

# HREiR Action plan template (2022-24)



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	<b>Action EC1:</b> To enhance and develop a Research Staff communication plan, which includes communication channels for researchers and those who manage and support researchers.	Creation and implementation of a communication plan that encompasses all aspects of communication available to use at the University  Researchers and their managers report increased knowledge and engagement with the Concordat and obligations (via routes identified from action EC8: Evaluation Process)	Mar-22  Mar-23	Researcher Academy/External Relations	
		<b>Action EC2:</b> Appointment of Research Staff Champions in all schools. Formal role to include advocacy for Research Staff and communication of Concordat	All Schools to have a Research Staff Champion, noting exceptions where there are less than 5 research-only staff. Research Staff Champion to be a formalised role in workload model. Schools with small cohorts of research staff to ensure adequate representation on committees	June-22  CEDARS: March/April-23 Analysis: Sept-23	RAFL	
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<b>Action EC3:</b> Implementation of actions according to timeframes outlined in the Athena SWAN institutional action plan	Completion of action points in accordance with planned timescales. Building on and retention of institutional Athena SWAN silver award.	Various	Various	
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	Policies and practices in place for bullying and harassment and discrimination in place.  <b>Action EC4:</b> Phase 1-To hold a series of focus groups with research only staff to explore volume of issues and identify any new/emergent concerns impacting researchers regarding workload. Phase 2: identify where remedial action may need to be taken and launch of a 'You Said, We did campaign' to flag relevant policy and support mechanisms arising from phase 1. To be piloted 2022 in Faculty of Medicine and Health Sciences.	Pilot MHS 'You said, we did' Focus groups/Pulse Surveys run in MHS Faculty amongst researchers and managers of researchers. Flagging were changes to policy/guidance may be required. Dissemination of information via 'You said, we did' campaign.	Sep-22	RAFL MHS	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<b>Action EC5:</b> Following the review of support for Disabled Staff (2019) and launch of a managers toolkit, including guidance on reasonable adjustments (Wellbeing delivery plan 2020). To review engagement and evaluate perceived usefulness of the resource by managers.	Research Managers report positive response in their ability to support their staff (via routes identified from action EC8: Evaluation Process)	Sep-22	RA	

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ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<b>Action EC6:</b> Explore mandating current Research Integrity training for all new members of staff engaged in research and managers who are new to research line management	Recommendation to Research Committee that Research Integrity training becomes mandatory part of the induction for new research staff starters	Oct-22	University Research Integrity and Research Ethics Committee		
		<b>Action EC7:</b> Improve researcher awareness of the full array of open research opportunities, in line with government policy and the UKRI research funding horizon, by promoting and enabling open protocols, methods, and software. Advocate research transparency, reproducibility, and reuse by supporting good practice and accommodating disciplinary differences. To be achieved by identifying needs, then developing and delivering appropriate information, resources, and training.	Measured by engagement with information and resources (via web analytics), uptake of training sessions, and CEDARS indications.  Researchers report good knowledge of policies and resources (via routes identified from action EC8: Evaluation Process)	Dec 2022, Dec 2024 Sept 2023 (CEDARS)	NLibraries		
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	<b>Action EC8:</b> Development of a University-wide process to collate, review, analyse and report on the wealth of information available to gather feedback on, monitor completion/uptake and evaluate the engagement of researchers, and their managers, with the obligations of the Concordat. A Working Group will be convened to address and develop a process to ensure a wealth of quantitative and qualitative information can be gathered and appropriately analysed.	Working group convened  Concordat engagement and impact evaluation process identified and rolled out to ensure any actions that require evaluation data (qualitative and quantitative) have necessary data in a timely manner to ensure successful evaluation/review of impact.	April-August 22	RSG  Working Group		
		<b>Action EC9:</b> Feeding into action EC8, the use of internal and sector-wide surveys to evaluate perceptions of good research environment and culture across the University. Utilising data to evidence to support requirements for improvements and evaluate effectiveness. By (i) Ensuring future University wide staff surveys include questions relating to research environment and culture (ii) Participant's Job Family question is asked in surveys to allow disaggregation of data in institutional surveys (iii) Participate in CEDARS (iv) Exit survey for Research-only Staff include questions relating to research environment and culture and flagging issues of conflict (v) Research-only Staff open meetings/town halls	CEDARS 2023 with a response rate of at least 40%  Inclusion of question on environment and culture in research-only staff Exit Survey  Increase in participation of Exit survey and interview by researchers. Schools report flagging concerns/development areas  Analysis of the 2021 Athena SWAN survey and issues arising identified and relevant reported to Research Staff Committee for attention	March/April 2023  August 2023  January 2024  May 2022	Researcher Academy		
		<b>Action EC10:</b> RSG to request reports on key questions from relevant surveys (CEDARS, Athena SWAN, Pulse Surveys). Ensure that surveys include question of job family and level to allow disaggregation of data	To make informed actions and priorities for the RSG based on feedback from surveys, research staff open meetings, research staff reps and research staff champions	October 2022 for inclusion in 2023 surveys	RSG		
		<b>Action EC11:</b> To have clear reporting structures for all surveys to feed into RSG, undertake a campaign to raise the profile of research staff representatives, Research Staff Champions and RAFLs amongst researchers and their line managers	Implementation of transparent and visible communication channels between RSG and the existing staff networks and researcher groups.  50% respondents to CEDARS report they know who and how to communicate with their school representative	June 2022  CEDARS: March/April 2023 Analysis: September 2023	Faculties/ Researcher Academy		
		<b>Action EC12:</b> Piloted in summer 2020, the new exit survey (MS Forms) to receive sign off by data protection team before official launch in 2021. Review of exit survey within 12 months to be undertaken and analysis shared to Faculties. (also AS AS31)	Launch of exit survey  Exit survey data provides intelligence that can inform practices and policies related to Research-only staff where appropriate. Emerging areas reported to Research Staff Group for actioning.	Dec-22	HR		

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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	<b>EC13:</b> Monitor engagement by managers of researchers with EDI training as outlined in Athena SWAN and REC action plans. (For example, Anti-racism training (REC 8B and 8C))  See also Action EC3	AS Survey 2021 results used as a benchmark regarding Q 21 with the majority of respondents report SA/A to 'Spend the time that feels right to me on EDI activities'  Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	June-22  Sept-22	HR PD Team Lead	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See Action EC6				
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	<b>Action EC14:</b> Implementation of the institutional 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> )  (see also Action EC4 and EC5)	Implementation of an array of interventions as outlined in the delivery plan. Recognition that researchers are key users/beneficiaries and stakeholders in the SDP and should be considered as such in the implementation of the plan  Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS. Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	Various 2022-24  Survey analysis 2022/2023	HR  HR and RA	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	see Action EC5 Policies and practices in place	Positive reporting in anonymised surveys (Athena SWAN 2021 as benchmark and next CEDARS) that staff feel confident a request is taken seriously within the institution.	As per survey deadlines	RSG	
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Policies in place, monitored regularly. No further additional actions required at current time	RAFLs and Research Staff Champions report positive engagement of colleagues with policy and strategy development. Flagging any areas of concern through appropriate channels.		RAFLs and RS Champions	
<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	<b>Action EC15:</b> Transparent and improved mechanisms for the role researchers play in doctoral supervision through increased awareness and appointment to 'Assistant Supervisor' role. To include guidance and standardised template for HoS to appoint researchers to the role.	Creation of guidance notes and appointment letter template  Increased number of Assistant Supervisor roles formally appointed (new role in 2021, no benchmark figure currently available).	March 2022  March 2023	RA  Faculties/RA	
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See Action EC6	Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS.  Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	AS Survey March 2022  August 2022	RSG	
ECR3	Take positive action towards maintaining their wellbeing and mental health	See Action EC4 and EC14	Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS.  Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	AS Survey March 2022  August 2022	RSG	

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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	Policy in place, monitored regularly. No further actions required at current time (See also Action EC2 and EC6) (See also AP19-21,update Dec 21 -ECR4)					
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Policies and practice in place, monitored regularly. (In example, see AP19-21,update Dec 21 -ECR5)					
<b>Employment</b>							
<b>Institutions must:</b>							
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Policies and practices in place, no further actions identified at this current time. (See AP19-21,update Dec 21 -E11)					
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	<b>Action E1:</b> Development of a research staff induction strategy covering the Institutional level, Faculty/School level and Research Group level. To include the recommendation that researchers undertake at least 5 days of induction within the first 3 months. Strategy to include continuous induction.	Creation of an induction programme, which includes institutional and local requirements.  AS Survey 2021: Benchmark, researchers report positively (SA/A) to Q35 and Q36 that 'the information or induction provided by my School/Department/University was useful' Use of 2021 survey as benchmark for implementation of new induction materials CEDARS: positive response to questions on induction  Researchers and their managers report good knowledge of policies and resources (via routes identified from action EC8: Evaluation Process)	Sept -22  Benchmark data Apr-22  Aug-22	RA		
		<b>Action E2:</b> Review of faculty-level inductions with identification of Research Staff-specific recommendations. Dissemination of beacon activity to other faculties for implementation.	Identify Research Staff specific recommendations and implementation within agreed timeframes  Positive reporting in Athena SWAN survey (2021 benchmark). Researchers and their managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	Oct-22	FoE People Board		
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	<b>Action E3:</b> Support the transition of local research assessment culture by raising awareness of our institutional commitments (e.g. DORA), and funder expectations, around the responsible use of research indicators.	Success will be measured by engagement with Faculties/schools, delivery of training sessions and enhanced availability of resources.	Dec-22, -23 and -24.	N.Library		
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<b>Action E4:</b> Regular promotion, identified in research staff communication plan (action E1) of opportunities and encourage those who line manage researchers to engage with professional development activities.	Inclusion of CPD opportunities for line managers of researchers in regular newsletters (e.g. upcoming supervision seminar series, LMA training resources, NRLP call.)  Use of AS Survey 2021 data to provide a benchmark figure for PIs reporting 'SA/A that they ' spend the amount of time that feels right to me on line management/team leadership'	Ongoing promotion  Analysis Apr-22	RA		
		<b>Action E5:</b> Preparation of a proposal to the Faculty of Arts Research Board for a faculty initiative on the inclusion of Research Staff mentoring in line manager workload management.	Proposal on changes to workload management submitted to FoA Research Board. If successful, implementation of recommendations.	Mar-22	Arts RAFL		
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	<b>Action E6:</b> Explore the role of PIs in researcher's induction, create recommendation of researcher-specific topics to include in induction materials	Creation of a 'managing your postdoc section' in the faculties' PI Toolkits	Mar-23	RAFLs and RS Champions		

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		<b>Action E7:</b> Continue to promote and monitor uptake of ADC conversations in research staff community. Flagging areas of low completion to Faculty-PVCs and relevant Faculty committees.	>85% completion rates reported for Researcher's ADC  Positive reporting in Athena SWAN survey (2021 benchmark) and CEDARS 2023. Researchers report good knowledge of policies and resources  Athena SWAN survey positive reporting Q 34c: 'My career progression/ career aspirations are usefully discussed' Q34D: 'I feel my promotion/ progression readiness and options are usefully discussed' Q34e: 'My training and development needs are discussed including plans to achieve'	Sep-22	HR		
E16	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	<b>Action E8:</b> Increase awareness of the redeployment process and how to apply skillset in new contexts through delivery of annual webinar for research-only staff.	Annual webinar on the redeployment process for research-only staff, advertised by targeted email to researchers within 6 months of the end of their current contract. Initial pilot to have at least 20 participants with participant feedback reporting a positive experience and confidence in utilising learning.  Report on redeployment uptake by research-only staff annually to RSG.	July-22	Webinar: RA led with HR input		
				Sept 22	HR report data		
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	<b>Action E9:</b> Proposal of a project to explore the disengagement of researchers who are on fixed term contracts with the university. Project to look at the impact of disengagement on institution and individuals.	Project proposal submitted to 'Getting in Shape programme' for consideration.	Jan-23	RSG		
<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>							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	<b>Action E10:</b> Undertake a project to develop a new staff member checklist for PIs/managers of researchers	A checklist for managers of researchers to use during initial on-boarding conversations  Research Managers report an increased awareness in the policies and practices that exist (via routes identified from action EC8: Evaluation Process)	Jan-23	RSG/RAFLs		
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	Policies and practices in place, no further actions identified at this current time  See also Action E10 and PCD6					
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Policies in place, monitored regularly. No further additional actions required at current time					

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EM4	Actively engage in regular constructive performance management with their researchers	Policies in place, monitored regularly. No further additional actions required at current time  See also Action E10 and PCD6	Positive reporting in Athena SWAN survey (2021 benchmark, SA/A to Q34k and 34ki).  Research managers report good knowledge of policies, resources and guidance (via routes identified from action EC8: Evaluation Process)	Apr-22	School Research Staff Champions		
EM5	Engage with opportunities to contribute to relevant policy development within their institution	<b>Action E11:</b> Research Staff Champions appointed at every school (>5 research staff population) and will attend the Faculty's Champions Steering Group chaired by the Research Academy Faculty Lead. Identification by RAFL of process to support researchers in school were researchers <5.	Research Staff Champions appointed within all schools with research staff numbers >5.  Clear process and communication pathways between Champions and Research Staff Reps.	Feb-22	RAFL per Faculty		
<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	<b>Action E12:</b> Co-creation of an induction package for new research staff. To define an induction package for new researchers (irrespective of new to Nottingham) for completion within the initial months (i.e. 3 months of commencement of employment contract). RSG to convene a working group on co-creation of induction resources (encompassing non-research related and research related).  See also action E1	An induction package for new research staff co-created by researchers and professional service colleagues available via SharePoint.  Measure of impact through collection of benchmark views data from SharePoint page analytics. Evaluate usage data annually.	Sep-24	RA with collaboration from HR		
ER2	Understand their reporting obligations and responsibilities	See action E10 and PCD6					
ER3	Positively engage with performance management discussions and reviews with their managers	<b>Action E13:</b> Research staff participate in the formal ADC process with their appraiser. This includes regular conversations with their appraisers and submission of formal ADC documentation once a year.	Positive reporting in anonymised surveys (Athena SWAN 2021 as benchmark, CEDARS) that researchers feel confident in the ADC process.  Report >85% completion rates of ADC across the University community. Researchers report positive engagement and effectiveness of ADC for their professional and career development (via routes identified from action EC8: Evaluation Process)	Apr-22	HR		
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	<b>Action E14:</b> Increase visibility of opportunities and improve publicity encouraging researchers to actively engage and input into policy development through committee memberships at Institutional, faculty and school level	Research staff representation on committees across the institution. Including maintaining full representation on the University's Research Staff Committee (10 representatives).	Jan-23	RSG		
<b>Professional and Career Development</b>							
<b>Institutions must:</b>							
PCD1	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	<b>Action PCD1:</b> To present the business case for investment in Digital Core (new HR, Finance, Procurement system) which if approved would introduce technological solutions to enable better promotion and tracking of CPD	Business case sign off for Digital Core System that would include functionality for recording and university-wide monitoring of training	Mar-22	HR		
		<b>Action PCD2:</b> Undertake the consultative Faculty-level projects to investigate 'What 10 days of cpd would look like for Faculty researchers'. Co-creation of Faculty lens. Utilise outputs to help inform researchers and managers.	Co-creation of documents and inclusion of materials in all ADC session resources and Induction materials.	Apr-22	RAFL per Faculty		

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PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	<p><b>Action PCD3:</b> Researchers should have ADC at least annually, during which there will be discussions on the researchers career and professional development goals. To facilitate effective career development conversations a 'managers of researchers checklist for ADC' and guidance notes 'on having career development conversations with your ADC appraiser' will be created and included in the ADC training courses (both Appraiser and Appraisee versions).</p> <p>See also Action E13</p>	Creation of documents and inclusion of materials in all ADC training and induction session resources. Dissemination of materials at key timepoints during the ADC calendar year to all researchers and managers of researchers.	Mar-23	HR-led (with RA, PD, CES)		
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	No further actions identified at this time. Careers and Employability Service (CES) available to Research-only Staff	Researchers and their managers report good knowledge of CES opportunities and resources (via routes identified from action EC8: Evaluation Process). Demonstrated through increased demand for 1-2-1 appointments (5%) and benchmark data collected on web analytics for improved CES webpage.	Aug-22  Oct-22	CES		
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<p><b>Action PCD4:</b> Annually produce a report to Director of Research and Head of school on completers of the ECR Leadership Programme and NRLP.</p> <p>Inclusion of School nominations in ECRLP participant recruitment.</p>	<p>Launch of the revamped ECR Leadership Programme with full programme cohort. The 2022 programme to include 20 participants with positive evaluation received.</p> <p>Over the next 2 years (2022-24), to have 80 early career researchers 'graduate' the ECR LP programme and an additional 18 junior postdocs complete the Leadership in Action programme. 20-30 managers of researchers 'graduate' the Nottingham Research Leaders. Programme.</p>	Sep-22	RA		
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	<p><b>Action PCD5:</b> Implementation of the institutional Knowledge Exchange Strategic Delivery Plan (<a href="https://www.nottingham.ac.uk/Strategy/documents/K-E-Strategic-Delivery-Plan-for-Publication-Final.pdf">https://www.nottingham.ac.uk/Strategy/documents/K-E-Strategic-Delivery-Plan-for-Publication-Final.pdf</a>)</p> <p>Recognition that researchers are key users/beneficiaries/stakeholders in the SDP and should be included, where relevant, in the implementation of the plan.</p> <p>See also Actions PCD8 and PCD10</p>	<p>Implementation of an array of interventions as outlined in the delivery plan.</p> <p>Building a greater understanding and confidence within researchers in working within and across other sectors.</p> <p>Researchers and their managers report positive increased knowledge in and access to KE activities and engagement with KE training (via routes identified from action EC8: Evaluation Process).</p>	Various	PVC RKE		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	See action PCD6					
<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>							



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PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	<p>Action PCD6: To facilitate effective career development conversations, managers have access to the 'managers checklist' (action PCD3) and that it is promoted in a timely manner.</p> <p>Monitor of Appraisee/Appraiser training completion and analytics on engagement with resource (See also Action E13)</p>	<p>Creation of ADC checklist for managers of researchers. Creation of guidance notes for researchers on 'career development conversations during your ADC'. Inclusion of checklist in ADC training.</p> <p>Research managers report positive engagement with the ADC process, ADC training and 'Managers Checklist' (via routes identified from action EC8: Evaluation Process).</p>	Sep-23	RA PD inclusion of resources and support with training completion data		
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	<p>Action PCD7: Project to compile case studies on career pathways/destination sector of Nottingham alumni staff leavers (originate from exit survey data). Case studies to be made available via Careers and Employability Service SharePoint to demonstrate diversity of professional career options.</p>	50 case studies published on SharePoint	Dec-24	CES		
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	<p>Action PCD8: Contribute to the co-creation of Faculty 'What 10 days of cpd would look like for Faculty researchers' lens (Action PCD2).</p> <p>Information drive on obligations of the Concordat, to include briefing note for senior leaders and managers on what 10 days of CPD may look like for their researchers.</p>	<p>Briefing document prepared and shared via Directors of Research and Research Staff Champions</p> <p>Researchers and their managers report good knowledge of policies and resources and access to training (via routes identified from action EC8: Evaluation Process)</p>	May-22	RAFL  RA		
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	See action PCD6, PCD7 and PCD8					
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Policies and opportunities available. No further actions identified at this time (See AP 2019-21, update 2021_PCD14)	Annual reports continue to show consistent engagement by managers of researchers with LMA and NRLP. By 2024, the total number of graduates from the NRLP will be 100. Publicity campaigns initiated where low engagement numbers are observed, to include direct mailings and briefing notes for Heads of School and Directors of Research.	Oct-22	LMA/RA/PD		
<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 Action PCD2, PCD6 and PCD8	CEDARS: 25% of research staff respondents report attending 10 or more days of cpd in the last 12 months	Survey: anticipated Mar/Apr-23 Analysis: Sept-23	RA		
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 Action PCD5 and PCD7					
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	<p>Action PCD9 Pilot scheme in the School of Life Sciences of a 'Postdoc Passport' a formal recognition/accreditation of teaching, assessment and supervision activity for postdocs. Pilot to be evaluated with the aim to roll out to other schools from 2019 and monitoring of engagement levels using the pilot scheme as benchmark. (originating AP 2017-19, 2.4.4)</p> <p>See Action PCD1</p>	Pilot completed. Monitor an increase in the proportion of Research Staff logging activities to the system.	Dec-23	School (SoLS)		



## HREiR Action plan template (2022-24)



PCDR4	Positively engage in career development reviews with their managers	<p>Policies and practices in place for ADC completion and guidance, no further actions identified at this current time.</p> <p>Engagement with ADC and ADC training monitoring with remedial actions taken as necessary, business as usual.</p> <p>See also Action E13, PCD3, PCD6-8</p>	<p>AS Survey 2021: &gt;85% report they have had an ADC in the last 12 months, if eligible.</p> <p>CEDARS: &gt;85% report having undertaken career development review at least once during the last 12 months.</p> <p>Researchers report positive engagement with the ADC process (via routes identified from action EC8: Evaluation Process)</p>	Annually September	HR		
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<p>Opportunities available with regular communication/publicity, no further actions identified at this current time.</p> <p>Engagement monitored with remedial actions taken as necessary, business as usual.</p> <p>See Action PCD4</p>	Increase in the number of applications for ECRLP (2:1 of application: participant) and full cohorts of 20 reported.	Sep-22	RA		
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	<b>Action PCD10:</b> Development of policy engagement training for RS and PGRs as part of the 'Training For Impact: Developing the Next Generation of Policy-Engaged Research Leaders'	Pilot of policy engagement training and associated resources and outputs from the project. Training intervention to receive positive participant evaluation on improvement in knowledge in the topic and usefulness for practice (75% reporting SA/A)	Mar-22	RA		

\* 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.