

HREiR Action plan template (2019-21)

| Details             |                          | The institutional audience* for this action plan includes (complete or delete, as appropriate): |      |  |
|---------------------|--------------------------|---|------|--|
| Institution name:   | University of Nottingham | Audience (data at 1 Dec 2021)   | #    | Comments   |
| Cohort number:      | Cohort 4                 | Research staff (primary audience for AP)  | 1148 | The University of Nottingham employs approximately 1100 staff who fall under the Concordat definition of research-only staff 'individual's whose primary responsibility is to conduct research and who are employed for this purpose'. At Nottingham, colleagues in this staff group would typically include job titles such as Research Assistants, Research Associates, Research Fellows, Senior Research Fellows, Principle Research Fellows and externally funded Fellows. These 1100 research-only staff are distributed across each of the five faculties and geographically located across four main campuses in the UK and many have a hybrid working pattern including working from home, remotely, on site (lab) or on site (research-office). The Concordat is a UK-centric document, and the Nottingham action plan and reporting considers UNUK-based researchers only. |
| Date of submission: | Jan-22                   | Postgraduate researchers  |      |  |
|                     |                          | Research and teaching staff   | 1472 |  |
|                     |                          | Teaching-only staff   | 746  |  |
|                     |                          | Technicians   | 554  |  |
|                     |                          | Clinicians  | 173  |  |
|                     |                          | Professional support staff  | 2884 |  |
|                     |                          | Other (please provide numbers and details):   | 1015 |  |

| Obligation                     | Action  | Success measure (SMART)  | Deadline  | Responsibility | Progress update (to be completed for submission)  | Outcome/ result             |
|--------------------------------|---|--|---|----------------|---|-----------------------------|
| <b>Environment and Culture</b> |   |  |   |                |   |                             |
| <b>Institutions must:</b>      |   |  |   |                |   |                             |
| ECI1                           | Ensure that all relevant staff are aware of the Concordat   |  |   | RSG            | <p><b>Concordat dissemination</b></p> <ul style="list-style-type: none"> <li>- The Concordat is mentioned at all 'New Research Staff' induction events.</li> <li>- Dedicated section on University website</li> <li>- The Concordat features as a regular item in the Research Staff weekly newsletter</li> <li>- RAFLs, RS Champions and Research Staff reps communicate with researchers and managers of research about the Concordat</li> <li>- Through Task and Finish Group (Nov 21) members conversations with broader faculty and school community gathering insights on Concordat readiness for the Gap Analysis and forward facing action plan</li> </ul>  |                             |
| ECI2                           | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers  | Implementation of actions according to timeframes outlined in the Athena SWAN institutional action plan (originated E10.6, AP 2017-19) | Completion of action points in accordance with planned timescales. Building on and retention of institutional Athena SWAN silver award. | Various        | <p><b>Athena SWAN implementation:</b></p> <ul style="list-style-type: none"> <li>Institutional Silver Award</li> <li>Action log update published in 2020</li> </ul> <p><b>REC action plan implementation:</b></p> <ul style="list-style-type: none"> <li>-Award of Bronze Equality Charter status in June 2021.</li> <li>Publication of action plan</li> <li><a href="https://www.nottingham.ac.uk/edi/race-equality-charter/tackling-racial-inequality.aspx">https://www.nottingham.ac.uk/edi/race-equality-charter/tackling-racial-inequality.aspx</a></li> </ul> <p><b>Action plan response to Black Lives Matter protests – May 2020 to May 2021</b></p> <ul style="list-style-type: none"> <li><a href="https://www.nottingham.ac.uk/edi/documents/blm-you-said-we-will-may-2021-for-blog-final.pdf">https://www.nottingham.ac.uk/edi/documents/blm-you-said-we-will-may-2021-for-blog-final.pdf</a></li> </ul>  | ONGOING- timeframes to 2025 |
| 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 |  |   |                | <p><b>People Strategic Delivery Plan</b></p> <p>Theme 2 from the 'People SDP' focuses on embedding the Health, Safety and Wellbeing of our staff within delivery of our University strategy over the next three years</p> <p><a href="https://www.nottingham.ac.uk/strategy/documents/strategic-delivery-plan-people-april-2021-004.pdf">https://www.nottingham.ac.uk/strategy/documents/strategic-delivery-plan-people-april-2021-004.pdf</a>.</p> <p>This plan includes delivery of actions identified through the Wellbeing Delivery Plan (<a href="https://www.nottingham.ac.uk/hr/documents/staff-wellbeing-delivery-plan-2020.pdf">https://www.nottingham.ac.uk/hr/documents/staff-wellbeing-delivery-plan-2020.pdf</a>); delivery of actions identified through the 2019 Review of Workload (Chaired by the PVC for EDI and People) and delivery of a Work-related stress task and finish group Chaired by the Director of Estates and Facilities.</p> <p><b>Report and Support platform:</b> The Report and Support, launched in May 2021, is a platform that enables anonymous reporting of incidents of bullying and harassment at the university. This was supported by an email campaign and 'Staff Newsroom' information reel.</p> |                             |
| ECI4                           | Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health   |  |   |                | <p>EDI and wellbeing guides for managers developed during pandemic (<a href="https://www.nottingham.ac.uk/hr/guidesandsupport/advice-for-managers-hr-processes-during-covid-19-pandemic.aspx">https://www.nottingham.ac.uk/hr/guidesandsupport/advice-for-managers-hr-processes-during-covid-19-pandemic.aspx</a>).</p> <p><b>The 'Let's Be Clear about EDI' campaign</b> launched by the LMA in September 2020, with guidance for managers to tackle different EDI themes as a regular part of their team meetings. Phase 2, which runs until April 2021, was launched in January 2021 with a conversation aid to support a deeper exploration of the initial conversations. To complement this programme, 11 webinars were also launched in collaboration with our staff networks, covering a wide range of EDI themes. These are running throughout 2021 and are being well attended.</p>  |                             |
| ECI5                           | Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity  |  |   |                | <p>Update to Nottingham's <b>Code of Research Conduct and Research Ethics</b> (November 2021). <a href="https://www.nottingham.ac.uk/research/resources/documents/code-of-research-conduct-and-research-ethics-v8.0-18-nov.-2021-.pdf">https://www.nottingham.ac.uk/research/resources/documents/code-of-research-conduct-and-research-ethics-v8.0-18-nov.-2021-.pdf</a></p> <p><b>'Research Integrity Week':</b> A week long series of events for the inaugural 'Research Integrity Week' took place in June 2021). Creation and launch of a new Research Integrity SharePoint site, which includes a series of 'Research Integrity Bytes', which are one-page leaflets addressing common issues and questions raised by researchers in all fields on Research Integrity and professional conduct.</p>   |                             |
| 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  |  |   |                | <p><b>Institutional Athena SWAN Survey 2021:</b></p> <p>Athena SWAN survey was undertaken in 2021, unfortunately analysis of the data was still ongoing at the time of this report's preparation and hence was unavailable. Any recommendations that arise from the data analysis will be fed into the future reporting of the Concordat. Timeframes: early 2022</p>  |                             |

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| <b>Funders must:</b>                 |   |  |  |  |   |  |
| ECF1                                 | Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies  |  |  |  |   |  |
| ECF2                                 | Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers   |  |  |  |   |  |
| ECF3                                 | Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions |  |  |  |   |  |
| <b>Managers of researchers must:</b> |   |  |  |  |   |  |
| ECM1                                 | Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work  |  |  |  | See ECI2  |  |
| ECM2                                 | Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct  |  |  |  | See ECI4  |  |
| 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              |  |  |  | See ECI3 and 4  |  |
| ECM4                                 | Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers   |  |  |  |   |  |
| ECM5                                 | Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution   |  |  |  |   |  |
| <b>Researchers must:</b>             |   |  |  |  |   |  |
| 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                                       |  |  |  | See ECI2  |  |
| ECR2                                 | Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion  |  |  |  | <p><b>Publication Framework</b><br/>The Publication Framework documents were updated in Dec 2019 and Sept 2021 (<a href="https://www.nottingham.ac.uk/library/research/publication/index.aspx">https://www.nottingham.ac.uk/library/research/publication/index.aspx</a>). This includes a 'Publications Checklist' for researchers. Webinars on "Where to Publish" available for researchers.<br/>See also PCDI1</p> <p><b>Launch of new EDI Policy</b><br/>The University reviewed and launched a new Equality, Diversity and Inclusion Policy for Staff and Students in January 2021.<br/><a href="https://www.nottingham.ac.uk/hr/guidesandsupport/equalityanddiversitypolicies/documents/equality-diversity-and-inclusion-policy.pdf">https://www.nottingham.ac.uk/hr/guidesandsupport/equalityanddiversitypolicies/documents/equality-diversity-and-inclusion-policy.pdf</a></p> |  |
| ECR3                                 | Take positive action towards maintaining their wellbeing and mental health  |  |  |  |   |  |
| 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  |  |  |  | <p><b>Research Integrity training</b><br/>Researcher's continue to engage with Research Integrity online training courses. With 505 enrolling on the Comprehensive course of which 239 completed the full assessment. By comparison, 604 enrolled and of these 325 completed the Concise version.</p> <p><b>Promoting a more positive research culture</b><br/>The Report and Support, launched in May 2021, is a platform that enables anonymous reporting of incidents of bullying and harassment at the university. This was supported by an email campaign and 'Staff Newsroom' information reel.</p>   |  |
| ECR5                                 | Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution  |  |  |  | <p><b>Research Staff Group</b><br/>Formation of the new Research Staff Group, to include 2 research staff representatives from each Faculty. This includes a 'junior' postdoc or non-doc with &lt;3 years research experience and a 'senior' researchers with &gt;3 years of research experience. Current listing of Research Staff reps and RAFL members are listed on SharePoint. All Faculties are represented on RSG, as of Nov 2021.</p> <p><b>University committees</b><br/>Research staff are encouraged to join staff networks, their committees, research boards within schools/faculties, research group management meetings and School-based Athena SWAN implementation groups. There is a member of research staff on University Council and Senate.</p>  |  |
| <b>Employment</b>                    |   |  |  |  |   |  |
| <b>Institutions must:</b>            |   |  |  |  |   |  |

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| E11 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices                                     | The University will undertake a project to review our current recruitment processes, in order to make recommendations for change to improve our ability to attract a diverse skilled candidate pool (originated A1.25, AP2017-19)                               | Ongoing implementation of project; production of a recruitment brand, developed for local needs at School/Faculty level and specific job family | ONGOING | HR         | <p><b>Diversity in Recruitment Project</b><br/>The initial Diversity in Recruitment Project was completed in 2018 with a series of short, mid and long term recommendations and actions made. Examples of some of the short term recommendations are,</p> <p><b>Launch of Recruitment Guide:</b> step by step guide to recruitment, which promotes best practice including ensuring the process is open, transparent and merit-based. (<a href="https://www.nottingham.ac.uk/hr/guidesandsupport/recruitmentandinduction/recruitment/index.aspx">https://www.nottingham.ac.uk/hr/guidesandsupport/recruitmentandinduction/recruitment/index.aspx</a>) and (<a href="https://uniofnottm.sharepoint.com/sites/HRrecruit/SitePages/Recruitment-Guides-&amp;-Resources.aspx">https://uniofnottm.sharepoint.com/sites/HRrecruit/SitePages/Recruitment-Guides-&amp;-Resources.aspx</a> (internal view only)</p> <p><b>Recruitment Panel training:</b> To participate in as a member of a recruitment panel, staff must undertake training, including a focus on equality, diversity and inclusivity matters. To date, over 1,000 colleagues have been trained by the HR team.</p> <p><b>Anonymised shortlisting:</b> has also been included as essential criteria for the procurement of a new HR system (anticipated 2024)</p> <p><b>Inclusion matters project - STEM Change:</b> Uncovering Barriers to Inclusion and Transforming Institutional Culture. The project team is delivering a toolkit to diversify recruitment, retention and recognition practices, which consists of a series of linked interventions and methodologies tested collaboratively at UoN and among their HEI and industry partners. The diversity toolkit is being designed to significantly enhance the opportunities for entry and career progression for groups typically under-represented in STEM in academia and industry. <a href="https://www.nottingham.ac.uk/research/groups/diversity-and-inclusion-research-hub/stemm-change.aspx">https://www.nottingham.ac.uk/research/groups/diversity-and-inclusion-research-hub/stemm-change.aspx</a></p> | COMPLETED action A1.25, AP 2017-19   |
| E12 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position                               |   |   |         |            | <p><b>Inductions-Welcome Pack:</b> All new staff joining the University are provided with the HR Welcome pack in their employment contract letter. The Welcome pack provides information on relevant HR policies in an easily navigatable SWAY document.</p> <p><b>Institutional Research-staff specific induction relaunch</b><br/>The New research staff induction seminar was relaunched as face to face event in October 2021 with 22 new members of research staff attending. An online version will take place in January 2022 for those unable to attend the in-person session.</p>   |  |
| E13 | 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 | Promotion of the "Conference and Training Care Fund" and monitoring of uptake by research staff. Interventions to raise awareness of fund where necessary. Undertake an assessment of the impact of fund after first 2 years (originating E.6.4.1, AP 2017-19)) | To see an increase of 10% in the number of research staff who apply for the fund.   | Dec-19  | HR/RI (RA) | <p><b>The 'Carers Conference Fund' (CTCF)</b> continues to be available to all staff, including researchers. However, few 'in-person' conferences took place during 2020 and hence there were no requests for the fund. Uptake and continued promotion of the fund will take place in 2022 as conference programmes resume in greater numbers. The fund was reviewed in 2018 and 2020 with recommendations implemented (Athena SWAN reference AS30)</p> <p><b>Online Conference Fund (OCF):</b> To augment this provision, the Researcher Academy launched the 'Online Conference Fund' in 2020 to support registration fees for online conferences. In 2021/22, funds were awarded to the value of £12,300 (12.5% awarded to members of research staff). A 1 year since launch review took place in 2021, with recommendations implemented. Promotion of the fund continues.</p>  | ONGOING Monitoring of CTCF and OCF research-only staff recipients (continue)<br><br>COMPLETED review of CTCF |
| E14 | 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 | Launch of the Nottingham Reward Scheme  |   | Aug-19  | HR         | <p><b>Nottingham Reward Scheme</b> launched in August 2019 with its first full year in operation being 20/21. The normal planned running of the Scheme was interrupted in 20/21 due to the impact of Covid and uncertainty on University finances, however a condensed reward window ran in July 2021 which enabled exceptional contributions to be recognised. Further developments have seen the nomination and approval process moving online via the Employee Hub with voucher level nominations available online from November 2021 and higher level rewards due to come on line soon. (<a href="https://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/adcdocuments/nottingham-reward-scheme.pdf">https://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/adcdocuments/nottingham-reward-scheme.pdf</a>)</p> <p><b>Promotions review:</b> Thorough review of Academic promotions procedures including specific pathways for researchers, with a specific section to focus on the impact of covid included in the 2020/21 promotions round. (<a href="https://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregarding/promotion/index.aspx">https://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregarding/promotion/index.aspx</a>)</p>  |  |

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| EI4                                  | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent  |  |  |  | HR | <p><b>Leadership and Management core programmes</b><br/>Learning and development opportunities are provided for all staff, including research managers and Heads of Schools, through the Leadership and Management Academy (LMA). This provision is not separated into different job families as feedback suggests that our delegates learn better across mixed groups, developing a much better level of shared insight and understanding. The LMA provide five core leadership programmes; webinars and Spotlight On... sessions; coaching and mentoring; online learning; team development support; individual and team diagnostics; career development and planning. Learning pathways are being developed for business critical roles. Heads of School have an agreed learning pathway which includes attendance on the Executive Leadership Programme within 2 years of being in post.</p> <p><b>Researcher Academy research leadership</b><br/>The Researcher Academy leads on the Nottingham Research Leaders Programme, which is a programme for senior research leaders. To date, 40 research leaders have completed the programme.</p>  |
| 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 |  |  |  | HR | <p><b>Appraisal and Development Conversations</b> process launched in August 2019 (ADC). The first ADC year was disrupted due to Covid and additional guidance was developed for managers to support ADC discussions in the Covid period.</p> <p>Promotions procedure in place</p> <p><b>Workload Planning Framework</b> in place – to support the fair and equitable planning of R&amp;T staff workloads. Additional guidance was also made available in response to the Covid pandemic on workloads. Workload modelling applies to the research-only job family from grade 5 and above (i.e. not Research Fellows) and to managers of researchers.</p> <p><b>Staff Engagement Framework</b><br/><a href="https://uniofnottm.sharepoint.com/sites/StaffEngagement/SitePages/Understanding-Staff-Engagement.aspx">https://uniofnottm.sharepoint.com/sites/StaffEngagement/SitePages/Understanding-Staff-Engagement.aspx</a> (internal site)<br/>People management is fully integrated within leadership and management development provision through the Leadership and Management Academy, including being embedded in all leadership development programmes. Online resources and toolkits also support this area, as does the availability of coaching through external coaches and our internal coach pool, which is currently being expanded from 50 to 110 individuals.</p> <p><b>'Building a Culture for Success'</b> The university's behavioural framework ' is continuing to be embedded within the ADC process and conversations.</p> |
| 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                                     |  |  |  | HR | <p><b>Redeployment</b><br/>The University's Recruitment Guide contains comprehensive advice regarding the redeployment recruitment process.</p> <p>Figures show a trend for staff on fixed term contracts or on permanent contracts with underlying fixed term funding, that of those whose contracts are due to end within a 6-month period, approx. 59% remain employed by the University i.e. their funding is extended or they obtain another job within the institution.</p>  |
| EI7                                  | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making             |  |  |  |    | See ECR5 and EM5   |
| <b>Funders must:</b>                 |   |  |  |  |    |  |
| EF1                                  | Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies                                    |  |  |  |    |  |
| EF2                                  | Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security   |  |  |  |    |  |
| EF3                                  | Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression                           |  |  |  |    |  |
| EF4                                  | Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels  |  |  |  |    |  |
| <b>Managers of researchers must:</b> |   |  |  |  |    |  |

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| EM1  | Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care  |   |  |                                      |            | <p><b>The Leadership and Management Academy (LMA)</b> provides learning and development support for leaders and managers across all job families of the university, at all levels. It does not provide bespoke researcher support as this is provided by the Researcher Academy. However, the LMA does provide personal and professional support for wider leadership, management and inter-personal skills development.</p> <p>December 2019 – November 2021, 24% of the total researcher population (grades 4 – 6) at the university engaged with the LMA Hub (the LMA's online learning platform on Moodle). This group includes both researchers themselves as well as researchers who also line manage formally or informally other researchers. This is a 65% increase on the previously reported period.</p>                               |   |
| 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  |   |  |                                      |            | See ECR2 and PCDI1  |   |
| EM3  | Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers   |   |  |                                      |            | See E15<br><br><b>New Recruitment Guide-FTCs</b><br>Inclusion of guidance and policies around use of Fixed-term contracts<br><a href="https://uniofnottm.sharepoint.com/sites/HRrecruit/SitePages/Objective-justification-process.aspx">https://uniofnottm.sharepoint.com/sites/HRrecruit/SitePages/Objective-justification-process.aspx</a>  |   |
| EM4  | Actively engage in regular constructive performance management with their researchers  |   |  |                                      |            | <b>Appraisal and Development Conversations</b><br>The ADC process is built on the expectation of regular progress meetings between staff and line manager, with a final ADC meeting at the end of the ADC year. Completion numbers for ADC indicate the managers of researchers are meeting their obligations around ADC, with >85% of researchers reporting they have completed an ADC in the previous 12 months period.   |   |
| EM5  | Engage with opportunities to contribute to relevant policy development within their institution  |   |  |                                      |            | <b>Research Strategy refresh</b><br>A university-wide consultation on the new Research Strategy was undertaken in 2021. The consultation was open to all staff to contribute and to raise comments/feedback on the green and white paper and during five Town Hall meetings.  |   |
| <b>Researchers must:</b>                   |  |   |  |                                      |            |   |   |
| ER1  | Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder   |   |  |                                      |            |   |   |
| ER2  | Understand their reporting obligations and responsibilities  |   |  |                                      |            |   |   |
| ER3  | Positively engage with performance management discussions and reviews with their managers  |   |  |                                      |            | <b>Appraisal and Development Conversations</b><br>Completion numbers indicate in both 2020 and 2021 ADC round, that more than 85% of researchers report they have completed an ADC in the previous 12 months period   |   |
| ER4  | Recognise and act on their role as key stakeholders within their institution and the wider academic community  |   |  |                                      |            |   |   |
| <b>Professional and Career Development</b> |  |   |  |                                      |            |   |   |
| <b>Institutions must:</b>                  |  |   |  |                                      |            |   |   |
| 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 | Annual evaluation and review of the University's Publication Framework Institutional Strategy incorporating UNUK Mechanisms for Support. (D5.5.5. AP 17-19)   | Production of updated framework in October each year                   | Annual review                        | RI and LRL | See ECR2<br><br><b>Publication Framework promotion</b><br>Promotion of the revised Publication Framework and Publication checklist and 'Where to Publish' course via various communication routes, including Researcher academy newsletters and RS Induction session (Oct 2021).  | COMPLETED action D5.5.5. AP 17-19               |
| PCDI2                                      | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers  | Development and implementation of Leaver's survey to ensure greater robustness in data to facilitate greater understanding of issues and creation of support measures around career progression for ECRs. Subject to recommendations and project sponsor sign off, development and roll out of intervention (originating B2.4.6, AP2017-19) | Project Sponsor sign off, creation of survey, roll out of intervention | Intervention roll out September 2020 | HR/Schools | <b>Leavers/Exit Survey</b><br>The current exit survey can only be completed using the University's network which makes it difficult to complete (especially when working from home). Approximately 20-30% of leavers complete the current exit survey.<br><br>A new exit survey was piloted during summer 2020 (which included EDI questions). The new exit survey (MS Forms) was completed by 158 people during VR.<br><br>Next steps: New survey sign off with data protection team before the official launch. Analysis of the data will take place 12 months post-launch and will be shared with Faculties/Departments. Further actions will follow based on this analysis.<br><br>A holistic review of the leavers approach will be taken (paper to HRST) which will also look at exit interviews.<br>(Linked to Athena SWAN reference AS31) | ONGOING Taken forward to 2022/24 AP Action EC12 |

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|                                      |   | Following the launch of the Career Development Hub in May 2017, to undertake an annual evaluation of usage data of hub by research-only staff. To identify actions required to ensure staff group awareness of provision. Identification of interventions to facilitate promotion of the hub and increase engagement. (originating C3.3.1, AP 2017-19). | Maintain or increase engagement with the LMA by Research-only staff. Currently (Dec 2019 figures) 4% of research-only staff population have registered for access. | Annual updates | LMA | <p><b>Coaching and mentoring:</b> The LMA provide coaching and mentoring for all staff to access, including those from the research community. This includes career coaching and mentoring to support those who want to develop and enhance their research careers -within or beyond the university. To date, 32 research staff have been coached or mentored through the LMA. In addition to the LMA provision there are also Faculty-specific coaching and mentoring schemes and ad hoc mentoring agreements.</p> <p><b>VC Mentoring Programme:</b> The LMA also delivers the VC Mentoring Programme , which provides senior leaders with protected characteristics the opportunity to be mentored personally by the Vice-Chancellor. Those from the research community who have taken part have reported subsequently being successful in the academic promotions process and also with gaining more senior roles.</p> | COMPLETED action C3.3.1, AP 2017-19 |
| PCDI3                                | Ensure that researchers have access to professional advice on career management, across a breadth of careers  |   |  |                |     | <p><b>Careers and Employability Service (CES)</b><br/>The CES offer a breadth of events to showcase different employment sectors such as our Fairs (Science and Tech, Finance, Consulting and Management), webinars in collaboration with alumni and employers (i.e. 'Spotlight on...' session, Alumni talks) and a Networking Brunch.</p>  |                                     |
| PCDI4                                | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills  |   |  |                |     | <p><b>Leadership and Management Hub</b><br/>During the period December 2019 – November 2021, 519 research staff have engaged with the LMA Hub (the LMA's online learning platform on Moodle), a 65% increase on the previously reported period. This equates to roughly 24% of the total researcher population (grades 4 – 6) at the university. 213 research staff have engaged with the Staff Development Careers Hub section of the LMA Hub. The most popular pages of the LMA Hub have been Development Programmes (35% of visits) and Learning and Resources (29% of visits). Both of these areas are seeing a significant increase in visits compared to the previous period, indicating a greater awareness of and engagement with the LMA Hub offer.</p>  |                                     |
| 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  |   |  |                |     |   |                                     |
| PCDI6                                | Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews  |   |  |                |     | <p><b>Appraisal and Development Conversations</b><br/>ADC completion rates are monitored at the faculty-level and reported to HR. Completion numbers indicate in both 2020 and 2021 ADC round that more than 85% of researchers report they have completed an ADC in the previous 12 months period.</p>   |                                     |
| <b>Funders must:</b>                 |   |   |  |                |     |   |                                     |
| PCDF1                                | Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning |   |  |                |     |   |                                     |
| PCDF2                                | Embed the Concordat Principles and researcher development into research assessment strategies and processes   |   |  |                |     |   |                                     |
| PCDF3                                | Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit   |   |  |                |     |   |                                     |
| <b>Managers of researchers must:</b> |   |   |  |                |     |   |                                     |
| PCDM1                                | Engage in regular career development discussions with their researchers, including holding a career development review at least annually  |   |  |                |     | See PCDI6   |                                     |
| 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   |   |  |                |     |   |                                     |
| 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  |   |  |                |     |   |                                     |
| 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   |   |  |                |     |   |                                     |
| PCDM5                                | Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development  |   |  |                |     | See PCDI4   |                                     |
| <b>Researchers must:</b>             |   |   |  |                |     |   |                                     |
| 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   |   |  |                |     | See also PCDI1  |                                     |

## HREiR Action plan template (2019-21)

|       |   |   |   |              |        |   |  |
|-------|---|---|---|--------------|--------|---|--|
| 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                                   |   |   |              |        | See PCDI3 and PCDI4   |  |
| 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                          | Pilot scheme in the School of Life Sciences of a 'Postdoc Passport', a formal | Pilot completed and Passport scheme rolled out to further schools. Monitoring of engagement | Roll out tbc | School | <b>Postdoc Passport</b><br>Unfortunately due to Covid 19 pandemic this project was placed on hold during 2020/21 and timeline amended accordingly.  | ONGOING<br>22-24 Action plan Action PCD9 |
| PCDR4 | Positively engage in career development reviews with their managers   |   |   |              |        | See PCDI6   |  |
| PCDR5 | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills   |   |   |              |        | <b>Learning during lockdown</b><br>Despite Covid lockdowns, research-only staff continued to engage with a variety of online professional development activities<br>Examples include,<br>LMA Hub online resources: 519 research staff engaged with the LMA Hub, which was a 65% increase on the previously reported period.<br>Prof Development short courses: 605 research-only staff engaged with the short courses on 'Equality, Diversity, and Inclusion in the Workplace', 'Harassment & Bullying at Work', and 'Unconscious Bias' between 2019 and 2021.<br>Adapt Together seminar series (Researcher Academy): average of 15 researchers over the five pilot sessions. |  |
| 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 |   |   |              |        |   |  |

\* 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.