

HREiR Action plan for the University of Reading Sept 2022 - Sept 2025

Details

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| Institution name: | University of Reading |
| Cohort number: | 1 |
| Date of submission: | 23 September 2022 |
| Institutional context: | We typically have 320 - 350 fixed term research staff at any one time, with over one third within one School. Roles are primarily research based, spanning Research Assistants/ Associates/ Scientists, Post-Doctoral Research Assistants and Research Fellows. |

The institutional audience* for this action plan includes :

| Audience (direct beneficiaries of the action plan) | Number of | Comments |
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| Research staff | 300-350 | These are our priority staff |
| Postgraduate researchers | Not included | They have a separate code of practice and policies given their student status. |
| Research and teaching staff | Not included | Elements of good practice integrated to this group. |
| Teaching-only staff | Not included | |
| Technicians | Not included | |
| Clinicians | Not included | |
| Professional support staff | Not included | |
| Other (provide numbers and details): | | |

| Complete for submission | | | | | | | | To be completed only when reporting on action plan | | |
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| Obligation | Action | Carried over from previous action plan? | Deadline | Responsibility | The targeted impact of the action (success measure) | Comments (optional) | Progress update | The actual impact of the action (reporting against the success measure) | Outcome (ongoing/carried forward/no further action) | |
| Environment and Culture | | | | | | | | | | |
| Awareness and engagement | | | | | | | | | | |
| The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers. | | | | | | | | | | |
| ECI1 | Ensure all relevant staff are aware of the Concordat. | All research staff should be aware of, and have a copy of, the new Concordat. New Research Staff (RS), new Managers of Researchers (RMs) and Heads of School (HoS) will receive copy as part of their induction (see EI2). Update on progress to be sent to RS, RMs, Heads of Department (HoD) and HoS. Regular Graduate School communications to research staff will 'signpost' to relevant, up to date, Concordat information. | Y | Ongoing- within first three months of appointment Monthly | Dean of PGR & RD RDPO | At least 80% of respondents note they are aware of the Research Concordat (CEDARS 2023), increasing to at least 85% (CEDARS 2025). (2021 = 77%) At least 50% of respondents note they are aware of the HREiR Award (CEDARS 2023), increasing to at least 70% (CEDARS 2025). (2021 = 37%) | | | | |
| ECI2 | Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers. | Relevant research staff web pages will continue to be updated and refreshed with any changes to the policy environment. Where gaps exist, research staff communities for engagement will be established across the University. A programme of engagement with | Y | Ongoing | RDPO Dean PGR & RD | At least 70% of respondents believe my institution is committed to equality and diversity (CEDARS 2023), increasing to at least 80% (CEDARS 2025) (2021 = 64%) All Schools to be engaged with the | | | | |

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| | | <p>research staff will be established for each academic year, and will capture any changes to policies and practices, so that they can be communicated to staff.</p> <p>The Reading Research Staff Committee (RSC) to be re-established with representation from across the Schools.</p> | | <p>Sept 2023</p> <p>March 2023</p> | | <p>Graduate School (internal staff consultation, May 2023 & 2025).</p> <p>The RSC will be up and running and hold termly meetings as a minimum.</p> | | | | |
| ECI6 | <p>Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.</p> | <p>Design a specific staff consultation to confirm priority areas for the revised action plan for 2022-25.</p> <p>Incorporate updates to actions and success measures in the revised action plan (Sept 22).</p> <p>In addition to CEDARs, seek feedback from staff on the Concordat principles throughout the year via the RSC.</p> <p>The RSC will meet termly and will act as a formal conduit for issues raising and information cascading between RS and wider University.</p> | Y and updated | <p>Autumn Term 2022</p> <p>Ongoing</p> <p>2023 & 2025</p> <p>March 2023</p> | RDPO/RS | <p>At least 75% of respondents feel included within their immediate research environment / research group (CEDARS 2023) increasing to at least 80 % in 2025. (2021 = 76%)</p> <p>At least 65% of respondents feel valued at work (CEDARS 2023) increasing to at least 75% in 2025. (2021 = 66%)</p> <p>At least 75% of respondents feel they have a good level of job satisfaction (CEDARS 2023), increasing to 85% (CEDARS 2025) (2021 = 78%)</p> | | | | |
| ECR1 | <p>Encourage researchers to 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.</p> | <p>Ensure all mandatory training around people management e.g. D&I, is completed in a timely fashion.</p> <p>Participate in your School's mentoring scheme to support new members of staff.</p> <p>Identify opportunities where you can add value to improve the environment and culture in your School.</p> | Y | <p>Annually in June</p> <p>Ongoing</p> <p>Ongoing</p> | <p>RS</p> <p>PDA</p> <p>HR Partners</p> <p>Dean PGR & RD / RDPO</p> | <p>All mandatory people management courses are completed. Cases of non-completion to be followed up by HR.</p> <p>Promote mentoring scheme and encourage experienced RS to mentor new RS and / or Post Graduate Researchers (PGRs)</p> <p>Seek feedback from RS through RSC on the topic of Environment and Culture.</p> <p>Liaise with School D&I Leads to gather examples of good D&I practice and share among all the Schools.</p> | | | | |
| Wellbeing and mental health | | | | | | | | | | |
| The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working. | | | | | | | | | | |
| ECI3 | <p>Promote good mental health and wellbeing through the effective management of workloads and people.</p> | <p>Wellbeing to continue to be a focus during research staff induction.</p> <p>PDR process training and communications to continue to provide a reference to the importance of staff wellbeing.</p> <p>Wellbeing web pages to continue to be promoted and updated (as required)</p> | Y | Ongoing | <p>PDA</p> <p>RMs</p> <p>Dean PGR & RD</p> | <p>Positive CEDARS responses in 2023 to be at least 60%, rising to 80% by 2025:</p> <ul style="list-style-type: none"> - I believe that my institution actively promotes the importance of health and wellbeing amongst staff. - I work in an environment that supports my health and wellbeing. - My manager promotes a good work life balance. - I am familiar with my institution's | | | | |

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| | | Research Staff Committee to disseminate new initiatives and take on board staff feedback for resolution. | | Begin by March 2023 | | mechanisms to report discrimination, bullying and harassment. - I think staff at my institution are treated fairly, irrespective of any protected characteristics. (2021 benchmarks range between 48 – 73%) | | | | |
| ECI4 | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health. | Mandatory D&I training courses to continue to be part of new staff induction. School D&I leads to share and report examples of good practise to the Graduate School and local RS communities. | Y | Ongoing | PDA D&I Leads RDPO | Mandatory training completed by all new staff. RS share good practice examples every term via the RSC. | | | | |
| ECM3 | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health. | Refer all new staff to HR Wellbeing web pages and PI Induction module. Race Equality Review actions to be implemented. RMs to work with HR Partners to raise concerns early to avoid escalation. Linked to ECI3. | Y | Ongoing | HR Partners PDA | See ECR3 measures. | | | | |
| ECM4 | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers. | No new action required at this time, over and above existing policies in place to support flexible working. | | | | N/A | | | | |
| ECR3 | Ensure researchers take positive action towards maintaining their wellbeing and mental health. | Ensure research staff are familiar with wellbeing resources and take appropriate action to positively resolve concerns in a timely manner. CEDARS results to be discussed at the RSC and any successes celebrated and concerns addressed appropriately. | Y | Ongoing with results from CEDARS 2023 & 2025 | PDA | Positive CEDARS responses in 2023 to be at least 70%, rising to 80% by 2025: 1. I believe that my institution actively promotes the importance of health and wellbeing amongst staff. 2. I work in an environment that supports my health and wellbeing. 3. My manager promotes a good work life balance. (2021 benchmarks range between 50 – 73%) | | | | |
| Bullying and harassment | | | | | | | | | | |
| The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents. | | | | | | | | | | |
| ECI3 | Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues. | See ECM3. | | | | | | | | |
| ECM3 | Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment. | Note: ECM3 is also in the above section. | | | | | | | | |

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| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying. | No new action required over and above the existing policies and practises already in place. | | | | | | | | |
| Equality, diversity and inclusion | | | | | | | | | | |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion. | | | | | | | | | | |
| ECI4 / ECM1 | Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. | No new action identified at present, over and above access to the existing mandatory training modules. | | | | | | | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion. | <p>Ensure that RS are aware of the CSRI (Concordat to Support Research Integrity) and action plan and work in accordance with the principles it contains, through new RS webpages and training module.</p> <p>RS to attend Research Integrity Training as agreed by CORRI and Introduction to Data Management training.</p> <p>RS to comply with UoR policies for data management.</p> | Y | Ongoing | <p>Committee for Open Research and Research Integrity</p> <p>PDA</p> <p>HR Partners</p> | <p>At least 60% of RS have completed relevant Research Integrity and Data Management training by Sept 2023, increasing to 80% by 2025.</p> <p>Number of cases of research misconduct to report each academic year to remain at zero.</p> | | | | |
| Research Integrity | | | | | | | | | | |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct. | | | | | | | | | | |
| ECI5 / ECM2 | Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct. | <p>No new action was identified. The obligation is adequately covered through existing policies, procedures and training e.g. CORRI training.</p> <p>See ECI5 below.</p> | | | | At least 70% of respondents note that they are aware of the Concordat to Support Research Integrity (CEDARS 2023), increasing to at least 80% in 2025. (2021 = 55%) | | | | |
| ECM3 | Ensure managers report and address incidents of poor research integrity. | No new action was identified. The obligation is adequately covered through existing policies and procedures. | | | | | | | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to research integrity. | No new action was identified. The obligation is adequately covered through existing policies, procedures and training e.g. CORRI training. | | | | | | | | |
| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct. | No new action was identified. The obligation is adequately covered through existing policies and procedures. | | | | | | | | |
| Policy development | | | | | | | | | | |
| The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution. | | | | | | | | | | |

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| 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. | See ECM 5 Re-establish the Research Staff Committee (RSC) and seek new Chair/ Secretary roles. This is a high priority to reconnect RS across the Schools. | N | March 2023 | RDPO/ Dean for PGR & RD | Research Staff Committee meets termly and Chair attends relevant University research committees. Share examples of positive changes implemented that come from RSC. | | | | |
| ECM5 | Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | All research managers to complete an annual personal research plan. This informs research division plans, and then school plans and finally the University Research strategy. It is also used to improve research culture, environment and policy. | N | Strategic Research and Innovation Plan (2023-28) | Dean for PGR & RD RMs | Careful research planning supports the development of environment, research culture and future policies and allows all managers an opportunity to contribute. We will monitor revisions to policies and process that encourage an improved research culture. | | | | |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution. | Review existing Committee positions to ensure all are filled with succession planning in place. | N | March 2023 | RDPO / Dean for PGR & RD | All Committee positions are filled. Share examples of how RMs have contributed to discussions and policy development. | | | | |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | Review ECR membership of Committees post COVID and ensure all available spaces are filled, with succession planning in place. Spaces/end of term positions to be offered up to staff. | N | March 2023 | RDPO / Dean for PGR & RD RS | Ensure every opportunity for Committee membership is fulfilled by an ECR, to be able to influence and contribute to policy development. Share examples of how RS have contributed to discussions and policy development | | | | |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community. | RS to make use of existing local committees and support structures to influence the wider academic community. | N | | RS | For example, in one of our largest Schools, meteorology, there is a school PDRA committee which feeds into School and University plans. | | | | |
| Employment | | | | | | | | | | |
| Recruitment and induction | | | | | | | | | | |
| The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation. | | | | | | | | | | |
| EI1 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices. | No new action was identified. The obligation is adequately covered through existing policies and procedures. | | | | | | | | |
| EI2 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position. | New Researcher Induction Module to be rolled out to RS. Face-face sessions to be offered to improve engagement and broaden understanding of resources and practices. | N | Annually | PDA | Attendance at face-face induction sessions are well attended and evaluation feedback supportive of the content. Evaluation goal of >75% of attendees agree the content was relevant and helpful for their position. | | | | |
| Recognition, reward and promotion | | | | | | | | | | |
| The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression. | | | | | | | | | | |
| EI3 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions | No new action was identified. The obligation is adequately covered through existing policies and procedures. | | | | | | | | |

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| | and the diversity of personal circumstances. | | | | | | | | | |
| EM3 | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers. | No new action was identified. The obligation is adequately covered through existing policies and procedures. | | | | | | | | |
| Responsibilities and reporting | | | | | | | | | | |
| The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities. | | | | | | | | | | |
| EM2 | Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding. | No new action was identified. The obligation is adequately covered through existing policies, procedures and training modules on offer. | | | | | | | | |
| ER1 | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder. | No new action was identified. The obligation is adequately covered through existing policies and training modules on offer. | | | | | | | | |
| ER2 | Researchers understand their reporting obligations and responsibilities. | No new action was identified. The obligation is adequately covered through existing policies, procedures and training modules on offer. | | | | | | | | |
| People management | | | | | | | | | | |
| The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews. | | | | | | | | | | |
| EI4 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. | Roll out new online training module for RMs, HoD and HoS focused on the key things they need to know. | Y | Summer Term 2023 | PDA | At least 85% of RMs, HoD and HoS have completed online training by Dec 2022, increasing to 95% by July 2023. | | | | |
| 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. | Implement training as per action plan for the Concordat to Support Research Integrity (CSRI) RMs attend line management training. | N | Summer 2025 | CORRI PDA | At least 80% respondents believe that their institution promotes the highest standards of research integrity and conduct (CEDARS 2023), increasing to at least 85% (CEDARS 2025). (2021=72%) CEDARS: At least 80% (2023) of respondents respond positively to the following question, rising to 85% (2025): - Have you participated in a staff review/appraisal in the past two years? (2021 = 80%) At least 75% (2023) of respondents respond positively to the following question, rising to 80% (2025): - How useful did you find your staff review /appraisal? | | | | |

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| | | | | | | (2021 = 69%) | | | | |
| EM1 | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care. | No new actions required over and above the existing training courses such as D&I. | | | | | | | | |
| EM4 | Managers actively engage in regular constructive performance management with their researchers. | RM/PIs work with ECRs on ongoing performance reviews. | Y | Summer 2025 | RM/PIs | See ER3 below. | | | | |
| ER3 | Researchers positively engage with performance management discussions and reviews with their managers. | Ensure ECRs/ PDRAs review PDRs and CDPs when moving onto new projects with a new PI. Work with HR Business Partners on the review of PDR. | N | Annually 2024 | RS HR Partners | CEDARS: At least 80% (2023) of respondents respond positively to the following question, rising to 85% (2025): - Have you participated in a staff review/appraisal in the past two years? (2021 = 80%) At least 75% (2023) of respondents respond positively to the following question, rising to 80% (2025): - How useful did you find your staff review /appraisal? (2021 = 69%) | | | | |
| Job security | | | | | | | | | | |
| The aim of this obligation is to improve the job security of researchers. | | | | | | | | | | |
| 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. | We plan to engage with HR Business Partners about their plans for any changes to recruitment/ retention /PDP/appraisal processes over the next three years. This will be work in progress and the action plan updated as future decisions and plans are made that affect our research staff. | | | | This is a new area of work, lead by HR and not yet scoped out. We are working with HR to ensure the Concordat principles are captured in any changes going forwards. | | | | |
| Professional and Career Development | | | | | | | | | | |
| Championing professional development | | | | | | | | | | |
| The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it. | | | | | | | | | | |
| PCDI 1 | 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. | Roll out the new Researcher Induction module to new and existing staff and seek feedback for future improvements. Explore the concept of 'Take 10' - work with PIs/RMs to embed the support for RS/RM to take time (minimum of 10 days/yr) for professional development. Repeat Mentimeter survey in July 2023 to assess if more staff are taking a minimum of 10 days/year for their own professional development. | Y | Annual Spring Term 2023 July 2023 | PDA RDPO, Graduate School Dean for PGR Studies RMs | Use training evaluation forms to enable continued improvements and updates to the induction module. Discuss the concept of a 'Take 10' promotion with the new Research Staff Committee, to motivate and re-engage staff in looking at opportunities to further their CPD. 2023 & 2025 - CEDARS response about the number of days spent on professional development to have increased from 11% (2021) to at least 25% (2023) and 35% (2025). | | | | |

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| | | Explore using online tools e.g. LinkedIn to record alumni movement across academic and other sectors to better inform future career advice. | | By July 2024 | HR | Mentimeter results (July 2023) show that more than 30% of staff have taken a minimum of 10 days/year for their own professional development. Examples where staff have moved onto secure permanent employment (at Reading or elsewhere) will be recorded and future trends monitored each year. | | | | | |
| PCDI 6 | Monitor, and report on, the engagement of researchers and their managers with professional development activities. | We are exploring how to manage the formal introduction of establishing a requirement of new staff passing the 6-month probation period to include having a career development plan in place. | N | Summer Term 2023 | HR / RMs / PIs RDPO PDA | Monitor feedback from HR and RMs/PIs and RS through the RSC about CPDs and identify any gaps or support required. Monitor attendance at internal researcher development courses. At least 70% of attendees score the training as relevant and useful using evaluation forms. | | | | | |
| PCD M3 | Managers 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. | See PCDI1 | N | | RM | See PCDI1 | | | | | |
| PCD R1 | Researchers 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. | See PCDI1 Pilot a trial to bring in a specialist career advisor to work with ECRs on career plans. | N | Summer Term 2023 | RDPO / Dean PGR & RD PDA RS | Tender and quotes will be gathered to bring in an external career specialist. A trial of 1-1 appointment will be offered to RS. Attendees will be asked to complete an evaluation form as part of the pilot scheme to inform any further developments for future provision. | | | | | |
| Career development reviews | | | | | | | | | | | |
| The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews. | | | | | | | | | | | |
| PCDI 2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | Roll out a 'PDR For Managers' module on CDRs/CDPs annually. Review existing HR and management processes to identify gaps in the provision of career development planning opportunities and support for ECRs. Work with relevant stakeholders to identify actions to address the gaps. | N | Annual Summer Term 2025 | PDA HR / RS / HoS | Maintain the high CEDARS score of 92% (2021) of respondents positively rating the usefulness of the career development review with their manager. HR PDR review to incorporate CDP for ECRs. CDP template to be agreed or adapted for the different Schools. | | | | | |
| PCDI 6 | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews. | Ensure all new PDRAs have a CDP in place at the end of their probation period. Roll out CDPs to the rest of the researcher body. | N | Spring Term 2024 Summer Term 2025 | HR RMs/PIs Dean PGR & RD | At least 80% new RS have a CDP in place by the end of their contract probation period. | | | | | |

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| PCD M1 | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | See PCDI2 and PCDI6. | | | | | | | | |
| PCD R4 | Researchers positively engage in career development reviews with their managers. | See PCDR1. | N | Summer Term 2023 | RS | | | | | |
| Career development support and planning | | | | | | | | | | |
| The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience. | | | | | | | | | | |
| PCDI 3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers. | Working with the existing student careers service, Knowledge Transfer Centre and the Research Enterprise Service, we will explore opportunities to improve the RS access to an extended careers service that supports RS. | N | Summer 2025 | RDPO PDA Dean of PGR & RD | Monitor and report on events/ seminars/ panel discussions etc. arranged for RS. All events will use 'menitmeter' feedback forms to evaluate the ongoing provision over the next three years with the aim of embedding a permanent rolling programme of careers support for RS. | | | | |
| PCD R3 | Researchers 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. | Promote the Researcher Induction Module, with links to the CPD etc, through the new staff newsletter. Put on training/seminar sessions to focus on CPD. Roll out new training courses e.g. Narrative CV, to RS. Work with RS through the re-established RSC to identify opportunities to enhance career development opportunities | N | Annual 2023/24 Ongoing 2023-25 | PDA RDPO RS | HR to monitor feedback on the new Researcher Induction Module and make changes as required. New CPD sessions and training courses will be evaluated each time via feedback forms. CPD will be a standing item on the re-established RSC so will be discussed formally by RS every term, allowing opportunities to constantly influence delivery of support. Monitor the take up of CPD courses. CEDARS - At least 50% (2023) of respondents answer positively that they have a CPD in place (2023) increasing to at least 75% in 2025. | | | | |
| Research identity and leadership | | | | | | | | | | |
| The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities. | | | | | | | | | | |
| PCDI 4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. | No action at this time. | | | | | | | | |
| PCD M4 | Managers 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 | No action at this time over and above existing day-day practises, policies and procedures. See PCDI1 above. | | | | | | | | |

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| | provide appropriate credit and recognition for their endeavours. | | | | | | | | | |
| PCD M5 | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. | No new action required at this time over and above existing training provision available to RMs. | | | | | | | | |
| PCD R5 | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills | No action at this time. | | | | | | | | |
| Diverse careers | | | | | | | | | | |
| The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research. | | | | | | | | | | |
| PCDI 5 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. | RDPO role will deliver a programme of engagement activities for RS, which will include exploring alternative careers outside of academia. RSC will identify areas of interest to pursue. New HR System being implemented in 2023 may provide the opportunity to track the new role of RS who leave. Use this information to inform ECRs of career options. | N | 2023/24 | RDPO HR Partners | RSC will meet termly with minutes available to all staff and opportunities for input broadened via the new communication channels that will be established by the RDPO. Positive CEDARS response for: - You have discussed your career options within and beyond academia with a career specialist? 2023 = 25%; 2025= 45% | | | | |
| PCD M2 | Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments. | All Schools that don't currently have a mentoring scheme are putting in plans to address this where there is a need. RMs/PIs to support RS to put a CDP in place, particularly for new starters. | N | 2024 2025 | HoS / RMs / PIs PDA | Via RSC, all Schools to report that mentoring schemes are in place and working well. Positive CEDARS responses for: - You are aware of what is available at your institution to support you in your professional and career development? 2023 = 75%; 2025 = 85% | | | | |
| PCD R2 | Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments. | RDPO role will deliver a programme of engagement activities for RS that will help to improve this area of support for RS e.g. RSC, seminars, newsletter, researcher conference and panel discussions, links to KTC, networking with other HEIs. | N | Summer Term 2023 | RS | Positive CEDARS responses for: - You have a clear career development plan? 2023 = 50%; 2025 = 65% - Opportunity to experience other employment sectors 2023 = 20%; 2025= 35% -Secondment/placement in another employment sector 2023 = 10%; 2025 = 15% | | | | |

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| PCD R6 | Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation. | No specific actions planned at this time. However, opportunities to support career development through the University's Knowledge Transfer Centre and Research Services teams will be explored and the action plan updated if appropriate. | | | | | | | |
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* The Researcher Development 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. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

| Further hyperlinks and supplementary information (more rows can be added) | |
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| Abbreviations and glossary (more rows can be added) | |
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| CDPs | Career Development Plans |
| CORRI | Committee on Open Research and Research Integrity |
| CSRI | Concordat to Support Research Integrity |
| Dean PGR & RD | Dean of Postgraduate Research Studies and Researcher Development |
| HEI | Higher Education Institution |
| HofS | Head of School |
| HR | Human Resources |
| KTC | Knowledge Transfer Centre |
| PDA | People Development Advisor |
| PDR | Performance Development Review |
| PGR | Postgraduate Research |
| PDRAs | Post-Doctoral Research Assistants |
| RDPO | Researcher Development Project Officer |
| RES | Research Enterprise Services |
| RM | Research Manager |
| RS | Research Staff |
| RSC | Research Staff Committee |