

HREiR Action plan template for institutions 2023-26



Details

Institution name:	University of Aberdeen
Cohort number:	2
Date of submission:	19 May 2023

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	360	

Complete for submission								To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> 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.		Aug 23	R&I (Researcher Development)	Benefit: all resources are in the same place and easy to access. Evaluation: feedback from PDRC and focus groups will show that research staff can easily find the information they need. CEDARS will show that 90% of respondents are aware of the Concordat.					
			Aug 24	R&I (Researcher)	Benefit: research staff will understand the Concordat and how it supports them. Managers of researchers will					

		<p>pack, induction). To include Codes of Practice for Researchers and Managers.</p> <p>3. Maintain, support and enlarge Research Staff Network to support engagement with the principles of the Concordat and the associated opportunities / activities/information.</p>		<p>May 23 and ongoing.</p>	<p>Development); HR (Employment Services; Organisational Development)</p> <p>R&I (Researcher Development)</p>	<p>be aware of the expectations for them for research staff. EV: feedback from PDRC and focus groups will show that research staff understand the Concordat and how it supports them. CEDARS will show that 90% of respondents are aware of the Concordat.</p> <p>Benefit: new information and opportunities can be shared quickly and easily. Creates and maintains a supportive and collaborative community of research staff that also acts as a conduit for information and feedback to Concordat Steering Group, ensuring researcher voices are heard. EV: Survey of members will show that 60-85% of members find the network to be useful and supportive in the first year rising to 80-85% in subsequent years.</p>				
ECI2	<p>Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p>	<p>1. Undertake review of institutional policies and guidance documents to assess inclusiveness with respect to Early Career Researchers (Postdocs). To identify gaps in existing policies/guidance documents which are relevant to research staff but do not reflect their needs (e.g. supervision/teaching). Make recommendations via PostDoc Committee to URC and other appropriate institutional committees.</p> <p>2. To ensure representation, visibility and citizenship all</p>		<p>Jan 24</p>	<p>R&I (Researcher Development)</p>	<p>Benefit: research staff will have their specific needs taken into account and reflected in all relevant policies. EV: Feedback from PDRC/focus groups will show that research staff are satisfied that University policies are inclusive and supportive of their perspectives.</p>				

		<p>research related School- and Institutional-level committees will have a research (only) staff member.</p> <p>3. PostDoctoral Committee to act as institutional oversight group for research staff consultation on policies, processes, strategies and action plans that impact on research staff. Members of the Postdoctoral Committee to attend related committees to represent the research staff voice.</p> <p>4. Senior Management Team will host bi-annual open meetings with research staff.</p>		<p>Aug 23</p> <p>VP Research; Heads of School</p>	<p>Benefit: the research staff voice will inform committee decision-making processes. EV: feedback from committee members will show that their voices were taken into account in decision-making.</p>				
			<p>Mar 23</p> <p>VP Research and R&I (Researcher Development)</p>	<p>Benefit: Teams across the University can bring policies and plans to the PDRC in order to gain their perspective. EV: Other teams will consider the effects of their policies and plans on research staff and this will be reflected in the final drafts.</p>					
			<p>Aug 23 and ongoing</p> <p>VP Research and R&I (Researcher Development)</p>	<p>Benefit: research staff can be assured that SMT have heard their particular concerns. EV: Improvement (current baseline is 65% agree) in Staff Survey that the views of research staff are listened and responded to.</p>					
EC16	<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>1. Annual reporting (via Dean for Interdisciplinary Research and Research Impact) to the University Research Committee and Senate on progress of the actions outlined in the Research Culture Action Plan. The Research Culture Action Plan is monitored by an Oversight Group which includes representation from the Postdoctoral Committee.</p>		<p>June 23 and ongoing</p> <p>VP Research; Dean for ID Research and Impact; R&I (Researcher Development)</p>	<p>Benefit: Concordat work is embedded in broader University initiatives, ensuring tailored support from other teams and joined up planning. EV: Evidence of specific research staff actions in Research Culture action plan.</p>				

		<p>2. Establish a group of research culture champions to support embedding positive actions in Academic Schools and Professional Services Directorates this work on research culture.</p> <p>3. Establish a Research Culture Award to recognise good practice, actions and initiatives that empower the creation and maintenance of a positive research culture.</p> <p>See also ECI 2.2 and 2.4</p>		<p>June 24</p> <p>Feb 23</p>	<p>VP Research; Dean for ID Research and Impact; R&I (Researcher Development)</p> <p>R&I (Research Policy and Strategy)</p>	<p>Benefit: research staff will benefit from leadership tailored to their School, and a clear point of contact for RC work. EV: CEDARS will show that a majority of research staff respondents have a positive view (ideally 50% positive baseline in CEDARS 2025) on questions relating to culture and environment. This will increase in subsequent CEDARS surveys.</p> <p>Benefit: Applications from research staff will be treated on their own merits and assessed according to their career stage, allowing their contributions to be showcased equally. EV: at least three applications from research staff to the Award.</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>Information included in Researcher Induction and Code of Practice.</p> <p>See EI2.1 and EI2.2</p>		<p>March 2024 and ongoing</p>	<p>R&I (Researcher Development)</p>	<p>Benefit: Induction and Code of Practice will support researchers to understand their obligations and those of their manager and the institution with regard to research culture. Enables and encourages agency for protecting professional development. EV: CEDARS will show that a majority of research staff respondents have a positive view (expected 50% or greater baseline in 2025) on questions relating to culture and environment.</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	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>1. Implement actions articulated in institutional wellbeing strategy which include:</p> <ul style="list-style-type: none"> - clear sign posting of mental health support and resources - embedding wellbeing in induction resources (including tailored resources for researchers (all career stages)) and in everyday work - Clarification of roles and responsibilities related to welfare support - resources for managers to support staff mental health and wellbeing - Look After Your mate for Research (only) staff. <p>2. Re-introduce PI Masterclass and Research Leadership Programmes across Academic Schools embedding workload and people management training and support.</p> <p>3. Implement Actions identified within Equality Outcomes Action Plan which include specific actions to:</p> <ul style="list-style-type: none"> - address racial harassment - support mental health - reduce discrimination 		Ongoing	Wellbeing Team	Benefit: research staff will benefit from University-wide approach to wellbeing, ensuring that provision is informed by PDRC and tailored to their needs. EV: Success measures drawn from Wellbeing action plan including metrics on i) flexible working ii) training and development on wellbeing, stress and mental health iii) reduction in indicators of stress iv) workload reduction toolkit v) staff survey.				
				Jan 24 and ongoing	R&I (Researcher Development) /Schools	Benefit: research staff will benefit from improved leadership and management by PIs who are empowered to understand their role in supporting the development of the research staff they manage. EV: Feedback from PI Masterclass programmes (and where appropriate from surveys) related to confidence in management practice (including workload management) will be 80% positive.				
				Jun 24	HR (Organisational Development)	Benefit: research staff will benefit from University-wide approach to Equality Outcomes, ensuring that they are separated out in				

		reported in staff survey (from 11% to 5%).				survey responses and provision is tailored to their needs. Research staff perspectives will be able to be fed into actions via the PDRC. EV: Success measures drawn from Equality Outcomes action plan including: new racial harassment reporting system with comms; expect reporting to increase ii) increased use of Mental Health First Aiders and Mental Health Champions iii) reduction of discrimination reported in Staff Survey				
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	1. Wellbeing and mental health training (including resilience, imposter syndrome) is embedded as part of core staff development activities and which are tailored to the research environment and culture.		Ongoing	HR (Organisational Development)	Benefit: Managers feel confident in signposting and supporting individuals' mental health in a context that is specific to the demands of research careers EV: Feedback forms will show that 90% of attendees are now confident. Current staff survey baseline for agreement that University supports their wellbeing is 60%, expected increase (5-10%) in 2024. There is currently no baseline for research staff but this will be collected from 2024 onwards.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Good practice included in Research Leadership development resources and Code of Practice. See ECI3.2 and EI2.2		October 23 and ongoing	R&I (Researcher Development) and Wellbeing Team	Benefit: Managers will understand how to support researchers' wellbeing and mental health and the expectation to do so clearly articulated. Research staff will be enabled to expect this. EV: Staff survey shows improvement of 5 percentage points in questions relating to research staff wellbeing and mental health. CEDARS				

ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	Information included in Research Leadership programme and Code of Practice. See ECI3.2 and EI2.2		Dec 23 and ongoing	R&I (Researcher Development)	Benefits: Research staff will feel more confident to report any incidents. EV: Decreased reporting of bullying and harassment by research staff in staff survey in 2025, acknowledging that reporting could increase first. CEDARS responses show 90% positive responses, Q38				
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.	Information included in Researcher Induction and Code of Practice. See EI2.1 and EI2.2		Dec 23 and ongoing	R&I (Researcher Development)	Benefits: Research staff will feel more confident to report any incidents. EV: Decreased reporting of bullying and harassment by research staff in staff survey in 2025, acknowledging that reporting could increase first. CEDARS responses show 90% positive responses, Q38				
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.	1. Monitor and evaluate impact and effectiveness of Antiracism Strategy. 2. Monitor and take action to increase completion of mandatory training (all staff) in: - Tackling racial bias - Equality, Diversity and Inclusion - Health and Safety		Ongoing	HR (Organisational Development)	Benefit: Researchers and their managers implement Antiracism Strategy and do not report feeling discriminated at work. EV: Achieve 100% uptake on Understanding Racial Bias training for all staff (includes managers of researchers) – drawn from Equality Outcomes Action Plan KPIs.				
				Ongoing	HR (Organisational Development)	Benefit: All researchers and their managers will understand University policy in these areas. EV: Achieve 100% uptake on Mandatory training including Understanding Racial Bias, Inclusion essentials, Health and Safety.				

ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Information included in Researcher Induction and Code of Practice. See EI2.1 and EI2.2		Nov 23 and ongoing	R&I (Researcher Development)	Benefit: all researchers will understand their responsibilities. EV: CEDARS and Staff Survey responses show 90% positive outcome on EDI questions.			
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>1. Require all research active staff to undertake Research Integrity training.</p> <p>2. Develop resources and best-practices to support responsible research leadership. Initially through a dedicated Research Culture week focused on this topic, including raising awareness of reporting systems and how they work.</p> <p>3. Reward good research culture practices in our university processes for recruitment and promotions: specifically, to measure, assess and reward a wider range of activities which contribute to a positive research culture and environment. We will consider how this may be best achieved and look at</p>	Y	<p>Aug 24</p> <p>March 24 and ongoing</p> <p>Feb 23 and ongoing</p>	<p>R&I (Research Policy)</p> <p>VP Research, Dean for ID Research and Impact; R&I (Researcher Development; Research Policy & Strategy)</p> <p>VP Research, Dean for ID Research and Impact; HR, R&I (Researcher Development)</p>	<p>Benefit: All research-active staff will understand their responsibilities to conduct research with the highest standards of integrity. EV: Achieve 100% uptake in mandatory Research Integrity training. Decrease in number of misconduct cases reported via the Annual Governance Statement.</p> <p>Benefit: increased visibility of the importance of integrity to leadership, at all career stages. EV: Engagement with and feedback from Culture Week activities will show increased understanding. Focus group feedback will demonstrate that research staff feel they are experiencing responsible leadership which may include evidence of agency to report poor practice.</p> <p>Benefit: Research managers will be rewarded for good research culture practices. EV: Anonymised data from recruitment and promotions will show the range of research culture activities rewarded.</p>			

		<p>examples which are being introduced, such as the narrative CV being piloted by UKRI based on the Royal Society "Resumé for Researchers"</p> <p>4. Establish institution-wide networks for research fellows and independent research fellows. Will support discussion around all aspects of research including for example career progression, changing career paths, doing and sharing research.</p>		Sept 24 and ongoing	R&I (Researcher Development) and Schools	Benefit: research staff will be able to share practice, increase network of peers and learn from expert advice. EV: Feedback from PDRC and focus groups will show that this is very valuable for research staff.				
ECM3	Ensure managers report and address incidents of poor research integrity.	<p>Information on expectations included in Research Leadership programme and Code of Practice.</p> <p>See ECI3.2 and EI2.2</p>		Dec 23 and ongoing	R&I (Researcher Development)	<p>Benefit: Managers will feel more confident to report any incidents.</p> <p>EV: Decreased reporting of poor research integrity by managers in Annual Governance Statement and in the staff survey in 2025, acknowledging that reporting could increase first.</p> <p>CEDARS responses show 90% positive outcome, Q39, Q40</p>				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	<p>Information and sign posting included in Researcher Induction and Code of Practice.</p> <p>See EI2.1 and EI2.2</p>		Nov 23 and ongoing	R&I (Researcher Development)	<p>Benefit: Research staff understand their obligations and know where to find policies. EV: Decrease of incidents related to poor integrity in Annual Governance Statement.</p> <p>CEDARS responses show 90% positive outcome, Q39.1. Focus groups may demonstrate evidence of researcher agency to raise issues.</p>				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation	<p>Information on mechanisms included in Researcher Induction and Code of Practice.</p> <p>See EI2.1 and EI2.2</p>		Nov 23 and ongoing	R&I (Researcher Development)	<p>Benefit: Research Staff will feel more confident to report any incidents.</p> <p>EV: Decreased reporting of poor research integrity by research staff in staff survey in 2025, acknowledging that reporting could increase first.</p>				

	to research misconduct.					CEDARS responses show 90% positive outcome, Q39.2, Q40.6 Focus groups may demonstrate evidence of researcher agency to raise issues.				
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.										
E17	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 ECI2 and associated actions and success measures.								
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.	Policies and processes related to research environment and culture are governed via the University Research Committee. School Directors of Research are members of the committee, and Directors are expected to consult within schools.		Ongoing	R&I (Researcher Development, Research Policy)	Benefit: Managers will keep up to date with the work of the committee and have the opportunity to feed into discussions. EV: committee minutes show views from Schools.				
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	As above.								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Schools each have a representative on the Postdoctoral Research Committee, who are responsible for gathering feedback on research culture policy from their colleagues. Working Group Chairs will ensure that postdocs are included in groups associated with research policy development. (See ECI2)		Ongoing	VP Research, Research Deans, R&I (Researcher Development, Research Policy)	Benefit: PDRC representatives can tailor the discussion to their Schools' disciplinary context. EV: PDRC reps report 30% engagement from their research staff. Benefit: Policies will be informed by the specific needs of research staff. EV: PDRC will review draft policies and offer feedback where necessary.				

ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	See EC12 and associated actions and success measures								
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.										
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	<p>1. Implementation and evaluation of the actions of the Reward Consultation and Negotiation Group Work Plan which include: - review of recruitment and selection processes and consideration of EDI characteristics</p> <p>2. Managers will be trained in open and inclusive recruitment practices for the recruitment of research staff.</p>		Jan 25	HR	<p>Benefit: researchers will benefit from recruitment practices that are open, transparent and merit-based. Through continuous review and improvement policies and practices will be refined. Managers of researchers will benefit from clear expectations for inclusive recruitment practices. EV: Focus groups will feedback that recruitment practices were fair and focus groups with managers of researchers will articulate confidence in their own recruitment practice. CEDARS (Q19) will demonstrate a baseline in satisfaction for recruitment process and confidence in the use of inclusive, equitable and transparent recruitment processes (Q25).</p>				
				Aug 24	HR and R&I	<p>Benefit: Managers will understand and demonstrate inclusive recruitment of research staff. EV: Feedback from training will show that 90% of managers understand this. Recruitment data will indicate that no barriers exist for EDI characteristics</p>				

		<p>3. All Research Fellow roles are costed to include at least 10 days pro rata for personal development and this is articulated in job adverts and contracts. Managers are made aware of this through the above training.</p> <p>See also ECI 5.4</p>		Jan 24	HR and R&I	<p>through the recruitment and selection process. 90% positive response to CEDARS Q19 and 25.</p> <p>Benefit: All managers recruiting RFs are aware of career development requirements before any funding bid is submitted or post advertised. EV: all funding bids cost in 10 days for professional development and are advertised accordingly. RDEs to monitor and report. CEDARS 90% positive response Q19.</p>			
EI2	<p>Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.</p>	<p>1. Develop, through consultation, robust research-related induction resources and orientation events and accompanying guidance for Schools for their own induction programmes for individuals.</p> <p>2. Introduce a Code of Practice for the Management and Career Development of Research Staff. This will clearly outline responsibilities for researchers and their managers including relevant policies, support, and development opportunities. The code will be highlighted at induction and management training events. All project funding applicants to receive a copy of the CoP to inform planning.</p>		<p>Jan 24</p> <p>Sept 23 (to begin process)</p>	<p>R&I (Researcher Development) and HR (Staff Development)</p> <p>R&I (Researcher Development)</p>	<p>Benefit: all research staff will have a thorough understanding of expectations, obligations and support available. EV: Feedback from Induction will show 90% found it useful. CEDARS 90% positive response to Q20.</p> <p>Benefit: Code of Practice will be used as a central driver in achieving cultural change for research staff. EV: see specific actions where Code of Practice is given as a main tool, to be evaluated individually as described.</p>			

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 and the diversity of personal circumstances.	<p>1. Develop promotion pathways for research-only roles.</p> <ul style="list-style-type: none"> - Develop promotions criteria for early career research staff seeking to move from Grade 6 to Grade 7, making clear the definition of roles at each grade. - Role descriptors for research-only roles should be revised to show clear progression through Grade 6-8. <p>2. Implementation and evaluation of the actions of the Reward Consultation and Negotiation Group Work Plan which include:</p> <ul style="list-style-type: none"> - review equality data eg disability, ethnic origin, gender related to progression (also in Athena Swan Action plan). <p>3. Improve support for staff returning to the workplace: consider the introduction of a 'Returners Policy' for e.g. staff on maternity leave, career breaks, etc. to support them in resuming their previous career path and associated responsibilities.</p>		Feb 23 (and ongoing)	HR (Employment Services)	Benefit: Promotion criteria will align more closely with research staff remits and modes of progression will be clarified. Managers of researchers will benefit through clarity of criteria for progression to aid career development discussions at annual/career development reviews. New title of Advanced Research Fellow for Grade 7 roles. EV: 10% increase in Research Fellows applying for promotion. Where possible evaluation will also measure EDI data.				
				Jan 25	HR (Employment Services)	Benefit: Revised Recruitment and Selection Policy, with increased focus on EDI metrics Implemented. EV: Analysis of research staff applications will show improvement across all metrics.				
				Jan 25	HR (Employment Services)	Benefit: Research staff who are returning to the workplace are offered support tailored to their needs and to the context of research careers. Enables informed decision making and removes uncertainty from process.				

						EV: Improvement in Staff Survey of 5 percentage points on questions relating to Job Satisfaction. Review of data/policies/ processes related to staff returning is undertaken and further actions identified.					
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	Expectations for inclusive and responsible leadership (and examples of what this is and is not) included in PI Masterclass programme and Code of Practice. See ECI3.2 and EI2.2		Jan 24 and ongoing	R&I (Researcher Development)	Benefit: Managers will understand the importance of this and how to ensure implementation. Feedback from Masterclass shows 95% found it useful, CEDARS responses show 90% positive for Q19 and 25.1. Staff survey will show increased % research staff agree (current average baseline is 80%) in questions related to line management (section 2: Working at the University)					
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.	Information included in PI Masterclass programme and associated resources. See ECI3.2 and EI2.2		Jan 24 and ongoing	R&I (Researcher Development)	Benefit: Managers can ensure that both they and their research staff are able to comply. EV: Feedback from programme demonstrates 100% of Managers understand					
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	Information included in Researcher Induction and Code of Practice. See EI2.1 and EI2.2		Nov 23 and ongoing	R&I (Researcher Development)	Benefit: Researchers understand requirements and know where to seek advice. EV: Feedback from Induction shows that 100% of research staff are equipped to do this and to query when/if issues using Code of Practice as agency.					

ER2	Researchers understand their reporting obligations and responsibilities.	Information included in Researcher Induction, PI leadership programmes and Code of Practice. See EI2.1 and EI2.2		Nov 23 and ongoing	R&I (Researcher Development)	Benefit: research staff understand their obligations in reporting. EV: feedback from Induction and PI programmes show researchers' understanding.				
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.	1. Develop specific training for managers of researchers for the management (and mentoring) of independent research fellows. I can't remember why this is specifically independent fellows? Why not all? Or is it that independent fellows will be managers? See also ECI 3.2; EI1.2 EI2.2		Jan 24	HR (Organisational Development) and R&I (Researcher Development)	Benefit: The specific needs of Independent Fellows are met by their managers. EV: Aiming for 90% uptake and feedback to be 90% useful.				
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. Undertake a review of annual review process and forms to ensure alignment with the Concordat principles. Review to also explore: - potential for horizontal annual reviews (more in line with Concordat Principles) - provision of necessary training and resources to support the process - identify differences across and within Schools (aiming for consistency of experience) -reporting of annual reviews centrally from Schools See also ECI 3.2; ECI5.3 and EI2.2		2024-25	HR (Organisational Development)	Benefit: Annual Review process for research staff will better reflect their specific requirements and will enable them to be more strategic in thinking about their careers. EV: Improvement of ten percentage points in answer from research staff in Staff Survey question relating to usefulness of annual review. CEDARS responses show 90% positive response to Q 21 and 31.				

EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Information included in PI Masterclass programmes, academic line management training, induction. See ECI3.2		Jan 24 and ongoing	R&I (Researcher Development)	Benefit: Managers will understand how to manage research staff effectively EV: Feedback from Masterclass shows 90% understanding. CEDARS responses show 90% positive outcome to Q25 and 26. Staff survey will demonstrate increased % agree in questions related to being effectively managed (Section 2: Working at the University)				
EM4	Managers actively engage in regular constructive performance management with their researchers.	Information included in PI Masterclass programme and Code of Practice. See ECI3.2 and EI2.2		Jan 24 and ongoing	R&I (Researcher Development)	Benefit: Managers understand how to be constructive in performance management. EV: Feedback from Masterclass shows 90% understanding. Improvement of ten percentage points in answer from research staff in Staff Survey question relating to usefulness of annual review. CEDARS responses show 90% positive outcome to Q25.4. Staff survey will demonstrate increased % of research staff agree in questions related to being effectively managed (Section 2: Working at the University)				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Information included in Researcher Induction and Code of Practice. See EI2.1 and EI2.2		Aug 23 and ongoing	R&I (Researcher Development)	Benefit: Positive engagement allows researchers to think strategically about their careers. EV: Feedback from managers' focus groups show that 80% of research staff are positively engaged. CEDARS responses show 90% positive outcome, Q31. Improvement of ten percentage points in answer from research staff in Staff Survey questions relating to				

						usefulness of annual and/or career development reviews.			
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.	<p>1. Review current re-deployment policy in consultation with PDRC to include flexible entry to re-deployment.</p> <p>2. Be active in and responsive to sector discussions around research cultures, working conditions and job security (e.g. Universities Scotland Research and Knowledge Exchange Committee). Full consultation with research-only staff via Postdoc Committee. (ECI 2.4) and research staff networks (ECI 5.5)</p>		2024/25	HR and R&I (Researcher Development)	Benefit: increased opportunities for research staff to be redeployed to the most suitable place. EV: 10% Increase in the number of successful redeployments. Increase or stability in research staff retention data.			
				Ongoing	HR and R&I (Researcher Development)	Benefit: University ensures that the voices of our research staff contribute to sector-wide discussions. EV: All institutional responses to sector wide consultations are informed by the PDRC and Research Staff Networks.			
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.									

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.	<p>1. Develop specific Career and Professional Development policy for research (only) staff to clearly articulate the entitlement (and expectation) to a minimum of ten days per year pro rata protected for career development activities, and will have structured support, opportunities, and encouragement from PIs to do this.</p> <p>2. Awareness raising campaign across academic schools to embed 10 days development for research (only) staff. Ensure that this entitlement is publicised, included in induction info and codes of practice, and stipulated in RF contracts. Review Schools' inductions to ensure information is consistent.</p> <p>3. Review of current development opportunities to include:</p> <ul style="list-style-type: none"> - consultation with research (only) staff, managers of research (only) staff and Directors of Research to identify common development needs - gap analysis re current provision - practice within Schools/disciplines/ research groups - feasibility of professional secondment scheme to apply to research (only) staff 		<p>Aug 23 (to begin process)</p> <p>Aug 24- July 25</p> <p>June 24</p>	<p>HR and R&I (Researcher Development)</p> <p>R&I (Researcher Development)</p> <p>R&I (Researcher Development)</p>	<p>Benefit: research staff and their managers will understand the University's expectations and will be supported to implement them. EV: Undertake evaluation of revised development time and opportunities to assess levels of engagement, using metrics from Staff Survey/ CEDARS and feedback from PDRC/focus groups. 80% of respondents to be undertaking career development activities.</p> <p>Benefit: Research staff and their managers will understand the requirement for 10 days of development time. Enables agency to request should there be any barriers to uptake EV: Staff survey/ CEDARS will show at least 90% awareness and uptake of 10 days' development time Q35. Increase in baseline % agreement in staff survey (Section 3: development and review).</p> <p>Benefit: development opportunities are more tightly aligned to researcher needs. EV: Feedback from CEDARS, PDRC and researcher focus groups will show 80% agreement that development opportunities are relevant. Increased uptake in places on bookable opportunities – aim for pre-pandemic levels of engagement</p>			
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		See also E5.1 for process and guidelines for Career Development Reviews.							
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	<p>1. Use a variety of evaluation methods to ensure that as wide a range of research staff and their managers as possible are able to contribute.</p> <p>2. Schools to report development needs of their researchers from Annual Review and/or Career Development review processes (reporting line to be confirmed through consultation).</p>		<p>May 25</p> <p>May 25</p>	<p>R&I (Researcher Development) and Planning</p> <p>HR (Organisational Development-to be confirmed following review of Annual review exercise)</p>	<p>Benefit: researchers and their managers who do not respond to surveys will be able to feed back through PDRC and focus groups. EV: Increased engagement of research staff and their managers. Agreement secured from URC and SMT to run CEDARS in 2025. CEDARS response rate to be above 25%. Increase in baseline % agreement in staff survey (Section 3: development and review).</p> <p>Benefit: Development needs of all researchers can be planned for more consistently and allow an overview for provision. EV: All Schools will report this information to HR.</p>			
PCDM3	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.	<p>Information included in PI Masterclass programme and Code of Practice.</p> <p>See ECI3.2 and EI2.2</p>		May 23 and ongoing	R&I (Researcher Development)	<p>Benefit: researchers will be supported to balance their research and their career development. Researchers will be enabled to raise issues with involvement should these arise. EV: CEDARS responses show 90% positive outcome Q30, 33, 35. Feedback from PDRC and focus groups shows that 80% of researchers do feel supported to do this.</p>			

						Increase in baseline % agreement in staff survey (Section 3: development and review).					
PCDR1	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.	1. Information included in Researcher Induction and Code of Practice.		Aug 23 and ongoing	R&I (Researcher Development)	Benefit: researchers are empowered, enabled and supported to drive their careers forwards. EV: CEDARS responses show 90% positive outcome, Q 30, 33, 35. Feedback from PDRC and focus groups shows that 80% of researchers do feel empowered to do this.					
		2. Develop, though partnership working, a framework demonstrating expectations of researcher development to enable constructive discussions with managers and /or mentors See also EI2.1 and EI2.2		June 2024	R&I; DDIS, HR (Staff Development)	Benefit: researchers, their managers and School leadership teams have breadth of development areas and requirements clearly articulated. Researchers will specifically benefit by being able to discuss specific development needs at specific career stages and to make a realistic development plan. EV: usefulness of framework will be initially captured through focus groups (will be linked to initial focus group consultations) and subsequently captured in increased % agree with staff survey questions around development and review (Section 3).					
Career development reviews											
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.											
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career	1. Review and revise Annual Review documentation for research-only career track to align with promotions criteria,		Sept 24	HR (Organisational Development) and Schools	Benefit: research staff will benefit from a more streamlined and joined up process which will also be clearer for their managers.					

	development reviews with their researchers.	code of practice and development plans. 2. Run 'good practice' sessions for PIs in how to conduct reviews and include in Leadership training/ Code of Practice. 3. Ensure that PIs are aware of support services for careers beyond academia through Leadership training/ code of practice.		April 24 and ongoing	HR and R&I (Researcher Development)	EV: Staff survey will show improved usefulness of annual review for research staff by 10 percentage points. Benefit: Managers will understand the role of reviews in supporting researchers and will feel equipped to conduct these well. EV: CEDARS shows 90% positive responses to Q25, 26. Increase in % of research staff agree in Staff Survey questions relating to usefulness of annual and/or career development reviews				
				April 24 and ongoing	R&I (Researcher Development)	Benefit: Managers will be able to support researchers to explore other career options, and understand which other services can support this. Researchers will have agency to request this support. EV: Feedback from sessions and training will show that 100% of attendees found the sessions helpful. Increase in baseline % research staff agreement in staff survey (Section 3: development and review).				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	Use a variety of evaluation methods to ensure that as wide a range of research staff and their managers as possible are able to contribute.		May 25	R&I (Researcher Development) and Planning	Benefit: researchers and their managers who do not respond to surveys will be able to feed back through PDRC and focus groups. EV: Increased engagement of research staff and their managers. CEDARS response rate to be above				

						25%, 80% engagement with career development reviews.					
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Good practice included in PI Masterclass programme and Code of Practice. See ECI3.2 and EI2.2		May 23 and ongoing	R&I (Researcher Development)	Benefit: researchers will be supported to think strategically about their careers. EV: Feedback from PDRC and focus groups will demonstrate that 80% of researchers agree that they are supported. Increase in baseline % research staff agreement in staff survey (Section 3: development and review). Create a bank of case studies to demonstrate good practice.					
PCDR4	Researchers positively engage in career development reviews with their managers.	Expectations included in Researcher Induction and Code of Practice. See EI2.1 and EI2.2		Nov 23 and ongoing	R&I (Researcher Development)	Benefit: Positive engagement allows researchers to think strategically about their careers. EV: Feedback from managers' focus groups show that 80% of research staff are positively engaged. CEDARS responses show 90% positive outcome, Q31. Increase in % research staff agree in Staff Survey questions relating to usefulness of annual and/or career development reviews					
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.											
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	1. Provide research specific employability support and guidance through workshops, resources, 1-2-1 consultations		Aug 24	R&I (Researcher Development)	Benefit: Researchers are supported to think laterally about their skills and to develop career strategies for other sectors.					

		2. Revise mentoring scheme to ensure that all Research Fellows have a Career Mentor in addition to a PI/Academic Line Manager.		Aug 25	HR (Organisational Development)	EV: Feedback from Employability provision demonstrates 100% satisfaction with support and usefulness of advice. Baseline for uptake measured for future evaluation processes. Benefit: Researchers have access to advice beyond their managers' direct experience. Data demonstrates 100% satisfaction with mentoring provision and 50% uptake of mentoring offer.					
PCDR3	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.	Use of Pure as a repository for career development activity information and evidence, highlighted in Researcher Induction, Code of Practice and Annual Reviews.		March 24 and ongoing	R&I (Researcher Development and Research Policy & Strategy)	Benefit: Researchers can collate evidence of experience and skills, to support applications. EV: At least 50% of research staff using Pure to record career development.					
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.											
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	1. Research Culture Week to focus on Responsible Research Leadership (see EC5.3).		May 24 May 24	R&I (Researcher Development and Research Policy)	Benefit: Researchers will understand the broad range of activities that research leaders need to address, and will have the opportunity to showcase their own leadership. EV: Engagement with and feedback from Culture Week activities will show increased understanding and positive experience. Benefit: Researchers will understand what leadership					

		<p>2. Establish an institutional early career leadership development programme.</p> <p>3. Research Fellows will be eligible to apply for internal University pump-priming funds.</p> <p>4. Research Staff conference and social media campaign for Postdoc Appreciation week</p>		<p>Sept 2023 and ongoing</p> <p>Sept 24</p>	<p>R&I (Researcher Development)</p> <p>R&I (Grants Academy)</p> <p>R&I (Researcher Development)</p>	<p>looks like at their career stage and how to develop as a leader. EV: Attendance at one event or more by 50% of research staff, feedback 90% positive.</p> <p>Benefit: the fund will support researchers' independence directly, by supporting their research. EV: researchers' applications and reports describe the benefits of the funding to their careers.</p> <p>Benefit: an opportunity for researchers to showcase their work, network with others and participate in development events. EV: Feedback from conference is 90% positive/useful.</p>				
PCDM4	<p>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 provide appropriate credit and recognition for their endeavours.</p>	<p>1. Run a series of PI Masterclasses to support leadership and management of research projects and staff.</p> <p>2. Review promotions pathways to ensure leadership activities are appropriately articulated and assessed</p> <p>See ECI3.2 and EI2.2</p>		<p>Jan 24 and ongoing</p> <p>Dec 24</p>	<p>R&I (Researcher Development)</p> <p>HR</p>	<p>Benefit: Managers will understand how to articulate research leadership at different career stages, and will know how to support research staff to achieve this. EV: Feedback from Masterclasses shows 90% found it useful. CEDARS responses show 90% positive outcome to Q28, 30.</p> <p>Benefit: Researchers and their managers will have clarity of expectations for activities that constitute research leadership. EV: Promotions data will demonstrate that leadership activities are described and evidenced in applications from RFs (no current baseline data to work from)</p>				

PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Run a series of PI Masterclasses to support leadership and management of research projects and staff. Embed information in induction, probation and annual review exercises.		Jan 24 and ongoing	R&I (Researcher Development)	Benefit: Managers will be supported to enhance their leadership and management capabilities EV: Feedback from Masterclasses shows 90% found it useful. CEDARS responses show 90% positive outcome to Q16, 33. Increase in baseline % research staff agreement in staff survey (Section 3: development and review).				
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Evidence of uptake from PDC14.		Sept 24	R&I (Researcher Development, Grants Academy and Research Policy)	Benefits to participants as PDC14. EV: 50% of research staff will have benefited from these activities. Aim to raise participation year on year.				
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.										
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.	Develop resources to support use of the 10 days as time for shadowing/ placements etc. Include articulation in the Code of Practice about the value of placements and their place in career development activities and discussions.		Aug 25	R&I (IKE, Researcher Development)	Benefit: researchers can use their development time flexibly to experience other sectors. EV: Database of at least 10 case studies demonstrating breadth of development activities across other employment sectors.				
PCDM2	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.	Information included in PI Masterclass programme and Code of Practice. See EC13.2 and EI2.2		Dec 23 and ongoing	R&I (Researcher Development)	Benefit: Managers will understand how to offer this support and can direct researchers to the relevant opportunities. Researchers will benefit through an enhanced ability to be strategic in their career planning.				

						EV: Feedback from PI Masterclass will show 95% understanding. CEDARS responses show 90% positive outcome to Q25, Q28, 30. Feedback from PDRC/focus groups shows that they are equipped to be strategic in their career planning.				
PCDR2	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.	Agreed institutional commitment to employability subject to suitable resource availability. At this time, we cannot take this action forward in its entirety and will be prioritised towards the end of the 3-year reporting period. However, see PCDI3 and associated actions.								
PCDR6	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.	A series of Postdoc Masterclasses will include speakers from R&I who can point towards support resources tailored to research staff. Code of Practice will highlight need to be aware of these options.		Oct 23 and ongoing	R&I (Researcher Development, Impact and Knowledge Exchange, PERU, Research Policy)	Benefit: Researchers are aware of the wider research system and their place in it, and where to find support to explore different areas to inform career strategies. EV: Feedback from Masterclasses shows 80% awareness and positive engagement. CEDARS shows 50% positive response to Q34, PDRC/focus group feedback shows that Masterclasses have been useful in informing career strategies for some research staff.				

* 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 institution whose 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)**

**Abbreviations and glossary
(more rows can be added)**

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HREiR Award action plan template for funders (add dates)

(individual obligations can be inserted into the relevant section of the institution template if required)



HR EXCELLENCE IN RESEARCH



Complete for submission								To be completed only when reporting on action plan		
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> 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.										
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies									
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.										
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers									
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.										
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									
Employment										

