

	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	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, #UHResDev23, 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. 3. Upgrade quality of RDG HertsHub pages to become a one stop shop for researchers to find help for their development. Make HertsHub pages easier to find on site.	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.	Slides on the Concordat and Vitae added to Central Induction and RO Induction presentations.		
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	1. Minutes to RDG meeting show link to the HertsHub page with the policies. 2. Involvement of the BAME success group, the carers network and the other networks, RDG and other places where ECRs have their say, to help formulate the policy on recognising and supporting talent. 3. Feedback from above groups on policies and practice. 4. Evaluations from EIA & EDI workshops.			
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 PVCR 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 RSA or ECR network 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	1. Increase in researchers completing CEDARS by 10% from 130 to 143. 2. Feedback from School representatives in RDG regarding the research culture and where researchers are able to express their views, knowing they will be heard and appropriate actions carried out.	1. Researchers completing CEDARS 2023 is 125. Number of researchers on research only contracts completing CEDARS was only 20% in 2023, however 57% completed the staff survey in 2022. 2. See E17 re. RSA / ECR network and local research groups.		

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	1. 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. 2. Feedback from focus group. 3. Researchers completing staff survey respond favourably to the question 'people in my team are willing to help each other, even if it means doing something outside their usual activities' is above 95% (from 92%). 4. Researchers completing staff survey respond favourably to the question: I have good relationships with the colleagues I work with, from 89% to 95%.			
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	Representatives from the RDG on RC	1. Increase from 39% to 60% of academics completing CEDARS agree or strongly agree that their working environment supports their mental health and wellbeing. 2. Researchers completing staff survey question: my School considers my health and wellbeing needs from 65% to 75%.	Director of Doctoral College is representing research-active staff on academic workload project. ADRs are advocating on behalf of research-active academics.		
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	1. Increase from 78% to 90% of managers completing CEDARS feel confident to respond to any issues relating to health and wellbeing. 2. Feedback from managers regarding the training.	Newly appointed Director and HSW representative on RDG invited to discuss with RDG the needs of researchers.		
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	See ECR3	No	Sep-24	HSW	1. Increase from 78 to 90% of researchers completing CEDARS agree or strongly agree that their manager promotes a good worklife balance. 2. Feedback from researchers through RDG.			
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	1. Increase from 74% to 85% of managers completing CEDARS feel confident to manage requests for flexible working appropriately. 2. 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. 3. Increase from 85% to 95% of researchers completing staff survey respond positively to the question 'My School enables 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	1. 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. 2. The University's Health and KPI - increase the percentage of staff participating in wellbeing programmes including Active Staff to at least 50% of research-only staff participating. 3. Feedback from researchers through RDG. 4. Increase from 53% to 70% of researchers completing the staff survey respond favourable to the question 'I am able to have the right balance between my work and personal life'.	Mark & Joyce Reed keynote on The Resilient Researcher at #UHResDev23 was rated a useful to very useful by 88% of evaluation form respondents and feedback included that it was very helpful and very timely.		
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	1. Increase from 78% to 85% of researchers completing CEDARS believe that UH is committed to EDI. 2. 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. 3. Increase from 65% to 75% of researchers completing CEDARS believe they are treated fairly irrespective of their protected characteristics. 4. Researchers completing staff survey question: Our University community respects individual differences from 73% to 80%. 5. Feedback from training participants and RDG.			
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.	Promotion has taken place regularly through staff news.		
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	1. 80% of researchers attend mandatory/refresher EDI training (REC target). 2. Increase from 56% to 65% of researchers completing CEDARS are familiar with my institution's mechanisms to report incidents of discrimination. 3. Increase from 55% to 65% of researchers completing CEDARS agree or strongly agree that they would feel comfortable reporting an incident of discrimination. 4. Increase from 54% to 65% of researchers completing CEDARS are familiar with the institutions mechanism for reporting bullying or harassment, with increase from 54% to 65% comfortable reporting such an incident. 5. Increase from 60% to 70% of research fellows completing staff survey I would feel able to report bullying/ harassment without worrying that it would have a negative impact on me.	EDIO ran workshop at ResDev23 seeking to understand what researchers support needed.		

The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.									
ECI4 / 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	1. 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. 3. Feedback from participants in EDI workshops. 4. Increase from 60-70% of researchers completing staff survey question 'The University treats people fairly and equally'. 5. Increase from 63% to 70% of researchers completing staff survey question 'I feel I can be my true self at work'	Neurodiversity Celebration Week March 2023 (feedback from L & OD). New 3 hour w/s 'Neurodivergency for Line Managers'. LGBT+ history month events (feedback from EDIO).		
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 ECI4 / 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.									
ECI5 / 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	1. 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. Feedback from participants on training events.	Research Integrity event for managers/key stakeholders is scheduled for 18.07.23, facilitated by the UK Research Integrity Office - title is Good Research Practice and a Healthy Research Culture.		
ECM3	Ensure managers report and address incidents of poor research integrity.	As above	Yes	Sep-23	Institutional Lead on Research Integrity; RDP	1. Increase from 56% to 65% are familiar with the institutions mechanism to report incidents of misconduct. 2. 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	See ECM3			
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. 3. Invite new Director of Research Culture and Environment to join the RDG and liaises with PVCR to support researchers input on decision making.	Yes	Sep-23	RDG; RC; Open Herts Steering Group	1. Increase from 27% to 40% of all researchers and their managers completing CEDARS agree that their contribution to institutional policy- and decision-making is valued. 2. Focus groups following staff survey indicate that researchers and their managers are able to contribute to decision-making and to express their views. 3. PVCR meets RDC at least once a year. 4. Director of Research Culture and Environment attends RDG. Minutes of meetings detail actions regarding input on policy and decision-making. 5. Increase from 38% to 60% of researchers completing staff survey respond favourably to the question 'I think it is safe to speak up and challenge the way things are done in the University'			
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-23	RDG; School Reps.; RC	1. Sustain over 80% of researchers completing CEDARS have a good level of job satisfaction. 2. Two ECRs are on the RC, one academic, one research-only. At least two of the School representatives are research-only staff on the RDG. 3. See ECI2.	1. Researchers are involved in Research Strategy planning in each School. 2. Addition of a second ECR representative on RC, of which one is Research-only. Both are on RDG, so that they can gather the voice of researchers across Schools. 3. Standing item added to agenda of RC to allow ECR to have a voice in the meeting. 4. 2 ECR representatives added to RDG who are research-only. 5. RDG have explored appetite for a RSA or postdoc forum, no interest in institution-wide RSA, but local postdoc forums exist in the bigger Schools. Possibility of ECR network being explored, with focus on wellbeing and research culture.		
ER4	Researchers recognise and act on their role as key stakeholders within their institution and the wider academic community.	See ECR5 & ECI6.	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	1. Sustain over 90% researchers completing CEDARS agreed or strongly agreed their recruitment, selection and appointment was fair, inclusive, transparent and merit-based. 2. Increase of research-only staff from 23% to 25% BAME.			

EI2	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; Pls; RC; RO; HSW	1. 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%). 2. Feedback from those attending mandatory and RO induction.			
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	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	1. 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%. 2. Feedback from researchers attending the preparation session for applying for reader, associate prof & prof that pathways are clear, fair and transparent.			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	1. Managers complete and are up to date with mandatory and refresher training. 2. Raise awareness of internal and external development opportunities to support progression and promotion.	Yes	Sep-23	L&OD	1. 80% of line managers completed and up to date with mandatory and refresher training. 2. 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. 2. Grant funding workshops to include pre-award guidance on T&Cs.	Yes	Sep-23	RO; L&OD; RGO	1. 80% of line managers completed and up to date with mandatory and refresher training. 2. Feedback from line managers on training and researchers on grant funding workshops.	2. Grant funding workshops: two sessions on pre-award and post-award processes including need to comply with Funders T&Cs took place in January 2023 - one in LMS, one in HSK. May also have been mentioned briefly in other sessions offered by RO staff.		

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	1. 100% of new researchers attend mandatory induction. 80% of researchers attend mandatory/refresher EDI training (REC target); 50% of researchers attend H & S training. Researchers completing staff survey respond favourably to question: I am clear about what I am expected to achieve in my job from 90% to 95%.	2. Adding new requirement to RIS for PIs to confirm they will read the T&Cs/contract not happened yet. The new Scheme of Delegation needs to be approved by CEG first and it has been delayed.		
ER2	Researchers understand their reporting obligations and responsibilities.	1. RO will support researchers to report using Researchfish. Also see ER1.	Yes	Sep-23	PI; HSW; RO	1. See ER1. Feedback from researchers on support from RGO.	2. 100% staff compliance with annual Researchfish return in March 23, supported and encouraged by the RO.		
People management									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									
EI4	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. 2. Aspiring managers toolkit developed and promoted.	Yes	Sep-23	L&OD	1. 80% of line managers attend mandatory training. 2. Increase from 84% to 90% of researchers completing staff survey respond favourably to question 'My line manager motivates me to do a good job'. 3. Increase from 66% to 80% of researchers completing staff survey respond favourably to question 'I have the right opportunities to learn and grow at work'. 4. Increase from 61% to 80% of researchers completing the staff survey respond favourably to the question: 'I found my last appraisal/probation meeting helpful'. 5. Usage data from aspiring managers toolkit.			
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	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 for research-active academics	1. Research-active advocate on workload project. 2. Increase from 36% to 60% of academics completing CEDARS agree or strongly agree that their institution treats them fairly in relation to contracted workload. 3. Researchers completing the staff survey respond favourably to question: I am able to manage my current workload increase from 69% to 80%. 4. Increase from 53% to 70% of researchers completing the staff survey respond favourable to the question 'I am able to have the right balance between my work and personal life'.	ADRs are advocating on behalf of research-active academics through the Director of the Doctoral College.		
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	See EI4.	Yes	Sep-23	L&OD	See EI4.			

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	1. Increase from 58% to 70% of researchers completing CEDARS found their appraisal useful or very useful. 2. Researchers completing the staff survey respond favourably to questions about the helpfulness of appraisal from 61% to 70%, and 'I get regular, constructive feedback on how I'm doing' from 68% to 80%.			
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. 2. Policy updates available on HertsHub for all researchers and their managers to access.	Yes	Sep-24	HR	Reduce percentage of researchers on a fixed term contract from 67% (National average 68%) [3].			
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 online guide for researchers of 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 appraisal documentation, 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 #UHRResDev23, and in Schools. 3. Support to be provided in the 2 new Schools to support researchers with Skill-up! applications.	Yes	Sep-24	L&OD; RDG; RDP; RO; HR; OVC	1. Increase from 30% to 50% of research-only staff completing CEDARS have spent 5 or more days on training and other CPD activities; 2. Increase in applications for Skill-Up! funding by 33% from 45 to 60, especially from the new Schools. 3. Reports from those receiving Skill-Up! funding on the positive impact of the CPD. 4. Presentation by Skill-Up! award winners at ResDev23 to demonstrate impact. 5. Feedback on the impact of these actions from researchers, School representatives and ADRs through, the RDG and Research Committee.	In 21-22 £10,000 worth of awards – 17 awards to 19 researchers. In 22-23 £11,200 worth of awards – 25 awards to 22 individuals & 4 groups. Higher standard and quantity of applications. Skill-up! recipients presented at #UHRResDev23 & at HLS research conference. Booklet of Skill-up! award winners published on HertsHub to help showcase diversity of applications. Verbal reports from Skill-up award winners indicate the significant difference it made to them at their stage of research career - one a professor learning new methodological skills in preparation for the large study (NIHR funded) increased understanding and confidence in applying Realist Evaluation techniques and methods; and one an ECR who received research coaching in planning specific goals, and in understanding ongoing research funding opportunities tailored to current research activity and future career goals. Advice given by School Representatives to applicants on where to apply for alternative funding and how to develop the quality of applications was appreciated.		
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	1. 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. 2. Researchers completing staff survey question: my line manager supports my career development from 82% to 90%	RO are informed of Research Strategy of each School, so that appropriate support is available.		
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	1. Increase from 17% to 35% of researchers completing CEDARS have spent 10 or more days on CPD activities. 2. Increase in number of applications for Skill-up! funding from 45 to 60 (33%). See also PCD1.			
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, work 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	1. Respond to researcher managers input. Feedback from research committee. 2. More than 90% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations. 3. Researchers completing staff survey question: my line manager supports my career development from 82% to 90%	See PCDI3.		
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	1. Feedback from researchers through RDG. 2. 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	1. Feedback from researchers through RDG. 2. 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.									

PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<p>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 PCDI1.</p> <p>2. Present career website at RDG to enable reps to disseminate and publicise and also add feedback for improvement. Monitor useage and aim to increase this.</p> <p>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.</p>	Yes	Feb-24	RDG; C & E; EBD	<p>1. Report on deep-dive used to inform support from C & E and EBD.</p> <p>2. Increased usage of career website. Feedback from School reps. in RDG</p> <p>3. Number of KE training programme sessions/attendees and qualitative feedback from participants.</p> <p>4. Increase from 54% to 70% of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development.</p>	<p>Researcher Careers website has been developed using Career coaches (employed ECRs) and presented at RDG and advertised through ROnews. Career coaches were finalists for VCA 2023.</p>		
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.	<p>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.</p> <p>2. RIS to be mentioned in the RO market place presentation at Central Induction and in the RO Induction sessions; RSC and RO respond to individual requests for support.</p> <p>3. RSC and RO review written guidance on HertsHub and update as necessary. Guidance and information on narrative CVs (resume for researchers) will be provided on HertsHub.</p>	Yes	Sep-24	RSC	<p>1. Review by RSC shows researcher profiles enhanced.</p> <p>2. Feedback to RO on new guidance on narrative CVs.</p> <p>3. Increase from 63% to 75% of researchers completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities.</p>	<p>1. Enhanced web profile module went live January 23, preceded by comms campaign to encourage researchers to update their web profile first.</p> <p>2. Researchers have been encouraged to update their profiles in other communications since the January launch.</p> <p>2. RIS is mentioned in Central Induction Market Place sessions and RO Induction sessions.</p> <p>3. Information on narrative CVs is live on HertsHub.</p>		
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	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	<p>1. Monitor the mentoring schemes through encouraging coordinators to share best practice and to use mentor development materials on HertsHub. See PCDR3.</p> <p>2. Update HertsHub Research Grant pages with 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 & engage with funder's resources and networks to support high-quality applications.</p> <p>3. Promote take up of Research Professional to enable researchers to find relevant funders and encourage researchers to plug into direct alerts from appropriate funders, through use of research fingerprints.</p> <p>4. Develop and promote aspiring managers toolkit.</p>	Yes	Sep-24	L&OD; RO; RGO; EBD	<p>1. Information for leadership training, mentoring opportunities, support for research funding and industry-facing opportunities signposted through RO News, RDG, RC and HertsHub.</p> <p>2. Feedback from those leading mentoring schemes.</p> <p>3. Feedback on grant funding support.</p> <p>4. 10% Increase in the number of researchers applying for external funding to 170.</p> <p>5. 10% increase in engagement with Research Professional training resource to 3330 sign ins.</p> <p>6. Usage data on aspiring managers toolkit.</p>	<p>5. Research fingerprints employed for funding alerts from April 2023.</p> <p>6. Aspiring managers toolkit launched April 2023.</p>		

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	May-24	OVC; ADRs	1. Increase in number of individual and groups of researchers that are nominated for the VCA for research success from 19 individuals & 1 group to 21 individuals & 2 groups. 2. Pulse survey indicating increase from 66% to 70% of research-only staff feeling valued and recognised. 3. Increase from 50% to 60% of researchers completing CEDARS agree or strongly agree that their manager supports them to develop their research identity. 4. Feedback from holders of VCA for research success.			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	1. Seek feedback from AWAG and other researcher networks on their experience of manager effectiveness and attitude to professional development	Yes	Sep-24	L&OD	1. Positive feedback from researcher networks regarding effectiveness of research management. 2. 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. Actively promote leadership and management training opportunities through websites and internal communications. 3. Also see PCDI1 and PCDR3.	Yes	Sep-24	RDG; RDP; L&OD; RGO; C&E; ADRs; Pis	1. Positive feedback from researchers on support from RGO for applying for external research leadership funding and enabling them to find relevant funders and opportunities 2. Increase from 22% to 50% of researchers completing CEDARS have undertaken leadership and people management training.			
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.	1. Raise awareness of resources available through UH C&E, and Vitae, at #UHResDev23 & #UHResDev25 and through RO news. 2. Raise awareness of RDP sessions focused on career pathways beyond PhD i.e. Academic Careers: Expectations, Planning and Preparation. See also PCDI2. 3. Put together an annual plan to showcase researcher careers events and resources via the RO newsletter.	Yes	Sep-23	C&E; RO; EBD	1. Content around careers appears in at least 50% of RO newsletters (i.e. once a month). 2. 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.	1. C&E workshop at #UHResDev23 and Researcher Careers section of website developed using Career coaches (ECRs employed part-time) and increased use of RO News to showcase researcher career events. Also presented at RDG.		
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. 3. Monitor the mentoring schemes through encouraging coordinators to share best practice.	Yes	Sep-23	C&E; EBD; RO; RDG; L&OD	1. Feedback from those organising the mentoring schemes. 2. 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	1. Feedback from researchers through RDG of support for exploring range of employment options. 2. Increase from 54% to 70% 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	1. Feedback from researchers through RDG indicates awareness and understanding of public engagement strategy. 2. 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.			
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