HREiR Action plan template (January 2021-December 2023)

**Institutional audience** for this action plan includes:
- Chair of RDG
- RC
- PRMG
- RDG; RDP
- RC and PRMG
- RDG; RDP; EO; RDG; RDP
- RDG; RDP; EO; RC and PRMG

**Column** | **Obligation** | **Action** | **Success Measure (SMART)** | **Status** | **Responsibility** | **Progress to date (December 2021)** | **Outcome/Result**
--- | --- | --- | --- | --- | --- | --- | ---
**Environment and Culture** | **ECD1** Ensure that all relevant staff are aware of the Concordat | The Concordat features in all RDG Meetings and is featured on Research Development Activity webpages both internal and external. | 100% of researchers completing CEDARS have some understanding of the Concordat to Support the Career Development of Researchers or know it exists | Dec-21 | Chair of RDG; RDG; LJIoD; RC | Only 25% of UH respondents are unaware of the Research Concordat compared to 44% nationally. | Continue to track impacts and evaluate actions | 65% |
| | | | | | | **EDC1** Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers | HR are reviewing all policies and will conduct an equality impact assessments (EIA) on all amendments and on all new HR or equality policies and regulations (UPRs) to help ensure they are inclusive, equitable and transparent. Close cooperation between HR, EO, and RDG will help communicate these policies to researchers and their managers. | HR complete the review of policies and ensure they are inclusive, equitable and transparent. Updated policies are available on NetHub for all researchers and their managers to access. HR representative on RDG alerts members to any changes and where these policies can be found. | Sep-21 | HR; RDG; EO | Yes | 1.2 | 10 Policies have been reviewed with EIs completed on all. 8 are awaiting approval. The reviewed Bullying and Harassment Policy UPR EQ10 was approved in October 2021 and is published on NetHub at https://www.herts.ac.uk/hr/_data/assets/pdf_file/0003/25272/R010-Bullying-Harassment.pdf.
- Recruitment (previously Reorganisation, Redeployment and Redundancy Policy)
- Restructuring and Redeployment (previously Reorganisation, Redeployment and Redundancy Policy)
- Flexbox Working (statistics)
- Recruitment & Selection
- Family-friendly Policies
- Discipline Policy
- Managing Poor Performance
- Sicknes Absence Management
- a. Family-friendly policies recently reviewed have been approved and published as UPs as above: 1. Maternity Leave UPR HR23
2. Paternity Leave UPR HR25
3. Adoption Leave UPR HR22
4. Shared Parental Leave UPR HR26
5. Parental Leave UPR HR24
- Recruitment and Selection Policy published as UPR as above: https://www.herts.ac.uk/hr/_data/assets/pdf_file/0003/234406/R21-Recruitment-and-Selection.pdf
- Sexual Harassment Policy published as UPR as above. | 5. Relevant processes for RO News (AWAG; NW-P; Careers; WPN) | 6. Rooney et al. (2012) | 7. Recruitments, including EWB, will be followed up. New wellbeing page for staff on HertsHub. UH Support for Managers and Academics was run by HSW about the support available to managers and their teams/academic, covering resources and the benefits to researchers of our institutional membership of Vitae have featured in the newsletter sent out from RDG. RDG is the new central induction programme for staff features input on researching at UH and support for researchers in both the presentation and in the market place. RDG is one of four departments with a 2 x 15 min slot in the market place. This was well attended by about 30 people at each of the three times induction ran (in each case this was more than the number of academic staff at induction - made up with some professional staff). This was well received and the allocation is based on those attending RDG marketplace rated the content as very useful/useful. RDG have run a research induction session with 10 new research staff which includes information on the Concordat and Vitae. The RD Induction Sessions separate to the Marketplace in (Induction) are under review due to staff changes. It is anticipated that more sessions will be scheduled soon. | 2022. Continued regular articles for RO News regarding research development, the Concordat and Vitae | 65% |

**Policy and Management** | **ECD3** Promote good mental health and wellbeing for all research staff, for example the effective management of workloads and people, and ensure that policies and practices for tackling discrimination, bullying and harassment are clear, accessible, and well communicated to staff. | Establish staff network for mental health and wellbeing chaired by Director of Estates. Promote mental health awareness workshops. #UHReseDev21 began in April 2021 and included on the agenda for RDG and RDG and RDG will attend. | 80% of researchers attended mandatory/refresher training (REC target). 70% of researchers completing CEDARS agree or strongly agree that their working environment supports their mental health and wellbeing. 80% of researchers completing CEDARS agree or strongly agree that UH will investigate any reported incident of discrimination, or of bullying and harassment fairly; 80% trust that UH would take appropriate action if appropriate after such an investigation | Sep-21 | RC and PRMG | Yes | 2.3 | 96.2% of managers that have completed CEDARS have completed EDI and 77.9% of research-active respondents have completed EDI. 73.9% of research-active respondents completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing | 65% | Rooney et al. (2012) | 7. Recruitments, including EWB, will be followed up. New wellbeing page for staff on HertsHub. UH Support for Managers and Academics was run by HSW about the support available to managers and their teams/academic, covering resources and the benefits to researchers of our institutional membership of Vitae have featured in the newsletter sent out from RDG. RDG is the new central induction programme for staff features input on researching at UH and support for researchers in both the presentation and in the market place. RDG is one of four departments with a 2 x 15 min slot in the market place. This was well attended by about 30 people at each of the three times induction ran (in each case this was more than the number of academic staff at induction - made up with some professional staff). This was well received and the allocation is based on those attending RDG marketplace rated the content as very useful/useful. RDG have run a research induction session with 10 new research staff which includes information on the Concordat and Vitae. The RD Induction Sessions separate to the Marketplace in (Induction) are under review due to staff changes. It is anticipated that more sessions will be scheduled soon. | 2022. Continued regular articles for RO News regarding research development, the Concordat and Vitae | 65% |

**Details**
- **Institution name:** University of Hertfordshire
- **Cohort number:** 2
- **Date of submission:** 11.12.2021
- **Audience:** Postgraduate researchers, Research and teaching staff, Technicians, Research and management support staff, Other (please provide numbers and details)
**HREiR Action plan template (January 2021-December 2023)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>EC14</td>
<td>Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health.</td>
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<tr>
<td>EC15</td>
<td>Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.</td>
</tr>
<tr>
<td>EC16</td>
<td>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.</td>
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**Findings must:**

<table>
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<tbody>
<tr>
<td>ECF1</td>
<td>Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies.</td>
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<tr>
<td>ECF2</td>
<td>Consider new funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers.</td>
</tr>
<tr>
<td>ECF3</td>
<td>Ensure that bidding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions.</td>
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</table>

**Managers of researchers must:***

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<tr>
<td>EC17</td>
<td>Ensure that training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.</td>
</tr>
<tr>
<td>EC18</td>
<td>Ensure that the training and professional development planning of managers of researchers is consistent with the highest standards of research integrity and professional conduct.</td>
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HIRE Action plan template (January 2021-December 2023)

EC5.4
Promote a healthy working environment that supports researchers’ wellbeing and mental health, including reporting and addressing incidents of discrimination, harassment and bullying, and poor research integrity
Establish a staff network for mental health directed by a Director of Estates. Promote mental health awareness workshops and use keynotes on mental health and wellbeing of researchers. Establish an EDI team for EDI priorities for UH and provide a reporting body for EDI data to identify issues that need to be addressed, including ensuring researchers and research managers are attending the mandatory EDI training and responding to CEDARS to ensure that the culture of diversity and inclusion is developed further. 68.2% of newer research-active respondents have completed CEDARS, 68.8% of research-active respondents have undertaken Research integrity training; 20% of respondents have undertaken Equality, diversity and inclusion training.

EC5.5
Consider fully, in accordance with statutory and institutional policies, flexible working requests and other appropriate arrangements to support researchers
All managers attend the mandatory HR Policies in practice. 88% of managers completing CEDARS feel confident to manage requests for flexible working appropriately, 9% of research managers have contributed to policy development and resulted in a more positive research environment/group. 73% of managers completing CEDARS feel confident to manage requests for flexible working appropriately, 12.7% of research-active respondents completing CEDARS disagree or strongly disagree that they are familiar with UH’s mechanisms to report bullying or harassment; 86.3% of managers that have completed CEDARS agree or strongly agree that their manager promotes a good working balance.

EC5.6
Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution
The Research-Complaints (RC) Chaired by the Provost provides opportunities for consultation with research managers to communicate their views on both internal and policy decisions as well as external initiatives, such as implementing the new concordat. The RDG acts as also a consultative group for RC, gathering researcher and research manager views from school for internal research, and from researchers managing pupils. 86% are familiar with the institutions mechanism to report bullying or harassment; 88% would feel comfortable reporting any issues relating to health and wellbeing; and 77.8% of completed CEDARS have completed EDI. 86.3% of managers that have completed CEDARS agree or strongly agree that their manager promotes a good working balance. 55.5% are familiar with the institutions mechanism to report bullying or harassment; 54.3% would like to do this in the future. 80% of researchers attend mandatory/refresher training. 60% are familiar with UH’s mechanisms to report bullying or harassment; 54.3% would like to do this in the future. 80% of managers have undertaken Research integrity training and rolling out to ECRs. We will explore the possibility of redesigning the research integrity training and rolling out to ECRs, along with refresher training for other researchers, to increase awareness and attendance by researchers who have not completed the training as research students. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further.

EC5.7
Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion
We will explore the possibility of redesigning the research integrity training and rolling out to ECRs, along with refresher training for other researchers, to increase awareness and attendance by researchers who have not completed the training as research students. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further. 60% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing. 60% of managers that have completed CEDARS have completed EDI and 77.8% of completed CEDARS have completed EDI. 55.5% are familiar with the institutions mechanism to report bullying or harassment; 54.3% would like to do this in the future. 80% of researchers attend mandatory/refresher training. 60% are familiar with UH’s mechanisms to report bullying or harassment; 54.3% would like to do this in the future. 80% of managers have undertaken Research integrity training and rolling out to ECRs. We will explore the possibility of redesigning the research integrity training and rolling out to ECRs, along with refresher training for other researchers, to increase awareness and attendance by researchers who have not completed the training as research students. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further. 60% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing. 55.5% are familiar with the institutions mechanism to report bullying or harassment; 54.3% would like to do this in the future. 80% of managers have undertaken Research integrity training and rolling out to ECRs. We will explore the possibility of redesigning the research integrity training and rolling out to ECRs, along with refresher training for other researchers, to increase awareness and attendance by researchers who have not completed the training as research students. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further. 55.5% are familiar with the institutions mechanism to report bullying or harassment; 54.3% would like to do this in the future.

EC5.8
Take positive action towards maintaining their wellbeing and mental health
KPi4ResDev21 will focus on how researchers can be proactive in looking after themselves, and support those they work with and supervise, with respect to mental health and wellbeing, raising awareness of tools to look out for in ourselves and others. The EAP will be signposted at KPi4ResDev21. More than 50% of researchers completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing. Researchers on mental health and wellbeing of researchers by Rachel Cox from Vitré at online KPi4ResDev21 was well attended (over 100) and well received. New session on Responsible Research from HSW will run on the RDP spring 2023. "Bullying and Harassment Awareness" being recruited as a voluntary role that staff will be trained to undertake, providing more staff with knowledge and skills as well as peers that can be approached regarding bullying and harassment incidents.

EC5.9
Give enhanced mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct
Explore possibility of redesigning the research integrity training and rolling out to ECRs, along with refresher training for other researchers, to increase awareness and attendance by researchers who have not completed the training as research students. Researchers and research managers complete the mandatory EDI training to ensure that the culture of diversity and inclusion is developed further. 73% of research-active participants completing CEDARS agree or strongly agree that they take positive action to maintain their mental health and wellbeing. Researchers on mental health and wellbeing of researchers by Rachel Cox from Vitré at online KPi4ResDev21 was well attended (over 100) and well received. New session on Responsible Research from HSW will run on the RDP spring 2023. "Bullying and Harassment Awareness" being recruited as a voluntary role that staff will be trained to undertake, providing more staff with knowledge and skills as well as peers that can be approached regarding bullying and harassment incidents.

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Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.

Provide effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

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.

Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.

Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.

Seek to improve job security for researchers, for example through more effective pay/ benefit processes and greater use of open-ended contracts, and report on progress.

Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.

Ensure that excellent people management, staff retention and engagement. Researchers have a good level of job satisfaction, 72% nationally and 82% at UH. Only 25% of UH research staff are unaware of the Research Concomitant compared to 44% nationally. Researchers believe it is merited based, 90% at UH believe they are treated fairly in spite of their protected characteristics, this is higher than the national average of 81%.

Research staff have a good level of job satisfaction, 72% nationally and 82% at UH. Only 25% of UH research staff are unaware of the Research Concomitant compared to 44% nationally. Researchers also believe that UH is committed to EID, with 78% agreeing. 85% of researchers at UH believe they are treated fairly irrespective of their protected characteristics, this is higher than the national average of 81%.

Research-active participants have a good level of job satisfaction. 72% nationally and 82% at UH. Only 25% of UH research-active participants are unaware of the Research Concomitant compared to 44% nationally. 2022: EID attendance at RDG will be more actively encouraged by the Chair making contact with those who are unable to attend a meeting, to enable them to share views from their Schools.

Activities successful.

On-going.

Good progress towards female promotion KPI.

On-going.

On-going.

On-going.

On-going.

On-going.
<table>
<thead>
<tr>
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<td><strong>Consider researchers and their managers</strong>&lt;br&gt;as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making</td>
<td>The Research Committee (RC), chaired by the Pro-Vice Chancellor for Research, provides opportunities for consultation with all researchers to communicate their views on both internal policy and decisions as well as external initiatives, such as implementing the new concordat. The RDG acts also as a consultative forum for RC, gathering researcher and research managers’ views through school representatives, survey analysis and circulation of minutes to all AoRs and other research managers. Review opportunities that researchers and their managers have to engage with development of organisational policies and decision-making. Report findings to RC.</td>
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<td><strong>Phase 1</strong>&lt;br&gt;Mandatory training complete. <strong>Phase 2</strong>&lt;br&gt;refresher training - complete by Dec 2022</td>
<td>Minutes of RC, and other meetings showing where all researchers’ views have been sought on policy development and acted upon. Analysis of research surveys to show where all researchers’ views have contributed to policy development and decision making.</td>
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<td><strong>Funders must</strong>&lt;br&gt;include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies</td>
<td>The views of researchers in CEDARS will be shared to PRMG and RC, and PVCR holds online Research Q&amp;A, which have been really well attended (usually between 90-120 staff), where all researchers views have been sought on policy development, and showing how the views of researchers are being listened to. There have been 9 x Research staff update/Q&amp;A meetings in 2021, including a themed meeting for a Research Theme Champions update, KTP workshop update an update on Horizon Europe with the Theme Champions. RDG views are being sought for the ILNA, and policy changes are shared with RDG. Make up of RDG enables direct access for researchers to influence those making policy.</td>
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<td><strong>Managers of researchers must</strong>&lt;br&gt;undertake relevant training and development opportunities so that they can manage researchers effectively and lift their duty of care</td>
<td>There is a programme of mandatory workshops that all line managers must complete along with Supervision training. There are also three yearly refresher training requirements for recruitment, unconscious bias, equality and diversity and health and safety. The L&amp;OD team are undertaking a project to review to content and delivery method of all mandatory and refresher training and how to monitor completion more effectively. 80% of line managers completed and up to date with mandatory and refresher training.</td>
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**E3M**

**Engage with opportunities to contribute to relevant policy development within their institution**

The Research Committee (RC) shared by the Pro-Vice Chancellor for Research provides opportunities for consultation with research managers. The RDG acts also as a consultative group for RC, gathering researcher and research manager's views through school representatives, survey analysis and circulation of minutes to all ADRs and other research managers. Focus groups are regularly held after survey data has been analysed to gain further understanding of the results and consider actions to address issues.

- **Minutes from RC and RDG and CEDARS results** confirming managers are able to contribute towards decision making or policy development
- **Sept-21**
- **RDG, ADRs, Pls**
- **NA**

The PCDR is very accessible to staff at all levels. PVCR regularly holds Research Q&A to Whole UH online, which have been really well attended by staff, whereas all researchers, including managers’ views have been sought on policy development, and showing how the views of researchers and their managers are being listened to. RC, EO, HSW and others involved in policy making are represented in the RDG and RC where researchers and research managers are represented, and also report direct to PVCR. The views of researchers in CEDARS will be shared to PRMS and RC and CEG. Make up of RDG enables direct access for researchers to influence those making policy RDG has welcomed the addition of an ADR to the group to represent ADRs views and to act as a conduit between the ADRs and the RDG. There has been close and on-going communication between the RDG Project Lead, the RDG and the PVCR over the first 6 months whilst RDG Chair was unable, enabling the functions of the RDG to continue. The Report from the RDG is a standing item on the RC agenda.

** Managers would like more training in:**

- **Leading a research group**
- **Managing staff performance**
- **Conducting appraisals**

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<tr>
<th>National</th>
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<tr>
<td>45%</td>
<td>46%</td>
<td>45%</td>
<td>54%</td>
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**On-going**

**Researchers must:**

- **Ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder**
- **Researchers attend all mandatory and refresher training**
- **80% of researchers attend mandatory/refresher EDI training (REC target); 50% attend RD training**

- **Sep-21**
- **RC, EO**
- **NA**

- **69.3% of managers that have completed CEDARS have completed EDI and 77.8% of research-active participants staff have completed EDI**

- **CEDARS: Not offered any induction (nationally); 10% did not offer any induction at UH. 0% Change of staff in research office so some actions will carry to 2020. 90% new EDI and research staff new to UH attended research induction run by RO Autumn 2021. EDI quarterly reports are shared with Deans and 93% of staff complete the mandatory EDI training.**

**Actions**

**ER1**

**Ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder**

- Researchers attend all mandatory and refresher training
- 80% of researchers attend mandatory/refresher EDI training (REC target); 50% attend RD training

- **Sep-21**
- **RC, EO**
- **NA**

- **69.3% of managers that have completed CEDARS have completed EDI and 77.8% of research-active participants staff have completed EDI**

- **CEDARS: Not offered any induction (nationally); 10% did not offer any induction at UH. 0% Change of staff in research office so some actions will carry to 2020. 90% new EDI and research staff new to UH attended research induction run by RO Autumn 2021. EDI quarterly reports are shared with Deans and 93% of staff complete the mandatory EDI training.**

**Actions**

**ER2**

**Understand their reporting obligations and responsibilities**

- Researchers attend all mandatory training
- 50% of researchers attend H & S training

- **Sep-21**
- **HSW**
- **NA**

- **Number of research supervisors and staff attending H & S training is poor. Responsible research session added to RDP for Spring 2022. This will be informed by listening to researcher voice through the RDG.**

**On-going**

**ER3**

**Positively engage with performance management discussions and reviews with their managers**

- Researchers complete appraisal preparation form and return to line manager prior to appraisal meeting
- 75% of research-active participants completing CEDARS agreed or strongly agreed that their immediate manager clearly articulates their expectations of me with respect to my role and performance

- **Sep-21**
- **RDG, ADRs, line managers, researchers**
- **7.3**

- **65% of research-active participants completing CEDARS agreed or strongly agreed that their immediate manager clearly articulates their expectations of me with respect to my role and performance**

- **There has been less management training over the last couple of years, but this has not been rectified, so we hope that there will be an improvement in this CEDARS result going forward.**

**On-going**

**ER4**

**Recognise and set on their role as key stakeholders within their institution and the wider academic community**

- **ROU close awareness within Schools of review of how researchers engage with policy and decision-making in the institution**
- 40% of researchers completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making

- **Apr-22**
- **HRD, School reps.**
- **NA**

- **62% of research-active participants completing CEDARS felt confident to actively support their researchers in working towards their career aspirations**

- **Apr-22**
- **HRD, Careers, Employment, HR**
- **7.3**

- **65% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations**

- **Creative career development workshop at #UHResDev21 with Dr Suzanne Culshaw, which included time for self-reflection as well as highlighting Careers resources. It ran twice and was well attended and received. There is a new website (https://uhrs.ac.uk/careers) which includes a section on career in both this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative, working with one or two current researchers, will expand this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative will work with RO to develop the plan to ensure that we can work with researcher managers to increase awareness of Careers provision, and to make this as relevant as possible to their needs.**

**On-going**

**Professional and Career Development**

**Institutions must:**

- **Recognise and set on their role as key stakeholders within their institution and the wider academic community**
- **ROU close awareness within Schools of review of how researchers engage with policy and decision-making in the institution**
- 40% of researchers completing CEDARS expressed an interest in, or have participated in institutional policy and decision-making

- **Apr-22**
- **HRD, School reps.**
- **NA**

- **62% of research-active participants completing CEDARS felt confident to actively support their researchers in working towards their career aspirations**

- **Apr-22**
- **HRD, Careers, Employment, HR**
- **7.3**

- **65% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations**

- **Creative career development workshop at #UHResDev21 with Dr Suzanne Culshaw, which included time for self-reflection as well as highlighting Careers resources. It ran twice and was well attended and received. There is a new website (https://uhrs.ac.uk/careers) which includes a section on career in both this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative, working with one or two current researchers, will expand this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative will work with RO to develop the plan to ensure that we can work with researcher managers to increase awareness of Careers provision, and to make this as relevant as possible to their needs.**

**On-going**

**PD2D1**

**Provide opportunities, structure supported encouragement and time for researchers to engage in a minimum of 10 days professional development per year, recognising that researchers will pursue careers across a wide range of employment sectors**

- **Raise awareness of Research and Scholarly Time UPP, which includes a minimum of 10 days for professional development. Ensure Research and Scholarly Time and professional development forms part of appraisal discussions through guidance and A&SPM training. Provide discussion and provide guidance to broaden appreciation around the nature of effective professional development through RDG and RDP. Request funding to revisit Skill Up in 2021.**

- **Oct-21**
- **L&D, RDG, RDP, HR, OVC**
- **Sep-J: 2.3; Sep-J: 3.1; Dec-J: 3.2**

- **65% of research-active participants completing CEDARS have spent 10 or more days on training and other CDP activities. Skill Up/rounds to take place in 2021.**

- **CEDARS: Only 14% of Research Staff nationally manage to take 10 or more days CPD throughout the year. At UH, 10% of our research-active respondents manage to do this. A wide range of Professional Development Opportunities events and workshops are available and outlined on HertsHub and attention has been drawn to these through the Weekly Staff Update. RDP sessions have been circulated to Research Staff to encourage greater uptake. The participants in UH CEDARS include those on a teaching and research contract which may distort this data. A deeper dive into researcher only participants will be carried out in the next year.**

**On-going**

**PD2D2**

**Provide training, structure, supported and time for managers to engage in institutional career development reviews with their researchers**

- **Offer a careers workshop in #UHResDev21 and raise awareness to researcher managers of careers advice they can give their researchers and the appointment guidance documents that provide advice on careers guidance.**

- **Nov-21**
- **HRD, Careers, Employment, HR**
- **3.1**

- **65% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations**

- **Creative career development workshop at #UHResDev21 with Dr Suzanne Culshaw, which included time for self-reflection as well as highlighting Careers resources. It ran twice and was well attended and received. There is a new website (https://uhrs.ac.uk/careers) which includes a section on career in both this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative, working with one or two current researchers, will expand this section, check the language and resources both in this section and across the site. RO newsletter has regular items on careers. The Careers & Employment representative will work with RO to develop the plan to ensure that we can work with researcher managers to increase awareness of Careers provision, and to make this as relevant as possible to their needs.**

**On-going**
PCD4. Ensure that researchers have access to professional advice on career management, across a breadth of careers.

Offer a careers workshop in April/May/June, and raise awareness of careers advice for researchers on careershub and Vitae.

<table>
<thead>
<tr>
<th>60%</th>
<th>Of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development.</th>
</tr>
</thead>
</table>

ACD 6. career hub & Employment, EBD | 4.1. | 4.2; 5.1; 5.2 | Of researchers completing CEDARS agree that they are aware of the support their institution provides for their career and professional development. |

PCD4. Provide researchers with opportunities and time, to develop their research identity and broader leadership skills.

Ensure clear and transparent information on how mentoring schemes are available on HertsHub and this is brought to the attention of researchers and their managers. Provide mentor training centrally, and monitor the development of the mentoring schemes through encouraging coordinators to share best practice. Opportunities to develop leadership skills internally and externally are identified and disseminated to researchers. Provide support for applying for external research and innovation funding directly and also to enable researchers to find relevant funders and opportunities and engage with binder’s resources and networks to support high-quality applications.

| Dec-21 | L&OD, RDG, EBD | 4.1. | 4.2; 5.1; 5.2 | Advance HE programmes: Aurora (for women leadership - 10 places of which at least 2 are researchers) and Diversifying Leadership (6 places) have restarted after a 2 year gap. The L&OD are running mentoring for women into leadership which has been promoted through a slide in the presentation in the progression workshops for women. L & OD will monitor how many women are being mentored, and track women making progress through the associate professor scheme. Chair of RDG to explore the possibility of a Case Study for externalgood.org. Manager leadership programme is being piloted, the pilot will be widely advertised for second cohort in Feb-22. Mentor training will not be provided centrally for the time being. Mentoring and coaching opportunities are featured on dedicated HertsHub site: https://herts365.sharepoint.com/sites/training-and-development-opportunities/StaffPages/Mentoring.aspx. This site has been featured in RO News and regular Staff Updates. Higher and more effective usage of Research Professional tool submission. Updated HertsHub Research Grant pages are a more streamlined resource/toolkit for researchers. Staff have been surveyed for anticipated need for support with grant/fellowship submissions and becoming funding aware. |

PCD5. Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.

Data awareness of resources available through L&OD Careers and Employment, and Vitae, at UHRResDevCo21 and through RO news.

| Feb-21 | L&OD, RDG | 4.1. | 4.2; 5.1; 5.2 | Of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options within and beyond academia. |

PCD6. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.

Investigate what reports are available on the disaggregated HR system to explore the opportunity to complete appraisals online and access to L&OD, to monitor, report on and to tailor provision to specific staff development needs.

| Report from L&OD shared with RDG and appropriate actions identified | Oct-21 | HR, RDG, L&OD | N/A | Online appraisal system has been investigated and will not be taken up due to complexities involved. |

Research and Development:

PCD1. Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers’ engagement in 10 days'/professional development pro rata per year, and evidence of effective career development planning.

Managers are made of aware of the requirement for longitudinal career development review with their manager/ supervisor (separately or as part of their appraisal).

<table>
<thead>
<tr>
<th>10%</th>
<th>Of researchers completing CEDARS have a regular formal career development review with their manager / supervisor (separately or as part of their appraisal).</th>
</tr>
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</table>

Phase 1: obligatory training complete. Phase 2: refresher training - complete by Dec 2022

PCD2. Embed the Concordat Principles and Career Development Assessment Schemes into research assessment strategies and processes.

Research Grant pages are a more streamlined resource/toolkit for researchers. Staff have been surveyed for anticipated need for support with grant/fellowship submissions and becoming funding aware.

PCD3. Consider the career aspirations of researchers they fund as they move on to careers beyond academia. Research: how can they encourage and support this after their term.

Managers will be provided with guidance on mentoring researchers towards appropriate support. Ensure clear and transparent information on mentoring schemes is available on HertsHub and this is brought to the attention of researchers and their managers. Provide mentor training centrally, and monitor the development of the mentoring schemes through encouraging coordinators to share best practice.

| 70% | Of researchers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations; 60% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options beyond academia. |

PCD4. Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and accompaniments.

Old news includes input from Careers and Employment, to support managers to direct researchers towards appropriate support. Ensure clear and transparent information on mentoring schemes is available on HertsHub and this is brought to the attention of researchers and their managers. Provide mentor training centrally, and monitor the development of the mentoring schemes through encouraging coordinators to share best practice.

| 70% | Of researchers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations; 60% of researchers completing CEDARS agree that their manager encourages them to consider a wide range of future career options beyond academia. |

PCD5. Engage a minimum of 70% of researchers per year, for their researchers to engage actively in professional development, supporting researchers to balance the delivery of their research and their own professional development.

Provide a guide to the broad nature of professional development activities that researchers can engage with as part of their 10 days.

| 70% | Of researchers completing CEDARS agree or strongly agree that their manager encourages them to engage in personal and career development activities. |

PCD6. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.

Investigate what reports are available on the disaggregated HR system to explore the opportunity to complete appraisals online and access to L&OD, to monitor, report on and to tailor provision to specific staff development needs.

| Report from L&OD shared with RDG and appropriate actions identified | Oct-21 | HR, RDG, L&OD | N/A | Online appraisal system has been investigated and will not be taken up due to complexities involved. |

PCD7. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.

Investigate what reports are available on the disaggregated HR system to explore the opportunity to complete appraisals online and access to L&OD, to monitor, report on and to tailor provision to specific staff development needs.

| Report from L&OD shared with RDG and appropriate actions identified | Oct-21 | HR, RDG, L&OD | N/A | Online appraisal system has been investigated and will not be taken up due to complexities involved. |

PCD8. Provide researchers with opportunities and time, to develop their research identity and broader leadership skills.

Ensure clear and transparent information on how mentoring schemes are available on HertsHub and this is brought to the attention of researchers and their managers. Provide mentor training centrally, and monitor the development of the mentoring schemes through encouraging coordinators to share best practice. Opportunities to develop leadership skills internally and externally are identified and disseminated to researchers. Provide support for applying for external research and innovation funding directly and also to enable researchers to find relevant funders and opportunities and engage with binder’s resources and networks to support high-quality applications.

| Dec-21 | L&OD, RDG, EBD | 4.1. | 4.2; 5.1; 5.2 | Advance HE programmes: Aurora (for women leadership - 10 places of which at least 2 are researchers) and Diversifying Leadership (6 places) have restarted after a 2 year gap. The L&OD are running mentoring for women into leadership which has been promoted through a slide in the presentation in the progression workshops for women. L & OD will monitor how many women are being mentored, and track women making progress through the associate professor scheme. Chair of RDG to explore the possibility of a Case Study for externalgood.org. Manager leadership programme is being piloted, the pilot will be widely advertised for second cohort in Feb-22. Mentor training will not be provided centrally for the time being. Mentoring and coaching opportunities are featured on dedicated HertsHub site: https://herts365.sharepoint.com/sites/training-and-development-opportunities/StaffPages/Mentoring.aspx. This site has been featured in RO News and regular Staff Updates. Higher and more effective usage of Research Professional tool submission. Updated HertsHub Research Grant pages are a more streamlined resource/toolkit for researchers. Staff have been surveyed for anticipated need for support with grant/fellowship submissions and becoming funding aware. |

PCD9. Engage a minimum of 70% of researchers per year, for their researchers to engage actively in professional development, supporting researchers to balance the delivery of their research and their own professional development.

Provide a guide to the broad nature of professional development activities that researchers can engage with as part of their 10 days.

| 70% | Of researchers completing CEDARS agree or strongly agree that their manager encourages them to engage in personal and career development activities. |
PCDR4: Identify opportunities, and make 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. 

- Actively promote VCA amongst researchers and encourage managers to nominate researchers for recognition through the VCA for research success.
- Increase in number of individual and groups of researchers that are nominated for the VCA for research success; 75% of researchers completing CEDARS agree or strongly agree that their manager supports them to develop their research identity.

CG2-1: Provide a guide to the broad nature of professional development activities that researchers can engage with as part of their 10 days, including external events such as the Viva conference, subject specific conferences or workshops and journal articles.

- 70% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training.
- 65% of research-active participants completing CEDARS have spent 10 or more days on CPD activities.

CG2-2: Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.

- Raise awareness of resources available through UH Careers and Employment, and Viva, at #VivaResDev21 and through RO news.
- Raise awareness of mentoring provision through HerHub page, RDG and RO News.

- 85% of research-active participants completing CEDARS are aware of the support that their institutions provides for their career and professional development.

CG2-3: 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.

- Raise awareness of RIS and RIS training, through RO news.

- 65% of research-active participants completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities.

CG2-5: Freely engage in career development reviews with their managers.

- Staff update email remind researchers to complete self assessment and return to line manager prior to appraisal meeting.

- 65% of research-active participants completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations.

CG2-6: Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.

- Expand understanding of the breadth of opportunities that lead to effective researcher development through guidance for researchers and their line managers, and through RDG & RO. Engage with RO early for support for applying for external funding directly and also to enable them to find relevant funded opportunities. Engage with RO early for support for applying for external funding directly and also to enable them to find relevant funded opportunities. Engage with RO early for support for applying for external funding directly and also to enable them to find relevant funded opportunities.

- 85% of research-active participants completing CEDARS have undertaken, or would like to undertake, leadership and people management training.

- 65% of research-active participants completing CEDARS agree or agree strongly that their immediate manager support them in their broader career aspirations.

CG2-7: Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.

- Create a broader understanding of the nature of appropriate professional development activities that researchers can undertake as part of their 10 days.

- 65% of research-active participants completing CEDARS expressed an interest, or have taken up opportunities to engage in knowledge exchange, policy development, public engagement and commercialisation.

- 47% of research-active participants completing CEDARS agreed or strongly agreed that they meant to engage in knowledge exchange, policy development, public engagement and commercialisation.

- There is a high level of desire to have leadership, project management, and interdisciplinary research training which will be taken in to consideration in the planning of future development events by L&OD.

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat

** Key**
Step analysis - new objectives
Action carried forward from last action plan

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**HREIR Action plan template (January 2021-December 2023)**

**PCDR5**: Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.

- Actively promote leadership and management training opportunities through websites and internal communications.

- 95% of researchers completing CEDARS have undertaken, or would like to undertake, leadership and people management training.

- 89.1% of research-active participants completing CEDARS have spent 10 or more days on CPD activities.

- Only 54% of Research Staff nationally manage to take 10 or more days CPD throughout the year. At UH, 26% of Research Staff manage to do this. Although no one was able to attend the Viva conference 2021, 2 members of ROG attended the Viva workshop on using your CEDARS results; 1 attended a member forum on HREIR Award: 1 is attending the Positive Networking event.

**Researcher only**

**PCDR1**: Take ownership of their career, identify opportunities and work towards career goals, including engaging in a minimum of 10 days professional development per year.

- Provide a guide to the broad nature of professional development activities that researchers can engage with as part of their 10 days, including external events such as the Viva conference, subject specific conferences or workshops and journal articles.

- 72.1% of research-active participants completing CEDARS agree or strongly agree that their manager supports them to develop their research identity.

- 60.5% of research-active participants completing CEDARS have spent 10 or more days on CPD activities.

- 61% of research-active participants completing CEDARS have spent 10 or more days on CPD activities.

- Only 36% of Research Staff nationally manage to take 10 or more days CPD throughout the year. At UH, 26% of Research Staff manage to do this. Although no one was able to attend the Viva conference 2021, 2 members of ROG attended the Viva workshop on using your CEDARS results; 1 attended a member forum on HREIR Award: 1 is attending the Positive Networking event.

**PCDR2**: Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.

- Raise awareness of resources available through UH Careers and Employment, and Viva, at #VivaResDev21 and through RO news.

- Raise awareness of mentoring provision through HerHub page, RDG and RO News.

- 85% of research-active participants completing CEDARS are aware of the support that their institutions provides for their career and professional development.

**PCDR3**: Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience that can be used to support job applications.

- Raise awareness of RIS and RIS training, through RO news.

- 65% of research-active participants completing CEDARS agree or agree strongly that they maintain a formal record of their CPD activities.

**PCDR6**: Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.

- Create a broader understanding of the nature of appropriate professional development activities that researchers can undertake as part of their 10 days.

- 65% of research-active participants completing CEDARS agree or agree strongly that they mean to engage in knowledge exchange, policy development, public engagement and commercialisation.

**HREIR**

**PCDR4**

**PCDR5**

**PCDR6**