Please be aware this PDF is not accessible if you a require an accessible version please contact Trudi Emmens (researchdevelopment1@uclan.ac.uk).

HREiR Backward Action plan template (2020-2022)

Institution name:	University of Central Lancashire				The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):	Number of	
Cohort number:	Cohort 6				Research Staff	260	
Date of submission:	16th September 2022				Postgraduate researchers	870	This includes all PGR students
Institution Name:	University of Central Lancashire				Research and teaching staff	1136	This includes: Lecturers, Senior Lecturers & Principal Lecturers who are on a Teaching & Research contract
Cohort Number:	Cohort 6				Teaching-only staff	141	This includes: Student coaches, Associate Lecturers.
Institutional Context	UCLan is home to a research community of ~2,600. In total, 441 researchers were submitted to REF2021, 35% of the eligible population. It is our ambition to grow this number significantly by the next REF exercise by increasing the number of staff with the time and resources to do high quality, impactful research. This can only be achieved by maintaining a nurturing and supportive research environment and culture. During the review period, the University has undergone significant and strategic change. In 2020, we restructured institutional support for research and Knowledge Exchange by establishing a new Research and Enterprise Service (RES). The University published its new Strategic Plan 2021-28. Priority 3, Our People Experience, works in tandem win Priority 4, Real-world Research and Innovation, to support our HREiR and Researcher Concordat commitments. Development of research staff, is managed in partnership by RES and the People Team, overseen by our Researcher Development Steering Group, established in 2018. As well as the Faculty Directors for Research from each of the University's six Faculties, this group has representatives from across career stages, including Early Career Researchers. In addition, we have formal reporting on progress towards Concordat obligations to the University Research, Knowledge Exchange and Ethics Committee three times per year, which in turn reports to Academic Board.				Technicians	46	This includes: Labatatory and Workshop Technicians
					Clinicians	30	
					Professional support staff	97	This incudes all colleagues who support research for example; Ethics, Grants & Funding, Academic Development, Impact, Open Access, REF, Faculty Directors of Research, Intellectual Property
					Other (please provide numbers and details):	N/A	

Complete for submission							
	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)

Environment and Culture

Awareness and engagement

The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.

	Action	Carried over	Deadline	Responsibility	Success measure	Progress update	Actual impact	Outcome
ECI1	To ensure that the revised Concordat is taken to all relevant research committees at School and Faculty levels. Academic Development for Research & Enterprise (ADRE) (formally the Researcher Development Unit) to signpost all ECRs and researchers to the external and internal web pages which outline the information on the new Concordat principles. Researcher representatives on those committee's feedback information about the new concordat to ECRs, and/or the ADRE attends Faculty and School meetings to inform ECRs of updates relating to the Concordat. To host events specifically around the revised Concordat for researchers at all levels, but specifically our ECR groups. This will raise the profile of the new Concordat and highlight the responsibilities of all stakeholders, enable participants to hear how the University can help them, enable the collation of needs and requirements of ECRs. The three Research Networks will be targeted: ECR, Mid-career and CPR, as will the Research Institutes and Centres. To use the RDU portal and blog as a platform for updates in relation to researcher development policy in particular raising awareness to our ECRs around the Concordat principles, so that researchers can also access this online information as well. Promotion to ECRs and other researchers of the RDU blog. Academic Development for Research & Enterprise (ADRE) external web pages to be amended to add more detailed information about the Concordat and add in sections for each area of the concordat for the institution, researcher, research manager and the principles and expectations required for each area but add into each expectation, links that will help the researchers find the correct information for each area. Consider the use of case studies. Provide those responsible for appraising researchers with details of the Concordat and provide typical opening questions to help develop discussions with appraisees.	Yes	Jun-22	Head of Impact and Outputs Unit Academic Development for Research & Enterprise (Researcher Development Officer) Faculty Directors of Research School Research Leads Director of Research & Enterprise Service People Team (Leadership & Development Manager) Research Managers	10% increase hits on the external researcher development website by June 2022. 50% agree in CEDARS 2021 Survey question relating to awareness of Concordat by June 2022. Quarterly consultation events run around the revised Concordat with researchers to review progress & refine actions by June 2022. 50% attendance at consultation events & 50% agreed with the CEDARS survey question relating to awareness of the Concordat by June 2022. 15% Increase hits on RDU Portal & Blog by June 2022. External Researcher Development External webpage pages completed by June 2021. 10% increase hits on ADRE web pages by June 2022.	Information about the Concordat is now included as standard on all weekly newsletters sent out to ECRs/Researcher groups and is included in three career stage MS Teams sites allowing convenient access. All new researchers receive a welcome e-mail with information about the University's commitment to the Concordat. The information also highlights to ECRs/Researchers their responsibilities within the Concordat and that of the institution. Concordat Information has been amended on the internal and external researcher development web pages to include more detailed information about the Concordat to enable ECRs/Researchers to access and engage with this information. Further promotion of the Concordat is highlighted in signature strips on e-mails, MS Teams sites, and newsletters. There is regular reporting and discussion of the Concordat at the Researcher Development Steering Group and it is a standing agenda item on the University Research, Knowledge Exchange & Ethics Committee. These two Committees both have a range of researcher representation, including ECRs. A welcome pack for new researchers has been developed which includes information about the Concordat. This information will be distributed to all new ECRs/Researchers from September 2022. Concordat awareness events took place in 2020, 2021, and 2022 as part of the Academic Research Induction Programme. These sessions ran three times a year with a focus on ECRs and more senior researchers. See Impact section of this action plan. Promotion of the Concordat has been added as a quarterly standing item for discussion by the Researcher Development Officer at all research forums (ECR/MCR/CPR) from September 2021. The CEDARS survey was undertaken in 2021 with a specific question around awareness of the Concordat (target 50%). The RDU blog was used between 2020 and 2021 to raise awareness of the Concordat alongside other researcher development activities. 129 ECRs/Researchers accessed the blog in 2020 and 124 in 2021. The blog was abolished in 2022 following institutional migration to a new web platform. New intranet pages have been developed to support researcher appraisals, including suggested research targets, workflow, researcher record form and a video for researchers explaining how to use these resources to get the most out of their research appraisal. These documents have been distributed to Faculties/Schools, School Deputy Heads for Research and Faculty Directors of Research. A guide has been developed for research managers to facilitate discussions with researchers around the Concordat.	Analysis of CEDARS 2021 data shows that the institution met the 50% target of ECRs/researchers having an awareness of the Concordat. With a 67% score, awareness is positive amongst ECRs/researchers. We plan to build on this figure over the 2022-25 review period. Data for internal and external web pages is available from 2021 onwards, following migration to a new web platform. Data for 2021 to June 2022 suggests that visits to external Researcher Development webpages has been relatively stable throughout - 107 per month in 2021, 110 per month in 2022. Increased numbers were observed in May and March 2022, the former correlating with publication of REF2021 results and wider interest in the research pages. The data suggest little overall change in engagement, and going forward further promotion will be required to drive interest up. For the internal Researcher Development webpages, the data suggest that for 2021 and 2022 (Jan to June) engagement numbers are low, with around 29 people per month accessing this information. During this period, intranet pages were also migrated to a new system and to a new area following a restructuring of Research and Knowledge Exchange support. Further work is required to develop and publicise these pages. Newsletters are distributed weekly to an audience of ~300 researchers. Although anecdotally feedback is positive around the content and utility of these newsletters, feedback has not been formally collected to date. . 24 ECRs/researchers attended Concordat awareness events via the Academic Research Induction Programme over the period 2020-22. We have not met our target of 50% of ECRs/Researchers attending these events, although note the relatively high awareness of the Concordat amongst this population (see above). We plan to review the content and mode of delivery of these sessions as part of an overall review of our provision (see 2025 action plan).	Ongoing - please see actions on 2022-2025 forward action plan template.
ECI2	To introduce on the internal staff development People Team webpages a dedicated section for researchers (including ECRs) with all the institutional policies and practices available in one place. This will be alongside information about the Concordat, with links to the RDU portal. To include the People Team in the welcome event for researchers so they can speak to new research staff (including ECRs) about the institutional policies and practices available and where to find this information. Policies such as: Job Grading and Progression, Recruitment and Selection, Pay, Benefits and Pensions, Staff Information (researchers), Staff handbook (researchers), People Plan, Researcher Development Information. UCU represent researchers, they have been made aware of the Concordat and relevant policies relating to researchers and their role in supporting communication. All fixed term researchers are offered redeployment. To build on actions arising from the 2021 staff & CEDARS Survey. As the success measure was not achieved for improving the appraisal experience of fixed term contact holders, this remains an objective.	Yes	Dec-21	Academic Development for Research & Enterprise (Researcher Development Manager) People Team (Leadership & Development Manager) Faculty Directors of Research School Research Leads Director of Research & Enterprise Service Head of Impact & Output Unit	10% increase hits on the internal staff intranet pages by December 2021 To have a 50% participation rate by ECRs by June 2022 on the welcome event. Improve those reporting appraisal participation by 20% in next staff survey 2023.		For the internal Researcher Development webpages, the data suggests that for 2021 and part of 2022 (Jan to Jun), engagement numbers are low, with around 29 people per month accessing this information. Data from the People Team confirms that we have had the following researchers on fixed term contracts from 2020-2022 - 69 Research Assistants, 27 Senior Research Assistants, 62 Research Associates, 15 Research Fellows, 8 Senior Research Fellows, 2 Readers, and 2 Professors. 20 researchers moved from a fixed term contract to a permanent contract through the redeployment procedure, whereby . People Partners contact researchers (and all staff) prior to their end date to work through the process, provide advice on the options available, and priority access is given to new vacancies ahead of internal/external advertising. The University has moved towards quarterly appraisals, which is used to pro-actively measure against appraisal objectives. This has enabled the current process to be strengthened. A pulse survey was carried out in summer 2022, alongside focus groups for appraisers and appraisees, to review the new system. Compared to CEDARS 2021, the results suggest that appraisal uptake was relatively high 9 months later.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECI6	To run the CEDAR's survey with ECRs/Researchers to seek feedback around the research environment and culture within UCLan. Data will feed into research committees at department and faculty levels, who will then inform our ECRs and researcher community that we are using their feedback to improve institutional practices. Run the full staff survey in January 2021 to our ECRs & our researcher community and publish results. Each academic area to hold activities to engage ECRs and other career stages of researchers in improvements to the research environment.	Yes	01/09/2021 April 2021	Academic Development for Research & Enterprise (Researcher Development Officer) People Team (Leadership & Development Manager) Director of Research & Enterprise Service Head of Impact & Output Unit	60% completion of CEDARS by researchers covered in this submission. 50% agree for CEDARS 2021 Survey question relating to the question around research environment & culture, increasing to 70% in 2023. Signpost ECRs/Researchers to access staff survey by April 2021. 60% staff survey completion in Schools by April 2021.	New induction welcome booklet sent to all new starters with a dedicated section for research informing them about UCLan's strategic vision, the services and support available, and development opportunities. This includes information on UCLan's commitment to the Concordat and their career development through REF, research integrity, forums and wider opportunities. A role specific area dedicated to researchers is available on recently refreshed induction pages linked to wider support such as research induction.	Positive responses are slightly below the sector but over 70% of staff feel positive about their local research environment and how UCLan promotes the highest standard of research integrity and conduct (CEDARS, 2021). Staff survey results were published on the intranet in May 2021. All Schools/Services engaged staff in reviewing the findings and action planning between March and August 2021, with action plans presented to VCG starting July 2021 and monitored thereafter. The CEDARS Survey complemented the staff survey with additional insight on the views of our research community.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECR1	Researchers to become members of Research Staff forums. To participate in Athena SWAN and other School based working groups and commitees. Participate in CEDARS.	Yes	Sep-21	People Team (Leadership & Development Manager) Research Managers Faculty Directors of Research Head of Impact and Outputs Unit Academic Development for Research & Enterprise (Researcher Development Officer)	Complete CEDARS and share results by September 2021		An Action Plan has been drafted from our CEDARS 2021 findings, to be distributed out to all ECRs/researchers in September 2022. ECR's/researchers will be fully consulted on the results, with focus groups planned for September/October 2022 to gain feedback from the ECR's/researchers to help influence organisational policy. ECRs/Researchers are involved in a number of committees and working groups, institutionally and locally, such as Athena Swan, University Research, KE & Ethics Committee, the REF2021 Environment Working Group and a newly established Research & KE EDI Group. ECRs/Researchers are actively encouraged to take part in Research Institute and Centre working groups, to establish programmes of activity for the following year. An example of this is from our C4Globe Research Centre, where ECRs join the steering committee to input into the development of the programme for next year. In the LIFE Institute, ECRs are members of the Steering Board and actively involved in planning the work of the Institute.	Ongoing - please see actions on 2022-2025 forward action plan template.

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Wellbeing and mental health								
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.								
ECI3	To utilise the results from the staff surveys around mental health and wellbeing, specifically for the research community (including ECRs) and act on any areas where there are issues. Specific question set included in annual staff survey. 2020 Lockdown Pulse surveys outcomes related to health and wellbeing actions identified and implemented.

Promote to ECRs/Researchers university wellbeing resources and policies. Also promote the new Policy on Misconduct in Research which replaces the current Code of Practice for the Investigation of Allegations of Research Malpractice.

Use the CEDAR's survey to discover whether researchers (Including ECRs) feel that are able to have flexible working practices, and know how to report discrimination issues, bullying or harassment. Feedback findings at the School, Faculty and Institutional level. Using results of staff & CEDARS surveys discuss with the Researcher Development Steering Group to determine university-wide actions, plans and implementation.

Continue to implement the early dispute resolution scheme and to raise manager awareness of the scheme options. | Yes | Sept 2021

June 2022

June 2022 | **People Team (Leadership & Development Manager)**
Research Managers
Faculty Directors of Research
School Research Leads
Director of Research & Enterprise Service
Academic Development for Research & Enterprise (Researcher Development Officer)
Head of Impact & Ouputs Unit | Build on actions arising from the 2021 staff & CEDARS Survey, through focus groups of ECRs in realtion to the findings. Baseline indicators need establishing. Compare with national benchmarks.

50% agree for CEDARS 2021 Survey question relating to awareness of appropriate support for reporting issues by June 2022.

50% of ECRs/Researchers who agree on CEDARS question in relation to flexible working/awareness of discrimination policies by June 2022.

Signpost & promotion to ECRs/Research Managers of the Early Dispute Resolution Scheme on the intranet pages and increase awareness on the these resources by 10% by September 2021. | Three pulse surveys undertaken in 2021 around mental health and wellbeing. Data and metric information is available in the supplementary section of this form.

Staff wellbeing and support website links were added to the ECRs/researchers MS Teams sites for staff to access in September 2021. Information around wellbeing and support is included in all newsletters as a standard item for researchers to access in September 2021. Researchers can access staff wellbeing and mental health support through the institutional intranet pages. All staff wellbeing & support information is accessible via the ECRs/researchers MS Teams sites.

The University launched a wellbeing app for colleagues in 2021, providing support to staff in achieving their goals and getting active every day.

Researchers can also access the staff counselling service, alongside wellbeing sessions offered by the Sports Centres, Wellbeing sessions were delivered to ECRs/researchers in 2022 by the People Team, which are recorded so researchers can have continual access to this information.

The People Team were trained in March 2021 around Early Dispute Resolution.

The University launched a network of Wellbeing and Mental Health Champions in early 2022 ahead of becoming signatories to the Mental Health Charter in autumn 2022. The Champions have developed a plan of activities to engage staff, kicking off with a silent disco in July 2022. | Data from the CEDARS survey 2021 highlights that UCLan is the same as the sector average 48% in relation to the working environment supporting ECRs/researchers mental health and wellbeing.

UCLan responses on wellbeing are in line with, or more positive than, sector responses, with the exception of reporting bullying or harassment (61% compared to 63% positive responses). However, just under half of respondents agree that UCLan supports their mental health and wellbeing. (CEDARS, 2021).

4% of ECRs attended the wellbeing session in May 2022, with 17% of more senior researchers (MCRs) attending the same session in January 2022).

Based on the average number of hits for 2022, we have exceeded the 10% increase in hits on the Research Misconduct webpages. Numbers were static throughout 2021, with high increases in November 2021 & April 2022. Target achieved. | Ongoing - please see actions on 2022-2025 forward action plan template. |
| ECI4 | Highlight to research managers through the FRIECs the importance of colleagues undertaking Equality, Diversity, training including wellbeing & mental health, so they are able to support ECRs & researchers effectively.

Expand Health Champions Network to include researchers from each professional network (ECR, Mid, Prof and Reader) - championing our ECR cohorts.

The Appraisal workflow for researchers (including ECRs) will be finalised and discussed with appraisers, for promotion and implementation in 2021 and to include signposting to mental health and wellbeing resources nad support.

The impact of good management and support for researchers (including ECRs) will be evident in the next all staff survey which is scheduled for January 2021. | Yes | Jun-22 | **People Team (Leadership & Development Manager)**
Heads of School
Research Managers
Faculty Directors of Research | For 80% of research managers to be trained in Equality & Diversity, wellbeing, Unconscious Bias Training in 2021, moving up to 90% by 2022. New EDI development plan in place by September 2021.

Implement new appraisal workflow process for ECRs/Researchers/Research Managers by September 2021.

20% increase participation in appraisal by in 2022.

50% of researchers (including ECRs) who agree on staff survey question in relation to good management & support for researchers. With a 10% increase in 2022, using CEDARS. | We are in the process of defining and identifying who in the institution is a research manager to support accurate reporting against this group. For the purposes of data recording for this submission, we have analysed the data on staff who are at Senior Lecturer and above, along with Senior Research Fellows (or similar). Leadership training is offered to our ECR/researchers on a bespoke basis. Emerging research leaders have had the opportunity to attend courses from Advance HE. This option is being investigated again for 2023 and beyond.

All research managers are expected to complete mandatory training modules around Equality & Diversity, appraisals, wellbeing and Unconscious Bias Training. These training sessions are continually updated and as such research managers, have to re-complete these training sessions every two-years.

At present, one researcher is part of the are mental health champions, a voluntary role. We plan to continue promoting this campaign in our research network communications.

Workflow, Professor's workload management and research targets documents are all on the appraisals webpage and checked on 13 August 2021. To be promoted to Heads of Schools when a new 'opening questions' document is finalised made available on the intranet.

During June/July 2022, People Partners asked leaders across Schools and Services for views on the new appraisal system. Academic areas said it was good to focus on shorter term objectives, however numbers were an issue. Although, many value more frequent discussions, paperwork and time remains a barrier. The appraisal system is currently being reviewed. | Data received around research managers completing wellbeing and mental health training for 2020-2022 is around 50% (n=412). For Equality & Diversity training, 32% (n=259) of research managers have completed this training. Unfortunately for Unconscious Bias Training, we do not have any data on this at present. These reporting issues are something we will be addressing going forward. We can see from the data that we have not met the targets set, this is something that needs to be addressed in the next submission.

The Staff Survey (January 2021) found that 55% of academics feel that VCG lead and manage well, compared to 72% of responders in Professional Services. 70% of staff (including ECRs/researchers) feel positive about their local research environment, this is in line with the sector (CEDARS 2021). | Ongoing - please see actions on 2022-2025 forward action plan template. |
| ECM3 | Researcher Managers (including ECRs) to maintain awareness of wellbeing policies and resources. Researcher Managers (including ECRs) to Implement learning from wellbeing and mental health resources eg accessing services when needed. | Yes | Jun-22 | **Research Managers**
ECRs/Researchers
People Team(Leadership & Development Manager)
Director Research & Enterprise Service | Signpost Research Managers to access CEDARS survey-

60% agree for CEDARS 2021 Survey question relating to awareness of wellbeing policies & resources, increasing to 70% in 2023. | Three pulse surveys were undertaken in 2021 around mental health and wellbeing. Data and metric information is available in the supplementary section of this form.

Staff wellbeing and support website links were added to the ECRs/researchers MS Teams sites for staff to access in September 2021. Information around wellbeing and support is included in all newsletters as a standard item for researchers to access in September 2021. Researchers can access staff wellbeing and mental health support through the institutional intranet pages. All staff wellbeing & support information is accessible via the ECRs/researchers MS Teams sites.

The University launched a wellbeing app for colleagues in 2021, providing support to staff in achieving their goals and getting active every day.

Researchers can also access the staff counselling service, alongside wellbeing sessions offered by the Sports Centres, Wellbeing sessions were delivered to ECRs/researchers in 2022 by the People Team, which are recorded so researchers can have continual access to this information.

All requests for flexible working are considered on a case by case basis and decided on within a period of 3 months from first receipt of your written request (including any appeal). | The CEDARS 2021 survey found that 82% of participants feel that UCLan is fair in relation to requests for flexible working.

Flexible working requests are being logged in the People Team. Staff survey 2021 reported that 72% of academics feel their manager helped them find a good work life balance, compared to 86% of Professional Services. 52% of academics found their workload reasonable, and 70% of Professional Services agreed their workload was reasonable. Post Covid, the flexible working arrangements changed considerably, with the University moving to hybrid working for most staff. | Ongoing - please see actions on 2022-2025 forward action plan template. |
| ECM4 | Research Managers to maintain awareness of Flexible working policies and to implement flexible working and other family friendly policies as appropriate to support researchers. | Yes | Jun-22 | **People Team (Leadership Development Manager)**
Research Managers
Faculty Directors of Research
Director Research & Enterprise Service | To monitor number of flexible working requests received/agreed. (RA/ECRs and UCLan wide)

Staff Survey 2021 and 2022 Workload and work/life balance questions for Staff Survey to have improved by 10%. | The University has flexible working procedures in place, open to all researchers. The University's flexible working policy provides staff with an opportunity to request a change to their working hours or pattern of work. Staff who fulfil the necessary qualification criteria can request a permanent or temporary change to contracted working hours or working pattern.

All requests for flexible working are considered on a case by case basis and decided on within a period of 3 months from first receipt of your written request (including any appeal). | The CEDARS 2021 survey found that 82% of participants feel that UCLan is fair in relation to requests for flexible working.

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| ECR3 | Researchers (including ECRs) to maintain awareness of wellbeing policies and resources. Researchers (including ECRs) to Implement learning from wellbeing and mental health resources eg accessing services when needed. | Yes | Jun-22 | **ECRs/Researchers**
People Team(Leadership & Development Manager)
Director Research & Enterprise Service | Signpost ECRs/Researchers to access CEDARS survey-

60% agree for CEDARS 2021 Survey question relating to awareness of wellbeing policies & resources, increasing to 70% in 2023. | Three pulse surveys were undertaken in 2021 around mental health and wellbeing. Data and metric information is available in the supplementary section of this form.

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Researchers can also access the staff counselling service, alongside wellbeing sessions offered by the Sports Centres, Wellbeing sessions were delivered to ECRs/researchers in 2022 by the People Team, which are recorded so researchers can have continual access to this information. | UCLan responses on wellbeing are in line with, or more positive than, sector responses, with the exception of reporting bullying or harassment (61% compared to 63% positive responses). However, just under half of respondents agree that UCLan supports their mental health and wellbeing (CEDARS, 2021).

4% of ECRs attended the wellbeing session in May 2022, with 17% of more senior researchers (MCRs) attending the same session in January 2022). | Ongoing - please see actions on 2022-2025 forward action plan template. |

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Bullying and harassment								
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.								
ECI3	To utilise the results from the staff surveys around mental health and wellbeing, specifically for the research community (including ECRs) and act on any areas where there are issues. Specific question set included in annual staff survey. 2020 Lockdown Pulse surveys outcomes related to health and wellbeing actions identified and implemented. Promote to ECRs/Researchers university wellbeing resources and policies. Also promote the new Policy on Misconduct in Research which replaces the current Code of Practice for the Investigation of Allegations of Research Malpractice. Use the CEDAR's survey to discover whether researchers (Including ECRs) feel that are able to have flexible working practices, and know how to report discrimination issues, bullying or harassment. Feedback findings at the School, Faculty and Institutional level. Using results of staff & CEDARS surveys discuss with the Researcher Development Steering Group to determine university-wide actions, plans and implementation. Continue to implement the early dispute resolution scheme and to raise manager awareness of the scheme options.	Yes	Jun-22	**ECRs/Researchers** Director Research & Enterprise Service **Research Managers** School Research Leads **People Team (Leadership & Development Manager)**	Build on actions arising from the 2021 staff & CEDARS Survey, through focus groups of ECRs in realtion to the findings. Baseline indicators need establishing. Compare with national benchmarks. 10% increase hits on the Research Misconduct pages of website by June 2022. 50% agree for CEDARS 2021 Survey question relating to awareness of appropriate support for reporting issues by June 2022. 50% of ECRs/Researchers who agree on CEDARS question in relation to awareness of discrimination policies by June 2022. Signpost & promotion to ECRs/Research Managers of the Early Dispute Resolution Scheme on the intranet pages and increase awareness on the these resources by 10% by September 2021.	Research Misconduct information is on the intranet for ECRs/researchers to access. Training on Research Misconduct takes places regularly for ECRs/researchers. ECRs/Researchers are able to raise any issues surrounding research misconduct by reporting them to the Officer for Ethics. All processes and procedures surrounding research misconduct are available to ECRs/Researchers via the external and internal web pages. Research Managers participate in development around supporting researcher's wellbeing and mental health. Alongside addressing incidents of discrimination, bullying and harassment, and poor research integrity. Staff and CEDARS surveys ask questions relating to bullying, discrimination, and harassment. Three pulse surveys were undertaken in 2021 around mental health and wellbeing. Data and metric information is available in the supplementary section of this form. Staff wellbeing and support website links were added to the ECRs/researchers MS Teams sites for staff to access in September 2021. Information around wellbeing and support is included in all newsletters as a standard item for researchers to access in September 2021. Researchers can access staff wellbeing and mental health support through the institutional intranet pages. All staff wellbeing & support information is accessible via the ECRs/researchers MS Teams sites. The University launched a wellbeing app for colleagues in 2021, providing support to staff in achieving their goals and getting active every day. Researchers can also access the staff counselling service, alongside wellbeing sessions offered by the Sports Centres, Wellbeing sessions were delivered to ECRs/researchers in 2022 by the People Team, which are recorded so researchers can have continual access to this information. The University use a wide range of practices to enhance EDI. For example inclusive advertising for jobs, the composition of interview panels to reflect EDI (e.g., mixed gender panels) and the composition of the Professors/Readers panel also to reflect EDI (e.g., in terms of female and Black, Asian and Minority Ethnic representation).	CEDARS - UCLan responses on wellbeing are in line with, or more positive than, sector responses, with the exception of reporting bullying or harassment (61% compared to 63% positive responses). However, just under half of respondents agree that UCLan supports their mental health and wellbeing. EDR on track-all in HR trained in March 2021, trade union workshop booked for Sept 2021, managers will be engaged case-by-case at present. CEDARS - UCLan responses on wellbeing are in line with, or more positive than, sector responses, with the exception of reporting bullying or harassment (61% compared to 63% positive responses). However, just under half of respondents agree that UCLan supports their mental health and wellbeing. Just over 4% of ECRs attended the wellbeing session in May 2022. Alongside 17% of more senior researchers (MCRs) who attended the same session in January 2022). Data received from the Research Integrity web pages shows that in 2021 there was static use of these information pages, with the number of hits staying the same every month (132) with the exception of November & December with increases of around 100. For 2022, hits have increased steadily rising up to 200 per month. This suggests that we have met our 10% increase for engagement with this research website.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECM3	Researcher Managers (including ECRs) to maintain awareness of wellbeing policies and resources. Researcher Managers (including ECRs) to implement learning from wellbeing and mental health resources eg accessing services when needed	Yes	Jun-22	**Research Managers** **ECRs/Researchers** **People Team (Leadership & Development Manager)** **Director Research & Enterprise Service**	Signpost Research Managers to access CEDARS survey 60% agree for CEDARS 2021 Survey question relating to awareness of wellbeing policies & resources, increasing to 70% in 2023."	Three pulse surveys undertaken in 2021 around mental health and wellbeing. Data and metric information is available in the supplementary section of this form. Staff wellbeing and support website links have been added to the ECRs/researchers teams' sites for all staff (including research managers) to access in Sept 2021. Information around wellbeing and support is included in all newsletters as a standard item for researchers/research managers to access in Sept 2021. Researchers/managers can access staff wellbeing and mental health support through the institutional intranet pages. All staff wellbeing & support information is accessible via the ECRs/researchers team's sites. The University launched a wellbeing app for colleagues in 2021 this application provides support to staff, and helps to you achieve their goals, and get active every day. Researchers can also access the staff counselling service, alongside wellbeing sessions offered by the sports centres, Wellbeing sessions delivered to ECRs/researchers in 2022 by the People Team, which are recorded so researchers can have continual access to this information."	CEDARS - UCLan responses on wellbeing are in line with, or more positive than, sector responses, with the exception of reporting bullying or harassment (61% compared to 63% positive responses). However, just under half of respondents agree that UCLan supports their mental health and wellbeing. Just over 4% of ECRs attended the wellbeing session in May 2022. Alongside 17% of more senior researchers (MCRs) who attended the same session in January 2022)	Ongoing - please see actions on 2022-2025 forward action plan template.
ECR4	Researchers know how to report concerns.	Yes	Jun-22	Director Research & Enterprise Service Academic Development for Research & Enterprise (Researcher Development Officer) **People Team (Leadership & Development Manager)** Head of Impact & Output Unit	Monitor concerns and report to annually to University Research Committee.	ECRs/researchers are able to access information on how to report any incidents of bullying and harassment via the University's Grievance Procedure, which allows for such allegations to be dealt with in a formal, structured manner whilst ensuring sensitivity to the issues being resolved. More detailed information on this process is detailed in the staff handbook that ECRs/researchers can access. Information about bullying and harassment support is available for ECRs/researchers via the internal intranet pages, which also highlights the process they need to follow to report any incidents.	CEDARS data highlights that 61% of respondents felt comfortable with reporting an incident of bullying and harassment. Alongside 69% being comfortable reporting research misconduct. UCLan responses on the area of bullying and harassment are in line with sector responses. However it is important to acknowledge that work to improve these figures going forward is a priority.	Ongoing - please see actions on 2022-2025 forward action plan template.
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	Research Managers to participate in mandatory training related to Equality, Diversity and Inclusion. Research Managers to implement learning from EDI training in their management practices.	Yes	Jun-22	**People Team (Leadership & Development Manager)** **Research Managers** Faculty Directors of Research Director Research & Enterprise Service	Monitor participant levels, 80% for 2021, and 90% for 2022. 2% for Bullying and Harrassment responses in Staff surveys. 80% of research managers and leaders trained in EDI by 2022.	The University has a new team and director of EDI. The main priority for the institution is for all staff to have a sense about belonging. The EDI team are pulling together an EDI action plan and statement, and schools/faculties/services are coming together to identify EDI actioned. All research managers have to complete mandatory EDI training (which includes modules around bullying and harassment) and then implement this training with their ECRs/researchers.	For this award we have defined our research managers as anyone from a Senior Lecturer-upwards. The reason for this, is because the majority of our staff are on teaching & research contracts. From the training data we have been able to analyse, it shows over the course of a two-year period (2020-2022), 32% (n=259) have been trained in Equality & Diversity. Due to the low percentage scores, we have not met our predicted targets for research managers completing this training. To look at definitions and recording of this data going forward.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECR2	Researchers (including ECRs) to participate in mandatory training for research integrity and EDI. To include in appraisal discussions. Researchers (including ECRs) to implement learning from research integrity and EDI training.	Yes	Jun-22	**ECRs/Researchers** **Head of Research Governance & Ethics Unit** Director of Research Enterprise Service	80% of ECRs/research staff undertaken research ethics training by 2022. 80% staff undertaken EDI training by 2022.	ECRs/researchers and Research managers can access employment legislation and codes of practice via the internal SharePoint pages. New researchers are also sent this information upon joining the University to ensure they aware of all current policy and procedures. All researchers responsible for grant funding (i.e. Principal Investigators) approve grant funding via Unit 4 Business World. The Grants and Funding Unit attach a copy of any terms and conditions of grant funding to the Business World record together with a summary of T&Cs from the Legal Team. All research managers are able to utilise any role specific training they require in relation to recruitment and selection policies, codes of practice and any other information they require to support them in their role. The Ethics, Integrity, and Governance Unit (RES) provide a comprehensive training programme to staff and researchers in the area of Research Integrity. Training sessions take place online and face to face to enable ECR's/researchers to engage and attend training sessions. The programme consists of introductory sessions to ethics, alongside working with human participants, NHS approvals, research integrity protocols etc. ECRs/researchers participate in mandatory EDI and research ethics training. They can also access training from the Grants & Funding Unit around understanding funder requirements.	Training ethics data shows over the course of a two-year period (2020-2022), low numbers in 2020 (n=51 completed this training) compared with 116 people in 2021. 2022 shows a slow-down in numbers with only 6 people completing this training. From looking at this data, we can see that we have not met our target of 80% ECRs/Researchers completing this training. This needs to be addressed going forward in the 2025 review. EDI training data shows that 49% of (n=689) ECRs/researchers undertook this training over the 2020-2022 period. From looking at this data, we can see that we have not met our target of 80% ECRs/Researchers completing this training. This needs to be addressed going forward in the 2025 review.	Ongoing - please see actions on 2022-2025 forward action plan template.

Please be aware this PDF is not accessible if you a require an accessible version please contact Trudi Emmens (researchdevelopment1@uclan.ac.uk).

	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)
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	Continue face to face and online training sessions to ensure researchers (including ECRs) and their managers are aware of, and act in accordance with, the highest standards of research integrity and report back on a yearly basis with the data of how many staff have accessed these sessions. Research Managers to participate in Research Ethics & Integrity Training. Research Managers to implement learning from Research Ethics & Integrity Training.	Yes	Jun-22	**Research Managers** **Head of Ethics, Integrity & Governance Unit** Director of Research & Enterprise Service	80% ECRs/Researchers trained in research integrity by 2022. 80% ECRs/Researchers in supporting the review & approval of ethics applications by 2022.	The Ethics, Integrity, and Governance Unit provide a comprehensive training programme to staff and researchers in the area of Research Integrity. Training sessions take place online and face to face to enable ECR's/researchers to engage and attend training sessions. The programme consists of introductory sessions to ethics, alongside working with human participants, NHS approvals, research integrity protocols etc.	Training data shows over the course of a two-year period (2020-2022), low numbers in 2020 (51 completed this training) compared with 116 people in 2021. 2022 shows a slow-down in numbers with only 6 people completing this training. From looking at this data, we can see that we have not met our target of 80% ECRs/Researchers completing this training. This needs to be addressed going forward in the 2025 review.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECM3	Research Managers to maintain awareness of related policies and processes around addressing incidents of poor research integrity. Research Managers to implement learning and support researchers.	Yes	Jun-22	**Head of Ethics, Integrity & Governance Unit** **Research Managers** **Faculty Directors of Research** **Director Research & Enterprise Service**	70% in 2021 & 80% in 2022 of Research Managers undertaking development in research integrity. 80% being aware of policies and processes by 2021, & 90% in 2022.	The Ethics, Integrity, and Governance Unit provide a comprehensive training programme to staff and researchers in the area of Research Integrity. Training sessions take place online and face to face to enable ECR's/researchers to engage and attend training sessions. The programme consists of introductory sessions to ethics, alongside working with human participants, NHS approvals, research integrity protocols etc. Research Misconduct information and policy guidance is on the intranet for Research Managers to access. Training on Research Misconduct currently takes places regularly for ECRs/researchers and their managers. ECRs/Researchers and their managers are able to raise any issues surrounding research misconduct by reporting them to the officer for ethics. All processes and procedures surrounding research misconduct are available to ECRs/Researchers via the external web pages.	Training data shows over the course of a two-year period (2020-2022), low numbers in 2020 (51 completed this training) compared with 116 people in 2021. 2022 shows a slow-down in numbers with only 6 people completing this training. From looking at this data, we can see that we have not met our target of 80% ECRs/Researchers completing this training. This needs to be addressed going forward in the 2025 review.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECR2	Researchers (including ECRs) to participate in mandatory training for research integrity . To Include in appraisal discussions. Researchers (including ECRs) to implement learning from research integrity training.	Yes	Jun-22	**ECRs/Researchers** **Head of Research Governance & Ethics Unit** **Head of Grants & Funding Unit** Director of Research Enterprise Service	80% of ECRs/research staff undertaken research ethics/misconduct training by 2022.	ECRs/researchers and Research managers can access employment legislation and codes of practice via the internal SharePoint pages. New researchers are also sent this information upon joining the University to ensure they aware of all current policy and procedures. All researchers responsible for grant funding (i.e. Principal Investigators) approve grant funding via Unit 4 Business World. The Grants and Funding Unit attach a copy of any terms and conditions of grant funding to the Business World record together with a summary of T&Cs from the Legal Team. All research managers are able to utilise any role specific training they require in relation to recruitment and selection policies, codes of practice and any other information they require to support them in their role. The Ethics, Integrity, and Governance Unit provide a comprehensive training programme to staff and researchers in the area of Research Integrity. Training sessions take place online and face to face to enable ECR's/researchers to engage and attend training sessions. The programme consists of introductory sessions to ethics, alongside working with human participants, NHS approvals, research integrity protocols etc. ECRs/researchers participate in mandatory EDI and research ethics training. They can also access training from the Grants & Funding Unit around understanding funder requirements.	Training data shows over the course of a two-year period (2020-2022), low numbers in 2020 (51 completed this training) compared with 116 people in 2021. 2022 shows a slow-down in numbers with only 6 people completing this training. From looking at this data, we can see that we have not met our target of 80% ECRs/Researchers completing this training. This needs to be addressed going forward in the 2025 review.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECR4	Researchers know how to report concerns.	Yes	Jun-22	**ECRs/Researchers** **Head of Research Governance & Ethics Unit** **School Research Leads** Director Research & Enterprise Service	Monitor concerns and report to annually to University Research Committee.	ECRs/Researchers are able to raise any issues surrounding research misconduct by reporting them to the officer for ethics. All processes and procedures surrounding research misconduct are available to ECRs/Researchers via the external web pages.	There has been one research misconduct case in the last 2 years. Any general concern raised about a project, is considered by our concerns procedure. There have been four concerns raised in the last 2 years that a Chair of an ethics review panel investigated. All research misconduct and concerns would be sent to OfficerforEthics@uclan.ac.uk	Ongoing - please see actions on 2022-2025 forward action plan template.
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.								
EI7	Use existing researcher networks to consult on policy, and UCU formal consultation procedures already in place.	Yes	Jun-22	**The People Team**	20% increase on staff survey question regarding feeding their views upwards and being listened to.	The researcher networks have access to all policy information via their own career networks. ECRs/researchers have the opportunity to engage with policy making via the Staff and CEDARS surveys. ECRs/researchers can also have the opportunity to engage via focus groups around organisational policy and feedback via their researcher development representatives on the Researcher Development Steering Group.	The People Team sent the Forward Action Plan to UCU, Unison and Unite on 30 April 2021, and sent information about CEDARS to all trade unions on 8 June 2021.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECM5	Share CEDARS findings with Research Managers and identify actions at university and school level.	Yes	Sept 2021	**The People Team (Leadership Development Manager)** **Research Managers** Faculty Directors of Research Head of Impact and Outputs Unit **Academic Development for Research & Enterprise(Researcher Development Officer)**	Complete CEDARS and share results by September 2021	The CEDARS survey was completed in June 2021, with the report and results being analysed and completed by September 2021. The CEDARS 2021 report has been disseminated across to our Researcher Development Steering Group, which consists of senior researchers, and researcher representatives at different career stages. The chair of the steering group is also the Director of Research & Enterprise Service. There has been a delay in engaging ECR's/researchers with the actual findings of this survey due to resourcing issues and other priorities have had to take precedence.	CEDARS findings for 2021 have been written into an action plan, which will be distributed out to all ECRs/researchers and research managers in September 2022. ECR's/researchers will be fully consulted on the results with focus groups planned for September/October 2022. To gain feedback from the ECR's/researchers to help influence organisational policy.	Ongoing - please see actions on 2022-2025 forward action plan template.
EM5	ECRs/Researchers to become involved in School & Faculty & Institutional committees to enable them to contribute to policy on researcher development within the institution	Yes	Sep-21	**Research Managers** **Faculty Directors of Research** Director Research & Enterprise Service	Ensure there is representation from all research staff groups participating in School & Faculty & Institutional committees. Aiming for 50% participation initially, rising to 100% by July 2022. Monitor via annual reporting to FRIEC's from Heads of School, DoRs and School Research Leads.	All ECRs/MCRs are involved in research networks, which take place monthly. They also have an opportunity be representatives on a number of Committees, including the Researcher Development Steering Group, University Research, Knowledge Exchange & Ethics Committee (URKEEC), and the Research & KE EDI Group. ECRs/Researchers are actively encouraged to take part in Research Institute and Centre working groups, to establish programmes of activity for the following year. An example of this is from our C4Globe Research Centre, where ECRs join the steering committee to input into the development of the programme for next year. In the LIFE Institute, ECRs are members of the Steering Board and actively involved in planning the work of the Institute.	All ECRs/MCRs are involved in research networks, which take place monthly. They also have an opportunity be representatives on a number of Committees, including the Researcher Development Steering Group, University Research, Knowledge Exchange & Ethics Committee (URKEEC), and the Research & KE EDI Group.	Ongoing - please see actions on 2022-2025 forward action plan template.
ECR5	Share findings from CEDARS with networks and Schools. Encourage action plan ideas and formation of action plans.	Yes	Sep-21	**ECRs/Researchers** **School Research Leads** **People Team (Leadership & Development Manager)** **Director Research & Enterprise Service** **Academic Development for Research & Enterprise (Researcher Development Officer)**	Feed CEDARS actions into Concordat planning/review process and sub-strategy for Research and Enterprise and any subsequent updates.	The CEDARS survey was completed in June 2021, with the report and results being analysed and completed by September 2021. The CEDARS 2021 report has been disseminated across to our Researcher Development Steering Group, which consists of senior researchers, and researcher representatives at different career stages. The chair of the steering group is also the Director of Research & Enterprise Service. There has been a delay in engaging ECR's/researchers with the actual findings of this survey due to resourcing issues and other priorities have had to take precedence.	CEDARS findings for 2021 have been written into an action plan, which will be distributed out to all ECRs/researchers in September 2022. ECR's/researchers will be fully consulted on the results with focus groups planned for September/October 2022. To gain feedback from the ECR's/researchers to help influence organisational policy. Once feedback collated, this information will then be sent to senior leaders for them to consider in relation to researcher development policy within the institution.	Ongoing - please see actions on 2022-2025 forward action plan template.
ER4	ECRs/Researchers to contribute towards the Research Culture (for example by particating in the research networks, speaking at events, becoming members of committees/forums, particpation in the staff and CEDARS surveys).	Yes	Jun-22	**Researchers** Research Managers Faculty Directors of Research Director Research & Enterprise Service Academic Development for Research & Enterprise (Training Coordinator)	Ensure representation from all research staff groups participating in activities. Monitor via annual reporting to FRIEC's from Heads of School, DoRs and School Research Leaders. 60% of researchers participate in CEDARS.	All ECRs/MCRs are involved in research networks, which take place monthly. They also have an opportunity be representatives on a number of Committees, including the Researcher Development Steering Group, University Research, Knowledge Exchange & Ethics Committee (URKEEC), and the Research & KE EDI Group.	In the period 2020-2022, ECRs/Researchers were actively engaged in Research Institute and Centre working groups set up to establish programmes of activity for the following year. An example of this is from our C4Globe Research Centre, where ECRs joined the Steering Committee. In the LIFE Institute, ECRs are members of the Steering Board and are actively involved in planning the work of the Institute.	Ongoing - please see actions on 2022-2025 forward action plan template.

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Employment							
Recruitment and induction							
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.							
EI1	Link the RDU Portal to the People Team web pages which will have a specific section on there for research staff (including ECRs) where they can access the recruitment and selection policies and procedures. Research networks (including ECRs) to be used more effectively in sharing policy and practice information in relation to recruitment and selection practices for researchers. The People Team to deliver focussed learning to research managers raising the importance and awareness of open and transparent merit-based recruitment. To continually promote the active engagement of decision makers in unconscious bias training. Ensure recruitment & selection data from UCLan is mapped with Athena Swan actions, staff survey findings, & HR Excellence in Research Award actions regarding recruitment & selection processes.	Yes	01/09/2021 June 2022 Sept 2021	**Academic Development for Research & Enterprise (Researcher Development Officer)** **People Team (Leadership & Development Manager)** Director of Research & Enterprise Service Head of Impact & Output Unit	10% increase in hits to new pages 50% agree for CEDARS 2021 Survey question relating to awareness of useful of UCLan's recruitment & selection processes 50% participation in recruitment training 50% agreed with the CEDARS survey question relating to recruitment & selection processes. Monitor data on protected characteristics in recruitment and publish internally by June 2021. Identify and publish targets for EDI within UCLan and sector demographics by June 2021.	Internal researcher development webpages were created in Sept 2021. These webpages allow ECRs/Researchers the opportunity to access recruitment and selection policies and practices. ECRs/researchers can also access recruitment information and policies via their career stage MS Teams sites, and the weekly newsletters that have links to these resources. The three career stage networks (ECR,MCR,CPR) are used to share relevant policy and practice information relevant to their career stage. ECR's/researchers are aware of the support available to them via Academic Development for Research & Enterprise and through the People Team in relation to recruitment and selection policies and procedures. The University's new EDI team is developing a staff profile that better reflects the student profile and where staff have the knowledge, cultural intelligence and capabilities to meet the needs of our diverse student population, stakeholders and communities. The University has a responsible metrics statement and also signed up to DORA The declaration of research assessment as a measure of evidence, to understand merit based best practice. The People Team and External Relations are working on the 'Employee/People Value Proposition' (EVP/PVP) which will refresh our approach to recruitment, selection and onboarding. Focus groups have taken place to understand internally and externally what people think UCLan is like. The University's new EDI team is developing a staff profile that better reflects the student profile and where staff have the knowledge, cultural intelligence and capabilities to meet the needs of our diverse student population, stakeholders and communities. The University has a responsible metrics statement and also signed up to DORA The declaration of research assessment as a measure of evidence, to understand merit based best practice. People Team Business Partners (HRBPs) actively review all fixed term contracts regularly and test them against the criteria which allows them to be fixed term. where possible these roles are made permanent. (5.1.8) Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a more transparent and equitable environment- Disparity when a selector is applied (i.e ARA submission or SRfR status) compared to the eligible population. Gender Equality Survey 2019 comments suggest women are less likely to dedicate time to research due to a disproportionate teaching, pastoral care and management workload- Workload management audit undertaken by gender and job role at school level and then agreed action plans by Faculty Executive Teams. Linden spoke to the REF managers to determine available data for UoAs relating to the proportion of male and female staff submitted to the REF baselined against the total number of male and female staff associated with the UoA. Linden discussed the resulting data with FETs to support the development of the action plans. Professional WLM completed and rolled out via FETs for next 2021 academic year and webpages updated. (5.1.5) Train managers and appraisers to raise awareness of the criteria for promotion from L to SL- Perception that appraisers not aware of the new evidence-based criteria for promotion from L to SL- Workshops on promotion from L to SL- L to SL transition requirements shared with all academic managers. Conversations encouraged earlier to better prepare people and guidance updated. Included in new appraisal implementation. Athena SWAN actions audit current probationary practices and collect qualitative data on the experiences of new staff and managers to produce recommendations for future action. There are mixed practices across the University, with varying degrees of rigour in following and documenting processes. An audit has been conducted. Qualitative data collected and analysed, and recommendations produced with changes implemented. Post-implementation re-audit and qualitative research demonstrates high level of satisfaction with the new processes by new staff and managers. Conversations encouraged earlier to better prepare people and guidance updated. This will be included in the new appraisal implementation. criteria which allows them to be fixed term. where possible these roles are made permanent. (5.1.8) Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a more transparent and equitable environment- Disparity when a selector is applied (i.e ARA submission or SRfR status) compared to the eligible population. Gender Equality Survey 2019 comments suggest women are less likely to dedicate time to research due to a disproportionate teaching, pastoral care and management workload- Workload management audit undertaken by gender and job role at school level and then agreed action plans by Faculty Executive Teams. Linden spoke to the REF managers to determine available data for UoAs relating to the proportion of male and female staff submitted to the REF baselined against the total number of male and female staff associated with the UoA. Linden discussed the resulting data with FETs to support the development of the action plans. Professional WLM completed and rolled out via FETs for next 2021 academic year and webpages updated.	For the internal researcher development webpages, the data suggests that for 2021 and part of 2022 (Up until Aug 2022) engagement numbers are low, with around 29 people per month accessing this information. CEDARS data highlights that we are above the sector average 92% when it comes to fair, inclusive, selection processes. Athena Swan Actions- (4.1.3) are to monitor the proportion of female and male staff on fixed-term contracts annually. Progress- 2019, 67% female, 2020, 62%. As of 24/05/21 - Ratio of male and female staff on FTC, were: Female 58.65% , Male 41.35%. To achieve a minimum overall Black Asian and Minority Ethnic people profile of 20% across all grades and levels, with a particular focus on Black Asian and Minority Ethnic representation of management contract holders in Professional Services 19/20= 13% 2028= 20%. To have achieved a minimum of 7% of people across all grades declaring a Disability 2019/20=3% 2028=7%. To achieve an appropriate gender representation in management contracts, benchmarked against the overall pool of staff within each of the academic and professional staff groups 2019/20= 44% 2028= 59%*. To achieve a minimum 50% of female Professors 2019/20= 37% 2028= 50%. To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to sexual orientation and religion 2019/20= 66% 2028=95%. To improve people disclosure rates across all characteristics by 2024, but in particular to have achieved a 95% disclosure rate in relation to religion and belief by 2028 2019/20= 69% 2028=95%.	Ongoing - please see actions on 2022-2025 forward action plan template. Overhaul of our recruitment and selection process, policy, system as part of our wider Employee Value Proposition project. This project has several internal workstreams which are focused on: procurement of new recruitment software system, review of the recruitment and selection of colleagues, embedding organisational values, implementation of further training and development, revised approach to performance management and the review of our policies and procedures. Project currently in early stages and Stonefish system looking to be implemented in October.
EI2	Continue welcome events, local & school inductions for all new starters (including ECRs/Researchers), which details their employment policies and practices; setting out expectations and responsibilities for all UCLan colleagues. In addition to this, introduce in 2021 a welcome event specifically for researchers (ECRs/Researchers). This would enable ADRE to make all new researchers (ECRs/Researchers) aware of the Concordat, any policy & practice information relating to their roles, share information relating to ADRE, and also the work of The Research & Enterprise Service. To provide an opportunity for new researchers (ECRs/Researchers) to speak to staff from I&C, Professor & Readers, ECR, & Mid-Career groups as well. The events would be held reasonably close to after the individual has started to ensure they are assured research is important at UCLan and support is available. Enhance local induction guidance and make available online to all colleagues. This includes updating the 'Academic Induction Booklet' Professional Services Directors to contribute an outline of their service and function for both academic & research colleagues (including ECRs), which can be included in induction activities. Continuation with engagement with the ECR/MCR/CPR groups. The future focus will be on building membership & engagement and providing these groups with what they need to know in relation to policies and practices relevant to their positions.	Yes	Jun-22	**Academic Development for Research & Enterprise (Researcher Development Officer)** **People Team (Leadership & Development Manager)** Director of Research & Enterprise Service Head of Impact & Outputs Unit	50% participation in ECR network events 10% improvement for CEDARS survey response to usefulness of inductions in 2022 survey	People Team Business Partners (HRBPs) actively review all fixed term contracts regularly and test them against the criteria which allows them to be fixed term. where possible these roles are made permanent. (5.1.8) Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a more transparent and equitable environment- Disparity when a selector is applied (i.e ARA submission or SRfR status) compared to the eligible population. Gender Equality Survey 2019 comments suggest women are less likely to dedicate time to research due to a disproportionate teaching, pastoral care and management workload- Workload management audit undertaken by gender and job role at school level and then agreed action plans by Faculty Executive Teams. Linden spoke to the REF managers to determine available data for UoAs relating to the proportion of male and female staff submitted to the REF baselined against the total number of male and female staff associated with the UoA. Linden discussed the resulting data with FETs to support the development of the action plans. Professional WLM completed and rolled out via FETs for next 2021 academic year and webpages updated. (5.1.5) Train managers and appraisers to raise awareness of the criteria for promotion from L to SL- Perception that appraisers not aware of the new evidence-based criteria for promotion from L to SL- Workshops on promotion from L to SL- L to SL transition requirements shared with all academic managers. Conversations encouraged earlier to better prepare people and guidance updated. Included in new appraisal implementation. Athena SWAN actions audit current probationary practices and collect qualitative data on the experiences of new staff and managers to produce recommendations for future action. There are mixed practices across the University, with varying degrees of rigour in following and documenting processes. An audit has been conducted. Qualitative data collected and analysed, and recommendations produced with changes implemented. Post-implementation re-audit and qualitative research demonstrates high level of satisfaction with the new processes by new staff and managers. Conversations encouraged earlier to better prepare people and guidance updated. This will be included in the new appraisal implementation.	60% of CEDARS responses stated that they felt inductions were useful. Which means we have met the 50% target for this action. Attendance at ECR network events over the last year has increased steadily, with 132 ECRs attending monthly network events in 2021. In contrast between Jan-May 2022, 85 ECRs have already attended monthly network sessions. With a total of approximately 300 ECRs involved in the network groups, we have achieved the 50% attendance target for this action.	Ongoing - please see actions on 2022-2025 forward action plan template.

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Recognition, reward and promotion							
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.							
EI3	Yes	Sept 2020 / June 2022 / June 2021 / Sept 2021 / Sept 2020 / Sept 2020 / June 2022 / June 2022	**People Team (Leadership & Development Manager)** **Director of Research & Enterprise Service** Head of Impact & Outputs Unit	Consultation completed and strategy published by September 2020. Publish application/success data regarding applications each year. Consultation completed and strategy published by March 2021. Review completed and findings implemented by September 2021. HERA process is clearly outlines in career progression pages by September 2020. The promotion route for researchers at UCLan is clearly outlined on the career progression pages by September 2020. Findings are shared with Researcher Development Steering Group as well as Athena Swan groups by September 2021. HR to report % flexible working requests supported annually 90% of research managers completed unconscious bias training by June 2022	The Universities research strategy has been written and consulted on by all levels of researchers. Feedback was collated and reviewed by the PVC Research Strategy Group. The final version of the Research Strategy and Operational plan was then agreed and recommended to the Senior Executive Team. Progression pathways for professors and readers will be discussed as part of the PRC review, currently paused as no promotion round taking place. Due to the APA route for academics not being viable, the institution has looked at Leadership training for researchers at different levels, which links into the promotion pathways available. The University also has accreditation of research supervisors, which allows researchers to develop themselves ready for any career progression. The University has an Equality Impact Statement, which contains workload data collected for REF. This allows the institution to continue to support the SRFR definition (for researchers). The University will also be looking at developing a definition for researchers supporting knowledge exchange, there is also support for the allocation of workload time. Professorial WLM completed and rolled out via Faculty FETs for next academic year. Also posted on appraisal webpage. All researchers are expected to undertake unconscious bias training, as part of their role specific training. Flexible working requested being logged in the People Team staff survey 2021 reported that 72% of academics felt their manager helped them find a good work life balance, compared to 86% of professional services. 52% of academics found their workload reasonable, and 70% of professional services agreed their workload was reasonable. During Covid, researchers had the opportunity to work in a flexible way via home working or using a blended approach. CEDARS analysis showed that 82% of respondents felt that UCLan is fair when it comes to flexible working requests. Researchers will have the opportunity to work in a blended way, except those colleagues whose roles need to be on campus. Post covid most staff moved for staff to work in a hybrid way.	2019/20 and 2020/2021 promotion rounds were closed due to Covid-19 which will have an impact on our figures. 2021/22- Promotion round just opened will track and update data once applications have been submitted. This action to be carried across to the 2022-2025 forward action plan. To examine the Reader/Professor progression data in terms of EDI considerations to ensure, for example, that there are no issues around, say, female or Black, Asian and Minority Ethnic staff progression. Consultation completed and organisational strategy published. Included in the organisational strategy are high level targets for staff (including ECRs and researchers) to improve retention and support staff. APA route for academics was reviewed and it was decided to look at specific career development for researchers rather than this route. Updated information to include HERA process in career progression pages https://msuclanac.sharepoint.com/sites/DevelopmentPortal/SitePages/Career-Pathways-and-Progression-for-Researchers.aspx which researchers at all levels can access via their team network sites or via the intranet. Included within the People and Development webpages, which researchers at all levels can access via their team network sites or via the intranet. Unfortunately due to reporting processes we do not have the data available for ECRs/researchers undertaking Unconscious Bias Training over this two-year period. This area is to be highlighted as an action for the 2025 submission.	Ongoing - please see actions on 2022-2025 forward action plan template.
EM3	Yes	Jun-22	**Research Managers** **People Team (Leadership & Development Manager)** Faculty Directors of Research Director Research & Enterprise Service **Academic Development for Research & Enterprise (Researcher Development Officer)** Head of Impact & Outputs Unit	90% completion of mandatory training modules by 2022. 50% agree for CEDARS 2021 Survey question relating to supportive line management for researchers. Staff Survey results for career progression and workload for ECR's in line with other staff groups.	Research Managers undertake mandatory training related to Equality, Diversity and Inclusion, Recruitment & Selection, Unconscious Bias, Health & Safety and any other mandatory or specialised training required for their managerial role. Research Managers to implement learning from this training in their management practices. Equality Impact Assessments of REF preparations and the final REF2021 submission were conducted, providing insight into areas of development with respect to protected characteristics going forward. This included an action plan. A new Research and KE EDI group has been established which will have oversight of EDI aspects of preparations for the next REF assessment, as well as inclusivity of support for research and KE.	Training data has been analysed over this two-year period (2020-2022) for mandatory training undertaken by research managers. EDI training data shows that 32% (n=259) have undertaken this training. 50% (n=412) undertaken Safeguarding training. 49% (n=401) of have undertaken mandatory Health & Safety training. Unfortunately due to reporting processes we do not have the data available for Unconscious Bias Training over this two-year period. (Staff Survey, 2021) responses, which asked about opportunities for personal growth and development. Data suggests that for the 2021 survey (which goes out to all staff) 64% of staff felt they had the opportunity for personal growth and development. Compared to 2019 survey which suggested that 74% (-10%) felt the same, after being asked the same question. Faculties and academic areas for the 2021survey scored 63% for the same question. The 2021 figure is down compared to 2019, and this is something that needs to be addressed in the 2023 survey. CEDARS data shows that 56% of researchers/staff feel they have line manager support towards promotion opportunities. 64% of researchers/staff feel that their line manager supports their broader career aspirations. Responses for line management support are positive at over 50%, work still needs to be improved to increase these figures.	Ongoing - please see actions on 2022-2025 forward action plan template.
Responsibilities and reporting							
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.							
EM2	Yes	Jul-22	**Research Managers** **People Team (Leadership & Development Manager)** **Head of Grants & Funding Unit** Faculty Directors of Research Director Research & Enterprise Service	50% of Managers accessed or know how to access information by Sept 21 rising to 100% managers by July 22	Research managers can access employment legislation and codes of practice via the internal SharePoint pages. New researchers are also sent this information upon joining the University to ensure they aware of all current policy and procedures.	All researchers responsible for grant funding (i.e. Principal Investigators) approve grant funding via Unit 4 Business World. The Grants and Funding Unit attach a copy of any terms and conditions of grant funding to the Business World record together with a summary of T&Cs from the Legal Team. All research managers are able to utilise any role specific training they require in relation to recruitment and selection policies, codes of practice, grants and funding training and any other information they require to support them in their role.	Ongoing - please see actions on 2022-2025 forward action plan template.
ER1	Yes	Jun-22	**Researchers** **Research Managers** People Team (Leadership & Development Manager) Faculty Directors of Research	50% agree with relevant CEDARs questions	All researchers have access to the Staff Handbook, which has all relevant policies and procedures. This information is listed on the People Team intranet webpages. All researchers responsible for grant funding (i.e. Principal Investigators) approve grant funding via Unit 4 Business World. The Grants and Funding Unit attach a copy of any terms and conditions of grant funding to the Business World record together with a summary of T&Cs from the Legal Team. All researchers are able to utilise any role specific training they require in relation to codes of practice and other information they require to support them in their role.	The CEDARS 2021 survey did not measure this aspect. Targets to be looked at in more detail for this principle, to ensure that we are monitoring information more effectively. All researchers responsible for grant funding (i.e. Principal Investigators) approve grant funding via Unit 4 Business World. The Grants and Funding Unit attach a copy of any terms and conditions of grant funding to the Business World record together with a summary of T&Cs from the Legal Team. All research managers are able to utilise any role specific training they require in relation to recruitment and selection policies, codes of practice, grants and funding training and any other information they require to support them in their role.	Ongoing - please see actions on 2022-2025 forward action plan template.
ER2	Yes	Jun-22	**Researchers** Research Managers Faculty Directors of Research	I-Trent records for researchers up to date	The Staff Handbook provides all staff with information on UCLan reporting procedures. Researchers are aware via their managers about keeping i-Trent records up to date for any personal and professional development undertaken, and the correct reporting structure for sickness absence and complying with mandatory training.	Researchers can access all information on recording sickness absence and mandatory training requirements via the University's Staff Handbook, which is available on the intranet site. All new researchers receive an induction by their line manager who makes them aware of these policies and procedures. Mandatory training is monitored with a system of reminders in place via heads of service and line managers.	Ongoing - please see actions on 2022-2025 forward action plan template.

	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)
People management								
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.								
EI4	The new academic structures from August 2020 require organisation development and support in order to succeed. Programmes are to be designed and delivered for Executive Deans, Heads of School, Deputy Heads/Faculty Directors of Research/School Research Leads and Principal Lecturers. These are the priority groups who have the biggest impact for research & academic colleague experience.

A dedicated leadership programme for all research & academic managers has been designed and implemented with 80% participation rate for 2020. Participants agree that the content was co-designed to meet their needs.

Project management training opportunities are available and promoted to researchers.

Project management training and development resources will be collated and promoted for access by all researchers, and indeed all colleagues.

From Autumn 2020, all schools will have a School Research Lead at Professoriate level. These roles will be able to work with the FDRs and HR but with also ECRs/Researchers to determine what level and type of support is required by researchers.

The Appraisal workflow for researchers will be finalised and discussed with appraisers, for promotion and implementation in September 2021 round.

20% improvement in appraisal participation in staff survey 2021

10% improvement for CEDARS questions related to appraisals year on year.

The impact of good management and support for ECRs/researchers will be evident in the next staff survey & CEDARS survey as well as REF2021. | Yes | Jun-22 | **Academic Development for Research & Enterprise (Researcher Development Officer)**
People Team (Leadership & Development Manager)
Director of Research & Enterprise Service
Head of Impact & Outputs Unit | 50% of research leaders participating in leadership programmes by 2022.

10% improvement in line manager score in staff survey by 2022

10% improvement for CEDARS questions related to line management 2021 & 2023.

50% participation of research managers in project management training.

10% improvement for CEDARS survey response to usefulness of project management training.

60% completion of CEDARS survey .

50% agreed with the CEDARS survey question relating to line management support.

20% improvement in appraisal participation in staff survey 2022

10% improvement for CEDARS questions related to appraisals year on year.

10% increase in responders agreeing the line managers lead well

10% improvement for CEDARS questions related to line management year on year | Leadership training is offered to our ECR/researchers by request. Emerging research leaders have had the opportunity to attend a range of Advance HE courses (e.g. Research Team Leadership, Diversifying Leadership) This links into EDI and REC plans for the University. This option is being investigated again for 2023. In 2022, nine researchers attended leadership development training (six Readers, one SRF and twp ECRs). Data for 2020-2021 is not available.

A system has been developed to support and encourage the recording of personal and professional development on our i-Trent system This will enable us to monitor and report on training uptake in a systematic wasy going forward. | CEDARS data for 2021 - Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses.

CEDARS data for 2021 - Few staff have had training in project management (32%) in comparison to the numbers of researchers who say they would like to receive it (this question was only asked of researchers, not research managers). It falls below the 50% aim for UCLan to achieve. Academic Development for Research & Enterprise will be developing later on in 2022 a series of workshops that will support researchers with the project management process when working on a research project.

CEDARS data 2021 - The survey response rate was relatively low in comparison to numbers of UCLan staff who have a research or research support role (10% response rate from 2,140 people contacted). A wider uptake may change the overall picture for future survey submissions.

CEDARS data 2021 - Although the responses for support from line managers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses.

CEDARS data 2021 - 66% of researchers felt that their appraisal was useful. A new appraisal system has been introduced with quarterly objectives. The University is moving towards an online monitoring system. The staff survey has allowed the opportunity for staff to respond on appraisal.

CEDARS data 2021 - Although the responses for support from line managers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses. | Ongoing - please see actions on 2022-2025 forward action plan template. |
| EI5 | The new organisational strategy is in development with consultation from ECR/sResearchers/Academic colleagues as this is written (2020), which will be underpinned by refreshing the UCLAn values and developing supportive leadership behaviours. UCLan values are refreshed to align with new strategy.

Embedded within University strategy and the associated research strategy will be the importance of people and their support to achieve their research goals.

Revised appraisal scheme in place which is more than 'annual' and supports the new organisational strategy.

ECRs/Researchers have the ability to request a review of their current grade in light of required duties, all resources & information is provided on the People Team website.

Promotion procedures are clear and available on the internal People Team website. It should be noted that if an employee is funded from external funding then they will be appointed at the agreed grade on a fixed term contract.

Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a more transparent and equitable environment (Athena Swan Action 5.1.8). | Yes | 01/09/2021

June 2021

Sept 2021

Sept 2021

Sept 2021

Sept 2022 | **People Team (Leadership & Development Manager)**
Director of Research & Enterprise Service | 50% participation of ECRs in network events where strategy is discussed.

50% agreed with the CEDARS survey question relating to line management support.

Consultation completed and strategy published by March 2021.

New scheme in place by September 2021.

20% increase in appraisal participation as reported in staff survey 2022.

50% agree for CEDARS 2021 Survey question relating to awareness of career progression processes.

Findings are shared with Researcher Development Steering Group as well as Athena Swan groups by September 2022

Flexible working principles set to apply in all areas to aid consistency. The People Team to systematically record flexible working requests.

50% agree for CEDARS 2021 Survey question relating to awareness of useful of flexible working processes.

The People Team to report % flexible working requests supported annually. | A new set of UCLan values was launced alongside the new Institutional Strategic Plan 2021-2028, developed in consultation with staff. A new appraisal system was launched in 2021 and the University has transparent recruitment processes.

A clear definition of REF eligibility (Significant Responsiblity for Research, SRfR), as published in our REF2021 Code of Practice, was developed in consultation with staff and is linked to the University's workload model. This definition is being mirrored for Knowledge Exchange.

The People enabling sub strategy, "Our People Experience" was launched in October 2021. This strategy specifies clear actions and KPIs around personal and professional development for staff, from a baseline of 64% of staff feeling they have opportunity for development in 2021, to 67% in 2022, and 70% in 2023. The strategy commits the University to support colleagues to perform at their best, with required improvement plans in place (ongoing target); to define and implement talent management approaches to target development and succession planning methods to futureproof the workforce (to start 2022); to define objectives and review delivery of support for colleague wellbeing and reshape where appropriate by April 2022.

The Institutional Strategy plan says that we will develop the next generation of University leaders to spearhead our work in the future; nurture our inclusive staff culture and a sense of belonging for all colleagues; increase our diversity so that our people reflect our student body and the communities in which we work; support the healthy choices and wellbeing of all our people and offer new opportunities for them to improve their physical, mental, and financial health.
New appraisal pages are ready, containing a revised research targets document, workflow, researcher record form, and a support video for research appraisers. A crib sheet for research managers has been developed and is out for consultation.

Researchers have the ability to request a review of their current grade in light of required duties. Researchers can access guidance on the internal intranet site, which outlines the process they need to undertake. A professional workload model has been rolled out via Faculty Executive Teams ahead of the next academic year. The University's new EDI team is tasked with supporting us towards a staff profile that better reflects the student profile, and where staff have the knowledge, cultural intelligence and capabilities to meet the needs of our diverse student population, stakeholders and communities.

The University has a responsible research metrics policy, developed in consultation with staff in 2019/20. We are also a signatory to the San Francisco DORA. There is now an EDI champion for each School/Service within the institution, with workload allocation. Each service has action plans relating to EDI needs. A new Research and KE EDI Group has been established, with representatives across career groups and our EDI networks.

For 2020-2022 the ECR network meetings have focussed on development support and networking. ECRs/researchers can however access the research strategy via their MS Teams sites and via the weekly newsletter. On the strategy it outlines the operational approach, alongside approach and activity ECRs/researchers need to be aware of.

Flexible working is agreed locally with line managers at a departmental level and recorded sporadically. People partners agreed this worked well and there were few problems with working flexibly as this has long been established at UCLan. During Covid-19 there have been more questions raised about blended/hybrid working but the flexible working policy works well. Some colleagues found the recording system bureaucratic and agreed they liked the autonomy of having the conversations with their line managers. | CEDARS data 2021 - Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses.

The January 2021 staff survey said there was no statistically significant negative experience of appraisal or anything else by full time or part time fixed term employees. 67% of full-time fixed term contract holders has had an appraisal discussion in the past twelve months, 64% of part time, which is still below the UCLan average for indefinite contract holders, which was 73% and 70% respectively. The appraisal system has been strengthened and this will be measured again in 2023.

CEDARS data 2021 - Only 31% of staff have a clear career plan. Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses. CEDARS Data 2021 – 82% of participants felt that UCLan is fair in relation to flexible working requests. We have achieved the 50% target.

During Covid, researchers had the opportunity to work in a flexible way via home working or using a blended approach. Cedar's analysis showed that 82% of respondents felt that UCLan is fair when it comes to flexible working requests. Researchers will have the opportunity to work in a blended way, except those colleagues whose roles need to be on campus. Post covid most staff moved for staff to work in a hybrid way. 6 researchers were regraded through the HERA process. between 2020-2022.

Appraisal review consulting researchers in July 2022 showed the picture was mixed in Schools, some finding every semester was better. Six academic leaders had an appraisal in the past three months, four had not. Advice on frequency for part timer colleagues was requested. Academic areas said it was good to focus on shorter term objectives, however numbers were an issue. One appraiser had thirty people. For many leaders the paperwork and time was still a barrier, but they valued more frequent discussions to build relationships and keep momentum. 170 people were randomly selected to (optionally) submit their form. 2 were research forms and had been thoroughly completed. Objectives for the past year had all been met minus one and there was development in place to progress this. Objectives for the coming year had dates and outcomes. Both forms had considered and confirmed development for the next year. The forms had been completed by both appraiser and appraisee. | Ongoing - please see actions on 2022-2025 forward action plan template. |
| EM1 | Research Managers to participate in training related to Research Leadership Equality, Diversity and Inclusion, Recruitment & Selection, Unconscious Bias, Health & Safety and any other mandatory or specialised training required for their managerial role. Research Managers to implement learning from this training in their management practices | Yes | Jun-22 | **Research Managers**
People Team (Leadership & Development Manager)
Faculty Directors of Research
Director Research & Enterprise Service | 90% completion of mandatory training modules by 2022
50% agree for CEDARS 2021 Survey question relating to supportive line management for researchers. | All research managers undertake a range of mandatory and role-specific training around Equality, Diversity and Inclusion, Recruitment & Selection, Unconscious Bias, Health & Safety and any other specialised training required for their managerial role. All learning is to be implemented within their own areas. Research Leadership training is also available, as well as mentoring support. | | Ongoing - please see actions on 2022-2025 forward action plan template. |
| EM4 | All research managers condult appraisal discussions and apply the appraisal workflow regarding time allocation for research based on outputs. | Yes | Jun-21 | **Research Managers**
People Team (Leadership & Development Manager)
Faculty Directors of Research
Director Research & Enterprise Service | 90% of staff survey responders say they have had an appraisal discussion in the past twelve months. | A third of staff do not believe that appraisals or induction events are useful at an Institutional, Departmental or Faculty level. Work has been on going to improve and promote engagement with appraisals. A new appraisal process was introduced in 2021. For future surveys, there is a 10% increase in positive responses expected in 2023 for the usefulness of appraisals for researchers | | Ongoing - please see actions on 2022-2025 forward action plan template. |
| ER3 | ECRs/Researchers to ensure they undertake and record their appraisal discussions in line with UCLan requirements | Yes | Jun-22 | **Researchers**
Research Managers
People Team (Leadership & Development Manager)
Faculty Directors of Research | 10% improvement for CEDARS survey results for Career progression and appraisal questions. | In 2021 a new quarterly appraisal system was launched for all staff including researchers. This system allows researchers/research managers to record their development requirements, with regular planning and review of quarterly objectives. This approach is undergoing a 12-month review. | CEDARS data 2021 - 62% of researchers felt that appraisal was useful and 84% of researchers had participated in an appraisal discussion in 2021. | Ongoing - please see actions on 2022-2025 forward action plan template. |
| **Job security** | | | | | | | | |
| **The aim of this obligation is to improve the job security of researchers.** | | | | | | | | |
| EI6 | ECRs/researchers on fixed term contracts, will be contacted 3 months before the end of their current contract to discuss next steps and are placed on the redeployment register to ensure they have prior notification of all opportunities within the University, and are given the opportunity to apply. Those on the redeployment list are given priority for all vacancies at the same grade or lower. All fixed term contract requests are scrutinised by the finance business partner, the People Team business partner and finally by a senior panel to determine need. Monitor the number of researchers who are transferred onto indefinite contracts in the regular review of fixed term contracts which takes place in The People Team. Establish resources and activities aimed at those on fixed term contracts. (i) Everyone on a fixed term contract is offered the opportunity to meet with a career advisor and/ or a Senior Researcher to discuss next steps and opportunities. (ii) All those on fixed term contracts have access to the redeployment pool. | Yes | Jun-22 | **People Team (Leadership & Development Manager)**
Director of Research & Enterprise Service | All eligible ECRs/Researchers to move to open ended contracts as part of the regular review.

People Team to report on numbers reviewed and changed annually to the University research committee | Institutional redeployment procedures are in place whereby staff are provided with support and priority access given to new vacancies ahead of internal/external advertising. ECRs/researchers can access information about their employment contracts and the redeployment process on the People Team intranet pages, alongside the staff handbook. ECRs had the opportunity to comment on this issue by completing the CEDARS 2021 survey. The actions from this survey will be discussed at a senior level to understand how to move things forward. | CEDARS data confirmed that fixed term contracts are an issue for ECRs/researchers. Actions arising from the CEDARS survey are for senior colleagues within the Research & Enterprise Service and the People Team to work together to establish an action plan on how this area can be reformed.

Data from the People Team around researchers and fixed term contracts for the period of 2020-2022 shows a total of 20 researchers were moved from fixed term to permanent contracts: Research Assistant (n=1), Senior Research Assistant (n=3), Research Associate (n=7), Research Fellow (n=2); Senior Research Fellow (n=5), Reader/Institute Coordinator (n=2). | Ongoing - please see actions on 2022-2025 forward action plan template. |

	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)
Professional and Career Development								
Championing professional development								
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.								
PCDI1	To gather feedback from ECRs/Researchers around the Concordat and the 10-day development allocation. Define what activities constitue professional development. Following feedback from ECRs and researchers, to introduce in 2021 guidance on a broad range of activities (such as mandatory training, research conference, school based training, particpation in committees and forums, job shadowing, peer coaching, mentoring and Enterprise initatives) that could be considered as part of the researchers own professional development plan. Make guidance available on the intranet. Promote the recording on itrent system, of all CPD by researchers in order to demonstrate the 10 days per year we are working towards.	Yes	Jun-22	Academic Development for Research & Enterprise (Researcher Development Officer) Director of Research & Enterprise Services People Team (Leadership & Development Manager) School Research Leads Faculty Directors of Research	50% of ECRs/Researchers record all their development in iTrent by September 2021 50% of CEDARS responders achieving 10 days development by June 2022 40% agree for CEDARS 2021 Survey question relating to awareness of development time.	Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the i-Trent system. This guidance was agreed at the Researcher Development Steering Group by representatives of the ECR/MCR/CPR groups. The guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022. Progress has also been made in developing effective reporting systems to measure uptake of training and development. A 10-day CPD campaign is included in our Forward Action Plan. The CEDARS survey was completed in June 2021, with the report and results being analysed and completed by September 2021. The CEDARS 2021 report has been disseminated across to our Researcher Development Steering Group, which consists of senior researchers, and researcher representatives at different career stages.	Although higher than across the sector, only one in five staff have been able to spend ten days or more in the previous year on training or other CPD activities (25% of UCLan staff reported they spent one day or less on training). It is unclear to what extent this measure is influenced by Covid and the shift to working from home. 41% of respondents report that promotion pathways and processes are clear. Responses are more positive for managers' support for promotion opportunities (56%) and broader career aspirations (64%), which align closely to sector responses (CEDARS, 2021).	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDI6	All ECRs/ researchers are encouraged to report their professional development activities within their appraisal documentation, and update on iTrent their personal learning activities. (The revised appraisal process maintains the existing focus on the wider career and personal development of the ECR/Researcher beyond their current research project, with their principal investigator or line manager) Any development requirements to be shared within their school for discussion with HR and ADRE to inform development and training requirements and to shape policy and practice. All researchers encouraged to use iTrent to record their development	Yes	Jun-22	People Team (Leadership & Development Manager) Director of Research & Enterprise Services URIC FRIECs ECRs/Researchers	10% improvement for Staff Survey 2021 results on career management questions.	Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the i-Trent system. This guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022. Progress has also been made in developing effective reporting systems to measure uptake of training and development. A 10-day CPD campaign is included in our Forward Action Plan.	In 2019, 53% of staff (including ECRs/Researchers) felt that their line manager was supportive of their career aspirations, in comparison to 9% who disagreed with this statement. In 2021, 34% of staff felt they had the opportunity for personal growth and development. There is a slight decrease in 2021 compared with 2019 where 41% of staff answered the same question. The proportion of staff that disagreed with these statements is low: 15% in 2021 and 10% in 2019.	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDM3	Explain the requirement to all research managers and agree how to evidence this in the workload models for their area.	Yes	Jun-22	Research Managers Faculty Directors of Research School Research Leads	Workload models contain the required 10 days across all Schools by June 2022	Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the i-Trent system. This guidance was agreed at the Researcher Development Steering Group by representatives of the ECR/MCR/CPR groups. The guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022. Progress has also been made in developing effective reporting systems to measure uptake of training and development. A 10-day CPD campaign is included in our Forward Action Plan. The CEDARS survey was completed in June 2021, with the report and results being analysed and completed by September 2021. The CEDARS 2021 report has been disseminated across to our Researcher Development Steering Group, which consists of senior researchers, and researcher representatives at different career stages.	Although higher than across the sector, only one in five staff have been able to spend ten days or more in the previous year on training or other CPD activities (25% of UCLan staff reported they spent one day or less on training). It is unclear to what extent this measure is influenced by Covid and the shift to working from home. 41% of respondents report that promotion pathways and processes are clear. Responses are more positive for managers' support for promotion opportunities (56%) and broader career aspirations (64%), which align closely to sector responses (CEDARS, 2021).	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDR1	Researchers actively engage in appraisal discussions and development plans, including recording their own CPD in iTrent	Yes	Jun-22	Researchers People Team (Leadership & Development Manager) Director of Research & Enterprise Services	50% of ECRs/Researchers record all their development in iTrent by September 2021 50% of CEDARS responders achieving 10 days development by June 2022 40% agree for CEDARS 2021 Survey question relating to awareness of development time.	Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the i-Trent system. This guidance was agreed at the Researcher Development Steering Group by representatives of the ECR/MCR/CPR groups. The guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022. Progress has also been made in developing effective reporting systems to measure uptake of training and development. A 10-day CPD campaign is included in our Forward Action Plan.	Although higher than across the sector, only one in five staff have been able to spend ten days or more in the previous year on training or other CPD activities (25% of UCLan staff reported they spent one day or less on training). It is unclear to what extent this measure is influenced by Covid and the shift to working from home. 41% of respondents report that promotion pathways and processes are clear. Responses are more positive for managers' support for promotion opportunities (56%) and broader career aspirations (64%), which align closely to sector responses. (CEDARS, 2021)	Ongoing - please see actions on 2022-2025 forward action plan template.
Career development reviews								
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.								
PCDI2	Undertake a post-appraisal survey of ECRs/Researchers to determine whether they consider they had a meaningful review of their career within the appraisal, and to enquire what else would be helpful. Next staff survey is to take place in January 2021, use the data from this survey to assess impact of appraisal for researchers. Appraisal scheme to be refreshed in 2021 to tie more strongly to organisational strategy and enable team level objectives.	Yes	Feb-22	People Team (Leadership Development Manager) Director of Research & Enterprise Service ECRs/Researchers	50% ECRs/Researchers agree in CEDARS 2021 Survey question relating to appraisals. Data from 2021 post appraisal survey with ECRs/Researchers around appraisals to feed into the refreshed appraisal programme going forward. 10% improvement for staff survey results for appraisal questions.	CEDARS and Staff surveys were undertaken with ECRs/researchers in 2021 to establish whether they felt they were having meaningful appraisal discussions, including career review with their line managers. Feedback received from the staff survey highlighted that there was a slight decrease in staff (including ECRs/researchers) having appraisal and career development discussions. The People Team addressed this feedback and have implemented a new, quarterly appraisal process to ensure appropriate appraisal discussions take place. This is currently undergoing a one-year review.	Data from the CEDARS 2021 survey showed that 66% of researchers felt that their appraisal discussion was useful, above our 50% target in this area. Data received from the 2021 Staff Survey suggests that there was a decrease in staff (including ECRs/researchers) having an individual appraisal discussion. In 2021, 71% of staff indicated that they had had an appraisal discussion compared with 85% in 2019. The numbers of staff who have not had an appraisal discussion in 2021 also increased to 29% in 2021 from 15% in 2019. People Team have explored underlying issues, and a new quarterly appraisal process was introduced in 2021/22 (now undergoing a 12-month review).	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDI6	Research Managers to undertake and record appraisal and career development plans in line with UCLan requirements. Research Managers to establish career development discussions as part of the appraisal process with ECRs/Researchers. Research Managers to support ECRs/Researchers to identify appropriate career development plans.	Yes	Jun-22	Research Managers Faculty Directors of Research School Research Leads	10% improvement for CEDARS survey results 2021 for Career development questions. 10% improvement for Staff Survey 2021 results on career development questions.	ECRs/Researchers are expected to have career development discussions as part of their quarterly appraisal discussions, with resources put in place by the People Team to support both appraisees and appraisers. Academic Development for Research & Enterprise to work with the research community to identify their needs in relation to career development planning and introduce systems/processes which will enable researchers to develop their own career development plans. Career pathways and progression webpages have been developed for researchers to explore the support provided by the Careers Service for applications, interviews and more. There is guidance for research leadership and specific resources to support PIs and those with responsibility for developing researchers. Internal information and signposting is in place to support both researchers and research managers. New starters who have previously worked at UCLan and move internally will no longer be required to go through probation - this has been replaced by the three-monthly appraisal conversations and more effectively managed through individual development planning and support. A full package of resources, including a professional development planning programme has been included on the webpages. Line managers facilitate this process using the recommended tools and guidance provided on the webpages and by the People Team.	Positive results from the CEDARS survey in relation to managers encouraging engagement with professional and career development. 73% of researchers felt that they were supported in this area. However, only 32% of researchers felt that managers encouraged consideration of a wide range of careers outside academia. This is something that will need to be addressed. Only 31% of staff have a clear career plan. Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses. There is an expectation for a 10% increase of positive responses year-on-year for these questions. Our Staff Survey in 2021 asked staff about opportunities for personal growth and development. Results suggest that 64% of staff (63% for Faculties) felt they had the opportunity for personal growth and development, compared to 2019 (74%).	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDM1	Research Managers to undertake and record appraisal and career development plans in line with UCLan requirements. Research Managers to establish career development discussions as part of the appraisal process with ECRs/Researchers. Research Managers to support ECRs/Researchers to identify appropriate career development plans.	Yes	Jun-22	Research Managers Faculty Directors of Research School Research Leads	10% improvement for CEDARS survey results 2021 for Career development questions. 10% improvement for Staff Survey 2021 results on career development questions.	RES, People Team and Careers Service to develop career planning tool for researchers in the next review period. RES to work with the research community to identify their needs in relation to career development planning and introduce systems/processes/or events which will enable researchers to develop their own career development plans.	Positive results from the CEDARS survey in relation to managers encouraging engagement with professional and career development. 73% of researchers felt that they were supported in this area. However, only 32% of researchers felt that managers encouraged consideration of a wide range of careers outside academia. This is something that will need to be addressed. Only 31% of staff have a clear career plan. Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses. There is an expectation for a 10% increase of positive responses year-on-year for these questions. Our Staff Survey in 2021 asked staff about opportunities for personal growth and development. Results suggest that 64% of staff (63% for Faculties) felt they had the opportunity for personal growth and development, compared to 2019 (74%).	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDR4	Researchers to undertake and record their career development plans/appraisals in line with UCLan requirements.	Yes	Jun-22	ECRs/Researchers People Team (Leadership & Development Manager)	All researchers have a CPD plan in place 20% increase in appraisal participation by fixed term employees	All ECRs/Researchers complete appraisal documentation, which includes sections on training and career development. RES, People Team and Careers are working together to develop career planning tools for researchers to use and access. RES surveyed training and development needs in July 2022 (annual going forwards).	We have positive results from the CEDARS survey in relation to managers encouraging engagement with professional and career development. 73% of researchers felt that they were supported in this area. However, only 32% of researchers felt that managers encouraged consideration of a wide range of careers outside academia. This is something that will need to be addressed. Only 31% of staff have a clear career plan. Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses. There is an expectation for a 10% increase of positive responses year-on-year for these questions.	Ongoing - please see actions on 2022-2025 forward action plan template.

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)
Career development support and planning							
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.							
PCDI3 Utilise the research networks (including ECR network) to highlight the importance for researchers on accessing professional advice on career management and show casing the UCLan Careers Service at these events. Discuss the potential to run specific events for ECR/Researchers to explore opportunities both within and outside academia. Work to ensure iTrent can report on the career origins for new starters and leavers of the organisation. This data to feed into the FRIEC's to support career development programmes going forward.	Yes	Feb-22	**People Team (Leadership Development Manager)** Director of Research & Enterprise Service	10% improvement for CEDARS Survey 2021 results on career management questions. 10% improvement for Staff Survey 2021 results on career management questions. Decision on iTrent development required by September 2021	Work has been undertaken with the People Team & Research & Enterprise Service in 2022 to develop the i-Trent system to categorise career development stages for our ECRs/Researchers. This work is now complete and the system now has in place career stages for ECR/MCR/CPR on the system. This will enable reporting on uptake of training and development by career group, and inform review of provision going forward. The ECR/researcher networks provide a regular opportunity for highlighting the importance for researchers on accessing professional advice on career management and show casing the UCLan Careers Service . Academic Development for Research & Enterprise to engage further with the Careers Service around developing a session for ECRs/researchers around careers outside academia.	We have positive results from the CEDARS 2021 survey in relation to managers encouraging engagement with professional and career development. 73% of researchers felt that they were supported in this area. However, only 32% of researchers felt that managers encouraged consideration of a wide range of careers outside academia. Actions to address this are outlined in the Forward Action Plan. Our Staff Survey in 2021 asked staff about opportunities for personal growth and development. Results suggest that 64% of staff (63% for Faculties) felt they had the opportunity for personal growth and development, compared to 2019 (74%).	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDR3 Researchers to take responsibility for recording & reflecting on their appraisal and career development planning. Researchers use iTrent to record CPD activity so it is all in one place for any job applications in future.	Yes	Jun-22	**ECRs/Researchers** People Team (Leadership & Development Manager) Director of Research & Enterprise Services Academic Development for Research & Enterprise (Researcher Development Officer)	50% of ECRs/Researchers record all their development in iTrent by September 2021	Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the I-Trent system. This guidance was agreed at the Researcher Development Steering Group by representatives of the ECR/MCR/CPR groups. The guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022.	Unfortunately we have not met the target of 50% of ECRs/researchers recording development information on I-Trent, due to the consultation of the 10 days development time not being undertaken as yet. Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the I-Trent system. This guidance was agreed at the Researcher Development Steering Group by representatives of the ECR/MCR/CPR groups. The guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022.	Ongoing - please see actions on 2022-2025 forward action plan template.
Research identity and leadership							
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.							
PCDI4 Provide ECRs/Researchers with the opportunity to develop their research identity & leadership skills through supervising junior researchers/PhD students/joint authoring of research papers/attending & presenting at research conferences. Continue with the mentoring programme for researchers and providing support, training and guidance for this scheme. To conduct an evaluation into the programme to gain ECRs/Researchers views on whether the scheme should be expanded to include external based mentorship, group mentorship etc. Create specific researcher development and research identity/leadership awareness raising events for the ECRs/Researchers by targeting the research institutes and centres and presenting at these forums for ECRs/Researchers who may not be aware of developments in this area. Continue to use the RDU portal and blog as a platform for updates in relation to how researchers can develop their own research identities and resources to leadership development. Continue to raise awareness about research identity in our Academic Research Induction sessions.	Yes	Jun-22	Director of Research & Enterprise Service Faculty Directors of Research School Research Leads ECRs/Researchers	10% improvement for CEDARS Survey 2021 results on career management questions.	The Researcher Development Portal and ECR/MCR/CPR MS Teams sites are key platforms for regular updating of researchers on resources to support development of their own research identities and leadership skills. All ECRs/Researchers receive internal and external updates about leadership opportunities they can access. In addition to centrally supported activity, ECRs/researchers can access support via Research Institutes and Centres, and Schools/Faculties. For example, ECRs in the Engineering Research Centre are supported by experienced researchers in wirting papers and funding applications. In the Centre for Sustainable Transitions, ECRs are supported in developing research proposals, bidding for funding, and refining their project management skills. The Criminal Justice Partnership hosts regular writing retreats. The School of Justice also hosts monthly research workshops which provide training and key opportunities, but also an opportunity to present research to peers. The Institute for Citizenship, Society, and Change host peer-supported events where attendees discuss their experiences in using different methodologies. ECRs also have the opportunity to bid for internally funded cluster grants, which helps them learn to manage small research projects and gives them the opportunity to be mentored by senior researchers. ECRs are also invited to be part of Research Institute and Centre steering boards.	CEDARS data shows only 31% of staff have a clear career plan. Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across other areas of the survey but mostly align to sector responses.	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDM4 Ensure workload model contains at least 10 days CPD per year. The identified opportunities are outlines on the researcher development webpages as explained elsewhere in this document.	Yes	Jun-22	**Research Managers Faculty Directors of Research School Research Leads**	Academic Development for Research & Enterprise in September 2022 to gather feedback from ECRs/Researchers around the Concordat and the 10-day development allocation alongside Research Managers.	Academic Development for Research & Enterprise have written guidance for ECRs/researchers on how to record their professional and career development on the I-Trent system. This guidance was agreed at the Researcher Development Steering Group by representatives of the ECR/MCR/CPR groups. The guidance is now being displayed on the People Team's intranet pages and will be publicised to the research community by the end of July 2022. Academic Development for Research & Enterprise in September 2022 to gather feedback from ECRs/Researchers around the Concordat and the 10-day development allocation. But to also consult with ECRs/Researchers around the activities that constitutes professional development and promoting them accordingly. Due to other priorities, this action is to be addressed in September 2022 and reported on in the 2025 review.	Although higher than across the sector, only one in five staff have been able to spend ten days or more in the previous year on training (25% of UCLan staff reported they spent one day or less on training). It is unclear to what extent this measure is influenced by Covid and the shift to working from home. 41% of respondents report that promotion pathways and processes are clear. Responses are more positive for managers' support for promotion opportunities (56%) and broader career aspirations (64%), which align closely to sector responses. (CEDARS, 2021)	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDM5 Research Managers to participate in leadership and management development Research Managers to implement learning from this training in their management practices.	Yes	Jun-22	**Research Managers** Faculty Directors of Research School Research Leads People Team (Leadership & Development Manager) Director of Research & Enterprise Services Academic Development for Research & Enterprise (Researcher Development Officer)	50% participation in existing leadership development by research managers 10% increase in staff survey responses to line manager leads well question	Leadership training is offered to our ECR/researchers on bespoke basis. Emerging research leaders have had the opportunity to attend courses from Advance HE. This option is being investigated again for 2023. Academic Development for Research & Enterprise is looking at exploring options for further leadership and other development opportunities for all levels of researchers, which will enable us to develop programmes specific to researcher requirements.	For 2022, we can confirm that 8 senior researchers attended leadership development training. Unfortunately, due to reporting issues, we do not have the data for researchers undertaking leadership training from 2020-2021. Going forward now we have a system in place where we will ask all researchers to ensure that they are recording all their personal and professional development on to our I-Trent system This will enable us to monitor this training better. Going forward for the next submission in 2025, now we have this procedure in place, this will make it much easier to report the data on these areas. Academic Development for Research & Enterprise are in the process of consulting with ECRs/researchers around what their needs are for development. This information will feed into future development programmes	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDR5 Researchers to proactively identify and suggest opportunities such as conference attendance, writing of papers/journals, visits to other institutions. Researchers to participate in a range of development opportunities (for example mandatory training, development opportunities, school & faculty based training, research & enterprise training and committees and forums. Researchers to update iTrent with CPD activity	Yes	Jun-22	**ECRs/Researchers** People Team (Leadership & Development Manager) Director of Research & Enterprise Services Academic Development for Research & Enterprise (Researcher Development Officer)	50% of CEDARS survey 2021 responsers achieving 10 days.	Guidance has been published on how to record professional and career development on the iTrent system. This will be promoted as part of our planned 10 day CPD campaign (see Forward Action Plan). Leadership training is being offered to our ECR/researchers on a bespoke basis. Emerging research leaders have had the opportunity to attend courses run by Advance HE, with further investment in this approach planned for future years. LinkedIn Learning is now available to all staff providing on-demand training across a diverse range of topics and levels. In addition to centrally supported activity, ECRs/researchers can access support via Research Institutes and Centres, and Schools/Faculties. For example, ECRs in the Engineering Research Centre are supported by experienced researchers in wirting papers and funding applications. In the Centre for Sustainable Transitions, ECRs are supported in developing research proposals, bidding for funding, and refining their project management skills. The Criminal Justice Partnership hosts regular writing retreats. The School of Justice also hosts monthly research workshops which provide training and key opportunities, but also an opportunity to present research to peers. The Institute for Citizenship, Society, and Change host peer-supported events where attendees discuss their experiences in using different methodologies. ECRs also have the opportunity to bid for internally funded cluster grants, which helps them learn to manage small research projects and gives them the opportunity to be mentored by senior researchers. ECRs are also invited to be part of Research Institute and Centre steering boards.	Although higher than across the sector, only one in five staff have been able to spend ten days or more in the previous year on training or other CPD activities (25% of UCLan staff reported they spent one day or less on training). It is unclear to what extent this measure is influenced by Covid and the shift to working from home. 41% of respondents report that promotion pathways and processes are clear. Responses are more positive for managers' support for promotion opportunities (56%) and broader career aspirations (64%), which align closely to sector responses. Academic Development for Research & Enterprise are in the process of consulting with ECRs/researchers around what their needs are for development. This information will feed into future development programmes.	Ongoing - please see actions on 2022-2025 forward action plan template.

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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)
Diverse careers							
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.							
PCDI5 Explore the opportunity of a programme where researchers shadow externally those careers they aspire to. Continue with a wide range of masterclasses offered for researchers with external speakers from other sectors as appropriate. Promote access to the careers service which is available to all colleagues. Explore the broader application of the Senior Research Assistant role used in the Faculty of Allied Health and Wellbeing to enable those without a PhD to start a research career.	Yes	Jun-22	Director of Research & Enterprise Services **Academic Development for Research & Enterprise (Researcher Development Officer) Careers Service**	Two learning activities per year draw on other sector career opportunities	Development of work with external partners around job-shadowing and career masterclasses was put on hold due to Covid. We remain committed to developing this area and have included actions in our Forward Action Plan. ECRs/Researchers can access the institutional Careers Service and have 1:1 advice from an advisor on careers outside academia. The Careers Service will be involved in the Academic Research Induction Programme going forward to ensure that researchers are aware of the support they can access from this service. A new Research Institutes model is currently being developed as part of the University's Research & Innovation Sub Strategy, with new Institutes being the focus for support for those with aspirations to become researchers. There is an institutional KPI around increasing the proportion of staff with Significant Responsibility for Research (as required by REF) and it is anticipated that much of this growth will come from supporting our current staff to become more research active.	The Faculty of Creative and Cultural Industries launched two academies in 2021, to support aspiring researchers and creative practitioners to engage in research.	Ongoing - please see actions on 2022-2025 forward action plan template.
PCDM2 Research Managers to signpost/provide advice and support for ECRs/Researchers to access the Mentoring Programme for Researchers. Research Managers to provide advice/support/signposting for ECRs/Researchers to appropriate careers support, career development planning etc.	Yes	Jun-22	**Research Managers** Faculty Directors of Research School Research Leads	10% improvement for CEDARS survey results 2021 for Career options/progression questions. 10% improvement for Staff Survey 2021 results on Career options/progression questions.	All ECRs/Researchers have the opportunity to utilise the UCLan Mentoring Programme for Researchers, a matchmaking service that facilitates mentoring of researchers by researchers. This scheme is relatively new, being set up in late 2020 and somewhat hampered by Covid. Information about the programme is publicised on relevant MS Teams sites/newsletters/academic research induction sessions/internal intranet pages. The programme's communication strategy will be reviewed in 2022/23 to increase uptake. All ECRs/Researchers complete appraisal documentation and within these documents are sections on career development and training opportunities/requirements. Academic Development for Research & Enterprise are also working with the research community to identify their needs in relation to career development planning, having surveyed the community in 2022 (to be annual going forward). Following feedback received from CEDARS 2021, Academic Development for Research & Enterprise (ADRE) are working with colleagues in the People Team and Careers Service to identify the best way forward to support development and monitoring of career plans. We plan to introduce systems/processes/or events which will enable researchers to develop their own career development plans, commencing with a review of external best practice and systems to be carried out in 2022/23, to include the RDF tool.	We have positive results from our first CEDARS survey in relation to managers encouraging engagement with professional and career development. 73% of researchers felt that they were supported in this area. However, only 32% of researchers felt that managers encouraged consideration of a wide range of careers outside academia. We plan to address this in the next review period. 56% of staff feel that their line manager supports staff towards promotion. This is similar to the sector average of 58%. 64% of staff feel that their line manager supports their broader career aspirations.	Ongoing - please see actions on 2022-2025 forward action plan template
PCDR2 Ensure researchers are aware of the careers support service, mentoring schemes and all development opportunities through presentations at networks and through research centres. Establish baseline for mentoring scheme participation and report annually to the university research committee.	Yes	Jun-22	**ECRs/Researchers** People Team (Leadership & Development Manager) Director of Research & Enterprise Services Academic Development for Research & Enterprise(Researcher Development Officer)	All researchers have a CPD plan in place	All researchers have the opportunity to utilise the UCLan Mentoring Programme for Researchers, a matchmaking service that facilitates mentoring of researchers by researchers. This scheme is relatively new, being set up in late 2020 and somewhat hampered by Covid. Information about the programme is publicised on relevant MS Teams sites/newsletters/academic research induction sessions/internal intranet pages. The programme's communication strategy will be reviewed in 2022/23 to increase uptake. All ECRs/Researchers complete appraisal documentation, which includes sections on career development and training opportunities/requirements. We are also working with the research community to identify their needs in relation to career development planning, having surveyed the community in summer 2022 (to be annual going forward). Following feedback received from CEDARS 2021, RES, the People Team and Careers Service are working together to identify the best way forward to support development and monitoring of career plans. We plan to introduce systems, processes and events to enable researchers to develop individual career development plans, commencing with a review of external best practice and systems to be carried out in 2022/23, to include the RDF tool.	CEDARS data shows us that only 31% of staff have a clear career plan. Although the responses for support from line mangers for staff development are above the 50% UCLan expectation, they are low in comparison to responses across over areas of the survey but mostly align to sector responses. There is an expectation for a 10% increase of positive responses year-on-year for these questions. Academic Development for Research & Enterprise are in the process of consulting with ECRs/researchers around what their needs are for development. This information will feed into future development programmes.	Ongoing - please see actions on 2022-2025 forward action plan template
PCDR6 Researchers to proactively engage with university wide initatives/training relating to knowledge exchange, policy development, public engagement and commercialisation.	Yes	Jun-22	**ECRs/Researchers** People Team (Leadership & Development Manager) Director of Research & Enterprise Services Academic Development for Research & Enterprise (Researcher Development Officer)	50% of CEDARS survey 2021 responsers achieving 10 days. 50% positive response in KEF awareness amongst researchers	Improved guidance on recording CPD activity on ITrent, to support measuring progress towards 10-days CPD, has been produced. We are in the process of consulting with ECRs/researchers around training and development needs for 2022/23. This information will also feed into the development of future programmes. An online session on Knowledge Exchange (including KEF, KEC, HEIF and HEBCIS) was introduced to the annual Researcher Development Programme in December 2021 to increase awareness of the KE landscape. This is open to all staff and advertised on the ECR forum and other all-staff channels. The University is a signatory to the development year of the KE Concordat. Our self-assessment involved consultation with all researcher and those involved in KE, through a series of eight open workshops.	Although higher than across the sector, only one in five staff have been able to spend ten days or more in the previous year on training or other CPD activities (25% of UCLan staff reported they spent one day or less on training, CEDARS 2021). It is unclear to what extent this measure is influenced by Covid and the shift to working from home, or poor understanding of what constitutes ten days development. 41% of respondents report that promotion pathways and processes are clear. Responses are more positive for managers' support for promotion opportunities (56%) and broader career aspirations (64%), which aligns closely to sector responses. Researchers can access training on IP and Commercialisation, and KE through the Research & Enterprise Service. Programmes are released to researchers in September each year. For the period 2020-2022, attendance was lower than expected, with around n=10 people attending KE and IP sessions. Communication around KE is one of the top five priority actions in our Knowledge Exchange Concordat action plan. CEDARS data shows that 53% of staff have knowledge of the Knowledge Exchange Concordat, compared with sector response rate of 42%. Work to continue in the future to build further engagement	Ongoing - please see actions on 2022-2025 forward action plan template

Further hyperlinks and supplementary information	
1	Equality, Diversity & Inclusion plan - Full plan- https://msuclanac.sharepoint.com/sites/EqualityDiversityInclusion/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FEqualityDiversityInclusion%2FShared%20Documents%2Fequality%2Dstatement%2Djan2021%2Epdf&parent=%2Fsites%2FEqualityDiversityInclusion%2FShared%20Documents

Abbreviations and glossary (A-W)	
ADRE	Academic Development for Research & Enterprise
APA	Academic Professional Apprenticeship
CEDARS	Culture, Employment, and Development in Academic Research Survey
CPD	Continuing Professional Development
CPR	College of Professors & Readers
DOR	Director of Research
ECR	Early Career Research Network
EDI	Equality, Diversity, & Incusion
FET's	Faculty Executive Teams
FREIC's	Faculty Research, Innovation & Enterprise Committee
GRACE	Global Research Centre for Racial Equality
HERA	Higher Education Role Analysis
HREIR	HR Excellence in Research
I&C	Institutes & Centres
LIFE	Research Institute for Global Health and Wellbeing
MCR	Mid Career Research Network
NHS	National Health Service
PI's	Principal Investigators
PRC	Professors & Readers Committee
PVC R&E	Pro Vice Chancellor, Research & Enterprise
REF	Research Excellence Framework
RDSG	Researcher Development Steering Group
RDU	Researcher Development Unit (now Academic Development for Research & Enterprise)
T&C's	Terms and Conditions
UCLan	University of Central Lancashire
UCU	University & College Union
URIC	University Research & Innovation Committee
WLM	Workload Model