



University of Central Lancashire (UCLan)	The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):		As of August 2022 (these figures have been submitted to the 10 year submission)
6	<b>Audience (direct beneficiaries of the action plan)</b>	<b>Number of</b>	<b>Comments</b>
8th March 2023	Research staff	260	This includes: Research Assistants, Senior Research Assistants, Research Associates, Research Fellow, Senior Research Fellow, Reader, Professor.
<p>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.</p> <p>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 with Priority 4, Real-world Research and Innovation, to support our HREIR and Researcher Concordat commitments.</p> <p>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.</p>	Postgraduate researchers	870	This includes all PGR students
	Research and teaching staff	1136	This includes: Lecturers, Senior Lecturers & Principal Lecturers who are on a Teaching & Research contract
	Teaching-only staff	141	This includes: Student coaches, Associate Lecturers.
	Technicians	46	This includes: Laboratory and Workshop Technicians
	Clinicians	30	
	Professional support staff	97	This includes 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

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
<b>Environment and Culture</b>							
<b>Awareness and engagement</b>							
<b>The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.</b>							
EC1	Ensure all relevant staff are aware of the Concordat.	Conduct regular all-staff, CEDARS/Knowledge Exchange surveys to collect feedback on awareness of the Concordat, research/Knowledge Exchange environment and culture; developing and implementing action plans as appropriate in response to arising issues or opportunities.	Yes	Year 1 (June-October 2023) Year 3 (June-October 2025)	Impact & Outputs Unit, Research % Enterprise Service (IOU)  Leadership & Development, People Team (PT)  Researcher Development SG (Res Dev SG)	<b>Impact will be measured by:</b> CEDARS/Knowledge Exchange/UCLan specific staff surveys being delivered at various timepoints within the HREIR reporting cycle (every 2 years at different months). Participant feedback to be collected around awareness of the concordat. This will be done via the JISC survey tool, and data analysed via SPSS or Excel. This data will be used to develop implementation plans to respond to any issues or opportunities the research community raise. All feedback received via these survey's will be discussed with the research community via focus groups, case studies, interviews, meetings, presentations, training sessions. Evaluation will take place using questionnaires, focus group discussions, meeting & training attendance statistics. This data will then feed into 2025 HREIR forward plan, to be used as actions to be addressed moving forward.	Survey response rate in 2021: 59% research staff (n=209)
		ADRE/Schools/Associate Deans for Research & Knowledge Exchange/Research Institutes and Centres to continue to promote and raise awareness via staff briefings, post-REF discussions, relevant committee meetings, webpages, induction materials, PDRs and relevant events. A standard slide deck providing information on the Concordat will be available to researchers along with centrally available support and resources to be signposted.	Yes	Training new cohort - Year 1 (June 2023) Annual update briefing - Year 2 (June 2024) Annual update briefing - Year 3 (June 2025)	IOU/PT	<b>Impact will be measured by:</b> Host quarterly Concordat raising awareness events (school away days, bespoke concordat sessions, presentations through the research networks). With a 10% increase in attendance over the period of 2022-2025. Evidenced via post evaluation form data to show increased attendance and comments on benefits.  To achieve a 70% target of all research staff answering agree/strongly agree to having an awareness of the Concordat on the 2023 CEDARS survey. (CEDARS 2021: 59%)  10% increase in engagement on the internal Academic Development for Research & Enterprise intranet pages by 2023.  To achieve a 10% increase in researchers having an awareness of the Concordat throughout the reporting period year on year.  Concordat awareness sessions to also be delivered via School/Research Institutes and Centres and via the Academic Research Induction programme & the RES Training Programme over the period of 2022-2025. 10% increase in engagement of these sessions delivered. Impact will be measured by evaluation forms for attendees (with questions asking how the concordat has supported their development), alongside analysing data hits received from hits on the external web pages to inform future actions.	

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		Ensure that Concordat is included in new staff induction resources, including the New Colleague Welcome Booklet, induction webpages and role specific induction material, as well as in appraisal guidance for researchers.	Yes	Year 1 (August 2023)	PT/IOU	<b>Impact will be measured by:</b> 10% increase in engagement on the internal Academic Development for Research & Enterprise intranet pages by 2023. Then a further 5% increase in 2024.  Post evaluation form to be created for all new and existing researchers to be sent out twice a year (March & November). To achieve year on year a 10% increase in the awareness of the Concordat and how this resource has supported their career development.	
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	Develop Research & Knowledge Exchange web resource (via the Researcher Portal) that collates and signposts policies and practices relevant to research and Knowledge Exchange and work across Professional Services to ensure appropriate signposting is in place between areas.	Yes	Year 1 (August 2023)	IOU/PT	<b>Impact will be measured by:</b> 10% increase in engagement on the internal Academic Development for Research & Enterprise intranet pages by 2023. Then a further 5% increase in 2024.  10% increase in 2023, with a further 5% increase in 2024 in researcher engagement with workshops, drop-ins around awareness around policy. Plus pre & post evaluation to be undertaken on all events relating to awareness of policy to identify trends and opportunities to develop.  5% in 2023, with a further 5% increase in 2024 in research engagement with podcasts, videos or other resources as appropriate to increase awareness around policy.	
		Schools/Associate Deans for Research/Research Institutes and Centres to ensure that institutional and school level policies are signposted in staff meetings, induction materials, staff handbooks, PDR briefings, and new or amended policies communicated via mailing lists. ADRE/PT pulse survey and Focus Groups to monitor the benchmark number of research staff reporting increased awareness of key policies.	Yes	Ongoing	IOU/PT Research & KE EDI Group (R&KE EDIG)	<b>Impact will be measured by:</b> ADRE/PT to conduct pulse surveys and focus groups to monitor the benchmark number of research staff reporting increased awareness of key policies. To take place year on year. 5% increase in 2024 on increased awareness of key policies with a further 5% in 2025.  Researcher networks (ECR/MCR/CPR) are consulted on relevant new or reviewed policies and awareness raising events held to ensure colleagues are working according to best practice. To take place year on year. 5% increase in 2024 on increased awareness of key policies with a further 5% in 2025.	
		Develop a system for regular monitoring and reporting of inclusivity of access to research and Knowledge Exchange support and internal funding.	Yes	Year 2 - March 2024 (annual thereafter)	IOU/PT	<b>Impact will be measured by:</b> Processes to be developed for regular monitoring and reporting of inclusivity of access to research and Knowledge Exchange support and internal funding. To include EDI analysis of those seeking and obtaining internal and external funding, attendees at training and funder workshops, and research workload.  To conduct with researchers via focus groups (1 in Year 1 and 1 in Year 3) their own views on whether they feel they have inclusivity of access to Research & Knowledge Exchange support and funding.	
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	Conduct regular all-staff, CEDARS/Knowledge Exchange surveys to collect feedback on awareness of the Concordat, research/Knowledge Exchange environment and culture; developing and implementing action plans as appropriate in response to arising issues or opportunities.	Yes	Year 1 (June-October 2023) Year 3 (June-October 2025)	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> CEDARS/Knowledge Exchange/UCLan specific staff surveys being delivered at various timepoints within the HREIR reporting cycle (every 2 years at different months). Participant feedback to be collected around awareness of the concordat. This will be done via the JISC survey tool, and data analysed via SPSS or Excel. This data will be used to develop implementation plans to respond to any issues or opportunities the research community raise. All feedback received via these survey's will be discussed with the research community via focus groups, meetings, presentations, training sessions. Evaluation will take place using questionnaires, focus group discussions, meeting & training attendance statistics. This data will then feed into 2025 HREIR forward plan, to be used as actions to be addressed moving forward.  To achieve a 80% of research staff answering agree/strongly agree to the question around the research environment and culture within UCLan. (CEDARS 2021: 74%)	Survey response rate in 2021: 74% research staff (n=209)
		Review and share best practice around research and Knowledge Exchange environment and culture through the Annual Research Assessment at UOA and institutional level; and through Research Institutes and Centres annual reporting.	Yes	Year 1 (January 2023) Year 2 (January 2024) Year 3 (January 2025)	IOU	<b>Impact will be measured by:</b> Creation of annual report (date and month to be agreed), which will include recommendations for changes to internal practices arising from ARA reviewed by the REF Steering Group. This report will be circulated to the research community for information and transparency. Actions will be addressed year on year with feedback gained from the researcher community (via focus groups, case studies, interviews) at various points to inform internal practices going forward.	
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	ADRE to lead monthly ECR/MCR network groups for new and current research staff across the institution. All new/current research staff to attend sessions on the Academic Research & Knowledge Exchange Induction and RES development training programme, alongside School/Research Institute/Centre activities.	Yes	Year 1 (March, August, October, December) Year 2 (February, May, July, November) Year 3 (January, April, June, September)	Researchers IOU Research Leaders (Faculty Directors of Research, School Research Leads)	<b>Impact will be measured by:</b> Personalised invitations sent to all new research staff on a monthly basis. At least one member of the ADRE to attend the monthly ECR/MCR events and share information and answer questions about ongoing central research culture work. Evidenced via post evaluation form data to show increased attendance and comments on benefits. Alongside case studies from researchers.  70% of ECRs to attend at least one ECR-focused event per annum. This will be analysed using training data received from I-Trent.	
		Research and Knowledge Exchange EDI group to continue to maintain a supportive fair and inclusive culture.	No	Year 1 (March, August, October, December) Year 2 (February, May, July, November) Year 3 (January, April, June, September)	Researchers IOU Research Leaders (Faculty Directors of Research, School Research Leads)	<b>Impact will be measured by:</b> Embedding best/inclusive practice across each research centre and institute and relating this back to our strategic action priorities.  To conduct with researchers via focus groups (1 in Year 1 and 1 in Year 3) their own views on whether they feel they have fair and inclusive research culture.	
		Dissemination to ECR's/researchers of CEDARS 2021 final report. with associated programme of events (focus groups, world café events etc) to enable full consultation and feedback.	Yes	Year 1 (February 2023)	IOU/PT	<b>Impact will be measured by:</b> 50 ECRs contribute to consultation around improving research culture.  Evidenced via post evaluation form data to show increased attendance and via focus groups/interviews for more detailed evidence on benefits.  Researcher networks are consulted on relevant new or reviewed policies and awareness raising events held to ensure colleagues are working according to best practice.	

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<b>Wellbeing and mental health</b>							
<b>The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.</b>							
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	Conduct regular all-staff, CEDARS/Knowledge Exchange surveys to collect feedback on awareness of the Concordat, research/Knowledge Exchange environment and culture; developing and implementing action plans as appropriate in response to arising issues or opportunities.	Yes	Year 1 (June-October 2023) Year 3 (June-October 2025)	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> CEDARS/Knowledge Exchange/UCLan specific staff surveys being delivered at various timepoints within the HREIR reporting cycle (every 2 years at different months). Participant feedback to be collected around awareness of the concordat. This will be done via the JISC survey tool, and data analysed via SPSS or Excel. This data will be used to develop implementation plans to respond to any issues or opportunities the research community raise. All feedback received via these survey's will be discussed with the research community via focus groups, meetings, presentations, training sessions. Evaluation will take place using questionnaires, focus group discussions, meeting & training attendance statistics. This data will then feed into 2025 HREIR forward plan, to be used as actions to be addressed moving forward.  At least 60% of researchers answering agree/strongly agree to the question around UCLan's support of mental health & wellbeing on the 2023 CEDARS survey. (CEDARS 2021: 48%)	Survey response rate in 2021: 48% research staff (n=209)
		Develop and implement Mental Health Charter action plan in consultation with staff.	Yes	Year 1 - September 2023	PT	<b>Impact will be measured by:</b> Researchers attending both mandatory/role specific mental health training sessions. To achieve 80% of researchers attending mental health training and awareness sessions year on year. This will be measured by using training data from our I-Trent system.  PT to link in with Mental Health Champions to update on progress year on year. To share information and answer questions about ongoing mental health charter work and what updates can be shared with the research community.	
		Promote and roll out network of Health Champions and Mental Health Champions & First Aiders across Schools and Services, ensuring that the research community is represented.	Yes	Year 1 - September 2023	PT	<b>Impact will be measured by:</b> PT to link in with Mental Health Champions to update on progress, share information and answer questions about ongoing central mental health charter work and what updates can be shared with the research community. To evaluate the wellness action plans and disability passport scheme with researchers and update year on year with the RDSG and monitor via I-Trent data.  All updates surrounding mental health charter and mental health and wellbeing to be communicated to the research community on a year on year basis (dates to be agreed) to the following groups who can cascade this information widely. (ECR/MCR/CPR Network Groups, Research Institute/Centre Directors/Leads/Associate Dean for Research & Knowledge Exchange).	
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	To identify the population of research managers and implement new processes to specifically report upon this population.	Yes	Year 1 - July 2023	IOU/PT	<b>Impact will be measured by:</b> Schools/research leaders/managers to monitor training completion to ensure that managers are effectively trained in EDI and Unconscious Bias and promote mental health training and provision for managers. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.	
		Researchers to complete Equality & Diversity, Wellbeing & Support, Leadership Unconscious Bias and any other mandatory training and implement learning.	Yes	Annual review October	IOU/PT Research Leaders	Track and improve engagement by 5% annually, to ensure that 90% of research managers have up-to-date mandatory training records by 2025.	
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Provide clear guidance and use staff survey or similar vehicles to benchmark uptake of wellbeing and mental health initiatives and support.	Yes	Year 1 - March 2023 Year 3 - March 2025	IOU/PT	<b>Impact will be measured by:</b> Monitor reporting to the Report and Support Tool. (The tool allows researchers/staff/students to report concerns of bullying and harassment) to ensure that incidents have been dealt with effectively. PT to link in with Research Leaders/Managers to update on progress on a yearly basis (dates to be agreed).  To monitor the number of users on the wellbeing and mental health intranet pages (these intranet pages have resources/policies in relation to wellbeing and mental health). If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.	
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Ensure research managers/leaders understand UCLan's flexible working policy and that this is made available to their research staff in a fair and equitable manner.	Yes	Year 2 - October 2023	IOU/PT Research Leaders	<b>Impact will be measured by:</b> Up to two case studies published per year of successful flexible working examples in roles included on the ADRE staff intranet pages.  To benchmark data via the Staff Survey to achieve 85% of researchers answering agree/strongly agree to the the question around UCLan supporting flexible working on the staff survey 2023.  To achieve 85% of researchers answering agree/strongly agree to the question around UCLan supporting flexible working on the 2023 CEDARS survey. (CEDARS 2021: 82%)	Survey response rate in 2021: 82% research staff (n=209)

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ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	To build on engagement with ECRs/researchers by incorporating wellbeing sessions in the events programme for 2023-2025.	Yes	Year 1 - September 2023	Researchers IOU/PT	<b>Impact will be measured by:</b> A quarterly themed e-bulletin for research staff promoting a range of support interventions for wellbeing and mental health.  Increased awareness measured through an annual 5% increase in the number of hits on the Wellbeing and mental health resources.  Up to two case studies published per year of successful examples of researchers using the wellbeing and mental health resources in their roles. To be included on the ADRE staff intranet pages.	
		To support researcher mental health and wellbeing through promotion of Mental Health Charter, signposting of appropriate policies, procedures, and events.	Yes	Year 1 - September 2023	Researchers IOU/PT Research Leaders	<b>Impact will be measured by:</b> To monitor the number of users on the wellbeing and mental health intranet pages (these intranet pages have resources/policies in relation to wellbeing and mental health). If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.  To achieve 50% of researchers of researchers answering agree/strongly agree to the question around UCLan's support of mental health & wellbeing on the 2023 CEDARS & Staff survey. (CEDARS 2021: 48%)  PT to link in with Mental Health Champions to update on progress, share information and answer questions about ongoing central mental health charter work and what updates can be shared with the research community.  All updates surrounding mental health charter and mental health and wellbeing to be communicated to the research community on a year on year basis (dates to be agreed) to the following groups who can cascade this information widely. (ECR/MCR/CPR Network Groups, Research Institute/Centre Directors/Leads/Associate Dean for Research & Knowledge Exchange).	Survey response rate in 2021: 48% research staff (n=209)
<b>Bullying and harassment</b>							
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.							
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	Further develop "Report and Support" tool and/or service to simplify and streamline reporting of incidents of discrimination, bullying and harassment and conduct programme of promotion to raise awareness.	Yes	Year 1 - September 2023	PT	<b>Impact will be measured by:</b> Monitor reporting to the Report and Support Tool. (The tool allows researchers/staff/students to report concerns of bullying and harassment) to ensure that incidents have been dealt with effectively. PT to link in with Research Leaders/Managers to update on progress on a yearly basis (dates to be agreed).  To achieve 80% of researchers answering agree/strongly agree to the question around researchers knowing how to report incidents of bullying & harassment on the 2023 CEDARS & Staff survey. (CEDARS 2021: 61%)  Track and evidence engagement of the Report and Support Tool for research staff on a yearly basis.	Survey response rate in 2021: 61% research staff (n=209)
		Raise awareness of mental health provision through ECR/MCR networks to researchers, by offering a dedicated session for Research Staff.  To create specific face to face mental health and wellbeing events for research staff to attend.	Yes	Year 1 - September 2023	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> At least 30 researchers engaging in the mental health and wellbeing activities.  Increase the percentage of respondents reporting that they understand how to report and seek support using the Report & Support Tool to 50%, as measured by future PT pulse survey.	
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	Ensure that web resources for managers include guidance around recognising and supporting staff in reporting incidents of discrimination, bullying and harassment.	Yes	Year 1 - August 2023	PT/EDI Team	<b>Impact will be measured by:</b> Monitor reporting to the Report and Support Tool. (The tool allows researchers/staff/students to report concerns of bullying and harassment) to ensure that incidents have been dealt with effectively. PT to link in with Research Leaders/Managers to update on progress on a yearly basis (dates to be agreed).  To monitor the number of users on the wellbeing and mental health intranet pages (these intranet pages have resources/policies in relation to wellbeing and mental health). If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.  Track and evidence engagement of the Report and Support Tool for research staff on a yearly basis.	
		Building on the outcomes from the Trauma Informed Project, we will revise our policies and practices to avoid re-traumatisation following incidents of discrimination, bullying and harassment; and educate managers on trauma informed principles to support them in sensitive handling of incidents.	Yes	Year 2 - March 2024	PT/EDI Team	<b>Impact will be measured by:</b> To monitor the number of users of the Trauma informed Guidance. To conduct a focus group with those who have been trained to determine if this has helped and collate feedback received.  Publicise Trauma informed guidance to all research staff/managers/senior leaders so they are aware of this information. Increase the percentage of respondents reporting that they understand how to report and seek support through the Trauma Informed Guidance to 50%, as measured by future PT pulse survey.  If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.	
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	Further develop "Report and Support" tool and/or service to simplify and streamline reporting of incidents of discrimination, bullying and harassment and conduct programme of promotion to raise awareness.	Yes	Year 1 - September 2023	Researchers PT	<b>Impact will be measured by:</b> Monitor reporting to the Report and Support Tool. (The tool allows researchers/staff/students to report concerns of bullying and harassment) to ensure that incidents have been dealt with effectively. PT to link in with Research Leaders/Managers to update on progress on a yearly basis (dates to be agreed).  To monitor the number of users on the wellbeing and mental health intranet pages (these intranet pages have resources/policies in relation to wellbeing and mental health). If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.  Track and evidence engagement of the Report and Support Tool for research staff on a yearly basis.  Up to two case studies published per year of successful examples of researchers using the wellbeing and mental health resources in their roles. To be included on the ADRE staff intranet pages.	
<b>Equality, diversity and inclusion</b>							
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.							

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ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	To identify the population of research managers and implement new processes to specifically report upon this population.	Yes	Year 1 - July 2023	IOU/PT	<b>Impact will be measured by:</b> Schools/research leaders/managers to monitor training completion to ensure that managers are effectively trained in EDI and Unconscious Bias and promote mental health training and provision for managers. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.	
		Researchers to complete Equality & Diversity, Wellbeing & Support, Leadership Unconscious Bias and any other mandatory training and implement learning.	Yes	Annual review October	IOU/PT	Up to two case studies published per year of successful examples of how this training has enabled them to support their staff in their roles. To be included on the ADRE staff intranet pages.  Track and improve engagement by 5% annually, to ensure that 90% of research managers have up-to-date mandatory training records by 2025.	
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Work collaboratively with Graduate Research School and EDI Team to establish Research For All (Research4All) programme to ensure inclusivity across research and KE, including recruitment and management of researchers, research and KE practice, and Professional Services support.	No	Year 3 - October 2024	IOU/Graduate Research School/EDI	<b>Impact will be measured by:</b> Staff numbers attending Research4All training courses. Training evaluation signalling change in practice following attendance Up to two case studies published per year of successful examples of how this training has enabled them to support their staff in their roles. To be included on the ADRE staff intranet pages.	
		Researchers to complete Equality & Diversity, Wellbeing & Support, Leadership Unconscious Bias and any other mandatory training and implement learning.	Yes	Annual review October	IOU/PT	<b>Impact will be measured by:</b> Schools/research leaders/managers to monitor training completion to ensure that managers are effectively trained in EDI and Unconscious Bias and promote mental health training and provision for managers. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.  Track and improve engagement by 5% annually, to ensure that 90% of research managers have up-to-date mandatory training records by 2025.  Up to two case studies published per year of successful examples of how this training has enabled them to support their staff in their roles. To be included on the ADRE staff intranet pages.	

#### Research Integrity

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.

ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Roll out and monitor participation in UK Research Integrity Office online training course for staff and research students.	Yes	Year 2 - September 2023	Ethics, Integrity & Governance Unit, RES (EIGU) Research Managers	<b>Impact will be measured by:</b> Researchers/research leaders/managers to complete training in Research Integrity. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.  Track and improve engagement by 5% annually, to ensure that 80% of researchers have up-to-date training records by 2025.  Quarterly progress reports to Research, Knowledge Exchange, and Ethics Committee on number of research staff completing this training programme.	
		Update Terms of Reference for the University Research, Knowledge Exchange and Ethics Committee to include specific responsibility for the promotion and monitoring of research integrity and culture; and incorporate into routine assurance reporting.	Yes	Year 2 - October 2023	Ethics, Integrity & Governance Unit, RES (EIGU) Research Managers	<b>Impact will be measured by:</b> To monitor the number of users completing the research integrity training. If numbers are low, to raise in the Research, Knowledge Exchange, and Ethics Committee, and promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these sessions by 5% per year.  Evidenced via post evaluation form data to show increased attendance and comments on benefits.  Up to two case studies published per year of successful examples of how this training has supported researchers in their roles. To be included on the ADRE staff intranet pages.	
ECM3	Ensure managers report and address incidents of poor research integrity.	Create a standalone document that sets out the Concordat to Support Research Integrity commitments to send to all Heads of Schools and Directors of Researchers outlining their responsibilities under the Concordat, which will include details on the Policy for Research Misconduct. This new document to be circulated with the annual statement each year.	Yes	Year 1 - August 2023	Ethics, Integrity & Governance Unit, RES (EIGU) Research Managers	<b>Impact will be measured by:</b> Launch of a Research Ethics Handbook containing a wide variety of policy, guidance and procedural information for research managers/leaders/researchers.  To monitor the number of researcher accessing the Research Ethics Handbook. If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 20% per year.	
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	The Ethics, Integrity and Governance Unit to monitor and audit a selection of research projects to ensure they are being carried out in accordance with the University's and funder policies.	Yes	Year 2 - December 2023	Ethics, Integrity & Governance Unit, RES (EIGU) Research Managers	<b>Impact will be measured by:</b> The Ethics Team will monitor a report produced following audit of around 5 research projects on a yearly basis. This report to be highlighted at the Research Knowledge Exchange and Ethics Committee. Results to be highlighted to research managers for them to inform their research staff.  To provide quarterly progress reports to Research, Knowledge Exchange, and Ethics Committee on auditing selected research projects, which highlight potential issues/challenges.	
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	To improve communication related to reporting and discussing integrity concerns the EIGU will create informal channels to openly discuss research integrity through monthly drop-in sessions.	Yes	Year 1 - July 2023	Ethics, Integrity & Governance Unit, RES (EIGU) Research Managers	<b>Impact will be measured by:</b> Monthly drop in sessions to be included into the programme for the ECR/MCR research groups, alongside other new and existing researchers. To achieve 10 researchers attending each drop-in session.  Up to two case studies published per year of successful examples of how this training has supported researchers in their roles. To be included on the ADRE staff intranet pages.  To monitor the number of researchers accessing the monthly drop in sessions. If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these sessions by 10% per year.	

#### 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	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	To work with the People Team and Graduate Research School to regularly review membership of School and Department formal and informal working groups, and any research committees to ensure researcher representation on all research focussed committees.	Yes	Year 2 - November 2023 Year 3 - November 2024	IOU	<b>Impact will be measured by:</b> Concordat implementation to feature as a regular item at School/Research Institute/Centre meetings to enable progress updates to and from the RDSG.  To identify which groups/committees require researcher representation, in order to provide development opportunities for a wider and more diverse pool of research staff who feed into organisational policy and decision-making.	
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Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
		Conduct programme of key consultative activities with career stage forums, for example, REF proposals, university strategic plans, new policies, survey results.	Yes	As required	IOU/PT	<p><b>Impact will be measured by:</b> Host yearly consultation activities with the research career stage forums, (for example on, REF proposals, university strategic plans, new policies, survey results). With a 10% increase in attendance over the period of 2022-2025.</p> <p>Evidenced via post evaluation form data to show increased attendance and comments on benefits.</p> <p>Focus groups to be established to identify how these consultation events have supported researchers in their roles. To be included on the ADRE staff intranet pages.</p>	
		Conduct regular all-staff, CEDARS/Knowledge Exchange surveys to collect feedback on research/Knowledge Exchange environment and culture, developing and implementing action plans as appropriate in response to arising issues or opportunities.	Yes	Year 1 (June-October 2023) Year 3 (June-October 2025)	IOU/PT	<p><b>Impact will be measured by:</b> To achieve 80% of researchers answering agree/strongly agree to the question around researchers feeling included in the research environment on the 2023 CEDARS &amp; Staff survey. (CEDARS 2021: 74%)</p> <p>To achieve 80% of researchers answering agree/strongly agree to the question around researchers feeling included in the research environment on the 2024 Staff survey.</p>	Survey response rate in 2021: 74% research staff (n=209)
		Ensure that researchers at all career stages are represented on institutional and research/KE committees and consult with/feedback to their communities.	Yes	Review current practice - Year 1 - August 2023 Annual review thereafter	IOU	<p><b>Impact will be measured by:</b> To identify which groups/committees require researcher representation, in order to provide development opportunities for a wider and more diverse pool of research staff who feed into organisational policy and decision-making.</p> <p>ECRs/researchers to be represented on key University, Faculty and School committees. Year 1 - 50% of identified committees have representation across career stages, increasing to 100% by Year 3.</p>	
<b>ECM5</b>	<b>Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.</b>	Conduct programme of key consultative activities with research managers/leaders, for example, REF proposals, university strategic plans, new policies, survey results.	Yes	As required	IOU/PT	<p><b>Impact will be measured by:</b> Host yearly consultation activities with the research managers/leaders, (for example on, REF proposals, university strategic plans, new policies, survey results). With a 10% increase in attendance over the period of 2022-2025.</p> <p>Representation numbers and membership by research leaders actively monitored by School/Service and Institute Leadership Teams to develop a benchmark for ongoing effective practice.</p> <p>Focus groups to be established to identify how these consultation events have supported researchers in their roles. To be included on the ADRE staff intranet pages.</p>	
<b>EM5</b>	<b>Engage with opportunities to contribute to relevant policy development within their institution.</b>	Ensure that researchers at all career stages are represented on institutional and research/KE committees and consult with/feedback to their communities.	Yes	Review current practice - Year 1 - August 2023 Annual review thereafter	IOU Research Managers	<p><b>Impact will be measured by:</b> To identify which groups/committees require researcher representation, in order to provide development opportunities for a wider and more diverse pool of research staff who feed into organisational policy and decision-making.</p> <p>ECRs/researchers to be represented on key University, Faculty and School committees. Year 1 - 50% of identified committees have representation across career stages, increasing to 100% by Year 3.</p>	
		Conduct programme of key consultative activities with career stage forums, for example, REF proposals, university strategic plans, new policies, survey results.	Yes	As required	IOU/PT Research Managers	<p><b>Impact will be measured by:</b> Host yearly consultation activities with ECRs, (for example on, REF proposals, university strategic plans, new policies, survey results).</p> <p>With a 10% increase in attendance over the period of 2022-2025.</p> <p>Evidenced via post evaluation form data to show increased attendance and comments on benefits.</p> <p>Focus groups to be established to identify how these consultation events have supported researchers in their roles. To be included on the ADRE staff intranet pages.</p>	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Researcher representation on research culture and environment committees, working groups, as appropriate at institutional and school levels.	Yes	Review current practice - Year 1 - August 2023 Annual review thereafter	IOU/PT Researchers	<b>Impact will be measured by:</b> To have at least one researcher representative on the research culture and environment committees, working groups, as appropriate at institutional and school levels.  For research representatives to provide one case study per year to update on progress. This information to then be circulated around to the research community and to be uploaded onto the research environment web pages.	
		Ensure that researchers at all career stages are represented on institutional and research/KE committees and consult with/feedback to their communities.	Yes	Review current practice - Year 1 - August 2023 Annual review thereafter	IOU Researchers Research Leaders	<b>Impact will be measured by:</b> To have at least one researcher representative on the research culture and environment committees, working groups, as appropriate at institutional and school levels ECRs/researchers represented on key University, Faculty and School committees. Year 1 - 50% of identified committees have representation across career stages, increasing to 100% by Year 3.  For research representatives to provide one case study per year to update on progress. This information to then be circulated around to the research community and to be uploaded onto the research environment web pages.	
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	Associate Dean for Research/Research Leaders/ADRE to use creative ways, such as case studies, presentations etc. to encourage research staff to take ten development days, choosing activities most relevant to their current situation with input from and the agreement of their PI, recognising that development activities might take place in a university setting, but importantly do not have to.	Yes	Campaign launch - Year 2 (September 2023) Evaluation - Year 3 (September 2024)	IOU Researchers Research Leaders	<b>Impact will be measured by:</b> At least 50% of research staff reporting that they have spent 10 or more days on their training and other continuing professional development activities, which act on their role as key stakeholders within their institution and the wider academic community.  To achieve 50% of researchers answering agree/strongly agree to the question around researchers spending 10 or more days on their training and continuing professional development activities on the 2023 CEDARS & Staff survey. (CEDARS 2021: 20%)  For research representatives to provide one case study per year to update on progress. This information to then be circulated around to the research community and to be uploaded onto the Academic Development for RKE web pages.	Survey response rate in 2021: 74% research staff (n=209)

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
<b>Employment</b>							
<b>Recruitment and induction</b>							
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.							
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Deliver focussed learning to research managers on the importance and awareness of open and transparent merit-based recruitment.	Yes	Year 2 (October 2023) Year 3 (October 2024)	PT	<b>Impact will be measured by:</b> At least two case studies from research managers/leaders on their experiences around open and transparent merit-based recruitment processes. These case studies to be publicised on the researcher development intranet pages alongside the People Team intranet pages.  Monitor internal training data on research managers undertaking recruitment and selection training to ensure they are aware of the correct processes and procedures.  Increase engagement on the recruitment and selection internal intranet pages by 10% by 2023. Then a further 5% increase in 2024, and 2025.  To achieve 95% of researchers answering agree/strongly agree to the question around researchers feel that UCLan has fair appointment practices on the 2023 CEDARS Survey. (CEDARS 2021: 92%)	Survey response rate in 2021: 90% research staff (n=209)
		To include a review of recruitment/promotion guidance, and development of resources for research managers.	No	Year 1 - July 2023	IOU/PT R&KE EDIG	<b>Impact will be measured by:</b> Annual review of Responsible Research Metrics policy and ongoing development and monitoring of RRM Action Plan, to feature as a regular item at the Research, Knowledge Exchange, and Ethics Committee to enable progress updates to and from the Recruitment and Selection Working Group.  To achieve 50% of researchers answering agree/strongly agree to the question around researchers are aware of responsible research metrics policy (new CEDARS question) on the 2023 CEDARS Survey. (new CEDARS question)	
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Continue welcome events, local & school inductions for all new starters (including ECRs/Researchers), including research mentoring, which details their employment policies and practices, setting out expectations and responsibilities for all UCLan colleagues. To also consider mentoring/coaching for all new researchers entering the institution.	Yes	Ongoing	IOU/PT Research Leaders	<b>Impact will be measured by:</b> At least two case studies from new researchers from a variety of schools on their experiences around their new starter induction, welcome events, local induction activities. Case studies to be publicised on the researcher development intranet pages alongside the People Team intranet pages for researchers to access.  At least two case studies from researchers from a variety of schools around their experiences of the research mentoring programme and how this has benefitted them from being integrated into the research community.  60% of researchers answering agree/strongly agree to the question around usefulness of inductions on the 2023 CEDARS & Staff survey. (CEDARS 2021: 62%)	Survey response rate in 2021: 62% research staff (n=209)
		Implement a Researcher Development Welcome resource for new ECRs/researchers to enable easy access to information about the Concordat and available support for research and Knowledge Exchange.	Yes	Year 1 - September 2023	IOU Res Dev SG	<b>Impact will be measured by:</b> Launch of a Researcher Development Welcome resource for new ECRs/researchers to enable easy access to information about the Concordat and available support for research and Knowledge Exchange.  To monitor the number of researcher accessing the Researcher Development Welcome resource. If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.  Gaining feedback via interviews with the research community on the usefulness of this resource. 60% of researchers answering agree/strongly agree to the question around usefulness of the welcome resource for new researchers on the 2023 CEDARS Survey.	
		Review Research & Knowledge Exchange Induction Programme with a view to improving uptake.	Yes	Year 3 - October 2024	RES	<b>Impact will be measured by:</b> Host twice a year Research & Knowledge Exchange Induction Programme raising awareness events (school away days, presentations through the research networks). With a 10% increase in attendance over the period of 2022-2025. Evidenced via post evaluation form data to show increased attendance and comments on benefits.  At least two case studies from researchers on their experiences around Research & Knowledge Exchange Induction Programme. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to increase engagement in this programme.	
		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.	No	Year 2 - October 2023	IOU/PT Other Prof Services	<b>Impact will be measured by:</b> Host twice a year update sessions from Professional Services Directors in relation to the Research & Knowledge Exchange Induction Programme raising awareness events (school away days, presentations through the research networks). With a 10% increase in attendance over the period of 2022-2025.  Evidenced via post evaluation form data to show increased attendance and comments on benefits.	
		Build membership and engagement with the ECR/MCR/CPR groups, responding to groups' requests for information and support.	Yes	Ongoing - quarterly meetings	IOU	<b>Impact will be measured by:</b> Host monthly meetings with ECR/MCR/CPR groups, raising awareness events (school away days, presentations through the research networks). With a minimum of 25 participation of ECRs at each event from 2023-2025.  Post evaluation form to be created and sent out to researchers after each event. Interviews/focus groups with researchers to find out how this information has supported their career development.	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
<b>Recognition, reward and promotion</b>							
<b>The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.</b>							
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	To conduct a review of guidance and processes of appointment of fixed term contracts for roles associated with research projects.	Yes	Year 1 (July 2023) Year 2 (July 2024) Year 3 (July 2025)	IOU/PT	<b>Impact will be measured by:</b> Significant gaps will be flagged to the Research & KE EDI Group and interventions determined to support closing of gaps.  Significant deviations in progression for staff with protected characteristics is investigated, underlying causes identified and addressed.  Analysis from the Equality Impact Assessment to be reviewed year on year with outcomes being reviewed at the RDSG and Research and Knowledge Exchange Committees.  To achieve 80% of researchers answering agree/strongly agree to the question around researchers feel that UCLan has fair & transparent/merit based recognition/promotion processes (specifically research only staff on grades E-G) on the 2023 CEDARS Survey.	
		Conduct an annual Equality Impact Analysis of end-to-end processes for career progression.					
		Conduct an annual Equality Impact Analysis of research workload and/or Significant Responsibility for Research/KE statuses as part of Annual Research Assessment process.	Yes	Year 1 (August 2023) Year 2 (August 2024) Year 3 (August 2025)	IOU/PT	<b>Impact will be measured by:</b> Significant gaps will be flagged to the Research & KE EDI Group and interventions determined to support closing of gaps.  Significant deviations in progression for staff with protected characteristics is investigated, underlying causes identified and addressed. Interviews and case studies to be carried out with researchers to explore their views on the fair & transparent/merit based recognition/promotion processes.  To achieve 80% of researchers answering agree/strongly agree to the question around researchers feel that UCLan has fair & transparent/merit based recognition/promotion processes (specifically research only staff on grades E-G) on the 2023 CEDARS Survey. Results will feed into an institutional action plan which will be sent to the Senior Leadership Team. Researchers will have sight of the CEDARS 2023 report which will highlight results from this area, and the work the institution needs to carry out in order to improve.	
		Monitor completion of Equality & Diversity, Wellbeing & Support, Leadership Unconscious Bias and any other mandatory training and implement activities to improve completion rates as required.	Yes	Annual review October	IOU/PT	<b>Impact will be measured by:</b> Schools/research leaders/managers to monitor training completion to ensure that managers are effectively trained in EDI and Unconscious Bias and promote mental health training and provision for managers. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.  To achieve 80% of researchers answering agree/strongly agree to the question around being supported with their mental health and wellbeing/EDI/Unconscious bias on the 2023 CEDARS Survey.  Track and improve engagement by 5% annually, to ensure that 90% of research managers have up-to-date mandatory training records by 2025.	
		Annual review of Responsible Research Metrics policy and ongoing development and monitoring of RRM Action Plan through the Research & KE EDI Group, to include review of recruitment/promotion guidance, development of resources, and communication of policy.	No	Year 1 (October 2023) Year 2 (October 2024) Year 3 (October 2025)	IOU R&KE EDIG	<b>Impact will be measured by:</b> CEDARS/Knowledge Exchange/UCLan specific staff surveys being delivered at various timepoints within the HREIR reporting cycle (every 2 years at different months). Participant feedback to be collected around awareness of the responsible research metrics policy. This will be done via the JISC survey tool, and data analysed via SPSS or Excel. This data will be used to develop implementation plans to respond to any issues or opportunities the research community raise. All feedback received via these survey's will be discussed with the research community via focus groups, meetings, presentations, training sessions. Evaluation will take place using questionnaires, focus group discussions, meeting & training attendance statistics. This data will then feed into 2025 HREIR forward plan, to be used as actions to be addressed moving forward.  50% of staff are aware of responsible research metrics policy (new CEDARS question)	
		Review best practice in the sector compared to internal practices, review and amend guidance available to recruiting managers, and develop proposals/secure internal support for reducing the use of fixed-term contracts.	Yes	Year 2 - December 2023	IOU/PT	<b>Impact will be measured by:</b> Analysing fixed term contract data, around what proportion of researchers who had three or more fixed term contracts every year.  Once data established, aim to reduce this amount by 5% year on year.	
As part of the implementation of the university-wide research institute model, develop clear definitions, pathways and support to enable staff to work towards attaining Significant Responsibility for Research (for submission to the next REF) or KE, and full institute membership.	No	Year 2 - March 2024		<b>Impact will be measured by:</b> Clear definitions and processes are published on staff intranet pages. Evidence will be collected showing that staff are moving through stages via focus groups/individual interviews/case studies.			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	Managers engage in Equality & Diversity, Wellbeing & Support, Leadership Unconscious Bias and any other mandatory training and reflect their learning in their management and leadership practice.  Research managers to encourage research staff to engage with CPD activity (10 days development time per annum)	Yes	Annual review October	IOU/PT	<b>Impact will be measured by:</b> Schools/research leaders/managers to monitor training completion to ensure that managers are effectively trained in EDI and Unconscious Bias and promote mental health training and provision for managers. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.  Track and improve engagement by 5% annually, to ensure that 90% of research managers have up-to-date mandatory training records by 2025.  Monitor research staff engaging in 10 days development time via I-Trent. Once data established to aim for 20% uptake in Year1, and then 50% in Years 2 and 3.	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
<b>Responsibilities and reporting</b>							
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.							
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	Develop Research & Knowledge Exchange web resource (via the Researcher Portal) that collates and signposts policies and practices relevant to research and Knowledge Exchange and work across Professional Services to ensure appropriate signposting is in place between areas.	Yes	Year 1 (August 2023)	IOU/PT	<p><b>Impact will be measured by:</b></p> <p>Launch of Research &amp; Knowledge Exchange web resource for researchers to enable easy access to information that collates and signposts policies and practices relevant to research and Knowledge Exchange and work (including funding) across Professional Services to ensure appropriate signposting is in place between areas.</p> <p>To monitor the number of researcher accessing the Research &amp; Knowledge Exchange web resource. To evaluate the web resource by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.</p> <p>If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.</p>	
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	Develop Research & Knowledge Exchange web resource (via the Researcher Portal) that collates and signposts policies and practices relevant to research and Knowledge Exchange and work (including funding) across Professional Services to ensure appropriate signposting is in place between areas.	Yes	Year 1 (August 2023)	IOU/PT	<p><b>Impact will be measured by:</b></p> <p>Launch of Research &amp; Knowledge Exchange web resource for researchers to enable easy access to information that collates and signposts policies and practices relevant to research and Knowledge Exchange and work (including funding) across Professional Services to ensure appropriate signposting is in place between areas.</p> <p>To monitor the number of researcher accessing the Research &amp; Knowledge Exchange web resource. To evaluate the web resource by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.</p> <p>If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.</p>	
ER2	Researchers understand their reporting obligations and responsibilities.	Incorporate a DidYouKnow section in weekly Researcher Development newsletter signposting to useful University policies, processes and development activity guidance.	Yes	Year 2 - October 2023	IOU	<p><b>Impact will be measured by:</b></p> <p>ADRE to ensure that researchers are given the information about institutional policies and procedures in the personalised monthly welcome emails to all new research staff.</p> <p>Establishing a programme of DidYouKnow updates, followed by evaluation after 12 months (50%+ of readership find this section useful and helpful for their development via focus groups/interviews/case studies).</p>	
<b>People management</b>							
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.							
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	Develop project management training and resources to support ECRs/researchers, mapping to the Researcher Development Framework.	Yes	Year 2 - May 2024	IOU/PT	<p><b>Impact will be measured by:</b></p> <p>ADRE/research managers/leaders/Associate Deans for Research to widely promote and encourage engagement with external and centrally available opportunities to develop Project Management skills. At least 10 participants annually across the institution to attend Project Management development.</p> <p>Post evaluation form to be created and sent out to researchers after each event. To analyse this information to identify how the session supported their career development.</p> <p>To achieve 50% of researchers answering agree/strongly agree to the question around researchers feel that project management support is useful, support from line manager, usefulness of appraisal on the 2023 CEDARS survey. (CEDARS, 2021: 31%).</p>	Survey response rate in 2021: 31% research staff (n=209)
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	People Team/Schools/ADRE to roll out good practice in providing guidance and training for Managers / Pls on carrying out PDRs for research staff to ensure they provide a comprehensive, clear and fair PDR. For example, bespoke guidance documents and pre- and post- PDR briefings. Director of Research & Enterprise to present to ECRs/researchers the research strategy at network events to increase engagement with the research strategy going forward.	Yes	Year 1 - September 2023	RES	<p><b>Impact will be measured by:</b></p> <p>People Team to monitor training completion to ensure that managers are effectively trained in Research appraisals. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.</p> <p>Track and improve engagement by 5% annually by post evaluation forms, feedback sheets, surveys etc.</p> <p>To achieve 50% of researchers answering agree/strongly agree to the questions around researchers feel that career progression processes are available, support for flexible working, usefulness of appraisal on the 2023 CEDARS survey. (CEDARS, 2021: 41%).</p>	Survey response rate in 2021: 41% research staff (n=209)
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Managers engage in Equality & Diversity, Wellbeing & Support, Leadership Unconscious Bias and any other mandatory training and reflect their learning in their management and leadership practice.	Yes	Annual review October	IOU/PT	<p><b>Impact will be measured by:</b></p> <p>Research leaders/managers to complete training in Equality, Diversity &amp; Inclusion. Focus to be given to areas / cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.</p> <p>Track and improve engagement by 5% annually, to ensure that 90% of research managers/leaders have up-to-date training records by 2025. Post evaluation form to be created and sent out to researcher leaders after each event. To find out how this information has supported their career development.</p>	
		<p>Develop and deliver campaign to promote our commitment to 10-days of professional development, including consultation with staff, establishment of institution-wide policy, recording and monitoring CPD.</p> <p>ADRE and People Team to work together to support researchers to balance the delivery of their research and their own professional development. Researchers to be provided with information reiterating that Professional Development takes a variety of forms.</p>	Yes	Year 2 - September 2023	IOU/PT Res Dev SG	<p><b>Impact will be measured by:</b></p> <p>Focus Groups/surveys to be undertaken with researchers around their views on the 10 days development time. This data will then feed into the new processes to be developed.</p> <p>ADRE to develop wider mechanisms to share effective practice on how time is being spent and impact on career development.</p> <p>ADRE to provide examples from researchers of how they have used their 10 day development time and what impact this has had on their career development. Examples to be publicised via the research forums/teams sites/intranet pages.</p>	

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EM4	Managers actively engage in regular constructive performance management with their researchers.	All research managers conduct appraisal discussions and apply the appraisal workflow regarding time allocation for research based on outputs.	Yes	Ongoing - three times per year Assessed via CEDARS (June 2023/June 2025)	Research Leaders Research Managers	<b>Impact will be measured by:</b> Research leaders/managers to complete training in Appraisal/10 day development time discussions. Focus to be given to areas /cohorts where lower completion rates exist, and explore the opportunity for more bespoke school-specific training if required.  Post evaluation form to be created and sent out to researcher managers after each event. This data will be used to identify how these sessions have supported researchers career development.  Track and improve engagement by 5% annually, to ensure that 90% of research managers/leaders have up-to-date training records by 2025.  To achieve 60% of researchers answering agree/strongly agree to the questions around appraisal discussions were useful in the last 12 months on the 2023 CEDARS & Staff survey. (CEDARS, 2021: 60%).	Survey response rate in 2021: 60% research staff (n=209)
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Researchers actively engage in appraisal discussions and development plans, including recording their own CPD in iTrent	Yes	Year 1 - March 2023 Year 3 - March 2025	Researchers Research Managers Research Leaders PT	<b>Impact will be measured by:</b> 90% of research staff reporting a completed PDR (based on baseline data from CEDARS and staff survey)  To achieve 60% of researchers answering agree/strongly agree to the questions around appraisal discussions were useful in the last 12 months on the 2023 CEDARS & Staff survey. (CEDARS, 2021: 60%).	Survey response rate in 2021: 60% research staff (n=209)
<b>Job security</b>							
The aim of this obligation is to improve the job security of researchers.							
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	Review sector best practice in use of research only fixed term contracts compared to internal practices, alongside additional engagement with researchers, to provide their thoughts and ideas on improving job security.  To review and amend guidance available to recruiting managers, and develop proposals/secure internal support for reducing the use of fixed-term contracts.	Yes	Year 2 - December 2023	IOU/PT	<b>Impact will be measured by:</b> Analysing fixed term contract data, around what proportion of researchers who had three or more fixed term contracts every year.  Once data established, aim to reduce this amount by 5% year on year.	
		Review the use of current redeployment processes by research staff.	Yes	Year 2 - December 2023	PT	<b>Impact will be measured by:</b> Establish the baseline of successful use of redeployment processes for researchers.  Once data established, aim to increase this by 5% year on year.  At least two case studies from researchers on their experiences around re-deployment experiences. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure)	Comments (optional)
<b>Professional and Career Development</b>							
<b>Championing professional development</b>							
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.							
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	Develop and deliver campaign to promote our commitment to 10-days of professional development, including consultation with staff, establishment of institution-wide policy, recording and monitoring CPD.  Associate Dean for Research/Research Leaders/ADRE to use creative ways, such as case studies, presentations etc. to encourage research staff to take ten development days, choosing activities most relevant to their current situation with input from and the agreement of their PI, recognising that development activities might take place in a university setting, but importantly do not have to.	Yes	Year 2 - September 2023	IOU/PT Res Dev SG Research Leaders	<b>Impact will be measured by:</b> Consulting researchers around their views on 10 days development activities via focus groups/interviews/surveys. Policy and recording mechanisms to be developed once researchers views taken into account.  At least 50% of research staff reporting that they have spent 10 or more days on their training and other continuing professional development activities, which act on their role as key stakeholders within their institution and the wider academic community. This will be achieved via the CEDARS 2023 survey.  To achieve 50% of researchers answering agree/strongly agree to the question around researchers spending 10 or more days on their training and continuing professional development activities on the 2023 CEDARS & Staff survey. (CEDARS 2021: 20%)  At least two case studies from researchers on their experiences around 10 day development experiences. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.	Survey response rate in 2021: 20% research staff (n=209)
		Work with the Graduate Research School to share resources and offer a wider offer of training and development opportunities to both research staff and PGRs.	No	Year 1 - May 2023	IOU/Graduate Research School	<b>Impact will be measured by:</b> Bi-monthly joint meetings between IOU and GRS to discuss shared researcher development priorities. Policy and recording mechanisms to be developed for researchers in relation to shared researcher development priorities. Evidence will be recorded via consultation with researchers/surveys/presentations/focus groups.  Increase in attendance of researcher/PGR cohorts. Evidenced via post evaluation form data to show increased attendance.  Increase in researcher awareness of PGR resources. Evidenced via post evaluation form data to show increased attendance.	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	Develop mechanisms, that allow managers and research administrators to access up to date data on researchers' engagement with and completion of professional development.  Develop guidance and support for research managers on how to develop their researchers and understand what development provision is on offer alongside something for researchers so they can self-identify any training/development needs they require following on from appraisal/development discussions.	Yes	Year 1 - July 2023 and annual reporting thereafter	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> Policy and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure personal and professional development data is being recorded correctly.  Track and improve engagement by 5% annually, to ensure that 90% of researchers have up-to-date training records by 2025.  At least two case studies from research managers on their experiences of how the resources have supported both their role as a research manager alongside supporting the career development of their research staff. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.	
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	Develop and deliver campaign to promote our commitment to 10-days of professional development, including consultation with staff, establishment of institution-wide policy, recording and monitoring CPD.	Yes	Year 2 - September 2023	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> Consulting researchers around their views on 10 days development activities via focus groups/interviews/surveys. Policy and recording mechanisms to be developed once researchers views taken into account.  Policy and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure personal and professional development data is being recorded correctly.  Track and improve engagement by 5% annually, to ensure that 90% of researchers have up-to-date training records by 2025.	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
PCDR1	<b>Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.</b>	Researchers actively engage in appraisal discussions and development plans, including recording their own CPD in iTrent.  Develop guidance and support for research managers on how to develop their researchers and understand what development provision is on offer alongside something for researchers so they can self-identify any training/development needs they require following on from appraisal/development discussions.	Yes	Year 1 - March 2023 Year 3 - March 2025	Researchers Research Managers Research Leaders PT	<b>Impact will be measured by:</b> 90% of research staff reporting a completed PDR (based on baseline data from iTrent- system, CEDARS and staff survey)  To achieve 60% of researchers answering agree/strongly agree to the questions around appraisal discussions were useful in the last 12 months on the 2023 CEDARS & Staff survey. (CEDARS, 2021: 60%).  At least two case studies from research managers on their experiences of how the resources have supported both their role as a research manager alongside supporting the career development of their research staff. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.	Survey response rate in 2021: 60% research staff (n=209)
		Develop and deliver campaign to promote our commitment to 10-days of professional development, including consultation with staff, establishment of institution-wide policy, recording and monitoring CPD.	Yes	Year 2 - September 2023	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> Consulting researchers around their views on 10 days development activities via focus groups/interviews/surveys.  Policy and recording mechanisms to be developed once researchers views taken into account.  Policy and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure personal and professional development data is being recorded correctly.  Track and improve engagement by 5% annually, to ensure that 90% of researchers have up-to-date training records by 2025.	
		Work with Graduate Research School to share resources and offer a wider offer of training and development opportunities to both research staff and PGRs.	No	Year 1 - May 2023	IOU/Graduate Research School	<b>Impact will be measured by:</b> Bi-monthly joint meetings between IOU and GRS to discuss shared researcher development priorities. Policy and recording mechanisms to be developed for researchers in relation to shared researcher development priorities. Evidence will be recorded via consultation with researchers/surveys/presentations/focus groups.  Increase in attendance of researcher/PGR cohorts. Evidenced via post evaluation form data to show increased attendance.  Increase in researcher awareness of PGR resources. Evidenced via post evaluation form data to show increased attendance.	
<b>Career development reviews</b>							
<b>The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.</b>							
PCDI2	<b>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.</b>	To develop a conversation guide in partnership with the careers team to advise research managers on how to have meaningful career development conversations.	Yes	Year 2 - May 2024	IOU/PT Careers	<b>Impact will be measured by:</b> ADRE/Careers Team to work together to develop a career guide on undertaking meaningful career development discussions.  At least two case studies from researcher managers on their experiences around the guide on undertaking meaningful career development discussions. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.  30% Research staff to engage with the University Mentoring Programme or the Research specific mentoring programme. Evidence will be monitored by the number of requests received to engage with these programmes.	
		Develop and promote research career pathways webpages and CAREEREDGE module building upon support available through Graduate Research School for PGRs and research staff.	Yes	Year 1 - September 2023	IOU/PT Careers	<b>Impact will be measured by:</b> Launch of Research Career Pathways web resource and CAREER Edge module.  To monitor the number of researcher accessing the Research Career Pathways web resource and CAREER Edge module. To evaluate the web resource and module by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.  If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.	
PCDI6	<b>Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.</b>	Conduct regular all-staff, CEDARS/Knowledge Exchange surveys to collect feedback on awareness of the Concordat, research/Knowledge Exchange environment and culture; developing and implementing action plans as appropriate in response to arising issues or opportunities.	Yes	Year 1 (June-October 2023) Year 3 (June-October 2025)	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> Policy and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure personal and professional development data is being recorded correctly.  Track and improve engagement by 5% annually, to ensure that 90% of researchers have up-to-date training records by 2025.  At achieve 60% of researchers answering agree/strongly agree to the questions around having a clear career plan & managers encouraging a wider range of careers outside of academia questions on the 2023 CEDARS & Staff survey. (CEDARS, 2021: 31%).	Survey response rate in 2021: 31% research staff (n=209)
PCDM1	<b>Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.</b>	Research Managers to undertake and record quarterly appraisal and career development discussions in line with UCLan policy.	Yes	Year 1 - March 2023 Year 3 - March 2025	Research Managers Research Leaders	<b>Impact will be measured by:</b> Policy and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure personal and professional development data is being recorded correctly.  Track and improve engagement by 5% annually, to ensure that 90% of researchers have up-to-date training records by 2025.  To achieve 60% of researchers answering agree/strongly agree to the questions around having a clear career plan & managers encouraging a wider range of careers outside of academia questions on the 2023 CEDARS & Staff survey. (CEDARS, 2021: 31%).	Survey response rate in 2021: 31% research staff (n=209)

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
PCDR4	Researchers positively engage in career development reviews with their managers.	Work with the Graduate Research School to develop and implement a career planning system/templates and guidance that can be used by ECRs/Researchers to plan and record their CPD.	Yes	Pilot + review - Year 1 - September 2023 Full implementation - Year 2 - September 2024	ECRs/Researchers IOU/PT	<b>Impact will be measured by:</b> ADRE/Graduate Research School to work together to develop career planning resources to enable researchers to plan and record their CPD.  At least two case studies from researchers on their experiences around the career planning resources. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.  Evidence will be measured by the numbers of researchers engaging with the resources. 10 researchers engaging in career planning pilot in Year 1, 20 in Year 2 rising to 30 in Year 3.	
<b>Career development support and planning</b>							
<b>The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.</b>							
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Building on expertise within the Graduate Research School, promote and monitor engagement by research staff with Careers Service and explore use of available tools.	Yes	Year 2 - March 2024	IOU/PT Careers/Graduate Research School	<b>Impact will be measured by:</b> Launch of Research Career Pathways web resource and CAREER Edge module.  To monitor the number of researcher accessing the Research Career Pathways web resource and CAREER Edge module. To evaluate the web resource and module by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.  If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.	
		Promote and implement Vitae ECR Toolkit to researchers and their managers.	No	Year 2 - December 2023	IOU/PT	<b>Impact will be measured by:</b> Host quarterly Vitae ECR Toolkit raising awareness events (school away days, bespoke concordat sessions, presentations through the research networks). With a 10% increase in attendance over the period of 2022-2025.  Evidenced via post evaluation form data to show increased attendance. Alongside focus groups with research managers to identify how the resources have supported them and their staff in their roles.	
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	Work with Graduate Research School to develop and implement a career planning system/templates and guidance that can be used by ECRs/Researchers to plan and record their CPD.	Yes	Pilot + review - Year 1 - September 2023 Full implementation - Year 2 - September 2024	ECRs/Researchers IOU/PT/Graduate Research School	<b>Impact will be measured by:</b> Researchers to be encouraged to take responsibility via a variety of means (RDF framework, career planning templates) to reflect on their self-directed appraisal and Career Planning, to be discussed as part of the annual appraisal process.  To develop a series of podcasts on topics related to researchers' professional practice recorded and publicly available. To monitor the number of researchers accessing the podcasts. To evaluate the podcasts by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
<b>Research identity and leadership</b>							
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.							
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Conduct regular all-staff, CEDARS/Knowledge Exchange surveys to collect feedback on awareness of the Concordat, research/Knowledge Exchange environment and culture; developing and implementing action plans as appropriate in response to arising issues or opportunities.	Yes	Year 1 (June-October 2023) Year 3 (June-October 2025)	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> CEDARS/Knowledge Exchange/UCLan specific staff surveys being delivered at various timepoints within the HREIR reporting cycle (every 2 years at different months). Participant feedback to be collected around awareness of the concordat. This will be done via the JISC survey tool, and data analysed via SPSS or Excel. This data will be used to develop implementation plans to respond to any issues or opportunities the research community raise. All feedback received via these survey's will be discussed with the research community via focus groups, meetings, presentations, training sessions. Evaluation will take place using questionnaires, focus group discussions, meeting & training attendance statistics. This data will then feed into 2025 HREIR forward plan, to be used as actions to be addressed moving forward.  To achieve 60% of researchers answering agree/strongly agree to the questions around having a clear career plan & managers encouraging a wider range of careers outside of academia questions on the 2023 CEDARS & Staff survey. (CEDARS, 2021: 31% & 32%).	Survey response rate in 2021: 31% & 32% research staff (n=209)
		Evaluate and extend researcher mentoring programme, including collating ECRs/Researchers views.	Yes	Year 2 - November 2023	IOU/PT	<b>Impact will be measured by:</b> Consulting researchers around their views on the Research Mentoring Programme via focus groups/interviews/surveys.  Ongoing evaluation will increase participation in the research mentoring programme with improved career development outcomes. 3 participants in Year 1 rising to 6 in Year 3.  Evidence will be monitored by the number of requests received to engage with these programmes, including two case studies a year highlighting the benefits of the programme and how the programme has helped with the researchers career development.	
		Provide more flexible access to high-quality online leadership/research identity resources that meet a diverse range of needs from across the research and wider university communities.	Yes	Year 3 - October 2024	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> ADRE/PT to develop on demand sessions with clearly themed resources on leadership and research identity for researchers and research leaders.  To monitor the number of researcher accessing the on demand leadership and research identity resources. To evaluate the online resource by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.  If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.	
		Support development of future research leaders through Advance HE development programmes or similar.	Yes	Year 2 - September 2023	IOU Research Managers Research Leaders	<b>Impact will be measured by:</b> A minimum of five researchers supported in research leadership training per annum via internal/external stakeholders.  At least two case studies from researchers on their experiences around leadership training and how the training benefitted them.  Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.	
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	Develop and deliver campaign to promote our commitment to 10-days of professional development, including consultation with staff, establishment of institution-wide policy, recording and monitoring CPD.	Yes	Year 2 - September 2023	IOU/PT Res Dev SG	<b>Impact will be measured by:</b> Consulting researchers around their views on 10 days development activities via focus groups/interviews/surveys.  Policy and recording mechanisms to be developed once researchers views taken into account.  Policy and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure personal and professional development data is being recorded correctly.  Track and improve engagement by 5% annually, to ensure that 90% of researchers have up-to-date training records by 2025.	
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Support development of future research leaders through Advance HE development programmes or similar.	Yes	Year 2 - September 2023	IOU Research Managers Research Leaders	<b>Impact will be measured by:</b> A minimum of five researcher leaders supported in research leadership training per annum via internal/external stakeholders.  At least two case studies/pod casts from researcher leaders on their experiences around leadership training and how the training benefitted them. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers. If podcasts developed, these will be publicised via the researcher development portal, alongside researcher development intranet pages.  To evaluate the case studies/pod cast by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.	
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Support development of future research leaders through Advance HE or similar.	Yes	Year 2 - September 2023	IOU Research Managers Research Leaders	<b>Impact will be measured by:</b> All researchers to identify at least one opportunity outside of the university to build their profile - whether through voluntary work, public engagement, event and conference organisation, support for the student experience. This will be evidenced by two case studies/presentations which researchers share their learnings and experiences with other researchers either via research networks/school away day/research conference).  Process and recording mechanisms to be developed jointly via the People Team and IOU to ensure I-Trent systems record the appropriate personal and professional development for researchers.  Monitoring data via I-Trent to be accessed twice a year to ensure this development data is being recorded correctly.	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
<b>Diverse careers</b>							
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.							
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Evaluate and extend researcher mentoring programme, including collating ECRs/Researchers views.	Yes	Year 2 - November 2023	IOU/PT	<p><b>Impact will be measured by:</b> Consulting researchers around their views on the Research Mentoring Programme via focus groups/interviews/surveys which could be led by researchers themselves.</p> <p>Ongoing evaluation will increase participation in the research mentoring programme with improved career development outcomes.</p> <p>3 participants in Year 1 rising to 6 in Year 3.</p> <p>Evidence will be monitored by the number of requests received to engage with these programmes, including two case studies a year highlighting the benefits of the programme and how the programme has helped with the researchers career development.</p>	
		Promote Prosper toolkit and other sector best practice around career development outside of academia.	No	Year 2 - May 2024	IOU/PT	<p><b>Impact will be measured by:</b> Researchers are aware of and are engaging with a range of resources available for career development.</p> <p>To carry out an internal pulse survey with ECR/MCR network groups to confirm staff are aware of and are using these resources.</p> <p>To monitor the numbers of researchers accessing the Prosper Toolkit. To evaluate this resource by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.</p>	
		Building on expertise within the Graduate Research School, promote and monitor engagement by research staff with Careers Service and explore use of available tools.  To enhance the user experience for research staff to ensure higher engagement.	No	Year 2 - March 2024	IOU/PT Careers/Graduate Research School	<p><b>Impact will be measured by:</b> Launch of Research Career Pathways web resource and CAREER Edge module.</p> <p>To monitor the numbers of researchers accessing the Research Career Pathways web resource and CAREER Edge module. To evaluate the web resource and module by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.</p> <p>If numbers are low, to promote to the research community via newsletters/talks/manager meetings to try and increase engagement in these resources by 10% per year.</p>	
		Raise awareness of the range of support available for researchers to engage with businesses.	Yes	Year 3 - October 2024	Head of Enterprise & Engagement Unit, RES (EEU)	<p><b>Impact will be measured by:</b> To develop a series of podcasts on topics related to a range of support available for researchers to engage with businesses. To monitor the number of researchers accessing the podcasts. To evaluate the podcasts by number of hits with the aim of 50% of researchers are aware of resource and think it is useful. Alongside focus groups to identify how these resources supported researchers in their careers.</p> <p>15-20 ECRs/researchers per annum attend events to raise awareness of opportunities to engage with business. Evidenced via post evaluation form data to show increased attendance.</p>	
		Support researchers to link up with business through placements, AKTPs, KTPs or other mechanisms.	Yes	Year 3 - December 2024	EEU	<p><b>Impact will be measured by:</b> 10-15 researchers per annum attend events to raise awareness on how to support researchers to link up with business through placements, AKTPs, KTPs or other mechanisms. Evidenced via post evaluation form data to show increased attendance. Alongside focus groups to identify how the sessions supported researchers in their careers.</p> <p>2 ECRs/researchers provided with 1:1 support in engaging with business in Year 1, rising to 8 in Year 3.</p>	
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Evaluate and extend researcher mentoring programme, including collating ECRs/Researchers views.	Yes	Year 2 - November 2023	IOU/PT	<p><b>Impact will be measured by:</b> Consulting researchers around their views on the Research Mentoring Programme via focus groups/interviews/surveys.</p> <p>Ongoing evaluation will increase participation in the research mentoring programme with improved career development outcomes. 3 participants in Year 1 rising to 6 in Year 3.</p> <p>Evidence will be monitored by the number of requests received to engage with these programmes, including two case studies a year highlighting the benefits of the programme and how the programme has helped with the researchers career development.</p>	

Concordat Principle	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (Need to show impact - how has what we have done made a difference to the researchers (success measure))	Comments (optional)
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	Work with Graduate Research School to develop and implement a career planning system/templates and guidance that can be used by ECRs/Researchers to plan and record their CPD.  For ADRE to review their resources to ensure a more simplified process with a view to increasing engagement with the research community.	Yes	Pilot + review - Year 1 - September 2023 Full implementation - Year 2 - September 2024	ECRs/Researchers IOU/PT	<b>Impact will be measured by:</b> ADRE/Graduate Research School to work together to develop career planning resources to enable researchers to plan and record their CPD.  At least two case studies from researchers on their experiences around the career planning resources. Case studies to be publicised via research networks/teams sites/researcher development intranet pages to inform researchers.  Evidence will be measured by the numbers of researchers engaging with the resources. 10 researchers engaging in career planning pilot in Year 1, 20 in Year 2 rising to 30 in Year 3.	
		Raise awareness of the range of support available for researchers to engage with businesses.	Yes	Year 3 - October 2024	Head of Enterprise & Engagement Unit, RES (EEU)	<b>Impact will be measured by:</b> To develop a series of podcasts on topics related to range of support available for researchers to engage with businesses. To monitor the number of researchers accessing the podcasts. To evaluate the podcasts by number of hits with the aim of 50% of researchers are aware of resource and think it is useful.  15-20 ECRs/researchers per annum attend events to raise awareness of opportunities to engage with business. Evidenced via post evaluation form data to show increased attendance. Alongside focus groups to identify how the sessions supported researchers in their careers.	
		Support researchers to link up with business through placements, AKTPs, KTPs or other mechanisms.	Yes	Year 3 - December 2024	EEU	<b>Impact will be measured by:</b> 10-15 researchers per annum attend events to raise awareness on how to support researchers to link up with business through placements, AKTPs, KTPs or other mechanisms. Evidenced via post evaluation form data to show increased attendance.  2 ECRs/researchers provided with 1:1 support in engaging with business in Year 1, rising to 8 in Year 3. Evidenced via post evaluation form data to show increased attendance. Alongside focus groups to identify how the sessions supported researchers in their careers.	
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	Working with Graduate Research School, invest and engage in opportunities for researchers to promote their research and impact externally, for example, internal IP/KE training and support, Sense About Science events.	Yes	Ongoing	IOU Research Leaders Researchers	<b>Impact will be measured by:</b> ECRs/researchers understand routes to commercialisation and IP, and how to protect their IP. 15-20 researchers per annum attending IP training programme. Evidenced via post evaluation form data to show increased attendance and comments on benefits.  ECRs/researchers understand how to translate research into impact. 15-20 researchers per annum attending internal/external impact training or receiving 1:1 support for impact planning. Evidenced via post evaluation form data to show increased attendance and comments on benefits. Alongside focus groups to identify how the sessions supported researchers in their careers.	

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