	0	0	0%	24%
	2018	0	0	0	0%	24%
	2019	0	0	0	0%	25%

**Table 7. Benchmarking of PhD student data for Science and Technical Divisions against HESA female postgraduate data**

#### 4.1.ii Number of visiting students by gender

Diamond accept both Year in Industry (YiIn) and Summer Placement students and projects are a mixture of cross disciplinary STEM projects.

Diamond's new EDI Policy has incorporated socio-economic background on top of required Equality Act protected groups. In recognition of the barriers that talented students face due to lack of family resources, and along with other diversity data, we will consider widening participation measures and begin monitoring and evaluating representation in Diamond's recruitment portal. We will also provide small travel bursaries. **Action 4, Action 5.**

Undergraduates apply for both for our YiIn, and a 12-week Summer Placement scheme. In 2019 we recruited 10 YiIn students. The programme was very oversubscribed with numbers growing from 20 applications in 2017 to 185 in 2019.

YiIn students are employed on fixed-term contracts, they are paid a salary and receive all employee benefits. They are included in this section, because the nature of their employment is different. Emphasis is on their development as well as on their project. Over 650 students made over 1,500 project applications for the Summer Placement scheme in 2019 therefore, we do not include this student data amongst staff data.

Word count 186

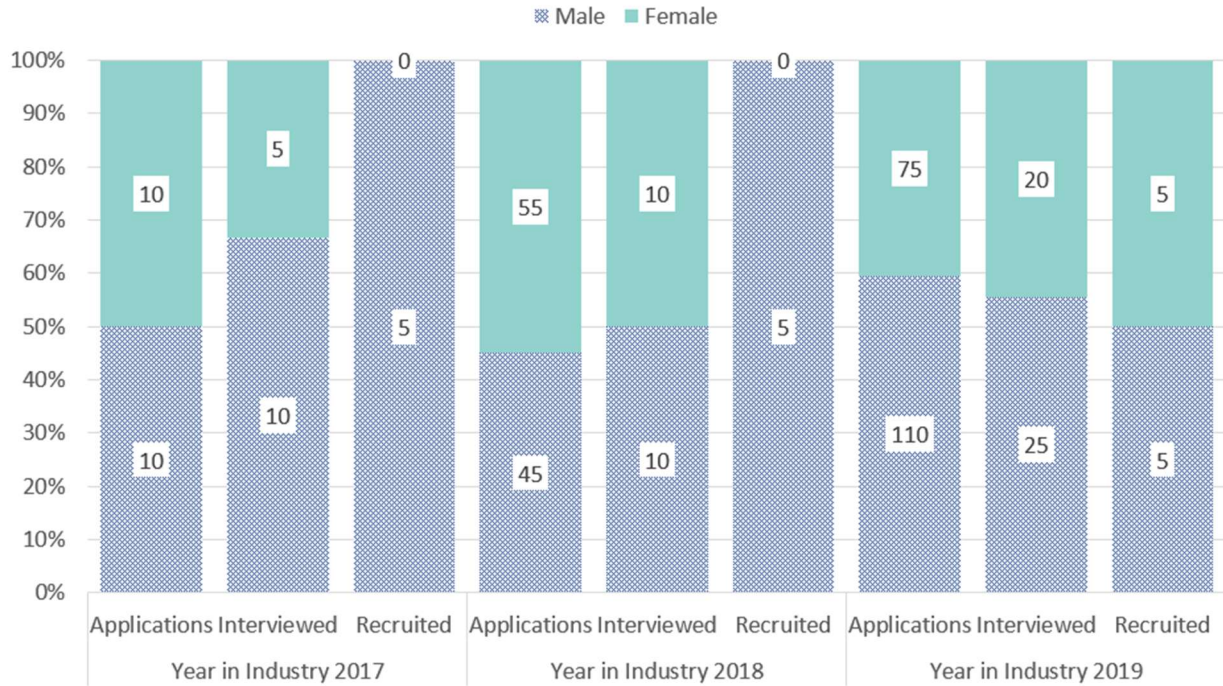


Figure 14. Year in Industry students by gender showing improvement in gender balance in 2019

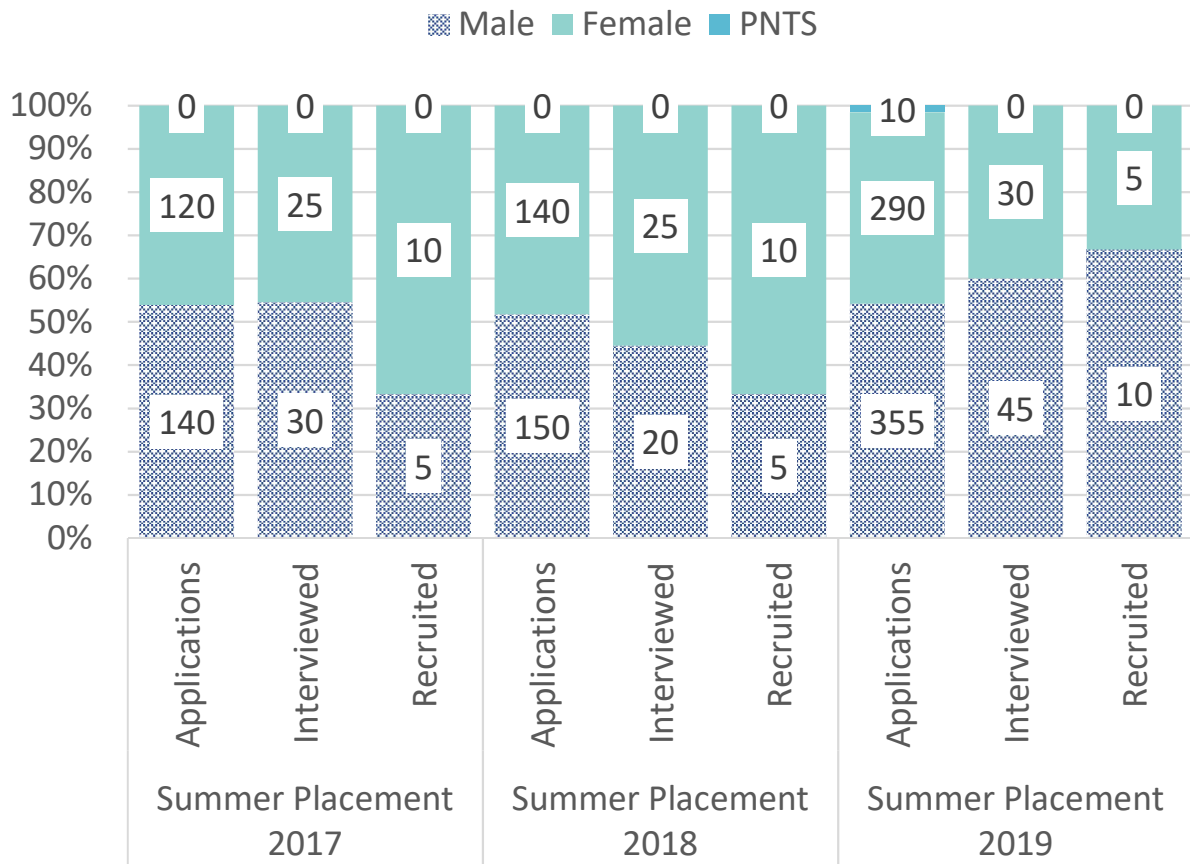


Figure 15. Proportion of male and female summer placement students



## 4.2. Staff data

Data in this section is for financial years April to March ending in 2019. There has been significant difficulty in preparing data due to lack of HR IT infrastructure which will be soon alleviated when the new HRM IT system is in place. **Data Action 1**

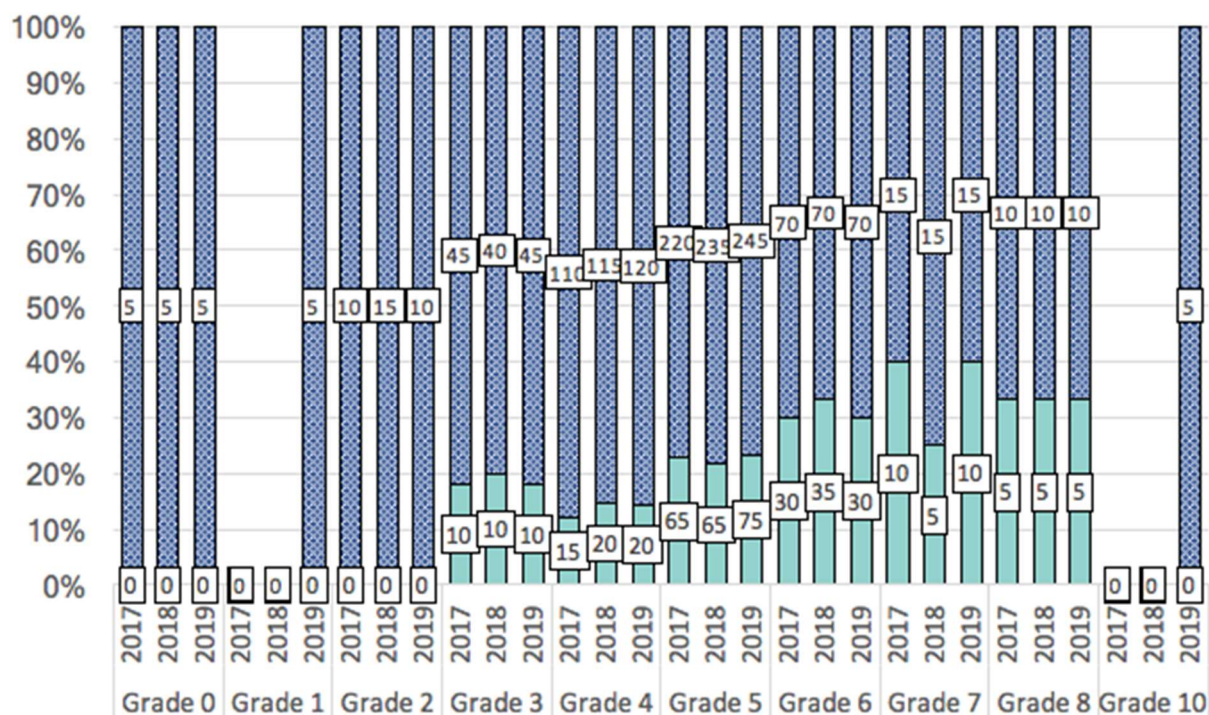
### 4.2.i. Staff by grade and gender

Gender balance across the organisation and grades, has remained approximately the same (Table 8, Figure 16) over three years.

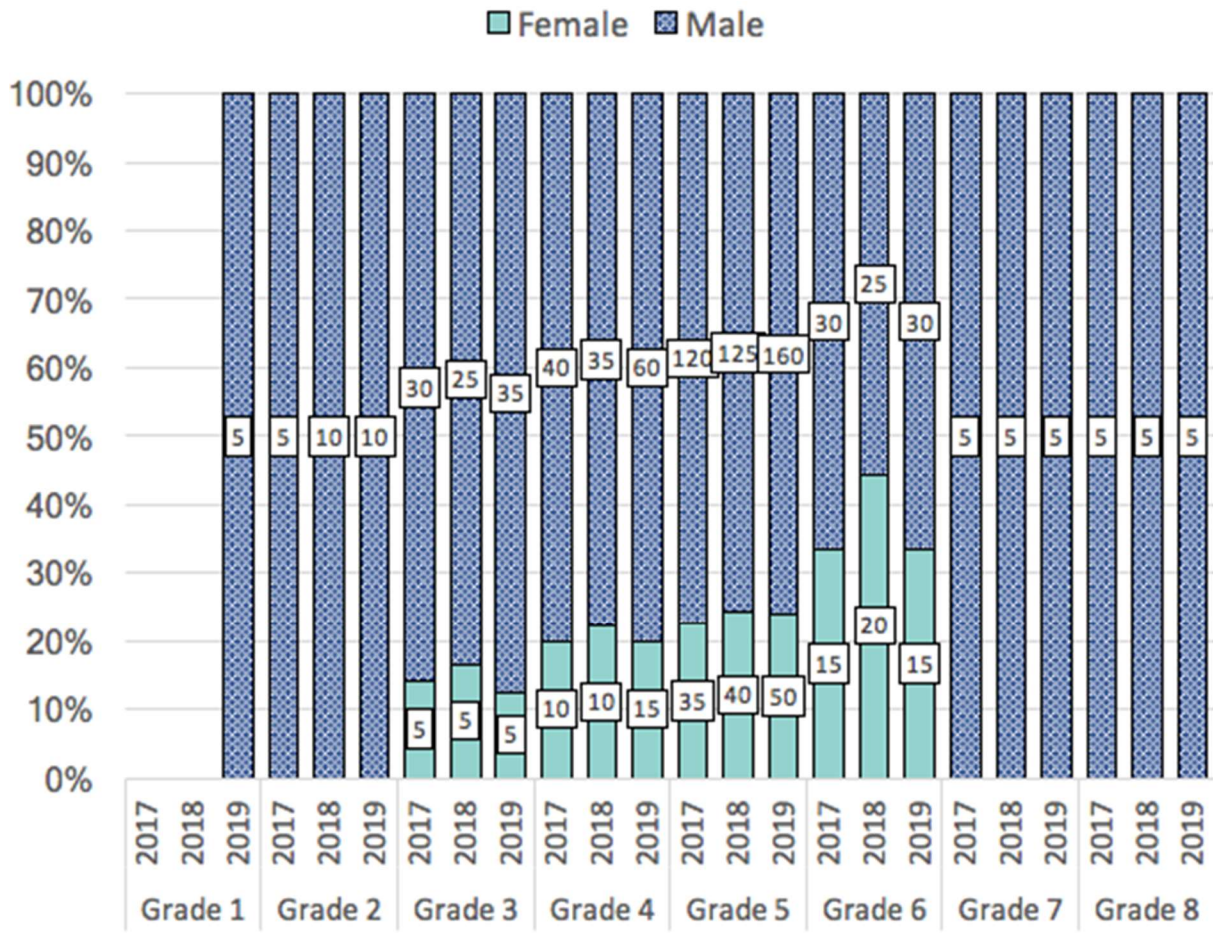
Division	2017		2018		2019*	
	Male	Female	Male	Female	Male	Female
Science	77% (235)	23% (70)	76% (235)	24% (75)	78% (310)	22% (85)
Technical	91% (205)	9% (20)	92% (225)	8% (20)	92% (180)	8% (15)
FCS & CEO	47% (40)	53% (45)	47% (40)	53% (45)	41% (35)	59% (50)
Totals	78% (480)	22% (135)	78% (500)	22% (140)	78% (525)	22% (150)
	615		640		675	

**Table 8. Staff by Division and Gender**

\* In 2019, the internal reorganisation led to 75 male and 10 female SSCC staff being transferred from Technical Division to Science Division.



**Figure 16. Gender at each grade over the past 3 years (refer to Table 3 for details of Grade roles)**



**Figure 17. Women and Men in Science Division by grade**

Science Division is the largest division and includes small numbers of administrative and professional support staff. Female representation has not changed in 3 years. The AS AP will address the reasons for this detailed in our submission.

Technical Division (Figure 18) employs 8% women overall, including administration staff. There is one woman in Grade 3 and no other women above grade 5. Although work has begun on this, we acknowledge Diamond must invest in increasing numbers of women. **Action 6, Action 8, Action 9, Action 10**

Due to smaller numbers and similarities as corporate services, we have grouped together CEO and FCS (Figure 19). CEO and FCS have some teams with more females than males and vice versa. HR, Procurement, Communications and Industrial Liaison are mainly female. Corporate IT staff are all male and there is one female in SHE. There are no Grade 2 staff.



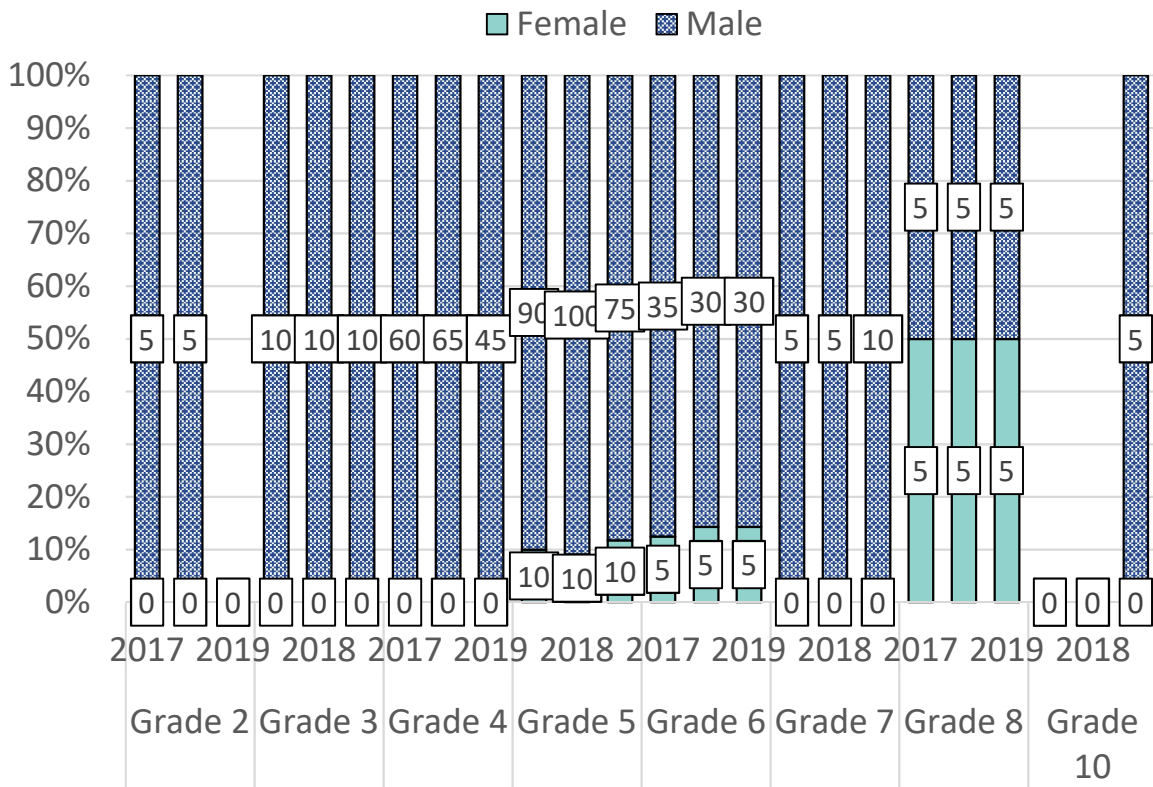


Figure 18. Women and Men in Technical Division by grade averaged over 3 years

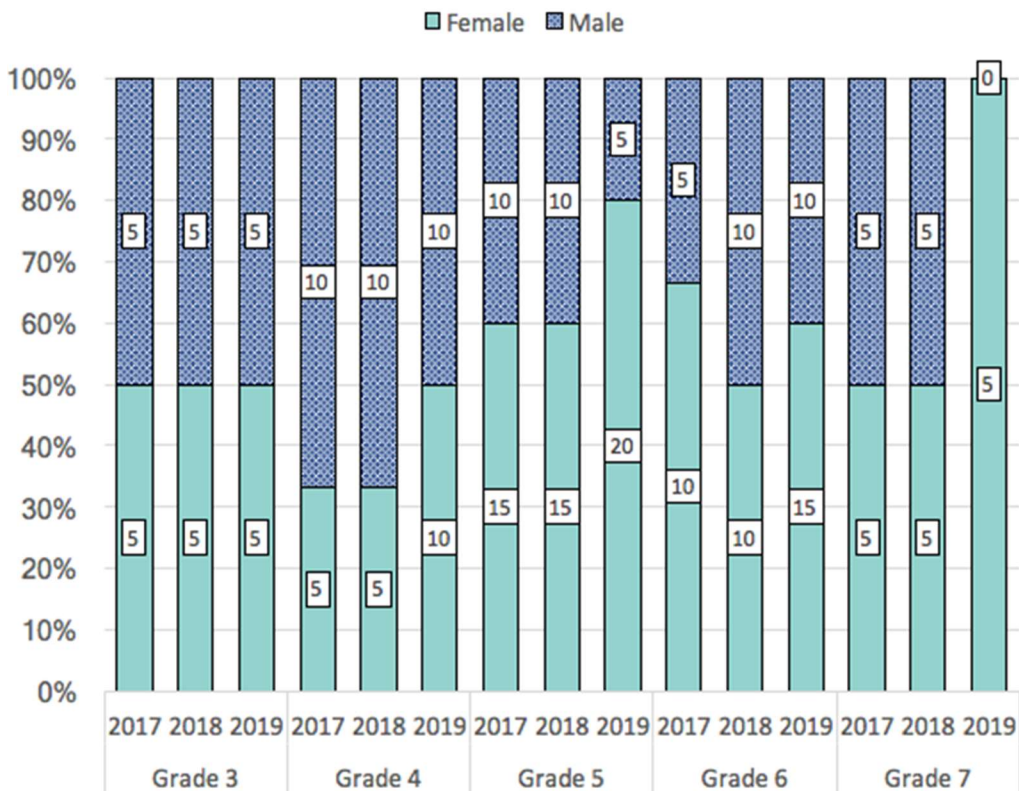
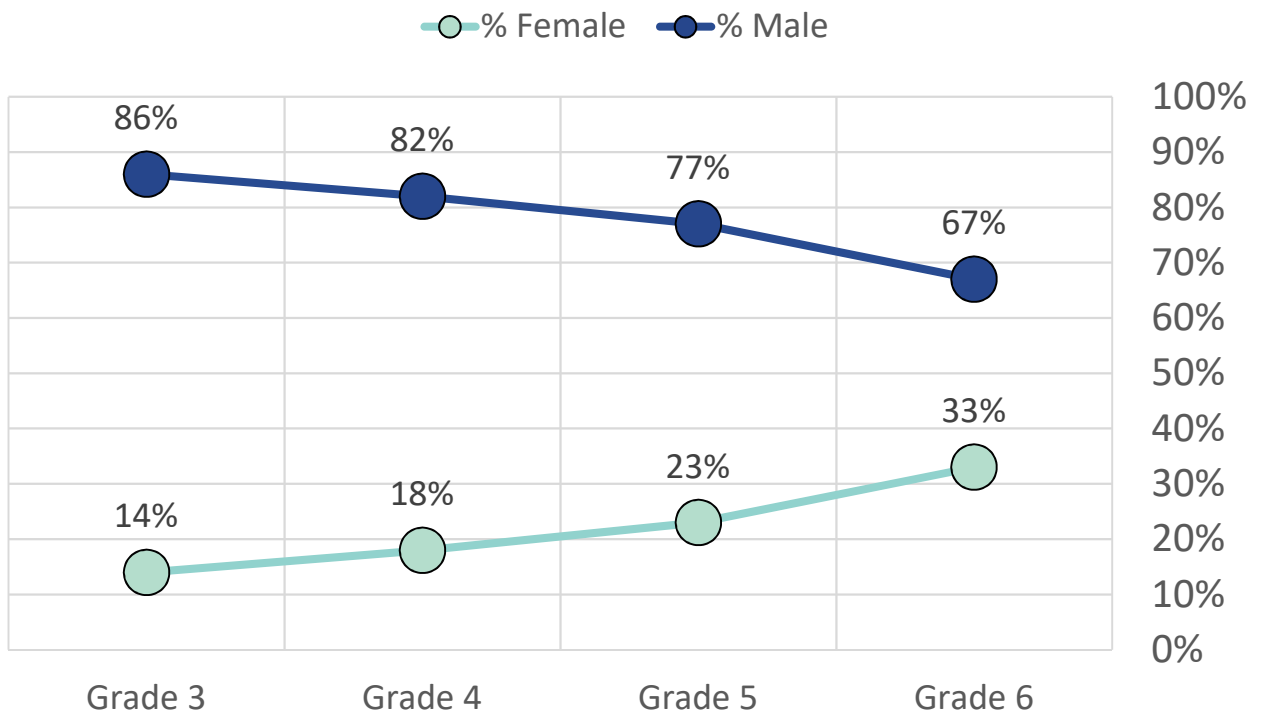
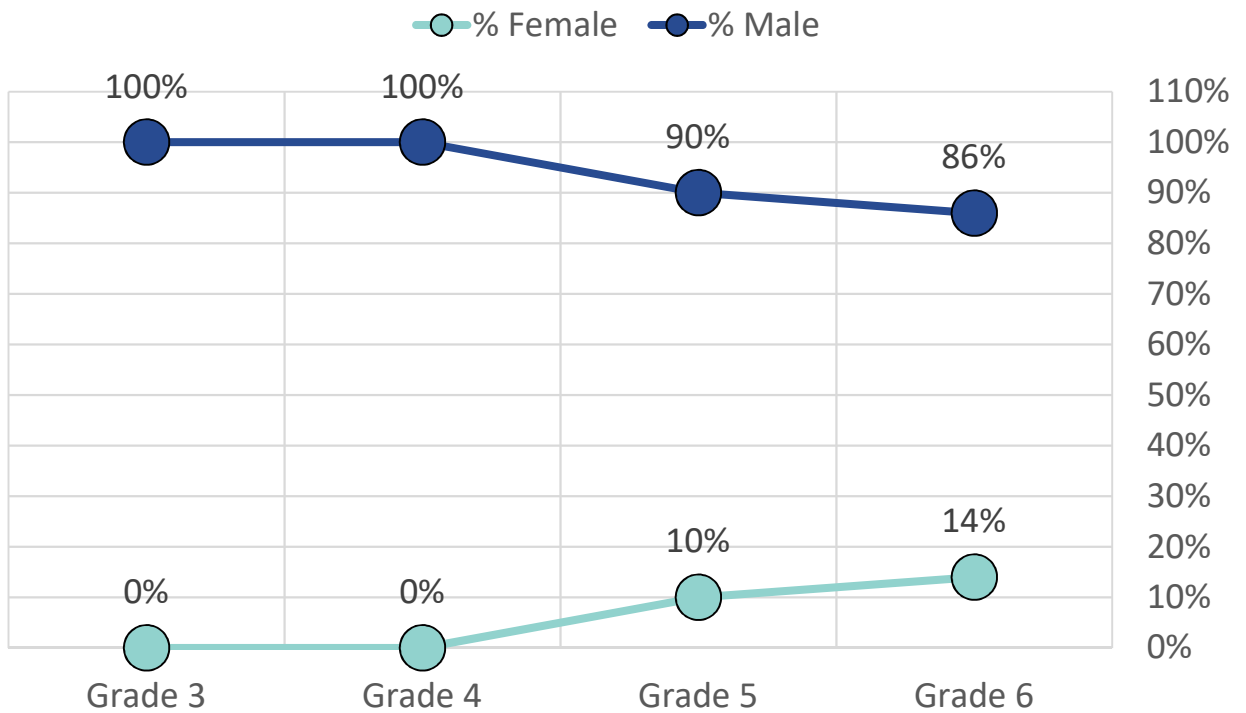


Figure 19. Women and Men in FCS & CEO division by grade averaged over 3 years



**Figure 20. Averaged data over 3 years science division career pipeline 2017 - 2019**



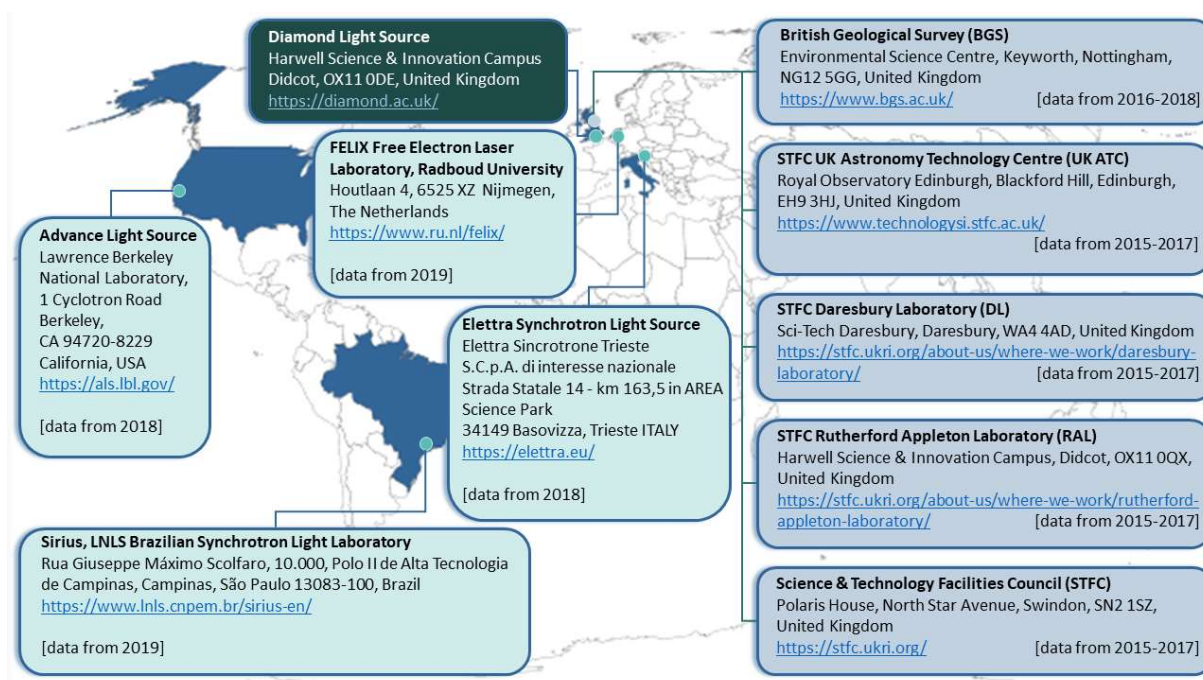
**Figure 21. Averaged data over 3 years Technical Division career pipeline 2017 – 2019**



The career pipelines also show that women disappear from the workforce in both Science and Technical Division as seniority increases with greatest loss at Grade 3 and 4.

It is not useful to show CEO/FCS in the same way due to breadth of professions represented.

We compiled publicly available data from three synchrotrons and a laser facility that are similar to Diamond (Figure 22) for benchmarking (Figure 27). **Action 88**



**Figure 22. Map of synchrotrons and facilities used for benchmarking created using [www.pygal.org](http://www.pygal.org)**

Diamond employs more women overall than some other facilities (Figure 23) and comparison of Science Divisions (Figure 25) shows a similar gender profile where the average is 20%. Technical Divisions show similar gender profiles with an average of 8%, which suggests that Diamond is typical among synchrotrons.

HESA data (Figure 26) strongly suggests Diamond could achieve higher numbers of women in early careers stages. **Data Action 5**

Comparison of FCS/CEO Division with Administration and CEO divisions (Figure 25) show women are well represented in professional roles but (Figure 24) but somewhat under-represented in senior managerial roles.

There are few female leaders (Figure 24), and due to rounding the low numbers are not shown. Some recent promotions are not shown. There is clearly room for improvement. Recent activities are yet to impact and for example, the Executive attended a dedicated EDI leadership session, many senior staff have in the past 2 years sponsored events leading to increased awareness, effective role modelling to others and enhanced skills of leaders and managers. We also have many better than statutory actions in place to support flexibility. [See section 5.3]. **Action 6, Action 7, Action 9**

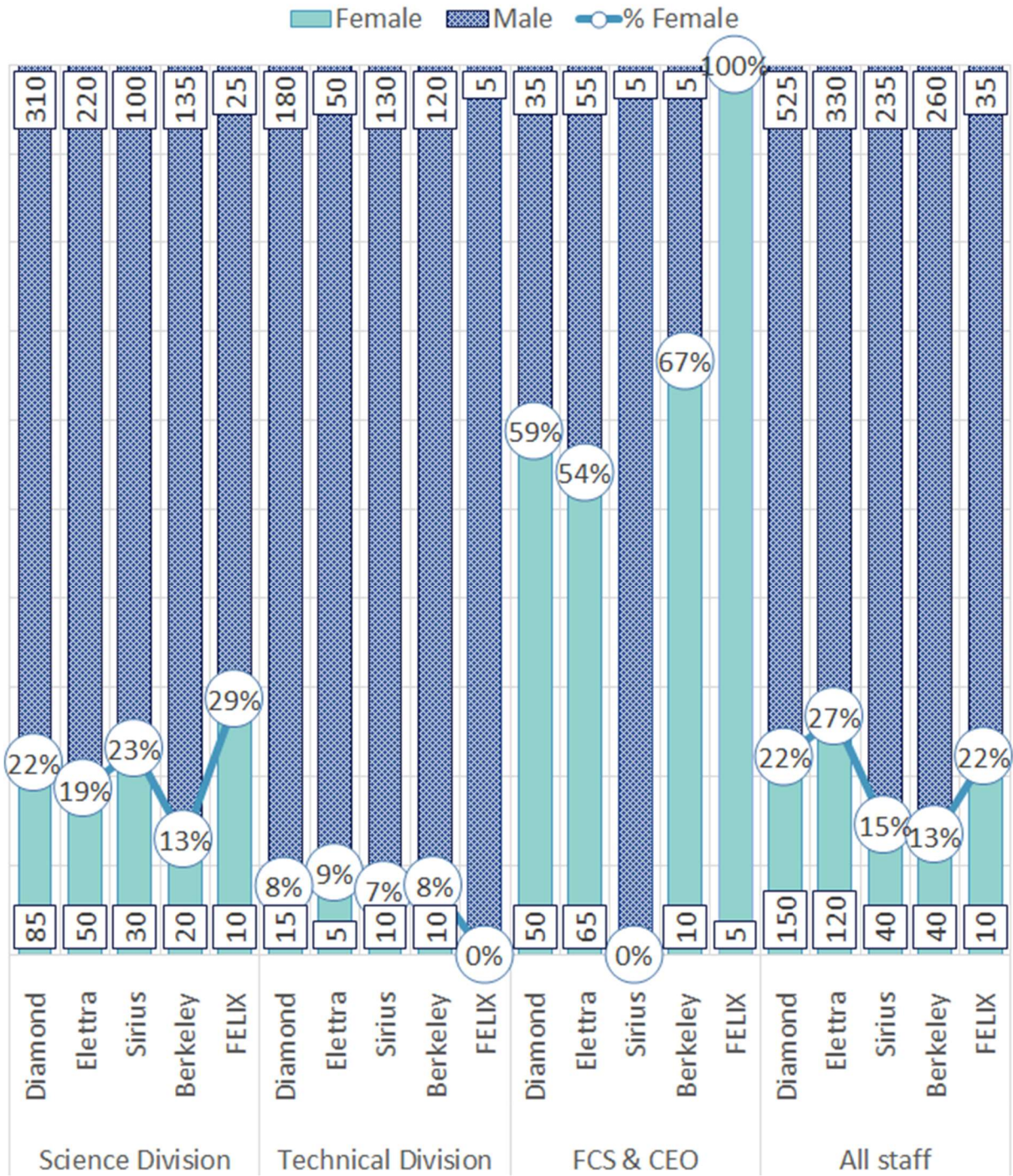


Figure 23. Staff data for Diamond, three synchrotrons and FELIX.



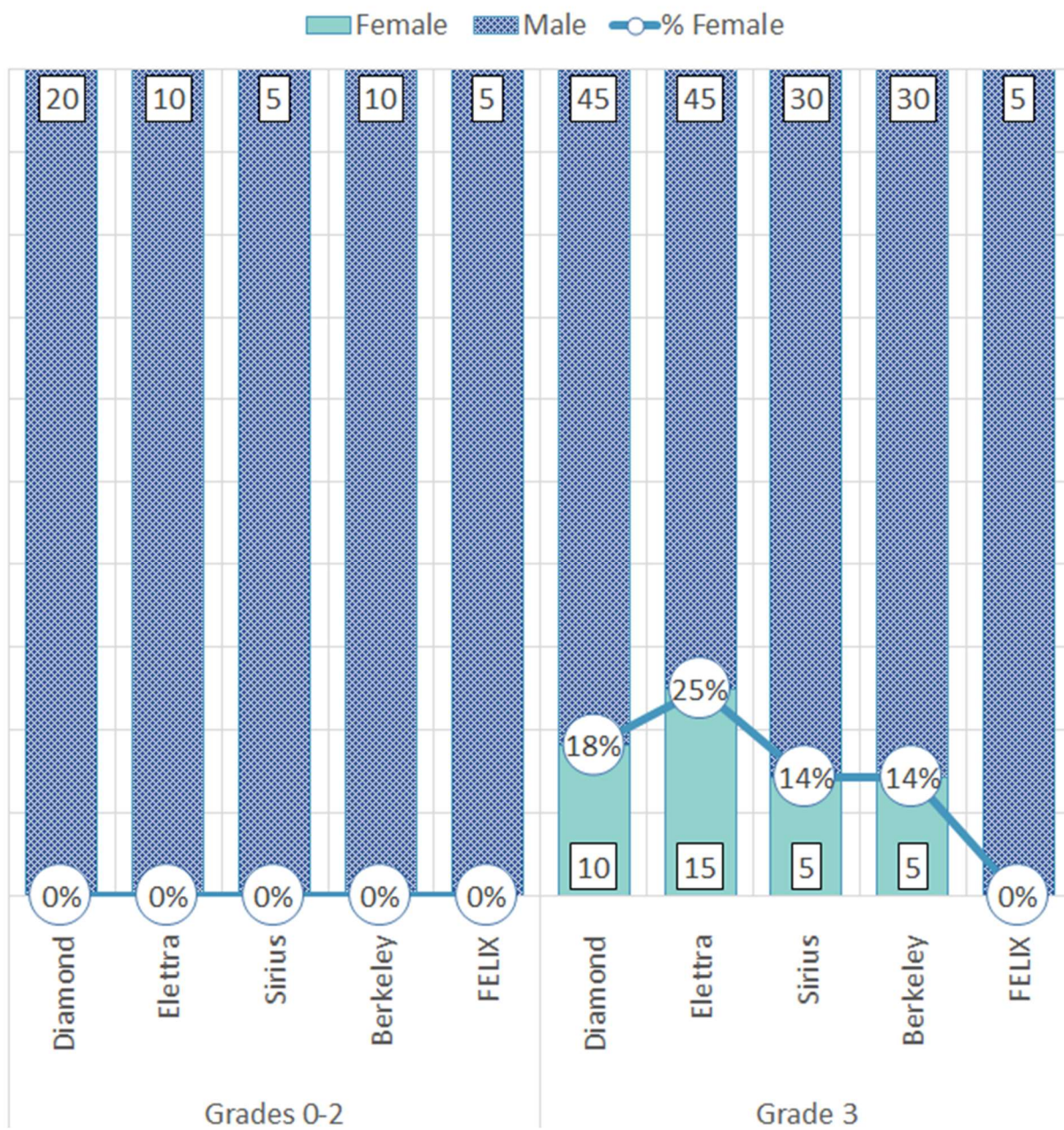
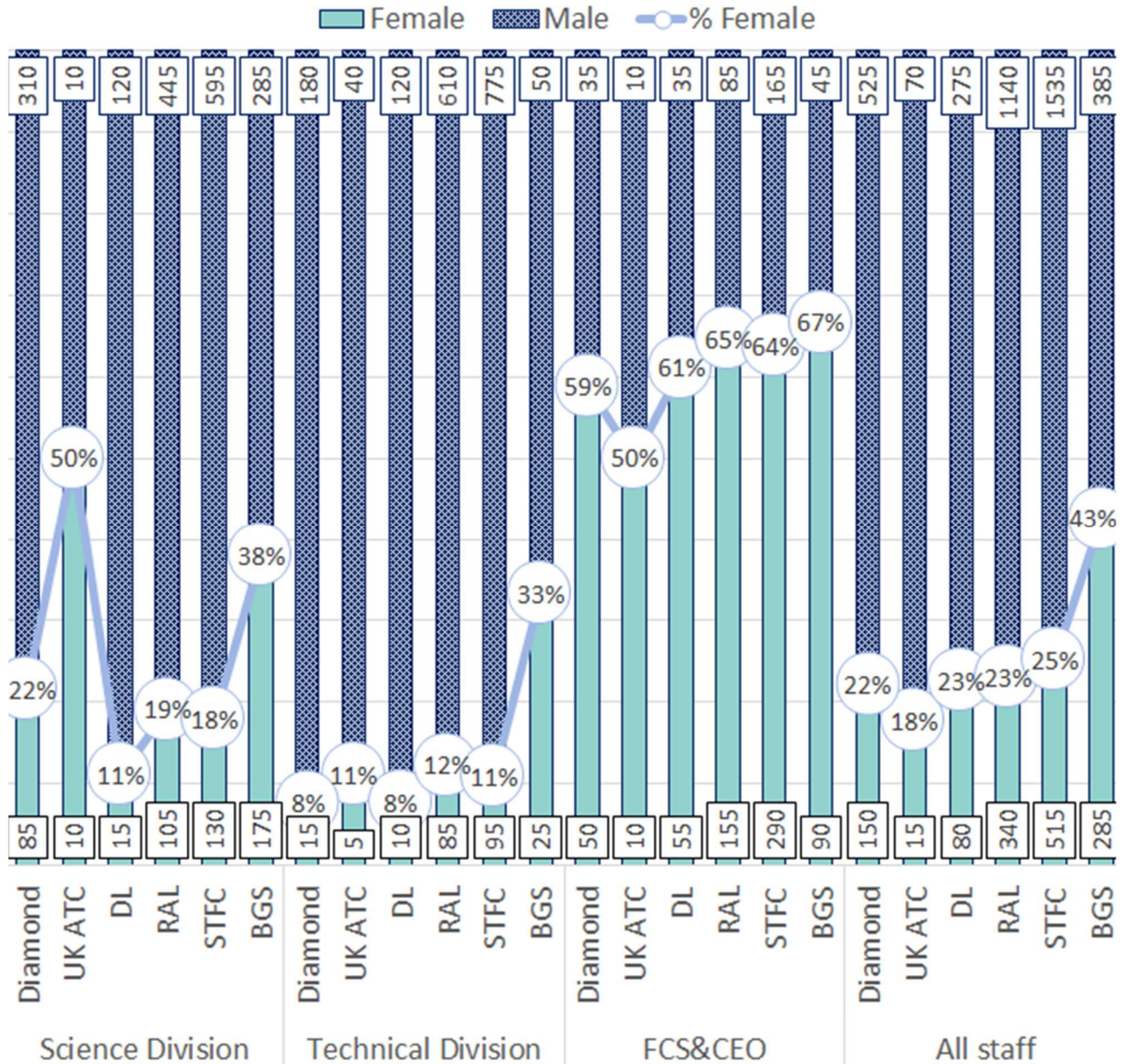


Figure 24. Director, managing director and group coordinator (Grades 0-2) level on the left and Principal Beamline Scientist (Grade 3) on the right- rounded data - for Diamond, three other synchrotrons and FELIX.

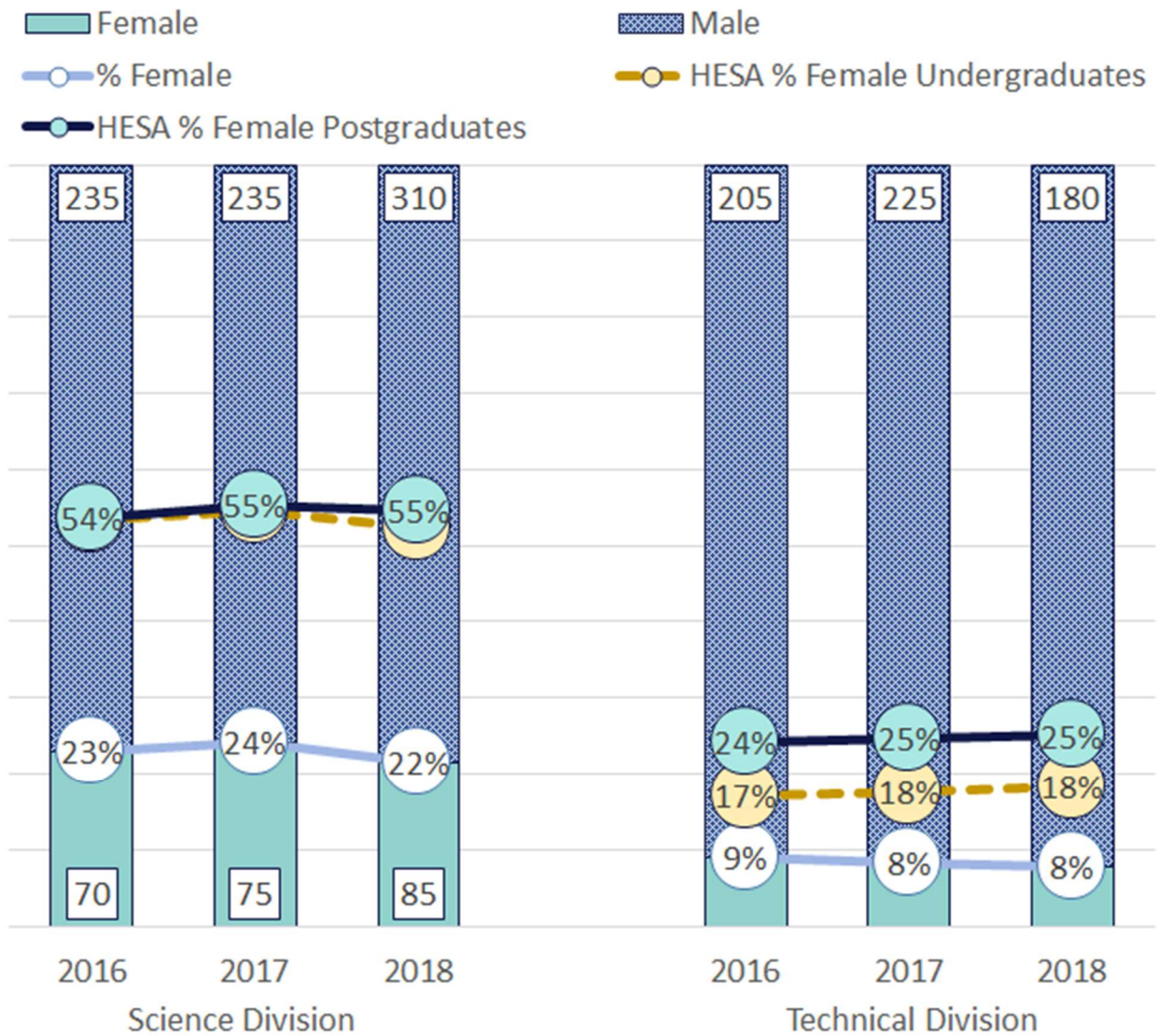


**Figure 25. Gender profiles of staff in UK-based facilities in 2017/18**

Figure 25 shows that the gender profiles of UK-based science facilities are very similar to Diamond, with the exception of BGS. Diamond is now ‘twinned’ with BGS to benefit from their experience and we have accepted their offer to be a ‘critical friend.’

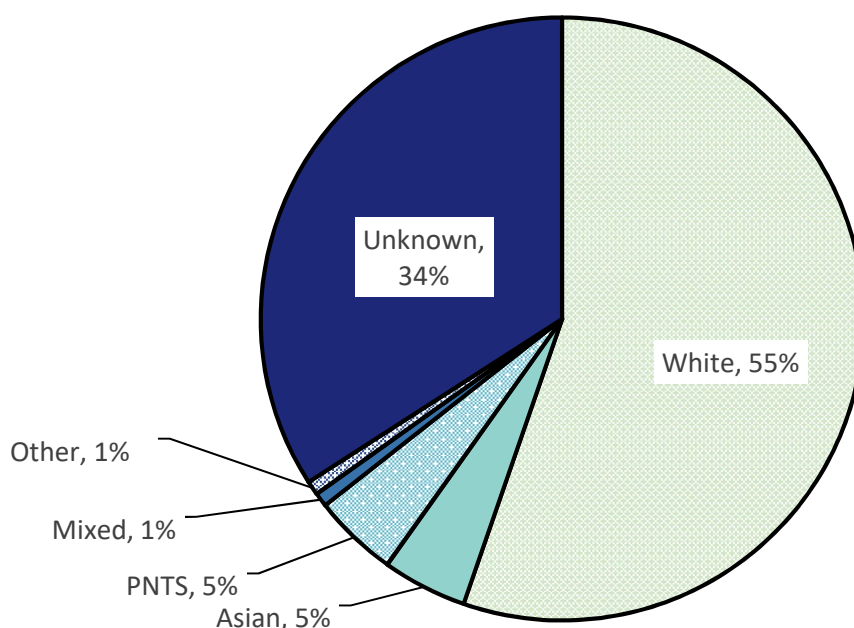
We also compared our data with HESA data for all graduates and postgraduates in Biological Sciences, Physical Sciences and Engineering and Technology. It shows that women are under-represented in comparison with available undergraduate and postgraduate pools (Figure 26). It is expected that the AS Action plan will help address this.





**Figure 26. Benchmarking of Science and Technical Divisions against HESA graduate and postgraduate data.**

Diamond has begun to collect data at recruitment stages based on the census categories. Ethnicity reporting is voluntary, to date only 30% staff have submitted their personal ethnicity data. Actions are underway to improve awareness of why the voluntary reporting is important. We have some partial data from the EOS 2018 (Figure 74) and HR holds some data on nationality. We are a ‘super diverse’ organisation, in that there are 39 nationalities of staff employed as of March 2019. 16 are Indian and 12 are Chinese. There are no or very low numbers of Pakistani/ Bangladeshi and Black African and Caribbean staff. This reflects low representation of [some] UK domiciled BAME students enrolled onto STEM related subjects at UK universities. **Action Data 1, Action Data 2, Action 9, Action 80, Action 14**



**Figure 27. Declared ethnic background of Diamond Staff**

In the 2018 EOS found 14% of staff responding report being Neuro-diverse. This is much higher than the estimated 4% of the general population. It is encouraging that so many of our staff feel safe to disclose. There were several comments in the survey that Diamond should pay attention to the negative impact of open plan offices on neuro-different staff and we have three Actions to help alleviate and support staff in relation to the environment and several Actions in our UAN AP for Disability Confident to support staff. **Action Data 1, Action Data 2 Action Data 3, Action 9, Action 67.**

Word count 748

#### 4.2.ii Transition between technical support and research roles

In May 2019, the 'Science Career Pathway' was launched enabling scientific beamline support staff to move to a research role. Scientists who can demonstrate progress, achievement and exceptional performance in all aspects of their substantive post, in comparison with others in the role, can be rewarded when an opportunity arises. This is considered a welcome promotion by scientists.

It is unusual for staff to transition from other support roles to science or engineering due to the unique skills required. Since 2016 three female scientists have moved from science into professional support roles. It is thought no men have transferred. One woman took a job at a lower grade in order to balance work and caring responsibilities. Up to March 2019, no staff have transitioned from professional support to research roles.

Anecdotally, in the past 5 years, a very small number of scientists (fewer than 5), and mostly PDRA's, have successfully moved into Data Analyses roles. Initial inquiry with PDRA's found some were interested in developmental opportunities in SSCC Roles. Further Career Pathways planning is in

development and when the Reward and Recognition project is completed, there will be greater career development opportunities for staff. **Action 25, Action 31, Action 32, Action 34, Action 35, Action 36**

Word Count 194

#### 4.2.iii Staff, by grade, gender and contract type

Proportionally more women than men are on fixed-term contracts (FTC). PDRAs make up large numbers of those in grade 5.

Success in increasing the numbers of women in Diamond at grade 5 are thought to be the reasons for the higher numbers of women on FTC in Science division.

These early career researchers who have recently completed their PhDs [usually PDRAs] move facility, and even country during this phase of their career, which can put additional pressure on them, particularly those with student loans to pay *and* caring responsibilities. Feedback from Catalyst attendees highlighted they felt isolated and appreciated the programme which gave them a chance to network. **Action 36**

There are very few FTC overall in Technical Division but this is unusual in the wider engineering industry and may have led to the high age profile in the division with 50% staff are over 50 years old, along with low turnover.

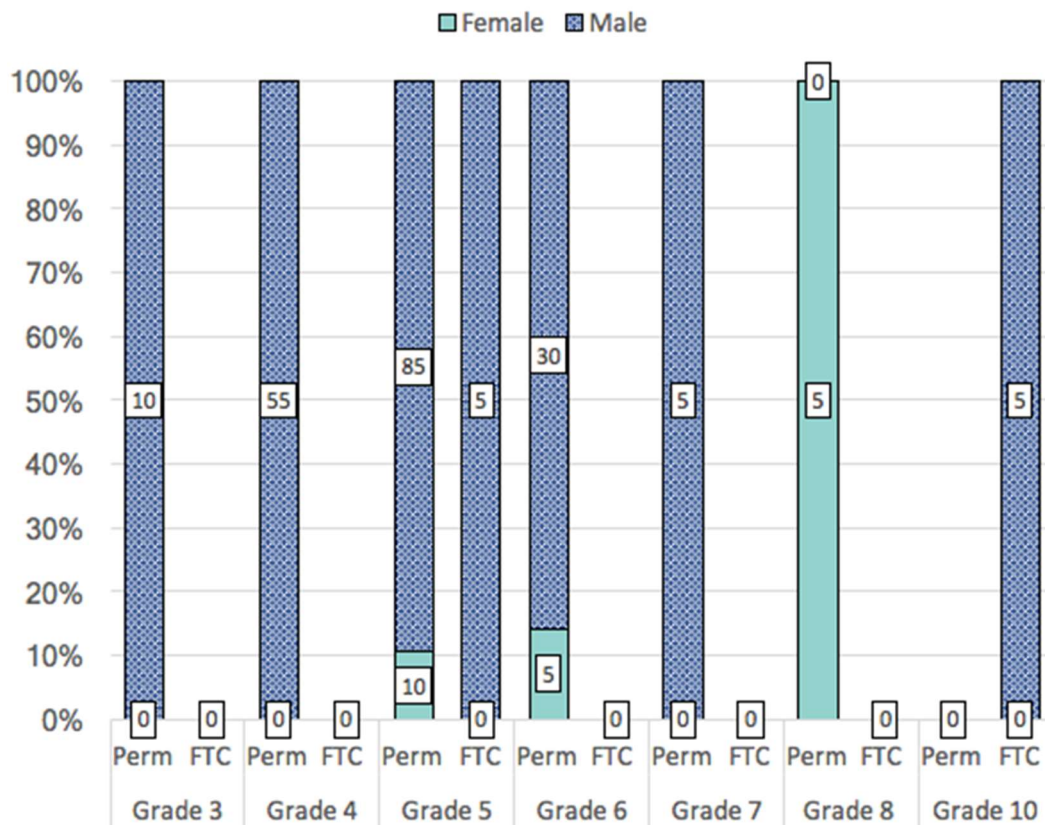


Figure 28. FTC and Gender in Technical Division averaged over 3 years.



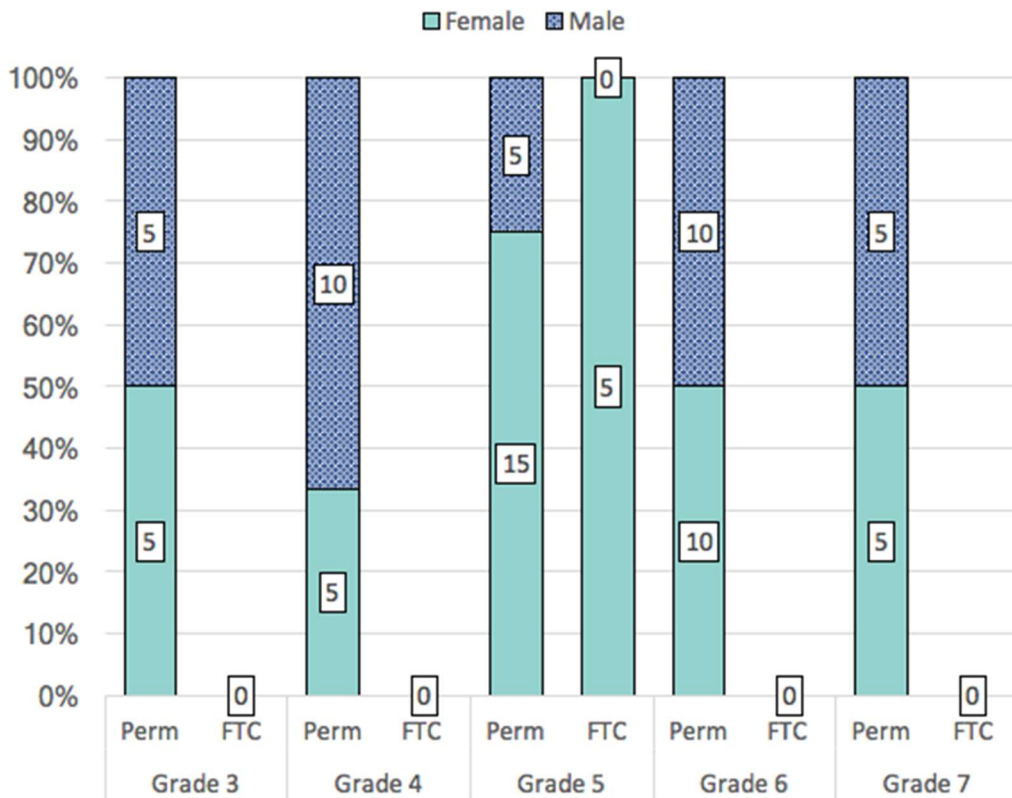


Figure 29. FTC and Permanent staff by Gender in FCS/CEO averaged over 3 years.

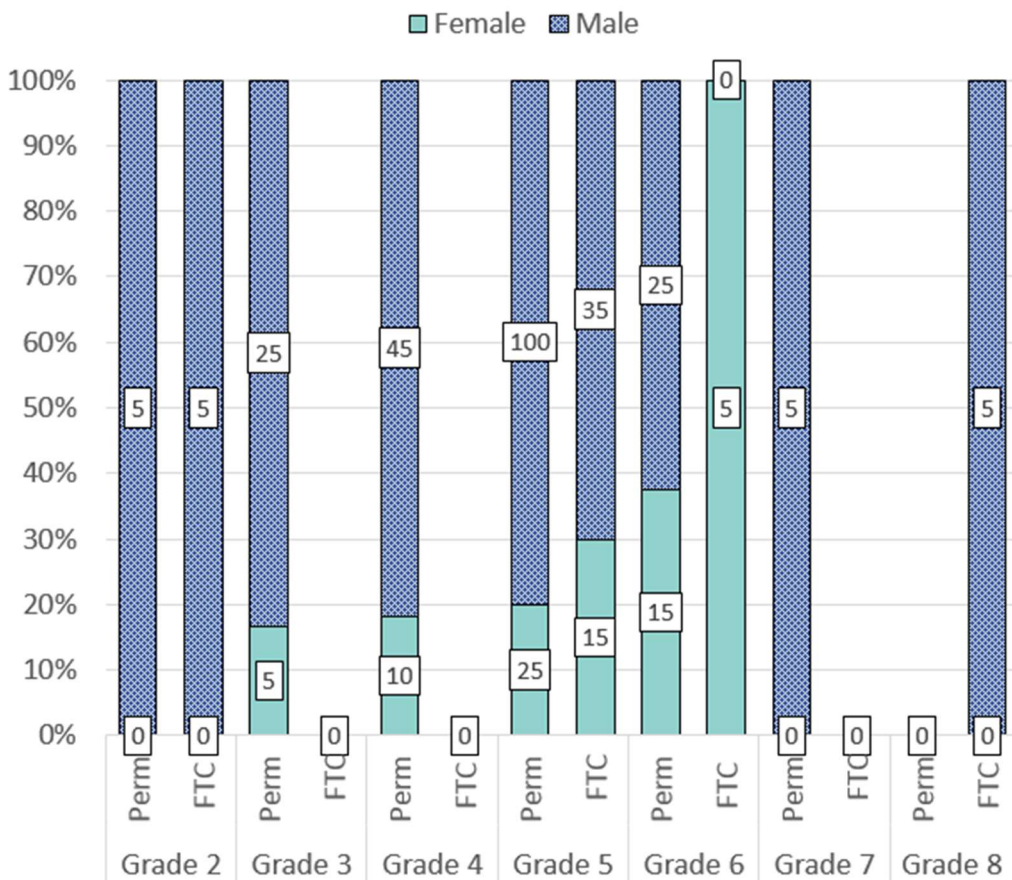


Figure 30. FTC and Permanent staff by gender for Science Division averaged over 3 years.

The PDRA Committee, set up in 2017 where PDRA feedback highlighted need for additional support, has undertaken annual surveys since 2017. The results are shared and Actioned within the various groups, e.g. OD, ERC and Wellbeing Groups. For example, a key issue raised by PDRAs and applicable to all staff, was cost and difficulty of travelling to and from the site, cost of attending conferences and paying for childcare – especially when family are not local.

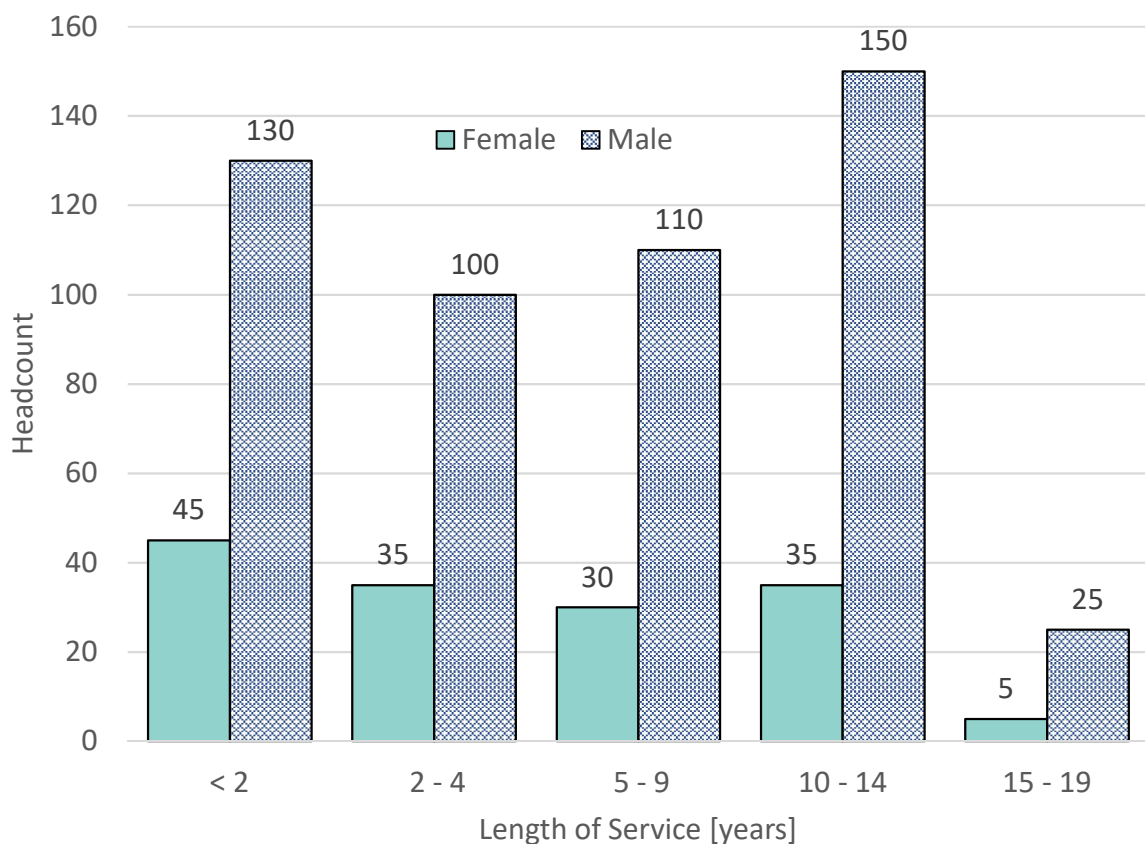
The only staff in CEO/FCS on FTC are at Grade 5 and all of them are women (Figure 29). In FCS those with Finance skills tend to move on for positive reasons to go to local opportunities for career progress and development. **Action 19**

Word Count 267

#### 4.2.iv Leavers by grade, gender and full/part-time status

Average turnover across Diamond is 11% based on HR metrics, but with significant differences between divisions and teams (Table 9, Table 10), Grade 5 women in FCS/CEO (grouped) having the highest turnover.

In science division, although the numbers are low, even cumulatively over 3 years, leave rates for women on permanent contracts at grades 5 and 6 are higher than men’s’ at 22% vs 18% (Figure 33, Figure 32). If the reverse was true and 22% of men on permanent contracts left grade 5, it would mean another 8 men leaving science division making 43 leavers in total.



**Figure 31. Length of service in years as at 30 June 2018 by gender**

This is higher than expected, double the overall 11% turnover across the company and disproportionate for permanent staff. Combined with employee feedback on working hours in science, which are likely to affect carers more (i.e. women) it is possible that long hours and a lack of flexibility due to the 24/6 day operational needs have contributed to this higher loss.

We have also looked at Exit data (Figure 46), although few people (37 or 35%) completed exit surveys. We have actions to increase exit survey uptake, including sharing management information with staff about how the responses are used to improve issues arising. **Action 21, Action 44, Action 73, Data Action 4**

	Science			Technical			FCS & CEO		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Male Leavers	15	10	5	10	20	5	5	5	0
Male Employees	185	180	255	200	215	170	35	35	35
%Male leavers	8%	6%	2%	5%	9%	3%	14%	14%	0%
Female leavers	5	0	0	5	0	0	5	5	0
Female Employees	55	55	65	20	20	15	35	40	45
%Female leavers	9%	0%	0%	25%	0%	0%	14%	13%	0%

**Table 9. Permanent staff leavers by gender, division and year**

	Science			Technical			FCS & CEO		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Male Leavers	20	20	0	5	0	0	5	0	0
Male Employees	50	55	55	5	10	10	5	5	5
%Male leavers	40%	36%	0%	100%	0%	0%	100%	0%	0%
Female leavers	15	10	5	0	0	0	0	5	0
Female Employees	20	20	20	0	0	0	5	5	5
%Female leavers	75%	50%	25%	0%	0%	0%	0%	100%	0%

**Table 10. FTC leavers by gender division and year**

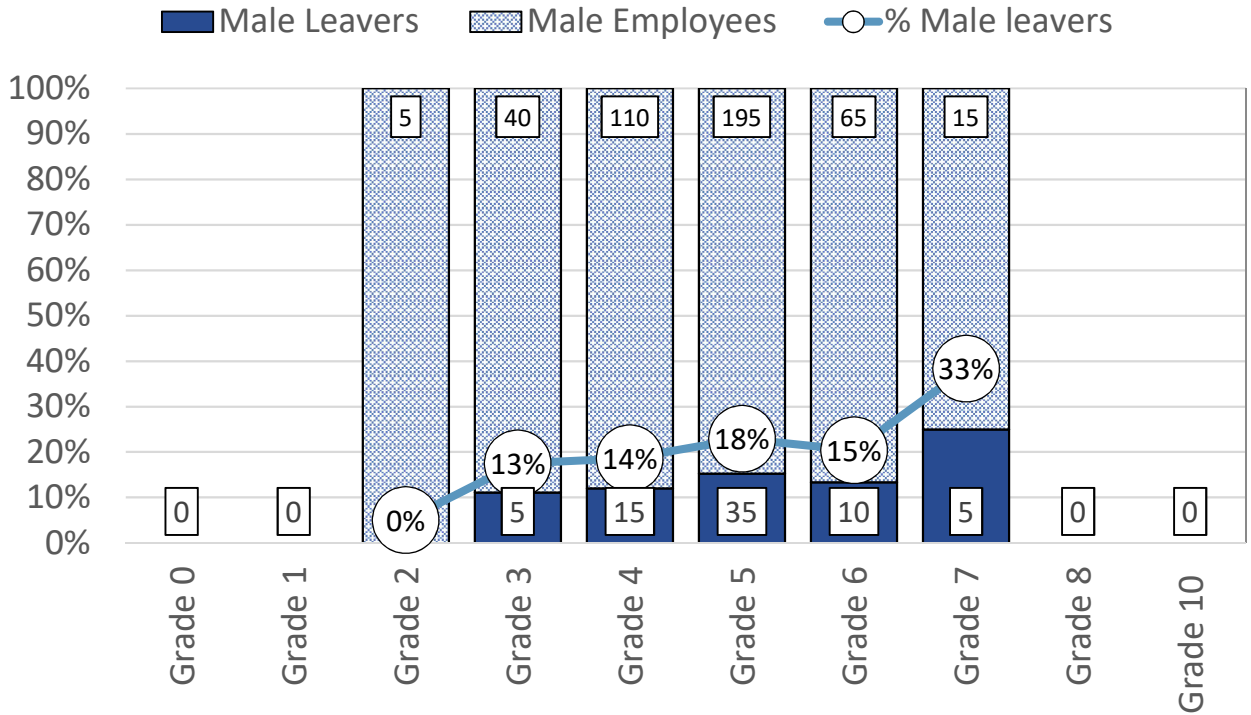


Figure 32. Male leavers on permanent contracts by grade averaged over 3 years

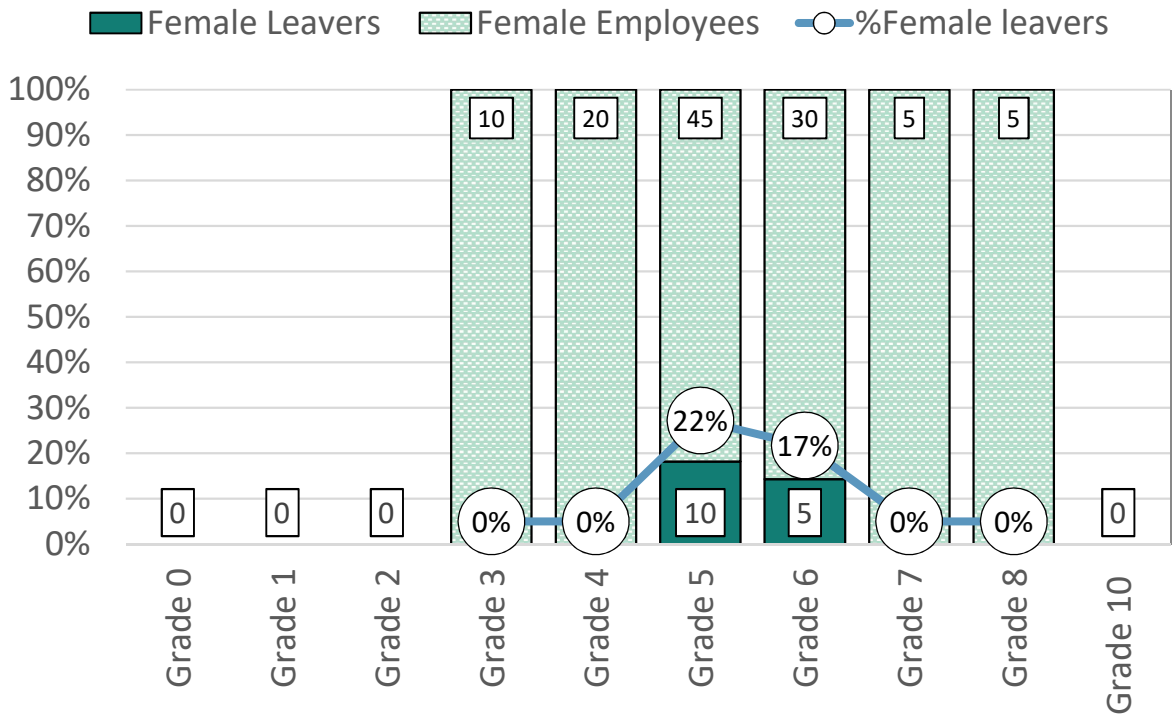


Figure 33. Female leavers on permanent contracts by grade averaged over 3 years



Figure 34. Male leavers on fixed term contact by grade averaged over 3 years.

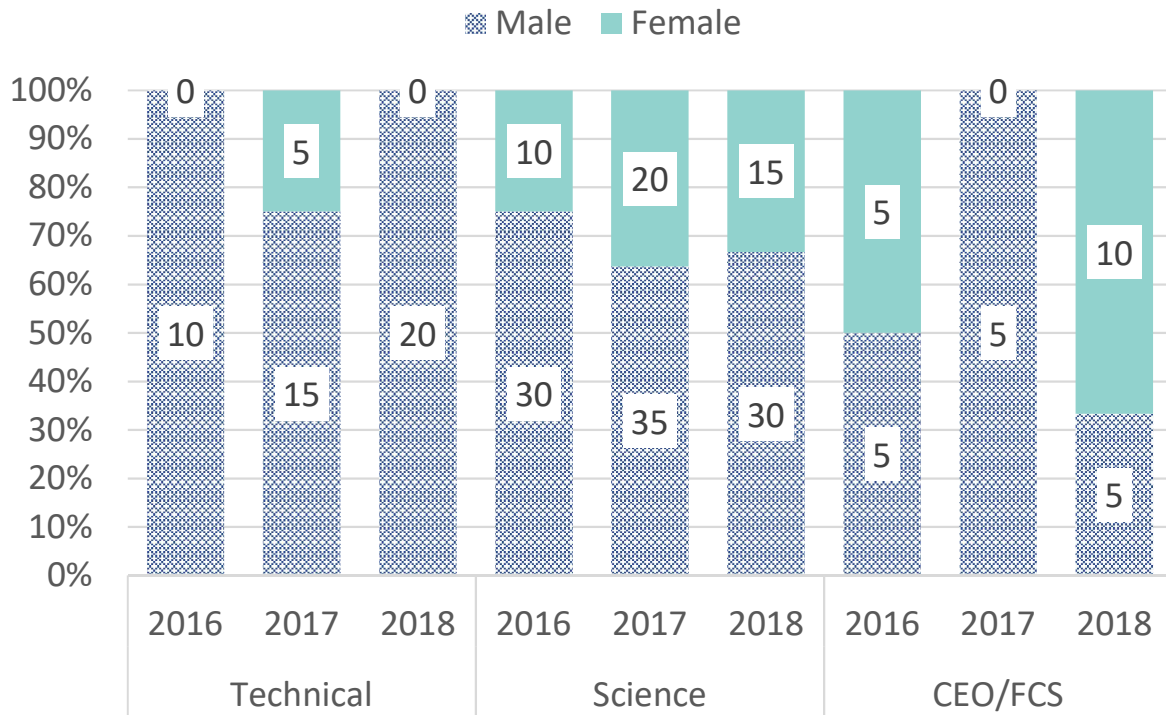


Figure 35. Female leavers on fixed term contact by grade averaged over 3 years.



FTC can vary across 3-4 years as is seen in Table 9 above and so more analyses is needed here. Many of the women in grade 5 are on FTC and so there may not necessarily be a negative reason as they will include PDRA's; we can however ensure any opportunities that do exist are explored. Although all roles are advertised weekly by email, there is greater opportunity to explore roles and then communicate opportunities to PDRA's through the PDRA committee and other key stakeholders.

**Action 20, Action 25**



**Figure 36. Full Time Leavers by gender and division**

In FCS it is thought to be as a result of people moving on for promotion opportunities which are more widely available to finance professionals locally. In Science Division and FCS/CEO proportionally more women than men have left. **Action 16, Action 17, Action 20, Action 21,**

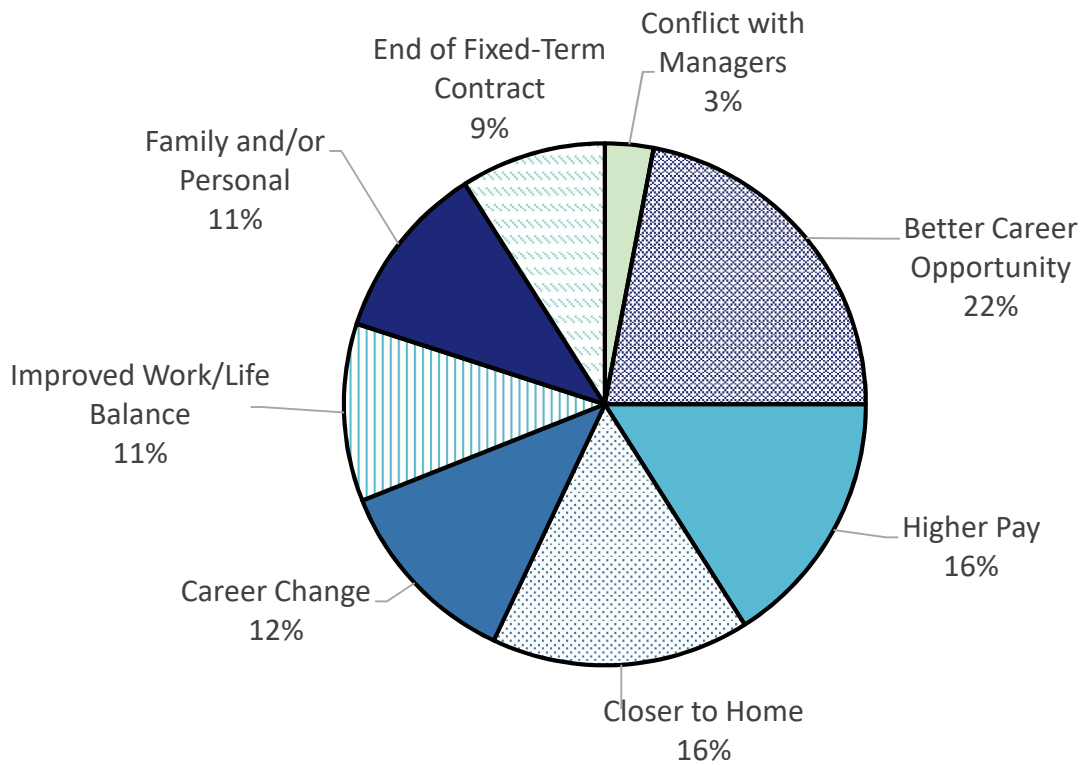
No conclusions can currently be drawn from the part-time leavers data. **Action 21**

Group	Gender	2016	2017	2018
Leavers	Male	0	5	5
	Female	5	0	0
Total Part Time Staff	Male	15	15	20
	Female	25	25	25
%Leavers by Gender	Male	0%	33%	25%
	Female	20%	0%	0%

**Table 11. Part Time leavers by gender**

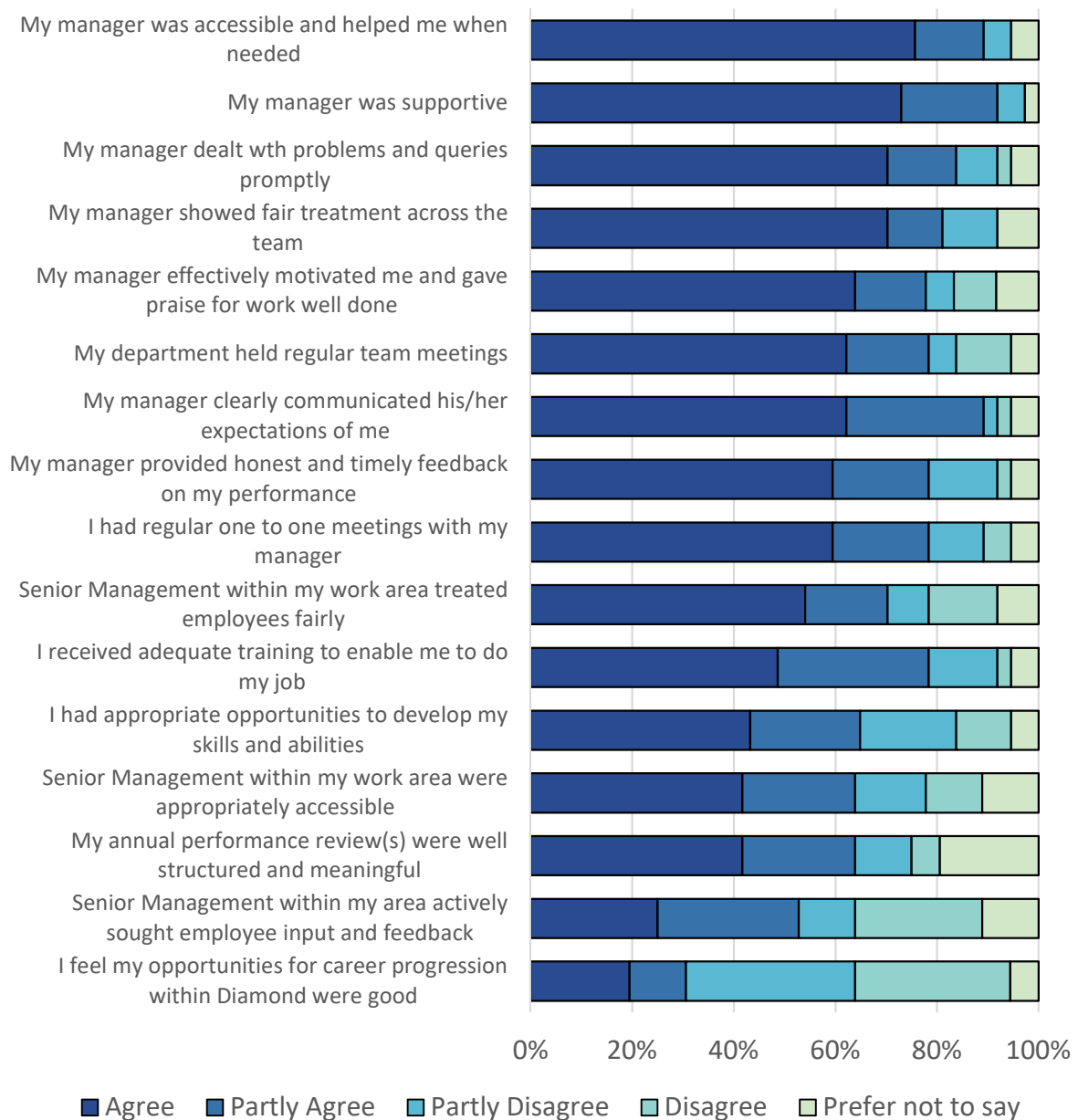
Diamond invites all leavers to complete an exit questionnaire (Figure 37, Figure 38) but response rates are currently low at 33%. Exit Survey results were presented in 2018 but were not presented by gender. The results also reflect information provided by staff in the EOS and in EDI consultations. Exit surveys are reviewed quarterly and trends reported annually by HR with quarterly interim figures on leavers numbers reported to the Exec. **Action 22**

Word Count 405



**Figure 37. Exit Survey showing the reason to leave results of 37 staff between 30/08/17 – 31/01/19**





**Figure 38. Exit Survey Results - 30/08/17 to 31/01/19**

4.2.v. Equal pay audits/reviews

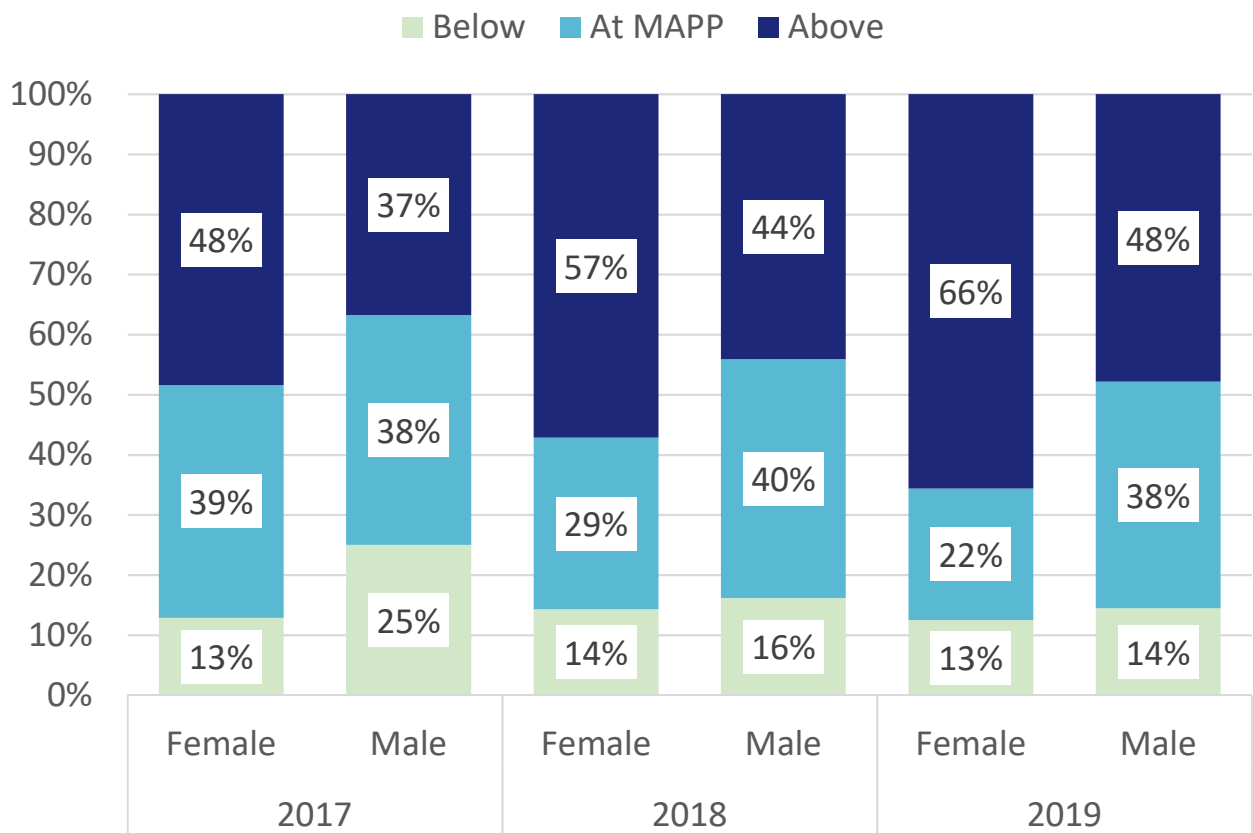
Diamond has a Salary Grid which sets a range for each grade. Staff can be below, at or above Market Anchor Pay Point (MAPP) - depending on the length of their service or level of expertise. The ERC receive annual report on average MAPP salary by grade and gender. No issues have been identified.

Diamond has committed to a professional independent Equal Pay Audit as part of the ongoing Reward and Recognition project in consultation with Prospect Union. In the interim, the AS Data Group have analysed HR data. (Table 12)

Grade	2016		2017		2018	
	Normalise difference wrt average male salary	Statistically significant?	Normalise difference wrt average male salary	Statistically significant?	Normalise difference wrt average male salary	Statistically significant?
<b>2 &amp; 3</b>	13.05%	Yes (M > F)	4.39%	No	0.82%	No
<b>4</b>	1.44%	No	0.59%	No	-1.17%	No
<b>5</b>	0.98%	No	0.85%	No	1.13%	No
<b>6</b>	-2.53%	Yes (F > M)	-1.69%	No	-2.62%	Yes (F > M)
<b>7</b>	0.20%	No	-0.22%	No	4.54%	No
<b>8</b>	1.19%	Yes (M > F)	0.16%	No	-0.97%	No

**Table 12. Equal Pay assessment. A 95% confidence interval has been applied to identify statistically significant results. (wrt= with respect to).**

In 2016 analyses revealed differences in pay in Grades 2 & 3 and 8, where men were paid more and in Grade 6 where women were paid more. Statistically significant difference is now observed in Grade 6, with women paid more. Further analysis shows that the difference in Grade 6 is in CEO/FCS and Technical Divisions and is likely to be linked to years of service.



**Figure 39. Distribution by gender in the discretionary pay bands (above MAPP)**

At Grade 6 there are more women than men in the discretionary pay bands (above MAPP). Discretionary pay indicates significant expertise within a role. It is possible that in Grade 6 women typically have more expertise which is financially recognised by the company, or that men have been promoted above grade 6. This will be picked up in the Equal Pay Audit. **Action 24**

	Median Gender Gap	Mean Gender Gap	Mean gender Bonus Gap	Median gender Bonus Gap
2017	6.8	12.1		
2018	5.8	11.3	-38.6%	-100%

**Table 13. Gender Pay gap**

The mean and median gender pay gap (Table 13) is well below the national average and moving in the right direction. The average bonus value received by female employees in 2018 was 36.8% more than male employees at Diamond and the median value was 100% more.

The Gender Pay Gap Action plan is monitored by HR, with Actions in progress.

Word Count 279

## 5. Supporting and advancing careers

### 5.1 Key career transition points

#### 5.1.i. Recruitment

Recruitment is through open competition (Figure 40) led by the recruiting manager, facilitated by HR and managed through the 'Hire Serve' online portal. The "Careers page" on the Diamond website, provides guidance for applicants including further assistance for applicants who require reasonable adjustments or are unable to complete the application form on-line.

All vacancies are communicated via email to the whole organisation weekly.

Hiring managers can only access "Hire Serve" on completion of the Recruitment & Selection Training, which includes interactive role playing on how to participate and chair a panel. The day long expert training includes Unconscious Bias (UB), Legal Issues, good practice and role playing the processes and skills learned with a supplementary guide.

Recognising the process is vulnerable to UB (Figure 40), many hiring managers received unconscious bias (UB) training through WiSE in 2016. A further eighty managers attended UB in Recruitment training in 2018 and in 2019. Very few line managers have missed the training and training is offered to new starters. The Executive Team are attending UB training separately, along with any Group Leaders who have not already attended. **Action 35**

HR Business Partners monitor the process periodically, providing ongoing feedback to hiring managers, and full reviews are held at least once every three years - as well as responding to legal or other system changes in the interim; the next review is due in 2020 and will be undertaken with the newly appointed Talent Acquisition Manager. In 2021 Diamond will undertake a full disability recruitment audit and this is part of the UAN Action plan. **Action 28**

Diamond provides feedback to both internal and external applicants on request and both training and policy emphasise managers' responsibility to give feedback. The new HRM system may offer opportunities to monitor the uptake of this in future. **Action Data 1**

The Recruitment and Selection Guidelines cover discrimination and potential biases. Guidance stresses consideration to ensuring candidates feel comfortable at the interview with reference to cultural customs. However, it does not specifically address the interview experience from a woman's perspective, some senior managers have taken a lead in considering this and are mindful to include women on panels where possible. The guidelines also recognise that requiring a job to be carried out full-time may adversely affect those who have carer or other commitments. We will use WF training to educate managers.

All job adverts state the following:

- where relevant, and possible for the role, we will consider flexible working arrangements and secondment opportunities.
- Diamond attract talented individuals from around the world and currently employ 39 different nationalities. Reflecting trends in our sector we employ more men than women

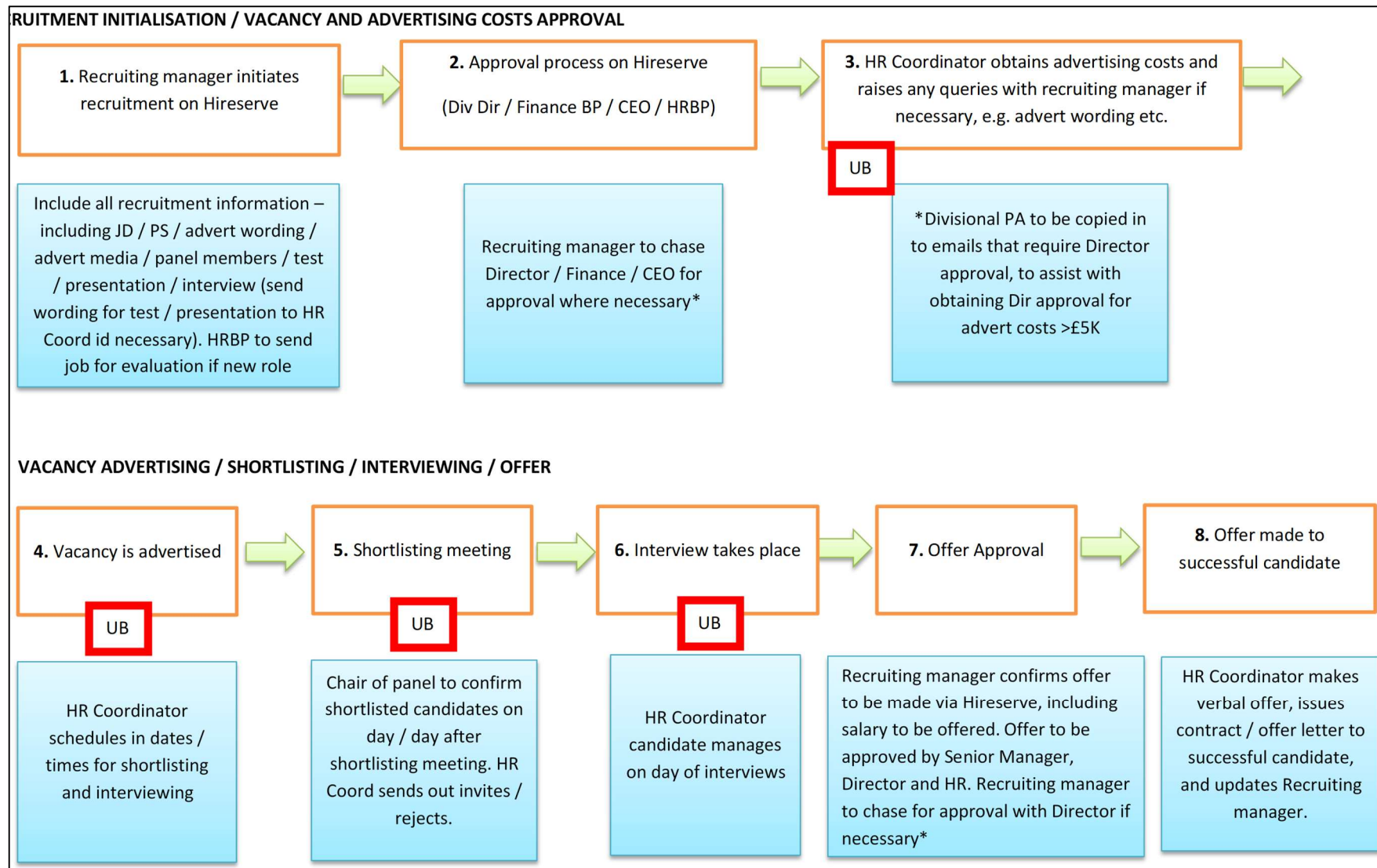


Figure 40. Recruitment process flowchart showing opportunity for Unconscious Bias (UB)

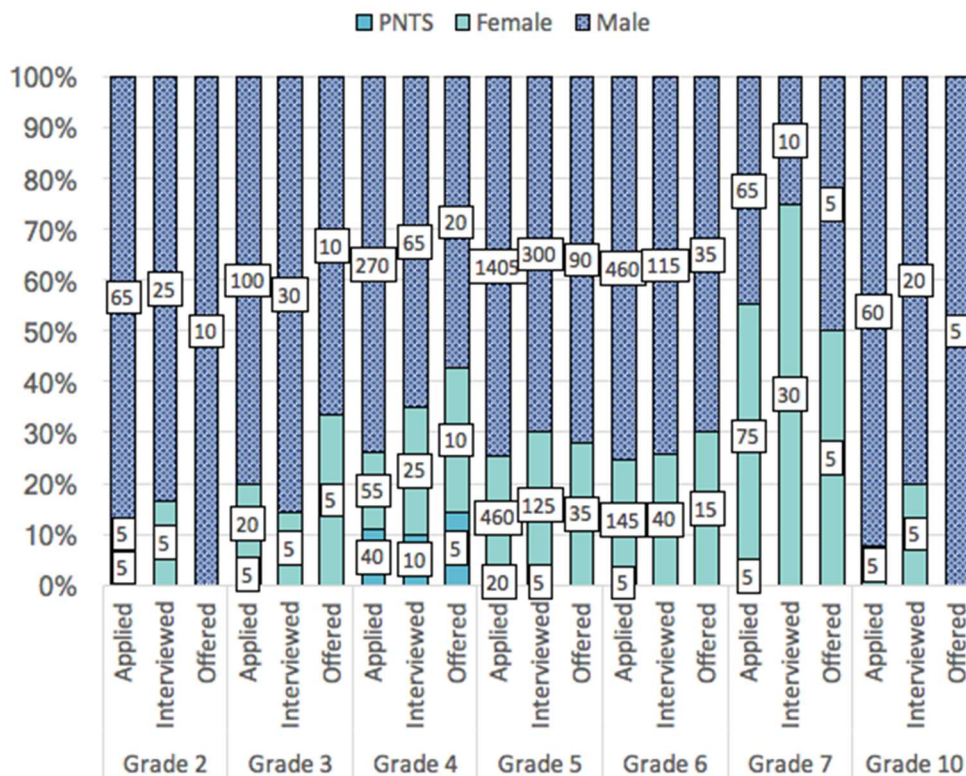
- (78% men and 22% women as at 5 April 2019). Therefore, in accordance with law and good practice, we particularly welcome applications from suitably qualified women.
- If you are disabled and would like to be considered under the Guaranteed Interview Scheme, please let us know via the online application process

Job adverts are periodically reviewed by HR to identify opportunities to specifically make the posts much more attractive to women.

Staff benefits on the career’s pages including the on-site nursery, flexi time, enhanced annual leave, Employee Assistance Programme, which includes free legal advice and face to face counselling, prescription glasses, a cycling scheme, Recreation Facilities and paid membership of a professional body amongst other benefits. We also highlight diversity in images and staff profiles.

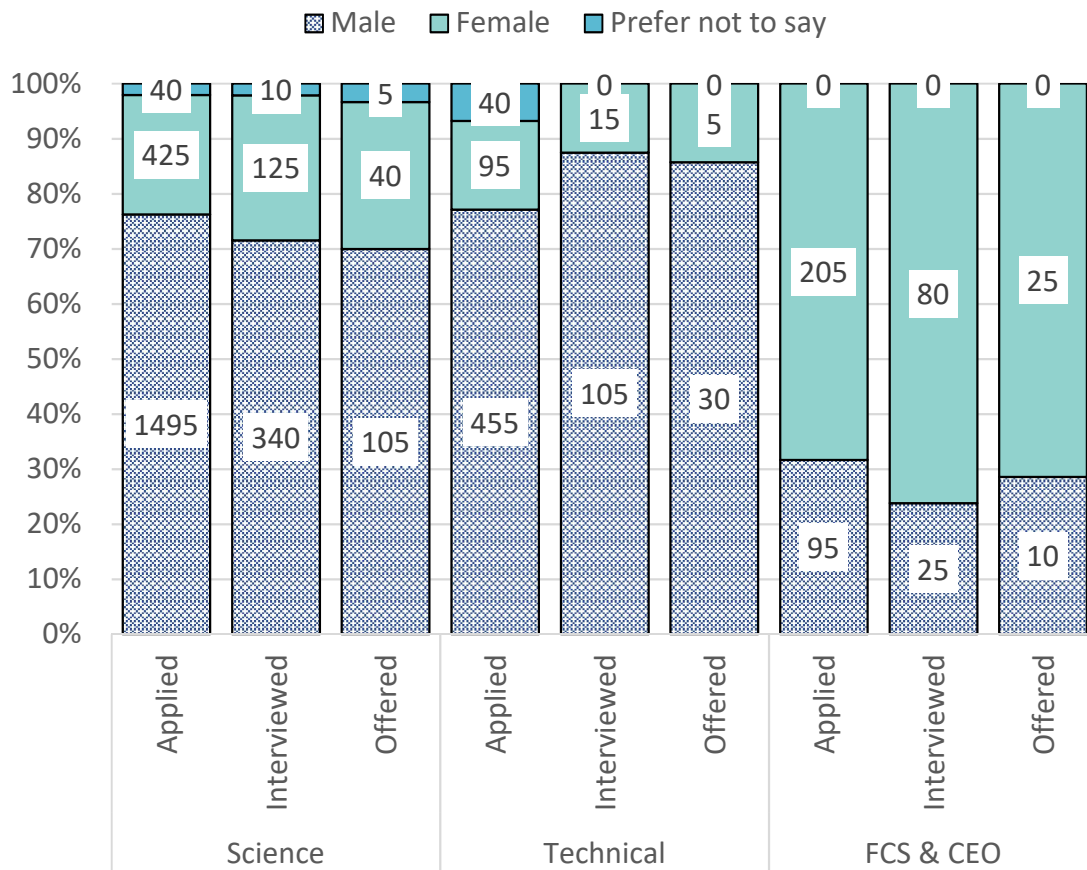
We recruit through direct methods and have occasionally asked agencies to provide a diverse shortlist with minimum 30% women, but this affects very few roles.

Other than in Technical Division, data (Figure 41, Figure 42) shows we make offers to a slightly higher proportion of females than males. In line with research demonstrating women are often overqualified for roles they apply for, this suggests disproportionality is most likely due the lack of applicants rather than the interview system. We need to maintain the current focus on good practice and consider further ways of increasing numbers of underrepresented applicants to apply. Currently we do not have enough recruitment data on offer acceptances, ethnicity and other protected characteristics to draw conclusions. We have now implemented census 2011 monitoring categories in Hire-Serve. **Action 26, Action 27, Action 28, Action 29**



**Figure 41. Proportion of female applicants at different stages of the recruitment process, by grade (Grade 0-1 numbers too low)**





**Figure 42. Recruitment data 2016 – 2018 Averaged over 3 years**

Due to the awareness of senior staff since the first AS award, more effort was put into increasing the number of applicants to software projects, an area where recruiting anyone is a challenge. One member of staff was on maternity leave when she applied for a post, her post was kept open for 6 months and Diamond ensured she had good support. Her experiences were fed into an Action plan to support new staff. Other new hires heard about the efforts made and feedback was very good.

Word Count 773

#### 5.1.ii. Induction

All aspects of the induction process are mandatory. Induction is managed through a checklist sent by HR to the Line Manager with Actions starting before the employee begins work. The checklist forms part of the employee's record.

On the first day HR explains key staff policies, the Employee Handbook and 'HR Online' for booking leave, flexi and holidays, the Learning Management System (GEM) and direct staff to mandatory training. This information is also all available through the intranet. The manager explains the job role, how the organisation works, where to find other information and introduces the new employee to their team.



Diamond has a 'New Starters' page on the Staff Intranet, which includes a photo and their job title.

The New Starter Buddy system was introduced in 2018. In consultation feedback, the introduction of Buddy's had generally been appreciated. However, some staff felt efforts made to find someone suitable had been a little ad hoc and that matches could have been made with more consideration and we have an Action to evaluate and follow this up in our ongoing feedback. **Action 54**

There is a probation period of six months, objectives are agreed, and formal review meetings held at months one, three and five. This is an opportunity to provide support to new employees.

HR also provides a 'new manager induction' for staff assuming management responsibilities in Diamond. The importance of undertaking the mandatory Management Development Programme (MDP) is emphasized and a People Manager's Toolkit with links to key policies is provided for reference. HR are currently developing a bite-sized matrix/ summary of information on leave and more 'pop up' briefings, which have already begun in Technical Division.

The Head of Scientific Software, Controls and Computation (SSCC) initiated a graduate 'rotational' programme which has helped increase the numbers of women in SSCC and to address some of the skills shortages within the group. The 16 new staff were surveyed to assess their experience of the programme. The staff were generally happy with the working hours and culture; however, some felt a little isolated and those with young families would like more support to understand policies and entitlements.

Feedback and recommended Actions were discussed with the Head of Group and a senior manager. One staff member said this

*"Before joining, Diamond had enthused a lot about how the flexible working policy would help me juggle work with being a new parent. It has helped a lot and has contributed significantly to making working at Diamond a positive experience. However, the policy itself reads in a way that discourages using flexi-time, suggesting that if you really must and provided your line manager is supportive of the concept you can within limits (but even the limits are discouraged)".*

A follow up survey will be undertaken after 12 months to review whether people have felt supported since May and track retention success.

In other consultations staff said "whilst the policies are good, they are not consistently applied by managers." **Action 26, Action 29.**

Word count 493

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### 5.1.iii. Promotion

A thorough review of the Reward and Recognition (R&R) system has been undertaken to recommend reward arrangements that reflect Diamond's growth. The recommendations in relation to pay will depend on BEIS approval. Grade Reviews have been on hold during this review.

Promotion to between grades 1 to 3 are normally achieved via open application for an advertised vacancy. For example, the creation of new Science Group Leader positions at Grade 2 in 2018 were

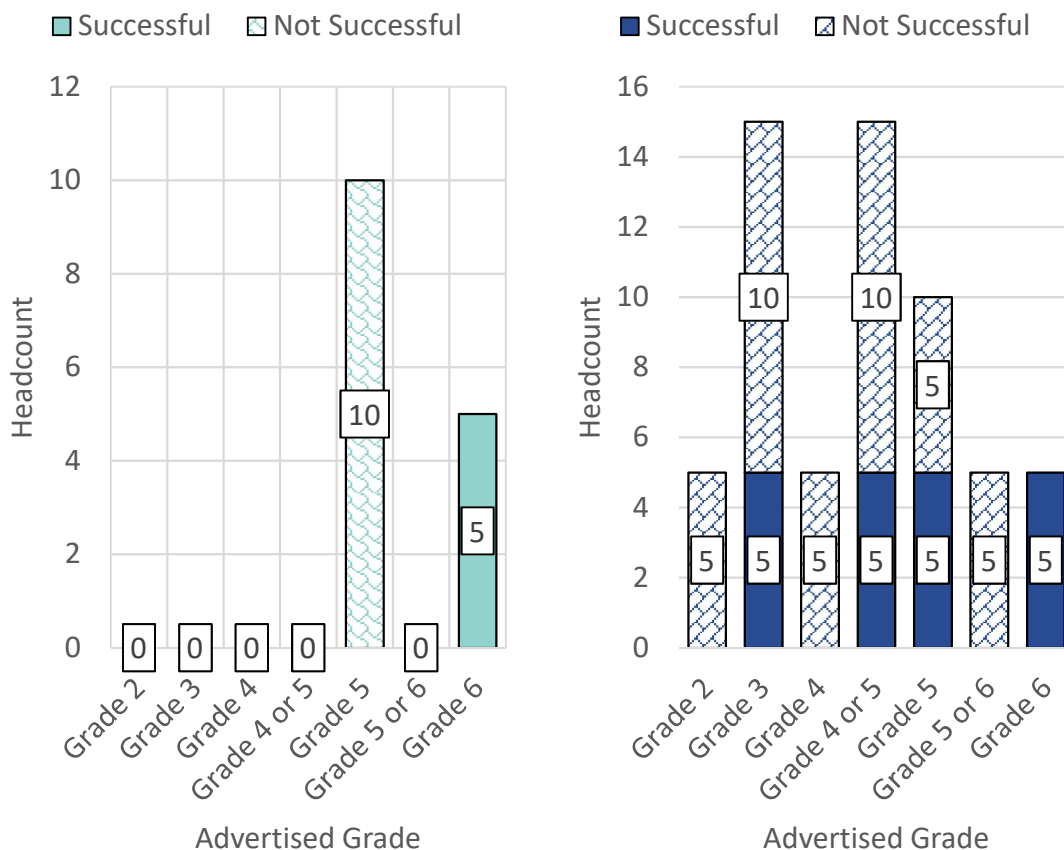
advertised internally initially and provided an internal restructure opportunity for Grade 3 scientific staff. Occasionally roles are advertised internally only.

Promotion within grades 4 to 8 may be achieved by the same route or via the grade review process. For a grade review, a written proposal must be submitted detailing the reason and business need for the appointment at the higher grade. Scientists regard the opportunities provided by the Science Career Pathway, support to research role, as a promotion. Career pathways are being developed across the organisation.

In addition to grade reviews, Diamond also recognises contribution through Discretionary Pay Progression (DPP), Non-consolidated Payments (NCPs) and through ROC awards (Recognition for Outstanding Contribution).

The limited data available shows us that women, although in very low numbers, have not been promoted proportionately. (Figure 43, Figure 44).

Manual data collection methods, changing systems and GDPR has resulted in no or patchy data. Promotion data has only recently begun to be collected and we have just one year.



**Figure 43. Application for promotion by application to advertised post by grade and gender (female on left, male on right) with success outcomes for May 2018-March 2019 - 1 year of data only.**

We only have data for successful applicant for Grade Reviews and cannot draw any conclusions from it. **Data Action 1**

	New Grade						
	1	2	3	4	5	6	7
Female	0	0	0	5	5	0	0
Male	0	0	0	10	15	0	0

**Table 14. Successful Grade Reviews for full-time applicants by gender and new grade over 3 years (from 01/04/2016 to 31/03/2019).**

- Despite a reasonable perception of **learning and development opportunities**, just 27% of employees believe they have **opportunities for advancement at Diamond**
- Furthermore, although 71% of employees believe their manager **supports their learning and development**, only 41% report **receiving clear and regular feedback**.
- **Gap analysis** reveals **frustrated** employees rate their perception of **career advancement opportunities** significantly **lower** to those employees experiencing high levels of engagement and enablement. Revealing **career advancement as a key cause of frustration** for Diamond employees.

**Figure 44. EOS Results Presentation by Korn Ferry delivered to staff in early 2019.**

The EOS surveyed staff opportunities for advancement at Diamond. Few promotions have been progressed whilst the R&R project is being undertaken and this has clearly had an impact on staff satisfaction and possibly on the low rate of APR completion. There was no difference between male/female responses to the above EOS questions. Many Grade 5 women are PDRAs on FTC, which is why there are more applications here.

The lower numbers of success in promotion was unexpected and will be communicated. **Action 33**. Established research indicates that women only tend to apply for roles when they believe they meet all the criteria and would benefit from encouragement to apply **Action 32, Action 34**. Just one woman was successful in their application at Grade 5. **Action 35**.

**Action 15, Data Action 7, Action 31**

Word count 450

## 5.2. Career Development

### 5.2.i. Training

In line with Diamond’s growth, an Organisational Development (OD) Team and OD working group (ODWG) were established in 2017. ODWG has shaped many Actions for addressing career

development and workforce planning. Previously, the Science Training Advisory Group (STAG) led by a PBS, was organising science related L&D, including liaison for membership of VITAE and the related Concordat actions. STAG consults scientists and reports to ODWG.

Training is now widely available for all employees, line manager permitting. The GEM training platform was launched in April 2018 providing easily accessible resources, online training and offer and uptake tracking capabilities. Delivery methods include blended, online and face to face training by Diamond staff or external consultants.

Nearly all training data is held in GEM and tracking training uptake by gender has just begun. Mandatory H&S training is administered separately by SHE and is not gender monitored. Most training falls within the 'professional development' category. All employees may attend conferences and seminars both as delegates and as contributors; records are not yet collected for these.

All staff are required to complete mandatory Equality Act 2010 online learning but not all staff, including some senior managers, have completed this. A report is currently with the Executive with recommended corrective Actions.

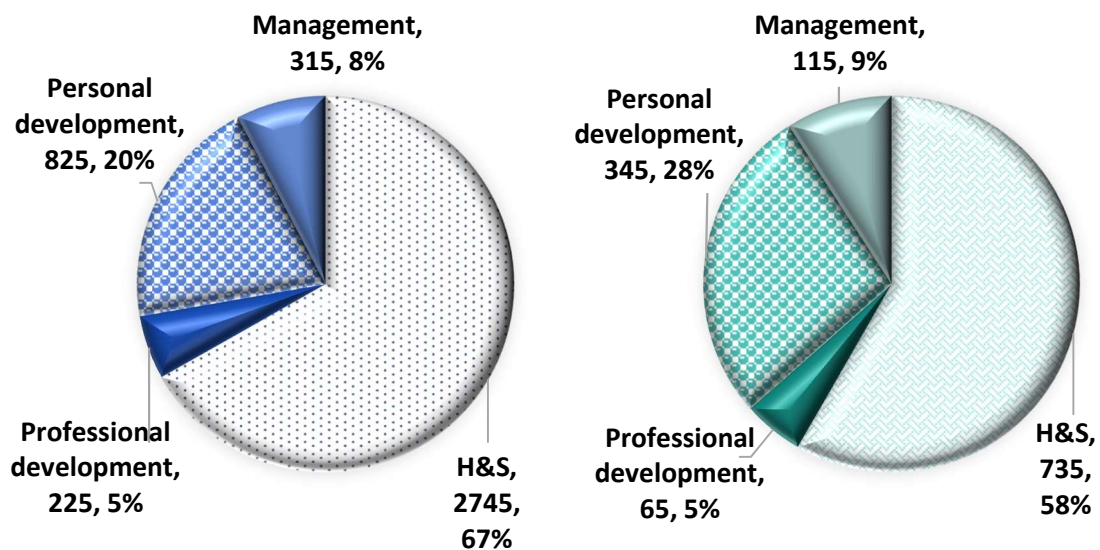
Training options include retirement planning courses reflecting our age demographic.

Most GEM training activities are evaluated and further developed based on ongoing feedback sheets.

There are no obvious trends in uptake of training between divisions but significantly fewer men do personal development training (at almost all grades) except in Science where proportion is similar.

**Action 37, Action 45**

We also discuss cultural issues and differences found in the EOS responses in more detail in section 5.4.



**Figure 45. Uptake of all Training managed through GEM by Men (left) and Women (right).**

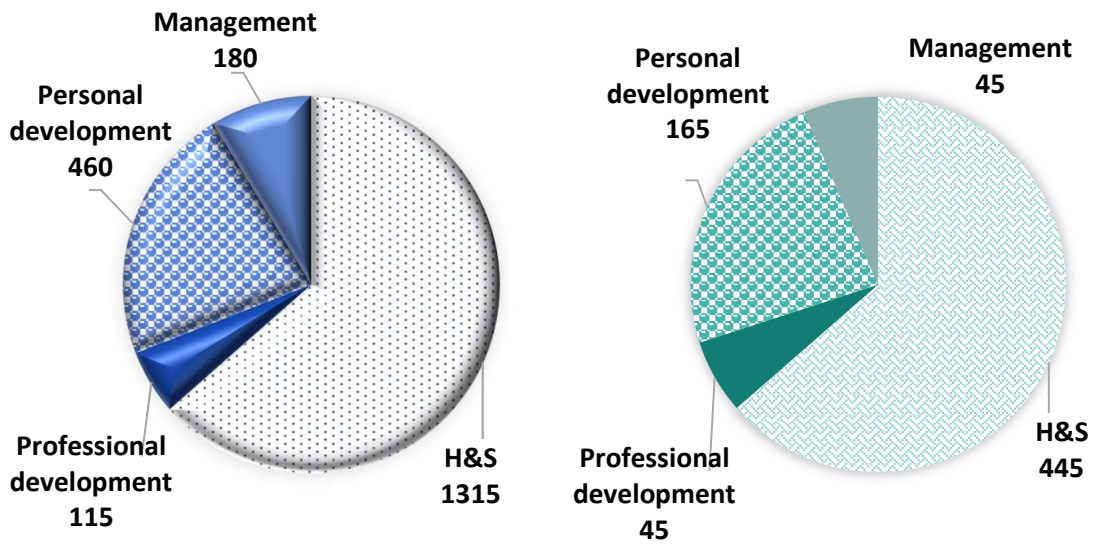


Figure 46. Science Division Training Uptake managed through GEM by Men (left) and Women (right).

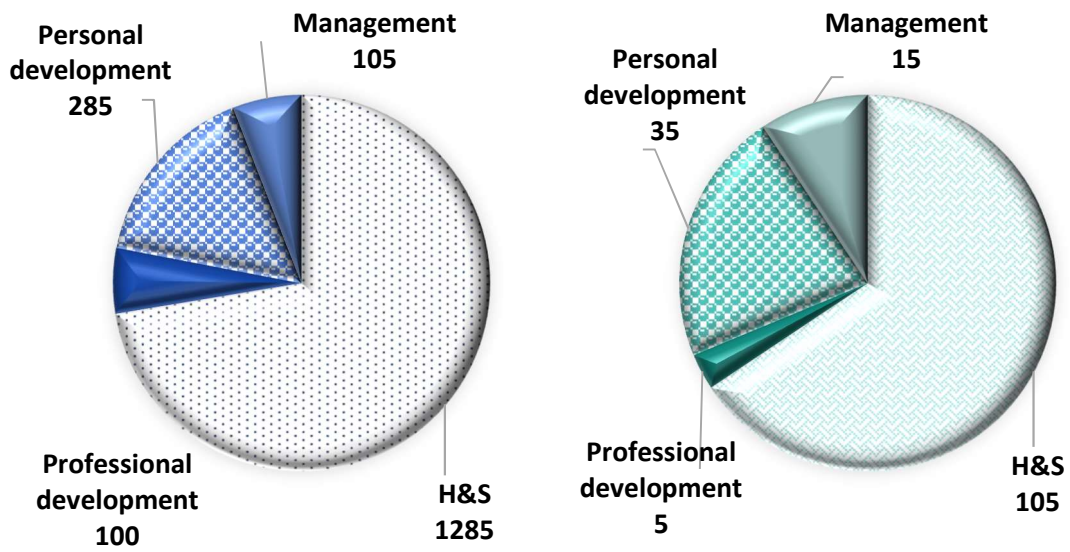


Figure 47. Technical Division Training Uptake



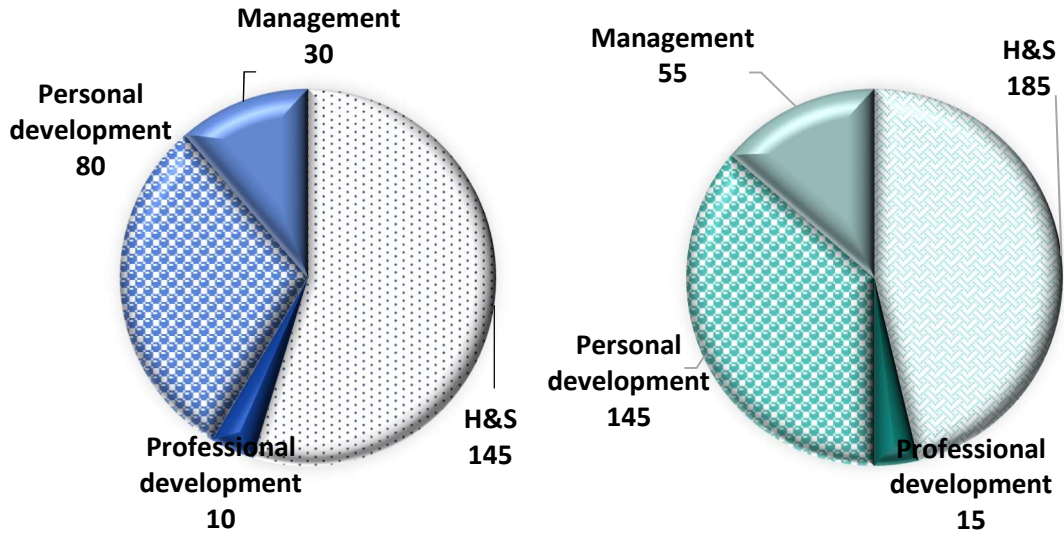


Figure 48. FCS & CEO Training Uptake

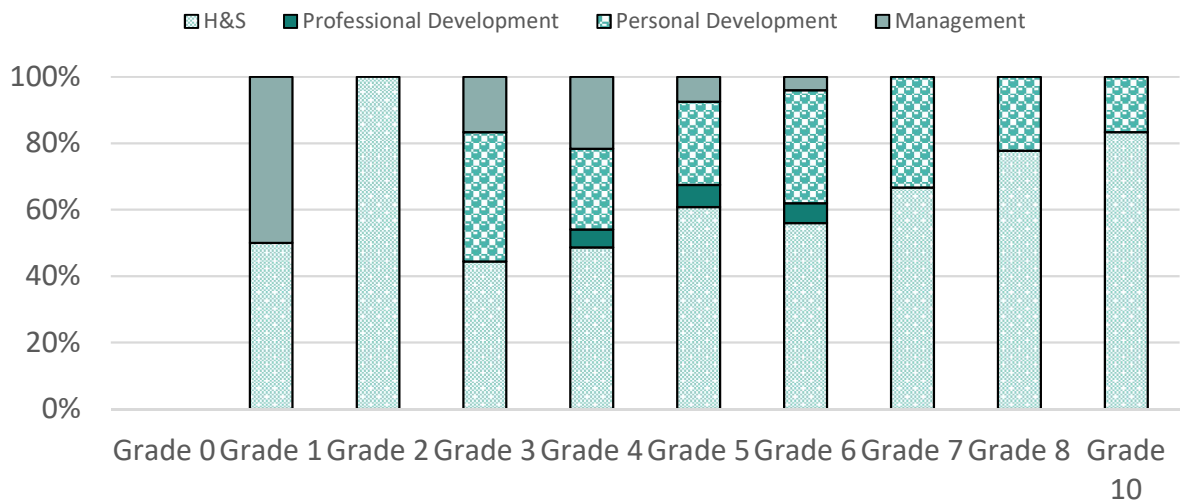
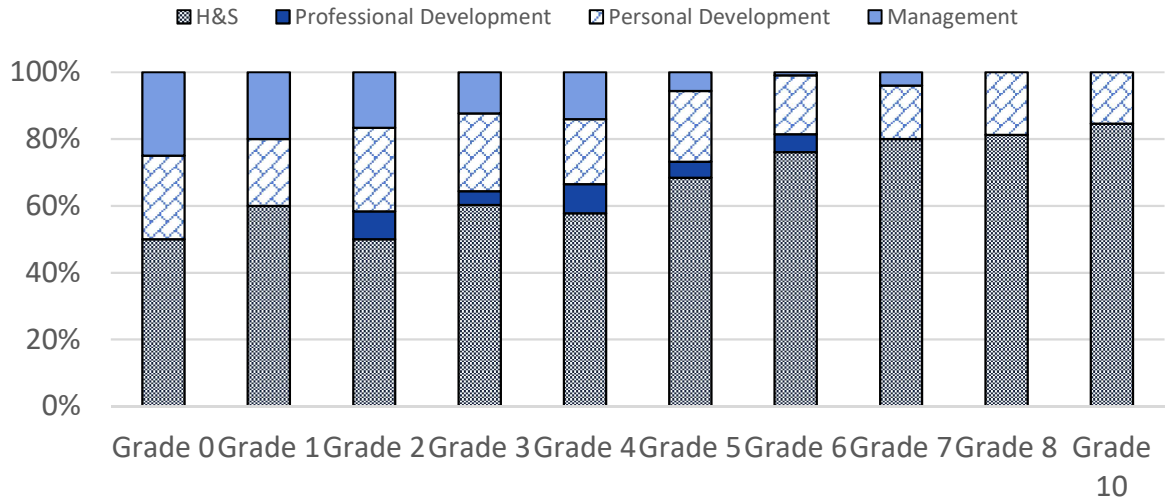


Figure 49. Uptake by Grade for Men (top) and Women (bottom)

The 2017 EOS explored levels of satisfaction with learning and development and career progression (see also 5.4). The survey feedback included responses about managers development, (Table 15). The Management Development Programme (MDP) was subsequently developed.

Comment Summary	No. of Respondents
Better management skills including valuing, appraising & developing staff and management of this by Directors or HR	19
More management encouragement, support & proactive management of training including training beyond current role & via APR	14
Ensure implementation of learning including through refreshers	12

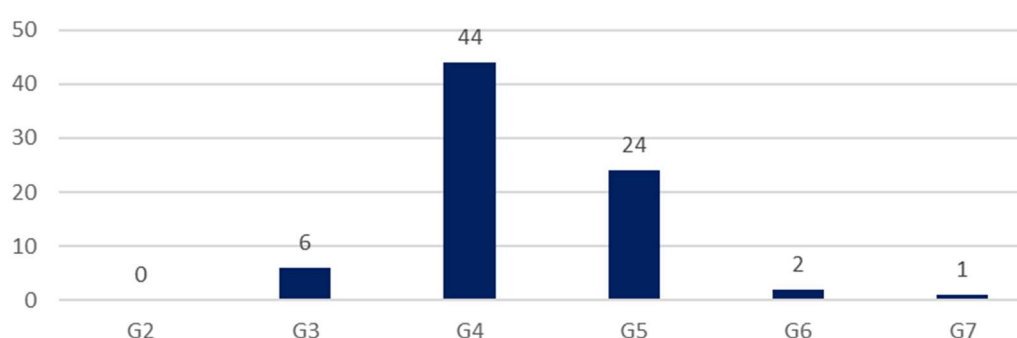
**Table 15. Summary of the open text responses about management from the EOS 2017 regarding management skills**

The MDP ensures managers have the skills to support their staff. Nearly all managers have now attended, with more sessions scheduled for 2020. It is open to all staff with permission from their line manager, to develop skills enabling them to apply for new roles. In the first year (2018-19), 53% of those attending the Aspire Course were aspiring managers (Table 16).

Course	Number run	Total Attendance	Male	Female	% Female
Aspire (Beginners)	4	47	35	12	26%
Achieve (New manager)	2	20	16	6	25%
Accelerate (More experienced managers)	1	9	3	7	70%

**Table 16. Full 'core' mandatory course attendance 2018-19**

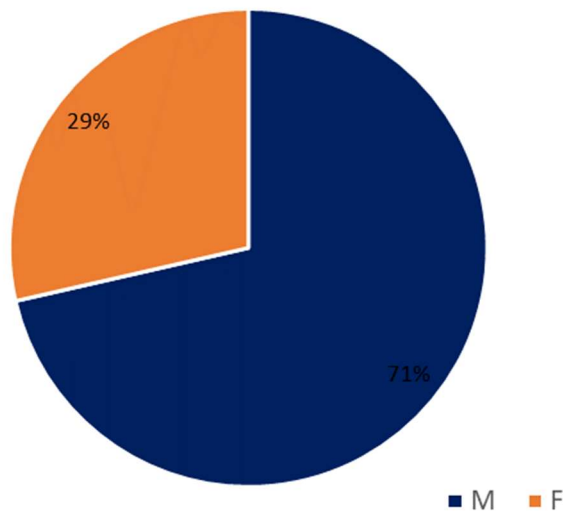
#### MDP 2018 - Grade Breakdown



**Figure 50. Number of staff in managerial roles attending MDP by grade.**

The majority of attendees are Grade 4 which is the main managerial grade and Grade 5 staff with line management responsibility for others' career development.

### MDP 2018 - Gender Breakdown



**Figure 51. Uptake of MDP by gender (22 Women and 54 Men)**

The attendance at the MDP doesn't quite reflect Diamond's gender balance. Correlation between uptake of MDP and success in promotion will be assessed when the programme will be evaluated in Autumn 2020.

In 2019 the EDI Manager designed a pilot Women's Development programme [Catalyst] which was held in short blocks over 4 months. One whole day session included men, some were attendees' line managers. The Goals were to:

1. Enable women to consider their day to day work more strategically alongside long-term career goals
2. Provide a space to discuss some of the particular challenges for women
3. Create opportunities to connect with other women
4. Enable better understanding of resources and skills development opportunities available
5. Enable women and men to understand gender dynamics at work and the importance of male allies.

Feedback was collected from women throughout the programme. The mixed session was delivered by a male gender and leadership expert and also had positive reviews.

*"It was mentioned that men often praise themselves even in very casual conversations. I started to really pay attention to the way they do it and to my surprise it really is very common. I may try some self-praising... if I am brave enough"*

Some women could not attend the full programme; three could not attend due to work pressures and two for family related issues. The attendees highlighted the following problems;

*"Scheduling course dates to coincide with shutdowns or machine days.  
Giving plenty of notice for dates."*

*“...I do not work Fridays so that I can spend some one to one time with my child. I did try to arrange care but was unsuccessful.”*

**Action 36**

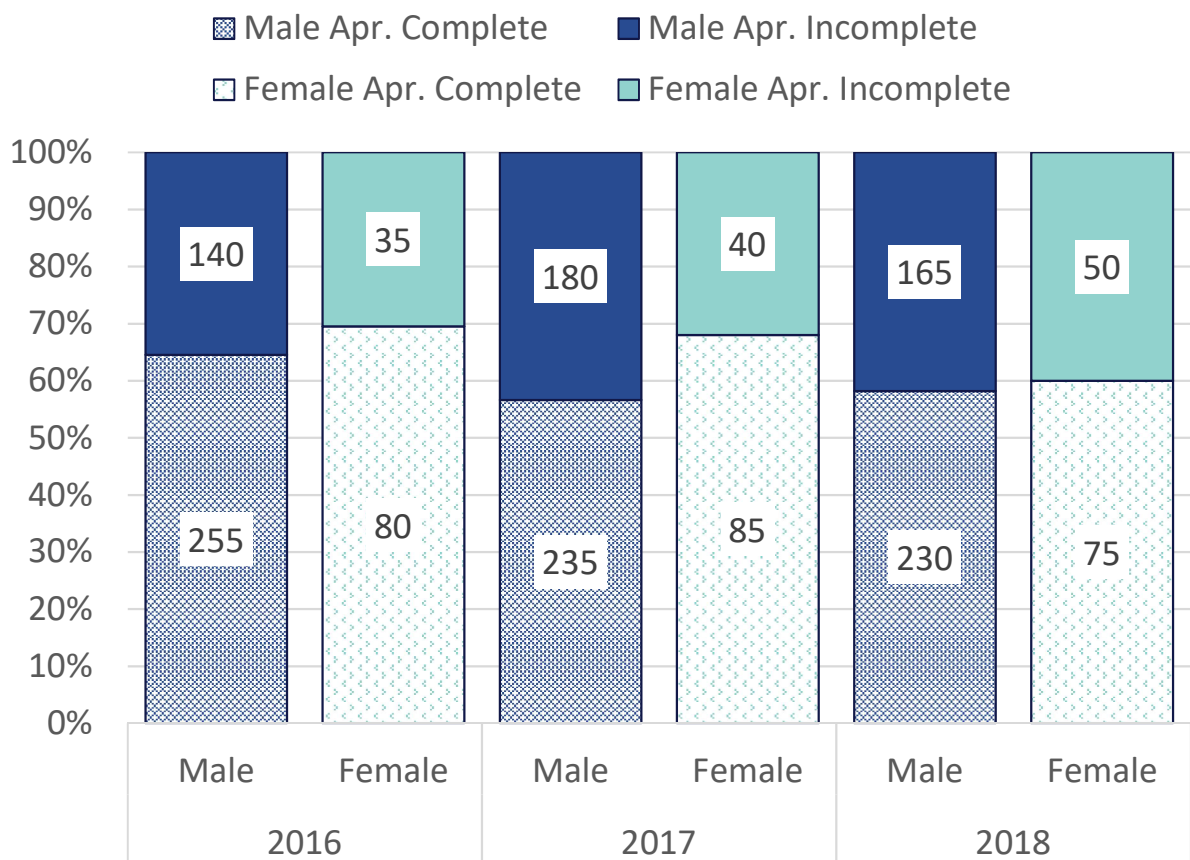
More than 20 Inclusion Workshops have been held since 2016 (see Table 6). The Technical Director ‘sponsored’ the workshop ‘Improving Inclusion for Women and Men’, delivered by Dr Jill Armstrong based on Murray Edwards College research showing the ‘perception gap’ between males and females due to gender inequality issues and improvements needed at work. Over 60 staff attended. The director publicly endorsed the need to increase numbers of women on hiring panels.

Diamond runs many events, seminars and workshops every year, which provide specific training or development to both staff and external scientists in a whole range of areas. Attendance is data is not collected so it is difficult to assess the uptake of these courses, often organised by staff.

**Word Count 792**

5.2.ii. Appraisal/development review

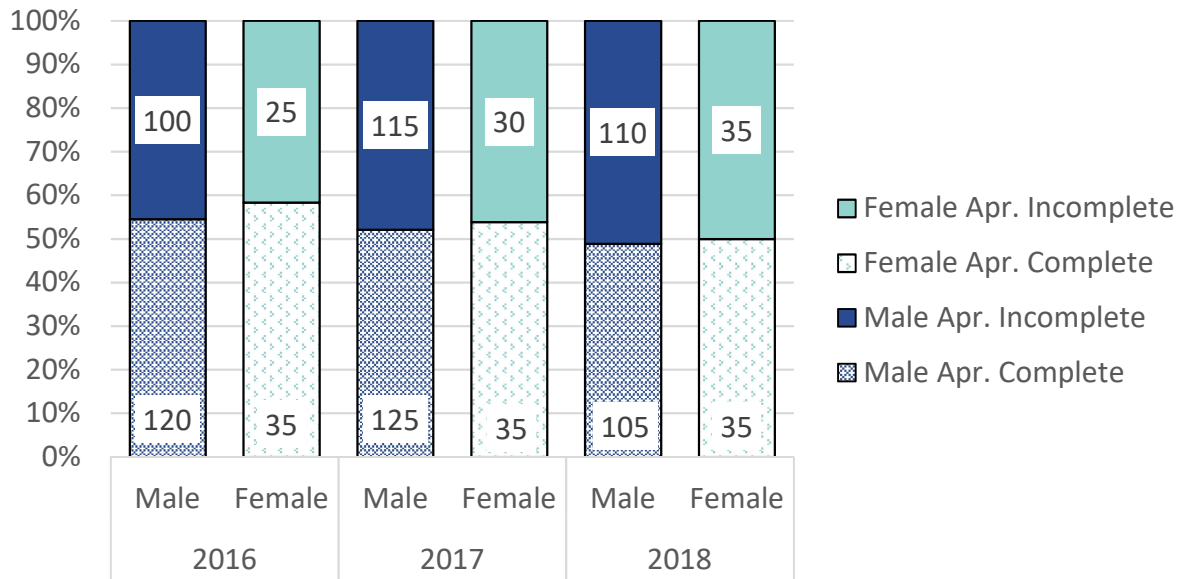
The current APR is an ongoing two-way process which is recorded annually. It includes: An employee self-assessment, manager review, formal discussion, forward job and personal development plan and a job description review.



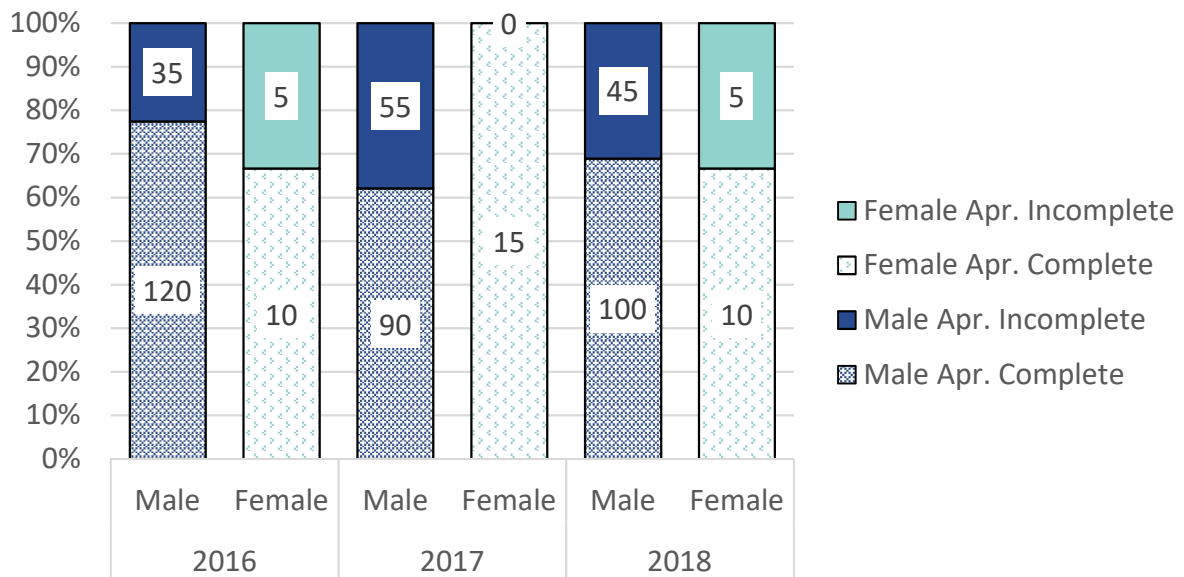
**Figure 52. APR Completion by Gender and Year**

Low completions may also correspond with EOS findings (see 5.4) that staff are unhappy with the lack of career opportunities available and with pay and reward in some areas. This corresponds with low APR completion rates. The R&R is a major review project and promotions and grade reviews have been paused whilst the review is ongoing. When combined lack of time for administrative or additional duties in some roles, this is worrying.

On completion of the R&R project, the new Performance Development Review (PDR) process will tie pay into PDR and this is expected to make the process more meaningful and address low completion rates.



**Figure 53. Science Division APR Completion by Gender and Year**



**Figure 54. Technical Division APR Completion by Gender and Year**



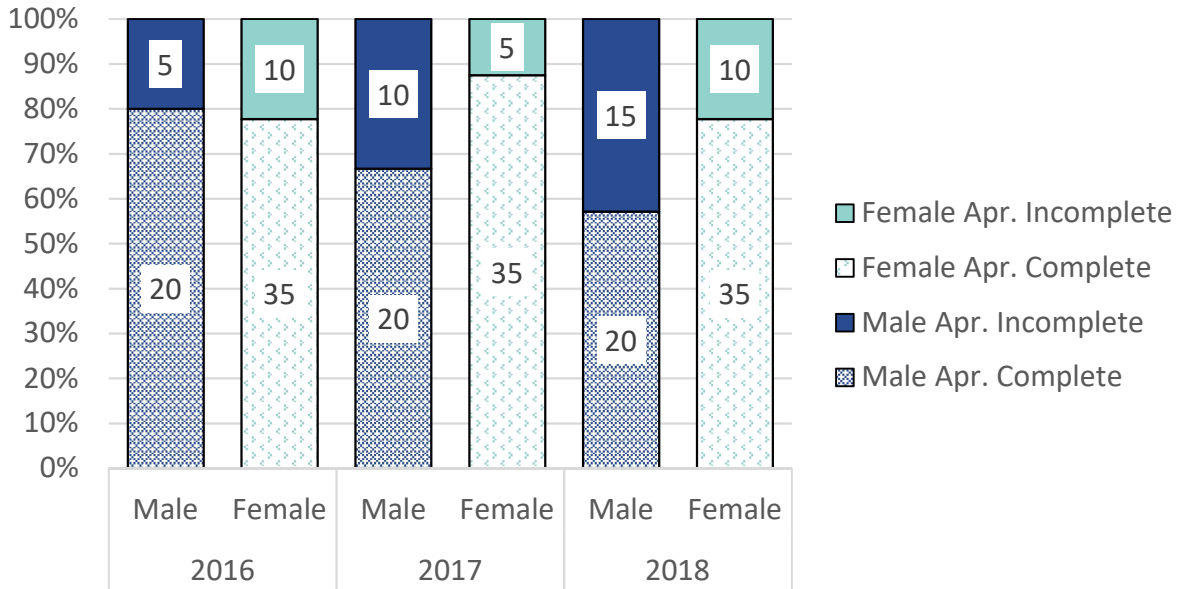


Figure 55. FCS/CEO APR Completion by Gender and Year

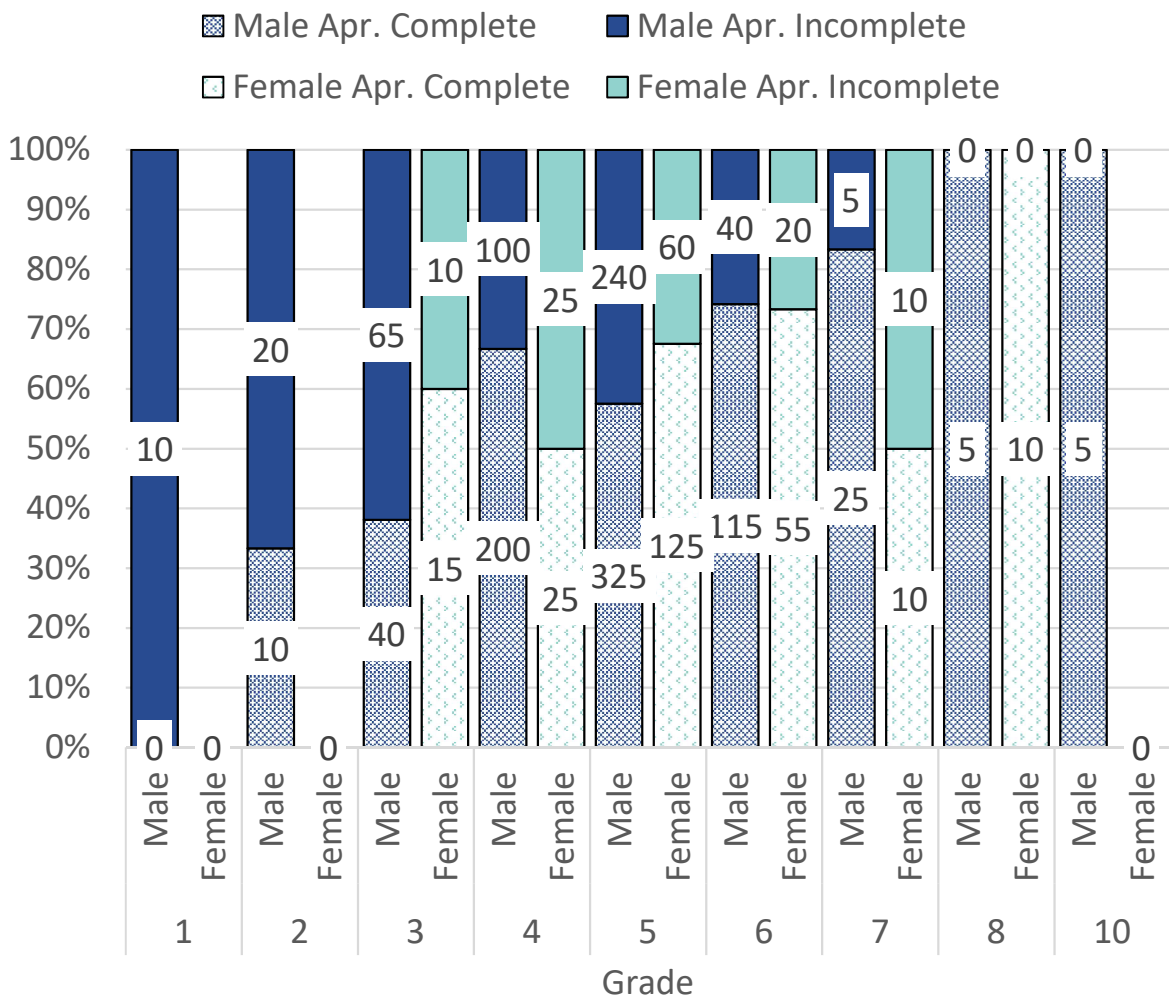


Figure 56: Uptake of appraisals by grade and gender over 3 years

Higher completion rates by women may also be correlated to greater financial awards in 2019 for women in some grades, as reward and recognition is better aligned to APR's.

APR rates are poor in Science Division for both genders, Technical Division is better and with no gender difference. FCS/CEO has a significant gender difference.

It is not clear why fewer men complete the APR's and when the R&R project is completed more attention into talent pipeline planning will be undertaken. In the meantime, R&R project delays are affecting all staff. **Action 37, Action 38, Action 40, Action 41, Action 42, Action 43**

Word count 227

### 5.2.iii. Support given to staff for career progression

Diamond has previously only considered upward, or linear progression and career pathways and workforce planning activity is establishing a broader perspective on careers so that employees can further develop themselves in a variety of ways. This includes broadening their knowledge, skills and experience to facilitate moves into other roles. The new Apprenticeship Manager has increased awareness of alternative career development possibilities and mechanisms to achieve career progression more generally.

In September a presentation to group leaders identified that few senior staff strategically plan for succession. Linking this to the data above and the EOS findings, showing perceived lack of career progression for all staff, weaknesses in APR's and lack of time for some staff due to excessive workload.

#### **Action 34, Action 42, Action 43, Action 44**

There are many unrecorded, self-organised mentoring relationships at Diamond and anecdotal feedback indicates these are valued. There is also formal mentoring programme which was launched in 2017. However, after initial positive interest there has been very low take up. We will be doing more to promote.

	Male	Female	% Female
Mentors	17	3	15%
Mentees	8	4	33%

**Table 17. Gender breakdown of Mentoring Scheme**

Volunteer mentors and mentees are offered training to maximise the relationship effectiveness.

**Action 32.** All those attending the MDP and Catalyst Women's Development Programme are encouraged to get involved. **Action 47.**

Some women in the AS focus group said that they would have benefitted from a 'godmother' on joining. They had benefitted from this in their previous organisation since a female beamline scientist is often the only female member of a team which made it difficult to address personal concerns that didn't merit escalation or HR support. **Action 54.**

In 2018, Diamond launched the internal Apprenticeship Programme. Eight have been enrolled, six men and two women. **Action 43.**

There is also an accredited engineering apprentice programme open to the public. We now have 10 apprentices, including our first female engineering apprentice, who started in September 2019.

Diamond supports the professional accreditation/registration of all staff.

Word count 300



Figure 57. Guardian article about employee Angela George, in the Top 50 Women in Engineering

5.2.iv. Support given to students for research career progression

We co-host PhD students and most are 50% funded by Diamond. There is an annual open call for PhD proposals, it is a very competitive process. In Science Division studentships are well established within the culture. This is new in Technical Division, a budget was approved to begin with the 2020 cohort and will allow more engineering students to access opportunities for working at Diamond. Careers in engineering for women in the EDI training (that 30 or so students attended in August 2019) and where attendees' interest in opportunities in engineering in Diamond was evident.

In 2016 feedback found that students felt the transition from a university campus to Diamond quite isolating and consequently Actions were taken. PhD students are "honorary employees" which limits for example, access to training and benefits and so the Student Engagement Manager gets ongoing feedback and establish Actions. She also provides pastoral care to quickly address challenges and to co-ordinate activities in support of research career progression. Current work includes reviewing

Concordat Vitae researcher development and mapping of development opportunities across the Vitae framework.

Students are also invited to the regular meetings and socials held or organised by the PDRA's and along with other staff groups have representation on various committees including the EDI SG and the PDRA Committee which helps them experience, contribute to and feel a sense of belonging to Diamond.

Actions 2017-2019	What it does and How it helps
Recruitment of a Student Engagement Administrator	To co-ordinate project selection and improve the experience of students' arrival
Enrolled as a Programme Partner of the Harwell Next Gen programme in 2018	Multidisciplinary programme of events to support early-career people on campus
Post-Doc Committee expanded to include PhD Students who share many of the same aspirations and challenges	Gives PhD students a voice and access to a wider range of events and training opportunities
Early Careers Symposium held in October each year (starting from 2017)	For students to explore a range of career options and develop important skills
Policy to award an enhanced stipend, as well as budget	To assist with travel between university and Diamond. Conference funding for every student.

**Table 18. Sample of Actions taken to improve the experience of students by the Student Engagement Officer**

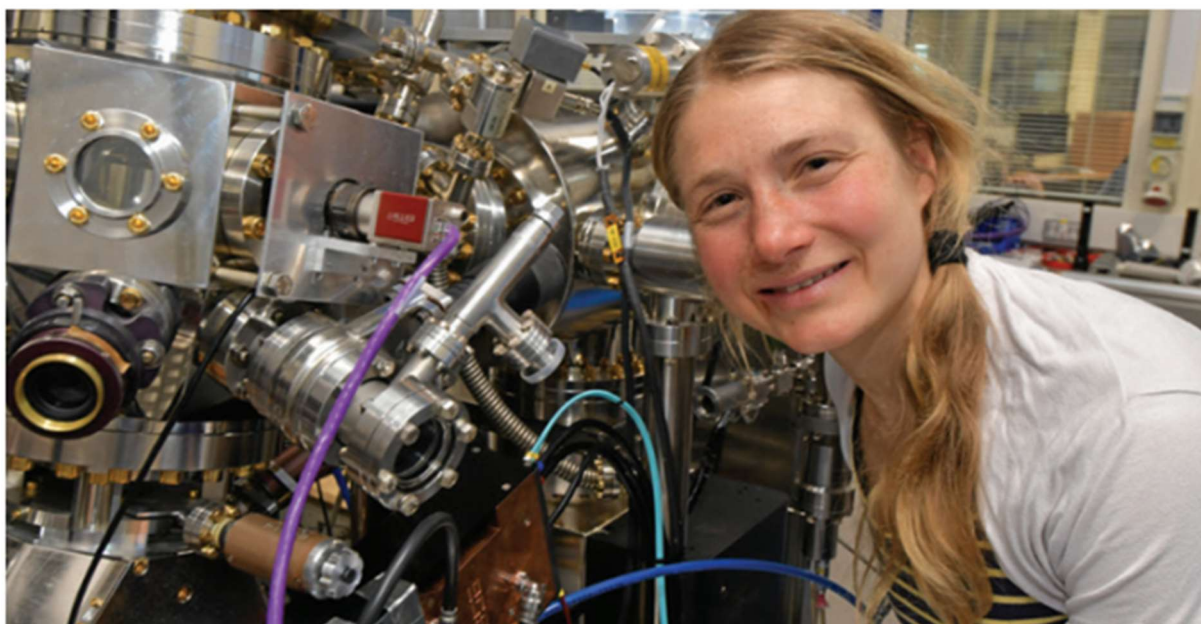


**Figure 58. photo Actions taken to improve the experience of early career colleagues on Harwell Campus**



Most formal training is organised by the students' home university. They develop their experimental skills at Diamond and have access to some courses here such as Python Programming. Students can develop their communication skills in Public Engagement activities, and many are involved in Diamonds wide range of media work. **Action 23, Action 48, Action 49, Action 50**

Word count 279



**Figure 59. Sonka Reimers using I06 Beamline looking at antiferromagnets.**

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#### 5.2.v. Support offered to those applying for research funding

Diamond is co-funded by STFC and the Wellcome Trust, grants make up less than 7% of our income stream. Applications results are tabled below.

Sex	Applied for	Successful
Male	20	10
Female	5	5

**Table 19. Success rate of grant applications 2016-2018**

Diamond provided training in 2017 on Grant Funding (15 attendees, 2 females). It would be repeated if requested.

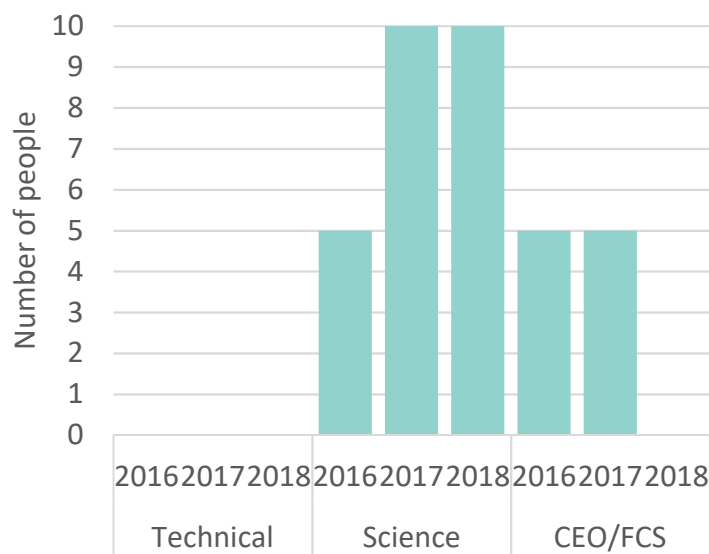
There were also internal presentations on applying for research funding in 2016 as well as Tips and Techniques for Writing grant and project proposals as part of learning at work week in 2017.

Word count 75



### 5.3. Flexible working and managing career breaks

#### 5.3.i. Cover and support for maternity and adoption leave: before leave



**Figure 60. Number of women on maternity leave each year by division**

All women, including FTC, are supported by HR before and during their maternity period. FTCs have their contracts extended by default for the same duration of time that they were on maternity leave. Many staff, in the first instance, choose to meet HR and then with HR and the Line Manager shortly after.

All staff due to go on Adoption, Maternity or SPL meet with HR and Line Manager to go through the ‘Maternity Pack’ (Table 20). The meeting ensures consistency and offers an opportunity for LM’s to receive guidance from HR. Diamond HRBP’s advise managers on the various cover options.

Word count 101

Policies	Other resources
Maternity Leave	EAP
Shared Parental Leave	Keeping in touch days
Adoption Leave	Useful external contacts

**Table 20. Maternity Pack**

#### 5.3.iii. Cover and support for maternity and adoption leave: during leave

A woman on maternity leave attended one of the focus groups on her ‘KIT’ day and indicated she is regularly keeping in touch with colleagues. Anecdotal evidence suggests that team members and colleagues do keep in touch, but it is not known if this is the case for all staff on carer related leave.

**Action 52.**

In respect of recognition for work on research or other projects more generally, the whole team will collaborate on research and those on maternity leave will be acknowledged where they have contributed, regardless of absence during the project lifecycle.

The application of maternity or SPL cover varies with the team context. In most roles, particularly where staff are reasonably sure they are taking the maximum leave, cover is usually found. However, some specialist roles for short periods are harder to fill. Cover tends to depend on the nature of the work and the line manager's assessment. In most cases, posts are 'backfilled' on a fixed term basis.

Word count 161

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#### 5.3.iii. Cover and support for maternity and adoption leave: returning to work

The line manager is responsible for ensuring a smooth transition back to work for the returning employee.

Staff can request to work flexibly, and feasibility will be discussed between the employee and LM with approval from the Group Leader (GL). If any request is turned down, HR always ensures all possible options have been explored.

The 'Buddy Scheme' has more recently been expanded to include maternity and anyone returning from long term absence. It has not yet been widely communicated. **Action 53, Action 54.**

As well as the support provided by the LM, team and HR, the EAP has flexible options including counselling to e.g. mothers deal with any specific concerns or anxieties in relation to returning to work; including separation from their infants upon returning to work.

Diamond already has two rooms known as 'quiet spaces' available to women who wish to express and store milk – one in Diamond House and one in the Synchrotron. As a result of feedback, we will more regularly publicise this to ensure all staff who need to use the space are better aware. **Action 55.**

Word count 176

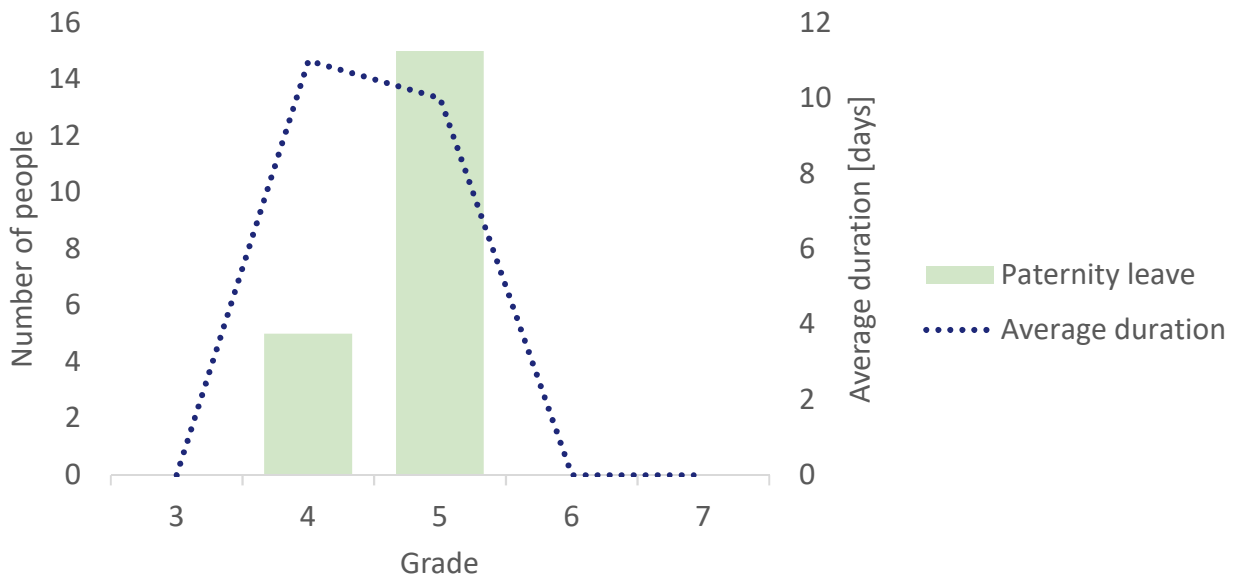
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#### 5.3.iv. Maternity and adoption return rate

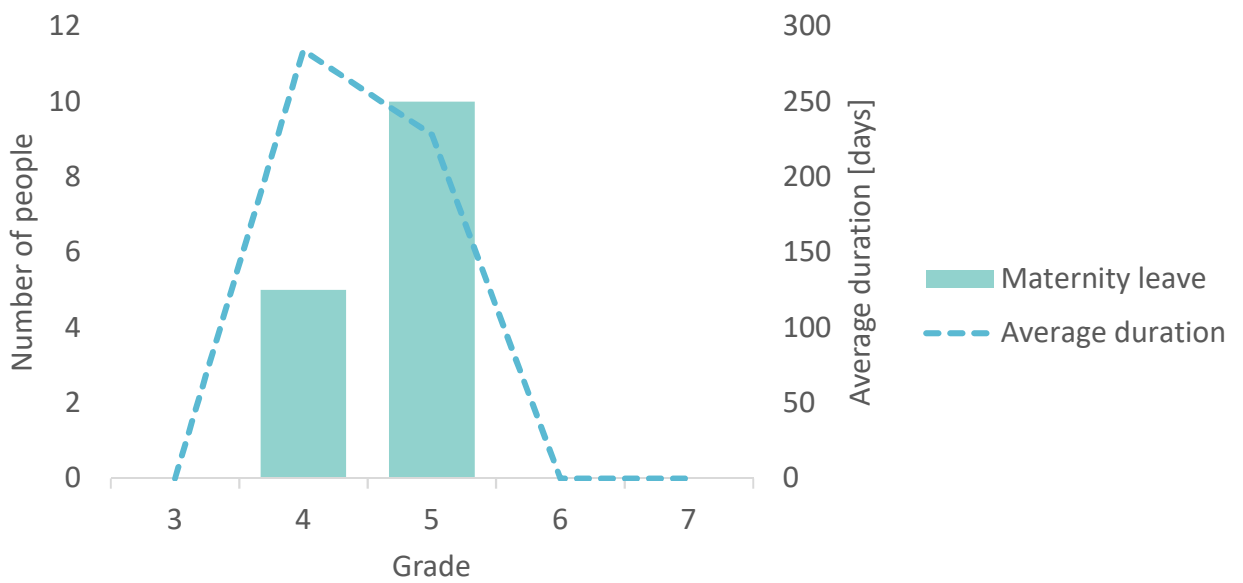
Diamond maternity return rate is 100%. The data on change to full/part-time status is not available. FTC and permanent staff are offered the same support.

Word count =25

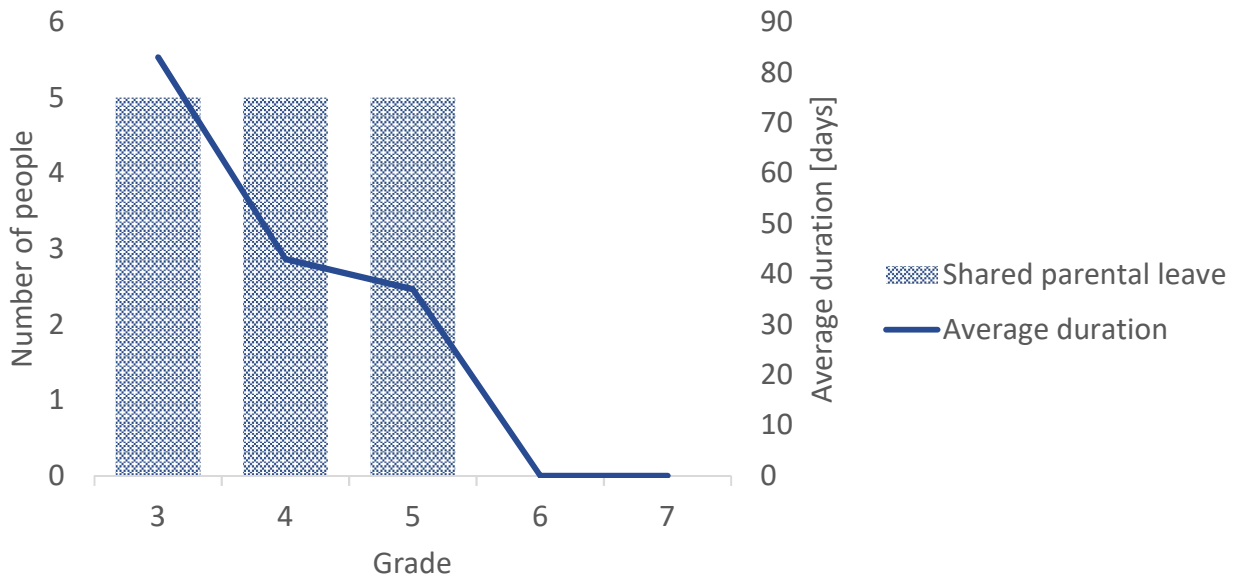
5.3.v. Paternity, shared parental, adoption and parental leave uptake



**Figure 61. Number and Average Length of Shared Parental Leave taken by men averaged over 3 years**



**Figure 62. Take-up and Duration of Maternity Leave averaged over 3 years**



**Figure 63. Number and Average Length of Shared Parental Leave taken by men averaged over 3 years**

Twenty-eight men have taken SSPL. We are reviewing this with WF and making recommendations to increase it to HR. **Action 61.**

Just three men have taken SPL in the past 3 years which is very low and in line with national uptake. Policy briefings have been used to encourage SPL uptake and improve awareness. Investigations highlighted the high cost of living, complexity of SPL combined with lack of understanding SPL are factors. In the AS focus groups staff also reported that early career fathers and mothers, fear their careers will be affected by taking SPL and other longer leave. **Action 58, Action 59, Action 62**

Several senior men have been positive role models for parental leave and have been open and vocal about their own leave. The Head of Legal took six months SPL in 2018. Three senior men, a Director, Deputy Director and a PBS told their own stories to 70 staff at the 2017 International Men’s Day event and further stories shared with 45 staff in the 2019 Modern Men event. **Action 60.**

Word count 165

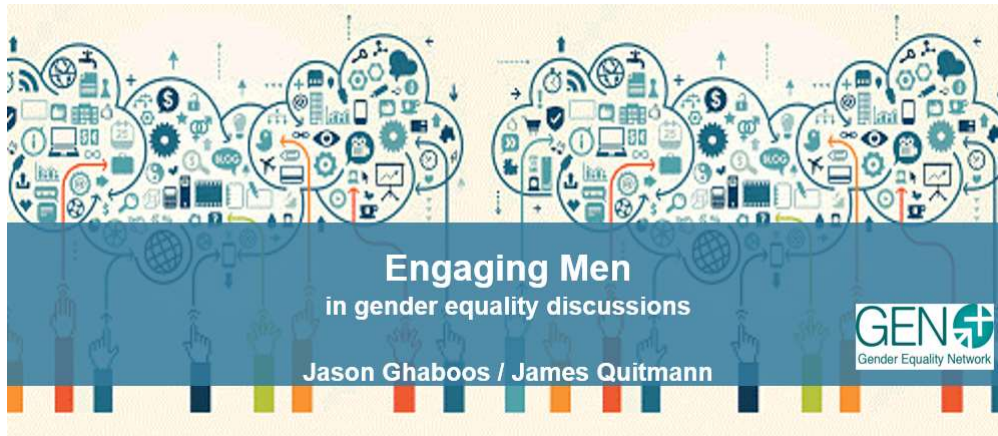


Figure 64. IMD with keynote Jason Ghaboos 2018

## Programme - 11am – 1.30pm

- Martin Walsh – Introduction
- Stella Sutcliffe –The Fatherhood Penalty & Modern Families Index
- Paul Steadman – Paul’s experiences of Family life
- **Working** Lunch – Your feedback on gender equality
  - What is working here?/ What should we keep?
  - What could we do better to improve equality, diversity and inclusion for everyone?
- Julie Kaya – collect notes and hear responses - to action.
- Closing Remarks – Laurent Chapon



Figure 65. IMD Schedule with Working Families in 2017

### 5.3.vi. Flexible working

Encouragingly, 81% of staff of those responding to the 2018 EOS agreed ‘Flexible or part time working requests are given proper consideration in line with policy.’ However, of the 66% of staff who responded, 59% of women versus 66% of men agreed with the statement there would be no detrimental career impact if they took flexible working.



Diamond has many options for flexible working as well as up to 5 days 'special leave' for emergency situations. Flexi-time (FWHS) is the default working arrangement for staff below Grade 3. Staff can accrue up to a maximum of 21 hours of 'credit' or 8 hours of 'debit'. Up to two full days (7.4 hours) can be taken as "flexi leave" per month, subject to business needs.

Diamond's service provision means that staff who support users are often on call, depending on the level of beamline automation, 24 hours a day for 6 days. Consequently, some staff have much more access to more flexible working than others, which can cause tensions. The HR Team offers support to staff and managers to help them consider flexible working options and anecdotal feedback finds they coached individual managers to enable discussions within a team to promote fairness.

In AS focus groups some staff said they were not clear about family friendly policy possible options at Diamond and consequently HRBPs will be presenting more regular briefing "updates". After a recent HR briefing held in a team meeting in Technical Division, discussions were opened up about flexibility options and reduced hours for older staff approaching retirement. In turn, this is improving awareness, in the largely male population and understanding and appreciation of the various benefits to everybody. **Action 7, Action 29, Action 63.**

Diamond are developing further tailored support for those who want to work part time through the succession planning processes, retirement and age priority plans and through a carers survey.

WF is providing specialist advice regarding what more can be done based on what other UK organisations are doing to support people.

Word count 330

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#### 5.3.vii. Flexibility in contracted hours after career breaks

The vast majority of career breaks at Diamond are maternity breaks although a very small number of scientists (2) have been on sabbatical. Current options are condensed hours and working from home and using accrued annual leave to phase return. We have a sabbaticals policy in draft. Some options are easier in some roles than in others.

Where requests for formal flexible working are rejected, HR always meet with the parties involved to advise and to ensure all options are thoroughly considered. Very rarely has any decision needed to be changed as a consequence. This suggests that most managers have been supportive of individual flexible working requests.

Usually the formal options work well in non-user support areas, however, focus group feedback revealed timetabling or options for those on user support is more challenging. **Action 64.**

Word count 133

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#### 5.3.viii. Childcare

The Harwell Campus has two onsite nurseries and Diamond has priority access after STFC to the closest of these Bright Horizons (BH). Details and web links are in the Employee Handbook. Information on local nursery provision is also available. BH increased places from 63 to 112 despite

this only a small proportion of Diamond families currently have places there, the majority being STFC.

Financial support is available through include the Government Tax Free Childcare Scheme. One of the Science Directors requested a recommendation report on possible options for offering financial support and a “Social Fund” Proposal is currently with the Science and FCS Directors.

There are annual onsite Campus-wide Family Days, and staff occasionally bring their children into Diamond for visits. Staff are also given opportunities to join the many public educational open days with their families.

Word count 137



Figure 66. Photos from one of the campus open days

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### 5.3.ix. Caring responsibilities

Diamond shuts from between Christmas and New Year which benefits all employees and is in addition to the 25 days’ annual leave allowance. Diamond also has the option to buy up to ten days and sell up to two days of leave annually. Machine shutdown is usually scheduled for alternate Easter Holiday periods so that key staff do not have to work every Easter and can therefore more easily plan for the longer Easter School holidays. These arrangements are especially favourable to parents, those who live further away and those whose families and friends are overseas.

In addition to paid carers, special/ emergency leave and other unpaid leave policies in place, most staff make use of the flexi-time policy.

The 2018 EDI Corporate AP, developed based on staff feedback, includes a proposal for a social fund which, if accepted, will offer small bursaries for staff to cover additional costs, including caring costs or because of disability, that they face when attending conferences. The Actions also include inclusive events and meetings guidance.

Carers consultations at IMD, IWD and in the EDI Goals consultations in 2017-2018, indicated that those in user support roles don't always get adequate timetabling notice by individual PBS's for planning care logistics. This particularly affects people whose family members are older, are affected by disability or illness, dual career couples and Diamond couples where both are employed in Science. **Action 63, Action 64.**

Word count 231

## 5.4. Organisation and Culture

### 5.4.i. Culture

Diamond employs staff mainly from traditionally male dominated sectors in physics, computing and engineering. This has a significant impact on the culture of the organisation.



**Figure 67. Diamond Values launched spring 2018**

Diamond Values based on the 2016 Survey responses were developed by a staff committee, invited via an all staff email. The values are based in all policies and 'Expectations of a Diamond Manager' based on the Values, are widely publicised and are embedded within the MDP, and all training.

We face a skills shortage. Over 50% of Technical Division are over 50 years of age, and global skill gaps challenge both engineering and scientific computing groups. Brexit has already had an impact on scientist retention and recruitment. We recognise the opportunity to access new pools of talent if we invest in diversifying our workforce and celebrate the diversity that already exists.

Positive change is evidenced by increased senior manager attendance and interest in EDI, Wellbeing and OD working groups, particularly in Technical Division. EDI SG members and ambassadors report staff are also attending diversity events through the various institutes. Some managers are leading positive Action such as Daphne Jackson and Armed Forces Covenant and to increase applications from underrepresented UK educated BAME people in STEM.

Diamond supports several groups including: Universal Accessibility Network (UAN) for neuro-diversity and disability and a group of trained Mental Health First Aiders (MHFA). The Wellbeing Committee (Table 6) focuses on wellbeing and mental health and manages strategic Actions. The 2016 Stress and Wellbeing Survey AP is now almost complete.

The EOS, undertaken every year since the first AS survey, is the key measure of staff satisfaction and of culture. Response rates for the EOS since 2016 have are as follows:

Year	%	No staff
2016	61	369
2017	63	369
2018	66	435

**Table 21. Response rates for the EOS since 2016**

The 2018 EOS (Figure 68, Figure 69) found

- 81% of staff responding agreed ‘Flexible or part time working requests are given proper consideration in line with policy’
- 75% of staff said ‘they have trust & confidence in their immediate manager’
- 71% of staff said ‘they’d feel comfortable informing their manager about physical, mental health, disability, illness or wellbeing needs’

It is encouraging staff feel managers are caring of their needs.

The appointment of an Internal Communications Manager has facilitated better communication of wellbeing resources. The MHFA’s do not get many enquiries but reported eight instances of staff seeking help in 2018. Activity is not monitored by gender and MHFA’s only report the more serious issues.

	Item	Valid N	% Fav	% Neu	% Unfav	Distribution
46.	Diamond supports me in achieving a reasonable balance between my work life and my personal life.	432	74	15	11	
36.	I would recommend Diamond as a good place to work.	433	76	19	5	
43.	I feel proud to work for Diamond.	434	82	15	3	
28.	My immediate manager supports me in my learning and development.	429	71	17	12	
39.	My job provides opportunities to do challenging and interesting work.	434	80	14	7	
47.	Diamond shows care and concern for its employees.	433	70	21	9	

**Figure 68. EOS 2018 presentation of survey results shared with staff in a KF presentation - with most positive responses indicating staff satisfaction with their LM, their work and company culture in relation to work-life balance.**

The greatest areas of dissatisfaction were:

- Only 57% of staff agree they have a good understanding of Diamond’s strategic priorities and goals
- Only 30% of staff agree decisions are generally made in a timely manner
- Only 24% of staff agree there is good communication between departments (divisions)
- Only 23% of staff say decisions are generally made at the lowest level appropriate

It is possible that the perceived lack of effective decision making at appropriate levels affects attitudes towards appraisals and decisions about whether to apply for promotion.

In 2019 there were several cross departmental presentations to promote good communication between departments.



Item	Valid N	% Fav	% Neu	% Unfav	Distribution
<b>CUSTOM DIMENSION</b>		-	-	-	
My personal/individual needs are appropriately supported by my immediate manager	431	77	15	8	
Flexible or part time working requests are given proper consideration, in line with policy	380	81	14	5	
I would recommend Diamond as a good place to work for my daughter or female friend / relative	414	77	16	7	
Working flexibly has no detrimental impact on careers at the company	363	64	26	10	
If people need to take extended leave, the company provides effective support (e.g. Keeping in touch)	270	64	29	7	
Diamond deals effectively with work related stress	338	36	40	24	
Working at Diamond contributes positively to my mental wellbeing	418	46	34	20	
The company supports me in my efforts to care for my personal physical health	394	44	38	18	
I have a good network of contacts to help develop my career	417	38	33	29	
My immediate manager supports my career advancement	415	58	24	18	

Figure 69. Results of the 18 further EDI and Wellbeing questions added to the 2018 survey

We investigated questions where there were significant gender differences in percent responses (Figure 70).

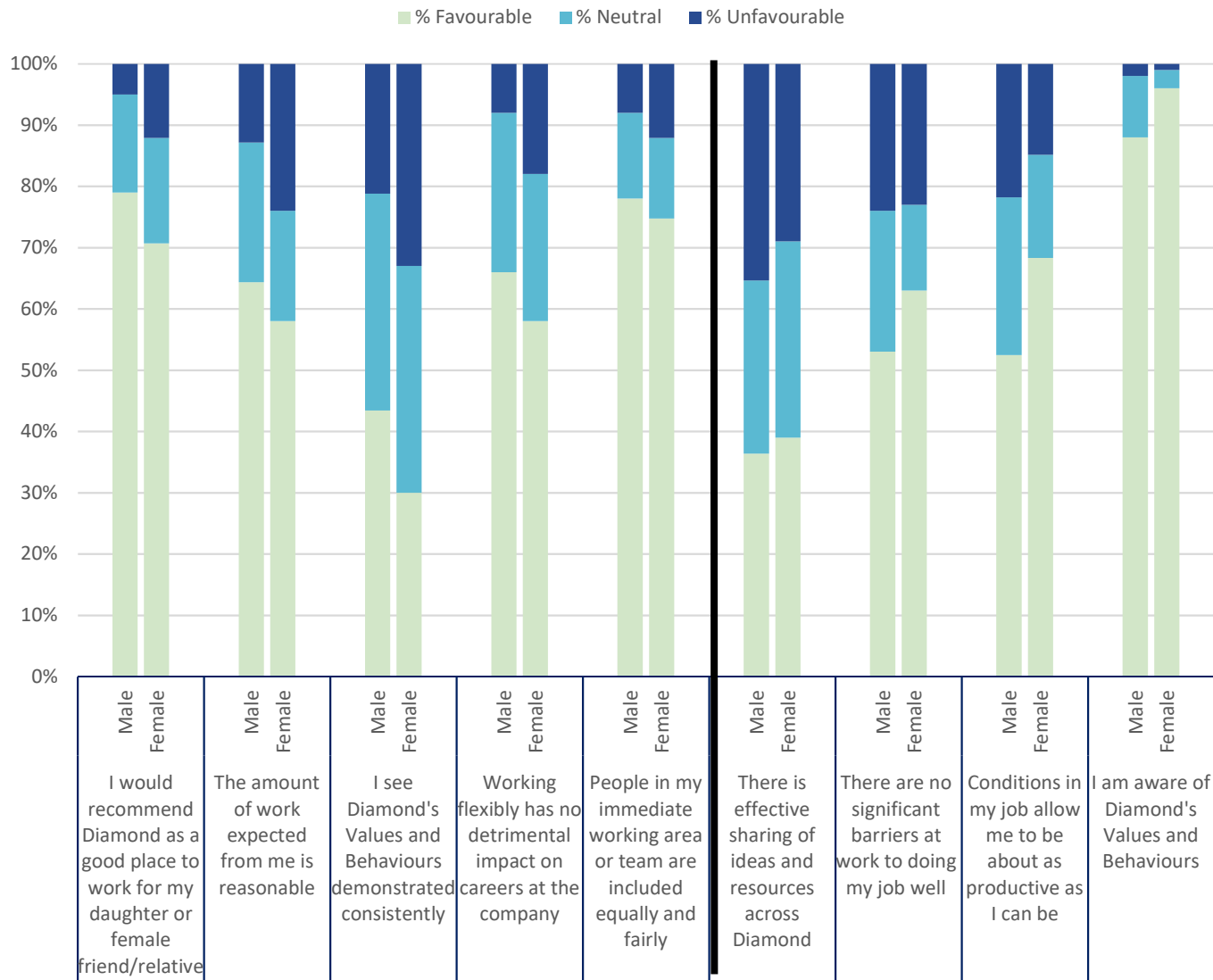
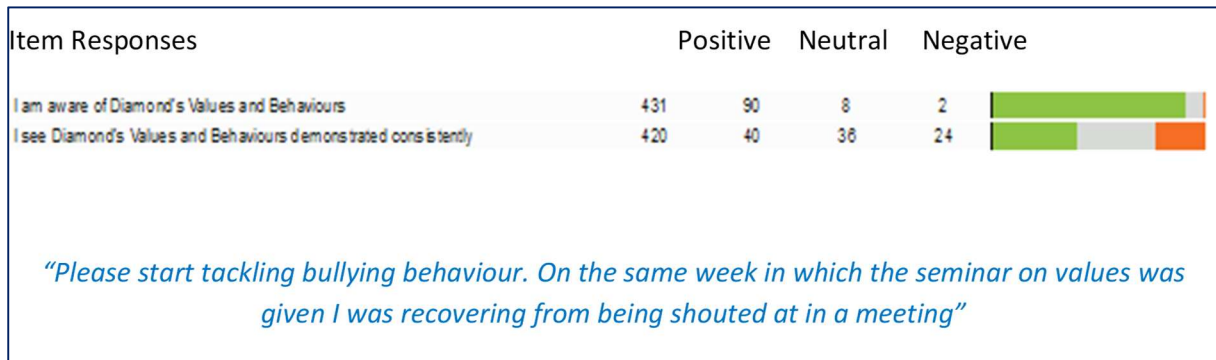


Figure 70. EOS questions with significant differences between genders and F on the left and M on the right.

One of the biggest gender gaps was between the awareness and demonstration of our values. More women than men responded negatively to this question. There were five complaints about inappropriate behaviour Figure 71. **Action 65**



**Figure 71: EOS survey results between the awareness and application of Diamonds values, launched in 2018 and quote from a woman from the free text response to the question: ‘What can Diamond do to improve EDI?’**

We also reviewed the free text responses Figure 73 and noted a negatively perceived ‘over focus’ on gender. We have been addressing perceptions and impact through various events (Table 6).

Since the survey five EDI Manager Briefings and the EDI online training has been rolled out.

## Inclusion Key Messages



### What do we all want?

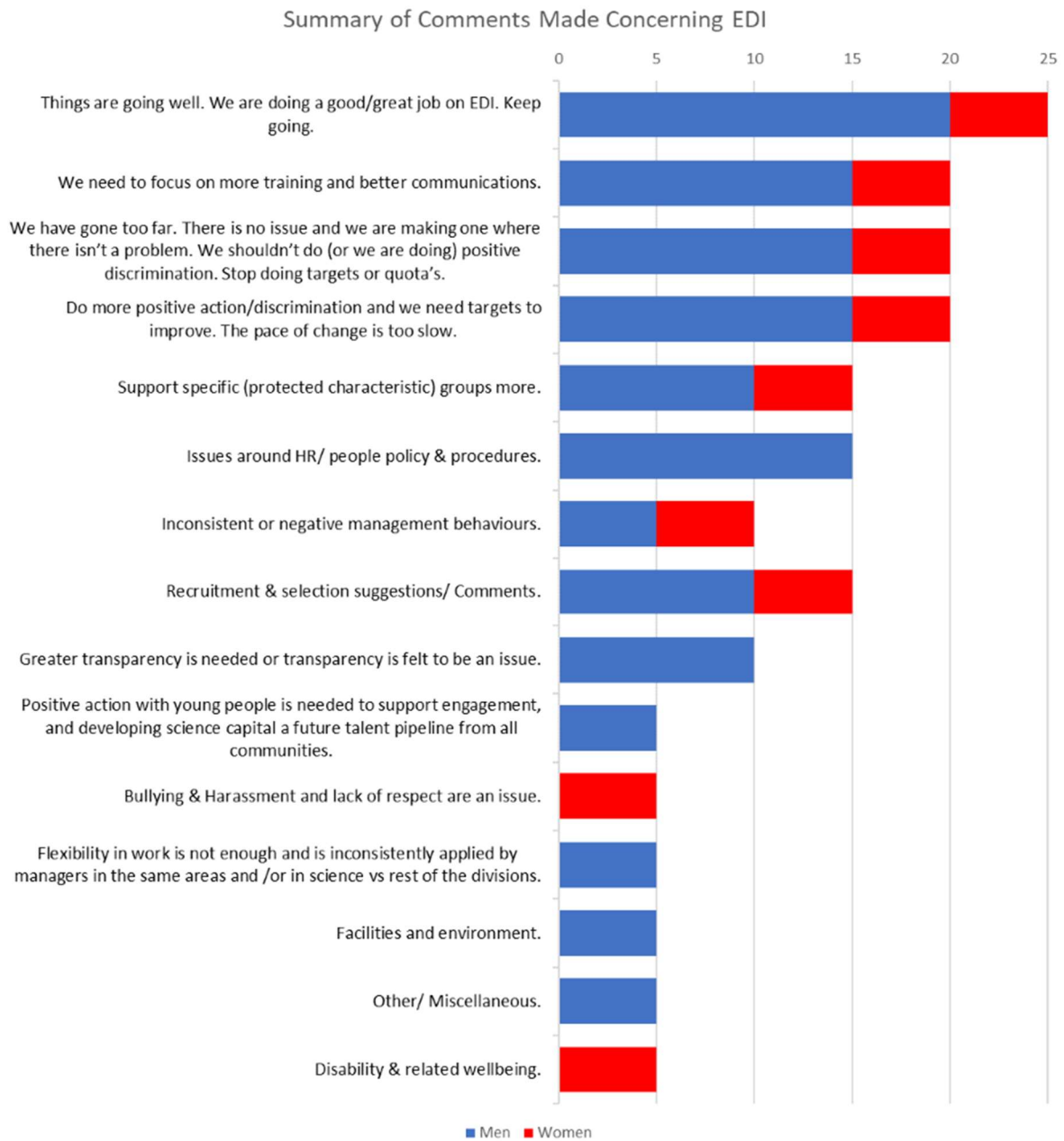
- To be ourselves at work
  - Enabled to be excellent
- A pleasant and inclusive working environment
- A level playing field
  - Barrier free

### Common Myths

- EDI only for women and/or minorities
- Positive action/ vs ‘positive discrimination’



**Figure 72. Slide from Managers Briefing, which explained key issues – gender inequality research, global skills gaps and the organisational drivers for inclusivity**



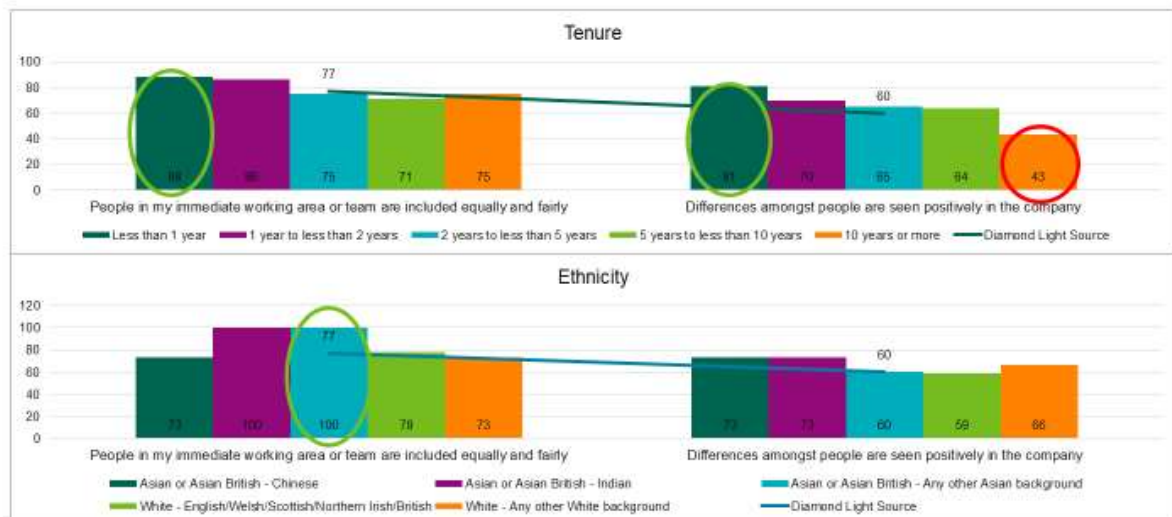
**Figure 73. The EOS included an open EDI question – “What Can Diamond do to Improve EDI?” 150 respondents’ gave 177 responses which were analysed and collated into the above 15 categories**

Continued leadership role modelling of the expected behaviours and ongoing evaluation via surveys was supported through recent Exec EDI Leadership workshop and recent adapted MDP. Most of the Executive have sponsored or attended at least one EDI event or training on Gender Equality.

Positive EDI management behaviours are gradually being embedded. Excellent examples include, heads of teams have successfully lobbied for a DJT Fellow and the Head of SSCC request to evaluate the Graduate Scheme which found early career women and men felt supported.

The survey showed staff longer in tenure and in senior grades are less satisfied (Figure 76). Work undertaken includes promoting flexible working, pensions and pensions support offered. Ethnicity differences were also highlighted with white 'other' staff being least satisfied which we believe is as a result of Brexit. In September a Brexit working group chaired by the FCS Director was convened. A new Visa Policy with financial commitment to staff affected by Brexit is also now in place.

## Equality, Diversity and Inclusion – deep dive (cont.)



\*Green circle represents a demographic group scoring significantly above the group overall  
 \*\*Red circle represents a demographic groups scoring significantly below the group overall

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**Figure 74. EOS 2018 Korn Ferry Data Analysis of Tenure and ethnicity responses - staff presentation of the 2018 survey.**

Older employees (Figure 75) are less satisfied overall (Figure 76) and we incorporated Age into the EDI Strategy as a priority. Comments made in the EOS and in the AS focus groups were by women who felt were that although they didn't feel discriminated against by gender they were affected because of their age and/or because of disability.

Actions are planned in promoting the "Wellness Action Plan" and a new Wellbeing or Disability Passport, is in development in the context of Disability Confident Level 2 and 3.

Word count 839



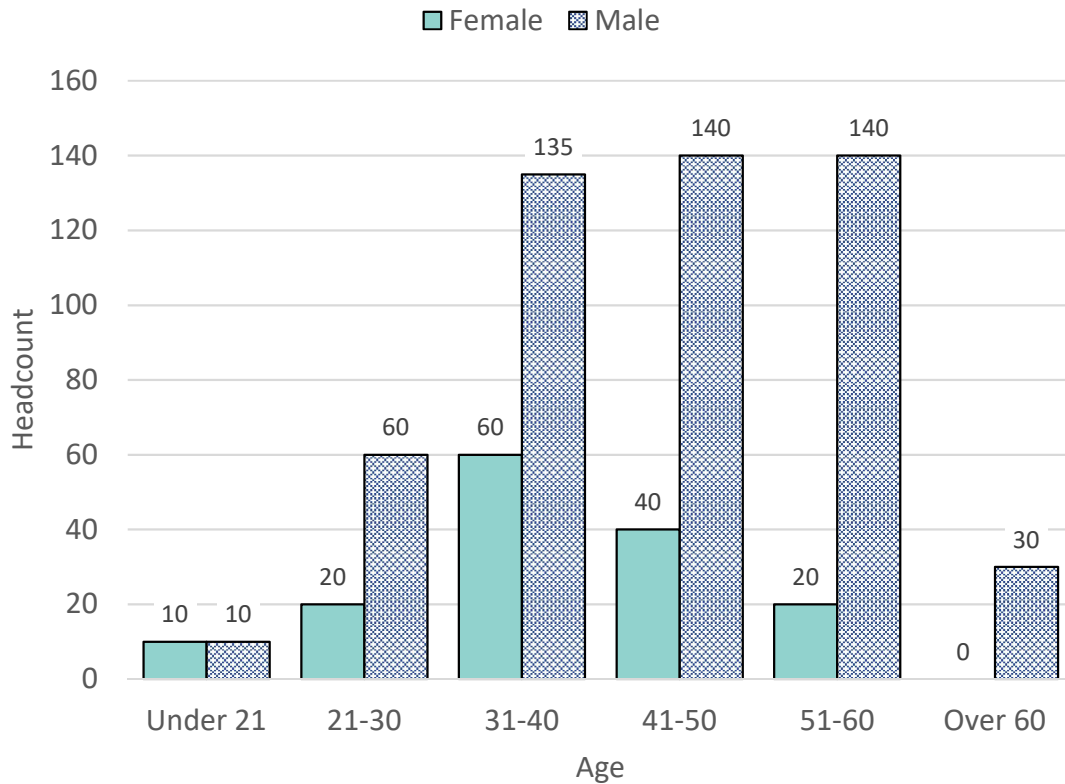


Figure 75. Diamond Staff age profile June 2019

## Equality, Diversity and Inclusion – deep dive



\*Green circle represents a demographic group scoring significantly above the group overall  
 \*\*Red circle represents a demographic groups scoring significantly below the group overall

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Figure 76. Korn Ferry Data Analysis EOS differences in satisfaction rates by age range

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#### 5.4.ii. Institutional policies, practices and procedures

Institutional policies are developed by specialist staff, including HR and legal staff who occasionally utilise expert consultants in the relevant area; they are reviewed by the appropriate internal committees and stakeholders. Final sign off is by the Executive. For example; the EDI Policy was revised in 2018 after consultation with HR and the EDI Steering Group and ERC. We will also work collaboratively with other RI's to learn and share from good practice. **Action 7.**

Word count 73

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#### 5.4.iii HR Policies

There have been no Employment Tribunal cases in Diamond. Complaints and grievances are monitored and investigated, and trends reported. HR report an increase in complaints since 2015 which is seen positively because it indicates greater staff confidence in grievance process. Staff in several consultations also said they feel issues are now being addressed.

HR policies and HR updates are all available on the intranet.

HR reviews People Policies regularly (target is eight per year) and consults key stakeholders, including the EDI Manager, Prospect Union and the ERC at each review. The new Appraisal Policy is being reviewed by the ODWG and will be finalised soon after completion R&R. The Disability (Workplace Adjustments) Policy is due for review and will be done through the UAN initially and then more widely. **Action 67**

We will survey carers and review family friendly policies with the assistance of WF in 2020. **Action 52**

Feedback since October 2017 has provided insight into the gaps between policy and practice. It is summarised below – and includes only feedback specifically from women and from male and female carers.

Word count 176

Issue	Action
Sexist behaviours in some areas, some women feeling 'exhausted by the constant need to prove themselves', felt this was 'much less of an issue for men'	<b>Action 65</b> <b>Action 69</b>
'Inconsistent decision-making by managers' linked to flexible working in science division in particular	<b>Action 29</b> <b>Action 52</b> <b>Action 64</b>
Affordability of SPL only available to staff if both parents eligible.	<b>Action 11</b>
Lack of understanding of family friendly and other forms of support on offer	<b>Action 29</b> <b>Action 52</b>

**Table 22. Summary of feedback**

#### 5.4.iv. Heads of units

The Heads of Units at Diamond are Grades 1-3. The gender breakdown is shown in Figure 16 in Section 4.2.i .

Word count 21

#### 5.4.v. Representation of men and women on committees

The committees in Diamond are shown with percentage of female members. The most influential are highlighted in bold. 'Influential' is defined as 'having power to affect necessary changes directly' without recourse to any other or individuals other than the Executive Directors (Table 23).

Committee	2015			2016			2017			2018			2019		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
<b>Executive Committee</b>	1	5	17%	1	4	20%	1	4	20%	1	4	20%	1	4	20%
<b>Employee Representative Council (ERC)</b>	5	10	33%	5	10	33%	5	10	33%	5	10	33%	5	10	33%
<b>Safety, Health and Environment Committee (SHEC)</b>	10	15	40%	10	15	40%	10	20	33%	5	20	20%	5	20	20%
<b>Technical Division Coordination Committee (TDCC)</b>	0	15	0%	0	15	0%	0	15	0%	0	15	0%	0	10	0%
<b>Athena SWAN SAP</b>	10	10	50%										15	10	60%

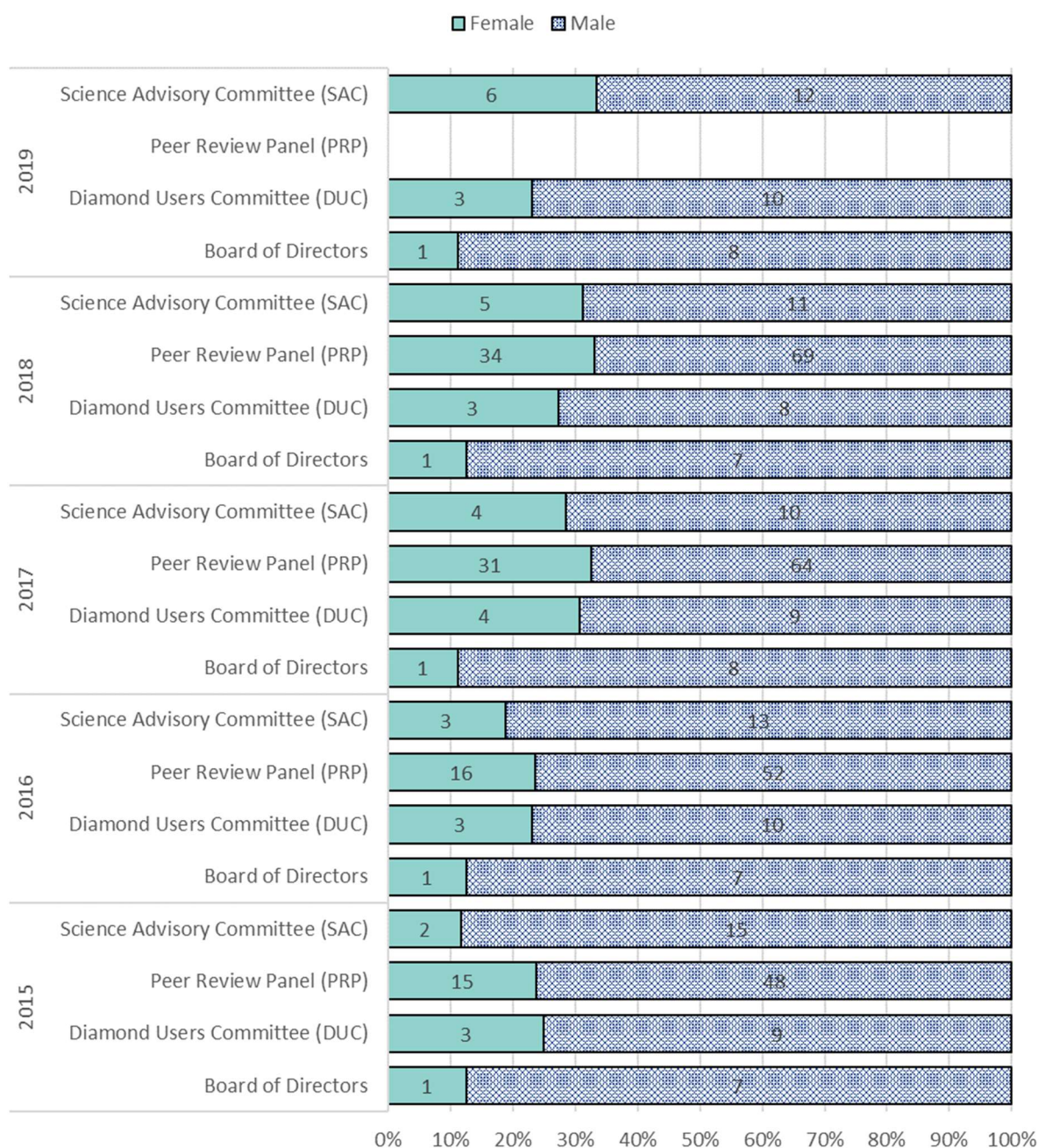
**Table 23. Gender on Diamond's decision-making internal committees**

Staff are usually assigned to committees or working groups by job role.

The Executive have recently had a Leadership Development Workshop which included creating an inclusive environment and awareness of barriers some staff face. This will be followed up during 2020 with Executive Coaching. As direct consequence, the Science Director revisited the Diamond II project committees to ensure more people are invited to participate. **Action 72**

Word count 107

#### 5.4.vi. Participation on influential external committees



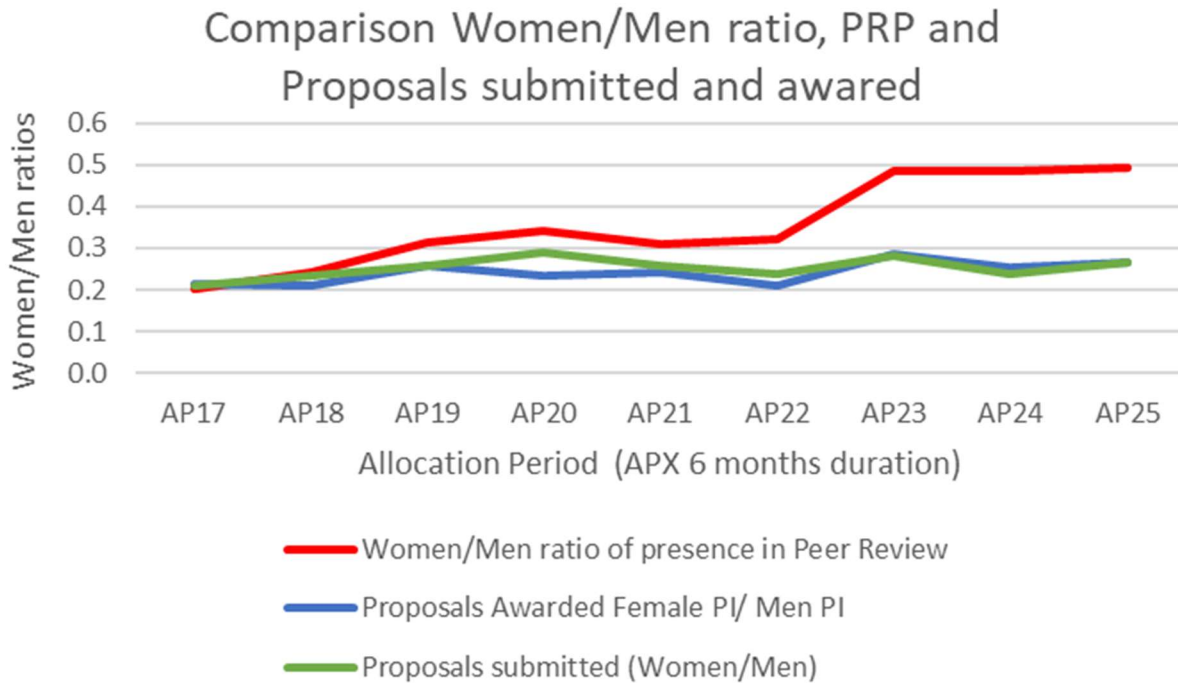
**Figure 77. Gender Balance on Diamond’s most influential external advisory committees**

Over the last 5 years the female representation on the most influential advisory committees has hardly changed. (Figure 77)

The Peer Review Panels (PRPs) are a key decision making panel, controlling which users can conduct experiments at the facility. They represent a group of experts in each discipline/technique, and they are nominated by Principle Beamline Scientists and by existing panel members, with their nomination ratified by directors. Each member sits on PRP for three years. Diamond influences the careers of external scientists through the Peer Review Process that allocates beamtime to allow investigators undertake their research.

There have been significant increases in the representation of women on the PRP over the past 5 years with little change in impact on awards (Figure 78). The data reflects the gender balance in Life Science vs Physical Science. Leaders and managers involved report that more effort has been made in considering gender equality, including ensuring there are women in the lists from which all panels are chosen.

Word count 164



**Figure 78. Comparison of gender ratio on PRP and proposals submitted and awarded**

#### 5.4.vii. Workloads

We manage and report working hours through the HR system, except for those at grade 0-3. Employees Grade 4 and below log their hours through HR software. System use is inconsistent; particularly within user support roles in Science Division and staff feedback has highlighted a belief that many people don't properly record their working hours.

Some employees, especially on are routinely working longer hours, especially in beamlines where automation is not possible. Long hours impact on ability of carers to plan and increase stress. Operationally, there is often a 'last minute rush' to take flexi time before it goes above 21 hours; many staff lose their flexi allowance.

When there are team absences – because of ill health, staff leaving or because of carers leave, issues around lack of flexibility are compounded.

Staff working on projects are benefitting from the introduction of new resource management software for projects, this has given us a view of staff capacity for the first time and has resulted in projects being re-scheduled to accommodate availability of resource.



HR data on working hours are reported to the Exec quarterly. There is an Employee Wellbeing Report which includes recorded hours and flexi overtime, currently with the Executive. Directors are working on the new 10-year plan in which there are established resource needs which will help to address the root cause of long working hours in some areas, including provision for additional staff. In the meantime, Wellbeing report recommendations include engaging with staff and Group Leaders to identify the best solutions. **Action 73**

Word count 253

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#### 5.4.viii. Timing of meetings and social gatherings

Meetings are generally scheduled 9-5 within normal working hours, but in practice, few meetings start earlier than 10. Technical Division tends to have more stable working hours and start slightly earlier at 8am and finish at 4pm. Meeting also tend to start and finish on time in this division. Feedback from focus groups suggests that some meetings within Science Division do run until 5pm and may even run over. **Action 74**

Social gatherings such as the Christmas Party and the Christmas Carols drinks are held in working hours. Some Divisions have 'away days' which may extended beyond 5pm for the social gathering. Transport provision is always made for those who need to leave on time.

Diamond's run schedule means that during run times it can be difficult for scientists to schedule additional activities, while the reverse is the case during shut down for technicians, who are often busy maintaining the machine. **Action 64**

Word count 149

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#### 5.4.ix. Visibility of role models

The Communications team takes care to ensure, women and other minority STEM groups in imagery are shown being actively involved or directing work, not in assistant roles. We have committed to better monitoring of outreach **Action 76** to enable recognition of effort and have increased the numbers of women on the influential peer review panels which determines which scientific projects are chosen (Figure 78).

Eight female students (in 2018 and in 2019) presented their work to a Diamond wide audience raising their visibility and profile.

Diamond staff share the STFC Women in STEM network, and in 2019 co-delivered 2-3 events with each attracting 40-50 staff. SSCC has less than 10 women in a group of 100. At the Annual Away Day organisers invited an external senior scientist to present her Beamline work and encouraged two women one as a panel chair and one giving a presentation on Raspberry Pi.

In a 78% male organisation, it remains an ongoing challenge to avoid making already busy women responsible for heightened visibility and to prevent tokenism. Diamond continue to encourage males to act as positive role models for gender equality. Since 2017 Diamond has delivered events encouraging men to raise flexible working and the 2019 Modern Men event, which attracted over 45

staff, had a panel of three men who had all taken SPL; one had taken two sets of leave and said things were much improved and all said they wished they could have taken more time.

**Action 16, Action 18, Action 26, Action 35, Action 70, Action 71**

Word count =245

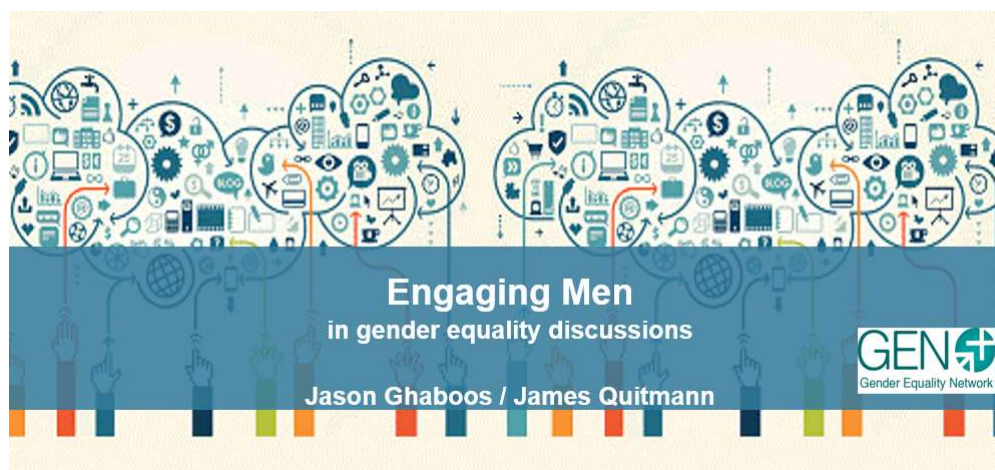


Figure 79. Posters from events with gender equality issues linked to men

5.4.x. Outreach activities



Figure 80. Diamond staff at The National Eisteddfod, Wales 2016



Figure 81. Diamond at The Blue Dot Festival 2019

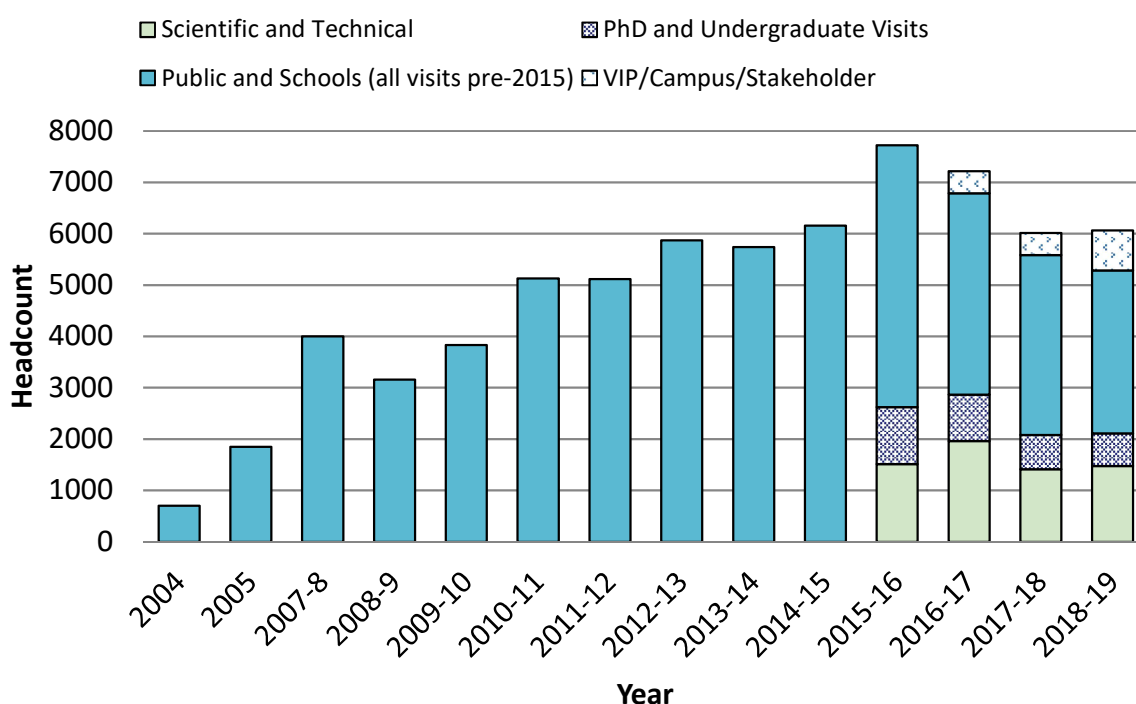


Diamond’s objective “To engage and inspire the general public through promoting science” is coordinated by a small public engagement team supported through employee volunteers. We host 3-4000 public (Figure 82) and school visitors per year. We also attend external events; festivals (Figure 80, Figure 81), science fairs and visit schools.

Diamond encourages staff to get involved in outreach activities as part of their roles. However, there is no formal acknowledgement or recognition for staff engaging and it is not included in the review/appraisal process, which is a barrier to involvement. Staff support these activities either as part of their day to day work or they take TOIL. There is limited demographic information recorded about staff participating in outreach. **Action 76, Action 77**

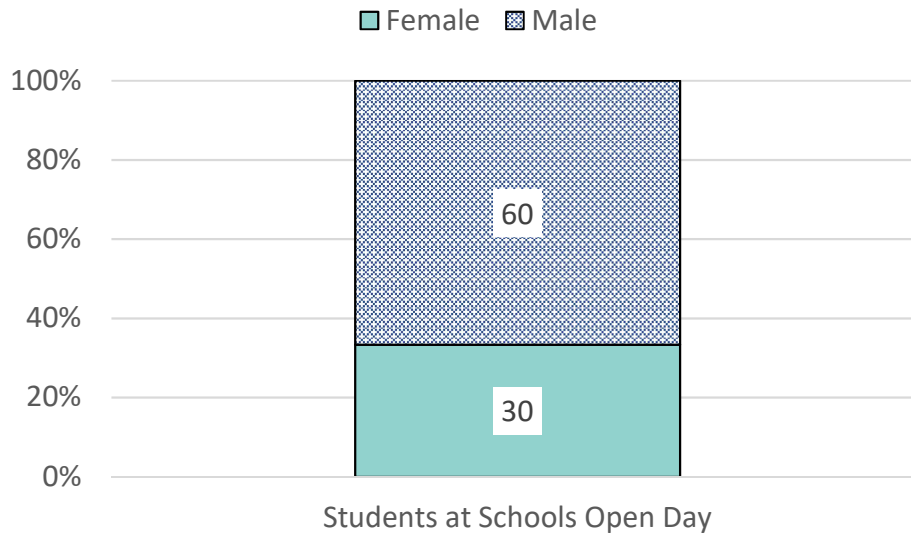
We listen to employees and tailor involvement to individuals. We have identified barriers to engagement; offering opportunities at a variety of times/days and have found alternative activities for people where mobility issues are a barrier. If people are not comfortable directly working with the public, we ensure other opportunities are available, for example helping to prepare materials.

Public visitors come to ‘open day’ events but we do not monitor these groups (Figure 82). **Action 75**



**Figure 82. Annual Number of Visitors to Diamond by Type, Note: Before 2015-16 definitions of events were not clear enough to obtain relevant statistics:**

School visitors attend activities during the year. For under 16’s the gender balance is fairly representative. Post-16 groups tend to be mainly male physics students so we take steps to make sure we encourage girls.



**Figure 83. Male and female students June 2019 Schools Open day, 6 schools (3 state and 3 independent) attending one event**

We use feedback from staff and visitors to mitigate or remove barriers. We offer events at different locations, times and science ‘levels’ to support accessibility and help reach underrepresented audiences.

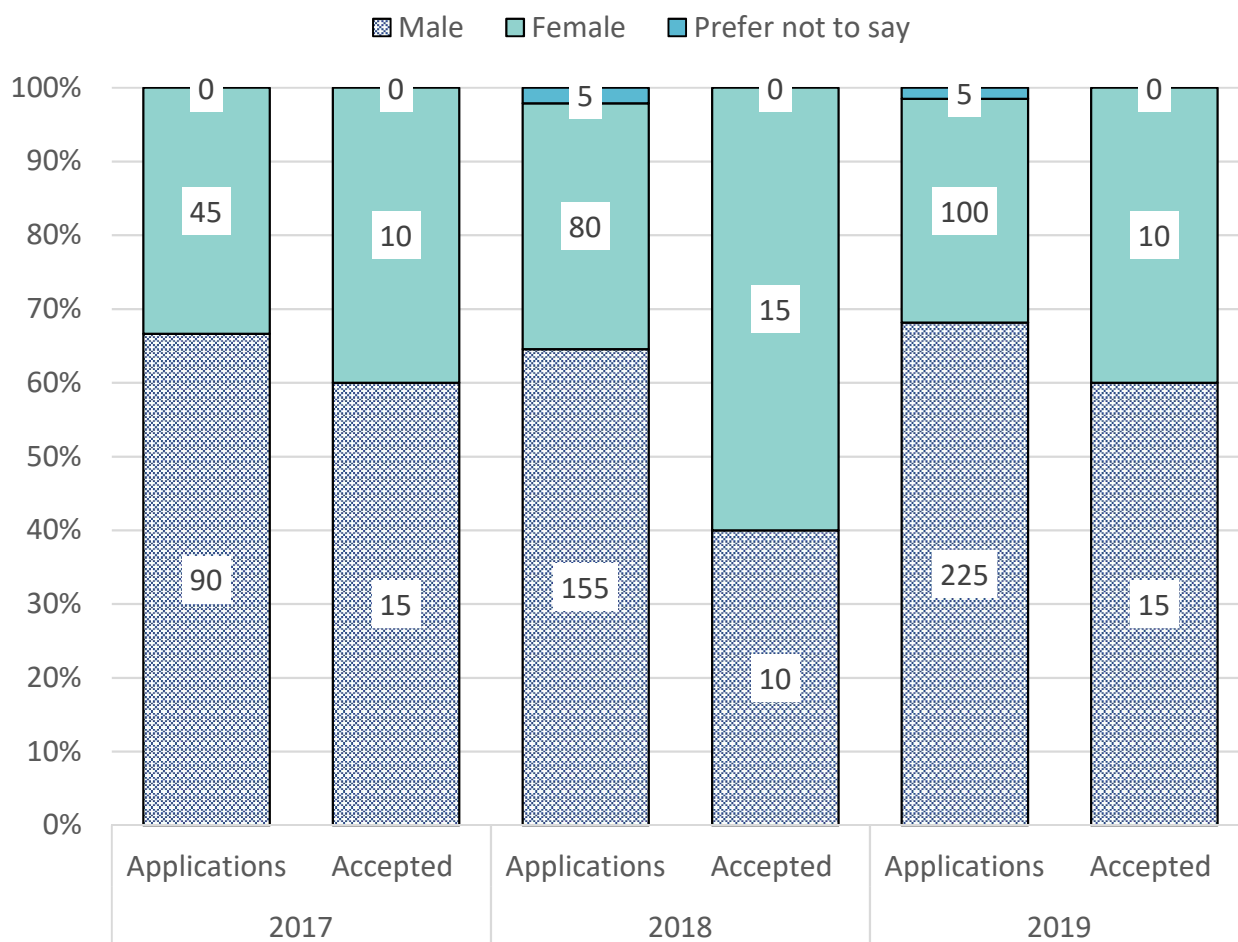
We also undertake positive action, and we hold the female only ‘Science in Your Future’, annually taking 100 KS4 students. And specific subjects, e.g. A-level Biology days, which engage more females.

Annually 25 students aged 14-18 undertake work experience (Figure 84, Figure 85). There are more male applicants than females, but females were more successful in 2016 and 2018.



**Figure 84. Work Experience students at Diamond 2017**





**Figure 85. Percentage of total work experience applicants by gender.**

We are aware that a high proportion of work experience students are from private schools meaning that state schools are under-represented. We must therefore make more resources available to support schools that have fewer resources and little access to facilities such as Diamond. This will help remove the barriers that people with less resource face throughout education and life and ensure that everyone has the same chance of a rewarding career in science and engineering. **Action 79, Action 80.**

Word count 390

## 6. Supporting trans people

### 6.i. Current policy and practice

Gender Reassignment is included in the EDI Policy, which sets out expected behaviours and guides employees to methods for complaint. Our policy also refers staff to the Grievance and Prevention of Harassment Policies including the steps to take for anyone who feels they have been treated unfairly. All staff have undertaken Equality Act 2010 training which includes expected behaviours, links to the policy which must be read, and test questions with a pass requirement. Two members of HR have also undertaken online training through GiRES, training will be extended to the rest of HR in 2020. Further actions are outlined in Table 24.

In support of a very comprehensive anti-bullying and harassment policy, we are currently reviewing at 'Preventing Bullying and Harassment' training with Prospect Union and intend to roll out 'Active Bystander' training for staff to empower colleagues to support each other in the event of inappropriate behaviour.

Below is a chronology of actions taken to increase awareness.

Action/ Impact if known	Month and Year
ACAS Transgender Guidance available on staff intranet	Sept 2017
Diamond LGBT Ally Flag available from EDI Manager 30 were requested by staff, more were ordered	Nov 2017
EDI Baseline Assessment Report to the Exec	Feb 2018
LGBT History Month Communications and information about mental health, anti-bullying and harassment and local support links	Feb 2018 & Feb 2019
LGBT mental health awareness seminar delivered by Dr. Beth Hellen, founder of STEMinar Harwell Science Campus LGBT network and five Diamond staff attend	May 2018
New EDI Policy launched	October 2018
GiRES Transgender guidance and online learning available to HR Team	October 2018
EOS – 4 people commented Diamond should do more to support LGBT staff	November 2018
EDI Manager undertook enei Trans Webinar	March 2019
CEO highlights Diamonds' support for Pride in STEM in 'all staff' talk	June 2019
Diamond supports Pride in STEM and Harwell STFC Pride in STEM Day	July 2019

**Table 24. Actions taken to support transgender and LGB people at Diamond**

#### 6.ii. Monitoring

LGBT inclusion has had limited profile in Diamond; as evidenced by the fact that no-one mentioned LGBT issues during the one to one 'pervasiveness' interviews with staff during the initial EDI Baseline Assessment and there were just four LGBT related comments in the EOS. Although Diamond offers the option 'non-binary' gender in the HR Online system, from which anonymous data reports are generated, no-one in Diamond has used this category as of June 2019. There have been no LGBT related bullying or grievances raised with HR and discussions are under way with Prospect Union to support LGBT members of staff, including through the appointment of a Union EDI representative.

### 6.iii. Further work

Diamond employed an EDI Manager in 2017 to help develop and embed inclusion and significant groundwork has been undertaken. In the next 3 years this plan, including developing the MoU, will be implemented. Prospect members and five managers who were encouraged to attend the 2019 Pride in STEM event have discussed how Prospect and Diamond can support its LGBT members on site and we will be working collaboratively with STFC, Oxford University LGBT Network and union members on joint activities, including an LGBT event in 2020. **Action 82, Action 83, Action 84, Action 85, Action 86, Action 87, Action 88.**

**Word count 354**

## 7. Case studies: impact on individuals

Not applicable

## 8. Further Information

Diamond is undertaking the substantial R&R that encompasses a revised grading structure and the launch of the revised PDR process and when completed this should transform the way career progression is achieved. The grade review process has been on hold for more than 18 months pending the R&R outcome, this is reflected in the data and dissatisfaction noted in the staff surveys. Career progression aside, our key priorities are:

- Education, awareness and skills support in further developing an inclusive culture for everybody
- Ensuring our data is properly embedded on adoption of the new HRM IT system; enabling more regular and accurate management information
- The Exec have committed to addressing excessive hours in some of the Science areas
- Enabling important development and leadership/ change related work outside of people's core job descriptions; both to be better recognised in workload models and moving away from objectives on purely technical skills in the old APR system to more developmental objectives in the new PDR system
- Taking positive action to retain and promote more women in Science and recruit women in Technical Division and SSCC
- It is anticipated the above actions will result in small but steady increases to the overall 22% ratio of women in the next four years

WC 206

## 9. Action Plan

The action plan is found on the following pages.



		Planned action/objective	Rationale i.e. what evidence prompted this action/objective	Key outputs and milestones	Start	End	Person responsible for Implementation	Person responsible for Oversight	Success criteria and outcome
1	4.1.i	Support accommodation for students through advertising amongst staff and campus colleagues (C.f. Sesame project approach)	Remove barriers to students and equalise opportunities from currently over-represented private school educated students	Periodically and at busy times in the student life cycle - advertise for staff to accommodate students	2020	N/A	Student Officer	Head of Comms	Increase number of under-represented student groups
2	4.1.i	Provide small 'pizza' fund to support quarterly events and ensure all students are encouraged to meet other students and to engage with the PDRA Committee.	Wellbeing. Supporting networking and transition to work	Agree small budget based on attendee number at each gathering 4x per year; communicate to meeting organiser and get people to sign up at the start of the meeting - order takeaway	2020	N/A	Student Officer	Head of Comms	Positive feedback from PDRA committee and in EOS survey
3		Action dormant							
4	4.1.ii	Consider small bursaries for up to 5 Summer BAME students to cover travel and accommodation expenses.	Low numbers of staff from British BAME groups, particularly Pakistani and Caribbean women, who are known to be disproportionately under represented.	Develop criteria using 'Contextual Recruitment' methodologies and communicate in relevant stakeholder groups. Apply appropriate tracking measures using 'Contextual Recruitment' and make commitment clear in advertising and engagement activities	2021	N/A	Student Officer	Head of Comms	Increase number of under-represented student groups
5	4.1.ii	Provide small travel to interview bursaries where we know there are financial barriers to (non-summer) students both visiting or getting a placement at Diamond.	Previous students have said they had difficulties paying for travel 'upfront'. This disproportionately affects students with fewer financial resources and from some backgrounds.	Establish Student bursary scheme; agree parameters, develop a form and communicate widely amongst different networks and partnerships, including with university WP leads	Apr-21	Annually	Student Officer	Head of Comms	Students will get a small travel bursary to support their expenses.
6	4.2.i	Agree to increase women in STEM in Technical Division to 10% in 5 years and enable us to progress to Silver if we achieve Bronze AS	5% women in Tech disproportionately low	Identify potential roles/vacancies, Women in STEM relevant partners. Assess engagement and reputation/branding actions proven to be successful in improving applications. Review advertising and train managers.	Mar-20	Feb-25	Head of IFM; Head of Engineering	Director of Technical Division	More women in Technical Division
7	4.2.i	Establish minimum of two strong collaborative partnerships (with UK RI's) and agree further joint activities in	Learn from and share good practice with a view to achieving Silver AS requirements in 3-4 years	Identify potential partners - e.g. STFC and BGS, identify key partnership opportunities (e.g. cross organisational mentoring)		Apr-20	EDI Manager	SAT	Two strong collaborations enabling stronger case for Silver award

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		support of learning from others' best practice and progress to Silver AS		schedule regular peer learning meetings with key stakeholders					
8	4.2.i	Agreed DJT fellow annually. 1 DJT Fellow each year after initial pilot starting in June 2020 - when DJT have streamlined their process to accommodate non-academic fellows (e.g. engineers)	5% Women in Tech	Agree in principle; commit annual budget - 1 post per year across 3 year programme (PDRA salary); identify role and supervisor each year; advertise and support	Jun-20	Annually	Supervisor	Director of Technical Division	Successful fellowship experience in Diamond and Fellow feedback. Second fellow successfully hired in 2021/22. Enhanced reputation in market profile through DJT. More women hired in engineering in Diamond.
9	4.2.i	Encourage greater diversity in applications, including from BAME women in STEM and especially in engineering roles.	Few women in Technical, no increase of women in Science division and few (British) BAME women in STEM in Diamond.	Identify suitable partners with internal key stakeholders and plan 2 interventions per year. Consider Stemettes, AFBE and BB In STEM. Improve Diamonds engineering profile through proactive engagement and consider website and other branding/ marketing.	2021	2023	EDI Manager; Engineering Hiring Managers	Head of Quality & Engineering	Increase in applications from women, including BAME women
10	4.2.i	Managers responsible for hiring attend IET or similar Women in Engineering/ EDI Conference annually with a view to sharing learning with colleagues and agreeing ways to address barriers in Diamond.	5% Women in Tech	Nominate staff to attend diversity conference; women in engineering events and Increase knowledge and awareness by reporting back to teams to improve chances of attraction and recruitment for female engineers.	2020	2023	Engineering manager, Head of Quality/Eng	Director of Technical Division	Increase in applications from women, including BAME women
11	4.2.i	Explore more policy options and creative methods for increasing awareness and simplifying flexible working (for all staff);	increasing SPL, low numbers uptake; Higher proportions of women leaving at Grade 5, especially in User support in Science	WF review policies; carers survey to include manager questions; discuss with key stakeholders. Identify costs/ get executive agreement; execute policy/ procedure changes accordingly; communicate; Produce 'at a glance' guidance.	2020	2023	Deputy Head of HR	Head of HR	Positive response to questions about flexible working and flexi time in surveys from staff; fewer complaints about workload and increase in ability to participate in none core activities that enhance wellbeing and improve culture
12	4.2.i	Explore viability (with Line Manager's) of removing the 26-weeks restriction before staff can request formal flexible	Address higher proportions of women leaving at Grade 5, especially in User support	Engage WF to look at policies and compare with others organisation and benchmark best practice. Work out ROI / Cost / Benefit and	Jul-20	Jul-21	HRBP; Deputy Head of HR	Head of HR	Simplified SPL policy and greater staff satisfaction as measured in bi-annual Carers Survey

		Planned action/objective	Rationale i.e. what evidence prompted this action/objective	Key outputs and milestones	Start	End	Person responsible for Implementation	Person responsible for Oversight	Success criteria and outcome
		working, possibly with a trial period built into probation.		Budget estimate and make recommendations to Exec from approval.					
13	4.2.i	Increase SPL by allowing people to take it even if their partner or co-parent/ co-carer meet does not meet criteria so that the administrative complexity is removed and it is fairer, including for :- same sex adoptees, both Diamond employees or dual scientific career couples (those whose partners are students or in early career stages)	Very low numbers of men taking SPL. Staff can't afford to take SPL even if they want to. Staff and HR feedback - it is overly complex and difficult to apply.	Engage WF to look at policies and compare with others organisation and benchmark best practice. Work out ROI / Cost / Benefit and Budget estimate and make recommendations to Exec from approval.	2020	Aug-21	HRBP; Deputy Head of HR	Head of HR	Simplified SPL policy and greater staff satisfaction as measured in bi-annual Carers Survey
14	4.2.i	Participate in activities to raise awareness amongst BAME, female under-represented communities by partnering with community led organisations such as Stemettes, AFBE, Black British in STEM and with Universities.	Few or no Black British/ Caribbean or Pakistani in STEM in Diamond	Identify suitable partners with internal key stakeholders and plan 2 interventions per year	2020	2024	EDI Manager	Head of Engineering & Quality, SAT	Engineering engaged with agencies in two events per year; Increased awareness of Engineering in Diamond amongst wider communities as evidenced through attendance at events, and staff sponsoring and otherwise supporting partners' clients.
15	4.2.i	Executive Coaching for leaders in grades 0-2 for developing teams, leadership and management skills with an emphasis on coaching others for leadership roles and management.	Data shows disproportionate promotion. EOS feedback on need for greater devolved decision making, collaborative working and therefore need to build capability and capacity in management in wider teams.	Discuss issues and get feedback from Exec and GL's; Agree budgets locally, Identify needs/ suitable coaches. Leaders focus on /facilitate greater opportunities for working together to address strategic challenges through coaching conversations	Jan2020	Dec-23	Group Leaders, EDI & OD Manager	Executive	Higher satisfaction of senior staff in EOS response rates and of decision making at right levels.
16	4.2.i	Annually hold minimum 2 gender events to raise the profile of role models, increase awareness of gender inequality and the structural inequalities women face in male environments.	22% women overall has not increased and [EOS] Survey revealed some differences in men and women's' responses; comments/ recommendations from staff highlight some groups need more support to	Hold two events: March and in November. Work with key internal stakeholders to design content; agree 'sponsor' (introduce and support) from senior leaders; advertise widely; and work collaboratively with onsite partners (e.g. STFC) to share resources/ good practice	Mar-20	Mar-23	EDI Manager, 2 Executive Directors /Grade 2's	SAT	Minimum 45 staff attended and provide feedback; increase in awareness as measured by EOS Survey

		Planned action/objective	Rationale i.e. what evidence prompted this action/objective	Key outputs and milestones	Start	End	Person responsible for Implementation	Person responsible for Oversight	Success criteria and outcome
			understand gender and other inequalities						
17	4.2.i	Improve numbers of women applying for senior scientist and future PBS roles in order to increase the chances for women to succeed in leadership roles.	Low numbers of women in management roles;	Construct inclusive adverts. Develop positive action initiatives; GL/ management development & involved in determining the actions needed; development and engagement of staff; increase awareness of/ confidence about future opportunities	Mar-20	Mar-21	Science Group Leaders, EDI & OD Manager	SAT	Increased numbers of women in senior posts.
18	4.2.ii	Deliver minimum two EDI manager briefings per year to managers and promote relevant topics	AS Data - 22% women - not increasing numbers of women in Diamond overall, lack of women in Tech. Division	Determine EDI management skills needs: impact and mitigation of biases, gendered work, networking differences, positive impact of sponsoring and coaching on support womens' visibility and profile; discuss needs with Group Leaders and ensure wide attendance.	Apr-20	Apr-20	EDI Manager	Head of HR	Group and team leaders, Heads of teams and other line managers attend and are fully engaged. Well informed Managers who are aware of where to get information, guidance. Continued feedback, including good responses from staff in EOS responses
19	4.2.iii	Investigate proportionately higher numbers of FTC staff and slightly higher turnover in FCS/ CEO Divisions	Data indicates CEO/FCS have higher than expected FTC; higher than expected turnover (data presented FCS/ CEO together in the AS doc). Need to understand and address issues and prevent recurrence where unexpected reasons.	Investigate with Head of dept and address any issue that arise where not for usual reasons; Policy is usually FTC for short term isolated projects and long term leave of perm staff only.	2020	N/A	Head of HR	CEO	Increase in retention. FTC only used for maternity/ illness cover or short-term work needs
20	4.2.iv	Review leaver data from PDRA's who leave earlier than 7 months before the end of contract and identify reasons; take corrective action to prevent recurrence if necessary.	Better management information (MI) - including where data shows disproportionality- will enable leaders to understand, seek answers and address causes	Improve FTC staff analyses and regularly review leavers' reasons. Include PDRA leavers (earlier than 7 months before end of FTC) and for permanent grade 5 and 4 staff. Identify and address root cause, where appropriate.	2020	2023	Science HRBP	SAT	Understand and address issues and prevent recurrence where relevant. Protect reputation and improve quality of employee experience. Reduce loss where possible.

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21	4.2.iv	Track PT leavers by gender and ensure all female staff who leave areas where there are lower retention rates of women will be invited to a face to face exit interview with a relevant person and consider canvassing 'regretted leavers'	Where data shows disproportionality, better MI enable D to address root cause for leaving female staff who leave areas where there are lower retention rates	HR report leavers already. Consider how we can resource a face to face meeting when someone hands in notice and/or face to face exit interview. Amend procedures accordingly.	2020	N/A	HR	Head of HR	Increased completion rate of leavers exit survey; Better MI will enable relevant GL's to understand and address leavers' root cause where it is relevant.
22	4.2.iv	Consider methods to increase the percentage of staff who complete exit surveys to 50% by end of 2022.	Low response rates in exit surveys mean we cannot be sure about lack of data on reasons for leaving and therefore about how to address turnover in areas where it is higher than expected or disproportionate.	EDI SG consider methods to increase exit survey data. Managers to cascade information about exit survey results, increase MI to line managers; communicate results and what has been done based on feedback. And ensure we continue to analyse diversity of staff in data, take corrective action; recommendations for Exec MI report.	Jan-21	Dec-22	HRBP; EDI Manager	SAT	Increased completion rate of leavers exit survey; Better MI will enable relevant GL's to understand and address leavers' root cause where it is relevant.
23	4.2.iv	OD team Discuss Student development with student officer to assess needs and offer L&D on an ongoing basis	PhD students are 'honorary' employees and so don't get the same access to L&D	Increase access to L&D for the PhD students and offer through GEM	Sep-20	Apr-23	OD Manager; Student Officer	Head of Comms	Honorary status PhD students report satisfaction to the student officer with options for career development and the L&D offer.
24	4.2.v	Undertake Equal Pay audit	Is a key commitment in the GPG report and is advertised on our website to be completed by April 2020. To ensure men and women are paid the same rate for the same work within scale. Indicative data only in report.	Stakeholder analyses. Collaboration with Prospect Union, managers who have authority to deliver necessary changes. Involve workforce representatives to maximise the validity of the audit and the success of any subsequent action taken.	Mar-20	Nov-20	Head of HR	FCS Director	Reviewed equal pay data to reassure there is no difference in pay where we have the same pay for the same work and if not to inform corrective actions.
25	4.2	Explore options to create SSCC posts for PDRA's who may wish to consider careers in scientific software, especially data acquisition, utilising the experience in SSCC of the 'Graduate' Programme.	SSCC has shortages; some scientists are interested in SSCC careers according to PDRA committee and managers in SSCC. Diamond communications across internal groups is weak in many places which means	Engage key stakeholders; SSCC managers identify transferable skills and engage with PDRA committee with Post docs interested in SSCC roles.	Mar-21	Mar-23	SSCC / EDI Manager /PDRA Committee	Head of SSCC	PDRA's recruited into SSCC;



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			SSCC managers and PDRA's are not as aware of opportunities as they might be.						
26	5.1.i	Establish an EDI SG sub group (with EDI Ambassadors) to focus on EDI communications	Low numbers of women in Tech and SSCC and other teams. Staff feedback (survey) said need more comms on EDI; Women in EOS said they didn't feel they have access to networks and greater awareness of good practice is needed.	Improve access to understanding in internal promotion opportunities by sharing good practice, success stories and case studies. Improve social media reach; Develop 'stories' featuring positive role models; develop and publish case studies, esp. related to hiring and promoting women in Engineering. Share in relevant comms materials.	Sep-20	Sep-24	EDI Manager, Internal Comms; sat	EDI SG	Positive EOS survey responses. Reported increased awareness of EDI internally amongst staff; increased awareness leading to increased confidence and competence amongst key stakeholders and more widely amongst staff
27	5.1.i	Continue to raise awareness of Diamond's brand in engineering circles after carefully considering Return On investment	Low numbers of women in Tech and SSCC and other teams.	Agree a plan for how we will increase awareness of Diamond's engineering brand in the jobs market. For example, consider mini webpage in popular job sites such as Grad Cracker Jobs/ diversity job sites. Discuss EDI review of R&S with new Talent Manager and develop plans with Webmaster, social media leads and EDI SG. Identify potential ROI for mini-platforms /options to increase applications from female engineers.	Sep-20	Sep-24	Talent Acquisition lead; EDI Comms sub group	Head of Engineering & Quality, SAT	Increased awareness gradually resulting in more applications from more diverse groups; wider participation from young engineering visitors and students
28	5.1.i	Review (audit) Recruitment & Selection through an EDI lens using up to date practices and checking current practices with recruiting managers.	Low numbers of women in Tech and SSCC and retention/ promotion in Science	Internal audit/ review of whole R&S policy, process and practices; make improvements and take corrective action; simple hiring manager focus group to involve them in solution design. Consider recent innovations that work, for example 'contextual recruitment' methods; communicate findings, update/ make changes and train hiring managers where necessary.	2020	2023	Talent Acquisition lead; EDI Mgr	Deputy Head of HR	Audit of gap analyses completed. Improvements result in increased diversity in application pools.

	Planned action/objective		Rationale i.e. what evidence prompted this action/objective	Key outputs and milestones	Start	End	Person responsible for Implementation	Person responsible for Oversight	Success criteria and outcome
29	5.1.ii	Improve staff understanding of family friendly policies	Staff feedback that they are unclear on some policies, what they are used for and what they can be used for and this puts them off applying under the policy	HR develop a one page 'matrix' outlining all of the family friendly policies and flexible working options with signpost to more detailed information on each. Briefings on Policy, in particular in flexible working options and advice for managers and staff on good practice.	Sep-20	Sep-21	HRBP	Dep Head HR	Carer's Survey findings report staff are clear on our policies and confident in how to apply; managers increased awareness of how and when to use family friendly policies.
30		Action dormant							
31	5.1.iii	Increase understanding and skills required to apply for promotion / new job.	Promotion data shows women were not as successful in their applications compared to men;	Develop presentation and communicate. Include guidelines on how the grade review process in Diamond works and tips what a good candidate needs to do to apply. Similar to that developed for the Catalyst programme.	Mar-21	Mar-24	OD Manager, HRBP's	OD Manager	Improved numbers of women being successful in promotions and raised awareness amongst managers of issues that may impinge on success in job applications
32	5.1.iii	Incorporate gendered sponsoring research information into the mentoring training to ensure managers know the difference and benefits of each	fewer women in senior roles;	Provide information in training; mentors and sponsors understand gender (attitudinal) differences and consider sponsoring and how they can support others achieve longer term career goals. Sponsoring is a better method for supporting women in management roles	Sep-20	Mar-21	EDI Manager, OD Manager	Head of HR	Mentoring training include information and data on sponsoring benefits; increased numbers of women applying for, being hired and succeeding in senior posts
33	5.1.iii	Continue to deliver 3-4 open EDI Manager briefings and 2 face to face EDI training sessions per year	EOS feedback and AS focus group and EDI Strategic goals consultations that staff and managers need more development.	Develop 2 presentations and include AS Data /EOS feedback.	Mar-20	Sep-24	EDI Manager	EDI SG	Increase in positive responses in future EOS in free text responses
34	5.1.iii	Leaders promote the importance of developing teams' and individuals' career aspirations in line with the Values linked new Manager Behaviours	AS data and EOS feedback. Lack of career progression.	APR (PDR) - Career Plans for all staff. Finalise Competencies project. Values, manager behaviours are new and PDR's are all being re-developed. Will take time to bed down. Leaders role modelling and demonstrating their own commitment will be critical to success	Sep-20	Mar-25	OD Manager.	EDI SG	Increase in positive responses in future EOS

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35	5.1	Ongoing Unconscious Bias and Recruitment and Retention training to any managers who haven't yet attended or recently joined, delivered by expert Occupational Psychologist	EOS and Staff feedback/suggestions showed desire for more EDI training and that some groups are not engaged or are even 'anti' EDI (positive action)	Training available to book on GEM twice per year annually. Discuss and agree whether mandatory/strongly advised attendance for hiring managers every 3 years to ensure those who may need more support attend.	Mar-20	Mar-21	EDI Manager, OD Manager	EDI SG	>90% Managers trained in UB in Recruitment and retention
36	5.2.i	Continue with Catalyst gender development programme, advertise minimum 3 months in advance and continue to hold mixed M/F session.	Promotions and progressions data findings lower for women. Some women said they felt isolated; Catalyst covers support (networks) sponsoring uptake, buddying and networking skills	Get feedback from key managers to ensure full attendance considering science and engineering division annual workload and 'run' schedule related limitations.	Jun-20	Sep-21	EDI Manager, OD Manager	EDI SG	Satisfaction of 3/5 or above from 70% of attendees; increased attendance rates and participants will attend minimum or 4 out of 6 sessions (other than for family/ personal reasons)
37	5.2.i	Discuss AS data findings in relation to promotion, PDR and training uptake with Group Leaders and large team line managers.	Data shows lower uptake of L&D by men and higher completion rate of APR's for women but lower success in promotions for women.	Develop presentation and present to Managers, including potential for bias and discrimination; discuss barriers and root causes and options to increase completion rates of APR's (PDRs). Understand manager issues and co-develop actions. TNA and offer relevant in-house specific training.	Sep-20	Sep-21	EDI Manager, OD Manager	SAT	Identified root cause of issues; More women applying for promotion and higher grades; more women achieving promotion and parity of success with men.
38	5.2.ii	Communications/ reminders from HR to complete a PDR to be supplemented with information about upcoming changes to performance and manager objectives.	Poor APR completion rates	On completion of the reward and recognition project, manager objectives and behaviours will be more strongly linked to progression. Automated information on new processes to be added to HR IT system, allowing better MI & quality and compliance controls	Jul-20	Jul-21	HR	Deputy Head of HR	Increased completion rates for APR's
39		Action dormant							
40	5.2.ii	Deliver short briefings on the new PDR	Poor completion rates of APR's	On completion of R&R project. Incorporate AS data information (i.e. diversity uptake, completion and results) into briefing and training slides on APRs to existing, experienced managers with	Apr-20	Mar-21	HRBP	Deputy Head of HR	Increased completion rates for APR's

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				ongoing briefings every other year to ensure all new managers are also aware. Communicate the reasons behind the changes and how changes will be linked to their objectives					
41	5.2.ii	Deliver on-going PDR training (one-two offered per year) to support awareness, competence; including new staff or new to managing/ appraising employees.	poor completion rates of APR currently; lack of confidence it makes a difference to promotion opportunities currently	Incorporate new R&R changes into APR (PDR) training. Start to roll out training and gradually deliver PDR training to all line managers (when the R&R process is completed and agreed)	Apr-20	Sep-23	HRBP	Head of HR	Increased completion rates for APR's
42	5.2.iii	Improve uptake of different opportunities for career development and increase career development opportunities and awareness of alternative/ different routes	EOS found lack of progression to be area of high dissatisfaction. Career development opportunities are needed in support of progression	Communicate career pathways guidance document, which covers both upwards and sideways moves (when the R&R process is completed and agreed)	Apr-20	Oct-23	OD Manager Group Leaders	Head of HR	EOS feedback on career development training and professional development training is positive.
43	5.2.iii	Change first stages of recruitment processes to remind hiring managers critically review posts and also consider potential suitability of internal staff; with or without development need.	Low satisfaction rates in EOS with career development and more opportunities are needed in support of progression	Enhance query to Hireserve; add reminder to existing procedure; add to refresher and add benefits of developing existing staff to the recruitment training	Apr-20	Apr-21	Talent Specialist /OD Manager	Deputy Head of HR	Managers complete relevant information in Hireserve field. Internal and external audit spot checks highlight managers are considering internal and 'stretch' hires alongside external candidates;
44		Action dormant							
45	5.2.iii	Target and increase the enhanced and wide range of L&D personal development programmes available in support of skills and career development across a wide range of roles,	Employee feedback in some AS focus groups - Not all staff are as aware of the enhanced (GEM) L&D offer. Lower uptake of professional development by men; develop grade 5 and 6 women on FTC and support career development options	Comms to communicate benefits of particular programmes in context of career development and deliver in briefings to key groups of staff; dialogue with Group leaders to remind managers to encourage staff to develop and through their APR's (PDR). Include courses available through new apprenticeships.	Jan-20	Jan-22	OD Advisor	Group Leaders	Greater uptake and attendance rates at a wide range of L&D on offer; more requests from Line Managers on what is needed as collated by GL's and fed back to OD Manager

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46	5.2.iii	Encourage applications from women and BAME women in STEM and especially in engineering roles.	Few women in Technical, no increase of women in Science division and few (British) BAME women in STEM in Diamond.	Identify suitable partners with internal key stakeholders and plan 2 interventions per year. Consider Stemettes, AFBE and BB In STEM. Improve Diamonds engineering profile through proactive engagement and consider website and other branding/ marketing.	2021	2023	EDI Manager, Engineering Hiring Managers	Head of Quality & Engineering	Established good partnerships with 2 organisations. Delivered 1-2 events each year in partnership with local organisations, target universities. Attracted diversity of attendees; raised Diamond's profile and increased awareness amongst BAME engineers
47	5.2.iii	Continue with Catalyst development programme and address issues that impact on attendance; sessions planned on dates tailored to maximise attendance considering science and engineering division 'run schedule' related limitations.	Good feedback from participants (early career women) but low completion of the full programme. Due to mix of needing to be available at work and for family reasons.	Publicise widely and ensure rooms are booked well in advance and women and their LM's informed a minimum 3 months in advance. Send email to Line managers explaining issues and asking for their full support plus their attendance on one day which is a mixed session. Move the mixed session to near the start to help understanding of importance of full attendance - support needed from LM's.	Apr-20	Jun-20	EDI Manager	Group Leaders	Short term - an increase in no's undertaking Catalyst and attending every session; positive feedback from attendees and from LM's; longer term- increased promotions and further sponsoring and development opportunities for women
48	5.2.iv	Increase provision of and communications about training for 'Honorary' PhD students while they are based at Diamond to enable them to continue with their professional development in line with VITAE framework RDF.	Feedback from students. Help to compensate for limited access, due to their honorary employee status, and their lack of access to their host university L&D offer.	Check what is feasible and communicate offer. Seek feedback on needs; In early inductions stages communicate training at Diamond available to students and instructions about how to book via GEM.	2020	N/A	Student Officer; OD Mgr	Head of Comms	More 'honorary' students accessing L&D in line with their needs; measured through L&D offer and uptake by Student Officer
49	5.2.iv	Introductory networking session at a full day (Away day) for all Year 1 Diamond students in the early days when they first begin.	Feedback for greater networking opportunities and enable networking/ better support each other during transition from 'supported and sociable student life' into a professional work environment.	Agree budget/ staff time for an offsite or onsite 'away day' Plan activities; plan logistics and communicate details. Onsite costs will be lower - catering for	Apr-21	Sep-22	Student officer/ SAT	Head of Comms	Student induction and integration experience improved - improved feedback from student satisfaction survey



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50	5.2.iv	Provide an annual 'away day' event for all Diamond PhD students.	Feedback for greater networking opportunities, especially for those who are geographically isolated from each other by Diamond's separate beamline 'geography'	Agree budget/ staff time for an offsite or onsite 'away day.' Plan activities with a small key stakeholder group; plan logistics and communicate details	Apr-20	Sep-21	Student officer/ SAT	Head of Comms	Ongoing feedback (survey) shows increased Student satisfaction with induction and integration experience.
51		Action dormant							
52	5.3.ii	Undertake dedicated carers survey in 2020 with support from Working Families (every two years)	EOS is too broad to cover any detail about carers. Feedback from carers in the AS focus groups and in other consultations (see Table 5) indicated dissatisfaction but the sample is too small for robust conclusions.	Use feedback to develop questions with WF. Deliver the survey and action the results.	Apr-20	Nov-20	EDI Manager/ Deputy Head of HR	EDI SG	>70% Staff complete Carer's Survey with increasingly favourable answers over 4 years.
53	5.3.ii	Add information about the buddy scheme to the maternity pack and to the SPL policy	AS focus group participants suggested this and that all young women in early careers stages should have access to a buddy, preferably an experienced Diamond woman	Add Buddy clause to Mat/ Adoption, Fostering, SPL, Paternity and other Family Friendly Policies. Ensure those who act as buddy's are recognised for the support they provide, including TOIL. Communicate widely	Apr-20	Sep-20	HRBP	Deputy Head of HR	Staff report increased satisfaction with re-entry into work as measured through bi-annual carers survey.
54	5.3.iii	Ensure the enhanced Buddy Programme guidance is communicated regularly in relevant communications and policies	Currently working in induction but not well understood yet for disability or for maternity returners as it is very new. AS focus groups suggestion. Discuss with HR, enhance guidance in the Buddy document; monitor Carers survey staff feedback on Buddy scheme.	Continue to deliver training administered in GEM on mentoring. Create a mini page on intranet about what buddying, (mentoring and coaching) are; policy, training slides and how to participate.	Sep-20	Sep-23	OD Manager, HRBP's	Deputy Head of HR	Staff report increased satisfaction with re-entry into work as measured through bi-annual carers survey.
55	5.3.iii	Ensure knowledge and awareness of the suitable spaces for expressing in the multi-purpose quiet spaces;	people in the focus groups were unaware the zone 10 first aid room is also used as a facility where they can express and store milk	Advertise space, include information on available rooms and facilities (incl fridge/ freezers) in maternity pack. Ask about satisfaction with facilities on offer and other practical provision in the carers survey.	Jan-20	Jan-21	Soft Facilities Manager/ HRBP	Deputy Head of HR	In the carers survey questions about milk expressing facilities will measure use and awareness of available facilities.

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56	5.3.iii	Address reasons for PDR low completion rates	Lower APR completion rates by men	Communicate the new PDR process in alignment with the R&R project completion; embed changes into processes and roll out training and communications	Feb-20	Dec-20	HRBP	Deputy Head of HR; SAT	Increased completion rates of PDR's
57		Action dormant							
58	5.3.v	Consider how we can offer the same level of support (including face to face meeting) for those considering SPL as for those taking Maternity leave.	Low uptake of SPL	WF review policies; Update maternity and SPL policies and procedure docs; consider viability of HR offering face to face meeting in same way as maternity meetings are managed.	Sep-20	Dec-21	HRBP	Deputy Head of HR	Uptake of SPL improves. Positive responses in Carers survey in 2023
59	5.3.v	Explore options to increase uptake of SPL with support from Working Families.	Low uptake of SPL and AS focus groups highlighted SPL policy complexity, lack of widespread understanding and costs put people off	Set dates for policy discussion and consultancy advice from WF; Consider use of Modern Families Benchmarking tool; have Diamond current policy options benchmarked; check and agree further options on SPL with Executive and manage potential costs;	Apr-20	Jan-22	HRBP	Deputy Head of HR	Uptake of SPL improves. More people tell us they understand SPL; HR BP's satisfaction with how SPL is managed and available is increased; Positive responses in Carers survey in future.
60	5.3.v	Develop positive flexible working and SPL and carers case studies and communicate widely, including during key I events	Low uptake of SPL and AS focus groups highlighted SPL policy complexity, lack of widespread understanding and costs put people off	Discuss the issues with WF and get advice on what others have done, including use of benchmarking, training and other tools. Discuss with internal Communications lead and develop case study templates.	Jul-20	Dec-23	SAT; EDI SG Comms; EDI Manager	Deputy Head of HR	Uptake of SPL improves. Positive responses in survey and more people come forward with new case studies
61	5.3.v	Increase paid paternity leave to 4-6 weeks with support from WF	Feedback from staff that 2 weeks UK Paternity leave is unfair and out of touch with other countries; WF advise that some organisation are increasing Paternity leave regardless of UK Gov Policy.	WF review policies and advise on what others' have successfully done to address the practicalities; Business case containing recommendations approved by Exec; change policy and documents; communicate widely	Sep-20	Dec-21	EDI Manager; Deputy Head of HR	FCS Director	Fathers take longer paternity leave. Increase in positive responses in consultations and in future (carer) surveys
62	5.3.v	Increase uptake of SPL.	AS focus groups recommendation to ask managers what their barriers are and address their root cause where possible	AP Ask managers what their barriers are to flex amongst team members in a short survey. Having investigated take corrective actions where possible. Conduct carers survey every 2 years	Oct-20	Dec-23	EDI Manager, HRBP	Deputy Head of HR	Increase in uptake SPL. Increase in positive responses in future EOS

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63	5.3.vi	Survey LM's to identify what the barriers to flexible working options are from their perspective	AS focus group feedback	Survey; (Carers survey) Report & recommendations to Exec	Sep-20	Sep-21	EDI Manager	SAT	Uptake of SPL improves. Positive responses in survey and more people come forward with new case studies
64	5.3.vii	Develop more consistent use of the current system for scheduling people's 'bad dates' to allow staff to more realistically accommodate out of hours work and give time for those on call to make caring related arrangements	Carers, particularly women said in feedback that they struggle with their caring responsibilities when trying to accommodate schedules with less than 2-3 months notice. Limited flexi available to user facing staff.	Agree realistic minimum notice period for all Beamline scheduling and then GL's issue a scheduling memo or guidance with information on minimum notice when scheduling for the 'bad dates' of local contacts. Review simple annual poll to staff a year.	Jun-20	Jun-21	SGL's	SAT	Increase in positive responses as measured in a simple annual poll; positive responses in future EOS; user facing staff report increased satisfaction in scheduling; those who schedule report increased satisfaction of staff with the schedule.
65	5.4.i	Implement Active Bystander Training to whole company; led and role modelled from the top	EOS questions - values knowledge vs implementation gap. Different responses on implementation of values and linked behaviours by women. AS focus groups, EDI comments in survey and staff complaints and grievances	Continue to collaborate with Prospect union to support the prevention of B&H policy; senior manager pilot session on Active bystander Training. Agree budgets, confirm dates; GL's ensure commitment/ effective role modelling	Apr-20	Dec-23	EDI & OD Managers	Head of HR	All Grade 4 and above trained by end of 2020. Line managers trained by end 2021 and all staff trained by mid 2023
66	5.4.i	Improve options for flexibility for beamline staff where possible.	Retention in science and low numbers of women in technical; Technical - many older staff would like more flexibility. Feedback from both managers and staff in Science that organising flexibility in teams around users is challenging.	Canvass LM on barriers; deliver 'flexible working negotiation skills' training to support confidence when managing staff who all need flexibility. Include key fairness principles and legal considerations.	Sep-20	Jan-24	EDI Manager	SGL's	All Grade 4 and above (in science and in other divisions) trained in flexible working negotiation skills by end 2021; increased beamline staff satisfaction with flexible options in consultations and the next (2022) carers survey
67	5.4.iii	Disability Policy updated with Workplace Adjustment Policy and Wellness AP and disability (Accessibility Passport) forms; developed in consultation with disabled and neuro-diverse men and women.	Consultations found staff awareness of disability rights and responsibilities, particularly for carers who are managing disability, is low	Train and develop the UAN and ToR; review policy, plan and complete changes in associated processes; increase awareness of managers and staff; develop forms and procedures in consultation with disabled and neuro-diverse men and women before the usual staff	Jan-20	Oct-20	EDI Manager, HRBP, UAN	EDI SG	UAN competence/ confidence increased as reported by them in meetings; Policy reviewed, implemented/ communicated; Procedures updated and new process in place including Access to Work referrals. 50%

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				consultations through Prospect/ERC and Wellbeing Committees.					Managers trained in updated process by end of 2021, 100% trained by end of 2022
68		Action dormant							
69	5.4.iii	Implement values workshops across all divisions and large teams; as has been done in FCS	Low EOS satisfaction shown in values implementation and different responses from men and women about behaviours linked to values	Hold annual values workshops in each division as has been done in FCS with all team and group leaders in attendance as role models.	Apr-20	Sep-23	OD Manager; GL's	CEO	Values workshop completed in Science Groups; in SSCC; in Technical Division Teams and IFM and all key stakeholders (leaders in attendance as role models.) Higher satisfaction rates in future EOS /surveys.
70	5.4.ix	Identify skills needs amongst all Diamond staff, including all senior managers linked to developing diverse teams	Lack of senior women in general, few role models for early career women to aspire to which can have negative impact on aspirations and cause women to look elsewhere (affecting retention)	Agree with key stakeholders the necessary development actions to support longer term coaching skills and development. Share AS data and canvas Group leaders' ideas to address findings. Understand GL's views and any development needs as to how they can help support women and men in their teams.	May-20	Oct-23	EDI Manager; GL's	EDI SG	Increased number of women in senior roles. Fewer 'backlash' responses to gender equality and other EDI policy interventions in EOS.
71	5.4.ix	Consider rolling out executive coaching beyond grades 0-2 - to grade 3 after 2023.	Few women in senior levels; lower satisfaction of senior staff in EOS; coaching is good practice and proven effective to support building confidence and competence in leadership behaviours and to support leaders as effective role models	Coaching agreed as a result of positive feedback, and improved experiences of grades 0-3 who have taken up the opportunity and increased satisfaction of teams; budgets agreed and Executive supportive of coaching; coaches identified where internal capacity or capability is lacking.	Apr-23	Mar-24	OD Manager	Executive Directors	Minimum of 5 Grade 4 managers take up offer of executive coaching. Increasing numbers of women and minority groups are recruited and promoted into manager roles
72	5.4.v	Establish Inclusive Meetings guidance process and include as part of all groups' ToR in support of inclusive membership and behaviours of committees and working groups.	EOS different M/F responses in surveys; few women in senior roles;	Create database of committees and create a form/checklist; Develop draft guidelines with key stakeholders; communicate widely; incorporate into meeting skills training	Jul-20	Jul-21	Internal Comms	Meeting Chairs	Positive responses in EOS surveys

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73	5.4.vii	Address the root causes of excessive working hours. Record and manage working hours more efficiently and accurately. Address high workload in BL user support roles where there is low/ no automation. Explore options to manage user expectations in areas of high	Staff feedback on problematic recording of working hours; HR analytics; staff feedback on long hours is given as reason for not being able to engage in or be recognised for none core hours work - such as AS and employee engagement.	Review working hours recording systems and remove barriers to accurate logging. Investigate (understand) system/ structural and/ or behaviour barriers to accurate recording of working hours; undertake a working hours survey. Wellbeing report discussed and actions agreed by Exec.	Mar-20	Dec-23	Science GL	Science Directors	Working hours reported to Exec will reflect actual hours; root causes can be addressed based on evidence and understanding of risk, better data will have enabled line management controls to reduce excessive hours. Carers and those managing disabilities will feel better supported as evidenced in feedback sought and reported each year.
74	5.4.vii i	Complete and communicate the inclusive Meetings and events draft guidelines with Inclusive meeting checklist.	Low numbers of women in leadership and senior management; high numbers (14% of neuro-diverse staff and low levels of understanding about Neuro Diversity and disability identified in 2018 Baseline review) and therefore the wider impact on staff in meeting and events - especially in participation and attendance.	Canvas women and diverse staff who attend meetings - e.g. through EDI, UAN, Wellbeing and ERC groups. Create guidelines and adapt content (checklist) guidelines to enable them to be easily/ quickly adopted; gather feedback from participants	Mar-21	Mar-22	Internal Comms	SAT	Positive responses in consultations and EOS surveys
75	5.4.x	Improve recording of Visitors' demographics and where identified, consider who might be missing and which groups should be targeted	We lack detailed data on visitors and although student data sets are small there are strong indicators that we attract disproportionate numbers of young people from more privileged backgrounds	Establish appropriate indicators and develop forms to collect data. Discuss IT/ App based options with Corporate IT and Business App Manager. Communicate to relevant stakeholders; track and evaluate at appropriate times	Mar-20	Mar-23	Public engagement officer	Head of Comms	Trends reviewed annually and reported to EDI SG and to Key stakeholders
76	5.4.x	Improve recording of demographics of Diamond staff involved in outreach to improve diverse role models	Data on visitors is weak but it is thought that amongst young people there are likely fewer BAME, state sector educated than are reflective of the wider population. It would be helpful to ensure Diamond	Establish monitoring in line with Education sector and Census 2011 categories similar to those used in HR. Use outreach database. Plan a communications campaign to raise awareness of why, reassure about GDPR and usage (is legal and good practice in line with the	May-20	Jan-24	Public engagement officer	Head of Comms	Data will be collected, Trends identified and reviewed annually; will enable Diamond to take a more strategic view on outreach in line with our Corporate objectives in science



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			'field' a representative diversity of staff so that visitors are encouraged we are a diverse and inclusive place to work in.	Equality Act); establish a baseline and report trends annually (April).					education and communication.
77	5.4.x	Consider with leaders, ways to recognise non-core, voluntary and discretionary efforts and contribution and increase ways of recognising employee involvement; including in Athena SWAN, Wellbeing group and Disability Confident and Public Engagement	EOS feedback - low collaboration across Divisions; reported pockets of high workload; there is no formal recognition for engagement activities, there is evidence this creates barriers for employees involvement; the value of motivational engagement activity not widely understood, especially across inter-generational differences.	Identify the key issues and desired outputs with key stakeholders; for example - Values and behaviours employee engagement activities; consider introducing Diamond Awards for engagement activities; establish checklist for 'discretionary effort' recognition into new PDR's and create good practice case studies.	Sep-20	Apr-21	Deputy Head of HR	Head of HR	Diamond awards implemented; Increase in staff satisfaction as measured in EOS.
78		Action dormant							
79	5.4.x	Review ways to increase state school participation in STEM to improve science capital amongst wider, state school demographic;	Although data is very limited currently, data available in one small area of work experience (too small to include) shows Diamond has attracted disproportionate numbers of students from privately funded schools and from homogenously white areas of the country.	Review schools engagement to support participation of proportionate numbers of young people from state and independent schools. Establish stakeholder group to look at potential actions to widen participation. Consider options to influence private schools to support state schools in their areas in line with their recent changes to charity status and need to widen participation. Identify how Diamond can widen participation from school attracting more BAME students in STEM.	Apr-20	Sep-23	Public engagement officer/ EDI Manager	Head of Comms	Data shows wider demographic of participants; partnerships established with wider stakeholder groups

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80	5.4.x	Undertake 'positive action' with organisations who can facilitate networks to raise brand profile in diverse communities; undertake and support partnership activities to improve our knowledge and practice.	Data on visitors is weak but it is thought that amongst young people there are likely fewer BAME, state sector educated than are reflective of wider populations.	Identify suitable partnership organisations such as Stemmettes, BB STEM and Amos bursary. Establish a small group of staff (EDI SG members) who can lead on engagement such as speaking at events; develop effective partnerships locally and share resources to engage and hold joint events to increase brand awareness	Apr-21	Sep-23	EDI Manager	SAT	2 events per year attended by minimum 30 people from under-represented backgrounds; increased brand awareness in target communities as evidenced by feedback in event evaluation sheets and samples of social media highlighting successful engagement.
81		Action dormant							
82	6.3.iii	Increase awareness, understanding and rights/ responsibilities as an employer for trans and non-binary staff.	Low awareness of LGB (especially T) issues and unlikely staff feel safe to discuss - as no-one has identified themselves in the EOS or in HR personal data to tick the non-binary or other checkbox. During initial Baseline assessment (150 staff interviewed) no-one raised LGBT issues. In 2017 EOS no mention was raised. In 2018 EOS 3 comments that diamond has not addressed issues facing LGBT staff and the issues have no profile.	Use and promote trans ACAS and other guidance on the intranet. Use guidelines to further develop our work (stonewall, enei, GiRES, Gendered Intelligence, ACAS). Mandatory Trans awareness training for HR/ Comms Teams and involve HRBP's/ Comms in designing wider internal communication campaigns.	Mar-21	Mar-22	EDI Manager	Deputy Head of HR	Increase in quality of diversity monitoring data in particular declaration of trans status
83		Action dormant							
84	6.3.iii	Make Online GiRES training available via GEM; HR Team to encourage wider uptake.	Low awareness of LGB (especially T) issues and therefore less likely staff feel safe to discuss any issues.	GiRES Training available on GEM; Make GiRES training mandatory for HR/ Comms Teams. Invite key staff and staff and managers to event in Nov (Trans awareness month) with trans 'community visitors' to help bring issues to life.	Mar-20	Sep-20	OD Manager	Head of HR	100% uptake/ completion of GiRES training. HR enable to support staff on Trans issues; HR staff can advise staff on the GiRES training; Increase in quality of diversity monitoring data in particular declaration of trans status

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85	6.3.iii	Develop an MoU based on GIRES Policy recommendations.	Low awareness of LGB (especially T) issues by line managers.	Consult on the MoU with Diamond HR, staff, the Harwell Campus LGBT Network and Oxford University LGBT Network. MoU first draft completed in August 2020. Consultations and changes through until Dec 2020; Publish final MoU in January 2021; training and communications through 2021; Communicate the MoU to staff (for those who wish to transition or have transitioned at Diamond and those who need to support as line managers).	Aug-20	Jan-22	EDI Manager	Head of HR	Trans and non-binary staff or stakeholders tell HR/ EDI the system is acceptable and fit for purpose; ongoing reviews (starting in 2023) find staff are supported and/or offer feedback on what needs to improve.
86	6.3.iii	Increase LGBT awareness of staff and line managers, increase understanding of rights/ responsibilities as an employer and as colleagues for trans and non-binary staff and visitors.	LGBT staff may feel excluded, given the current LGBT low profile.	Support Pride in STEM and publicise diamond have signed the pledge each year. Develop simple awareness campaign during Pride. Invite LGBT speakers; share messages via Comms and invite LGBT staff to Harwell Campus LGBT Network meetings. Diamond HR presence at Harwell LGBT network, share network media and comms updates.	Nov-20	Dec-23	EDI Manager	Head of HR	Diamond wide message of confirmation detailing the Pledge. LGBT speakers at minimum one event per year; Diamond staff attend Harwell Campus LGBT Network meetings and events. Diamond HR presence at 3 Harwell LGBT network meetings per year. 3 examples of network media and comms updates presented to EDI SG throughout the year.
87	6.3.iii	Plan and deliver LGBT Allies training	LGBT staff may feel excluded, given the current LGBT low profile. Allies training has been felt to be helpful in other organisations as a way of increasing awareness and confidence and enabling more inclusive and natural conversations about weekends, families, etc	After consultation with Harwell and Oxford Uni stakeholders, share findings of consultations and discuss how to raise the profile of LGBT issues and increase awareness with Ambassadors and EDI SG in line with the EDI Goals to 'seek information about and remove barriers to participation and progress'. Plan and deliver LGBT Allies training, initially to EDI SG and EDI Ambassadors and other	Sep-21	Sep-22	EDI Manager	EDI SG	Delivered LGBT Allies training with attendance of minimum 20 staff.

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			groups and then deliver annual session on GEM. Train internal trainers.						
88	6.3.iii	Work closely with Trans and non-binary advisory agencies to ensure the fair and inclusive use of overseas and other benchmarks where data is not based on 'self-identification'.	We relied on publicly available 'gender data' that is unlikely to offer people the opportunity for self-identification of gender. In future we hope to access self-reported information from benchmarking sources	Investigate current available guidance and utilise EDI support groups to access information on good practice on benchmarking Transgender. Access support from overseas Trans advisory services who have research aims; ask for guidance on benchmarking with overseas data.	Nov-21	Mar-22	EDI Manager; data group	SAT	Increase in quality of diversity monitoring data
<b>DATA ACTIONS</b>									
D1	4.2.i	Develop a Diamond wide Dashboard for reporting people data relevant to Equality Act requirements and all EDI frameworks and standards used in Diamond.	Significant delays to AS process due to poor IT infrastructure in HR caused by very time-consuming manual methods to collect, analyse and report management information for 700 staff; we cannot reliably report on some aspects of diversity and therefore cannot identify trends or potential inequalities.	Determine reporting conventions; communicate GDPR compliance in relation to gathering and retaining Data on protected characteristics, Sex, Disability, Ethnicity, Disability, Age and Sexual orientation; Plus neuro-diversity /socio-economic for WP. Implement tracking around the employee lifecycle - entry to exit - into New HRM IT system and ensure same as in other systems e.g. 'HireServe,' to align measures. Communicate benefits to all staff, include in manager training.	Mar-20	Mar-21	EDI Manager, Data HRBP	Head of HR	more effective MI, more effective compliance with law, easier reporting means better decision making is possible, reducing costs and improving outcomes. Managed risks that legacy data is not lost. Enable us to achieve bronze, Silver and other awards. reduce HR workload.
D2	4.2.i	Increase numbers of staff completing their voluntary personal data information by 10% each year	We do not currently have capability or capacity to report on staff personal characteristics which means reassurance we have treated all staff fairly and	Determine reporting conventions; communicate GDPR compliance needs in relation to gathering and retaining Data on protected characteristics. Reassure staff and explain what we use the	Apr-20	Apr-24	Deputy Head of HR	Head of HR	HRM system in place: Communications Campaign delivered. Each year minimum 10% more staff complete their personal data; Exec will report better

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			equally. This is due to lack of granularity in the data held, e.g. on ethnicity, disability, etc	data/ feedback for (e.g. to make considered improvements). Communicate benefits to all staff, include in manager training.					MI; Responsible Managers will justify resources and plan to support the needs of different staff.
D3	4.2.i	Report HR Analytics (diversity monitoring) to increase transparency/granularity, enhance effective action planning; and reassure staff with evidence that the data is being used to make improvements.	We do not currently have capability or capacity to report with confidence or granularity on staff personal characteristics. We need evidence we treat women and diverse groups of staff fairly and equally.	As confidence and numbers of those reporting increases, we can demonstrate how this has been used to improve Wellbeing. Report anonymised data for the whole company annually on the HR intranet pages. Refer to the EDI AP and Strategy and give specific examples - e.g. knowing about the Neuro-diversity from EOS being 14% allows us to better plan the internal design for the new Diamond House Ext.	Apr-20	Apr-24	Deputy Head of HR	Head of HR	New HRM IT system will be able to run quality reports. 50% staff will have completed their personal data by end of 2022.
D4		Report leavers data by protected groups.	Higher loss of women in Science division; continue to monitor and track exit data; reporting results will help reassure we are treating everyone fairly and have evidence where actions need to be taken that we are taking them.	Check progress on retention of women in Science division, where there is a higher (22%) leave / exit rate than men (18%). And more widely to ensure we haven't inadvertently lost more people from a particular group more than others. Enable MI reporting to Group leaders and Executive Directors annually. Develop actions to mitigate or address any different results.	Apr-20	Apr-24	Deputy Head of HR	Head of HR	Reduction in areas where there is any discrepancy in exit data by any group
D5		Benchmark entry level staff and students (m/f, ethnicity, disability, neuro-diversity and socio-economic backgrounds) to enable reporting against HESA STEM data every three years for AS (Silver) and for good MI and action planning	Currently we have limited data available (beyond sex) to ensure we know when we need to be taking action and be broadly improving our ability to attract talented people from ALL available pools in line with HESA	Compare our data at entry recruitment and student (PhD attraction, work experience) to HESA available data	Jan-23	Sep-24	EDI Manager/ Student Officer	Head of HR	We can measure whether we are attracting students and staff from broadly reflective available pools in relevant STEM areas. If not, we can plan positive action and take steps to reduce gaps.



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D6		Collect data on offer and uptake of all career enhancing training and report inclusion and diversity by division	Not all data on training is collected in GEM and as GEM is new we currently have incomplete data on offer and uptake of training across different groups (e.g. men/ women) and in all training or L&D offered.	Map out all training and ensure all (non mandatory) career enhancing training is diversity monitored at offer and uptake. Track results annually and identify / report any trends indicating discrepancy between sex, ethnicity, age, disability and so on is tracked.	Jan-20	Mar-21	OD Manager	Head of HR	All responsible officers will report offer and uptake of training by gender. Granularity in information will allow us to know we are being fair and inclusive and keeping our commitments as set out in EDI policy.
D7	5.1.iii	Improve the formal recording of all upward promotions across Diamond including application/ offer and uptake for new jobs, grade reviews and career pathways	Data on promotions was only collected for the past year. Information is minimal and not all promotions, grade reviews or career pathway changes have been recorded formally and /or may not be accurate. Employees have requested greater clarity on what a grade review, career pathway process or promotion is/ means across the company.	Define upward promotion; communicate information as the R&R project is completed and the backlog of other projects are completed. On implementation of the new HR IT system, promotions will be easier to formally record and enable reporting which will increase transparency and understanding.	Jan-20	Dec-21	Deputy Head of HR	Head of HR	Information about promotion will be formally recorded in the new HRM IT system. Data will be analysed and reported; EOS will show staff satisfaction with transparency and access to career progression and associated process.