

	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)
<b>Environment and Culture</b>									
<b>Awareness and engagement</b>									
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 - <b>Met</b>	(1)The 2025 CEDARS 68% of respondents have some understanding of or know that the Concordat exists. This is a decrease against the 2023 CEDARS results but there were significantly more respondents in 2025, many of whom had teaching and research roles.  (2) Slides on the Concordat and Vitae added to Central Induction and RO Induction presentations. The Researcher Development Herts Hub page explains and links to both Concordat and HR Excellence in Research . 77% of Researchers completing the 2023 CEADRS have some understanding or know that Concordat exists .	The actions to promote the Concordat have been completed and a large proportion of relevant staff in CEDARS 25 have an awareness of it. We will continue to promote Concordat through our events, induction and communications.	No further action
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	As part of the Research Strategy 2020-2025, to develop a diverse community of research engaged staff, students and innovators: 1. All policies to be continually reviewed and updated and published. HR business partner to keep RDG up to date on relevant policies. 2. RO will develop policies/practices at pre-award stage that are in accordance with EDI requirements of funders and also best practice in the sector. 3. Deliver EIA workshops for all SBU's in 2022/23 as well as other EDI Workshops.	Yes	Sep-23	HR; EDIO; RDG; RO	Minutes to RDG meeting show link to the HertsHub page with the policies. <b>Met</b>  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. <b>Met</b>  Feedback from above groups on policies and practice. <b>Met</b>  Evaluations from EIA & EDI workshops. <b>Met</b>	The HR Business Partner team review People policies on a rolling two year cycle and the RDG HR BP updates the group on changes.  An example is the UPRs for promotion to Professor/Associate Professor/Reader which were updated in June 2023 to include DORA principles and streamline the process communicated at RDG  Recruitment and Selection policy updated to reflect diverse recruitment panels will be mandatory as of January 2024 and all panel members must have attended training.	There is a regular cycle of review for policies and practice embedded in the university and this is well communicated to researchers and their managers. Equality Impact Assessments are standard practice now for any changes to policy or practice.	No further action
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	Increase in researchers completing CEDARS by 10% from 130 to 143. <b>Met</b>  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. <b>Met</b>	The 2025 CEDARS results show that 96% CEDARS 2025 had 199 respondents marking the highest CEDARS response rate to date and 63% higher than the 2023 CEDARS.  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  Director of research culture appointed 2023.	The appointment of a Director of Research Culture in 2023 is evidence of the university's commitment to creating a supportive and inclusive research environment and culture.  The ECR Group established in January 2025 was a result of researcher feedback and has hosted an ECR evening with other Universities to provide networking and collaboration.  In the Staff Survey 2025 the researcher only responses show that 68% (up 27%)now feel part of a supportive and inclusive research culture.	No further action

ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	1. Raise awareness of researcher mentoring through HertsHub; ADRs; RC; RDG. 2. Explore ECR networks and localised mentoring for new researchers with the RDG and RC to surface good practice. 3. RDG Chair and L&OD Lead to attend focus group following staff opinion survey.	Yes	Sep-24	L&OD; RDG; RC; ADRs	Increase from 68% to 80% of newer researchers (research active for 0 to 4 years) completing CEDARS agree or agree strongly that they feel included in their immediate research environment/group.  Feedback from focus group. <b>Met</b>  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%). <b>Met</b>  Researchers completing staff survey respond favourably to the question: I have good relationships with the colleagues I work with, from 89% to 95%. <b>Met</b>	The is now a new ECR mentoring scheme and existing mentoring through staff networks is well promoted on Herts Hub.  In CEDAR 2025 there were 65% of respondents who feel included in their immediate research environment, which is a decrease of 9% from 2023.  The CEDARS 23 responses show 74% agree or strongly agree they feel included in their research environment.	A new ECR mentoring scheme was launched in October 2025 to support researchers at the initial stages of their careers and contribute towards the creation of an inclusive research culture.  In the Staff Survey 2025 Researcher responses 96% were favourable that they have a good relationship with their colleagues.  In the Staff Survey 2025 the researcher responses show that 68% (up 27%) feel part of a supportive and inclusive research culture.	No further action
<b>Wellbeing and mental health</b>									
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. <b>Not Met</b>  2. Researchers completing staff survey question: my School considers my health and wellbeing needs from 65% to 75%. <b>Not met</b>	The Workload Allocation Model(WAM) is now live and the impact of this is being monitored in the schools.  Wellbeing support and resources, such as the Employee Assistance Programme(EAP), Leafyard, and wellbeing clinics, have been promoted through the Herts Hub pages and Wellbeing Lead.	The actions have been completed but the WAM has just been launched this academic year and is still being monitored in the Schools.  The AI analysis for the Staff Survey 25 researcher comments highlight challenges related to workload and staff shortages which indicate there is a need to further monitor and to	<b>Carry forward to obligation 2A</b>
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. <b>Met</b>  2. Feedback from managers regarding the training. <b>Met</b>	There is a range of support and resources to signpost to on Herts Hub for Manager of Researchers.  In CEDARS 2025 there were 92% (up 14%) of managers who felt confident or fully confident in responding to issues relating to health and wellbeing.	Though the actions are complete the mental health online training has been in progress for 18 months, but is still not live.  The Staff Survey 2025 results of Researchers show that 41% agree the university does enough to support	<b>Carry forward to obligation 2B</b>
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 work life balance. <b>Not Met</b>  2. Feedback from researchers through RD. <b>Met</b>	There is a specific Health and Wellbeing page on Herts Hub with links to resource son topics such as mindfulness, stress management and understanding trauma which has had 2642 views.  There have been training session provided by MIND on areas such as	The actions have been completed however analysis of Staff Survey 25 Researcher comments point to gaps in support, such as a need for more proactive and regular check-ins on workload and wellbeing.	<b>Carry forward to obligation 2B</b>
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. <b>Met</b>  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. <b>Met</b>  3. Increase from 85% to 95% of researchers completing staff survey respond positively to the question 'My School enables flexible working' <b>Met</b>	In line with the University's Flexible Locations Framework and Flexible working policy 91% of Managers in CEDARS 2025 felt confident or fully confident to manage requests for flexible working.  In CEDARS 23 86% of managers felt confident to manage requests for flexible working appropriately and 80% of respondents agree or strongly agree they are treated fairly when requesting flexible working .  Drop-in Line managers sessions continue. All relevant policies and procedures are available on HertsHub.	Flexible locations or hybrid working is now an established practice at the university. The Staff Survey 25 researcher results 89% agree their school enables flexible working and 68% said flexible and hybrid working was one of the best things about working at the university.	No further action

ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	1. Inclusion of wellbeing and mental health workshops in #UHRResDev23 & #UHRResDev25. 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. <b>Not met</b>  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. <b>Met</b>  3. Feedback from researchers through RDG. <b>Met</b>  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'. <b>Met</b>	The University has in place a Wellbeing Framework, Champions, Wellbeing Clinics and an Employee Assistance Programme all promoted on Herts Hub.  53% of CEDARS 2025 respondents agree/agree strongly their working environment support their mental health and wellbeing and 71% agree/strongly agree their manager promotes a good work-life balance.  Mark & Joyce Reed keynote on The Resilient Researcher at #UHRResDev23 was rated a useful to very useful by 88% of evaluation form respondents and feedback included that it was very helpful and very timely.  In CEDARS 23 58% of respondents	The actions have all been put in place and Staff Survey 25 Researcher results show 62% agree they feel empowered to take care of their own wellbeing and 68% feel they the right balance between my work and personal life.  With hybrid working the focus on wellbeing and mental health is more prominent and this requires further actions.	Carry forward to obligation 2B
<b>Bullying and harassment</b>									
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. <b>Not met</b>  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. <b>Not asked</b> 2025  3. Increase from 65% to 75% of researchers completing CEDARS believe they are treated fairly irrespective of their protected characteristics. <b>Not Met</b>  4. Researchers completing staff survey question: Our University community respects individual differences from 73% to 80%. <b>Not Met</b>  5. Feedback from training participants and RDG. <b>Met</b>	CEDARS 2025 77% agree or strongly agree the university is committed to EDI.  There were 17% of respondents who had witnessed or been subjected to discrimination and 8% reported it.  There were 25% who witnessed or were subjected to bullying or harassment and 12% who reported it.  The University is committed to EDI as shown by its strong policies on Equality and Diversity, Harassment and Bullying, and Freedom of Speech.  Active bystander training is run regularly and there is a Speak Out page on Herts Hub.	The actions are completed but the goals for CEDARS have not been met and we are not where we aim to be.  It is still a concern that in Staff Survey 25 the Researcher result for 'I think it is safe to speak up' was only 32% favourable and down 7%.  For the Staff Survey 25 question 'Everyone here has an equal opportunity to develop and progress, regardless of their background or identity it was 66% favourable	Carry forward to obligation 3A
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. <b>Met</b>	In CEDARS 2025 85% (up 24%) of managers felt confident or fully confident in responding to issues relating to bullying and harassment.	The Dignity and Respect advisors are established and promoted.  In Staff Survey 25 64% of Researchers agree they would feel	Carry forward to obligation 3B
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). <b>Met</b>  2. Increase from 56% to 65% of researchers completing CEDARS are familiar with my institution's mechanisms to report incidents of discrimination. <b>Met</b>  3. Increase from 55% to 65% of researchers completing CEDARS agree or strongly agree that they would feel comfortable reporting an incident of discrimination. <b>Met</b>  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. <b>Met</b>  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. <b>Not met</b>	CEDARS 2025 17% have witnessed or been subjected to incidents of discrimination and 8% reported these. Additionally 25% (23% nationally) witnessed or were subjected to incidents of bullying or harassment and 12% reported these  Research and teaching staff report the highest rate (29% vs 26% nationally), compared to research-only staff (8% vs 16% nationally).  EDI ran workshop at ResDev23 seeking to understand what researchers support needed.  CEDARS 23 respondents 69% are familiar with the mechanisms for reporting incidents of discrimination., 63% would feel comfortable reporting an incident. 61% are familiar with how to report bullying and harassment and 53% would feel comfortable reporting an incident.	Attendance on mandatory EDI training is monitored for all staff regularly and is required to pass probation..  In Staff Survey 25 64% of Researchers agree they would feel able to report bullying/harassment.  The AI analysis of Researcher survey comments indicates concerns about bullying and micromanagement.  The aim is for a higher level pf reporting to reduce the level of inappropriate or discriminatory behaviours.	Carry forward to obligation 3B

Equality, diversity and inclusion									
The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.									
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). <b>Met</b> 2. Increase from 65% to 70% of researchers completing CEDARS agree or strongly agree that staff are treated fairly irrespective of any protected characteristics. <b>Not met</b> 3. Feedback from participants in EDI workshops. <b>Met</b> 4. Increase from 60-70% of researchers completing staff survey question 'The University treats people fairly and equally'. <b>Not met</b> 5. Increase from 63% to 70% of researchers completing staff survey question 'I feel I can be my true self at work' <b>Not asked</b>	CEDARS 25 75% agree/strongly agree the institution is committed to equality, diversity and inclusion.  Deaf Awareness, Microaggressions, EDI legal update, antiislamophobia and other bespoke courses have been delivered.  The university celebrates history months and awareness days are annually such as; Neurodiversity Celebration Week March, LGBT+ history month, Disability month in November, etc.  A new 3 hour 'Neurodivergence for Line Managers' course has been well attended with positive evaluations.	The workshops and reporting are all in place and standard practice, but the CEDARS goal was not met.  In Staff Survey only 55% of Research staff agreed the university treats people fairly and equitably, which indicates there is more work to do here.	Carry forward to obligation 4
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. <b>Not met</b>	CEDARS 2025 74% have completed EDI training .  EDI objectives are a standard part of the	The new online performance and development review is now live in the HR system and allows EDI objectives to be created and updated	No further action
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. <b>Not met</b> 2. Increase from 70% to 80% of managers of researchers completing CEDARS have undertaken Research Integrity training. <b>Not met</b> 3. Feedback from participants on training events. <b>Met</b>	CEDARS 2025 has 61% of respondents having completed research integrity training.  Research Integrity event for managers/key stakeholders took place on 18.07.23, facilitated by the UK Research Integrity Office - Enhancing research cultures: Research integrity and ethics - current issues. There were approximately 80 attendees.	The research integrity training is in place and is regularly attended by managers, however we have not met the CEDARS goals which indicates a need for further action.	Carry forward to obligation 5
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. <b>Met</b> 2. Increase from 55% to 65% would feel comfortable reporting such an incident. <b>Met</b>	CEDARS 2025 has 66% of respondents who feel able to raise concerns over research practice and 5% have reported an incident of research misconduct.  63% of CEDARS 23 respondents are	The research integrity training is in place and is regularly attended by managers .	No further action
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. <b>Met</b>	CEDARS 2025 81% of respondents agree ethical standards are high in their research area.  CEDAR 23 respondents 72% agree	The research integrity training is in place and is regularly attended by managers .	No further action
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	See ECM3	The research integrity training is in place and is regularly attended by managers, however we have not met the CEDARS goals which indicates a need for further action.	Carry forward to obligation 5
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 PVC Research regularly, 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 PVC Research 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. <b>Not met</b> 2. Focus groups following staff survey indicate that researchers and their managers are able to contribute to decision-making and to express their views. <b>Met</b> 3. PVC Research meets RDC at least once a year. <b>Met</b> 4. Director of Research Culture and Environment attends RDG. Minutes of meetings detail actions regarding input on policy and decision-making. <b>Met</b> 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'. <b>Not met</b>	CEDARS 2025 25% respondents agree their contribution to institutional policy making is valued.  The PVC Research meets annually with the RDG group and the Chair of the RDG sits on Research Committee.  CEDARS 23 30% respondents agree their contribution to institutional policy making is valued,  Director of Research Culture attended the RDG on 25th October 2023 and he receives minutes. LW and JL met with new PVC Research regularly and WW attending RDG bespoke session 7 June 25.  Staff council established and includes two elected researcher representatives for consultation, feedback and discussion around organisational policy and decision making.	The Pro-Vice Chancellor Research has listened to direct feedback from Researchers and changing the timeframe of Skill-up to allow more applications is an example of impact.  The Director of Research Culture has created opportunities for Researches to be part of panels assessing funding bids as a result of the success of the RDG school representatives assessing r the Skill-Up fund.	On going
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	See E17	See above	No further action
EM5	Managers engage with opportunities to contribute to relevant policy development within their institution.	See E17.	Yes	Sep-24	RDG; ADRs; Pis	See E17	See E17	See above	No further action
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. <b>Not met</b> 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 RD. <b>Met</b> 3. See ECI2.	Researchers are involved in Research Strategy planning in each School.  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.  Standing item added to agenda of RC to allow ECR to have a voice in the meeting.  ECR representatives added to RDG who are research-only.  CEDARS 23 respondents has 68% agree or strongly agree they have a good level of job satisfaction.	The RDG continues to act as a consultation group for policy such as EDI, DORA, COARRA and others with all members contributing their views.	No further action
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. <b>Not met</b>	CEDARS 23 respondents 56% express and interest in institutional policy and decision making.	RDG and the ECR Group continue to provide opportunities for researchers to be involved as stakeholders.	No further action
<b>Employment</b>									
<b>Recruitment and induction</b>									
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. <b>Met</b> 2. Increase of research-only staff from 23% to 25% BAME. <b>Met</b>	The Recruitment policy has been updated to include diverse panels, both ethnicity and gender, as mandatory.  CEDARS 2025 96% of managers feel confident or fully confident in using inclusive, equitable and transparent recruitment processes  CEDARS 23 respondents agreed their	The data for diverse recruitment panels suggests modest shifts in recruitment representation by both race and sex between 2023–2024 and 2024–2025 for all recruitment. This and the CEDARS results indicate that we are using fair and inclusive recruitment practices	No further action

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%). <b>Met</b>  2. Feedback from those attending mandatory and RO induction. <b>Met</b>	All Researchers on substantive contracts are enrolled on the Induction learning plan in My Development consisting of the 3 instructor led courses and 5 online modules. They will also be invited to the Research Office Induction which proves to be very useful. There is a Researcher Induction Checklist on Herts Hub for local induction.  Of the CEDARS 25 respondents recruited in the last two years 76% found their institutional level induction to be useful/very useful and 71% found their departmental induction useful of very useful.  CEDARS 23 respondents rated Induction as follows 81% Institutional, 69% School level, 75% local level useful or very useful.	Induction is well managed centrally and at school level, including the Research Office session resulting in new researchers are aware of policies and practices required quickly to settle in.	No further action	
<b>Recognition, reward and promotion</b>										
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%. <b>Met</b>  2. Feedback from researchers attending the preparation session for applying for reader, associate prof & prof that pathways are clear, fair and transparent. <b>Met</b>	In CEDARS 2025 57% agree/strongly agree the promotion pathways and processes are clear to them.  The 2025 promotions round results support this with 78 applications resulting in six Professorships (three female, three male), 19 Associate Professorships, and six Readerships promotions.  Academic Promotions workshops show 100% good to excellent for content delivery and overall experience, with the most useful aspects being "clarity of process" and "the pipeline it creates"	As the university has paused the promotions round this year in order to review and the process will be relaunched for 2026-27 when it will be monitored for its transparency, merit based approach and inclusiveness.  The university has committed to 3-year WHEN - 100 Black Women Professors programme with six colleagues registered to address diversity in Black female Professors. We will monitor the progress of this and the pipeline it creates	<b>Carry forward to obligation 8</b>	
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. <b>Met</b>  2. Increase from 54% to 70% of researchers completing CEDARS agree or strongly agree that their manager support them in working towards promotion opportunities. <b>Not met</b>	The CEDARS 2025 results show that 63% of respondents agree/strongly agree their manager supports them in working towards promotion opportunities  In CEDARS 23 results 61% Manager supports working towards promotion opportunities	The 2025 Academic Promotions round appointed six Professorships (three female, three male), 19 Associate Professorships, and six Readerships were awarded demonstrating managers commitment to inclusive and equitable processes. The updates process will be monitored in 2026 - 27.	<b>Carry forward to obligation 8</b>	
<b>Responsibilities and reporting</b>										
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. <b>Met</b>  2. Feedback from line managers on training and researchers on grant funding workshops. <b>Met</b>	Recruitment and Selection has been redesigned to three shorter sessions and all staff on a panel must attend part 1, all managers and panel chairs must attend parts 2 and 3.  CEDARS 2025 96% of managers feel confident or fully confident in using inclusive, equitable and transparent	HR check the panel chairs have attended the required training in advance ensuring all recruitment is in accordance with policy and process.	No further action	

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. <b>Met</b>  2. 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%. <b>Not met</b>	All Researchers on substantive contracts are enrolled on the Induction learning plan in My Development consisting of the 3 instructor led courses and 5 online modules. They will also be invited to the Research Office Induction which proves to be very useful. There is a Researcher Induction Checklist on Herts Hub for local induction.  Of the CEDARS 25 respondents recruited in the last two years 76% found their institutional level induction to be useful/very useful and 71% found their departmental induction useful of very	Induction is well managed centrally and at school level, including the Research Office session resulting in new researchers working in accordance with policy, procedures and funding requirements.	No further action
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. <b>Met</b> 2.	100% staff compliance with annual Researchfish return in March 23, supported and encouraged by the RO.	Researchers are compliant with reporting	No further action
<b>People management</b>									
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. <b>Met</b>  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'. <b>Not asked 2025</b>  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'. <b>Not met</b>  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'. <b>Not met</b>  5. Usage data from aspiring managers toolkit. <b>Met</b>	In CEDARS 2025 respondents 82% agree/strongly agree their immediate manager clearly articulates their expectations of their role and performance and 70 % agree/strongly agree they are provided with constructive and timely feedback on their performance.  All new managers complete Line Managers Essentials, other management training is available on Procurement, Finance, Challenging Conversations, etc. The Aspiring Managers page has 779 hits to date and is now available in the new My Development LMS.  Staff Survey 25 results for Researchers Show 69% respond favourable to the question 'I have the right opportunities to learn and grow at work' and 65%	All mandatory and optional management training is available in My Development and monitored regularly. Researchers in Staff Survey are clear about what they are expected to achieve in their job, 86% agree up 5%.	No further action
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. <b>Met</b>  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. <b>Not met</b>  3. Researchers completing the staff survey respond favourably to question: I am able to manage my current workload increase from 69% to 80%. <b>Not met</b>  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'. <b>Met</b>	Staff survey 25 results for Researchers for the question: I am able to manage my current workload are 73% (+4%) favourable and 68% (+14%) favourable for 'I am able to have the right balance between my work and personal life'.  CEDARS 23 46% agree or strongly agree they are treated fairly in relation to contracted workload.  The Workload Allocation Model now has a project management group, and the Pro Vice-Chancellor, Research is a member. There is also a stakeholder group that includes Associate Dean Research, Research Office representation as well as the Director, Research Culture and Environment and other key research.	Then new Academic Workload Allocation Framework enables managers to complete workload planning collaboratively with researchers, providing a coordinated approach.	Ongoing
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.	See E14	immediate manager is an absolute role model. They treat their staff with professionalism, respect and kindness.'	No further action

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. <b>Not met</b>  2. Researchers completing the staff survey respond favourably to questions about the helpfulness of appraisal from 61% to 70% <b>Not met</b>  3 'I get regular, constructive feedback on how I'm doing' from 68% to 80%. <b>Not asked</b>	A new HR system with online Performance and Development Reviews (PDR) was introduced in August 2025 and training was provided for all staff.  In CEDARS 25 86% (vs 84% nationally) have had an appraisal and 65% found it useful/very useful which is 5% higher than 2023. In line with the national dataset, research-only staff showed lower participation compared to other groups at 81%, but this was higher than the national value of 74%.	The new online PDR forms allows the university to monitor completion and quality of the forms to ensure researchers are receiving regular constructive feedback.	Ongoing
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. <b>Met</b>	In CEDARS 25 82% agree/strongly agree their manager clearly articulates their expectation of them 74%  In CEDARS 23 74% of respondents agree/strongly agree manager clearly articulates their expectations of them	The new online PDR forms allows the university to monitor completion and quality of the forms to ensure researchers are engaging in the process.	Ongoing
<b>Job security</b>									
The aim of this obligation is to improve the job security of researchers.									
EI6	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]. <b>Not met</b>	CEDARS 25 had 15% on fixed term contracts but a much higher number of respondents  CEDARS 23 respondents 12% on fixed term contract	The low percent of fixed term contracts results in higher perceptions of job security. Interestingly gender disparity was smaller at UH compared to the national dataset. Men were still more likely to agree that they feel secure (46%) than women (41%) but the	No further action
<b>Professional and Career Development</b>									
<b>Championing professional development</b>									
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 RO News and whole staff communications. Showcase Skill-Up! recipients at #UHResDev23, 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; <b>Not met</b>  2. Increase in applications for Skill-Up! funding by 33% from 45 to 60, especially from the new Schools. <b>Met</b>  3. Reports from those receiving Skill-Up! funding on the positive impact of the CPD. <b>Met</b>  4. Presentation by Skill-Up! award winners at ResDev23 to demonstrate impact. <b>Met</b>  5. Feedback on the impact of these actions from researchers, School representatives and ADRs through, the RDG and Research Committee. <b>Met</b>	CEDARS 25 had 21% of respondents who spent 10 or more days and 16% who spent 5-9 days on CPD activity, totalling 37%, up 7% from CEDARS 2023.  October 2024 call received 61 applications and the 30 successful recipients totalled £15,694.90, all was awarded as the Pro-Vice Chancellor Research funded the extra £5694.90  The June 2025 call received 32 successful applications totalling £12,258.68 and again the Pro-Vice Chancellor Research funded the extra.  Skill-up! recipients presented at UHResDev23, ResDev25 & at HLS research conference showcasing the results of their awards.  A booklet of the Skill-Up reports from the awardees is created each year to demonstrate what they have achieved.	Skill-up is a £10 000 development fund which researchers can apply for up to £500.00 for individual or group development. Over the years the applications have grown steadily in quantity and quality resulting in the PVC Research agreeing to fund beyond the agreed £10 000 as the quality of the awards was so great. Staff have gone to Japan to collaborate, attended conferences, worked on new equipment, organised workshops and much more.	No further action

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	The targeted impact of the action (success measure)	See PCDI1	A new HR system with online Performance and Development Reviews (PDR) was introduced in August 2025 which includes the questions 'Which learning and development opportunities have you undertaken in the last 12 months and how useful were they' and 'What training and development do you need to deliver the objectives or to	No further action
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. <b>Met</b>  2. Researchers completing staff survey question: my line manager supports my career development from 82% to 90% <b>Not met</b>	76% of CEDARS 25 respondents agree/strongly agree their manager encourages them to engage in personal or career development activities.  Researchers completing Staff Survey question: my line manager supports my career development were 81% (-1%) favourable	The number of researchers applying for Skill-up growing over the years, along with attendance on researcher development courses shows research managers are supporting the professional development of their teams.	No further action
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. <b>Not met</b>  2. Increase in number of applications for Skill-up! funding from 45 to 60 (33%). See also PCD1. <b>Met</b>	In CEDARS 25 21% of respondents spent 10 days or more on CDP activity.  CEDARS 23 12% of respondents have 10 or more days on CPD,	ResDev25 Careers in Research panel session was engaging and well attended. All researchers complete the PDR question 'What are our career aspirations for the next 2-3 years'? And 'Are you considering applying for in the promotions round?'	No further action
<b>Career development reviews</b>									
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 Herts Hub 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. <b>Met</b>  2. More than 90% of managers completing CEDARS felt confident to actively support their researchers in working towards their career aspirations. <b>Met</b>  3. Researchers completing staff survey question: my line manager supports my career development from 82% to 90% <b>Not met</b>	Researcher Careers website has been developed using Career coaches (employed ECRs) and presented at RDG and advertised through RO News. Career coaches were finalists for VCA 2023.  In CEDARS 25 there were 91% of Research Managers who self-confident to actively support their staff in working towards their career aspirations. There were also 65% of respondent who agree/strongly agree their manager supports them in their broader career aspirations .  Researchers completing Staff Survey question: my line manager supports my	A new HR system with online Performance and Development Reviews (PDR) was introduced in August 2025 which asks staff what their career aspirations are. All Line Managers must have attended mandatory training prior to conducting PDRs.  A comment from CEDARS 25 -I 'My line manager is excellent and we have had several discussions about my career progression and she has actively supported and made suggestions around what I can do.'	Ongoing
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.	See PCDM1	Monitoring of online PDRs is now ongoing and reported to Heads of SBU, as career development is embedded in the form.	Ongoing
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. <b>Met</b>  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). <b>Met</b>	In CEDARS 25 86% have participated in an appraisal/development review. Also 65% of respondent agree/strongly agree their manager supports them in their broader career aspirations.  42% of CEDARS 23 respondents have regular formal career development review	Monitoring of online PDRs is now ongoing and reported to Heads of SBU, as career development is embedded in the form.	Ongoing
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. <b>Met</b>  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. <b>Met</b>	In CEDARS 25 86% have participated in an appraisal/development review and 65% of respondent agree/strongly agree their manager supports them in their broader career aspirations.	Monitoring of online PDRs is now ongoing and reported to Heads of SBU, as career development is embedded in the form.	Ongoing
<b>Career development support and planning</b>									
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 usage 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 &amp; E and EBD. <b>Met</b></p> <p>2. Increased usage of career website. Feedback from School reps. in RDG <b>Met</b></p> <p>3. Number of KE training programme sessions/attendees and qualitative feedback from participants. <b>Met</b></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. <b>Not met</b></p>	<p>In CEDARS 25 65% of respondents were aware of the support the institution provides for career and professional development.</p> <p>Researcher Careers website has been developed using Career coaches (employed ECRs) and presented at RDG and advertised through RO News. Career coaches were finalists for VCA 2023.</p> <p>Aspiring Managers toolkit launched in 2023.</p> <p>CEDARS 23 respondents show 62% are aware of the support UH provides for career and professional development.</p>	The research specific careers resources have been promoted widely to researchers to ensure they have access to career management advice.	No further action
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 Herts Hub 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. <b>Met</b></p> <p>2. Feedback to RO on new guidance on narrative CVs. <b>Met</b></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. <b>Not asked</b></p>	<p>The CEDARS 25 56% of respondents answered they have a clear career development plan.</p> <p>Enhanced web profile module went live January 23, preceded by comms campaign to encourage researchers to update their web profile first. Researchers have been encouraged to update their profiles in other communications since the January launch.</p> <p>RIS is mentioned in Central Induction Market Place sessions and RO Induction sessions.</p> <p>Information on narrative CVs is live on HertsHub. 66% CEDARS 23 maintain formal career record of CPD activity</p>	Researchers use RIS for their profiles and the online PDR will include their development plan and objectives.	No further action
<p><b>Research identity and leadership</b> The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.</p>									
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&amp;A to support applications for external research and innovation funding directly and also to enable researchers to find relevant funders and opportunities &amp; 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. <b>Met</b></p> <p>2. Feedback from those leading mentoring schemes. <b>Met</b></p> <p>3. Feedback on grant funding support. <b>Met</b></p> <p>4. 10% Increase in the number of researchers applying for external funding to 170. <b>Met</b></p> <p>5. 10% increase in engagement with Research Professional training resource to 3330 sign ins. <b>Not met</b></p> <p>6. Usage data on aspiring managers toolkit. <b>Met</b></p>	<p>All of the leadership programmes are now on My Development and available for research managers.</p> <p>The ECR mentoring scheme was launched in October 25 and the NW+P mentoring scheme is well established and promoted via their Herts Hub page.</p> <p>There were 42% of respondents in CEDARS 25 who agree/strongly agree they have time to develop their professional identity.</p> <p>Research fingerprints employed for funding alerts from April 2023 and there have been 779 hits on the page.</p> <p>Aspiring managers toolkit launched April 2023 and has 1481 views. This is now in My Development.</p>	<p>There are no research specific leadership skills courses or opportunities to develop their identity.</p> <p>Since 2023 the university has grown and changed and there is a need to ensure research leaders are equipped with the skills to deliver the 2025 - 30 strategic plan</p>	<b>Carry forward to obligation 15A</b>

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	<p>1. Increase in number of individual and groups of researchers that are nominated for the VCA for research success from 19 individuals &amp; 1 group to 21 individuals &amp; 2 groups <b>Met</b>.</p> <p>2. Pulse survey indicating increase from 66% to 70% of research-only staff feeling valued and recognised. <b>Met</b></p> <p>3. Increase from 50% to 60% of researchers completing CEDARS agree or strongly agree that their manager supports them to develop their research identity. <b>Met</b></p> <p>4. Feedback from holders of VCA for research success. <b>Met</b></p>	<p>In CEDARS 25 70% of respondents agree/strongly agree their manager supports them to develop their research identity.</p> <p>Research-only staff report high institutional recognition for their research contributions (69% vs 65% nationally)</p> <p>In line with the national pattern, research-only staff are most likely to report having time to develop their professional identity(56% both at UH and nationally).</p> <p>The VCA awards nominations for Researcher of the Year increased by</p>	The huge 82.4% increase in nominations for VCA awards for Researcher of the year shows the impact of the actions to recognise researchers for their endeavours.	No further action
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	<p>1. Positive feedback from researcher networks regarding effectiveness of research management. <b>Met</b></p> <p>2. Increase from 22% to 50% of researchers completing CEDARS have undertaken leadership and people management training. <b>Not met</b></p>	<p>The CEDARS 25 results show 42% of respondents have undertaken Leadership training and 47% have completed training on Managing Others. This is 133% up on Leadership and 88% up on managing others.</p> <p>In CEDARS 23 respondents reported 18% have undertaken Leadership training, 25% have undertaken Managing Others</p> <p>Vitae toolkits for managers supporting early career researchers was promoted in Development Opportunities, 8th March 2023 and at the RDG, 1st March 2023.</p>	Since 2023 the university has grown and changed and there is a need to ensure research leaders are equipped with the skills to deliver the 2025 - 30 strategic plan	<b>Carry forward to obligation 15B</b>
PCDR5	Researchers seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	<p>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.</p> <p>2. Actively promote leadership and management training opportunities through websites and internal communications.</p> <p>3. Also see PCDI1 and PCDR3.</p>	Yes	Sep-24	RDG; RDP; L&OD; RGO; C&E; ADRs; PIs	<p>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 <b>Met</b></p> <p>2. Increase from 22% to 50% of researchers completing CEDARS have undertaken leadership and people management training. <b>Not met</b></p>	<p>The CEDARS 25 results show 42% of respondents have undertaken Leadership training and 47% have completed training on Managing Others. This is 133% up on Leadership and 88% up on managing others</p> <p>CEDARS 23 results show 18% have undertaken Leadership training, 25% have undertaken Managing Others</p>	Researchers continue to develop their leadership skills through training and other opportunities.	No further action
<b>Diverse careers</b>									
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.	<p>1. Raise awareness of resources available through UH C&amp;E, and Vitae, at #UHResDev23 &amp; #UHResDev25 and through RO news.</p> <p>2. Raise awareness of RDP sessions focused on career pathways beyond PhD i.e. Academic Careers: Expectations, Planning and Preparation. See also PCDI2.</p> <p>3. Put together an annual plan to showcase researcher careers events and resources via the RO newsletter.</p>	Yes	Sep-23	C&E; RO; EBD	<p>1. Content around careers appears in at least 50% of RO newsletters (i.e. once a month). <b>Met</b></p> <p>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 <b>Not met</b>.</p>	<p>The University hosted an ECR evening that connected researchers from different disciplines and partner institutions, combining "speed dating" sessions, short elevator pitches, and research posters to encourage knowledge exchange, networking, and collaboration.</p> <p>In CEDARS 25 65% of respondent agree/strongly agree their manager supports them in their broader career aspirations.</p> <p>C&amp;E workshop at #UHResDev23 and Researcher Careers section of website developed using Career coaches (ECRs)</p>	<p>The number of staff volunteering to mentor ECR colleagues and the ECR mentees involved is indicative of the support managers have provided for staff to prepare for a diversity of careers.</p> <p>The Research and Enterprise Office runs a well attended annual Research and Enterprise Programme(REAP) enabling researchers to consider a wider range of options.</p>	No further action
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.	<p>1. RO news to include input from C&amp;E and EBD to support managers to direct researchers towards appropriate support.</p> <p>2. Ensure information on mentoring schemes [4] is brought to the attention of researchers and their managers.</p> <p>3. Monitor the mentoring schemes through encouraging coordinators to share best practice.</p>	Yes	Sep-23	C&E; EBD; RO; RDG; L&OD	<p>1. Feedback from those organising the mentoring schemes <b>Met</b>.</p> <p>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. <b>Not met</b></p>	<p>A new ECR mentoring scheme was launched in October 2025 to support researchers at the initial stages of their careers. A distinctive feature of the scheme is the involvement of mentors from other UK universities and international institutions, which broadens participants' perspectives, expands professional networks, and exposes ECRs to diverse research cultures and career pathways.</p>	The number of staff volunteering to mentor ECR colleagues and the ECR mentees involved is indicative of the support managers have provided for staff to prepare for a diversity of careers.	No further action

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 PCD13). Also see PCD15 & PCDM2.	Yes	Sep-23	C&E; EBD; RDG; RO; L&OD	<p>1. Feedback from researchers through RDG of support for exploring range of employment options. <b>Met</b></p> <p>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. <b>Not met</b></p>	<p>In CEDARS 25 65% of respondents are aware of the support the institution provided for career and professional development.</p> <p>In CEDARS 23 62% of respondents are aware of the support the institution provided for career and professional development.</p>	The number of staff volunteering to mentor ECR colleagues and the ECR mentees involved is indicative of researchers exploring a range of options.	No further action
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 PCD15.	Yes	Sep-23	RDG; RDP; L&OD; EBD	<p>1. Feedback from researchers through RDG indicates awareness and understanding of public engagement strategy. <b>Met</b></p> <p>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. <b>Not met</b></p>	<p>The question regarding the previous topics is no longer on CEDARS 25. The highest interest from respondents was to undertake Project Management training (52%), followed by Leadership (45%) then Open Research (42%).</p> <p>In CEDARS 23 interest was 52% in knowledge exchange, 67% in public policy, 51% in public engagement and 33% in commercialisation .</p>	The Research and Enterprise Office runs a well attended an annual Research and Enterprise Programme(REAP) enabling researchers to consider a wider range of options.	No further action