

Ulster University Athena SWAN Action Plan 2017-2021

We have grouped our Action Plan into the following four themes:

- **Governance**
- **Culture**
- **Career Progression**
- **Transitions**

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
A.1	<p>Refresh and expand membership of the ASC to oversee the implementation of the AP.</p> <p>The membership will include the new Director of People and Culture.</p>	<p>The ASC will replace the SAT as the body overseeing the implementation of the new AP providing support schools for applying/renewing AS awards.</p> <p>The new Director of People and Culture will be a member to ensure that AS is embedded within the organisational culture and strategies.</p>	i. The membership of the ASC will be refreshed to reflect the expanded Charter.	April 2017	April 2021	ASC Chair	<p>Increase in the diversity of the ASC.</p> <p>Includes a minimum of 30% of any one gender representing STEM, AHSSBL and P&SS across grades; at least one UG & PG student & BME staff proportionate to the percentage at Ulster.</p>
			ii. ASC to meet quarterly and oversee all AS related activities.	June 2017	Quarterly	ASC Chair	4 meetings conducted per year.
			iii. Production of an annual report including progress on the AP. Present the annual report to the ASC and the SLT and post on the website.	First annual report produced June 2017.	Annually, in June to 2020.	ASC Chair	<p>4 annual reports considered by ASC and SLT. Publicised on website.</p> <p>100% of actions in AP completed within the timeframe.</p>
A.2	Raise awareness of Athena SWAN within Ulster University.	Our survey and focus groups highlighted differences in awareness between STEM and AHSSBL staff, and P&SS in general. In addition to	i. AS will continue to be a standing agenda item on all STEM Faculty Boards, and will expand to AHSSBL Faculty Boards and all school executive meetings.	Initiated in April 2017	Quarterly	Athena SWAN Co-ordinator	AS included as a standing agenda item on all STEM and AHSSBL Faculty Board meeting and school executive meetings.

A. Governance

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		women being more engaged in AS than men. AS awareness needs to be raised amongst all staff and students.	ii. Celebrate success of AS awards by publicising on AS website, University communication platforms and celebratory events.	April 2017	Annually	VC in collaboration with the AS Co-ordinator	4 annual events celebrating AS at Ulster. Successful applications publicised on the AS website, and staff portal, Insight, social media and recruitment/admissions webpages.
			iii. AS pulse survey to all staff every two years with intersectional analysis.	Feb 2019	Feb, every 2 years.	Athena SWAN Co-ordinator	Increase response rate to 50% in STEM & 45% in AHSSBL by 2018. Improvement in the level of awareness and impact of AS.
			iv. Presentation of AS to the AHSSBL's Deans and HoS's to raise awareness and enable engagement with the Charter.	May 2017	May 2018	Athena SWAN Co-ordinator	All AHSSBL Associate/ Executive Deans and HoS's aware of AS and engaged with Charter. Staff time allocation and resource for school/department AS activities approved.

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			v. Circulate description for AS Champion and AS Student Champion roles to all STEM and AHSSBL schools, particularly encouraging male staff and students.	May 2017	May 2018	Athena SWAN Co-ordinator	<p>All STEM and AHSSBL schools identify a student AS champion and 100% of schools engaged with Athena SWAN.</p> <p>At least 5 more male staff members becoming AS Champions.</p>
A.3	Provide support for AS school awards and bronze renewal/silver applications.	4 STEM schools hold an AS award, with 2 awards pending and 2 more schools applying in April 2017. Support will be given to the remaining STEM schools preparing for or renewing awards. With the expansion of the Charter, the support will now cover all the AHSSBL schools (n=11).	Commit dedicated staff time and resource to level required to gain/renew awards and support AS Activities.	April 2017	April 2021	Deans and HoDs	<p>All schools engaged in the AS process by 2021. AS School Champion identified and SAT established.</p> <p>All STEM schools applied for an AS award by November 2019.</p> <p>75% of AHSSBL schools apply for an award by April 2021.</p> <p>All schools going for an award conduct an AS survey.</p>

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
A.4 High priority	Improve collection and reporting of recruitment data to enhance understanding.	Current recruitment processes do not retain complete shortlisting data sets.	Implement data within the HR system, enabling access to all recruitment stages including the shortlisting data.	Jan 2018	April 2021	Director of People and Culture	Complete data on shortlisted candidates available.
A.5	Establish a central data platform for schools on SharePoint.	Schools currently collect data from the AS Co-ordinator, who in turn has to approach different points of contact within the institution for the relevant information.	Create a platform on SharePoint where each school can directly access data required for AS submissions and for monitoring their progress. The data will be reported on an annual basis for all schools.	June 2017	Annually in June	ISD lead on SharePoint and AS Co-ordinator	SharePoint platform established. Accurate & reliable Institutional and school data collected annually and easily accessible by AS Champions within all schools.
A.6 High priority	Appointment of an Athena SWAN Co-ordinator on a permanent contract.	AS co-ordinator is on Fixed-Term contract until June 2018.	Appoint an AS coordinator on a permanent contract, to work closely with the ASC, the AS Champions and all schools engaging in the AS process.	Post advertised Sept 2017	Position appointed Jan 2018	University Secretary	Athena SWAN Co-ordinator appointed on a permanent contract.

<p>A.7 High priority</p>	<p>Establish a Central Fund.</p>	<p>A range of activities are being implemented to support AS. A central AS fund of £100K has been approved.</p>	<p>To cover school AS award application fees, funding for AS activities and events across the University and to include a support scheme for returning carers (see action B.5. below).</p>	<p>May 2017</p>	<p>Reviewed annually</p>	<p>ASC Chair</p>	<p>Funds in place to support AS at Ulster, monitored by ASC. Evaluation and impact of fund reported in the AS annual report.</p>
<p>A.8 High priority</p>	<p>Establish a system to record all requests for flexible working, approved or denied.</p>	<p>Our flexible working reports denote who was approved, we do not record requests denied.</p>	<p>Establish a system to collect data on requests for flexible working at school/ department level.</p>	<p>Sept-Dec 2017</p>	<p>Review annually thereafter.</p>	<p>Director of People and Culture</p>	<p>Data on flexible working requests denied will be captured and actions implemented as appropriate as a result of the findings.</p>

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
B.1 High priority	Implement a mentoring scheme (AME) to all academic staff, for both men and women.	The evaluation of our AS pilot mentoring scheme for STEM female academics (FAME) evidenced the benefits of a formal mentoring scheme. We will build on this successful pilot and roll out the programme to both men and women.	i. Create the infrastructure to: <ul style="list-style-type: none"> • Introduce and coordinate provision • Run AME on an annual basis as a 12 month mentoring scheme • Achieve a min of 12 pairings in year 1 (24 staff) 	Sept 2018	Aug 2019	Director of People and Culture	Formal mentoring scheme in place. Annual growth in numbers participating in AME (target min 12 pairs per year).
			ii. Evaluate AME annually with an overall evaluation by 2021 (e.g. increase in women applying for senior roles and returned to the REF).	Sept 2019	Sept, annually	Director of People and Culture	Scheme monitored annually and reported to ASC. 3-year evaluation report produced in 2021 showing impact on staff and University.
			iii. Identify areas where mentorship can be used to meet specific requirements of other staff groupings.	July 2018	July 2019	Director of People and Culture	Areas identified and scheme expanded as appropriate.

B. Culture

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
B.2	Ensure that the CPD activities are aligned to individual appraisal and career progression, in line with the Strategic Plan 5&50.	The 2013 Staff Survey showed only 58% engagement in the appraisal process. We are committed to ensuring alignment of individual and organisational goals and identification of CPD plans, and have agreed a KPI of 100% engagement.	Annual report to SLT showing annual incremental increase in engagement and staff with a personal development plan linked to SP&50.	July 2018	July 2019	Director of People and Culture	100% staff with a CPD plan linked to SP5&50.
B.3	Develop maternity/parental leave/adoption guidance for line managers to structure support before, during and after leave and raise awareness of paternity and shared parental leave.	Both the AS survey comments and the focus groups indicated that staff felt there is inconsistency in the way maternity leave addressed.	i. Guidance will ensure consistent support for maternity/parental leave including cover and awareness of KIT days, shared parental leave, support for the transition back to work i.e. flexible working options, breastfeeding facilities and childcare providers.	Nov 2017	June 2018	Chair of ASC subgroup (subgroup to include academics and P&SS with experience of returning from maternity leave).	<p>Guidance developed subgroup and approved by ASC</p> <p>Guidance automatically emailed to line managers when a maternity leave request has been made.</p> <p>Guidance promoted via website, staff portal, plasma screens and posters.</p>

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		During the reporting period very few members of staff availed of paternity and parental leave, especially among academics.	ii. Raise awareness of maternity guidance and of KIT days and shared parental leave and paternity leave, and the support available for staff returning from leave.	Sept 2018	Ongoing	Director of People and Culture	At least 2 awareness sessions per year. Increase in uptake of KIT Days, paternity leave and shared parental leave. 90% improvement in the AS survey responses for awareness and satisfaction around leave provisions.
B.4	Promote gender equality within the new Doctoral College.	In some STEM schools (i.e. within the CE Faculty), female students comprise under 30% of the PG research students.	A gender equality sub-committee within the new college will review and discuss gender data and issues affecting postgraduate research students and postdoctoral staff across disciplines.	Oct 2017	Meet twice a year until 2021	Pro-Vice-Chancellor Research & Impact	Gender equality group established. Any gender issues identified and acted upon.

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
B.5 High priority	The establishment of Returning Carers Scheme.	Evidence from the AS survey and focus groups identified a need to support returning carers with their career development.	Establishment of <i>Funding for Returning Carers</i> scheme to offer grants to assist returning carers, both men and women, to re-establish their research and teaching profiles (e.g. training, attendance at conferences, relief of teaching, equipment to support independent research).	Sept 2017	Annually, 2 calls per year.	Chair of ASC subgroup	<p>ASC subgroup established to oversee the development and management of scheme.</p> <p>Scheme offered to all academic and research staff, with 2 calls per year.</p> <p>At least 10 staff benefited from the scheme each year.</p>

C. Career Progression

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.1	Undertake an Equal Pay Audit.	The last audit concluded no significant equal pay issues. The University will carry its next audit in 2017.	Implement findings from Equal Pay review group.	May 2017	Sept 2017	Equal Pay Review Group	Equal Pay Review Group established. Findings of Audit presented to SLT and ASC.
C.2 High priority	Ensure gender balance on committees and increase the number of female STEM HoS.	We have already carried out a review of our committee structure and we have reduced the number of committees.	i. Ensure a gender balance on committees (including faculty boards) and task and finish groups.	July 2017	Ongoing	Director of People and Culture	Gender balance on University committees and task and finish groups. Where possible, ensure a minimum of 40% of any one gender in any influential institution committee (including faculty boards).
		In STEM less than 25% of HoS are women. As membership of senior strategic committees such as Senate is an experimental enabler for promotion, we want to encourage females to	ii Include an AS positive recruitment statement within HoS recruitment emails circulated to all academic staff.	April 2017	June 2017, and evaluate annually.	Director of People and Culture	An increase in the number of women HoS to at least 30%.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		put themselves forward for these roles.	iii. In institutional committees where colleagues are voted in, such as Senate, suitable female candidates will be actively encouraged to put themselves forward.	April 2017	Ongoing	HoS and Directors	Suitable female candidates identified and actively encouraged to put themselves forward.
C.3 High priority	Utilisation of the principle based approach to the workload model to facilitate staff returning from carers break and AS activities.	In addition to providing financial support through the Returning Carers Scheme, an adjusted workload will be assigned where possible.	i. Those returning from carer break will have a lighter workload in the first semester after their return.	June 2018	Aug 2018	HoS and RI Directors and Director of People and Culture	An adjusted workload will be assigned to returning members of staff. At least 70% of the AS survey respondents feel the workload model fair and transparent by 2021.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		In order to support and encourage wider engagement of staff in AS and ensuring staff can dedicate the necessary time needed preparing for AS awards and implementation of AP.	ii. Consult the AS Champions as to how much time they dedicate to AS on a yearly basis and recommend to HoS's to include in the Champions' workload model.	Sept 2017	Feb 2018	Director of People and Culture	100% staff involved in preparation of AS submissions will have their work recognised and approved within workload model by 2019.
C.4	Roll out UB training available to all staff.	We currently provide face-to-face UB training. The training helps staff to understand the barriers presented by UB and how it impacts on decision making.	i. A general face to face training session to be provided on alternating campuses once a month, available to all staff on a first come, first served basis.	Began in Sept 2016	Ongoing, on a monthly basis.	Equality and Legal Manager	20% of all academic and P&SS participated in UB training by 2021. Attendees report better understanding of UB and how to avoid bias in the workplace.
			ii. Tailored sessions to schools upon request.	Sept 2017	On request	Equality and Legal Manager	Improvement in understanding of UB within the schools.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			iii. Online training to be developed and disseminated to all staff.	Sept 2017	March 2018	Equality and Legal Manager	Online training developed and uptake maintained annually.
			iv. Staff on promotions or recruitment panels undertake UB training.	Sept 2017	Sept 2019	Equality and Legal Manager	100% of staff on promotions or recruitment panels participated in UB training by Sept 2019.
C.5	Continue to hold family and friends events.	These new events led by the Provosts on each campus are a positive team building opportunity for staff and a thank you to their supporting family and friends.	The Provosts of each campus and individual schools will invite all staff and families to enjoy events at different time of the year, Christmas, Easter, summer holidays etc.	April 2017	Ongoing	Provosts of each campus.	Events held on each campus 2-3 times a year.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.6	Raise awareness of flexible working options.	20% of our P&SS were not aware that flexible working was available to them, in addition our survey and focus groups felt the application of this was inconsistent across the institution.	i. School webpages will be established for AS and will contain the relevant leave information.	Nov 2017	Nov 2018	Director of Communications.	Webpages created, containing the relevant information.
			ii. To promote the guidance we will also use plasma screens and posters across the campuses.	Dec 2018	Feb 2019	Director of Communications.	Guidance on plasma screens and posters displayed across all four campuses.
C.7	Review and update current transgender policy.	The policy was last reviewed in 2016 following the publication of revised guidance by ECU in November 2016.	Review and revise the policy.	Dec 2018	Feb 2019	Equality and Legal Manager	Transgender policy reviewed and updated.

C. Career Progression

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.8	Review of academic opportunities for those involved in teaching and learning.	With the emergence of the Teaching Excellence Framework and the emphasis on Teaching excellence, we have created a Task and Finish group to consider equality of opportunity and review the current reward and recognition opportunities.	Establish a task and finish group "Recognising, Developing and Rewarding Excellence in Teaching and Learning Support @ Ulster".	May 2017	Dec 2017	PVC Education	Task and finish group established. Findings and recommendations presented to the Learning and Teaching Committee and will feed into a review of the promotions process.
C.9	Achieve gender balance regarding participation in Leadership Development and Coaching programmes.	Table 29 shows a snapshot by gender of participation in Leadership Development and Coaching programmes highlighting the need for action to improve gender balance in some areas e.g. coaching programmes.	Produce an annual course participation report with analysis by gender. Findings will be translated into department AP with actions to improve gender balance.	August 2018	Annually	Director of People and Culture	Underlying reasons for gender imbalances are determined and actively addressed. Actions resulting in steady improvements in gender balance are implemented.

C. Career Progression

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.10	Continue to engage with a range of outreach activities targeted at schools and the local community to raise awareness and participation of females in STEM and encourage male participation in subjects such as Nursing and Health Sciences.	We have a range of successful outreach programmes and activities including 'Tutoring in Schools', Insight events, Code First, IM HAPPY etc.	Continue to promote diverse and inclusive images and male and female role models to underpin AS and challenge subject stereotypes.	April 2017	2021	Director for Access, Digital and Distributed Learning	Marketing materials include inclusive and diverse content and imagery and male and female role models at events. Participation statistics show participation by gender and an improvement in recruitment data in subjects with an underrepresentation of males or females.
C.11	Monitor levels of research funding secure by females.	Grant income is an important metric in the promotions process and our figures show that females are less likely to be promoted.	Establish and baseline for external grant income for females and monitor rise in income.	April 2017	On-going	PVC Research and Impact	Baseline for external grant income for females established and rise in income monitored.

D. Transitions

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
D.1	Promote AS and friendly practices within the recruitment process.	Consistently we have fewer female than male applicants for academic and research posts. Although, once applied, females are more likely to be made an offer.	i. Positive recruitment measures produced by ASC were circulated to all STEM schools. The document will now be circulated to AHSSBL HoS.	Aug 2017	Aug 2017	Director of People and Culture	All AHSSBL HoS's receive the document and follow its guidance.
			ii. Continue publicity of AS in job adverts and e-recruitment e and include further relevant information about flexible working opportunities.	May 2016	Ongoing	Director of People and Culture	100% of job adverts include the AS logo. An increase to 40% female applicant for academic and research posts by 2021.
			iii. Continue to ensure males and females are represented on all interview panels.	Jan 2018	Ongoing	Director of People and Culture	A minimum of 30% of any gender represented on all interview panels. At least one female academic/researcher on panels recruiting academic/research staff.
			iv. Review and gender proof job descriptions.	Jan 2018	Ongoing	Director of People and Culture	All job descriptions and specifications reflect a gender neutral tone.

D. Transitions

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			v. Provide at application stage information about family friendly working, nursery facilities etc, and ensure imagery is gender balanced and includes different age and ethnic groups and family friendly photos.	Sept 2017	Jan 2018 and updated on a regular basis.	Director of People and Culture	Family friendly information prepared and sent to applicants. Imagery used is gender balanced and include a diverse range of groups, for example, age, ethnicity etc.
D.2	Examine specific issues which exist within the academic pipeline.	As part of our 2014 award, we improved the role modelling of successful female academics. Analysis shows gender differences for PGT, only one	i. Continue to role model successful women.	April 2017	Ongoing	AS Co-ordinator	Achieve a better understanding of issues around postgraduate and staff. ASC instigate actions based on recommendations proposed.

D. Transitions

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		female BME professor and a rise in the number of women on fixed term contracts. Female progression to grades of SL/Reader and Professor has improved overall and we will continue to build on this progress.	ii. Run focus groups on more progression themes to gather more information and develop actions.	April 2018	Sept 2018	AS Co-ordinator	<p>Increase in the proportion of male PGT students to 45%; continue to increase the proportion of female SL/Reader and Professor; and progression of BME females from SL/Reader to Professor.</p> <p>Reduce the number of female staff on fixed term contracts to less than 50%.</p> <p>Examination of survey conducted by gender and report presented to the ASC.</p>
			iii. Presentation delivered to ASC and Executive Deans	April 2018	Sept 2018	AS Co-ordinator	
			iv. Investigate 2017 staff survey results by gender and grade to determine staff perceptions of their career development opportunities.	June 2017	Sept 2017	Director Of People and Culture	

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
D.3 High Priority	Improve promotion experience for academic staff.	AS and HR ran preparing for promotion workshops each year for academic and research staff. Findings from the survey and focus group indicate issues relating to transparency and consistency.	i. Collect promotion data from faculty panels (stage 2) and analyse rates of application for promotion in proportion to the eligible pool of staff within each grade, to capture the entire promotion process.	July 2018	Oct 2018	PVC Education, Director of People and Culture, PVC Research and Impact	Data on promotion from faculty panel (stage 2) collected. Rates of application for promotion in proportion to the eligible pool analysed from faculty panel stage.
		We found the proportion applying is below the eligible pool of permanent PT academic staff at Ulster (7%).	ii. Access to full details of the promotion process throughout the year so staff can easily build towards their promotion in advance of the formal promotion round.	May 2017	May 2017	Director of People and Culture	Promotions guidelines and forms available to all academic and research staff by Sept. 2017.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			iii. Promotion workshops to be offered to all members of staff across the four campuses.	Delivered from 2015	Annually	Director of People and Culture	At least 4 workshops delivered annually. 40 staff members annually. AS survey shows improved satisfaction of the promotion experience by 50% with those who engaged with the process by 2019, rising to 75% by 2021.
			iv. Contact HoS and support bespoke promotion workshops within schools.	June 2017	Ongoing	AS Co-ordinator	Bespoke promotion workshops to all schools upon request.
			v. We will examine the perception of career advancement opportunities for P&SS through our staff survey.	April 2017	Aug 2017	ASC Chair	ASC analyse the Survey findings analysed and make recommendations as appropriate.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			vi. Investigate issues affecting part-time academic staff career progression and ensure all panellists are reminded to take account for the impact of part-time working and other forms of leave.	November 2017	March 2018	AS Champion	Focus group held to understand the issues and actions agreed and implemented to improve career progression for part-time staff. Identification of role models to promote career progression for part-time staff.
D.4	Introduce a new online Induction Programme for new line managers.	The survey and focus group findings indicated some inconsistency with induction, particularly in respect of the local application which would be conducted by line managers.	i. Establish institutional task and finish group to create and implement an online Induction Programme for new line managers.	Feb 2018	June 2018	Director of People and Culture	Task and finish group established.
			ii. Test drive programme with recently appointed line managers. Review and revise.	July 2018	Sept 2018	Director of People and Culture	Programme tested and revised.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			iii. Trial and evaluate online Induction over 12-month period and continue with regular updating and review (minimum annually).	Sept 2018	July 2019	Director of People and Culture	An improvement in consistency in application of policies reported in focus groups and future survey (85% by 2021).
D.5	Ensure all staff receive an appropriate induction that encompasses online and local elements.	<p>Feedback indicates that whilst there is a high level of satisfaction from those who complete the entire induction process.</p> <p>However evidence suggests there is variability of engagement in respect with the complete induction package.</p>	i. Review HR recruitment processes and systems and identify effective ways to monitor, support, promote and follow up the provision of induction.	Sep 2018	2020	Director of People and Culture	All newly appointed staff engage with the entire induction process.
			ii. Conduct annual induction surveys to indicate engagement and satisfaction levels. Use findings to inform ongoing improvement strategies.	Dec 2017	Annually	Director of People and Culture	<p>Staff continue to indicate high level of satisfaction re their Induction experience increasing to minimum 90% satisfaction rate by 2021.</p> <p>Online and local (bespoke) induction enhanced.</p>