HR EXCELLENCE IN RESEARCH

Details

Institution name:	Teesside University	The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Cohort number:	10	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	26/11/2021	Research staff	48.1FTE	Research contract staff, including research assistants, research associates and research fellows. 4.7FTE of this group are classed as independent researchers. This is 8% of our staff academic/research base.
Institutional context:	Teesside University is a post-1992 institution with 18,500 students and 2,300 members of staff. Research is organised under eight research centres aligned to five schools. Academic staff have 178 hours of time for self-directed research and scholarly activity. Staff with significant responsibility for research have at least 20% of their time dedicated to research and have demonstrated research independence. Research staff consists of a mixture of independent researchers and research assistants and associates.	Postgraduate researchers	357.5FTE	
		Research and teaching staff	581.8 FTE	This is the FTE for all academic staff. It does not include independent researchers on a research contract that are included in the above. 246.1FTE (42%) are academic staff with significant responsibility for research.

	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	1. All concordats will be discussed at the refreshed Researcher Induction 2. Concordats to underpin the work of the newly established Early Career Researcher Sub-Committee (an open ECR forum embedded within research governance structures) and PGR Forum. 3. Provide workload and training for new ECR Chair to lead ECR Sub-Committee. 4. Monitor effectiveness of interventions through CEDARS. Develop new actions where required.	Launch of refreshed Research Induction Programme. Delivery of PGR and ECR Sub-Committee events related to C-SCDR. ECR Chair appointed and provided with relevant training on research culture via organisations such as Vitae. Increased % of staff aware of the C-SCDR from 51% to 60% by 2023 and continue to improve each year (CEDARS Q43.1.a)	Oct-22	Research Training and Development Lead (RIS)		
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. Review of all policies pertaining to research by the Research Culture and People Sub-Committee (RCPSC)to ensure they are inclusive, equitable and transparent, developing interventions where necessary. 2. Continued engagement with the Race at Work Charter, Stonewall WEI, Athena Swan, Disability Confident Scheme. 3. Review of consultation process for all HR policies.	RCPSC to develop an action plan following policy review and consultation with research committee. Relevant actions will be added to this action plan as they are developed. Attainment of relevant awards and charter marks. Increase researcher perceptions of institutional commitment to EDI from 76% to 80% (CEDARS Q41.3.a). Documented policy consultation process, including focus groups (LGBT+, Gender, Disability, Ethnicity, Faith and Belief, Carers), unions, and ECRs as appropriate.	Jul-23	Chair of the Research Culture Sub-Committee (ADR, SSSHL) and Head of Employee Engagement (HR)		

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. Through the Research Culture Sub-Committee and Culture Cafes develop a strand of activity to the action plan focussed on promoting good mental health and wellbeing for researchers. Embed actions within this document and review progress in 2023. 2. Development of Research Culture Leads for each School with dedicated workload allocation. 3. Deliver annual research celebration event with awards recognising a variety of contributions (including collegiality, development, and support). 4. Employee Assistance Programme providing 24/7 support to be piloted (Jul 22) enhancing current provision. 5. Monitor success of interventions through CEDARS.	RCPSC Action Plan. Establishment of senior research culture leads, participation in RCPSC, development of school level initiatives in line with RCPSC action plan. Delivery of 2022 Research Week Celebration and Awards Ceremony. Launch and evaluate Employee Assistance Programme. Increased perception of institutional support for good mental health and wellbeing form 51% to 65% over two year period (CEDARS Q41.4.a)	Jul-22	Chair of the Research Culture Sub-Committee (ADR, SHSSL) and Head of Employee Engagement (HR)	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	1. Following the development of a revised leadership and management framework, deliver refreshed Management in Practice (MiP) programme twice a year and monitor engagement of managers of researchers developing interventions where necessary. 2. Deliver a refreshed Research Leadership Programme with sessions dedicated to EDI, wellbeing and mental health. 3. Explore potential of developing of mandatory training for managers on EDI and mental health. 4. Monitor success of interventions through CEDARS. Develop new actions where required.	Implementation of MiP programme and annual report on engagement with programme by managers of researchers. Develop interventions where necessary through RCPSC if low take up and add to this action plan. Deliver RLP to 90% of Research Centre Directors, Research Theme Leads, Heads of Departments, and Principal Lectures. Discussion paper to University Executive Committee on enhanced mandatory EDI and mental health training for managers. Maintained or increased engagement with EDI training for managers of researchers at 86% (CEDARS 2021, Q26.8a). Increased engagement with mental health and wellbeing training for managers of researchers from 58.6% to 75% (CEDARS 2021, Q26.9.a).	Jul-23	Learning and Development Manager (HR), EDI Advisor (HR), and Research Training and Development Lead (RIS)	
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	1. Delivery of a refreshed Research Leadership Programme with session focussed on responsible research and research integrity. 2. Ensure transparent communication to the research community on integrity issues through our Annual Statement via RCPSC, RIC, ECR Sub-Committee and MCR Sub-Committee and to Research Centre Leads. 3. Increase engagement with research integrity training working with School Research Integrity Liaison Officers. 4. Support RILOs through access to advanced national training and events on research integrity.	Deliver RLP to 90% of Research Centre Directors, Research Theme Leads, Heads of Departments, and Principal Lectures. Communication of Annual Statement to Research Community each year. Increase engagement with research integrity training from 62.1% to 80% (CEDARS, Q26.7.a). RILO attendance at events (such as UKRIO annual conference)	Jul-23	Research Governance and PGR Manager (RIS)	
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. Embed discussion of research culture within Research Induction. 2. Implement and monitor research culture pillar of the TU Research and Innovation Strategy via a RCPSC action plan, working with research community, MCR Sub-Committee (pending), ECR Sub-Committee, and PGR Forum. 4. Engage annually with CEDARS survey. Develop new actions where required.	Launch of refreshed Research Induction Programme. Development of RCPSC Culture Action Plan, working with the research community, MCR Sub-Committee, ECR Sub-Committee, and PGR Forum. CEDARS Annual Report, submitted to Research Culture Sub-Committee with recommendations. New actions embedded within this plan.	Jul-22	Chair of the Research Culture Subcommittee.	

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	1. Undertake a review of all internal funding mechanisms for project-based research funding and studentships, developing interventions where necessary. 2. Develop appropriate equality impact assessment for all internal funding schemes that considers protected characteristics, contractual status, caring responsibilities, and disciplinary differences.	Paper on QR Funding allocations to Research and Innovation Committee. Paper on HEIF allocations to Enterprise, Business and Engagement Committee. Annual EIAs implemented for internal funding schemes, shared with Research Culture Committee and RIC. Development of actions where necessary and added to this plan.	Mar-23	Director of RIS and Director of Academic Enterprise	
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	1. Review Researcher Development Programme to ensure discussion of research policy landscape across a broad range of topics and how it impacts on research careers, work and practice is openly discussed. 2. Ensure Chair of ECR Sub-Committee is aware of changing policy context and key issues through support and training. 3. Ensure high quality communication about changes within the research landscape and how this impacts on researchers at TU as and when required. 4. Monitor success of interventions through CEDARs. Develop new actions where required.	Revised RDP sessions delivered. ECR Chair appointed and provided with relevant training on research culture via organisations such as Vitae. Increased knowledge and understanding of Research Concordats and policy instruments (and increase annually): 1. Career Development of Researchers from 51.9% to 60% (CEDARS Q43.1.a) 2. Research Integrity from 46% to 55% (CEDARS Q43.2.a) 3. Advance of Knowledge Exchange from 43% to 50%. 4. HR Excellence in Research Award from 48% to 55%.	Apr-22	Research Training and Development Lead (RIS)	
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	1. Develop appropriate equality impact assessment for all internal funding schemes that considers protected characteristics, contractual status, caring responsibilities, and disciplinary differences.	Annual EIAs implemented for internal funding schemes, shared with Research Culture Committee and RIC. Development of actions where necessary and added to this plan.	Mar-23	Director of RIS	
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. Roll out of research leadership training for all managers of researchers with sessions dedicated to EDI in research. 2. Support Research Culture Leads to attend relevant internal and external training relating to EDI in research and roll out learning to school staff.	Deliver RLP to 90% of Research Centre Directors, Research Theme Leads, Heads of Departments, and Principal Lectures. Attendance and contribution of research cultures leads at internal and external events and training. Maintained or increased engagement with EDI training for managers of researchers at 86% (CEDARS 2021, Q26.8a).	Jul-23	Learning and Development Manager and Research Training and Development Lead (RIS)	

ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	1. Embed research integrity into our Research Leadership Programme, encouraging managers to reflect on their role. 2. Routinely communicate membership of UKRIO to managers to ensure knowledge of services and support. 4. Monitor success of interventions through CEDARs. Develop new actions where required.	Deliver RLP to 90% of Research Centre Directors, Research Theme Leads, Heads of Departments, and Principal Lectures.

Communication of Annual Statement to Research Community accompanied by details of support available.

Increased understanding of Concordat on Research Integrity by research managers subgroup from 58% to 70% (CEDARS Q43.2.a).

Maintained low levels of confirmed research misconduct cases and develop interventions where required. 0 cases in 2018-19. | Jul-23 | Research Training and Development Lead (RIS) and Research Governance and PGR Manager (RIS) | |
| 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. Increase the number of academic and research bullying and harassment advisors through a targeted campaign, ensuring representation across all Schools. 2. Undertake a series of research culture cafes via RCPSC with managers of researchers to explore issues pertaining to academic/research culture at Teesside University. | Increased number of advisors from 4 to 9 covering all staff types. Bullying and harassment training provided to all advisors.

RCPSC Action Plan, with strand dedicated to discrimination, bullying and harassment, integrity, and wellbeing and mental health. Relevant actions embedded within this plan. | Mar-22 | Head of Employee Engagement and Chair of the Research Culture Sub-Committee. | |
| ECM4 | Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers | 1. Consultation on different modalities of working with all staff to increase understanding of flexible and agile working and to ensure fair process across institution, amending policy if necessary. Consultation to be discussed, in particular, at ECR Sub-Committee. 2. Develop a briefing for all managers on managing flexible working requests. | Consultation undertaken with dedicated ECR Sub-Committee event.

Implementation of new policy (if required).

Refreshed guidance document made available on HR website.

Briefing sessions rolled out across the university. | Sep-22 | Head of Employee Engagement | |
| ECM5 | Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution | 1. Make explicit the role of research service and support activities in promotions criteria. 2. Development of support documents for academic promotion, including worked case study examples showcasing role of service. 3. Allocate work loaded responsibilities to associate and full professors to support research culture development. 3. Review of consultation process for all HR policies, ensuring engagement with research community through ECR Sub-Committee, RCPSC, and Mid-Career Sub-Committee (if established) as appropriate. | Discussion paper on revised academic promotion criteria, including an EIA. Implementation of new process if appropriate.

Development of academic promotion support materials.

Responsibilities enacted by culture leads and research culture action plan developed at school level.

Documented policy consultation process, including focus groups (LGBT+, Gender, Disability, Ethnicity, Faith and Belief, Carers), unions, and ECRs as appropriate. | Jul-23 | Director of RIS, Executive Director of HR, and Head of Employee Engagement | |
| **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. Launch of a refreshed mentoring scheme and monitor researcher engagement. 2. Workload allocations given for research culture leads. 3. Increase participation with the ECR Subcommittee, PGR Forum, and MCR Subcommittee (pending approval) through continued communications and events. 4. Develop RCPSC action plan with research community. | 1. Mentoring at TU campaign. 2. Annual report on engagement with mentoring programme. 3. Workload allocations implemented. 3. Engagement benchmark established and increased engagement annually with research forums. 4. RCPSC Action Plan. 5. Specific actions develop in consultation with research community added to this document. | Sep-22 | Research Training and Development Lead (RIS) and Learning and Development Manager (HR) | |

ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	1. Develop strands of activity related to research integrity, and equality, diversity and inclusion in the RCPSC action plan. 2. Add actions to this document.	1. RCPSC Action Plan. 2. Specific actions develop in consultation with research community added to this document.	Sep-22	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)	
ECR3	Take positive action towards maintaining their wellbeing and mental health	1. Enhance dataset on engagement with support services and mental health related leave, ensuring segmentation of research/academic population. 2. Develop strands of activity related to researcher wellbeing and mental health in the RCPSC action plan. 3. Discussion on wellbeing and mental health at Research Culture Cafes to build confidence, understanding, and the development of an RCPSC action plan.	Annual report on reasons for leave. Interventions developed where necessary. Research Culture Action Plan. Increase % of researchers that have engaged with mental health and wellbeing training from 58.6% to 70% (CEDARS, Q 26.9.a)	Oct-22	Head of Employee Engagement (HR) and Chair of the Research Culture Sub-Committee.	
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. Develop awareness raising initiatives of policies pertaining to research misconduct, bullying and harassment, and discrimination. 2. Deliver training and support to bullying and harassment advisors and research integrity liaison officers.	Development of internal communications campaign to raise awareness of support mechanisms for misconduct, bullying, harassment, and discrimination. Delivery of training and development to advisors and officers.	Apr-22	Head of Employee Engagement (HR).	
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	1. Raise awareness of the ECR Sub-Committee through induction, university updates, and the TU research community as mechanism to drive policy development on research culture. 2. Ensure all appropriate research committees, subcommittees and working groups have ECR and PGR representation, amending terms of reference if necessary. 3. Consider and approve a formally recognised MCR Sub-Committee of Research and Innovation Committee.	Benchmark engagement with ECR Sub-Committee events and meetings. Increase engagement annually. Audit of ECR and PGR participation on committees. Paper on MCR Subcommittee to RIC and implementation of committee if approved.	Sep-22	Research Training and Development Lead (RIS)	
Employment						
Institutions must:						
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	1. Further develop Equality and Diversity data sets and analysis to demonstrate compliance (as detailed in our HR EDI Action Plan). 2. Develop ethnicity pay gap data, developing interventions where necessary (as detailed in our HR EDI Action Plan).	Enhanced reporting mechanism developed on EDI and recruitment with an annual EDI report on academic and research recruitment sent to RCPSC to discuss interventions where necessary. Report on ethnicity pay gap data to EDI Committee.	Sep-22	Head of Employee Engagement (HR)	
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. Undertake review and refresh of our induction processes, ensuring induction happens at local and institutional levels. 2. Develop a refreshed research induction programme covers a one year period.	Launch of refreshed local and institutional induction programmes. Launch of refreshed researcher induction programme.	Apr-22	Head of Employee Engagement (HR) and Research Training and Development Lead (RIS)	

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. Review of academic promotion process. 2. Development of support materials to support applicants with promotion, including worked case studies. 3. Enhance processes for data monitoring of promotion.	Discussion paper on academic promotion process. Development of support materials for academic promotion. Development of data sets to monitor promotion process.	Feb-23	Director of RIS, Executive Director of HR, EDI Advisor (HR).	
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	1. Refresh the Research Leadership Programme and roll out to all managers of researchers. 2. Following the development of a revised leadership and management framework, deliver Management in Practice programme twice a year and monitor engagement of managers of researchers developing interventions where necessary. 3. Launch a refreshed project and change management programme for staff, monitoring engagement of managers of researchers.	Deliver RLP to 90% of Research Centre Directors, Research Theme Leads, Heads of Departments, and Principal Lectures. Delivery of refreshed MiP programme, with annual report on engagement with programme by managers of researchers. Launch of project and change management programme.	Jul-23	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)	
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. Implement a digital PDPR system working in consultation with the academic and research community. 2. Implement a processes for ensuring professional development requests are shared with relevant university departments (RIS, Careers, L&D). 3. Emphasis value and importance of high quality people management in revised academic promotion process	Implementation of new system. Development and communication of annual training and development reports to be shared with relevant directorates. Discussion paper on academic promotion process.	Apr-23	Head of Employee Engagement (HR).	
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. Undertake review of research contracts and staff currently on research contracts, considering the broad researcher journey. 2. Develop a discussion paper for alternative funding models for supporting research assistant work on funded projects, including drawing on existing staff base, PGRs, and professional service staff as well as more hybrid positions where project work is mapped to broader academic duties.	Discussion paper on research contracts and number of staff on contracts to RCPSC. Discussion paper on alternative funding models for fixed-term research contract work to RCPSC.	Sep-23	Head of Employee Engagement (HR) and Research Training and Development Lead (RIS)	
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. Increase engagement with the ECR Sub-Committee, and PGR Forum through regular communications to the research community. 2. Annually review terms of reference for research-related communities to ensure representation from the diverse research base. 3. Establish a Mid Career Researcher Sub-Committee.	Benchmark engagement with ECR Sub-Committee events and meetings (and increase if required). Audit of ECR and PGR participation on committees. Paper on Mid-Career Resercher Sub-Committee to RIC.	Sep-22	Research Training and Development Lead (RIS)	
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	Not applicable	Not applicable	Not applicable	Not applicable	
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	Not applicable	Not applicable	Not applicable	Not applicable	
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	Not applicable	Not applicable	Not applicable	Not applicable	

EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	Not applicable	Not applicable	Not applicable	Not applicable
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. Ensure managers of researchers attend the RL Programme. 2. Encourage managers to attend the MiP Programme through targeted campaign of managers of researchers. 3. Monitor success of interventions with CEDARS.	90% of all managers of researchers having completed RDP and MiP programme. Increased confidence levels in manging researchers (CEDARS Q25.1-25.10)	Sep-23	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)
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 attend the RL Programme. 2. Encourage managers to attend the MiP Programme through targeted campaign of managers of researchers. 3. Monitor success of interventions via CEDARS.	90% of all managers of researchers having completed RDP and MiP. Annual report on managers of researchers engagement with Management in Practice, with interventions where necessary. Increased confidence levels in manging researchers (CEDARS Q25.1-25.10)	Sep-23	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	1. Deliver an enhanced mentoring scheme with a strand dedicated to supporting academic promotion. 2. Provide managers of researchers with advice and guidance on recruitment, promotion and reward of researchers through the Research Leadership Programme.	Implementation of enhanced mentoring scheme. 90% of all managers of researchers having completed the Research Leadership Programme.	Sep-23	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)
EM4	Actively engage in regular constructive performance management with their researchers	1. New PDPR system to be implemented. 2. Embed appraisal training for managers of researchers through the Researcher Development Programme.	Implementation of new system. Maintain appraisals completions at 90% or above (CEDARS Q21). 90% of all managers of researchers having completed relevant training. Maintain usefulness of appraisals at 79% or higher (CEDARS Q31.a)	Sep-23	Head of Employee Engagement (HR) and Research Training and Development Lead (RIS)
EM5	Engage with opportunities to contribute to relevant policy development within their institution	1. Full review of academic promotion process to ensure this work is recognised and rewarded. 2. Through research awards, we will champion contributions to service, improving recognition of this activity.	Discussion paper on academic promotion process. Delivery of annual Research Week Celebration and Awards Ceremony.	Jul-23	Director of RIS and Head of Employee Engagement
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. Deliver annual post award training to support researchers with meeting expectations. 2. Review of researcher understanding of post-award support mechanisms to ensure compliance and best practice.	Delivery and evaluation of post award training and development. Paper on post-award support mechanisms, proposing interventions where necessary.	Apr-23	Research Evaluation, Data and Systems Manager (RIS)
ER2	Understand their reporting obligations and responsibilities	1. Develop comprehensive evaluation of engagement with RDP.	Annual evaluation report to RIC.	Aug-22	Research Evaluation, Data and Systems Manager (RIS)

ER3	Positively engage with performance management discussions and reviews with their managers	1. New PDPR system to be implemented. 2. Monitor PDPR compliance. 3. Monitor usefulness of appraisals following implementation of system using CEDARS.	Implementation of new system. Maintain appraisals completions at 90% or above (CEDARS Q21). Maintain usefulness of appraisals at 79% or higher (CEDARS Q31.a)	Sep-22	Head of Employee Engagement (HR)
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	1. Increase engagement with the ECR Sub-Committee, and PGR Forum through regular communications to the research community. 2. Annually review terms of reference for research-related communities to ensure representation from the diverse research base. 3. Establish a Mid Career Researcher Sub-Committee.1. Monitor engagement with the ECR Sub-Committee, and PGR Forum.	Benchmark engagement with ECR Sub-Committee events and meetings (and increase if required). Review of Terms of Reference each new academic year as standard. Paper on Mid-Career Researcher Sub-Committee to RIC.	Sep-22	Research Training and Development Lead (RIS)
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. Implementation of a new online PDPR system, which will support regular review of training and development. 2. Enhanced CPD record through the new system will capture a range of T&D activities and monitor whether activities were able to be undertaken. 3. Refreshed Research Leadership Programme will have a session dedicated to supporting a diversity of careers. 4. Pilot a researcher secondment and residency scheme harnessing QR/HEIF funds to support alternative career pathways. 5. Monitor success of initiatives through CEDARS.	Implementation of new system and development of training and development reporting processes. 90% of all managers of researchers having completed the Research Leaders Programme. Delivery and evaluation of a researcher secondment scheme. Increased % of people undertaking 10 days+ continuing professional development from 14.9% to at least 30% within the next two years (CEDARS Q34.8.a)	Sep-23	Head of Employee Engagement (HR) and Research Training and Development Lead (RIS)
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	1. Implementation of a new online PDPR system, which will support regular review. 2. Embed career development and appraisal training into the Research Leadership Programme.	Implementation of new system and development of training and development reporting processes. 90% of all managers of researchers having completed the Research Leaders Programme. Increase % of researchers who see PDPR as supporting broader career aspirations from 54.3% to 70%.	Sep-23	Head of Employee Engagement (HR) and Research Training and Development Lead (RIS)
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	1. Student Futures to drive forward connection between our research base. Student Futures share event and opportunity information with RIS for dissemination to line managers and research base. 2. Increase engagement with careers advice through targeted campaigns and the development of careers stories. 3. Pilot a researcher secondment and residency scheme harnessing QR/HEIF funds to support alternative career pathways. 4. Increase visibility of vacancies and relevant job portals of interest to doctoral and postdoctoral communities, through social media, signposting, and community emails.	Identified employer bank for doctoral and postdoctoral researchers. Increased awareness of institutional support for career and professional development from 55% to 65%. Delivery and evaluation of a pilot secondment scheme.	Apr-23	Head of Careers and Employability, Alumni Team and Research Impact Manager.

PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	1. Academic staff are given 178 hours pro rata for Research and Scholarly Activity which can be used to develop research identity and for professional development. Research contracts state this is an integral element of the role. We will review whether a specified workload allocation or recommendation should be added to research contracts. 2. Embed regular review of professional and research development for researchers, drawing on PDPR data. 3. Develop a funding pot for networking, mobility and skills development for ECRs and PGRs.	1. Discussion Paper to RIC on RSA allocation in research contracts. 2. Annual evaluation of training and development implemented. 3. Discussion Paper to RIC on networking, mobility and skills development funding.	Apr-22	Director of RIS (RIS), Executive Director of HR (HR) and Training and Development Lead (RIS).	
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. Pilot a researcher secondment and residency scheme harnessing QR/HEIF funds to support alternative career pathways.	Delivery and evaluation of a pilot secondment scheme.	Jul-23	Research Impact Manager	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	1. Implementation of a new online PDPR system, which will support regular review. 2. Enhanced CPD record through the new system will capture a range of T&D activities and monitor whether activities were able to be undertaken. 3. Appraisals training for managers of researchers embedded within research leadership programme. 4. Annual evaluation of researcher development programme. 5. Monitor usefulness of PDPR for researchers via CEDAR.	Implementation of new system and development of training and development reporting processes. 90% of all managers of researchers having completed the Research Leaders Programme. Annual report to Research Culture Sub-Committee on Researcher Development Programme. Increase % of researchers who see PDPR as supporting broader career aspirations from 54.3% to 70%.	Sep-23	Head of Employee Engagement and Research Training and Development Lead (RIS)	
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	1. Review QR spend and ensure a portion is allocated to the professional development of researchers.	1. Discussion Paper to RIC on support for professional development of researchers.	Apr-22	Director of RIS (RIS)	
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	1. Internal strategies, returns, audits, and delivery plans related to research funding to undergo an equality impact assessment.	Process for undertaking Equality Impact Assessments implemented. Annual EIAs to RPCSC.	Jul-24	Director of RIS (RIS)	
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	1. Pilot a researcher secondment and residency scheme harnessing QR/HEIF funds to support alternative career pathways.	Delivery and evaluation of a pilot secondment scheme.	Apr-23	Impact Manager (RIS)	
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 PDPR compliance and effectiveness of new system with CEDARs. 2. Support managers through appraisal training and the research leadership programme to have more structured career development discussions.	Maintain appraisals completions at 90% or above (CEDARS Q21). Maintain usefulness of appraisals at 79% or higher (CEDARS Q31.a) 90% of all managers of researchers having completed the Research Leaders Programme	Sep-23	Head of Employee Engagement (HR) and Research Training and Development Lead (RIS)	

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. Review of the mentoring scheme to develop a range of developmental strands, including non-academic career pathways. 2. Pilot a researcher secondment and residency scheme harnessing QR/HEIF funds to support alternative career pathways.	Delivery and evaluation of enhanced mentoring scheme. Delivery and evaluation of a pilot secondment scheme.	Apr-23	Research Training and Development Lead (RIS) and Impact Manager (RIS)	
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. Develop reporting mechanism for CPD commitment and engagement through PDPR.	Annual report on researcher engagement with CPD	Sep-22	Research Training and Development Lead (RIS)	
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. Support managers through the Research Leadership Programme to support staff with identifying and recording CPD. 2. Develop reporting mechanism for CPD commitment and engagement through PDPR. 3. Monitor success of interventions with CEDARS.	90% of all managers of researchers having completed the Research Leaders Programme Annual report on researcher engagement with CPD Increased % of people undertaking 10 days+ continuing professional development from 14.9% to at least 30% within the next two years (CEDARS Q34.8.a)	Sep-23	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)	
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	1. Deliver Research Leadership training to managers of researchers. 2. Deliver Management in Practice programme twice a year and monitor engagement of managers of researchers developing interventions where necessary. 3. Consider possibility of a structured approach to staff engagement with external leadership campaigns for marginalised and minority groups.	90% of all managers of researchers having completed the Research Leaders Programme. Delivery of MiP and annual report on engagement with programme by managers of researchers. Paper to EDI Committee on centralised support for leadership programmes.	Sep-23	Research Training and Development Lead (RIS) and Learning and Development Manager (HR)	
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. Support researchers to engage with careers training and development through targeted campaigns to ECR Sub-Committee, PGR Forum, and MCR Sub-Committee and delivery of RDP and associated T&D activities and events. 2. Implement a digital PDPR system to support planning and recording of CPD.	Delivery of a Training and Development focussed ECR Sub-Committee and PGR forum events. Annual report on engagement with careers training and development to RCPSC. Development of interventions developed where necessary. Annual report on CPD from PDPR system to RCPSC.	Sep-23	Research Training and Development Lead (RIS) and Head of Employee Engagement (HR)	
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. Develop online advice and guidance on career pathways and stories for researchers. 2. Encourage take up of the mentoring scheme and build a portfolio of external mentors.	Online resource page released consisting of careers guidance and careers stories for researchers. External mentoring programme developed and released.	Jan-23	Research Training and Development Lead (RIS)	
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. Work with Student Futures team to develop enhanced PGR and staff offer. 2. Increase engagement with the careers service through targeted campaigns and the development of careers stories. 3. Develop reporting mechanism for CPD commitment and engagement through PDPR.	Refreshed careers programme of activities for PGRs and staff. Increased awareness of institutional support for career and professional development from 55% to 65%. Annual report on engagement with careers training and development, with interventions developed where necessary.	Sep-23	Research Training and Development Lead (RIS) and Head of Employee Engagement (HR)	

PCDR4	Positively engage in career development reviews with their managers	1. Support researchers to engage with careers training and development through targeted campaigns to ECR Sub-Committee, PGR Forum, and MCR Sub-Committee. 2. Develop annual report on researcher engagement with CPD. 3. Monitor success of initiatives through CEDARS.	Delivery of targeted events at all career levels. Maintained appraisals completions at 90% or above (CEDARS Q21). Maintained usefulness of appraisals at 79% or higher (CEDARS Q31.a) Increase % of researchers who see PDPR as supporting broader career aspirations from 54.3% to 64%. Annual report on researcher engagement with CPD. Increased % of people undertaking 10 days+ continuing professional development from 14.9% to at least 30% within the next two years (CEDARS Q34.8.a)	Jul-23	Head of Employee Engagement (HR)	
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	1. Support researchers through PDPR to use RSA for a variety of research and professional development opportunities. 2. Develop opportunities for researchers to engage in mobility and networking. 3. Continue to deliver and review the Researcher Development Programme ensuring it meets the needs of all researchers, from PGR to Professor.	90% of all managers of researchers having completed the Research Leaders Programme. Implementation of a networking and mobility internal funding scheme. Annual Report on Researcher Development Programme with recommendations.	Sep-23	Research Training and Development Lead (RIS) and Impact Manager (RIS)	
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. Pilot a researcher secondment and residency scheme harnessing QR/HEIF funds to support alternative career pathways. 2. Develop an enterprising research development programme and an engaged research developmental programme as detailed in our impact framework. 3. Offer researchers 1-2-1 consultations to discuss impact, KE, policy engagement, public engagement, and commercialisation. 4. Monitor engagement with the above interventions.	Delivery and evaluation of secondment scheme. Delivery of engagement and enterprise development programmes. Delivery and evaluation of 1-2-1 consultations. Annual report on engagement with impact-related professional development.	Apr-23	Impact Manager (RIS)	

* 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. postdoctoral researchers, research fellows, research assistants. The 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.