

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	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.										
ECI1.1	Ensure aA20:H45II relevant staff are aware of the Concordat.	At expert led session(s) (as per Environment & Culture ECI6.1) we will agree an integrated communication process for Researchers and Research Managers which will include awareness of the Concordat.	No	31/01/23	CAG Project Manager	Communication methods agreed so that all relevant staff are aware of the University's commitment to the Concordat and a positive research culture.		Complete	New actions created: ECI1.4, ECI1.5, ECI1.6, ECI1.7, ECI1.8 & ECI1.9	No further action
ECI1.2		Agree with the Deans the best method for ensuring knowledge of the Concordat within the Faculties.	No	31/07/23	CAG Sponsor Deans	Communication methods agreed so that all relevant staff are aware of the University's commitment to the Concordat and a positive research culture.		Not started		
ECI1.3		Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff.	No	31/07/24	CAG CHEP	Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a minimum standard of induction information.	Specialisms and local environment necessitate that inductions are managed at a local level, however this can lead to inconsistent standards of induction dependent on faculty and school. Our focus going forward is to first understand the differences in induction across the university, and to devise a set of common principles and guidance, including examples of good practice, to provide consistency and improved quality.	Not started		
ECI1.4_NEW		NEW: Deans invited to nominate a Concordat Representative in every School, to work with the Concordat Champions at Faculty-level.	No	30/11/23	Deans	A representative is appointed in every school to increase the knowledge and benefits of the Concordat at a local level.		Not started		
ECI1.5_NEW		NEW: Recognise the contribution of individuals towards the Concordat by incorporating EDI voluntary work in to the appraisal and promotions process.	No	31/05/23	HR EDI team	EDI voluntary work is included in both the appraisal and promotion process, to enable staff to feel recognised for the additional, and often voluntary, work they become involved in.		Not started		
ECI1.6_NEW		NEW: Increase the profile of the Concordat using social media channels for UoS staff.	No	30/11/23	CAG	Social media channels are incorporated into the Concordat comms plan to help raise the profile of the charter work both internally and externally.		Not started		

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ECI1.7_NEW		NEW: Explore how best to engage research staff with the CHEP Researcher Development Hub and the best way to use the available information effectively.	No	31/01/23	CHEP	Proposal for how to engage research staff with the CHEP Researcher Development Hub is developed and then implemented to increase awareness and subsequent use of the Hub.		Not started		
ECI1.8_NEW		NEW: Produce direct links from the CHEP Researcher Development Hub to the work of the Concordat (including an introductory video to the Concordat Champions and the work of the Concordat Advisory Group).	No	31/07/23	CHEP	Links are made between the Concordat web pages/SharePoint and the Researcher Development Hub, and a Concordat introductory video is created and hosted on the Researcher Development Hub to increase awareness of the Concordat.		Not started		
ECI1.9_NEW		NEW: Establish what work learned societies (e.g. Institute of Physics, Royal Academy of Engineers) are doing to promote the work of the Concordat.	No	28/04/23	CAG	Evidence provided of how the Concordat is promoted within other organisations, and this information and learning is incorporated into our own good practice.		Not started		
ECI2.1	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	At expert led session(s) (as per Environment & Culture ECI6.1) we will discuss and decide upon an integrated communication process for Researchers and Research Managers to ensure effective communication of policies and practices.	No	31/01/23	CAG Project Manager	Communication methods agreed such that institutional policies and practices are well-communicated to all Research staff.		Complete	New actions created: ECI1.4, ECI1.5, ECI1.6, ECI1.7, ECI1.8 & ECI1.9	No further action
ECI2.2		Work with the Modernising the Governance major strategic project to identify all policies that impact Research staff, with the aim of ensuring that all policies are inclusive with regards to Researchers and Research Managers and they are also easy to access.	No	31/03/23	CAG	Policies that impact Researchers are identified, to enable further action in the future.		Not started		
ECI6.1	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.	A series of Action Workshops and expert-led sessions will be held to bring together leaders within the Institution to consider 'bold' actions to shape both the culture and offering of the University of Southampton (as indicated in other obligations within this Action Plan).	No	31/01/23	CAG Project Manager	The outcome of this workshop will be a phase 2 Action Plan encompassing actions for implementation up to 2027. Specifically: - Key issues addressed - Solutions agreed upon - Key investment areas identified - Alignment within Strategic Plans (including priorities & projects).	This Action Plan is being completed whilst we are part-way through an approved programme of work in response to the signatory process (see 2021-2023 Action Plan). We have completed Phase 1, the Discovery phase, of this work and where five working groups reviewed the situation across the University and wider sector, to make recommendations and	On Track		

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							present their findings. Phase 2 involves agreeing on more detailed actions, the level of investment and resourcing required, and the ownership of agreed actions until 2027. To launch Phase 2 we will hold a series of Action Workshops with all the key and relevant stakeholders.			
ECI6.2		Agree a method to measure the health of the research environment within the University, utilising current methods e.g. CEDARS, Staff Engagement Survey - that align with the Research Strategic Plan (Strategic Priorities SP1, SP2 and SP5).	No	31/07/23	AV-P IR	Ability to report on the institutional research 1. Environment and culture, supporting the Research Strategy, which allows a better understanding of the researcher experience and improves institutional practice.	The Associate Vice-President Interdisciplinary Research (AV-P IR) has recently been given responsibility for oversight of research culture as part of the role portfolio. This role is currently worked on a job-share basis which allows for additional insight in to the situation and demonstrates institutional commitment to flexible work models.	Not started		
ECR1.1	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	At expert led session(s) (as per Environment & Culture ECI6.1) we will discuss and decide how to strengthen and build on existing mentoring processes (in line with Research Strategic Plan Action no:20).	No	31/01/23	CAGCHE PProject Manager	New mentoring principles agreed, leading to further actions to implement improved processes across local mentoring schemes where gaps are identified.	Mentoring schemes are run locally to suit individual school needs. A new central mentoring Sharepoint site provides an overview of available mentoring schemes and signpost examples of good practice, links to get involved, and resources to help mentors and mentees.	Not started		
ECR1.2		At expert led session(s) (as per Environment & Culture ECI6.1) we will decide how to use the experience and knowledge of our Research community to continue to improve the culture within the University.	No	31/01/23	CAG Project Manager	A method is identified to encourage inclusion within and improvement of the research culture, benefitting all Research staff.		Not started		

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ECR1.3	researchers and students.	Agree with the Deans how best to include Researcher input in the development of an inclusive research culture.	No	31/07/23	CAG Sponsor Deans	Deans agree an approach with firm plans in place to lead to Faculty-level action.		Not started		
Wellbeing and mental health										
Our actions will align with the People Strategic Plan and the Research Strategic Plan										
ECI3.1	Promote good mental health and wellbeing through the effective management of workloads and people.	Work with the Athena Swan SAT to ensure that action TA.4 "Compile a set of common principles for workload management based on an audit of how schools currently manage workload. Seek feedback from staff, then provide all Schools with guidance and support for the incorporation of those principles into their workload management" meets the needs of Research staff.	No	31/12/23	CAG HR	Schools adopt principles in their workload management. Staff report increased satisfaction with workload management.		Not started		
ECI3.2		Ensure Researcher representation and recommendations of the CAG are included in both the Workload Principles strategic priority (also as per the Research Strategic Plan Action no.25) and the Health and Wellbeing strand of the People Strategic Plan.	No	31/12/23	CAG	The Researcher voice is heard and included within the Workload Principles priority and Health and Wellbeing work, which will then benefit Researcher workloads.		Not started		
ECI3.3		Ensure Researchers are represented on the Staff Wellbeing Working Group and update the ToR for the group to include Research staff.	No	28/04/23	CAG Staff Wellbeing Group	At least 2 Researchers are members of the Staff Wellbeing Network to ensure researcher perspectives are included.		Not started		
ECI3.5		Produce a Stress Risk Assessment Training e-learning module.	No	31/12/22	Staff Wellbeing Group	Increased uptake of training (+20%) due to easier access (no reliance on set training sessions), leading to more visibility and consideration of stress and associated impacts.		Not started		
ECI3.6		Improve access to the Health and Wellbeing content on both the external website and internal SharePoint, ensuring recommendations from the CAG are considered and included.	No	31/07/24	CAG Staff Wellbeing Group	Resources around Health and Wellbeing are easy to access and locate, resulting in higher usage (+20%).		Not started		
ECI3.7		Health, Safety and Wellbeing Manager is to ensure that the Health and Wellbeing Champions provide consistent information to staff across all Faculties.	No	31/03/23	Staff Wellbeing Group	There will be a minimum standard of provision across all faculties, such that no Researchers are disadvantaged.		Not started		
ECI3.8		The Health and Wellbeing Champions SharePoint page is to provide profiles stating not only the Champion's name, but also their role and area of interest to encourage the use of Champions across the University.	No	31/07/23	Staff Wellbeing Group	Increased usage of Health and Wellbeing Champions and the measure to report on the health of the research environment (ECI6) shows a positive increase.		Not started		

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ECI3.9		CAG to be involved with regular discussions with the Safety, Health and Wellbeing team to ensure Researcher voices are represented in key decision making processes.	No	31/07/23	CAG Staff Wellbeing Group	Research staff needs are considered within all Health and Wellbeing initiatives.		Not started		
ECI4.1	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. How to promote wellbeing and good mental health as well as signposting to the necessary support will be included.	No	28/02/23	CAG CHEP	Researcher Managers are aware of and have access to appropriate line management material.		Not started		
ECI4.2		Integrate wellbeing sessions into the CHEP Researcher Development Hub.	No	31/10/22	CHEP	Wellbeing sessions are easily and readily available to all research staff, resulting in an increase in uptake.		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
ECI4.3		Provide the opportunity for Research Managers to partake in Line Manager Stress Risk Assessment Training delivered by the Health, Safety & Wellbeing trainer.	No	31/01/23	Staff Wellbeing Group	A representative sample of Research Managers are trained in how to carry out Stress Risk Assessments. Researcher Managers are able to spot the signs of stress within their team and intervene where necessary.		Not started		
ECI4.4		Provide communications around Line Manager Stress Risk Assessment Training and existing Stress Awareness training (which is available on Blackboard) on Sussed.	No	31/01/23	Internal Comms	Awareness of available training leads to increased uptake of the training.		Not started		
ECM3.1	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub to help ensure that Researcher Managers promote a healthy working environment.	No	28/02/23	CAG CHEP	Researcher Managers are aware of and have access to appropriate line management materials, providing them with the tools required to promote a healthy working environment.		Not started		
ECM3.2		Agree with Deans ways to reinforce messaging around healthy working, including the sending of emails in unsociable hours.	No	31/07/23	CAG Sponsor Deans	Deans take the action to promote a healthy working environment.		Not started		
ECM3.3		Work with the Future Ways of Working programme to ensure Researcher views are represented via the Future Ways of Working Strategic Advisory Group.	No	30/11/22	CAG FWoW	Researcher voice is represented in the Future Ways of Working project group to ensure researcher perspectives are included.	The Future Ways of Working programme will enable hybrid working across the University. The programme is evolutionary and seeks to learn from numerous pilots in different departments, before rolling out to the academic and research communities. The Team Charter (that	Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time

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							each team agrees to) pays special consideration to wellbeing, as well as an Equality Impact Assessment having been carried out on the programme itself.			
ECM4.1	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Work with the Athena Swan SAT to ensure that action FF.3.3 "Develop an HR Request (online HR form) for flexible working requests that can record and track all flexible working requests from their point of submission by employees, their success rate and reasons for rejection (if applicable)." meets the needs of Research staff.	No	31/12/22	HR EDI team HR Systems	Managers fully consider and record flexible working requests (as per Athena Swan), and there will be greater confidence in the data that we collect.		On Track		
ECM4.2		Work with the Future Ways of Working programme to ensure Researcher and Researcher Manager views on flexible working are represented via the Future Ways of Working Strategic Advisory Group.	No	31/03/23	CAG FWoW	Researcher voice is represented in the Future Ways of Working project group to ensure researcher perspectives are included.	The Future Ways of Working programme will enable hybrid working across the University. The programme is evolutionary and seeks to learn from numerous pilots in different departments, before rolling out to the academic and research communities.	At Risk		
ECR3.4	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Establish focus groups to explore the perceptions of and reasons for excessive working hours from the perspective of Researchers and Researcher Managers.	No	31/10/23	CAGHR EDI team	An understanding is gained as to why the culture of excessive working hours exists among Research staff, which will then lead to further action.		Not started		
Bullying and harassment										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
ECI3.1	Promote a healthy working environment through effective policies and practice for tackling	Engage the research community in the review and redesign of the Dignity at Work policy.	No	31/07/23	CAG HR EDI team	The research staff voice is reflected in the Dignity at Work policy.	The 2021 CEDARS Aggregate Results (from 48 institutions) show that less than 14% of Research staff have felt bullied or harassed, compared with UoS responses which show that 16% of	Not started		

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ECI3.2	discrimination , bullying and harassment, including providing appropriate support for those reporting issues.	Agree with the Deans the best method to promote Report+Support to the research community within the faculties.	No	31/07/23	CAG Sponsor Deans	Greater knowledge of Report+Support amongst Research staff.	Research staff have felt bullied or harassed. We consider this to be a systemic issue, and the actions in this section look to start addressing this situation.	Not started		
ECM3.1	Ensure managers encourage reporting and addressing incidents of discrimination , bullying and harassment.	Promote the planned focus groups from the REC Action Plan (EU.6.1 - Conduct focus groups to understand why there is a gap between bullying casework and what is reported via staff surveys, and whether this has a race component) within the research community to ensure researcher representation.	No	31/03/23	CAG REC-SAT	Researchers attend and are represented at the focus groups and the researcher voice is captured. Report+Support take-up is monitored and feedback from staff and students (via surveys) is more positive that reporting will be handled appropriately.		Not started		
ECM3.2		Explore how Report+Support data can be disaggregated to understand the impact on those on the ERE pathway (in line with REC Action EU.6.3 - Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021).	No	30/11/26	Respect Campaign	The data will be disaggregated, allowing us to gain an understanding of which areas of the organisation require more targeted support/intervention.		Not started		
ECM3.3		Undertake multi-year analysis of the disaggregated Report+Support data (in line with REC Action EU.6.3 - Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021).	No	31/08/23	Respect Campaign	Recognise any trends in the data, allowing appropriate reporting and escalation.		Not started		
ECM3.4		Add the Employee Relations Toolkit and Report+Support to the CHEP Researcher Development Hub to improve awareness amongst researchers.	No	31/10/22	CHEP	Research staff are aware of available support and how to submit reports via Report+Support, with the confidence to do so.		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
ECR4.1		Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in	As per ECM3.1 (Bullying and harassment): Promote the planned focus groups from the REC Action Plan (EU.6.1 - Conduct focus groups to understand why there is a gap between bullying casework and what is reported via staff surveys, and whether this has a race component) within the research community to ensure researcher representation.	No	31/03/23	CAG REC-SAT		Researchers attend and are represented at the focus groups and the researcher voice is captured. Report+Support take-up is monitored and feedback from staff and students (via surveys) is more positive that reporting will be handled appropriately.	Not started	

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ECR4.2	relation to discrimination , harassment and bullying.	As per ECM3.1 (Bullying and harassment): Explore how Report+Support data can be disaggregated to understand the impact on those on the ERE pathway (in line with REC Action EU.6.3 - Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021).	No	30/11/26	Respect Campaign	The data will be disaggregated, allowing us to gain an understanding of which areas of the organisation require more targeted support/intervention.		Not started		
ECR4.3		As per ECM3.1 (Bullying and harassment): Undertake multi-year analysis of the disaggregated Report+Support data (in line with REC Action EU.6.3 - Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021).	No	31/08/23	Respect Campaign	Recognise any trends in the data, allowing appropriate reporting and escalation.		Not started		
ECR4.4		As per ECM3.1 (Bullying and harassment): Add the Employee Relations Toolkit and Report+Support to the CHEP Researcher Development Hub to improve awareness amongst researchers.	No	31/10/22	CHEP	Research staff are aware of available support and how to submit reports via Report+Support, with the confidence to do so.		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
Equality, diversity and inclusion										
Our actions will align with the People Strategic Plan, notably Strategic plan strand, Equality, Diversity and Inclusion.										
ECI4/ECM1.1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	Continue to promote EDI online training to researcher managers.	No	31/07/23	CAG HR EDI team	More than 70% of Researcher Managers having completed EDI training.		Not started		
ECI4/ECM1.2		EDI 'micro-sessions' to be developed to provide better opportunities for Research staff to be involved.	No	31/07/23	HR EDI team	Micro-sessions available for all Research staff, with data to show Research staff uptake		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
ECI4/ECM1.3		Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Signposting to EDI training would be included.	No	28/02/23	CAG CHEP	Managers are aware of and have access to appropriate line management material.		Not started		
ECR2.1_NEW	Ensure researchers act in accordance with employer and funder policies related to	NEW: Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff, which includes information relating to EDI, our commitment to Concordat and subsequent work in this area.	No	31/07/24	CAGCHEP	Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a	This action has been updated based on the output of our Action Workshop to also include information about the Concordat in inductions.	Not started		

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	equality, diversity and inclusion.					minimum standard of induction information.				
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/ECM2.1	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Links to Research Integrity training and signposting to The Code of Conduct for Research will be included.	No	28/02/23	CAG CHEP	Researcher Managers are aware of and have access to appropriate line management material.	The University has a dedicated Research Integrity and Governance (RIG) team that develops and keeps under regular review all research integrity-related policies. Each faculty has a Research Integrity Champion (RIC) who liaises with the RIG team, and communicates research integrity matters to the faculty. RICs may also organise events on research integrity themes. The reporting line for research integrity issues is through the RIC and/or ADR and then up to the RIG team. Links to matters relating to research integrity can be found on the CHEP Researcher Development Hub.	Not started		
ECI5/ECM2.2		Explore the opportunity for triennial training for all Research staff (adapted from that provided by the UKRIO) which is to also be included in inductions.	No	31/07/24	Research Integrity and Governance	Research staff are adequately trained in issues relating to research integrity. (ECR2: By 2025, the number of allegations made about research misconduct does not exceed 5 annually (number of allegations in 2020/2021).	Mandatory research integrity training will be rolled out to all PGRs to ensure a base knowledge of research integrity and ethics amongst PGR population.	On Track		
ECI5/ECM2.3		ADRs to decide and agree how best to raise awareness of the Faculty Research Integrity Champions.	No	31/07/23	Associate deans for Research	Awareness of the importance of research integrity is increased amongst all Research staff, so that CEDARS 2025 disagree/strongly disagree responses about whether the institution promotes the highest		Not started		

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						standards of research integrity and conduct fall from 13% (CEDARS 2021) to 5% or below.				
ECM3.1	Ensure managers report and address incidents of poor research integrity.	As per EC15/ECM2.1 (Research Integrity): Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Links to Research Integrity training and signposting to The Code of Conduct for Research will be included.	No	28/02/23	CAG CHEP	Researcher Managers are aware of and have access to appropriate line management material.		Not started		
ECR2.1	Ensure researchers act in accordance with employer and funder policies related to research integrity.	As per EC15/ECM2.2 (Research Integrity): Explore the opportunity for triennial training for all Research staff (adapted from that provided by the UKRIO) which is to also be included in inductions.	No	31/07/24	Research Integrity and Governance	Research staff are adequately trained in issues relating to research integrity. (ECR2: By 2025, the number of allegations made about research misconduct does not exceed 5 annually (number of allegations in 2020/2021).		Not started		
ECR4.1	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	As per EC15/ECM2.2 (Research Integrity): Explore the opportunity for triennial training for all Research staff (adapted from that provided by the UKRIO) which is to also be included in inductions.	No	31/07/24	Research Integrity and Governance	Research staff are adequately trained in issues relating to research integrity. (ECR2: By 2025, the number of allegations made about research misconduct does not exceed 5 annually (number of allegations in 2020/2021).		Not started		
ECR4.2	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	As per EC15/ECM2.3 (Research Integrity): ADRs to decide and agree how best to raise awareness of the Faculty Research Integrity Champions.	No	31/07/23	Associate deans for Research	Awareness of the importance of research integrity is increased amongst all Research staff, so that CEDARS 2025 disagree/strongly disagree responses about whether the institution promotes the highest standards of research integrity and conduct fall from 13% (CEDARS 2021) to 5% or below.		Not started		
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.										
EI7.1	Consider researchers and their managers as key stakeholders within the	Ensure research staff, especially ECR, representation on each Equality Charter.	No	28/02/23	HR EDI team	Better inclusion of research staff in Equality Charters and visibility of their issues.		On Track		

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E17.2	institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	CAG structure to be reviewed as part of a wider EDI Team initiative to ensure fair representation by grade, gender, ethnicity, faculty, length of service and contract type.	No	28/02/23	HR EDI team	Strengthened CAG that is more impactful, resilient and representative to maximise interdependencies between the Equality Charters.		On Track		
E17.3		Agree with the Deans how best to include Researcher and Researcher Manager input in the development of organisational policies and decision-making.	No	31/07/23	CAG Sponsor Deans	Researcher and Researcher Manager voices and views are represented in organisational policies and decision-making.		Not started		
E17.4		Raise awareness amongst institutional policy-makers (e.g. HR policy) of the benefits of involving the researcher voice within policy making activities.	No	31/07/24	CAG	University experiences the benefits of including the researcher voice in policy-making as evidenced by inclusive policies.		Not started		
E17.5		We will continue to work on wider representation and inclusion of research staff in our structure, establishing researcher representation on faculty research committees and the institutional EDI committee via Concordat Champions.	Yes - previous action reference 2.2	31/07/23	CAG	Researcher representation runs through our faculty structures and inputs into relevant policy review and decision making.		Not started		
E17.6		CAG to be included as a stakeholder for the EDI policy reviews scheduled for 2022.	No	31/12/22	HR EDI team	Researcher and Researcher Manager representation within the EDI policy review process.		On Track		
ECM5.1		Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Identify key areas that provide opportunities for Researcher Managers to engage in policy development and promote via the CAG.	No	31/07/24	CAG	The University experiences the benefits of including the Researcher Manager voice in policy-making as evidenced by a more inclusive culture.		Not started	
ECM5.2	As per E17.6 (Policy development): CAG to be included as a stakeholder for the EDI policy reviews scheduled for 2022.		No	31/12/22	HR EDI team	Researcher and Researcher Manager representation within the EDI policy review process.		On Track		

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EM5.1	Engage with opportunities to contribute to relevant policy development within their institution.	Identify key areas that provide opportunities for Researchers to engage in policy development and promote via the CAG.	No	31/07/24	CAG	The University experiences the benefits of including the Researcher voice in policy-making as evidenced by a more inclusive culture.		Not started		
ECR5.1	Engage with opportunities to contribute to relevant policy development within their institution.	As per EM5.1 (Policy development): Identify key areas that provide opportunities for Researchers to engage in policy development and promote via the CAG.	No	31/07/24	CAG	The University experiences the benefits of including the Researcher voice in policy-making as evidenced by a more inclusive culture.		Not started		
ER4.1	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	As per E17.1 (Policy development): Ensure research staff, especially ECR, representation on each Equality Charter.	No	28/02/23	HR EDI team	Better inclusion of research staff in Equality Charters and visibility of their issues.		On Track		
ER4.2		As per E17.2 (Policy development): CAG structure to be reviewed as part of a wider EDI Team initiative to ensure fair representation by grade, gender, ethnicity, faculty, length of service and contract type.	No	28/02/23	HR EDI team	Strengthened CAG that is more impactful, resilient and representative to maximise interdependencies between the Equality Charters.		On Track		
ER4.3		As per E17.3 (Policy development): Agree with the Deans how best to include Researcher and Researcher Manager input in the development of organisational policies and decision-making.	No	31/07/23	CAG Sponsor Deans	Researcher and Researcher Manager voices and views are represented in organisational policies and decision-making.		Not started		
ER4.4		As per E17.4 (Policy development): Raise awareness amongst institutional policy-makers (e.g. HR policy) of the benefits of involving the researcher voice within policy making activities.	No	31/07/24	CAG	University experiences the benefits of including the researcher voice in policy-making as evidenced by inclusive policies.		Not started		
ER4.5		As per E17.5 (Policy development): We will continue to work on wider representation and inclusion of research staff in our structure, establishing researcher representation on faculty research committees and the institutional EDI committee via Concordat Champions.	Yes - previous action reference 2.2	31/07/23	CAG	Researcher representation runs through our faculty structures and inputs into relevant policy review and decision making.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
ER4.6		As per E17.6 (Policy development): CAG to be included as a stakeholder for the EDI policy reviews scheduled for 2022.	No	31/12/22	HR EDI team	Researcher and Researcher Manager representation within the EDI policy review process.		On Track		
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.										
E11.1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	<p>Work with Talent & Recruitment and the Super Recruiter Project to assess the impact of the project on the research environment. Athena Swan actions:</p> <p>IR.1.1: "All Super Recruiters to attend training over four modules; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning module."</p> <p>IR.1.2: "Super Recruiters identified in each Faculty/Professional Service area at level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process."</p> <p>IR.1.3: "Consider options with the recruitment system to enable more inclusive processes, such as an embedded gender decoder."</p> <p>IR.1.4: "Implement recommendations from the review of the Super Recruiter project to shape & enhance our current offer and inform future recruitment training and practices."</p> <p>IR.1.5: "Capture and analyse recruitment experience feedback provided by super recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience."</p>	No	31/12/23	HR Recruitment	Super Recruiters within the Research environment are identified and recruitment data is analysed for any trends, resulting in a positive impact on Researcher recruitment, in part due to Researcher Manager up-skilling in recruitment.	The Super Recruiter project is an extensive programme to improve recruitment from start to finish. This peer-led programme will embed best practice and address bias from job design through to appointment.	On Track		
E11.2		Review the 'Open Transparent and Merit-Based Recruitment' checklist.	No	31/12/22	CAG HR Recruitment	Confidence is high that our recruitment practices and processes are fair and inclusive, as evidenced by 100% Yes (either completely/substantially/partially) in answer to the OTM-R checklist.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
EI2.1		Identify areas of good practice in terms of Researcher induction offerings in different faculties and promote best practice across the University research community.	No	31/07/24	CAG CHEP	Consistent and beneficial inductions offered to all Researchers across the University.		Not started		
EI2.2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	As per EC11.3 (Awareness and engagement): Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff.	No	31/07/24	CAG CHEP	Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a minimum standard of induction information.	Specialisms and local environment necessitate that inductions are managed at a local level, however this can lead to inconsistent standards of induction dependent on faculty and school. Our focus going forward is to first understand the differences in induction across the university, and to devise a set of common principles and guidance, including examples of good practice, to provide consistency and improved quality.	Not started		
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.										
EI3.1	Provide clear and transparent merit-based recognition, reward and promotion pathways that	Review cross-pathway transfer and promotions for 2 years.	No	30/09/24	HR Reward	Data will provide clarity over who is changing pathway and being promoted. This will then lead to further actions as necessary.		Not started		
EI3.2	recognise the full range of researchers' contributions and the diversity of personal circumstances.	Academic, Research and Enterprise pathways to be refreshed and updated (People Strategic Plan).	No	31/10/23	HR Reward	Clearer routes for progression within the organisation.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
EM3.1	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	As per EI1.1 (Recruitment and induction): Work with Talent & Recruitment and the Super Recruiter Project to assess the impact of the project on the research environment. Athena Swan actions: IR.1.1: "All Super Recruiters to attend training over four modules; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning module." IR.1.2: "Super Recruiters identified in each Faculty/Professional Service area at level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process." IR.1.3: "Consider options with the recruitment system to enable more inclusive processes, such as an embedded gender decoder." IR.1.4: "Implement recommendations from the review of the Super Recruiter project to shape & enhance our current offer and inform future recruitment training and practices." IR.1.5: "Capture and analyse recruitment experience feedback provided by super recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience."	No	31/12/23	HR Recruitment	Super Recruiters within the Research environment are identified and recruitment data is analysed for any trends, resulting in a positive impact on Researcher recruitment, in part due to Researcher Manager upskilling in recruitment.		On Track		
EM3.2		As per EI1.2 (Recruitment and induction): Review the 'Open Transparent and Merit-Based Recruitment' checklist.	No	31/12/22	CAG HR Recruitment	Confidence is high that our recruitment practices and processes are fair and inclusive, as evidenced by 100% Yes (either completely/substantially/partially) in answer to the OTM-R checklist.		Not started		
EM3.3		Discuss and investigate the advantages and disadvantages of the use of narrative CVs, utilising existing information on the subject from RIS.	No	31/10/23	CAG HR Reward	Narrative CV usage increases, resulting in an increase in the 2. Employment / promotion of staff from minority groups e.g. gender, race, disability, sexual orientation etc.	There is a greater call for the use of narrative CVs amongst some funding bodies.	Not started		
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
EM2.1	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.	Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Links to codes of practice and institutional policies and signposting to information regarding conditions of grant funding to be included	No	31/10/23	CAG CHEP	Managers are aware of and have access to appropriate line management material.		Not started		
ER1.1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff, including institutional policies, procedures and 2. Employment legislation.	No	31/07/24	CAG CHEP	Researchers are aware of and have access to appropriate information.		Not started		
ER2.1	Researchers understand their reporting obligations and responsibilities.	Centralised induction offering to be reviewed to ensure there is sufficient information provided to new Research staff, including reporting obligations and responsibilities.	No	31/07/24	CAG CHEP	Reviewing and updating our centralised induction content ensures that new Researchers will be aware that the University is committed to the Concordat and that research culture is a priority. It also ensures that all Research staff receive a minimum standard of induction information.		Not started		
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
E14.1	Provide effective line and project management training opportunities for managers of researchers,	Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	No	31/07/23	CAG CHEP HR LMD Internal Comms	Increase in uptake of Leadership and Management Development training from 33% ERE managers (compared to 50% of all managers) to 100% by Jul-23, therefore increasing the knowledge of Researcher Managers in matters of people management and leadership.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
E14.2	heads of department and equivalent.	Explore the usability and content of a Researcher Manager Guide/Resource to be accessed via the CHEP Researcher Development Hub. Signposting to existing project management support and resources, such as the Project Managers' and Coordinators' Network and the RIS Project Management Toolkit, to be included.	No	28/02/23	CAG CHEP	Managers are aware of and have access to appropriate line management material.		Not started		
E15.1	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	As per E14.1 (People management): Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	No	31/07/23	CAG CHE PHR LMD Internal Comms	Increase in uptake of Leadership and Management Development training from 33% ERE managers (compared to 50% of all managers) to 100% by Jul-23, therefore increasing the knowledge of Researcher Managers in matters of people management and leadership. Leading to an improved institutional research environment and culture based on the measure agreed in ECI6 (Environment & Culture) due to Researcher Managers being more knowledgeable about people matters.	Improved institutional research environment and culture based on the measure agreed in ECI6 (Environment & Culture) due to Researcher Managers being more knowledgeable about people matters.	Not started		
E15.2		As per ECI3.1 (Wellbeing and Mental Health): Work with the Athena Swan SAT to ensure that action TA.4 "Compile a set of common principles for workload management based on an audit of how schools currently manage workload. Seek feedback from staff, then provide all Schools with guidance and support for the incorporation of those principles into their workload management" meets the needs of Research staff.	No	31/12/23	CAG HR	Schools adopt principles in their workload management. Staff report increased satisfaction with workload management.		Not started		
E15.3		As per ECI3.2 (Wellbeing and Mental Health): Ensure Researcher representation and recommendations of the CAG are included in both the Workload Principles strategic priority (also as per the Research Strategic Plan Action no.25) and the Health and Wellbeing strand of the People Strategic Plan.	No	31/12/23	CAG	The Researcher voice is heard and included within the Workload Principles priority and Health and Wellbeing work, which will then benefit Researcher workloads.		Not started		
E15.4		As per ECI3.3 (Wellbeing and Mental Health): Ensure Researchers are represented on the Staff Wellbeing Working Group and update the ToR for the group to include Research staff.	No	28/04/23	CAG Staff Wellbeing Group	At least 2 Researchers are members of the Staff Wellbeing Network to ensure researcher perspectives are included.		Not started		

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EI5.5		Review existing ERE - Research Pathway job descriptions to consider whether responsibilities pertaining to wellbeing are included.	No	31/12/23	HR Reward	Researcher Managers are aware of their responsibilities around the wellbeing of their reports and CEDARS 2025 shows an increase from 49% to 60% of respondents who agree/strongly agree that their working environment supports their mental health and wellbeing.		Not started		
EM4.1	Managers actively engage in regular constructive performance management with their researchers.	Agree with the Deans how best to provide time for regular 1:1's to take place between researchers and their managers (in alignment with Module 2 of the Line Manager Development programme).	No	31/07/23	CAG Sponsor Deans	Decision is made on how to provide the time for regular 1:1s, leading to further actions.		Not started		
EM4.2		Provide an additional appraisal summary for Heads of School / Deans / Directors, with a breakdown of EDI based statistics including, gender, ethnicity, full time/part time, level and pathway (as per REC Action SP.10.2). Deans will be responsible for reviewing the data with the support of their HR Business Partner, to identify any patterns or trends pertaining to specific or protected staff groups. Any issues which are identified should be followed up with actions (eg training, communication), seeking advice from EDI experts if relevant, to help raise awareness and reduce unconscious bias in the future.	No	30/11/23	HR EDI team HR LMD	Statistics will be reported to the EDI committee to help with planning action/options to help address patterns and trends, and a summary included in the EDI annual report. Appraisal summaries are embedded into the appraisal process. Summary packs are distributed to Deans and HR business partners, with evidence of actions taken where required.		On Track		
EM4.3		To improve transparency and trust in the appraisal process (as per REC Action SP.10.1), replace the current moderation process with a "consistency check" which will be carried out by a second line reviewer, normally the appraiser's direct manager .	No	30/11/23	HR LMD	L4-7 Oct 2023, L1-3 Jul 2024 Consistency check is embedded into the appraisal process		On Track		
ER3.1	Researchers positively engage with performance management discussions and reviews with their managers.	As per EM4.1 (People management): Agree with the Deans how best to provide time for regular 1:1's to take place between researchers and their managers (in alignment with Module 2 of the Line Manager Development programme).	No	31/07/23	CAG Sponsor Deans	Decision is made on how to provide the time for regular 1:1s, leading to further actions.		Not started		
ER3.2		Publicise the Appraisal Guidance information available on the HR SharePoint to increase awareness of Researcher obligations surrounding appraisals.	No	31/07/23	HR LMD	Researchers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals and a reduction of those who find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025.		Complete	To be assessed by Jul-24 for HREIR Award review.	No further action at this time
Job security										

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The aim of this obligation is to improve the job security of researchers.										
E16.1	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.	The University will modernise its governance to better manage 2. Employment procedures and redundancy processes.	No	01/08/23	HR Policy Hub	New 2. Employment Ordinance and procedures are live. Benefits include: 'parity for all staff, streamlined decision making, ability to respond to change in an agile way.		On Track		
E16.2		Ensure ECRs and Line Managers of Researchers are represented and recommendations of the CAG are included in the Reduce the Use of FTCs strategic priority (the People Strategic Plan) to ensure alignment across the University.	No	31/07/24	CAG	A single, centralised policy - that is not to be modified/adapted at local levels by any areas of the University - to be used across the entire institution.		Not started		
E16.3		Align the objectives within the Concordat with Athena Swan, Race Equality Charter and Technician Commitment actions related to the use of Fixed Term Contracts.	No	31/01/23	HR EDI team	Actions related to the different charters are all aligned with the Concordat and fairly represent the requirements of all FTC staff.		Not started		
E16.4		Work with the Athena Swan SAT and HR Recruitment to ensure that Athena Swan Action JS.2: "Positively promote recently strengthened redeployment policy and associated guidance, with the aim of improving recruiting managers' perceptions of appointing redeployees. Understand the appetite for redeployment from FTC staff." meets the needs of Research staff.	No	31/10/23	HR BPs	A measurable increase in the number of staff redeployments. Specific targets for improvement to be specified after gauging the underlying appetite for redeployment. Indicative target of improvement from 2.5% to >5% for A&R, and from 6.2% to >10% of those ending FTCs, with no significant gendered pattern.		Not started		
E16.5		At expert-led sessions(s) (as per Environment & Culture ECI6 action 1) we will discuss and decide how to manage the policy and strategy relating to funding opportunities for research-only staff.	No	31/01/23	CAG	Decisions are made on how to manage the policy and strategies relating to funding opportunities for research-only staff.		Not started		
Professional and Career Development										
Championing professional development										
The aim of this obligation is to improve the job security of researchers.										

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
PCDI1.1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	Provide tools, guidance and exemplars on how to utilise the minimum 10 days training/professional development from both a Researcher Manager and Researcher perspective.	No	30/11/23	CHEP	Greater involvement of research staff in their own development and improved institutional research 1. Environment and culture based on the measure agreed in ECI6 (1. Environment and culture). Researchers have the opportunity to engage in a minimum of 10 days training/professional development, so that by CEDARS 2025 the number of staff who have received fewer than 10 days training/professional development is under 60% and there are no staff who have received zero days for training/professional development.		Not started		
PCDI1.2		At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss and decide upon options for supporting Researchers' career development, including the use of the minimum 10 days training/professional development.	No	30/11/22	CAG Project Manager	Agreement on how to support the use of a minimum of 10 days for training/professional development, so that by CEDARS 2025 no more than 60% of staff have received fewer than 10 days training/professional development.		Complete	New actions created: PCDI1.3, PCDI1.4, PCDI1.5, PCDI1.6 & PCDI1.7	No further action
PCDI1.3_NEW		NEW: Monitor the progress of the iSolutions paper regarding recommendations for using the Training Manager service within Blackboard to enable training to be recorded.	No	28/02/23	iSolutions	A solution is arrived at to enable the measurement of the uptake/utilisation of the 10 days professional development, to ensure consistency of take up of this opportunity across the University.		Not started		
PCDI1.4_NEW		NEW: Prepare a brief and specification for the Worktribe Project Team to propose updates to the software and the Worktribe SharePoint site to provide information and prompts to PIs to include the cost of professional development during bid proposal stage.	No	31/07/23	CAG	Brief and specification provided to Worktribe Project Team to highlight the importance of including the cost of 10 days professional development during bid proposal - leading to further action if the brief is accepted, and consequently more opportunities for the 10 days to be fully utilised by all research staff.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
PCDI1.5_NEW		NEW: Provide information to the Finance Research Hub team to ensure PIs are aware that they can include the cost of the 10 days professional development in grant/funding proposals.	No	31/07/23	CAG	Finance Research Hub actively provide PIs with information about how to include the cost of the 10 days professional development in funding proposals, leading to more opportunities for the 10 days to be fully utilised by all research staff.		Not started		
PCDI1.6_NEW		NEW: Update the CHEP Researcher Development Hub section on Career Development to provide best practice surrounding the 10 days professional development, examples of how the 10 days may be used e.g. conferences, skills development, formalised training etc. and case studies of individuals who have used them.	No	31/01/23	CHEP	Researcher Development Hub is updated with a list of 10 days professional development examples, increasing both the visibility and the subsequent utilisation of the opportunity provided.		Not started		
PCDI1.7_NEW		NEW: Establish a co-design group to determine how best to offer academic/researcher career planning from day 1 including: Training Needs Analysis design, the use of data to track development needs, what structured professional development looks like for newer researchers, modes of delivery (in-person, online, on-demand), and how we can follow-up on learning and development (i.e. what have you learnt and what will you be doing differently or better). Ideally this would be embedded in induction and probation processes.	No	31/01/23	CHEP HR LMD	Co-design group is established with clear aims and objectives, leading to further actions to improve the opportunities for career planning for all researchers.		Not started		
PCDI6.1	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	CEDARS is to be used to continue to monitor the engagement of Researchers and Research Managers with the 10 days training/professional development.	No	31/07/25	CAG	CEDARS 2025 data is to be used to assess the success of the measures implemented as part of this Action Plan to improve access to professional development activities.		Not started		
PCDM3.1	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional	In conjunction with the Action Workshops (as per Environment & Culture ECI6 action 1), agree with the Deans how Researcher Managers can ensure the allocation of 10 days training per year.	No	31/07/23	CAG Sponsor Deans	Agreement on how to support the use of a minimum of 10 days for training/professional development, so that by CEDARS 2025 the number of staff who have received fewer than 10 days training/professional development is under 60%.		Not started		

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	development, supporting researchers to balance the delivery of their research and their own professional development.									
PCDR1.1	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.	As per PCDI1.1 (Championing professional development): Provide tools, guidance and exemplars on how to utilise the minimum 10 days training/professional development from both a Researcher Manager and Researcher perspective.	No	30/11/23	CHEP	Greater involvement of research staff in their own development and improved institutional research 1. Environment and culture based on the measure agreed in ECI6 (1. Environment and culture). Researchers have the opportunity to engage in a minimum of 10 days training/professional development, so that by CEDARS 2025 the number of staff who have received fewer than 10 days training/professional development is under 60% and there are no staff who have received zero days for training/professional development.		Not started		
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2.1	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	All Researcher Managers are to receive appropriate training and support to utilise the new Appraisal process.	No	31/07/23	HR LMD	Researcher Managers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals resulting in a reduction of those that find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025.(PCDM1.1: Increase the number of respondents that answer 'yes' to the CEDARS question "Do you have a regular formal career development review with your manager / supervisor?" from 42% (CEDARS 2021) to greater than 50% by CEDARS 2025 (particularly as 77% of those that had career development		On Track		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
						reviews found them useful/very useful).				
PCDI2.2		Publicise the Appraisal Guidance information available on the HR SharePoint to increase the awareness of Researcher Manager obligations surrounding appraisals.	No	31/07/23	HR LMD	Researcher Managers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals resulting in a reduction of those that find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025. (PCDM1.2: Increase the number of respondents that answer 'yes' to the CEDARS question "Do you have a regular formal career development review with your manager / supervisor?" from 42% (CEDARS 2021) to greater than 50% by CEDARS 2025 (particularly as 77% of those that had career development reviews found them useful/very useful).		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
PCDI2.3		Training to be provided to demonstrate how to create and maintain a professional development plan.	No	31/07/24	CHEP	Researchers understand how to create a professional development plan, such that by CEDARS 2025 50% of respondents agree/strongly agree that they have a clear career development plan (compared with 37% CEDARS 2021).		Not started		
PCDI6.1	Monitor, and report on, the engagement of researchers and their managers with researcher career	Appraisal uptake amongst Research staff is to be monitored as part of the new appraisal process.	No	31/07/24	HR LMD	Appraisal completion rate to increase from 91.5% (2019/20) for all eligible Research staff, to 100% by Jul-25.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
	development reviews.									
PCDM1.1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	As per PCDI2.1 (Career development reviews): All Researcher Managers are to receive appropriate training and support to utilise the new Appraisal process.	No	31/07/23	HR LMD	Researcher Managers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals resulting in a reduction of those that find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025. (PCDM1.1: Increase the number of respondents that answer 'yes' to the CEDARS question "Do you have a regular formal career development review with your manager / supervisor?" from 42% (CEDARS 2021) to greater than 50% by CEDARS 2025 (particularly as 77% of those that had career development reviews found them useful/very useful).		On Track		
PCDM1.2		As per PCDI2.2 (Career development reviews): Publicise the Appraisal Guidance information available on the HR SharePoint to increase the awareness of Researcher Manager obligations surrounding appraisals.	No	31/07/23	HR LMD	Researcher Managers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals resulting in a reduction of those that find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025. (PCDM1.2: Increase the number of respondents that answer 'yes' to the CEDARS question "Do you have a regular formal career development review with your manager / supervisor?" from 42% (CEDARS 2021) to greater than 50% by CEDARS 2025 (particularly as 77% of those that had career development reviews found them useful/very useful).		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
PCDR4.1	Researchers positively engage in career	As per PCDI6.1 (Career development reviews): Appraisal uptake amongst Research staff is to be monitored as part of the new appraisal process.	No	31/07/24	HR LMD	Appraisal completion rate to increase from 91.5% (2019/20) for all eligible Research staff, to 100% by Jul-25.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
PCDR4.2	development reviews with their managers.	Publicise the Appraisal Guidance information available on the HR SharePoint to increase awareness of Researcher obligations surrounding appraisals.	No	31/07/23	HR LMD	Researchers recognise their role in the appraisal process and undertake their duties, leading to a greater uptake of appraisals and a reduction of those who find their appraisal not very useful/not at all useful from 40% to 20% by CEDARS 2025.		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time
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.										
PCDI3.1	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss and decide on the best way to manage Researcher careers, including the barriers that need to be overcome when attempting to change pathways.	No	04/10/22	CAG Project Manager	Decision made on how to manage Researcher careers, leading to further actions with a measurable output.		Complete	New actions created: PCDI3.5, PCDI3.6, PCDI3.7, PCDI3.8 & PCDI3.9	No further action
PCDI3.2		At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss opportunities to support the needs of longer term Researchers.	No	04/10/22	CAG Project Manager	The needs of longer term Researchers are discussed and any special provisions agreed upon, leading to further actions.		Complete	New action created: PCDI3.13	No further action
PCDI3.3		At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss how to improve the professional support available from the Careers Service for Research staff.	No	04/10/22	CAG Project Manager	Decision made on how to improve the professional support available from the Careers Service for Research staff, leading to further actions.		Complete	New actions created: PCDI3.10, PCDI3.11 & PCDI3.12	No further action
PCDI3.4		Publicise the tools available in the CHEP Researcher Development Hub (such as the FutureLearn course for Career Management for Early Career Researchers)	No	31/07/23	CHEP Internal Comms	CEDARS 2025 to show that fewer than 25% of Researchers disagree/strongly disagree that they are aware of the support the institution provides for career and professional development.		On Track		
PCDI3.5_NEW		NEW: Establish focus groups to explore how to improve the narrative surrounding the ERE pathway for researchers.	No	31/07/23	HR Reward	Focus groups conducted, resulting in a better understanding of how to improve the narrative surrounding the ERE pathway, leading to further actions as necessary.		Not started		
PCDI3.6_NEW		NEW: Improve the Career Pathways Map to highlight areas for flexibility	No	31/07/23	HR Reward	Career pathways map updated, resulting in reports of more researchers being aware of the career opportunities available to them.		Not started		
PCDI3.7_NEW		NEW: Provide an interactive 'map' for each Faculty (the same as/similar to the Medicine map) to highlight case studies demonstrating the skills/requirements to navigate the Career Pathways.	No	29/12/23	HR Reward	Career pathways map updated, resulting in reports of more researchers being aware of the career opportunities available to them and a positive trend in data pertaining to researcher career development.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
PCDI3.8_NE W		NEW: Monitor and evaluate the impact of the introduction of Academic Career Development Committees over the course of the 2022/23 promotion round, with particular focus on research-only application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.	No	31/07/23	HR Reward	Analyse the 2022/23 promotions data and determine whether there are gaps to address, to result in survey responses indicating that researchers feel they have equitable opportunities for development.		Not started		
PCDI3.9_NE W		NEW: Monitor and evaluate the impact of the introduction of Academic Career Development Committees over the course of the 2023/24 promotion round, with particular focus on research-only application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.	No	31/07/24	HR Reward	Analyse the 2022/23 promotions data and determine whether there are gaps to address, to result in survey responses indicating that researchers feel they have equitable opportunities for development.		Not started		
PCDI3.10_N EW		NEW: Appoint a Level 5 Researcher Careers Development Officer (RCDO) for 1 year. This position would provide specific, targeted support to researchers regarding careers within and outside of academia, and co-ordinate activities to further the 2. Employment opportunities for researchers.	No	29/09/23	CHEP	RCDO is appointed, contributing towards researchers feeling supported regarding careers within and outside of academia.		Not started		
PCDI3.11_N EW		NEW: Allocate 0.3 FTE of the newly created role of Careers Consultant (Researcher) in Careers to provide services and support to the research community.	No	31/03/23	Careers, Employability and Enterprise	Careers Consultant (Researcher) to be appointed and 0.3FTE to be allocated to research staff, contributing towards researchers feeling supported regarding careers within and outside of academia.		Not started		
PCDI3.12_N EW		NEW: Appoint a lead to investigate the requirements and benefits of joining the Prosper Project in 2023.	No	31/01/23	CAG	Lead appointed and a decision is reached about whether or not to join the Prosper Project.		On Track		
PCDI3.13_N EW		NEW: Review promotion criteria for and in consultation with research-only staff to ensure these criteria are fair and equitable within the constraints of University and funder rules e.g. L5 research only staff are treated equitably with L5 balanced pathway staff.	No	30/11/23	HR Reward	Equality Impact Assessment (EIA) on promotion criteria is completed. Any updates to the criteria lead to an increase in those agreeing/strongly agreeing that they are treated fairly in relation to opportunities for promotion and progression from 50% (CEDARS 2021) to 55% by CEDARS 2025.		Not started		
PCDR3.1	Researchers maintain an up-to-date professional career development plan and build a	Explore the use of tools such as Pure and LinkedIn for maintaining a portfolio of evidence which can be used to support job applications.	No	31/07/24	CAG	Researchers have access to a tool to help build a portfolio of evidence demonstrating their experience, that can be used to support job and funding applications.		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
	portfolio of evidence demonstrating their experience, that can be used to support job applications.									
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.										
PCDI4.1	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss and decide on the best way to support and manage diverse Researcher careers, including how Researchers can develop their research identity.	No	04/10/22	CAG Project Manager	Decision made on how to best support Researchers with diverse career opportunities, leading to further actions which result in CEDARS 2025 showing that fewer than 10% of Researchers disagree/strongly disagree that their Manager supports them to develop their research identity (CEDARS 2021 is 18%).		Complete	New action created: PCDI4.4	No further action
PCDI4.2		As per PCDI1.1 (Championing Professional Development): Provide tools, guidance and exemplars on how to utilise the minimum 10 days training/professional development from both a Researcher Manager and Researcher perspective.	No	30/11/23	CHEP	Greater involvement of research staff in their own development and improved institutional research 1. Environment and culture based on the measure agreed in ECI6 (1. Environment and culture). Researchers have the opportunity to engage in a minimum of 10 days training/professional development, so that by CEDARS 2025 the number of staff who have received fewer than 10 days training/professional development is under 60% and there are no staff who have received zero days for training/professional development.		Not started		
PCDI4.3		As per PCDI1.2 (Championing Professional Development): At an Action Workshop (as per Environment & Culture ECI6 action 1) we will discuss and decide upon options for supporting Researchers' career development, including the use of the minimum 10 days training/professional development.	No	04/10/22	CAG Project Manager	Agreement on how to support the use of a minimum of 10 days for training/professional development, so that by CEDARS 2025 no more than 60% of staff have received fewer than 10 days training/professional development.		Complete	New actions created: PCDI1.3, PCDI1.4, PCDI1.5, PCDI1.6 & PCDI1.7	No further action

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
PCDI4.4_NEW		NEW: Provide a platform for researcher-led networking to: increase awareness of resources and opportunities available to Researchers, whilst also providing an opportunity for information sharing and collaborative learning.	No	30/11/23	CAG CHEP	Meetings occur with regular attendance (frequency to be determined by the organisers) and there are tangible examples of cross-university collaboration. The impact of this action, in conjunction with other actions in this action plan, will be to improve the perception of support around research identity, demonstrated by a reduction in those disagreeing/strongly disagreeing that they receive support from their manager in developing their research identity from 18% (CEDARS 2021) to 10% in CEDARS 2025.		Not started		
PCDM4.1	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.	Agree with the Deans how their Researcher Managers will ensure the allocation of time for researcher development – in addition to the 10 days allowance.	No	31/07/23	CAG Sponsor Deans	Reserachers are provided with the time to develop their research identity and leadership skills, so that by CEDARS 2025 fewer than 10% of Researchers disgaree/strongly disagree that their Manager supports them to develop their research identity (CEDARS 2021 is 18%).		Not started		
PCDM5.1	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to	As per EI4.1 (People management): Increase engagement amongst Researcher Managers with the Leadership and Management Development training, and the Line Manager Development Programme, by sharing the benefits for Researcher Manager work outcomes, and publicising availability through local comms (Faculty/School level).	No	31/07/23	CAG CHEP HR LMD Internal Comms	Increase in uptake of Leadership and Management Development training from 33% ERE managers (compared to 50% of all managers) to 100% by Jul-23, therefore increasing the knowledge of Researcher Managers in matters of people management and leadership. This will lead to Researchers having the opportunity to engage in a minimum of 10 days training/professional development, so that by	CEDARS 2021 shows that 90% of staff have received fewer than 10 days of training/professional development (within that total, 15% have received 0 days and 46% have received between 1 and 4 days)	Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
	professional development.					CEDARS 2025 less than 60% of staff will have received fewer than 10 days training/professional development, and no staff have received zero days for training/professional development.)				
PCDR5.1		*Placeholder* Await the outcome of PCDM4 (Research identity and leadership) to establish an appropriate action	No	31/08/23	TBD	Researchers are provided with the time to develop their research identity and leadership skills, so that by CEDARS 2025 fewer than 10% of Researchers disagree/strongly disagree that their Manager supports them to develop their research identity (CEDARS 2021 is 18%).		Not started		
PCDR5.2	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	Evaluate the success of the "Women's Action Learning" pilot.	No	31/12/22	HR LMD	Women working in research receive additional skills/development in specific areas to support them in STEM careers. If the pilot is a success, further actions to roll out on a wider scale will follow.	A peer group called "Women's Action Learning" is currently being piloted in the University aimed at supporting women particularly in STEM subjects. The group aims to increase professional development based on the topics or themes that the group agree are priorities for them.	On Track		
PCDR5.3		The training provided in PCDI2.3 (Career development reviews) to demonstrate how to create and maintain a professional development plan is to include examples of how Researchers engage with opportunities for professional development, such as research identity and broader leadership skills.	No	31/07/24	CHEP	Researchers are provided with the time and training/support to develop their research identity and broader leadership skills.		Not started		
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.										
PCDI5.1	Recognise that moving between, and working across, employment sectors can bring benefits	CHEP and Careers to agree how to support and manage diverse Researcher careers, utilising recommendations from the CAG.	No	31/07/23	CHEP Careers, Employability and Enterprise	Researchers have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within		Not started		

Reference	Obligation	Action	Carried over from previous plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action(success measure)	Comments (optional)	Progress update	The actual impact of the action	Outcome (ongoing / carried forward / no further action)
	to research and researchers, and support opportunities for researchers to experience this.					and beyond academia from 48% to 58% by CEDARS 2025.				
PCDI5.2		Careers event to be held for early career Researchers to provide information on careers within and outside of Higher Education.	No	31/03/23	CHEP Careers, Employability and Enterprise	Researchers have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.		Not started		
PCDM2.1	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	At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss and decide on the best way to support and manage diverse Researcher careers, including the possibility of secondments to increase knowledge and experience.	No	04/10/22	CAG Project Manager	Decision made on how to best support Researchers with diverse career opportunities, leading to further actions to enable Researchers to have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.		Complete	New action created: PCDM2.3	No further action
PCDM2.2		As per ECR1.1 (Awareness and engagement): At expert led session(s) (as per Environment & Culture ECI6.1) we will discuss and decide how to strengthen and build on existing mentoring processes (in line with Research Strategic Plan Action no:20).	No	31/01/23	CAG CHEP Project Manager	New mentoring principles agreed, leading to further actions to implement improved processes across local mentoring schemes where gaps are identified.	Mentoring schemes are run locally to suit individual school needs. A new central mentoring Sharepoint site provides an overview of available mentoring schemes and signpost examples of good practice, links to get involved, and resources to help mentors and mentees.	Not started		
PCDM2.3_NEW		NEW: Scope the possibility of a L4 Secondments Co-ordinator to deliver: <ul style="list-style-type: none"> • A pool of internal/external opportunities with the ability to match candidates as appropriate • External partner management including a network of employers • Profile-raising of secondments e.g. a 'Roadshow' or series of events 	No	29/09/23	CHEP	Scoping activity completed and decision reached about appointing a Secondments Co-ordinator. This will provide oversight of the secondments landscape across the University, rather than only being available due local knowledge or opportunity.		Not started		

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PCDR2.1	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	As per PCDM2.1 (Diverse careers): At an Action Workshop (as per Environment & Culture ECI6.1) we will discuss and decide on the best way to support and manage diverse Researcher careers, including the possibility of secondments to increase knowledge and experience.	No	04/10/22	CAG Project Manager	Decision made on how to best support Researchers with diverse career opportunities, leading to further actions to enable Researchers to have a clearer understanding of career options outside of the University, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.		Complete	New action created: PCDM2.3	No further action
PCDR2.2		As per ECR1.1 (Awareness and engagement): At expert led session(s) (as per Environment & Culture ECI6.1) we will discuss and decide how to strengthen and build on existing mentoring processes (in line with Research Strategic Plan Action no:20).	No	31/01/23	CAG CHEP Project Manager	New mentoring principles agreed, leading to further actions to implement improved processes across local mentoring schemes where gaps are identified.	Mentoring schemes are run locally to suit individual school needs. A new central mentoring Sharepoint site provides an overview of available mentoring schemes and signpost examples of good practice, links to get involved, and resources to help mentors and mentees.	Not started		
PCDR2.3		Agree with the Careers Service, CHEP, HR, RIS and ADRs how best to provide cross-sector career support.	No	31/07/23	CAG	All relevant departments are agreed on the best method to provide cross-sector career support, with an increase in those that agree/strongly agree that their manager/supervisor encourages them to consider a wide range of future career options within and beyond academia from 48% to 58% by CEDARS 2025.		Not started		
PCDR6.1		Expand the CHEP team to include academic developers focused on knowledge exchange and enterprise to work with RIS, and provide a greater capacity to support staff in their development of skills and knowledge in this area.	No	31/12/22	CHEP	New role is in position which helps Researchers have a clearer understanding of the wider research system.		Complete	To be assessed by Jul-24 for HREiR Award review.	No further action at this time

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PCDR6.2	research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	Ensure enactment of the Strategic Goals for 'People' in the KEE Strategic Plan to achieve significant culture shift within the organisation.	No	31/07/27	CAG CHEP	<p>Research staff are involved with knowledge exchange, furthering their experience and knowledge of the wider research system, with the average of those surveyed that have been involved with the following activities to be above 34% (CEDARS 2021 average is 17%) and the average of those that have no interest in the listed activities to be below 14% (CEDARS 2021 average is 30%) by CEDARS 2025 :</p> <ul style="list-style-type: none"> - Commercialisation - Knowledge exchange - Public policy development - Public engagement - Citizen science or co-creation of research with society - Experience of other 2. Employment sectors - Secondments/placement in another 2. Employment sector - Participation in institution policy and decision-making 		Not started		