

Ref	<b>Concordat Principle 1: Recognition of the importance of recruiting, selecting &amp; retaining researchers with the highest potential to achieve excellence in research</b>					
	<b>Objective</b>	<b>Action</b>	<b>Measure of success</b>	<b>Timescale</b>	<b>Progress</b>	<b>Owner</b>
1.1	Ensure all new research staff are aware of the support & information available & of correct research processes.	New Research Induction programme is in development by the Research Office, to be launched in Spring 2017.	75% of new research staff attending Research Induction; HRIS to produce BI report to confirm.	Launch Spring 2017  Runs 3 times each year	33 participants across four sessions held 2017-2018. A percentage cannot be determined with the available data.  The Research Office Induction covers a brief overview of research at UH, how the RO & RSC (Research & Scholarly Communications) teams support research & a brief overview of RIS.  We also have a Research Office Induction pack which contains information on procedures, key University contacts & information on Open Access etc.	Research Office
1.2	To assist with the People Strategy objective of 'Attracting & developing outstanding people', promote the University's HREiR award during the recruitment process to encourage researchers to apply.	Use the HREiR badge on all communication (email, letters, forms & advertisements) & link to assessment reports & action plans from the HREiR logo on Research & Academic job vacancies webpage.	HREiR logo & links on all research & academic recruitment communication.	Logo used widely by June 2017	Done. External website has been redesigned. HREiR logo on all pages, including job vacancy page, & is prominent on Research specific pages.	HR / People Development / LCS / Marketing & Communication
1.3	Encourage HR involvement in the RDWG & HREiR action plan as there is currently no HR member.	Invite a member of HR to join the RDWG to contribute & listen to the group conversations & agreed actions.	A member of HR appointed by Jan 25, 2017 & supporting the working of the group.	By January 25, 2017	Done. Director of HR appointed by January 25 2017 to attend RDWG meetings as required.  Attended October 2018 meeting for involvement in review of action plan & again in November 2018.	RDWG
<b>Concordat Principle 2: Researchers are recognised &amp; valued by their employing organisation as an essential part of their organisation's human resources &amp; a key component of their overall strategy to develop &amp; deliver world-class research</b>						
2.1	Career pathways project – in response to CROS/PIRLS results & Staff Survey enhance support for staff in developing	To offer structured sessions, with bespoke elements, providing support & information to research/academic staff on the formal career pathways & informal routes that exist.	2017 CROS results show an increase in staff being 'encouraged to engage in personal career development' from 64% in 2015 up to 80%.	2017 sessions held – 25 <sup>th</sup> Jan – 22 <sup>nd</sup> Feb.	Done. 8 booked into first cohort.  12 participants 2018 Academic Career Pathways. Main focus of participants was how to progress from lecturer to reader. Programme aims to help expand people's	Head of Leadership & People Development

	their careers & applying for progression to Readership & Professorship.	Covering how frameworks & pathways can be used to map career development & assess training needs.		<p>– 22<sup>nd</sup> March – 20<sup>th</sup> April</p> <p>2018 sessions held: - 7<sup>th</sup> June - 25<sup>th</sup> June - 16<sup>th</sup> July - 21<sup>st</sup> Aug.</p>	<p>thinking about their options. The following are usually offered &amp; taken up:</p> <ul style="list-style-type: none"> <li>- LTIC presenting academic career pathway options, including the new Associate Professor role.</li> <li>- PDC (People Development) introduces the Vitae Researcher Development Framework</li> <li>- Colleagues from the coaching pool come to final session to help participants embed learning &amp; consider 'what next'.</li> </ul> <p>The most recent cohort is composed mostly of new employees to the University.</p> <p>CROS 2017 shows 83% agree/strongly agree that they are encouraged to engage in personal career development.</p>	
2.2	Encourage Researcher-Led Researcher Development to provide needs-based development priorities in a bottom-up mode.	Provide sufficient budget to run the annual rounds of Skill Up! & continue to empower the RDWG School representatives to run this.	Bids received across the 10 schools & successful allocation of £5000 for Researcher Development	Annually - opens in Jan 2017	<p>Done. 2017/18 launched Sept 2017. All 10 schools used their allocation – an improvement on previous year.</p> <p>RDWG school reps maintained ownership of process for selecting award winners, working in pairs.</p> <p>Skill up winners write reports which are reviewed each year &amp; the process improved. Soundbites: <b>HSK workshop:</b> <i>'Sharing these experiences helped me to identify potential problems with my own future grant submissions. Knowledge within the group was used to suggest different strategies &amp; opportunities that may lead to successful grant applications'</i> <b>HUM – Archival Workshop:</b> <i>'The workshop also benefited me as a researcher, enhancing my skills in archival research through discussions with archivists &amp; other researchers who have used such resources. It also gave me an invaluable experience in event planning, financial management, &amp;</i></p>	RDWG / Research Office

					<i>community outreach, which will aid me in the planning of future events, as well as enhancing my CV.'</i>	
					2018/19 Round Launched in summer 2018.	
2.3	The newly created People Board to support the achievement of the People strand of the Strategic Plan has both the Chair of the RDWG & the HREiR project manager (to 2017) as members providing opportunities for Researcher's voices heard & to be part of the decision-making process.	The RDWG Chair sits on the People Board. The People Board provides another two-way communication channel. This will help to realise the HREiR action plan, particularly highlighting rise of late cancellations of training due to workload or deadlines.	Actions on HREiR action plan being completed & relevant new actions added as a result of members' participation in the People Board.	Quarterly meetings.	Done. Ongoing meetings attended by RDWG Chair. Meetings attended on 4 <sup>th</sup> July 2016; 14 <sup>th</sup> November 2016; 19 <sup>th</sup> April 2018; 2 <sup>nd</sup> July 2018;  Commitment to continued professional development paper, recommending a minimum number of CDP days for all staff, specifically mentions Research staff.	RDWG
2.4	To ensure research informs teaching, so that teaching is current & based on research, & to provide students with the support & skills to successfully undertake their own research activity.	<ul style="list-style-type: none"> <li>• Develop guidance &amp; support for staff to consider how research informs their teaching</li> <li>• &amp; how they engage students in research activity (both discipline specific &amp; pedagogic research).</li> <li>• Promote Research Informed Teaching str&amp; of the Curriculum Design Toolkit</li> <li>• Develop case studies of Research Informed Teaching</li> </ul>	Number of Research staff as participants attending Learning & Teaching conference.  LTIC Conference 2017 'research informed teaching'	December 2017	LTIC representative invited to join RDWG & is involved in conference planning for 2019.  Research-informed case studies are provided by Angela Madden & Adam Crymble.  17 research-contract staff attended.	LTIC
<b>Concordat Principle 3: Researchers are equipped &amp; supported to be adaptable &amp; flexible in an increasingly diverse, mobile, global research environment</b>						
3.1	Extend awareness of new internal initiatives, such as Research Induction Programme, & external initiatives – HREiR & the RDF - available to support	The Chair of the RDWG reports to the University Research Committee 3 times a year & meets annually with ADRs for two-way conversations to raise awareness of aims & progress of the RDWG.	The 2017 CROS to show that awareness of UK initiatives (Vitae, RDF, concordat) has increased above 2015 CROS results & in line with Alliance Group.	May 2017, CROS survey launch	Headlines on awareness from CROS/PIRLS: HREiR 54% 2015 > 50% 2017. RDF 59% 2015 < 64% 2017; Planning ResDev2019 to increase awareness of HREiR/RDF.	RDWG / ADRs

	research staff development					
3.2	All new research staff should attend mandatory Data Protection Act training within their probation period.	Communicate the change of the DPA training to mandatory status to all staff, particularly those recruiting new staff. Provide training for all existing staff who have not yet attended DPA training.	All new staff, c. 250, having attended DPA training & working within DPA regulations. All existing staff to have attended by 2019.	Mandatory for new staff - all existing staff trained by 2019	All new staff attending, extra sessions planned & all staff encouraged to attend. Approx. 50% new research staff attended 2017/18.	OVC / HR / RDWG
3.3	To ensure research staff are aware of national & local research priorities, objectives, activity, & development available.	Continue the biennial ResDev conference; consider staging the conference within a potential ResDev development activity week.	Attendance of over 150 delegates at the 2018 conference & positive evaluation of the event by participants.	Bi-annual; 2018 next date	ResDev19 Conference will take place on 14 <sup>th</sup> January 2019 focussed on funding, impact & career development. We are no longer partnering with the Doctoral College so numbers will be more than halved. We expect c. 60 delegates.  Research office now circulates a regular Research Themes & Research Office newsletter to all University staff.  RDWG Chair regularly takes part in Central Induction panel & research themes form part of the OVC Induction presentation.	RDWG / Doctoral College / Research Office
3.4	To contribute to enable all staff to reach standards required for Teaching Excellence Framework: <ul style="list-style-type: none"> <li>Scholarship, Research &amp; Professional Practice (LE2) - The learning environment is enriched by student exposure to &amp; involvement in provision at the forefront of scholarship, <b>research</b> &amp;/or professional practice.</li> </ul>	To develop further links & coordination with the Education strategic priorities, particularly Teaching Excellence Framework - working together to ensure high standards achieved. Include as an action in UH Development Priorities.	Help the University to achieve Silver TEF through working in partnership with LTIC colleagues & sharing ownership of TEF action plans.	End July 2017	Done. Gold TEF achieved by University in June 2018. Silver achieved in 2017.	LTIC / Doctoral College / RDWG

<b>Concordat Principle 4: The importance of researchers' personal &amp; career development, &amp; lifelong learning, is clearly recognised &amp; promoted at all stages of their career</b>						
4.1	To develop research staffs' ability to achieve impact with their research & communicate their findings broadly.	Deliver social media training for researchers with revised content as an in-house programme.	Outputs using social media & positive evaluations on the BOS tool.	Second iteration launched 9 December 2016.	Done. No plans to run more social media sessions as it is now covered in central Researcher Development Programme as 'Social Media Bootcamp' & 'Sharing, Connecting & Building an Audience'.	Research Office / People Development
4.2	To share good practice of research impact in the sector & help develop research staffs' ability to achieve impact themselves.	Ongoing training through School-based workshops & open training sessions open to all academic & research staff.	Attendance & positive evaluation. More resultant research impact.	Dates throughout the year & on demand.	<p>30 people attended 5 workshops. Feedback was good.</p> <p>Generic impact training sessions is delivered annually for researchers and is continuing.</p> <p>A full-day workshop for all ADRs took place in June 2017 with external facilitator Mark Reed.</p> <p>Theme strand on impact at the 2019 ResDev conference – keynote &amp; workshops activities.</p> <p>Impact will be measured in the REF 2020, for which impact case studies are currently in preparation.</p>	Research Office
4.3	To support development of ECRs & share the knowledge & skills of experienced research staff.	Run Mentoring partnerships in Schools to support Induction, attendance on development programmes (Aurora, Future Leaders) or role development.	Mentoring taking place in 5 schools by Dec 2018. CROS to show an increase from 17% of staff being mentored to 30%, providing mentoring for some of the 50% requesting a mentor.	By Dec 2018 run Mentor schemes in 5 schools	<p>CROS increase to 42.9% who have been mentored &amp; 38% would like to receive mentoring.</p> <p>After a pilot, the School of Education is no longer using the formal process for offering mentoring for research, but has continued to work informally with members of staff on demand. The Education representative to the RDWG has two informal mentees. Two developing research projects in the School of Education support the further development of research skills &amp; engagement with research. These include 5 other members of staff working with researchers &amp; a PhD student.</p>	People Development / ADRs / RDWG

					<p>Following planning in spring &amp; summer 2017, the Creative Arts School scheme mentoring ECRs began in September 2017 &amp; continues to December 2020. To be presented by RDWG Chair at the RDWG meeting in January 2019 to disseminate information &amp; progress.</p> <p>Life &amp; Medical Sciences (LMS) undertook a mentoring pilot with HR Development in January 2016, &amp; developed a series of guidance notes for mentors which are available for others across the University to use.</p> <p>Humanities &amp; Life &amp; Medical Science to begin Mentoring scheme in autumn term 2017.</p> <p>We currently have four schools engaged in formal mentoring schemes (all ten schools offer mentoring in a range of formats, some informal) &amp; we will support a fifth school to launch formal mentoring in 2019/20.</p> <p>Two Schools have merged so we now have 9 schools rather than 10.</p>	
4.4	To help staff feel part of a community with a sense of belonging, while learning from & supporting each other to develop by working together on real challenges.	Consider using Action Learning Sets, as they may provide an opportunity to share & recognise good practice while working collaboratively on real work.	3 pilot groups being set up, meeting, aims achieved with positive evaluation by group members by 09/2017	Trial in 2017/18	<p>CROS 2017: 66% (was 71% in 2015) feel part of dept, 49% (was 47% in 2015) feel part of UH &amp; 49% (was 60% in 2015) feel part of a discipline research community.</p> <p>Partly done. 12 participants participated in the first &amp; second cohorts. The third iteration (2018) had very little demand, so the 3 interested researchers were supported by Dr Kevin Flinn, Head of Leadership.</p>	People Development / RDWG / ADRs
4.5	Support staff going through a positive transition at work, perhaps a change of responsibilities, new	Offer coaches to researchers where coaching is an appropriate option for their personal development purposes. Cadre of 50+ internal coaches are ready.	Number of appropriate coaching partnerships set up & meeting regularly.	Trial in 2018	<p>Done. Focus marketing of coaching towards research staff in 2017/18</p> <p>2015-2018 Coachees: 3 research; 39 Academic</p>	People Development / RDWG / Line Managers

	role or promotion, in an individual manner.				Coaching session provided as part of Career Pathways programme, with option of continuing if requested.	
4.6	To raise staff's roles & responsibilities in risk management resulting in a more pro-active, early intervention approach. To enable researchers to stretch boundaries in a safe manner through being risk aware.	Put in place training & development opportunities on health & wellbeing for staff at all levels. This includes; Responsible Research, Risk Management, Know Your Numbers & Personal Wellbeing.	Report from Occupational Health & Wellbeing statistically reflecting a reduction in reported incidents occurring.	By end July 2017	Numbers for 'Responsible research' in 2015/16 were 26, 23 in 2017/18. 4 participants attended Risk Management in 2017. Plans to reflect with the GTR. Research staff have access to all staff support including Know Your Numbers, Wellbeing Support but we need data for them as a group of researchers.  H&S delivered an overview workshop at RDWG for ECR School reps to cascade.  UH Wellbeing Framework includes a pillar relating to a safe & sustainable environment.	Health, Safety & Wellbeing
<b>Concordat Principle 5: Individual researchers share the responsibility for &amp; need to pro-actively engage in their own personal &amp; career development, &amp; lifelong learning</b>						
5.1	To ensure all staff have the necessary knowledge & ability to use the technology relevant to their role.	Digital literacies project – to use the JISC definitions as a basis to map the technologies essential to staff roles. To then identify the gaps staff have & provide training solutions.	All staff (c. 2500 FTE) able to use the technologies relevant to their role.	2016–2018 March: 17 Staff testing the JISC profiling tool	Digital Capabilities project ongoing across all staff groups. Specific 'Academic' strand encompasses Research staff & students. Project Manager working with LTIC, Research Office & Doctoral College to ensure that research needs are specifically addressed. Using JISC resources from other institutions, mapping technical skills directly to needs of research at Bronze, Silver & Gold levels: <a href="#"><u>New resource available to support Office 365 skills development based on JISC Role Profiles</u></a> Lynda.com online training resources rolled out across the University & promoted within the Researcher Development Programme. A wider project, of which this was part, is ongoing.	LCS / LTIC / People Development
5.2	To enable all staff & students to engage with the new virtual learning environment (VLE) & use it	Extensive support for staff to use the new VLE to ensure sound practices to enhance student learning (over next 2 years).	Staff & students engaging effectively with VLE.	2017-2019	New Guided Learner Journey fully implemented for all programmes.  Extensive training in place for staff with good take up of 350+ staff.	LCS / LTIC

	effectively to enhance practice.					
<b>Concordat Principle 6: Diversity &amp; equality must be promoted in all aspects of the recruitment &amp; career management of researchers</b>						
6.1	Increase in the proportion of BME staff at grades UH9 & above by 5% by 2020.	<ul style="list-style-type: none"> <li>Equality &amp; Diversity Essentials – compulsory every 3 years</li> <li>Trans awareness training</li> <li>Unconscious bias training</li> <li>Cultural awareness training</li> <li>Athena SWAN briefings</li> <li>Race Equality Charter briefings</li> </ul>	Increase in number of BME staff at grades UH9 & above by 5%	By 2020	The BME increase at UH9 and above has been negligible. Head of EDI reports that the numerical target was provisional only and was not adopted – EDI did not implement this target.	Equality Office / People Development / HR
6.2	Increase in the proportion of female academic staff at grades UH9 & above by 5% by 2020.	Staff are supported to attend the LF Aurora programme & this year we have 13 participants with internal CEG Mentors whose progress we can track. Those who were not successful getting a place on Aurora are part of a new internal Future Leaders programme.	Increase in number of female staff at UH9 & above by 5%. Track progress of alumni of Aurora & Future Leaders programmes.	By 2020	As above. We have a new manager for Athena SWAN, Helen Davidson. We have an institutional Bronze award. A renewal for the Athena Swan institution bronze award was submitted in May 2018, & awarded in October 2018. 8 Schools hold Bronze & 2 Schools have Silver - Physics, Astronomy & Maths & Health & Social Work - & were among 43 out of 82 submissions that were successful at this level in the latest round. The 2 Schools without Bronze will apply in 2018/19.	Equality Office / People Development / HR
6.3	To fulfil the review & update of the University's Dignity & Respect policy (UPR EQ10) which supported a fresh call for new investigators.	The Dignity & Respect advisor training took place December 2016, following the delivery of the two one-day workshops on Investigator training.	All Advisors & Investigators must attend the training & undertake Equality & Diversity Essentials.	By end July 2017	<p>Done. Trained advisors in place &amp; process advised on equality site in StaffNet.</p> <p>Online Equality &amp; Diversity training delivered by iHasco is mandatory during new employees probation period,</p> <p>Unconscious Bias is mandatory within employees' first year &amp; must be refreshed every 3 years with the on-line courses.</p> <p>Face to face Equality Essentials awareness sessions also run every month as part of Equality Office suite of workshops.</p>	Equality Office
<b>Concordat Principle 7: The sector &amp; all stakeholders will undertake regular &amp; collective review of their progress in strengthening the attractiveness &amp; sustainability of research careers in the UK</b>						

7.1	Cascade the analysis of results from the successive CROS & PIRLS surveys to the appropriate audiences across the University to inform & provide evidence for other related action plans & initiatives, e.g. Athena SWAN.	The detailed analysis of the CROS & PIRLS survey results delivered to Research Committee, RDWG & circulation group, are now to be reflected in the action plans for those areas to drive forward the areas for improvement.	CROS/PIRLS survey actions appearing on school action plans by Sept. 17 & then those actions being completed.	By the next surveys, May 2017	Done. Survey results analysed & summary report written. Cascaded to Research Committee & RDWG March 2018. Results have informed 2018-20 action plan.	Research Office / RDWG
7.2	To ensure the HREiR action plan is achieved by all parties involved & allow new objectives to be added, keeping it a live document.	Provide 6 monthly updates against the 2016-18 HR Excellence action plan to RDWG & the recipients of the meeting notes.	Completion of the action plan by June 2020.	June 2020	Monitoring done. The action plan has been reviewed, with most actions done or substantially done. The updated plan will be published in December 2018 with a forward action plan, and the actions from the existing plan will be completed by June 2020.	RDWG – Project Manager
7.3	Measure staff satisfaction with their careers at the University through a staff survey.	Analyse results from staff survey 2017 & present findings at institutional & school levels.	Increased levels of staff satisfaction compared to 2013 staff survey ( <i>A shorter staff survey ran this year so exact comparison are difficult</i> ).	Spring 2017	Partly done. Staff survey results were less granular in the most recent iteration so comparisons are not easy & retrieving research-specific results is not easy either. We are working more closely with HR to put a satisfactory measure in place.	HR
7.4	Maintain & develop involvement in regional & national groups & initiatives that promote relevant researcher topics. Attended Staff Development Forum (SDF) conference 9 & 10 October 2016.	Attend Vitae regional events & national conference where possible & communicate findings to RDWG. Attend regional Eastern Region Forum events, Staff Development Forum national conference & Leadership Foundation national level strategic sessions to communicate relevant findings to RDWG.	RDWG agenda items - Information cascading down to RDWG & up to regional & national events (speaking, hosting sessions, case studies, etc.) Host another Vitae event in 2019 or 2020 to build on the Vitae event we hosted about Coaching & Mentoring at UH on 27 <sup>th</sup> June 2016.	Review quarterly on RDWG agenda	Now this is a regular item on RDWG agenda. Vitae conference - HREiR Project Manager attended in 2017 & RDWG Chair & two RDWG School representatives in 2018. The Chair reported to the RDWG & to the Research Committee in Oct 2018. This presentation & selected presentations from Vitae were made available on the intranet.  Colleagues attended the Staff Development Forum conference in October 2018.	All – RDWG / People Development / Research Office / HR / ADRs