HREiR Action plan template: 2021-2023 Forward looking action plan v.2 (Includes post Vitae Review additions/edits)

University of Chester — HR EXCELLENCE IN RESEARCH

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):			Comments
Institution name:	University of Chester	Audience (beneficiaries of the action plan)		Number of	
Cohort number:	8	Research staff		43	
Date of submission:	21/05/2021	Postgraduate researchers			
Institutional context:	The University of Chester is a teaching-led institution which currently employs approximately 1750 staff and 14,300 students. There are 7 academic faculties located across 6 sites in Cheshire, Shropshire, Warrington and Wirral.	Research and teaching staff			
		Teaching-only staff			
		Technicians			
		Clinicians			
		Professional support staff			
		Other (please provide numbers and details):			

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat to support the development of Researchers	1) Distribute a copy of the Concordat to all Research staff via email and bring to their attention particular elements; 2) using the online orientation system - signpost newly appointed Research staff to the Concordat posted on the Research Hub; 3) encourage greater engagement with the 2022 CEDARS survey by considering the following (FG item 1.4 i)Concerns about being identified is likely to influence low participation – consider stating that demographic fields can be left blank to maintain anonymity - or reduce demographic information collected if possible ii)Inform people better re. confidentiality etc – include a Participant Information Sheet or video iii)Consider timings of focus groups in future) 4) Develop a Communication Strategy to support increased engagement with the researcher community particularly with feedback mechanisms	1) Distibute twice per academic year; 2) 2022 CEDARS survey - success measure = >60% say they have some understanding of the Concordat to Support the Career Development of Researchers; 2020 CEDARS survey - 60% (3) said they had some understanding of this and 40% (2) said they never heard to this understanding; 3) Improved CEDARS response rate to >25%; 4) More than 25% of researchers to attend the Research & Knowledge Exchange Festival	30/11/2021	Deputy HOD, RIO & AD(L&OD); Faculty Reps		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	1) Ensure research staff are signposted to all relevant policies via online orientation and Researcher Hub; 2) signpost managers of research staff to the People Manager's Orientation Guide which identifies all key strategies and policies	1) > 50% of newly appointed research staff engage with the online orientation process; 2) 2022 CEDARS survey: success measure = > 80% agree/agree strongly that the UoC is committed to Equality and Diversity (Q.40.3); success measure = > 50% agree/agree strongly that staff at the UoC are treated fairly irrespective of any protected characteristics (Q.36.5). 2020 CEDARS survey - 100% (5) agreed that the UoC was committed to Equality and Diversity; 40% (2) agreed that staff at the institution are treated fairly irrespective of any protected characteristics	30/11/2022	AD (L&OD); Faculty Reps		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	1) Development and implementation of the University's INSPIRE values and People Plan priorities	1) Launch INSPIRE Values and People Plan before July 2022; 2) 2022 CEDARS survey: success measure = > 80% agree/agree strongly that the UoC is committed to Equality and Diversity (Q.40.3); success measure = > 50% agree/agree strongly that staff at the UoC are treated fairly irrespective of any protected characteristics (Q.36.5). 2020 CEDARS survey - 100% (5) agreed that the UoC was committed to Equality and Diversity; 40% (2) agreed that staff at the institution are treated fairly irrespective of any protected characteristics	21/05/2022	AD (L&OD); Faculty Reps		
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	1) Healthy University Strategy communication and implementation; train at least 80% of all staff in some sort of Mental Health First Aid/Awareness training by July 2022; Provision of an Employee Assistance Programme of support which includes access to 24/7 telephone counselling; 2) Workload is agreed during Performance and Development Planning meetings; 3) Research Staff are aware of the Dignity & Respect Policy and Advisers; 4) Research staff are signposted to resources to maintain positive mental health including - Facilitating Constructive Conversations Workbook; Developing Personal Resilience Workbook; Supporting the Mental Health and Emotional Wellbeing of Employees 5) Ensure Research staff are aware of the University's Mediation Service	1) Success measure = 65% of Research staff are trained in some sort of MHFA training by 31st July 2022. 2) Implement a new online reporting facility relating to Dignity and Respect by July 2022. 3) 2022 CEDARS Survey: success measure = > 80% Agree/agree strongly that the UoC actively promotes the importance of good mental health and wellbeing (Q.40.4); success measure = > 50% agree/agree strongly that they are familiar with the institution's mechanisms to report incidents of discrimination (Q.36.1); 2020 CEDARS Survey responses - 100% (5) of respondents agreed that the UoC actively promotes the importance of good mental health and wellbeing of staff; 1 respondent was responsible for managing others and they had completed MH&WB training; 40% (2)agreed, 40% (2) disagreed that they were familiar with the institution's mechanisms to report incidents of discrimination - 20% (1) didn't know. 4) Raise awareness of University's Mediation Service annually.	30/11/2022	AD (L&OD); Senior Project Manager, Workload Allocation; Faculty Reps		
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	1) Regularly (6-monthly) signpost managers of research staff to training provision/resources which includes: E&D Moodle Module; various courses and workbooks relating to H&WB e.g. MHFA course; Supporting the Mental Health and Emotional Wellbeing of Employees; Manager Guides e.g. Carers in Employment; Menopause in the Workplace; How to Support a Bereaved Member of Staff; and How to Support a Member of Staff with Cancer.	1) Signpost Managers to relevant resources in January/July each year; 2) 2022 CEDARS Survey: success measure = responses - > 80% with management responsibility say they are fully confident to be able to respond to any issues relating to health and wellbeing or bullying and harassment (Q.26.9); success measure = >80% have completed their E,D & I training (Q.27.8); success measure = > 80% agree/agree strongly that their working environment supports their mental health and wellbeing (Q.40.5). 2020 CEDARS Survey responses - 100% (1) with management responsibility said they were fully confident to be able to respond to any issues relating to health and wellbeing or bullying and harassment; they had also completed their E,D&I training; 80% agreed that their working environment supported their mental health and wellbeing and 20% (1) disagreed strongly	21/05/2023	AD (L&OD)		
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	1) Annually promote and encourage Research staff to complete the 'Research Integrity' online training and discuss management of integrity; 2) ensure research staff can easily access mechanisms for reporting incidents of misconduct in relation to research integrity on the Research Hub	1) Promote Research Integrity online training in January each year; 2) Remind research staff in January of mechanisms for reporting of misconduct in relation to research integrity; 3) 2022 CEDARS survey: success measure = >80% of those who manage research staff have completed the Research Integrity training (Q.27.7); success measure = > 50% of non-managerial research staff have completed the Research Integrity training (Q.32.13); success measure = >60% agree/agree strongly that they were familiar with the institution's mechanisms to report incidents of misconduct in relation to research integrity (Q.38.1). 2020 CEDARS survey responses - 100% (1) of those who manage research staff have completed the Research Integrity training (Q.27.7); (Q.32.13) 40% had completed the Research Integrity training, 40% would like to complete the Research Integrity training; (Q.38.1) 20% (1) strongly agreed, 20% (1) agreed, 20% (1) disagreed that they were familiar with my institution's mechanisms to report incidents of misconduct, and 40% (2) didnt' know.	30/11/2021	Deputy HOD, RIO;Faculty Reps		
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	1) Facilitate 6-monthly focus groups with research staff to obtain qualitative data to contribute towards improving the research environment and culture - first focus group to be held on 29th June 2021; 2) Conduct CEDARS survey in 2022 with follow-up focus groups being held to review responses in more depth; 3) Implementation of a new Research Strategy: setting up 4 new Research Institutes by September 2021, establishing performance measures which include environment and culture, and faciliate the sharing of research projects e.g. via videos on the Research Hub (FG item 3.1); 4) Ensure focus grous are also a mechanism to feedback to researchers on topics raised at the previous meeting	1) Arrange focus groups in June and December each year; 2) 2022 CEDARS survey: success measure = > 70% agree/strongly agree that they feel included in their immediate research environment/group; Initial performance measures for Research Institutes established. 2020 CEDARS survey responses - (Q41.4) - 80% (4) agreed that they felt included in their immediate research environment/group with 20% (1) saying that this was not applicable; 3) Establishment of 4 x Research and Knowledge Exchange Institutes with Portal presence; 4) provide feedback to participants of focus group (and make available via Portal) after each meeting	21/05/2023	AD (L&OD) & Deputy HOD, RIO, Faculty Reps		
Funders must:							

ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies					
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers					
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions					
Managers of researchers must:						
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	1) monitor and manage completion of mandatory training for managers of researchers every 6 months commencing in June 2021 which includes: E&D Moodle Module and Supporting the Mental Health and Emotional Wellbeing of Employees Course/Workbook; 2) evaluate transfer of learning for both modules to ask how they have applied their learning/knowledge into their work using the 6 monthly follow-up evaluation process	1) Success measure = > 80% of managers of researchers to have completed both the E&D Moodle module and Supporting the Mental Health and Emotional Wellbeing of Employees Course/Workbook; 2) > 50% of managers have been able to transfer their learning to their work	21/05/2023	AD (L&OD)	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	1) establish a course code for Research Integrity training to then be able to record activity on the HR training database; 2) monitor and encourage managers of researchers and research staff to complete the Research Integrity training; 3) signpost all researchers to the institution's mechanisms to report incidents of misconduct via the Research Hub on Portal; 4) create a new tile on the Research Hub portal page that refers to financial protocols (FG item 3.9)	2) 2022 CEDARS survey: success measure = >80% of those who have management responsibility for research staff and research staff have completed the Research Integrity training (Q.27.2 & Q.32.13); 3) success measure = >60% agree strongly that they were familiar with the institution's mechanisms to report incidents of misconduct in relation to research integrity (Q.38.1). 2020 CEDARS survey (Q.27.2) showed that 100% (1) of those who had management responsibility for research staff had completed the Research Integrity training; 2) Q.32.13 showed that 40% (2) of research staff had completed and 40% hadn't completed the Research Integrity training; (Q.38.1) showed that 40% (2) agreed/strongly agreed and 20% (1) disagreed that they were aware of the institution's mechanisms to report incidents of research misconduct, 40% (2) didn't know.	30/11/2021	AD (L&OD) & Deputy HOD, RIO	
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	1) Regularly promote (3 x per year) Healthy University resources in Staff Forum and monthly (12 x per year) calendars of events on Portal landing pages; 2) ensure research staff are aware of the institutions mechanisms to report bullying or harassment are clear; 3) promote research integrity and research integrity training in Staff Forum; 4) signpost research staff to the Concordat to Support Research Integrity via the Research Hub	2) 2022 CEDARS survey: success measure = = >80% agree/strongly agree that the UoC actively promotes the importance of good mental health and wellbeing of staff (Q.40.4); success measure = >80% agree/agree strongly that their working environment supports their mental health and wellbeing (Q.40.5); 2) success measure = >80% agree/agree strongly that they are familiar with the institution's mechanisms to report bullying or harassment (Q.37.1); 3) success measure = >80% agree/agree strongly that they have never felt pressured into compromising their research standards or integrity (Q.39.5); success measure = >80% agree/agree strongly that the institution promotes the highest standards of research integrity and conduct (Q.40.2); 4) success measure = >80% to have some understanding of the Concordat to Support Research Integrity (Q.42.2). 2020 CEDARS survey (Q.40.4) responses showed that 100% (5) agreed that the institution actively promotes the importance of good mental health and wellbeing of staff; (Q.40.5) responses showed that 80% (4) agreed and 20% (1) disagreed strongly that their working environment supported their mental health and wellbeing; (Q.37.1) responses showed that 60% (3) agree and 40% (2) disagree that they were familiar with the institution's mechanisms to report bullying or harassment; (Q.39.5) 100% (5) said they had never felt pressured into compromising their research standards or integrity - success measure = 100% never felt pressured; (Q.40.2) 40% agreed that the institution promotes the highest standards of research integrity and conduct - 60% didn't know; (Q.42.2) 60% (3) said they had never heard of the Concordat to Support Research Integrity, 20% said they have some understanding, 20% said they new it exists but don't have the detail.	21/05/2023	AD (L&OD) & Deputy HOD, RIO; Faculty Reps	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	1) Develop, communicate and implement flexible/agile working policy	1) 2022 CEDARS survey: success measure = >80% of respondents agree/agree strongly that they felt fairly treated with respect to flexible working requests (Q.13.6); success measure = >80% of research managers say they are fully confident with respect to managing requests for flexible working appropriately (Q.26.10). 2020 CEDARS survey responses showed that (Q.13.6) 80% of respondents agreed/strongly agreed that they felt fairly treated with respect to flexible working requests, 20% (1) disagreed; (Q.26.10) 100% (1) of research managers said they were fully confident with respect to managing requests for flexible working appropriately	30/11/2022	AD (L&OD); Faculty Reps	
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	1) Consult with research staff in relation to developing and implementing a new Research Strategy for the Institution; 2) Explore ways to make a clearer connection between departmental activities and the University research strategy (FG item 3.10)	1) and 2) 2022 CEDARS survey: success measure = >60% mostly/fully feel valued for their contribution to Institutional policy and decision-making (Q15.7); success measure = >60% had participated in institution policy and decision-making (Q33.8). 2020 CEDARS survey responses showed that (Q15.7) 20% (1) of respondents felt that their contribution to Institutional policy and decision-making was valued to some degree; 40% (2) felt it wasn't at all valued and 40% (2) felt it wasn't applicable; 0% (0) of respondents indicated that they had not participated in institution policy and decision-making (Q33.8) and 60% (3) indicated that they would like to participate.	30/11/2021	Deputy HOD, RIO; Faculty Reps	
Researchers must:						
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	1) Encourage research staff to engage with opportunities to contribute to the development of a supportive, fair and inclusive research culture e.g. consultation on new strategy 2) encourage research staff to register as a mentor for research staff, and to complete developmental opportunities as a mentor 3) Formal opportunities to network with other researchers will be facilitated as part of Annual Research Conferences	1) > 10% of research staff registered as a mentor; 2) > 30% of research staff engaged with Annual Research Conferences; 3) 2022 CEDARS survey: success measure = > 40% feel that the contribution they make to developing researchers is mostly/fully valued (Q.15.3); success measure = >80% agree/agree strongly that they feel included in their immediate research environment/group (Q.41.4). 2020 CEDARS survey responses showed that 20% (1) of respondents felt that the contribution they made to developing researchers was valued to some degree (Q.15.3), 20% said the contribution they made to developing researchers wasn't valued at all and 60% (3) indicated that this was not appliable; 80% agreed that they felt included in their immediate research environment/group (Q.41.4).	30/11/2022	Deputy HOD, RIO & AD (L&OD); Faculty Reps	
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	1) Encourage all research staff to complete the Research Integrity training; 2) ensure research staff are familiar with the institution's mechanisms to report incidents of misconduct by signposting via the online orientation process and publicising on the internal Portal Research Hub	2022 CEDARS survey: success measure = >80% of those who manage research staff have completed the Research Integrity training (Q.27.7); success measure = > 50% of non-managerial research staff have completed the Research Integrity training (Q.32.13); success measure = >60% agree/agree strongly that they were familiar with the institution's mechanisms to report incidents of misconduct in relation to research integrity (Q.38.1). 2020 CEDARS survey responses - 100% (1) of those who manage research staff have completed the Research Integrity training (Q.27.7); (Q.32.13) 40% had completed the Research Integrity training, 40% would like to complete the Research Integrity training; (Q.38.1) 20% (1) strongly agreed, 20% (1) agreed, 20% (1) disagreed that they were familiar with the institution's mechanisms to report incidents of misconduct, and (2) 40% didn't know.	30/11/2021	Deputy HOD, RIO & AD (L&OD)	
ECR3	Take positive action towards maintaining their wellbeing and mental health	1) In additional to institutional wide campaigns/communication, via individual emails, signpost research staff to Health and Wellbeing resources/support/training opportunities once per term	1) 2022 CEDARS survey: success measure = >80% agree/strongly agree that the UoC actively promotes the importance of good mental health and wellbeing of staff (Q.40.4); success measure = >80% agree/agree strongly that their working environment supports their mental health and wellbeing (Q.40.5); success measure => 80% agree or agree strongly that they take positive action to maintain their mental health and wellbeing (Q41.5). 2020 CEDARS survey responses showed that 100% (5) of respondents agreed that the institution actively promotes the importance of good mental health and wellbeing of staff (Q40.4); and 80% (4) of respondents agreed that they take positive action to maintain their mental health and wellbeing (Q41.5).	21/05/2023	AD (L&OD); Faculty Reps	

ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	1) Ensure research staff are familiar with the institution's Dignity & Respect policy and where to access information relating to the Dignity & Respect Advisers to facilitate the reporting of any alleged incidents 2) Encourage research staff to complete the Research Integrity training; 3) create a new Research Integrity tile on the Researcher Hub Portal pages to bring together related policies, training resources and other related information.	2022 CEDARS survey: success measure = >80% agree/agree strongly that they are familiar with the institution's mechanisms to report bullying or harassment (Q.37.1); success measure = >60% agree/agree strongly that they were familiar with my institution's mechanisms to report incidents of misconduct with respect to research integrity (Q.38.1); success measure = >80% agree/agree strongly that their institution promotes the highest standards of research integrity and conduct(Q.40.2). 2020 CEDARS survey responses showed that: (Q.37.1) 60% (3) agreed that they were familiar with the institution's mechanisms to report bullying or harassment and 20% (1) disagreeing; (Q.38.1) 20% (1) strongly agreed, 20% (1) agreed, 20% (1) disagreed that they were familiar with my institution's mechanisms to report incidents of misconduct with respect to research integrity, and 40% (2) didnt' know; (Q.40.2) 40% agreed that their institution promotes the highest standards of research integrity and conduct, and 60% didn't know.	30/11/2021	Deputy HOD, RIO & AD (L&OD)		
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	1) Encourage research staff to contribute to research strategy/policy/procedural development and implementation via personal email correspondence when opportunities arise.	2022 CEDARS survey: success measure = >60% mostly/fully feel valued for their contribution to Institutional policy and decision-making (Q15.7); success measure = >60% had participated in institution policy and decision-making (Q33.8). 2020 CEDARS survey responses showed that (Q15.7) 20% (1) of respondents felt that their contribution to Institutional policy and decision-making was valued to some degree; 40% (2) felt it wasn't at all valued and 40% (2) felt it wasn't applicable; 0% (0) of respondents indicated that they had not participated in institution policy and decision-making (Q33.8) and 60% (3) indicated that they would like to participate.	21/05/2023	Deputy HOD, RIO; Faculty Reps		
Employment							
Institutions must:							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	1) Ensure all Recruitment and Selection panel Chairs have completed the mandatory training and 3 yearly refresher training.	1) > 80% of R&S Panel Chairs have completed the mandatory training/refresher within a 3 year period; 2) 2022 CEDARS survey: success measure = >80% agree/agree strongly that the recruitment, selection and assessment process was fair (Q.18.1); success measure = 80% agree/agree strongly that the process was inclusive (Q.18.2); success measure = >80% agree/agree strongly that the process was transparent(Q.18.4); success measure = >80% of respondents who manage research staff feel fully confident in their ability to use inclusive, equitable and transparent recruitment processes(Q.26.1). 2020 CEDARS survey responses showed that (Q.18.1) 60% (3) of respondents agreed that the recruitment, selection and assessment process was fair; (Q.18.2) 20% agreed that the process was inclusive; (Q.18.4) 20% agreed that the process was transparent; (Q.26.1) 100% (1) of respondents who manage research staff felt fully confident in their ability to use inclusive, equitable and transparent recruitment processes	21/05/2023	AD (L&OD)		
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	1) Revise and communicate the University's Induction Policy i.e. to be rebranded as the Welcome and Orientation Policy and updated to reflect current practice 2) Include a recorded session covering research strategy, policies and practices and where to access resources/information on the Portal Researcher Hub as part of the virtual Welcome events which are facilitated 3 times per year. 3) a member of the R&KTO to participate in the Welcome Q&A panel event with co-presenters. 4) monitor online orientation process engagement which identifies activities at departmental/local level 5) develop a Leading and Managing from the middle developmental programme for 'middle' managers - this will be a workbook supported by live learning discussion sessions; 6) signpost researchers to the Researcher Hub via the online orientation process; 7) Researcher Hub - include the following resources: Citizen Student Strategy; Research Strategy; Career Development Policy; Managing Your Career Guide; Generic https://blogs.shu.ac.uk/shupdreviewtoolkit/files/2018/07/Career-and-development-conversation-guide-Final-Aug-2018.pdf https://www.pat.nhs.uk/community-services/CF2/CF2%20Career%20Conversations%20Toolkit.pdf Research specific https://warwick.ac.uk/services/od/development-opportunities/learning-activities/developing-self/career_conversations_v2_new_2019.pdf; Case Studies relating to Impact - 03/06/20 - public engagement with research – found this which looks good http://www.ox.ac.uk/research/public-engagement https://www.ox.ac.uk/research/support-researchers/using-research-engage?wssl=1; 8) Review Local induction arrangements for researchers; review compulsory training i.e. include research governance (FG item 2.3)	1) > 60% of newly appointed research staff engage with the Welcome Event; 2) > 60% of Welcome Event participants engage with the evaluation process to obtain qualitative and quantitative data immediately following the Welcome event to continuously improve the Welcome event; 3) 2022 CEDARS survey: success measures = >80% find the institutional induction useful/very useful (Q.19.1); success measure = >80% find the departmental/ faculty/unit level induction useful/very useful (Q.19.2); success measure = >80% find the induction process local to their current role useful/very useful (Q.19.3). 2020 CEDARS survey responses showed that (Q.19.1) 20% (1) of respondents found the institutional induction very useful and 40% (2) useful; (Q.19.2) 60% (3) found the departmental/ faculty/unit level induction useful; (Q.19.3) 20% (1) found the induction process local to their current role useful and 40% (2) said it wasn't offered.	30/05/2022	Deputy HOD, RIO & AD (L&OD); Faculty Reps		
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	1) Development and implementation of a Career Development Policy and Career Framework; 2) Explore practices at other HEIs in relation to the type of contracts research staff are issued when employed i.e. professional services contract vs academic contract - research only staff are employed on professional services contracts currently which limits progression compared to academic contracts and progression opportunities (FG item 2.6); 3) Consider implementing an INSPIRE awards framework - INSPIRE is a mnemonic that reflects the university's values; 4) implement a Managing Your Career Guidance document which makes reference to how to have career conversations for both research staff and their managers; 5) produce guidance to PIS about how they can support the career development opportunities of experienced researchers via new grant applications (FG item 1.2)	2022 CEDARS survey: success measure = >60% agree/agree strongly that the institution treats them fairly with respect to opportunities for promotion and progression (Q.13.4); success measure = >60% agree/agree strongly that promotional pathways and processes are clear to them (Q.16.1); success measure = >60% agree/agree strongly that the institution has equitable opportunities for career progression (Q.16.2); success measure = >40% agree/agree strongly that promotions at the university are made on merit (Q.16.3); success measure = >60% agree/agree strongly that they are appropriately recognised for their contributions to the university(Q40.1). 2020 CEDARS survey responses showed that (Q.13.4) 20% (1) of respondents disagreed that the institution treated them fairly with respect to opportunities for promotion and progression, 40% (2) disagreed strongly and 40% (2) didn't know; (Q.16.1) 60% (3) said they disagreed strongly that promotional pathways and processes are clear to them, 40% said they didn't know; (Q.16.2) 20% (1) disagreed and 40% (2) disagreed strongly that the institution has equitable opportunities for career progression, 40% (2) didn't know; (Q.16.3) 80% (4) didn't know if promotions at the university are made on merit, 20% (1) disagreed strongly; (Q.40.1) 40% (2) agreed that they are appropriately recognised for their contributions to the university, 20% (1) disagreed and 40% (2) disagreed strongly	21/05/2023	AD (L&OD)		

EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	1) Develop and make available a Research Team Leadership development programme which refers to the university's Redeployment and Redundancy Policy and includes resources for managing and leading in times of uncertainty whether this be structural changes/fixed term contracts (FG item 1.5) ; 2) signpost managers of researchers to Project Management course information and opportunities; 3) signpost managers of researchers to PDP training opportunities and PDP guidance documentation; 4) review and revise the PDP guidance to reflect any changes made to practices/additional resources available	2022 CEDARS survey: success measure = >80% of managers of research staff are confident/fully confident in terms of: giving guidance to researchers on institutional redeployment processes(Q.26.2); supporting their researchers in working towards their career aspirations (Q.26.3); managing the PDP processes effectively (Q.26.4); providing effective feedback to individual researchers (Q26.5); dealing with poor performance of researchers (Q26.6); with acknowledging good performance (Q26.7); responding to any issues relating to health and wellbeing (Q26.8); success measure = >80% of managers of research staff have: completed training for Conducting appraisals (Q27.1); completed training for Leading a research group (Q27.2); completed training for Managing staff performance (Q27.3); completed Recruitment and selection training (Q27.4); completed Supervising doctoral researchers training (Q27.5); completed Leadership training (Q27.6). 2020 CEDARS survey responses showed that (Q.26.2) 100% (1) of managers of research staff were not very confidence in terms of giving guidance to researchers on institutional redeployment processes; 100% (1) of line managers indicated that: they were fully confident with supporting their researchers in working towards their career aspirations (Q.26.3); they were fully confident with managing the PDP processes effectively (Q.26.4); they were fully confident with providing effective feedback to individual researchers (Q26.5); they were fully confident with dealing with poor performance of researchers (Q26.6); they were fully confident with acknowledging good performance (Q26.7); and they were fully confident with responding to any issues relating to health and wellbeing (Q26.8); 100% (1) of managers of research staff indicated that they had completed training for Conducting appraisals (Q27.1); 100% (1) of responses were blank with respect to training for Leading a research group (Q27.2); 100% (1) indicated they would like training for Managing staff performance (Q27.3); 100% (1) indicated that they had completed Recruitment and selection training (Q27.4); 100% (1) indicated that they had completed Supervising doctoral researchers training (Q27.5); and 100% (1) indicated that they would like to complete Leadership training (Q27.6).	30/05/2022	AD (L&OD)		
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	1) Review the existing competency framework to ensure it aligns to the new Citizen Student Strategy; 2) Introduce/launch the new INSPIRE Values together with the revised competency framework; 3) integrate and embed both into all HR policies/procedures/practices in particular the Performance and Development Planning online system; 4) explore contextual factors/logistics of bringing together the WAMS processes and PDP processes operationally and under one policy i.e. My Contribution Policy	2022 CEDARS survey: success measure = >80% agree/strongly agree that they feel fairly treated in relation to contracted workload (Q13.7); success measure = >80% agree/agree strongly that they feel fairly treated in relation to the allocation of additional work beyond their contracted workload (Q13.8); success measure = >60% feel that the contributions they make to the PDP are fully/mostly valued (Q15.1); success measure = >60% feel that their contribution to managing staff performance is fully/mostly valued (Q15.2); success measure = >60% feel that their contribution to management and administration within the institution is fully/mostly valued (Q15.8); success measure = >80% feel that their PDP is useful/very useful; (Q20a); success measure = >80% agree/agree strongly that their line manager clearly articulates their expectations of them with respect to their role and performance (Q22.1); success measure = >80% agree/agree strongly that their line manager provides constructive feedback on their performance (Q22.2); success measure = >60% agree/agree strongly that their line manager supports them in working towards promotion opportunities (Q22.4); success measure = >60% agree/agree strongly that their line manager supports them with their broader career aspirations (Q22.5); success measure = >60% agree/agree strongly that they are aware of the support the institution provides for their career and professional development (Q29.3). 2020 CEDARS responses indicated that 60% (3) of respondents agreed that they felt fairly treated in relation to contracted workload (Q13.7), 20% (1) disagreed strongly and 20% (1) felt it was not applicable - success measure = 80% agree/strongly agree; 40% agreed that they felt fairly treated in relation to the allocation of additional work beyond their contracted workload (Q13.8), 20% (1) disagreed strongly, 20% (1) didn't know, and 20% (1) felt it was not applicable; 20% (1) felt that the contributions they make to the PDP was mostly valued (Q15.1), 20% (1) felt it was valued to some degree, 40% (2) felt it was not valued at all, and 20% indicated that it was not applicable; 40% (2) felt that their contribution to managing staff performance was valued to some degree (Q15.2), 60% felt it was not applicable; 20% (1) felt that their contribution to management and administration within the institution was valued to some degree (Q15.8), 40% (2) felt it wasn't valued at all, 20% (1) didn't know and 20% (1) indicated that it was not applicable; 40% (2) felt that their PDP was useful (Q20a) and 60% felt is was not very useful; 60% (3) agreed that their line manager clearly articulates their expectations of them with respect to their role and performance (Q22.1); 80% (4) agree that their line manager provides constructive feedback on their performance (Q22.2); 20% (1) agree that their line manager supports them in working towards promotion opportunities (Q22.4), 20% (1) disagreed, 40% (2) indicated that this was not applicable and 20% (1) didn't know; 40% (2) agree that their line manager supports them with their broader career aspirations (Q22.5), 20% (1) disagree strongly, 20% (1) indicated this was not applicable and 20% (1) did not respond at all; 60% (3) disagree that they are aware of the support the institution provides for their career and professional development (Q29.3), 20% (1) didn't know and 20% (1) did not respond.	21/05/2023	Deputy HOD, RIO & AD (L&OD)		
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	1) signpost existing research staff to upcoming research opportunities within and outwith the institution; 2) establish steps research staff can consider to progress their career as an academic member of staff; 3) consider employing research staff on academic contracts compared to professional services staff contracts 4) consider establishing a centralised pool of research staff that can be deployed across the institution; 5) ensure managers of research staff are familiar with the Redundancy and Redeployment Policy	2022 CEDARS survey: success measure = > 60% feel confident/fully confident in terms of giving guidance to researchers on institutional redeployment processes (Q.26.2); 2020 CEDARS survey: 100% indicated that they were not very confident in terms of giving guidance to researchers on institutional redeployment processes (Q.26.2)	30/05/2022	Deputy HOD, RIO		
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	1) VC weekly communication to continue which invites all staff to participate in regular Q&A sessions thus providing opportunities to voice their views/suggestions and make their contributions; 2) explore opportunities for research staff to engage with R&KT Committee and sub-groups e.g. Research Integrity; Human Tissue sub-group & Research with Animals sub-group; Research Ethics Advisory Board and local Research Ethics Committees	2022 CEDARS survey: success measure = >80% agree/agree strongly that there are opportunities to participate in decision-making processes (e.g. committees) (Q13.3); success measure = >60% agree/agree strongly that their contribution to institutional policy and decision-making is valued (Q15.7). 2020 CEDARS survey responses showed that 80% (4) agree that there are opportunities to participate in decision-making processes (e.g. committees) (Q13.3), 20% said they didn't know; 20% (1) agree that their contribtuion to institutional policy and decision-making was valued to some degree (Q15.7), 40% (2) felt their contribution was not at all valued, 20% (1) felt it was not applicable and 20% (1) didn't know	21/05/2023	Deputy HOD, RIO/ R&KT Committee		
Funders must:							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security						
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression						
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels						
Managers of researchers must:							

EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	1) Signpost managers of research staff to PDP training which includes managing performance; 2) develop and make available a development programme for Leading and Managing Research staff	2022 CEDARS survey: success measure = >80% of those who manage research staff have completed training in relation to conducting appraisals (Q27.1); Leading a research group (Q27.2); Managing Staff Performance (Q27.3); Leadership (Q27.6). 2020 CEDARS survey responses show that 100% (1) of those who manage research staff have completed training in relation to conducting appraisals (Q27.1); 0% had completed 'Leading a research group; training (Q27.2); 0% had completed 'Managing Staff Performance (Q27.3); 0% had completed any 'Leadership' training (Q27.6).	30/11/2021	AD (L&OD)		
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	1) ensure managers of researchers have completed: the Management Essentials training which includes key policies such as Grievance, Absence, Dignity & Respect, Disciplinary; the mandatory E&D Moodle module; the mandatory IOSH Managing Safely online course; the mandatory Supporting Mental Health and Emotional Wellbeing Course 2) encourage managers of researchers to complete the Mental Health First Aid or Awareness course; 3) signpost managers of researchers to Health and Wellbeing resources available on Portal via the online orientation process; 4) provide regular Health and Wellbeing updates in the Staff Forum magazine which is sent to all staff email addresses; 5) signpost managers of research staff to the People Manager's Orientation Guide 6) continue to ensure managers are aware of T&Cs of grant funding via institutional grant approval process and communicate requirements to other researchers working on the grant; 7) implement a new programme of Race Equality, Microaggression and Unconscious Bias training; 8) Review internal processes relating to access to funding (FG item 3.8) 9) QR funds – clarify protocols/procedures relating to QR funds and how funds are distributed (FG item 3.12); 10) ensure research staff are aware of support available in terms of bid writing (FG item 3.14)	1) > 80% of managers of researchers have completed the Management Essentials training; 2) 2022 CEDARS survey: success measure = >80% of those who manage research staff had completed the Equality and Diversity training (Q27.8); Mental Health and Wellbeing training (Q27.9) 2) > 80% of those who manage research staff have completed some form of MHFA training; 3 & 4) 2022 CEDARS survey: > 80% of those who manage research staff are confident/fully confident with responding to any issues relating to Health and Wellbeing (Q.26.8); 5) 2022 CEDARS survey - success measure = >80% feel that their induction at institution level (Q.19.1) and Faculty/Departmental level (Q19.2) were useful/very useful; 6) gather data at focus groups and via institutional question in CEDARS 2022 to establish how confident managers are that they understand the T&Cs of their grants; 7) > 80% have completed the Race Equality, Microaggression and Unconscious Bias training. 2020 CEDARS survey responses showed that 100% (1) of those who manage research staff had completed the Equality and Diversity training (Q27.8); 100% (1) had completed the Mental Health and Wellbeing training (Q27.9).	30/11/2022	Deputy HOD, RIO & AD(L&OD)		
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	1) ensure managers of researchers have completed the mandatory Recruitment and Selection training	1) > 80% Managers of researchers have completed the mandatory R&S training within a 3 year period; 2) 2022 CEDARS survey: success measure = >80% of those who manage research staff have completed the Recruitment and Selection training (Q27.4). 2020 CEDARS survey responses showed that 100% (1) of those who manage research staff had completed the Recruitment and Selection training (Q27.4).	21/05/2023	AD (L&OD)		
EM4	Actively engage in regular constructive performance management with their researchers	1) monitor and manage completion of PDP for all research staff i.e. at least 1 formal PDP has been completed every 12 months	1) Success measure = > 80% have engaged with the PDP process; 2) 2022 CEDARS survey - success measure = > 80% agree/agree strongly that: their manager clearly articulates their expectations of them with respect to their role and performance (Q22.1); their manager provides constructive feedback on their performance (Q22.2); and > 80% of those who manage researchers feel confident/fully confident with: Managing the appraisal/review processes effectively (Q26.4); feel confident/fully confident with providing effective feedback to individual researchers (Q26.5); feel confident/fully confident when dealing with poor performance of researchers (Q26.6); feel confident/fully confident when acknowledging good performance (Q26.7). 2020 CEDARS survey responses showed that 60% (3) agreed that their manager clearly articulates their expectations of them with respect to their role and performance (Q22.1); 80% (4) agree that their manager provides constructive feedback on their performance (Q22.2); 100% (1) of those who manage researchers felt fully confident with Managing the appraisal/review processes effectively (Q26.4); 100% (1) of those who manage researchers felt fully confident with providing effective feedback to individual researchers (Q26.5); 100% (1) of those who manage researchers felt fully confident when dealing with poor performance of researchers (Q26.6); 100% (1) of those who manage researchers felt fully confident when acknowledging good performance (Q26.7).	21/05/2023	AD (L&OD)		
EM5	Engage with opportunities to contribute to relevant policy development within their institution	1) VC weekly communication to continue which invites all staff to participate in regular Q&A sessions which provide opportunities to voice their views/suggestions and make their contributions to institutional matters; 2) invite all research staff to contribute to research related strategy/policy development; 3) Work is ongoing to refine objectives for each R&KE Institute (FG item 3.13) 4) Research strategy and focus on outputs – focus on PI and not just those who have done the work? Projects? EC to discuss further (FG item 1.6)	2022 CEDARS survey - success measure = >80% feel that the contribution they make to Institutional policy and decision-making is fully/mostly valued (Q15.7). 2020 CEDARS survey responses showed that 20% (1) of respondents felt that the contribution they made to Institutional policy and decision-making was valued to some degree (Q15.7), 40% (2) didn't feel it was at all valued, and 40% (2) indicated that this was not applicable.	21/05/2023	Deputy HOD, RIO		
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	1) monitor and manage online orientation completion; 2) monitor and manage completion of mandatory Moodle modules (GDPR; E&D; Prevent; & Anti-bribery); 3) Review online orientation statements to ensure they are fit for purpose and are sufficient to facilitate a smooth transition into their roles and how to get on the researcher career ladder (FG item 2.4 & 2.5)	> 80% of research staff complete the following mandatory Moodle modules: GDPR; E&D; Prevent; Anti-bribery during their probationary review period	21/05/2023	AD (L&OD)		
ER2	Understand their reporting obligations and responsibilities	1) include in the PDP guidance and training how researchers should engage with line managers to understand their reporting obligations and responsibilities associated with the grant and incorporate prompt within the post-award (RO2) process	2022 CEDARS survey: success measure = >70% researcher have discussed reporting obligations and responsibilities with their managers (institutional question)	21/05/2023	Deputy HOD, RIO		
ER3	Positively engage with performance management discussions and reviews with their managers	1) monitor and manage engagement with annual PDPs	Success measure = >80% of research staff have engaged with the PDP process; 2022 CEDARS survey - success measure = >80% of research staff: have over the past two years (or since taking up your current position if that is more recent) participated in their staff appraisal/review (Q20); have found that their staff review/appraisal was useful/very useful (Q20a). 2020 CEDARS responses indicated that 100% (5) research staff had over the past two years (or since taking up your current position if that is more recent) participated in their staff appraisal/review (Q20); 40% (2) found that their staff review/appraisal was useful (Q20a) and 60% indicated that it as not very useful.	21/05/2023	AD (L&OD)		
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	1) integrate the new Citizen Student Strategy into the PDP guidance and training to clarify how each individual/team contributes to the institutions overarching priorities	Success measure = >80% of research staff have completed the PDP training; 2022 CEDARS survey -success measure = > 80%agree/agree strongly that their manager clearly articulates their expectations of them with respect to their role and performance (Q22.1). 2020 CEDARS survey responses showed that 60% (3) agreed that their manager clearly articulates their expectations of them with respect to their role and performance (Q22.1).	21/05/2023	AD (L&OD)		
Professional and Career Development							
Institutions must:							
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	1) Secure funds in annual RIO business plan to support conference attendance for career development purposes (rather than for research dissemination) and inform researchers of opportunity to apply 2) explore ways to record, monitor and manage a minimum of 10 days professional development per year 3) conduct a training needs analysis of research staff to ensure training opportunities meet those needs	2022 CEDARS survey - success measure = >80% of research staff agree/agree strongly that: they have access to training and development opportunities (Q13.1); they have opportunities for funding to attend conferences and external meetings (Q13.2); their manager / supervisor encourages them to consider a wide range of future career options beyond academia (Q29.2); they have a clear career development plan (Q29.5); success measure = >80% of research staff over the last 12 months have spent more than 10 days (pro-rata for part-time staff) on training/CPD activities (Q34). 2020 CEDARS responses showed that 40% (2) of research staff agreed that they had access to training and development opportunities (Q13.1), 20% (1) disagreed and 20% (1) disagreed strongly; 60% agree that they have opportunities for funding to attend conferences and external meetings (Q13.2), 20% (1) disagree and 20% (1) disagree strongly; (4) agree/agree strongly; 20% (1) disagree that their manager / supervisor encourages them to consider a wide range of future career options beyond academia (Q29.2); 20% (1) disagree strongly, 40% felt this was not applicable; 60% (3) agree that they have a clear career development plan (Q29.5), 20% (1) disagree strongly; Over the last 12 months 0% of research staff had spent more than 10 days on training/CPD activities, 0% had spent between 5 and 9 days on training/CPD activities, 20% (1) had spent 3 to 4 days, 205 (1) had spent 1 to 2 days and 40% (2) had spent less than 1 day on training/CPD activities (Q34).	30/11/2021	Deputy HOD, RIO; AD (L&OD)		

Ref	Concordat commitment	Actions	Success measures / survey data	Date	Responsible		
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	1) Monitor and manage PDP participation rates for all research staff as this includes career development conversations and personal/professional development plans to support performance in current role and in support of realistic career aspirations; 2) ensure managers of all research staff are aware of the Managing Your Career Guide which includes information about conducting career conversations	1) > 60% of research staff have participated in PDP reviews; 2) 2022 CEDARS survey - success measure = >80% feel that: the contribution towards developing researchers is valued fully/mostly by the institution (Q15.3); >60% agree/agree strongly that their manager/supervisor encourages them to engage in personal and career development activities (Q29.1); >60% agree/agree strongly that they have a clear career development plan (Q29.5); >70% agree/agree strongly that they maintain a formal record of their continuing professional development activities (Q29.6); >50% say they have a regular formal career development review with their manager / supervisor (Q30) and >50% who say they have regular formal career development reviews, indicate that it is useful/very useful. 2020 CEDARS survey responses show that 20% (1) felt that the contribution towards developing researchers is valued by the institution to some degree (Q15.3), 20% (1) felt it was not at all valued and 60% (3) indicated that this was not applicable; 60% (3) agreed that their manager/supervisor encourages them to engage in personal and career development activities (Q29.1); 60% agree that they have a clear career development plan (Q29.5), 20% disagree strongly; 60% agree that they maintain a formal record of their continuing professional development activities (Q29.6), 20% disagree; 40% (2) said they have a regular formal career development review with their manager / supervisor (Q30), 40%(2) said they didn't have regular formal career development reviews; out of the 2 who said they have regular formal career development reviews, 50% (1) indicated that it was not very useful (Q30a) and 50% indicated that it was not at all useful.	21/05/2023	AD (L&OD)		
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	1) Develop and implement a university wide Career Framework and Policy; 2) signpost Research staff to the Managing Your Career Guide on the Portal Research Hub which provides resources to support CPD and (FG item 2.1) career progression; 3) Signpost Research Staff to case studies which promote examples of how researchers have taken responsibility for their own career development	2022 CEDARS survey success measure = >50% agree/agree strongly that they are aware of the support the institution provides for their career and professional development (Q29.3); > 20% agree/agree strongly that they have discussed their career options with a career specialist (Q29.4); > 60% agree/agree strongly that they have a clear career development plan (Q29.5). 2020 CEDARS survey responses show that 60% (3) disagree that they are aware of the support your institution provides for your career and professional development (Q29.3), 20% (1) didn't know; 40% (2) disagree and 40% (2) disagree strongly that they have discussed their career options with a career specialist (Q29.4); 60% (3) agree that they have a clear career development plan (Q29.5), 20% (1) disagreed strongly	30/05/2022	Deputy HOD, RIO & AD(L&OD)		
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	1) Identify activities that contribute towards developing researcher identity; 2) clarify ways in which line managers can support researchers in developing their research identity; 3) Review mechanisms to facilitate opportunities for research staff to connect with other researchers within and outside of their own department, whether professionally or socially; 4) raise profile of research mentors on Portal; 5) Exploring the use to ChesterRep to include more researcher profiles – but will need promoting; 6) Researcher profiles uploaded to Research Hub on Portal and Website 7) explore alterative ways for researchers to connect e.g. https://www.ox.ac.uk/research/support-researchers/connecting-other-researchers?wssl=1	2022 CEDARS survey - success measure = > 60% agree/agree strongly that their line manager supports them to develop their research identity (Q22.3); > 40% agree/agree strongly that they have time to develop their research identity (Q29.7); > 40% agree/agree strongly that they have time to develop their leadership skills (Q29.8). 2020 CEDARS survey responses showed that 60% (3) agreed that their line manager supports them to develop their research identity (Q22.3); 20% (1) agree and 40% (2) disagree strongly that they have time to develop their research identity (Q29.7); 40% (2) disagree that they have time to develop their leadership skills (Q29.8), 20% (1) didn't know and 20% (1) felt it wasn't appicable.	21/05/2023	Deputy HOD, RIO & AD(L&OD)		
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	1) Enhance the HR exit process to include a reflection on research/generic skills and support for future employment	2022 CEDARS survey - success measure = > 40% have experienced research systems of other employment sectors (Q33.6); > 40% have experienced a secondment/placement in another employment sector (Q33.7). 2020 CEDARS survey responses showed that 20% (1) would be interested in experiencing research systems of other employment sectors (Q33.6), 40% (2) indicated that they had done this; 20% (1) said that they had already experienced a secondment/placement in another employment sector (Q33.7) and 20% (1) said they would like to do this.	30/11/2022	Deputy HOD, RIO & AD(L&OD)		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	1) signpost research staff to the Managing Your Career Guide as this includes a Learning Log template; 2) monitor and report on PDP completion rates for research staff compared to all staff to the SET annually; 3) signpost research staff to development opportunities e.g. Learning Calendar via the Research Hub on Portal; 4) report annually to SET a summary of engagement with development opportunities which are facilitated centrally/departmentally; 5) signpost research staff to annual research conference programme; 6) Review content of the Research Hub on Portal with researchers e.g. align CPD opportunities to RDF – might be useful to have another focus group to look at a particular theme i.e. training and development and recognition – asking them to help develop things we might do (FG item 2.2)	Success measure = >80% of research staff have engaged with the PDP process; >40% have engaged with developmental opportunities referred to in Learning Calendar; 2022 CEDARS survey success measures = > 60% agree/agree strongly that they maintain a formal record of their continuing professional development activities (Q29.6); >80% of research staff have over the past two years (or since taking up your current position if that is more recent) participated in their staff appraisal/review (Q20); >80% find that their staff review/appraisal is useful/very useful (Q20a). 2020 CEDARS survey responses show that 60% (3) agree that they maintain a formal record of their continuing professional development activities (Q29.6); 100% (5) research staff had over the past two years (or since taking up your current position if that is more recent) participated in their staff appraisal/review (Q20); 40% (2) found that their staff review/appraisal was useful (Q20a) and 60% indicated that it as not very useful	21/05/2023	Deputy HOD, RIO & AD (L&OD)		
Funders must:							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit						
Managers of researchers must:							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	1) monitor and manage PDP completion rates for all research staff; 2) integrate the Managing Your Career Guide into the PDP Guidance document; 3) signpost managers of research staff to the Managing Your Career Guide via the online orientation process; 4) upload the Managing Your Career Guide onto the Research Hub on Portal; 5) ensure managers of research staff have completed the PDP training	1) Success measure = >80% of research staff have completed the PDP training and participated in the annual PDP process; 2) 2022 CEDARS survey success measure = > 60% agree/agree strongly that their manager / supervisor encourages them to engage in personal and career development activities (Q29.1); > 40% say they have a regular formal career development review with their manager / supervisor (separately or as part of your appraisal / performance review) (Q30); > 40% find their career development review with their manager useful/very useful. 2020 CEDARS survey responses show that 60% (3) agree that their manager / supervisor encourages them to engage in personal and career development activities (Q29.1); 40% (2) said that they have a regular formal career development review with their manager / supervisor (separately or as part of your appraisal / performance review) (Q30) and 40% (2) said they didn't; 0% indicated that their career development review with their manager was useful/very useful (Q30a).	21/05/2023	AD (L&OD)		
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	1) explore opportunities for cross-institutional networking for research staff; 2) explore opportunities for research staff to access careers advisors; 3) signpost research staff to the Managing Your Career Guide on the Portal Research Hub; 4) operationalise job shadowing scheme which is referred to in the Managing Your Career Guide; 5) signpost research staff to mentoring opportunities via the Portal Research Hub	1) >10% of research staff engage with the formal mentoring scheme; 2) 2022 CEDARS survey - success measure = > 40% agree/agree strongly that they are aware of the support their institution provides for their career and professional development (Q29.3); > 40% agree/agree strongly that they have discussed their career options with a career specialist (Q29.4). 2020 CEDARS survey response show that 0% agree/agree strongly that they are aware of the support their institution provides for their career and professional development (Q29.3) and 60% (3) disagree; 0% agree/agree strongly that they have discussed their career options with a career specialist (Q29.4) and 40% (2) disagree and 40% (2) disagree strongly.	30/11/2021	AD (L&OD)		
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	1) ensure managers of research staff allocate a minimum of 10 days per year (pro rata for part-time staff) for the purposes of professional development	2022 CEDARS survey - success measure = > 50% of research staff spend 5 days or more on training and other continuing professional development activities during the past 12 months (or since taking up their current position if that is more recent) (Q34). 2020 CEDARS survey response data show that 0% have spent 5 days or more during the past 12 months (or since taking up their current position if that is more recent) on training and other continuing professional development activities (Q34), 100% (5) had spent 4 days or less on training and other continuing professional development activities.	30/05/2022	Deputy HOD, RIO & AD (L&OD)		

PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	1) Develop and signpost managers of research staff to guidance relating to developing research identity and broader research skills	2022 CEDARS survey - success measure = > 60% agree/agree strongly that their manager supports them to develop their research identity (Q22.3); > 40% agree/agree strongly that they have time to develop their research identity (Q29.7); > 40% agree/agree strongly that they have time to develop their leadership skills (Q29.8). 2020 CEDARS survey responses show that 60% (3) agree that their manager supports them to develop their research identity (Q22.3); 20% (1) agree and 40% (2) disagree strongly that they have time to develop their research identity (Q29.7); 40% disagree that they have time to develop their leadership skills (Q29.8); 0% indicated that they had not engaged with any leadership training (Q32.7).	30/05/2022	Deputy HOD, RIO & AD (L&OD)		
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	1) in addition to generic leadership and management development opportunities available to all people managers, develop and make available a development programme specifically for Leading and Managing Research staff	2022 CEDARS survey - success measure = > 60% have completed some leadership training responses showed that 0% of those who manage research staff had completed any leadership training Q27.6). 2020 CEDARS survey responses showed that 0% of those who manage research staff had completed any leadership training (Q27.6)	30/11/2021	AD (L&OD)		
Researchers must:							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	1) signpost research staff via the Portal Research Hub to the Managing Your Career Guide;	2022 CEDARS survey - success measure = > 60% agree/agree strongly that they have a career development plan (Q29.5). 2020 CEDARS survey responses show that 60% (3) agree, 20% (1) disagreed strongly, and 20% (1) did not respond that they have a clear development plan (Q29.5)	30/11/2021	AD (L&OD)		
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	1) explore opportunities for cross-institutional networking for research staff; 2) explore opportunities for research staff to access careers advisors; 3) signpost research staff to the Managing Your Career Guide on the Portal Research Hub; 4) operationalise job shadowing scheme which is referred to in the Managing Your Career Guide; 5) signpost research staff to mentoring opportunities via the Portal Research Hub	2022 CEDARS survey - success measure = > 60% agree/agree strongly that they have a career development plan (Q29.5). 2020 CEDARS survey responses show that 60% (3) agree, 20% (1) disagreed strongly, and 20% (1) did not respond that they have a clear development plan (Q29.5)	30/11/2021	AD (L&OD)		
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	1) signpost to RDF framework via the Portal Research Hub; 2) signpost research staff to the Managing Your Career Guide which includes a template for a Learning Log	2022 CEDARS survey - success measure = > 60% agree/agree strongly that they have a clear career development plan (Q29.5); > 60% agree/agree strongly that they maintain a formal record of their continuing professional development activities (Q29.6). 2020 CEDARS responses showed that 60% (3) of research staff agreed that they have a clear career development plan (Q29.5), 20% disagreed strongly; 60% agree that they maintain a formal record of their continuing professional development activities (Q29.6), 20% disagree	30/11/2021	AD (L&OD)		
PCDR4	Positively engage in career development reviews with their managers	1) monitor and manage PDP completion rates for all research staff; 2) integrate the Managing Your Career Guide into the PDP Guidance document; 3) signpost research staff to the Managing Your Career Guide via the online orientation process; 4) upload the Managing Your Career Guide onto the Research Hub on Portal	1) Success measure = >80% of research staff have engaged with the PDP process; 2) 2022 CEDARS survey success measure = > 80%of research staff had over the past two years (or since taking up your current position if that is more recent) participated in their staff appraisal/review (Q20); > 40% find that their staff review/appraisal is useful/very useful (Q20a). 2020 CEDARS responses indicated that 100% (5) research staff had over the past two years (or since taking up your current position if that is more recent) participated in their staff appraisal/review (Q20)	21/05/2023	AD (L&OD)		
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	1) signpost research staff to resources available on the Portal Research Hub to support the development of their research identity and leadership skills	2022 CEDARS survey - success measure = > 40% agree/agree strongly that they have time to develop their research identity (Q29.7); > 40% agree/agree strongly that they have time to develop their leadership skills (Q29.8). 2020 CEDARS responses indicated that 20% (1) agree and 40% disagree strongly that they have time to develop their research identity (Q29.7); 0% agree/agree strongly and 40% (2) disagree that they have time to develop their leadership skills (Q29.8).	30/11/2021	Deputy HOD, RIO		
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	1) Promote KT activities and resources available on Research Hub; 2) Participate in R&KT Conference 3) Promote KT Grant Scheme; 4) consider opportunities to increase knowledge of Knowledge Exchange Concordat and action plan	2022 CEDARS survey - success measure for 33.1 to 33.8 = > 40% have engaged with a particular activity and < 40% would like to do a particular activity: Commercialisation (Q33.1); Knowledge exchange (Q33.2); Public policy development (Q33.3); Public engagement (Q33.4); Citizen science or co-creation of research with society (Q33.5); Experience of other employment sectors (Q33.6); Secondment/placement in another employment sector (Q33.7); participate in institution policy and decision-making (Q33.8). 2020 CEDARS survey responses showed that 0% had engaged with and 60% (3) would like to engage with Commercialisation (Q33.1); 0% had engaged and 80% (4) would like to engage with Knowledge exchange (Q33.2); 0% had engaged and 80% (4) would like to engage with Public policy development (Q33.3); 20% (1) have done and 40% (2) would like to engage with Public engagement (Q33.4); 0% had engaged and 40% would like to engage with Citizen science or co-creation of research with society (Q33.5); 40% (2) have gained and 20% (1) would like to gain Experience of other employment sectors (Q33.6); 20% (1) had done and 20% (1) would like to do a Secondment/placement in another employment sector (Q33.7); 0% had done and 60% (3) would like to participate in institution policy and decision-making (Q33.8)	30/11/2021	Deputy HOD, RIO		

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g.

The lead person with responsibility for the action plan in each department is: