

# Physics Inclusion Award



## Code of Practice

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# Overview of the Physics Inclusion Award

## What is the Physics Inclusion Award?

**The Physics Inclusion Award is by physicists, for physicists.**

The Physics Inclusion Award, co-created with physicists from the UK and Ireland, recognises schools and departments for fostering inclusive environments in physics. Its aim is to support evidence-based initiatives that enhance inclusion for physicists from diverse backgrounds, benefiting individuals, departments, and the discipline as a whole.

This pioneering award takes an intersectional approach and focuses on four themes: Welcoming and Inclusive Framework, Inclusive Culture, Inclusive Leadership, and Policies and Processes.

This overview outlines the application process and available support to help applicants understand how to achieve different award levels.

## Who can apply?

University departments and schools offering physics-based teaching and/or research can apply for the Physics Inclusion Award. Where physics is integrated with other disciplines, e.g. in a school of mathematics and physics, applications are welcome where specific physics-based activities and data are detailed. Institutions lacking distinct physics data and activities are encouraged to participate in the Athena Swan Charter ([Athena Swan Charter | Advance HE \(advance-he.ac.uk\)](#)).

The Award aims to foster a more equitable culture in physics, enhancing opportunities for all staff and students. Achieving the Award publicly acknowledges your commitment to equality, diversity, and inclusion, which can support applications for external funding and grants, e.g. REF and the [Bell Burnell Graduate Scholarship Fund](#), and other recognitions, e.g. [degree accreditation and recognition](#). Its core objective is to enhance inclusion and equality for all staff and students, using their experiences to inform improvements within the department.

## What support is available?

### 1-2-1 Support

Support for specific issues can be requested by emailing the IOP's EDI team at [inclusionaward@iop.org](mailto:inclusionaward@iop.org). You will receive a response from one of the team within 5 working days which could take the form of:

- A direct response to the query
- A link to resource(s) that are useful
- An offer for an online meeting to talk through the issue raised

## Annual Update

Physics Inclusion Award holders are required provide annual update on their progress against the four themes. The purpose of the update is to:

- Assist Award holders in recognising where their success and challenges lie
- Aid and encourage continual engagement with EDI activity throughout the award cycle
- Identify common areas of support required by Award holders
- Identify opportunities for additional resources to be created for the Award

Award holders are asked to briefly outline their biggest impacts and challenges for the year to encourage the reflective thinking. These annual reflections will not be assessed but will be used as part of future visits to enable to panel to understand how the Award holder has progressed over time.

Individual feedback will not be provided. This can be requested through the 1-2-1 support available.

## Network meetings

Network meetings will be held annually to share good practice and facilitate networking. The usual format of these events is for invited departments to share their good practice and impact it has had to inspire others and networking opportunities to share your EDI activities with others and seek advice for any areas with which you may be struggling.

Meetings will usually be held in person and will be based in different locations around the UK and Ireland.

## Visits

Visits provide an opportunity for applicants to the Physics Inclusion Award to have a positive and constructive dialogue, and to critically reflect, on their EDI work as they progress through the Award levels.

During a visit, the applicant receives feedback on their EDI journey to date and is supported in identifying priorities for future work. The visiting party, including members of the Physics Inclusion Award Assessment Panel and EDI team, will act as a “critical friend” during the visit. Their aim is to understand how the Physics Inclusion Award criteria are being met in practice and the applicant’s overall commitment to embedding EDI.

More information about visits will be published in 2025.

## Informal Peer Mentoring

The EDI team will seek mentors from across the Network. Should you require a mentor, please contact the EDI team at [inclusionaward@iop.org](mailto:inclusionaward@iop.org) with your request and areas for which you would like support, and they will endeavour to put you in touch with a mentor. The EDI team will make the connection, and you are then responsible for taking that mentoring relationship forward.

If you encounter any difficulties or discover that the allocated mentor is not quite right for your circumstance, please get in touch with the EDI team who will support you in resolving this.

If you would like to be listed as a mentor for others, please contact the EDI team with information about your experience in mentoring others and which areas you would be happy to mentor others in.

## **Good practice sharing**

The “Sharing Good Practice” Gallery on Award Force holds a range of good practice, listed by theme of the Physics Inclusion Award, that have been developed or implemented by departments in support of their EDI work. This is a valuable resource for applicants to see what others in the community are doing.

If you have good practice you would like to share, please upload this to the “Sharing Good Practice” Gallery in Award Force. The EDI team will review your submission and let you know if any further information is required or when it has been uploaded to Award Force.

To progress to Level 3 of the Physics Inclusion Award, applicants are expected to share the good practice they develop.

## **Notice Board**

The “Notice Board” Gallery on Award Force provides a space for applicants to ask for advice and support from the community and share any events and opportunities with the Physics Inclusion Award Network.

## **Resources**

There are several resources available to support applicants to the Physics Inclusion Award. These can be found in the shared [Network folder](#) and in the [Physics Inclusion Award Self-Assessment Tool](#). To request access to the Network folder and resources, please contact [inclusionaward@iop.org](mailto:inclusionaward@iop.org).

The IOP will continue to collate and develop resources where specific areas of need identified within the community.

## **Opportunities to join the Physics Inclusion Award Assessment Panel**

The EDI team will notify the physics community of opportunities to join the [Physics Inclusion Award Assessment Panel](#) via the Physics Inclusion Award Network mailing list. To sign up to the mailing list, please visit: <https://www.iop.org/about/IOP-diversity-inclusion/physics-inclusion-award/sign-up>.

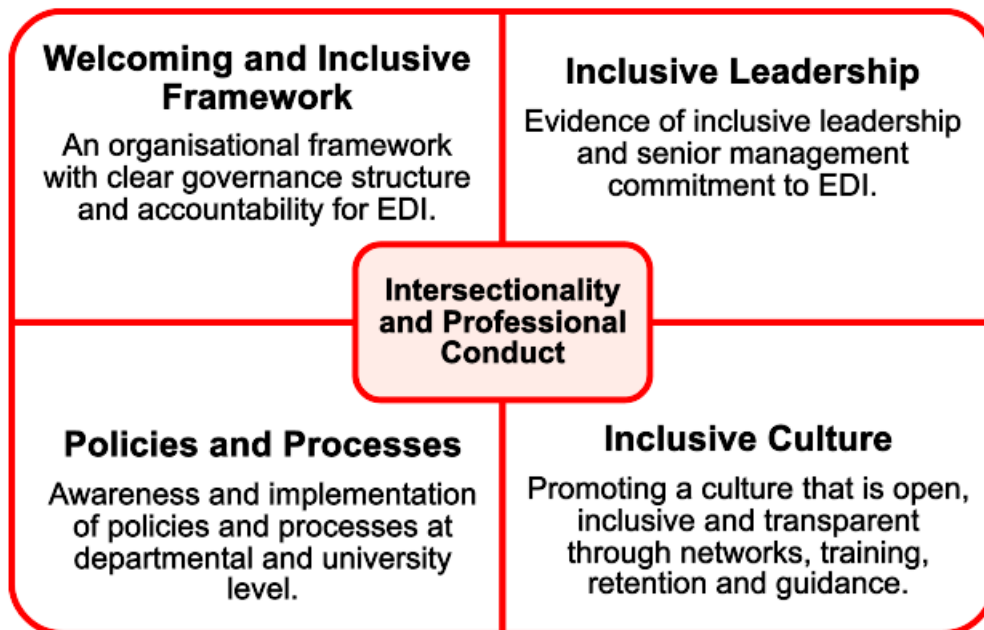
For more information, see the Physics Inclusion Award [Panel Member role description](#).

## How is the award structured?

The Physics Inclusion Award is a three-level award encompassing four themes. Professional Conduct and Intersectionality are cross-cutting strands throughout the award and levels, chosen as our research demonstrated that it was important to retain a focus in these areas across the award.

The Award lasts for 5 years. Your action plan and progress towards each theme should be reviewed and updated annually.

At a glance, the Award and themes are shown below:



The four different Award themes and strands within are listed below. Each strand has a set of criteria by level, and these are cumulative to achieve the different levels. For example, to obtain Level 3 of “Welcoming and Inclusive Framework”, you would need to have first achieved the criteria for level 1 and 2.

# Award Themes

## Theme 1: Welcoming and Inclusive Framework

An organisational framework with clear governance structure and accountability for EDI.

Strands:

1. Evidence of a welcoming and accessible organisation
2. Organisational framework
3. Monitoring and evidence base
4. Internal communication
5. Professional conduct
6. Intersectionality

## Theme 2: Inclusive Culture

Promoting a culture that is open, inclusive and transparent through networks, training, retention and guidance.

Strands:

1. Role models, representation and case studies
2. Flexible working and ways of working
3. Connection
4. Training
5. Professional conduct
6. Intersectionality

## Theme 3: Inclusive Leadership

Evidence of inclusive leadership and senior management commitment to EDI.

Strands:

1. EDI leadership, workload allocation and accountability
2. Inclusive leadership, training and mentoring
3. Professional conduct
4. Intersectionality

## Theme 4: Policies and processes

Awareness and implementation of policies and processes at departmental and university level.

Strands:

1. Inclusive recruitment and retention
2. Promotion and progression
3. Policies and processes (University and department)
4. Partnerships
5. Designing for accessibility

6. Professional conduct
7. Intersectionality

The [Physics Inclusion Award Self-Assessment Tool](#) outlines ways which a department may meet the criteria for each award level and examples of good practice that can be applied. We recognise that each institution is different and may have alternative ways of meeting the criteria at Level 1, 2 and 3 as outlined in the Award level descriptions. All applications will be assessed by the [Physics Inclusion Award Assessment Panel](#) who will ultimately make the decision on the level awarded.

## Award Levels

### **L0 – Committed to working towards the themes**

- Register, express interest
- Complete your Physics Inclusion Award Self-Assessment using the tool provided
- Access resources including intersectional case studies
- Confirm your intention to submit to Level 1 (recommended by the time your current Juno Award expires)

### **L1 – Establishing structures to support all physicists and develop knowledge of EDI issues**

- Expanding knowledge of diverse identities and developing an understanding of intersectionality
- Building an inclusive culture which includes professional conduct and expected standards of behaviour
- Developing actions working towards each theme

### **L2 – Embedding the learning and strengthening EDI knowledge and structures**

- Structures are in place to promote equality and inclusive cultures
- Some evidence of success as a result of actions implemented whilst also reflecting on any challenges in more detail
- Evidence that good practice and is starting to be developed and knowledge of intersectionality applied
- Identifying specific EDI area within a local context and focusing actions

### **L3 – Implementing leading practice and sharing good practice**

- An intersectional approach to EDI is embedded within the department and continues to be improved
- Demonstration of continued progress against actions within the department



- Widely championing EDI and collaborating with the wider physics community to share and improve your EDI work

## Achieving the Award

**More information about how to renew awards will be published in 2025.**

### Becoming Physics Inclusion Award Committed

To become PIA committed, and to start your journey with the Physics Inclusion Award, email [InclusionAward@iop.org](mailto:InclusionAward@iop.org) stating your intention to apply. For current Juno Award holders, we recommend you do this before your Juno Award expires to ensure an easy transition into the new programme. On receipt of this, the IOP EDI Team will supply you with the [Physics Inclusion Award Self-Assessment Tool](#) which will enable you to quickly assess where you currently are against the award criteria. You can then create an action plan to start you working toward the criteria at different levels.

You are not required to share the completed Self-Assessment Tool with IOP; this has been designed to give you an idea of where you currently are to share internally as appropriate.

**Note: Departments may only apply to Level 1 or 2 on their first application. For Juno Practitioners, we strongly suggest your first application is for Level 1. For Juno Champions and long-stand Practitioners, your first application may be better suited to Level 2. If you do not hold a Juno award, we advise that your first application is for Level 1.**

### How do we achieve Level 1?

At this level you are establishing structures to support all physicists and developing knowledge of EDI issues including intersectionality. You will need to be working towards the criteria for all themes at Level 1 and submit evidence of this.

Evidence includes, but is not limited to, a written narrative, qualitative and quantitative data, case studies, links, reports, policies and processes, guides and resources. Your evidence will be captured via the online platform.

#### **Evidence you should be developing includes:**

- A letter from your Head of Department demonstrating their personal commitment to EDI and summarising the actions taken towards Level 1.
- Your action plan, **updated annually**, including actions working towards each theme.
- A written narrative highlighting the key challenges and successes in your department from your quantitative and qualitative baseline data and outlining how the actions were derived from your analysis.
- Case studies outlining your department's impact against the Award criteria.

## Data for Level 1

The quantitative data required at Level 1 focusses on the monitoring and analysis of gender data. Data should be reviewed annually to inform your action plan.

The baseline gender data requirements are **3 years or more of the following data**, disaggregated by gender and grade/role -

For students:

- Undergraduate numbers and proportions for applications, offers and acceptances and admissions, both full and part-time
- Degree classifications, MSci/MPhys and BSc
- Postgraduate numbers and proportions for applications, offers, acceptances and admissions by programme, both full and part-time (taught and research).

For staff:

- Applications, shortlisting and appointment for all posts
- Applications and success rates for promotions
- Appraisal take-up and completion (including PDRA appraisals)
- Seminar or colloquia speakers
- Take up of flexible and part-time working options, caring leave and career breaks

If there are small numbers, data may be aggregated over a longer time period, e.g., over 3-5 years instead of annually, or by faculty instead of department, etc.

If any of these data sets are not relevant to your local context, this should be indicated in your submission.

Staff survey data:

Qualitative data should be used to inform your action plan, including staff survey data which should be analysed and disaggregated by gender and grade/role. Other qualitative data such as focus groups, discussion forums, interviews etc., can also be analysed and used to support the survey data to develop actions.

Your Level 1 Award is valid for 5 years and your action plan should be reviewed and updated annually.

## How do we achieve Level 2?

To work toward Level 2, you will need to meet the criteria for all themes at Level 1 and Level 2. At this level you should have evidence that you are embedding the learning from Level 1 and strengthening EDI knowledge and structures.

Evidence includes, but is not limited to, a written narrative, qualitative and quantitative data, case studies, links, reports, policies and processes, guides and resources. Your evidence will be captured via the online platform.

**Evidence you should be developing includes:**

- A letter from your Head of Department demonstrating their personal commitment to EDI and summarising the actions taken towards Level 2.
- Your action plan, **updated annually**, including actions working towards each theme.
- A written narrative highlighting the key challenges and successes in your department from your quantitative and qualitative baseline data and outlining how the actions were derived from your analysis. This should include two case studies as evidence of your department's impact for strands from different themes within the Physics Inclusion Award.
- Case studies outlining your department's impact against the Award criteria.
- Examples of good practice that you have developed. (These can be captured in case studies).

To be awarded Level 2, you must demonstrate some evidence of success against the previous actions taken to improve EDI in your department.

## Data for Level 2

The quantitative data required at Level 2 includes the baseline gender data for Level 1 and 2-3 wider diversity datasets, e.g. datasets relating to race and ethnicity, LGBT+ identity, socio-economic status, etc. The diversity data sets you monitor should be relevant to your local context (e.g. specific to your region or local area, aligned with your departmental priorities or wider institutional EDI activities) and analysed annually to inform your action plan.

**Diversity datasets refer to individual datasets**, e.g. monitoring degree classification by race and ethnicity, or staff promotion data by disability status. **You are not expected to monitor or analyse the same quantity of data for other identities as for gender.** The department is expected to monitor and analyse some wider diversity datasets for both staff and students. If there are small numbers, data may be aggregated over a longer time period, e.g. 3-5 years instead of annually, or by faculty instead of department, etc.

In addition to those described for gender, examples of data sets which could be analysed include:

- REF return
- Staff involved in outreach
- EDI training completion
- Student dropout rates
- Programme transfer
- Involvement in outreach activities

Small departments (<50 staff), should seek to monitor 2 or more datasets (i.e. 1 staff dataset and 1 student data set).

Medium sized departments (50 - 100 staff), should seek to monitor 2 or more datasets (i.e. 1 staff dataset and 1 student data set).

Large departments (>100), should seek to monitor 3 or more datasets (including both staff and students)

Staff survey:

Qualitative data should be used to inform your action plan, including staff survey data which should be analysed and disaggregated by each identity (e.g. LGBT+ identity, disability status, etc.) and grade/role where significant and not identifiable.

When presenting data as evidence to support your application this should remain anonymised. Case studies can be presented where there are limited responses, e.g. where reporting on experiences of staff from different racial and ethnic backgrounds.

Other qualitative data such as focus groups, discussion forums, interviews etc., can also be analysed and used to support the survey data to develop actions.

Your Level 2 Award is valid for 5 years and your action plan should be reviewed and updated annually.

## How do we achieve Level 3?

To work toward Level 3, you will need to address the criteria for all themes at Level 1, 2 and 3. At this level you will be developing evidence that you are implementing leading practice and sharing good practice.

Evidence includes, but is not limited to, a written narrative, qualitative and quantitative data, case studies, links, reports, policies and processes, guides and resources. Your evidence will be captured via the online platform.

### Evidence you should be developing includes:

- A letter from your Head of Department demonstrating their personal commitment to EDI and summarising the actions taken towards Level 3.
- Your action plan, **updated annually**, including actions working towards each theme.
- A written narrative highlighting the key challenges and successes in your department from your quantitative and qualitative baseline data and outlining how the actions were derived from your analysis.
- Case studies outlining your department's impact against the Award criteria.
- Examples of where you have implemented leading practice and the outcome of this. (These can be captured in case studies).
- Examples of where you are sharing good practice outside of the department and championing EDI. (These can be captured in case studies).

To be awarded Level 3, you must demonstrate evidence of continued success against the previous actions taken to improve EDI in your department.

### Data for Level 3

The quantitative data required at Level 3 includes a cross analysis of some of the diversity data sets required at Level 1 and 2 (3 years or more of recent data). The analysis should identify any areas of compound advantage or disadvantage, and

help the department better understand the impact of this on staff and students with intersectional identities. Data should be reviewed annually to inform your action plan.

This could include analysis of:

- Promotions data by gender and LGBT+ identity
- Degree outcomes for students with disabilities compared with race and ethnicity data
- Exit data by gender and race and ethnicity
- Student degree attainment by socioeconomic status and gender

Staff Survey:

Qualitative data should be used to inform your action plan, including staff survey data which should be disaggregated by each identity (e.g. LGBT+ identity, disability status, etc.) and cross analysed where possible (not identifiable).

When presenting data as evidence to support your application this should remain anonymised. Case studies can be presented where there are limited responses, e.g. capturing the experiences of male LGBT+ staff.

Other qualitative data such as focus groups, discussion forums, interviews etc., can also be analysed and used to support the survey data to develop actions.

Your Level 3 Award is valid for 5 years and your action plan should be reviewed and updated annually.

## **Case studies as evidence for the Physics Inclusion Award**

To achieve Physics Inclusion Award Level 1, you will need to submit at least one case study as evidence of your department's impact for a strand within at least one theme within the Physics Inclusion Award.

To achieve Physics Inclusion Award Level 2, you will need to submit two case studies as evidence of your department's impact for strands from different themes within the Physics Inclusion Award.

More information about the requirements for Level 3 will be published in 2025 along with the Physics Inclusion Award case study template.

**When you upload a case study as evidence for a particular strand within the theme, the Panel will not expect you to complete the application questions for that strand.** For example, if you upload a case study for Strand 3: Connection (Inclusive Culture), you are not expected to provide answers for the questions relating to Strand 3.

## **How to apply for the Award**

Applications for the Award will be made through Award Force. Please see the [Award Force applicant guidance](#) for more information.

## Reciprocity with Athena Swan

The Physics Inclusion Award and Athena Swan awards are reciprocal at Level 1/Bronze and Level 2/Silver. Once you have achieved an award, **you have 12 months to convert it.**

If you currently hold an Athena Swan award and wish to convert to a Physics Inclusion Award, **you may do so as long as you have 2 years left of your Athena Swan award.** This is in recognition that the conversion process was not previously available and Athena Swan award holders will need time to develop the rest of their Inclusion Award application. After this initial conversion, we would expect applicants to convert within 12 months of award.

To convert from Athena Swan to the Physics Inclusion Award, you must upload your Athena Swan paperwork onto the Award Force platform. You will then need to provide evidence to questions within the Physics Inclusion Award that are not covered in the Athena Swan criteria to be awarded the corresponding Physics Inclusion Award. The criteria that are already covered by the Athena Swan charter is outlined in the [Physics Inclusion Award Self-Assessment Tool](#).

### Converting between Level 1 and Bronze

**If you have an Athena Swan Bronze award and wish to convert to Level 1.**

You should provide the following:

- A letter from the Head committing to Level 1 and working towards Level 2.
- Your successful Bronze paperwork uploaded onto Award Force.
- Evidence uploaded to Award Force against the Physics Inclusion Award criteria that is not covered by Athena Swan. Please refer to the Physics Inclusion Award Self-Assessment Tool for more information.
- An annotated version of the Athena Swan action plan indicating where the Physics Inclusion Award themes apply OR a supplementary Physics Inclusion Award action plan.

We cannot accept Faculty Bronze awards.

**If you have achieved Level 1 and wish to convert to Athena Swan Bronze.**

You can convert your Level 1 Award to Athena Swan Bronze using your Level 1 paperwork and action plan. You will need to provide Advance HE with your Institute of Physics results letter and a commitment to the Athena Swan principles from your Head of Department. You can find further information on the Athena Swan Network on [Advance HE Connect](#).

### Converting between Level 2 and Silver

**If you have an Athena Swan Silver award and wish to convert to Level 2.**

You should provide the following:

- A letter from the Head of Department making the commitment to the Physics Inclusion Award themes.

- Your successful Athena Swan Silver paperwork and action plan. The plan can be either an annotated version of the Athena Swan action plan indicating where the Physics Inclusion Award themes apply OR a supplementary Physics Inclusion Award action plan. If there are any elements of your plan that do not cover ALL the Physics Inclusion Award themes, then you should provide additional information on actions that you are taking specifically related to the Physics Inclusion Award.
- Evidence uploaded to Award Force against the Physics Inclusion Award criteria that is not covered by Athena Swan. Please refer to the [Physics Inclusion Award Self-Assessment Tool](#) for more information.

We cannot accept Faculty Silver awards.

### **If you have achieved Level 2 and wish to convert to Athena Swan Silver.**

You can convert your Level 2 award to Athena Swan Silver using your Level 2 paperwork and action plan. You will need to provide Advance HE with your Institute of Physics results letter, a commitment to the Athena Swan principles from your Head of Department and **two case studies of success**, one of which must be relevant to gender equality. You can find further information on the Athena Swan Network on [Advance HE Connect](#).

## **How Applications are Assessed**

### **Physics Inclusion Award Assessment Panel**

The Panel is led by the Chair and will formerly reports to the IOP Inclusion and Diversity Committee (IDC) which is Chaired by the Inclusion and Diversity Representative to Council. A list of current members will be maintained on the Diversity & Inclusion pages of the IOP website.

### **Conflict of Interest**

For the Physics Inclusion Award, we consider a conflict of interest to be when one of the role holders involved in an investigation has a personal or strong professional relationship with the appealing department or anyone from the appealing department. Concerns about conflicts of interest – real or perceived - should be raised as soon as they are identified.

It should be noted that how conflicts of interest are defined and handled differ by each of the IOP's programmes and activities according to the most appropriate course of action for that programme or activity.

All members of the Physics Inclusion Award Assessment Panel are expected to act with integrity and honesty in their decision making. They will be expected to declare annually, on the appropriate Register of Interests form, any relevant connections with other physics HE departments, institutes, organisations in the UK and Ireland. This will include, but is not limited to:

- Being currently employed by a department

- Previous employment in a department, at any time
- A family member being employed by a department or attending a course in that department
- Being an external examiner (currently or in the previous three years) in a department
- Any other relevant personal or professional connection
- Research collaborations are not considered a sufficient conflict with a department to be declared

When a Panel member declares a conflict of interest, they will absent themselves from the discussion and decision about that applicant. Panel members that have been involved in a formal visit will also not be able to comment on the final application.

## **Feedback on applications**

The Panel will individually review the evidence submitted by an applicant via Award Force before discussing as a group at the Panel meeting. Where relevant, feedback from visits or previous application feedback will be consulted.

At the end of the discussion, the Chair will call for a vote on a decision. Each member of the Panel shall have one vote and if the Panel remain evenly split, the Chair will have the final say. The Panel's decision is final.

You will be informed of the outcome of your application, usually in the month following the Assessment Panel meeting. Feedback will be provided to all applicants.

If your application for a new Physics Inclusion Award is unsuccessful, your current award will remain in place, and you will have further time to apply again. If an Award or renewal is not granted, the Panel will provide as comprehensive feedback as reasonably practicable. It is important that this feedback is read fully and carefully to understand why an Award or renewal was not granted.

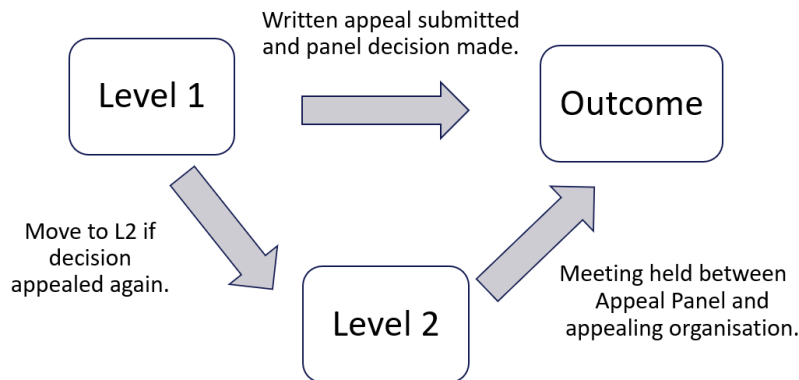
## **Can we appeal against the Panel's Decision?**

The Panel's decision is final and, as such, there is a limited route of appeal available. It is a fundamental principle that appeals may be sought against failure of due process only and that no appeal against the Panel's judgement will be entertained. All applying organisations are asked to note this prior to submitting an application.



When the Physics Inclusion Award Assessment Panel decides not to make an award, and the applicant feels that due process was not followed, the following appeals mechanism is set out below.

## Appeals Process



### First Level of appeal

The Panel's decision will be communicated by letter, which will outline the reasons leading to the decision not to make the award and to provide feedback for a future resubmission.

The applicant should supply the Chair with written representation outlining the grounds for the appeal to bring the information before the Panel.

Should this written representation fail to satisfy the Panel, the decision not to make an award will be upheld. If the applying organisation still wishes to challenge the decision, another level of appeal is available.

### Second level of appeal

This will involve a Panel meeting between representatives of the appealing organisation and an appeals Panel to comprise of at least the following people:

- The Inclusion and Diversity (I&D) Representative to IOP Council or their nominee from the Inclusion and Diversity Committee
- The Chair of the Physics Inclusion Award Assessment Panel
- One member of the Physics Inclusion Award Assessment Panel (who has not visited the organisation at any time)
- A member of the IOP's EDI team

The second level of appeal should be used to clarify any issues of concern or doubt arising from the first level of appeal.

The decision of this Panel is final, and no further appeal will be allowed.

## **Expressions of concern about a Physics Inclusion Award**

On rare occasions, information comes to light that could cast doubt on the validity on a Physics Inclusion Award and the Panel reserves the right to investigate whether an award should be reviewed or even rescinded.

We would normally expect any expressions of concern about an award or information that could cast doubt on its validity to come from someone currently within the organisation concerned, but there may be circumstances where an external party who has a close working relationship (such as an external examiner or external PhD supervisor) provides this.

Should such information come to our attention, the first step will be for the Head of Equality, Diversity & Inclusion (EDI) to speak to the person raising the concern to establish whether the concern has merit and whether there may be a case to answer.

If the Head of EDI believes the matter needs to be taken further, they will speak to the Chair of the Physics Inclusion Award Assessment Panel to discuss the appropriate course of action. This will normally involve consulting with the Head of the department or organisation who holds the Award, or another senior manager at that institution, and with the person who raised the concern again (if necessary).

The Chair and Head of EDI will then discuss whether the situation is sufficiently serious to discuss possible outcomes with the Physics Inclusion Award Assessment Panel.

We will not investigate any claims that we consider to be vexatious, that have not been through due process within the organisation concerned or claims that are currently under criminal investigation. We will not be the arbiters of any organisational process or procedure and will investigate only where we believe that information about an application, a department or a university could bring the Physics Inclusion Award or the Institute of Physics into disrepute.

We will always do all we reasonably can to respect the confidentiality of any person coming forward with information in such circumstances.

The first point of contact for expressions of concern should be the Head of EDI at the Institute of Physics, contacted at [inclusionaward@iop.org](mailto:inclusionaward@iop.org).

## **Expressions of concern about a Juno Award**

Whilst Project Juno closed in 2023, award holders continue to hold their existing Juno Award status for three or four years, or until their award runs out; whichever comes first.

Expressions of concern about a Juno Award holder should be raised via the same pathway as expressions of concerns about a Physics Inclusion Award.

The same process will be followed however, the Head of EDI will contact the final Juno Assessment Panel Chair to discuss what actions should be taken as a result of the information provided.

## **Contact the EDI Team**

During the early stages of the Physics Inclusion Award, we will be gathering your questions to create a “Frequently Asked Questions” document which will be updated regularly on our website.

**Link:** <https://www.iop.org/about/IOP-diversity-inclusion/physics-inclusion-award>

**For all other enquiries about the Physics Inclusion Award, please contact the EDI team at [inclusionaward@iop.org](mailto:inclusionaward@iop.org)**

# Appendix 1: Guidance on use of Physics Inclusion Award logos

Award holders are encouraged to use the Physics Inclusion Award logos on:

- Websites
- Stationery
- Brochures and report covers
- Advertisements, including job adverts
- Drawings
- Site signboards
- Presentations

The Physics Inclusion Award logos can be used by Award holders and by their parent Schools, faculties and universities for the relevant time period.

The following guidelines should be followed:

- The logos should be used at a minimum size of 25 mm wide (in print) with an all-round exclusion area of 5 mm. On the web, the logos should be used at a minimum resolution of 72 dpi.
- If the logo is resized, it should be done so proportionately, i.e. the logo should not appear to be either stretched or squeezed.
- The colours of the logo must not be altered.
- The typography cannot be altered in any circumstances. Logo files will be supplied by the Institute of physics and should never be created by anyone else.
- The logo must not be used for any purpose other than indicating membership
- The logo should not be placed in a box or frame

If you have any queries about the use of the logo or guidelines, please email [brand@iop.org](mailto:brand@iop.org)

## Appendix 2: Guidance on Action plans

### Creating your action plan:

- Ensure that your actions are clearly linked to key development areas identified from your qualitative and quantitative data.
- When developing actions, use the RACI matrix (Responsible, Accountable, Consulted, and Informed) and ensure that your actions are SMART (Specific, Measurable, Achievable, Relevant and Time).
- Include short, medium, and long-term actions that span the entire length of your Award, (5 years).

### Reviewing and revising your action plan:

Using Red, Amber, Green (RAG) ratings can help you to identify where progress has been made, where actions should be reviewed or revised, and help you to prioritise your activities.

When revising your action plan, think about the following questions:

- How have you demonstrated progress since the previous action plan?
- Does your action plan cover the full length of your Award?
- Are there a mix of short-, medium- and long-term actions?
- Does your action plan cover all four themes of the Physics Inclusion Award?
- Is your action plan ambitious whilst balanced against what is achievable within the timeframe of your Award?
- Is it clear who is responsible for each action?
- Are responsibilities shared across members of the team?
- Have success measures been identified?
- Is it clear why particular actions are chosen?
- Are there clear links between the identified gaps in data and the action plan?
- Do the actions appear to be resourced appropriately?
- Have you prioritised the action plan appropriately?

### Preparing for your application:

- Ensure that there is a clear link between your action plan and the narrative in your application, i.e., by referencing specific actions in the evidence you provide on Award Force and including a column detailing the rationale for developing actions in the action plan.
- RAG rating/colour coding your action plan will help the Panel in reviewing your progress and understanding how EDI has been embedded.
- When renewing your Award, indicating which actions have been carried forward and which actions are new using colour coding will help the Panel to understand what progress has been made since your previous award.

- Where actions have been abandoned or changed, include an explanation as to why this decision has been taken. You can include a separate column in the action plan which details this information.

**Physics Inclusion Award Network Resources:**

- **“Developing your Juno Action Plan”** session held at the Juno Network meeting in March 2022. Video links: [Presentations & questions](#) and [Session discussion](#)
- **“Juno Action Plan Workshop”** held in July 2022. [Video link](#)

More support and guidance, including materials from the workshop, can be found in the [Network folder](#). To request access, please contact [inclusionaward@iop.org](mailto:inclusionaward@iop.org).