

Details

Institution name:	University of Hertfordshire
Cohort number:	2
Date of submission:	27-Jan-23
Institutional context:	UH is a Post 92 university rated TEF gold. It is one of the top 100 universities in the world under 50 years old. In the latest REF, 90% of submitted research was judged to be of international quality. 57% of UH submitted research was judged to be of world-leading and internationally excellent quality across all 12 units. UH has many close links with industry and is "the UK's leading business-facing university".

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

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	134	At 31 July 2022
Postgraduate researchers		
Research and teaching staff	1245	Not all of these staff will be research-active
Teaching-only staff		
Technicians	119	Not all of these staff will be research-active
Clinicians		
Professional support staff	1088	Not all of these staff will be research-active
Other (please provide numbers and details):		
Total	2586	346 staff submitted for the REF; 680 staff self identify as research-active

Complete for submission							To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
ECI1	Ensure all relevant staff are aware of the Concordat.	1. Raise awareness through regular articles for RO News, #UHRResDev23, the RDP, Researcher Development webpages (internal and external), RO market place sessions in Central Induction, RO Induction sessions and RDG meetings regarding researcher development, the Concordat and Vitae. 2. Keep RC and PRMG up to date with work of RDG and progress with action plan for HREiR Award.	Yes	Sep-25	Chair of RDG; RDG; RDP; L&OD; RO	Increase from 75% to 85% of researchers completing CEDARS have some understanding of the Concordat to Support the Career Development of Researchers or know it exists.			
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	As part of the Research Strategy 2020-2025, to develop a diverse community of research engaged staff, students and innovators: 1. All policies to be continually reviewed and updated and published. HR business partner to keep RDG up to date on relevant policies. 2. RO will develop policies/practices at pre-award stage that are in accordance with EDI requirements of funders and also best practice in the sector. 3. Deliver EIA workshops for all SBU's in 2022/23 as well as other EDI Workshops.	Yes	Sep-23	HR; EDIO; RDG; RO	Minutes to RDG meeting show link to the HertsHub page with the policies. Involvement of the BAME success group, the carers network and the other networks, RDG and other places where ECRs can have their say, to help formulate the policy on recognising and supporting talent .			

ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices.	1. Increase participation of researchers completing CEDARS through effective timing and marketing of the survey, targeting ADRs and including in PVCRC on-line Q & A session. Use outcomes to improve practices through a review and development process involving the RC and the RDG. 2. Seek feedback from School Representatives in the RDG to inform institutional practices. 3. RO will support efforts to review UH policies and agree, communicate and implement any necessary changes to ensure compliance with funders' policies and best practice with respect to Research Culture [2]. 4. Explore with RDG whether there is a desire for a research staff association across the university. Explore what local research groups exist within or across schools for contribution to policy development and for feedback.	Yes	Sep-25	L&OD; RDG; RC; RO	Increase in researchers completing CEDARS by 10% from 130 to 143.				
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	1. Raise awareness of researcher mentoring through HertsHub; ADRs; RC; RDG. 2. Explore ECR networks and localised mentoring for new researchers with the RDG and RC to surface good practice. 3. RDG Chair and L&OD Lead to attend focus group following staff opinion survey.	Yes	Sep-24	L&OD; RDG; RC; ADRs	Increase from 68% to 80% of newer researchers (research active for 0 to 4 years) completing CEDARS agree or agree strongly that they feel included in their immediate research environment/group. Staff survey question on teamwork and support by colleagues. Feedback from focus group.				
Wellbeing and mental health										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	1. Engage with the academic workload project to explore opportunities and implications for research-active staff. Advocate on behalf of research-active academics.	Yes	Mar-23	A representative from the RDG	Increase from 39% to 60% of academics completing CEDARS agree or strongly agree that their working environment supports their mental health and wellbeing.	Development of cross university system for workload management will support transparency, fairness and consistency.			
ECI4	Ensure that managers of researchers are effectively trained in relation to wellbeing and mental health.	1. Mental health training and guidance in the form of a flowchart will provide staff with a toolkit of information around how to deal with a member of staff suffering from mental health issues, particularly out of hours support.	No	Apr-23	HSW	Increase from 78% to 90% of managers completing CEDARS feel confident to respond to any issues relating to health and wellbeing.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	See ECR3	No	Sep-24	HSW	Increase from 78 to 90% of researchers completing CEDARS agree or strongly agree that their manager promotes a good worklife balance.				
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	1. Drop in manager sessions from HR to allow for individualised support regarding flexible locations policy and flexible working. HR Business partners pass on information to the Schools.	Yes	Sep-23	L&OD	Increase from 74% to 85% of managers completing CEDARS feel confident to manage requests for flexible working appropriately; Decrease from 13% to 5% of researchers completing CEDARS disagree or disagree strongly that they are treated fairly in relation to requests for flexible working.				

ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	1. Inclusion of wellbeing and mental health workshops in #UHResDev23 & #UHResDev25. 2. Provision to support the 5 ways to wellbeing will be signposted for researchers, including Wellbeing Champion Network; Staff and Community Networks; Dignity and Respect Advisors; EAP Service; Active Staff/Herts Squad and Hertfordshire Sports Village; Online Stress Awareness Training; Training and Development Opportunities; HR Flexible Working Guidance; Occupational Health Service; Wellbeing Campaigns and Events.	Yes	Sep-25	RDG, HSW	Increase from 74 to 85% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing. The University's Health and Wellbeing Key Performance Indicator (KPI) - to increase the percentage of staff participating in wellbeing programmes including Active Staff to at least 50% of research-only staff participating.				
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	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	As part of the Research Strategy 2020-2025, to develop a diverse community of research engaged staff, students and innovators: 1. EDI board to monitor and act to tackle discrimination, bullying and harassment, including providing appropriate support for those reporting issues. 2. Active bystander training to be promoted across university. 3. Keep staff aware of secure line called 'Speak out' for reporting issues, through regular advertisements. Also see E17.	Yes	Sep-24	EDIO; L&OD; Open Herts Steering Group	Increase from 78% to 85% of researchers completing CEDARS believe that UH is committed to EDI. More than 80% of researchers completing CEDARS agree or agree strongly that UH will investigate any reported incident of discrimination, or of bullying and harassment fairly. Increase from 65% to 75% of researchers completing CEDARS believe they are treated fairly irrespective of their protected characteristics.				
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	1. Promote the Dignity and Respect Advisors and Hate Crime reporting.	No	Sep-23	EDIO; L&OD	Increase from 78% to 85% of managers completing CEDARS feel confident to respond to any issues relating to bullying and harassment.				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	1. Raise awareness that researchers can report discrimination, harassment and bullying to EDIO. Also see ECI3.	Yes	Sep-23	EDIO; L&OD	80% of researchers attend mandatory/refresher EDI training (REC target); Increase from 56% to 65% of researchers completing CEDARS are familiar with my institution's mechanisms to report incidents of discrimination; Increase from 55% to 65% of researchers completing CEDARS agree or strongly agree that they would feel comfortable reporting an incident of discrimination; Increase from 54% to 65% of researchers are familiar with the institutions mechanism for reporting bullying or harassment, with increase from 54% to 65% comfortable reporting such an incident.				
Equality, diversity and inclusion										
The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.										
EC14 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	As part of the Research Strategy 2020-2025, to develop a diverse community of research engaged staff, students and innovators: 1. A number of EDI Workshops will be offered to SBU's as part of their EDI Action Plans which managers/research supervisors will be encouraged to attend. 2. Report every 6 months on EDI training completion to the Deans and to the EDI board.	No	Sep-23	L&OD; EDIO	80% of line managers attend mandatory/refresher EDI training (REC target). Increase from 65% to 70% of researchers completing CEDARS agree or strongly agree that staff are treated fairly irrespective of any protected characteristics.				

ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	1. All staff to have personal EDI objectives in their appraisal. Also see EC14 / ECM1.	No	Sep-23	L&OD; EDIO; RDP	80% of researchers completing CEDARS have undertaken Equality, diversity and inclusion training.				
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.										
EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	1. New annual training event for managers and key stakeholders in progress.	Yes	Sep-23	Institutional Lead on Research Integrity; RDP	Increase from 69% to 80% of researchers completing CEDARS have undertaken Research Integrity training. Increase from 70% to 80% of managers of researchers completing CEDARS have undertaken Research Integrity training.				
ECM3	Ensure managers report and address incidents of poor research integrity.	As above	Yes	Sep-23	Institutional Lead on Research Integrity; RDP	Increase from 56% to 65% are familiar with the institutions mechanism to report incidents of misconduct. Increase from 55% to 65% would feel comfortable reporting such an incident.				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	As above	Yes	Sep-23	Institutional Lead on Research Integrity; RDP	80% of researchers completing CEDARS believe my institution promotes the highest standards of research integrity and conduct.				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	As above	Yes	Sep-23	Institutional Lead on Research Integrity; RDP	Increase from 56% to 65% are familiar with the institutions mechanism to report incidents of misconduct. Increase from 55% to 65% would feel comfortable reporting such an incident.				
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	1. Act on findings of Open Herts Cultural Workplace Review of opportunities that researchers and their managers have to engage with development of organisational policies and decision-making to empower all staff to express their views, through an increase in opportunities for staff to engage with senior leaders; more transparency around, and opportunities for staff to input into, decision-making, clarity regarding what is meant by 'safe to speak up' and increased awareness of our staff networks. 2. Provide an opportunity for the RDG to meet with the PVCR directly, each year to share concerns and achievements and to put forward suggestions.	Yes	Sep-23	RDG; RC; Open Herts Steering Group	60% of researchers and their managers completing CEDARS participate in institutional policy and decision making. 60% of researchers and their managers agree that their contribution to institutional policy making is valued. Focus groups following staff survey indicate that researchers and their managers are able to contribute to decision-making and to express their views. PVCR meets RDC at least once a year.				
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See E17.	Yes	Sep-24	RC, RDG; ADRs; Pis; Open Herts Steering Group	See E17				
EM5	Managers engage with opportunities to contribute to relevant policy development within their institution.	See E17.	Yes	Sep-24	RDG; ADRs; Pis	See E17				
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	1. RDG raise awareness within Schools of review of how researchers can engage with policy and decision-making in the institution. 2. Fill second vacancy for representatives of the contract/ECR staff on the RC. 3. Increase number of research-only representatives in the RDG.	Yes	Sep-24	RDG; School Reps.; RC	Sustain over 80% of researchers completing CEDARS have a good level of job satisfaction. See EC12. Two research-only staff are on the RC. At least two of the School representatives are research-only staff on the RDG.				
ER4	Researchers recognise and act on their role as key stakeholders within their institution and the wider academic community.	See ECR5 & EC16.	Yes	Sep-23	RDG; School Reps.; RC	Sustain over 80% of researchers completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making.				
Employment										

Recruitment and induction										
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	As part of the Research Strategy 2020-2025, to develop a diverse community of research engaged staff, students and innovators: 1. The EDIO will work with HR to review the Recruitment & Selection processes to embed EDI throughout it.	No	Sep-24	HR; EDIO	Sustain over 90% researchers completing CEDARS agreed or strongly agreed their recruitment, selection and appointment was fair, inclusive, transparent and merit-based.				
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	1. New members of staff must complete the series of mandatory induction training courses. This includes an introductory H&S awareness course online. H&S will also provide input into the central induction process which new staff should also attend. Other H&S training will be available based on SBU need and role requirements - managed locally by SBUs and their induction processes. 2. ADRs ensure researcher induction at local level within school for their current role so that they are integrated into the community and are aware of policies and practices relevant to their position. 3. RO will keep RO induction under review to ensure it meets researchers requirements, and will schedule RO induction regularly. RO will also review RO market place session in Central Induction. RO will reach out to new academic and research staff to invite to RO induction.	Yes	Sep-23	HR; ADRs; PIs; RC; RO; HSW	Increase number of researchers recruited in last two years completing CEDARS finding their induction very useful or useful at institutional level (from 63.4% to 70%); school level (from 70% to 80%) and local to their current role (From 53.3% to 70%).				
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.										
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	As part of the Research Strategy 2020-2025, to develop a diverse community of research engaged staff, students and innovators: 1. Introduce an enterprise academic pathway for any academic staff, students, postgraduates, post doctorates, advanced and mid-career researchers toward Associate Professor Entrepreneur, to develop this talent across the university.	Yes	Sep-25	HR; EDIO; EBD	Increase the proportion of female professors (currently 38%) and increased BAME promotions to Readers, Assoc. Prof and Prof. Progress against the KPIs of increasing BAME UH9 and above to 16% and female staff at AM1 and above by 10%. Respondents views on both researcher surveys and staff surveys indicating processes are clear and transparent.				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	1. Raise awareness of internal and external development opportunities to support progression and promotion.	Yes	Sep-23	L&OD	80% of line managers completed and up to date with mandatory and refresher training. Increase from 54% to 70% of researchers completing CEDARS agree or strongly agree that their manager support them in working towards promotion opportunities.				
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	1. All managers attend recruitment and selection training before they are able to recruit. Grant funding workshops to include pre-award guidance on T&Cs.	Yes	Sep-23	RO; L&OD; RGO	80% of line managers completed and up to date with mandatory and refresher training.				

ER1	Researchers ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder.	1. New members of staff must complete the series of mandatory induction training courses. This includes an introductory H&S awareness course online. 2. When submitting a bid, the PI has to confirm agreement to certain conditions in RIS, and RO is adding a new requirement asking them to confirm (should bid be successful) that they will read the T&Cs/contract and confirm understanding before the project starts.	Yes	Sep-23	PI; HSW; RO	100% of new researchers attend mandatory induction. 80% of researchers attend mandatory/refresh EDI training (REC target); 50% of researchers attend H & S training.				
ER2	Researchers understand their reporting obligations and responsibilities.	1. RO will support researchers to report using Researchfish. Also see ER2.	Yes	Sep-23	PI; HSW; RO	See ER2.				
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	As part of our Research Strategy is to support researchers at every stage of their development with time and resource to create a sustainable community of learning, thought and knowledge: 1. Monitoring attendance will be restarted in 2023 for mandatory training for line managers with respect to appraiser; recruitment and selection; HR policies; HR system; H & S for line managers.	Yes	Sep-23	L&OD	80% of line managers attend mandatory training.				
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	1. Engage with the academic workload project to explore opportunities and implications for research-active staff. Advocate on behalf of research-active academics.	Yes	Mar-23	A representative from the RDG	Increase from 36% to 60% of academics completing CEDARS agree or strongly agree that their institution treats them fairly in relation to contracted workload. A new question in the staff survey is: I am able to manage my current workload will provide new baseline.	Equity will be supported through development of cross university system for workload management			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	See E14.	Yes	Sep-23	L&OD	See E14.				
EM4	Managers actively engage in regular constructive performance management with their researchers.	1. All managers will carry out appraisal and 6 month review with their staff. There are plans to monitor completion and outcomes of appraisal more closely. Initially through email to Deans to collect information on appraisals, including use of preparation form, engagement with professional development activities and career development conversations. Long term this will be a system-based appraisal for easier monitoring.	Yes	Sep-23	L&OD	Increase from 58% to 70% of researchers completing CEDARS found their appraisal useful or very useful. A new question in the staff survey is about the helpfulness of appraisal, which will provide a new baseline.				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	1. All researchers complete appraisal preparation form and return to line manager prior to appraisal meeting. Also see EM4.	Yes	Sep-23	ADRs; line managers; researchers	Increase from 50% to 60% of researchers completing CEDARS agreed or strongly agreed that their immediate manager clearly articulates their expectations of me with respect to my role and performance.				
Job security										
The aim of this obligation is to improve the job security of researchers.										
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	1. Monitor use of fixed term contracts for researchers and via HR representative on RDG and CEDARS. Policy updates available on HertsHub for all researchers and their managers to access.	Yes	Sep-24	HR	Have a small percentage of researchers, and of senior/established researchers, on a fixed term contract compared to national average.				
Professional and Career Development										
Championing professional development										

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	1. Develop HertsHub landing page to show a broad range of CPD opportunities to broaden appreciation around the nature of effective professional development that researchers can engage with as part of their 10 days. Raise awareness through RDG, RDP, HertsHub & RO News. 2. Request annual funding for Skill-Up! RDG promote Skill-Up! funding within their Schools and PVCR to promote through ROnews and whole staff communications. Showcase Skill-Up! recipients at #UHResDev23, and in Schools.	Yes	Sep-24	L&OD; RDG; RDP; RO; HR; OVC	Increase from 26% to 35% of research-only staff completing CEDARS have spent 10 or more days on training and other CPD activities; Skill-Up! rounds to take place annually.				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	1. Appraisal training to include how managers can support researchers to take a minimum of 10 days pro rata per year of professional development. 2. Professional development activities on appraisal forms monitored by L&OD (see EM4), to support appropriate tailoring of professional development offering.	Yes	Sep-24	HR; RDG; L&OD	See PCDI1.				
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	1. Managers support researchers to take a minimum of 10 days pro rata per year of professional development. 2. Managers encourage researchers to bid for Skill-Up! funding. Also see PCDI1 & PCDI6.	Yes	Sep-24	L&OD; RDG; RDP; RO; HR; OVC	Increase from 68% to 75% of researchers completing CEDARS agree or strongly agree that their manager encourages them to engage in personal and career development activities. Also use data from staff survey question: my line manager supports my career development.				
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	1. Researchers include on appraisal preparation form intended professional development. Also see PCDI1.	Yes	Sep-24	RDG; RDP; L&OD	Increase from 26% to 35% of researchers completing CEDARS have spent 10 or more days on CPD activities, attendance of at least one person per year at the Vitae conference.				
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	1. Expand the careers HertsHub site [1] section for those completing research and considering their next steps, working with ECRs to check the language and resources both in this section and across the site. 2. Explore how C & E can work with researcher managers to increase awareness of careers provision, and to make this as relevant as possible to their needs. Report progress to RDG. 3. Work with Career Coaches who are researchers to make website more researcher-friendly. Raise at RDG for school representative input.	Yes	Sep-23	RDG; C&E; HR	More than 90% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations.				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	1. Monitor and report to RDG regarding engagement in career development review which is part of the appraisal form and in the training for managers for appraising. See EM4.	Yes	Feb-24	HR; RDG; L&OD	See PCDM1.				
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Career development conversations are noted on the appraisal form.	Yes	Feb-24	L&OD	Increase from 67% to 75% of researchers completing CEDARS have a regular formal career development review with their manager / supervisor (separately or as part of their appraisal).				

PCDR4	Researchers positively engage in career development reviews with their managers.	See PCDM1.	Yes	Feb-24	ADRs; line managers; researchers	Increase from 61% to 70% of researchers completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations.				
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.										
PCD3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	1. A deep dive into awareness of research-only staff of support for career and professional development. Report findings to RDG. See also EM4 and PCD11. 2. Present website at RDG to enable reps to disseminate and publicise and also add feedback for improvement. Monitor useage and aim to increase this. 3. Roll out KE training programme . Launch the Enterprise Hub Researcher in Residence Programme to include activities aimed at developing experiential enterprise/ KE opportunities for Doctoral researchers and ECRs.	Yes	Feb-24	RDG; C & E; EBD	Increase from 46% to 60% of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development. Number of KE training programme sessions/attendees and feedback.				
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	1. New profiles module in RIS should enable researchers to promote their identity more easily - RO will run comms campaign in 2022/23 with regular updates thereafter. 2. RIS to be mentioned in the RO market place presentation at Central Induction and in the RO Induction sessions; RSC responds to individual requests for support as does the RO. 3. RSC and RO review written guidance on HertsHub and updated as necessary. Guidance and information on narrative CVs (resume for researchers) will be provided on HertsHub.	Yes	Sep-24	RSC	Increase from 63% to 75% of researchers completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities.				
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.										
PCD14	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	1. Monitor the mentoring schemes through encouraging coordinators to share best practice and to use mentor development materials on HertsHub. See also PCD11 and PCDR3. 2. HertsHub Research Grant pages will be updated and a more streamlined resource/toolkit for researchers. Grant funding support will be through RDP online e.g. a video asset on HertsHub with a follow-up drop in session for Q&A to support applications for external research and innovation funding directly and also to enable researchers to find relevant funders and opportunities and engage with funder's resources and networks to support high-quality applications. 3. RO will promote take up of Research Professional which will enable researchers to find relevant funders and encourage researchers to plug into direct alerts from appropriate funders.	Yes	Sep-24	L&OD; RO; RGO; EBD	Increase in number of researchers engaging with Research Professional training resource; number of researchers attending RO induction sessions and workshops. Information for leadership training, mentoring opportunities, support for research funding and industry-facing opportunities signposted through RO News, RDG, RC and HertsHub.				

PCDM4	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.	1. Actively promote VCAs amongst researcher community and encourage managers to nominate researchers for recognition through the VCA for research success.	Yes	Sep-23	OVC; ADRs	Increase in number of individual and groups of researchers that are nominated for the VCA for research success; Increase from 50% to 60% of researchers completing CEDARS agree or strongly agree that their manager supports them to develop their research identity.				
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	1. Actively promote leadership and management training opportunities through websites and internal communications.	Yes	Sep-24	L&OD	Increase from 22% to 50% of researchers completing CEDARS have undertaken leadership and people management training.				
PCDR5	Researchers seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	1. Researchers encouraged to engage with RO early for support for applying for external research leadership funding and to enable them to find relevant funders and opportunities. 2. Researchers to engage with support from C&E, ADRs & Pls for building the new Resume for Researchers format CV as part of the conversation about their research identity. Also see PCDI1 and PCDR3.	Yes	Sep-24	RDG; RDP; L&OD; RGO; C&E; ADRs; Pls	Increase from 22% to 50% of researchers completing CEDARS have undertaken leadership and people management training. Number of researchers supported to apply for research leadership funding (i.e. fellowships at all levels).				
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Raise awareness of resources available through UH C&E, and Vitae, at #UHResDev23 & #UHResDev25 and through RO news. Raise awareness of RDP sessions focused on career pathways beyond PhD i.e. Academic Careers: Expectations, Planning and Preparation. See also PCDI2. Put together an annual plan to showcase researcher careers events and resources via the RO newsletter.	Yes	Sep-23	C&E; RO; EBD	Content around careers appears in at least 50% of RO newsletters (i.e. once a month). Increase from 61% to 70% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options within and beyond academia.				
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	1. RO news to include input from C&E and EBD to support managers to direct researchers towards appropriate support. 2. Ensure information on mentoring schemes [4] is brought to the attention of researchers and their managers. Monitor the mentoring schemes through encouraging coordinators to share best practice.	Yes	Sep-23	C&E; EBD; RO; RDG; L&OD	Increase from 35% to 50% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options beyond academia.				
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	1. Monitor usage of C&E website (as above in PCDI3). Also see PCDI5 & PCDM2.	Yes	Sep-23	C&E; EBD; RDG; RO; L&OD	Increase from 46% to 60% of researchers completing CEDARS are aware of the support that their institutions provides for their career and professional development.				
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	1. Publication and implementation of University Public Engagement Strategy (approved by CEG July 2022). Also see PCDI5.	Yes	Sep-23	RDG; RDP; L&OD; EBD	More than 70% of researchers completing CEDARS expressing an interest, or taking up opportunities to engage in knowledge exchange, public policy development, public engagement and commercialisation.				

* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

Further hyperlinks and Supplementary Information	
1	https://herts.ac.uk/careers
2	https://www.ukri.org/what-we-offer/supporting-healthy-research-and-innovation-culture/research-and-innovation-culture/
3	
4	
5	

Abbreviations and Glossary	
ADR	Associate Dean (Research)
A&SPM	Appraisal and Successful People Management
AWAG	Academic Women's Action Group
C&E	Careers & Employment
CEDARS	Culture, Employment and Development in Academic Research

HREiR Action Plan 2023-2025

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CEG	Central Executive Group
EAP	Employee Assistance Programme (Validium)
EBD	Enterprise and Business Development
ECR	Early Career Researcher
EDI	Equality, Diversity & Inclusion
EDIO	Equality Office
EIA	Equality Impact Assessment
EOI	Expression of Interest
HertsHub	Internal webpages
HR	Human Resources
HREiR	HR Excellence in Research
HSW	Health, Safety and Wellbeing
KE	Knowledge Exchange
L&OD	Learning and Organisational Development
MMH	Men's Mental Health
NW+P	Network of Women+ Professors
OVC	Office of the Vice Chancellor
PI	Principle Investigator
PRMG	Pro-vice chancellor research management group
PVCR	Pro-vice chancellor research and enterprise
RC	Research Committee
REC	Race Equality Chartermark
RDG	Researcher Development Group
RDP	Researcher Development Programme
RGO	Research Grants Office
RSC	Research and Scholarly Communications
RO	Research Office
UPR	University Policies and Regulations
VCA	Vice Chancellors Awards
#UHResDev	Researcher Development Conference