

**Details**

<b>Institution name:</b>	University of Suffolk
<b>Cohort number:</b>	14
<b>Date of submission:</b>	16 June 2023
<b>Institutional context:</b>	We have retained the HR Excellence in Research Award for four years in 2022, undertaken our first submission to the Research Excellence Framework (REF) in 2021, and are preparing our application for RDAPs in 2025. Our all-staff survey introduced in 2022 gave us robust evidence with which to further evaluate our strengths and identify areas for improvement, and we successfully delivered a university wide action plan (2022-2023) in response to the survey outcomes. By aligning HR Excellence initiatives with other accreditations, awards, and strategies such as the Athena SWAN Bronze Award, the UK Concordat to support the Career development of researchers, EDI Strategy highlights a comprehensive approach to promoting gender equality, diversity, inclusion, and career development opportunities for our researchers. Our <a href="#">Transforming Lives: University of Suffolk Strategy for Research Excellence 2023-2030</a> demonstrates a strong commitment to fostering an inclusive research culture and promoting research excellence.

The institutional audience* for this action plan includes:		
Audience (direct beneficiaries of the action plan)	Number of	Comments
Research only staff	32	Professors: six Associate Professors: five Senior Research Fellows: four Research Fellows: eleven Research Associates: five Research Assistants: one
Postgraduate researchers	105	
Learning and teaching and research	76	School of Engineering, Arts, Science and Technology 70 staff headcounts (58.80% FTE). 23 staff (33%) have significant responsibility for research. School of Health and Sports Science 99 staff headcounts (86.50 FTE). 14 staff (14%) have significant responsibility for research. School of Social Sciences and Humanities 70 staff headcounts (60.90 FTE). 33 staff (47%) of staff have significant responsibility for research. Business Engagement, Careers & Employability 9 staff headcounts (6.44 % FTE). 4 staff (44%) have significant responsibility for research. Learning and Teaching (CELT) 9 staff headcounts (8.60% FTE). 2 staff (22%) have significant responsibility for research.
Learning and teaching and KE	311	
Technicians	12	
Clinicians	0	
Professional support staff	372	
Other (provide numbers and details):		

\* The Researcher 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 in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; or technicians.



Complete for submission					To be completed only when reporting on action plan					
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
<b>Environment and Culture</b>										
<b>Awareness and engagement</b>										
ECI1	Ensure all relevant staff are aware of the Concordat	<ul style="list-style-type: none"> <li>Include the Concordat logo on all recruitment documentation, including online, and referred to in interviews for research related roles.</li> <li>Incorporate Concordat into the 1-2-1 element of induction for new research staff and in-research leadership, and other research training events.</li> <li>Concordat principles are included in the guidance for appraisals for staff with SRR.</li> <li>Concordat is a standing agenda item: Research Management Group, Research and Enterprise, and all School Execs</li> <li>Update the research hub weekly (available to all staff) to ensure all relevant information in one place.</li> <li>Concordat is on our external website and internal intranet pages</li> </ul>	Carried over from previous action plan.	31 December 2023 And then annually	Head of Research Development (3,5,6)  POD – Senior Business Partner for Research (1, 2,4)  Senior Business Partner; Talent & Organisational Development (1,2,4)  Associate Deans for Research and KE (4)  Directors of Research Institutes (4)	<ol style="list-style-type: none"> <li>100% of research-related job adverts to include Concordat branding and information.</li> <li>Interview panel members will discuss the Concordat in interviews and recruitment training. Interview documentation will include a reminder and confirmation that the Concordat is discussed in interview with candidates.</li> <li>100% of all '1-2-1 Research Induction events' to include research discussion and link to HR Excellence in Research award.</li> <li>The Researcher commitments (as outlined in Concordat) are documented in the guidance for appraisals and detailed in the new online appraisal system (introduced for the academic year in 2023/2024)</li> <li>The evidence that Concordat is a standing agenda item is reflected in committee meeting minutes.</li> <li>Head of Research Development attends all School Exec meetings and has an allocated Concordat item on their agendas.</li> </ol>				
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<ul style="list-style-type: none"> <li>All policies, procedures and practices are regularly reviewed and must have our Equality Impact Assessment (<a href="#">EIA Policy and Procedure</a>) before approval, and are presented in an accessible format</li> <li>Development of Athena SWAN submission and SAT reviewing policies and practices</li> <li>Ensure updated policies and changes to practices receive appropriate scrutiny at relevant committees.</li> <li>Ensure that policies relevant to researchers are communicated effectively through the research development, and Early Career Researcher (ECR) network events. Disseminate this information through workshops, network events, and tailored inductions, to foster a culture of compliance, transparency, and responsible research conduct among our research community.</li> <li>Establish feedback channels for researchers and their managers to express concerns, seek clarifications, or provide suggestions regarding institutional policies.</li> <li>By producing regular newsletter focused on policy and guidance updates, both the Research Office and POD ensure that researchers have access to additional sources of information. This approach promotes transparency and accessibility, empowering researchers to stay informed and compliant with the policies and guidelines that govern the university's research activities</li> </ul>	Carried over from previous action plan.	30 Jun 23 and then evaluated annually.	Head of People Organisational Development (1,3,4)  Pro Vice Chancellor Research (2)  Head of Research Development (3,4)	<ol style="list-style-type: none"> <li>100% of all POD and Research policies and practices with an EIA in place and a retention schedule</li> <li>Athena SWAN Submission (Bronze Award)</li> <li>Minutes of the relevant committees</li> <li>All policies and practices relevant to researchers are easily accessible, we will evaluate the visibility of these policies on the intranet, the research hub pages, 1-2-1 research inductions, newsletters, staff meetings, Schools Exec, ECR events. We will seek feedback from researchers and their managers about the clarity, adequacy, and usefulness of policy communications. Feedback will be collected through feedback forms, or informal discussions to identify areas of improvement and ensure continuous refinement of communication strategies.</li> </ol>				

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.	<ul style="list-style-type: none"> <li>Survey staff annually 2021/2022 2022/2023; 2023/2024</li> <li>Use data on research engagement (training, applying for funding; outputs; leading and contributing to research projects etc) to inform our Qlik platform (data visualisation tool) to report on that quality of research environment and culture in real time.</li> <li>Produce a quarterly research report circulated to all School Deans, ADRK, Deputy Vice Chancellor, Directors of Research Institutes, reports that are disseminated further to all staff on research contracts only, ECRs, academic staff on learning, teaching, and research contracts only.</li> <li>Target investment and available resources to improve the quality of our research environment.</li> <li>Evaluate the impact of interventions put in place to address the quality of the research environment and culture (i.e., recruit for values and behaviours; clarity over our reward and benefits offerings; improve the quality of job descriptions and person specifications)</li> <li>External Recognition and Awards: recognition from external entities will serve as an indicator of success.</li> </ul>	New	30 June 2024 then annually	<p>Pro Vice Chancellor Research (3, 5)</p> <p>POD – Senior Business Partner for Research (4)</p> <p>Head of Research Development (4,5)</p> <p>Head of Culture (1, 2)</p>	<ol style="list-style-type: none"> <li>High satisfaction and engagement scores from staff surveys will indicate positive research culture.</li> <li>Develop an action plan to respond to key issues, celebrate success and report progress quarterly via the plan tracker that is monitored through SLT and available to all staff.</li> <li>Investment in research leadership training and new research support posts, reported on a regular basis through REF working group and Research and Enterprise Committee</li> <li>Feedback evaluation reports: feedback from researchers actively sought through formal and informal mechanisms: e.g., Research Management group; ECR network, and 1-2-1 meetings with staff with SRR and the Head of Research development and exit questionnaires interview with POD. We will reduce non-favourable responses to the statement 'I rarely think about looking for another job with another company' in our staff survey to less than 20% for both professional and academic staff.</li> <li>Track the university's performance in relevant rankings and receive external accolades that affirm the quality of our research environment and culture, e.g., HR Excellence in Research Award (six-year award retention), Athena SWAN Bronze Award</li> </ol>				
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	<ul style="list-style-type: none"> <li>Introduce institutional values and behaviours; Values and Behaviours Framework was launched 31 Jan 23 and managers invited to attend training. Framework sets out the values and underpinning behaviours guiding our work and how we do it.</li> <li>All staff on research contracts only, ECRs, academic staff on learning, teaching and research contracts contribute to the research mentoring programme, as well as mentors and/or mentees.</li> <li>Researchers are invited to contribute to the development of key agendas e.g., Athena SWAN; The HR Excellence in Research Award working group and ECR Network</li> <li>Practice the importance of ensuring that staff are supported with lifeworld challenges. As such, we support several informal staff networks/societies (Staff Disability Network, LGBTQIA+ Network, Menopause Group, Anti-Racism Collective)</li> <li>Engagement in mentoring and collaboration</li> <li>Positive feedback will indicate that researchers are actively contributing to a supportive and inclusive research culture.</li> <li>Professional Development Opportunities: Evaluate the involvement of researchers in organising or participating in professional</li> </ul>	New	31 Aug 2023 and then annually	<p>Head of Culture (1,3)</p> <p>POD – Senior Business Partner for Research (3)</p> <p>Head of Research Development (2,4)</p> <p>Associate Deans for Research and Knowledge Exchange (2, 3)</p> <p>Directors of Research Institutes (2,3)</p>	<ol style="list-style-type: none"> <li>Measure how we are living our values and behaviours via recruitment materials, staff surveys, appraisals, probation, exit questionnaires and interviews, 1-1 meetings, team meetings, and case studies.</li> <li>100% staff with SRR engagement with mentoring programme. Conduct focus groups to assess the perceived support and mentorship provided by staff on research contracts only, academic staff on learning, teaching, and research contracts.</li> <li>Establish and monitor impact of formal support for staff networks via POD business partner, Head of Culture, and regular meetings with Staff Network Leads</li> <li>Track the number of workshops, seminars, or training sessions organised as part of the Researcher Development Programme to provide guidance, mentorship, and skill development opportunities. Increased participation will reflect a commitment to being</li> </ol>				

		development activities aimed at supporting newer researchers.				supportive colleagues. There will be an increase from 50% staff with SRR from 2022 to 80% in 2026 who contribute to the training programme both as participants and facilitators.				
<b>Well-being and mental health</b>										
These obligations aim to champion positive well-being among researchers, both through appropriate training and enabling new ways of working										
ECI3	Promote good mental health and well-being through effectively managing workloads and people	<ul style="list-style-type: none"> <li>Effective use of working allocation model</li> <li>Set clear guidelines for staff with SRR, detailed in new appraisal system.</li> <li>Support well-being as a key area of activity in the People Strategy, alongside an increased focus on EDI</li> <li>Work with Digital and IT colleagues to identify workload issues which may be ameliorated by technology or smoother processes.</li> <li>Access to the <a href="#">Employee Assistance Programme (EAP)</a> and the Well-being programme supplements our well-being offering. The EAP service is transformative and aligns with our values and underpinning behaviours, (particularly solution-focused, accountability and embracing change)</li> <li>In the six weeks of EAP operation, evidence suggests good take-up: <ul style="list-style-type: none"> <li>31 calls to the helpline</li> <li>Four people have taken up counselling sessions: <ul style="list-style-type: none"> <li>two online sessions</li> <li>one telephone session</li> <li>one face to face sessions</li> </ul> </li> <li>204 portal hits on a range of well-being topics</li> </ul> </li> </ul>	Carried over from previous action plan	30 Jun 24, and then monitored annually.	POD – Senior Business Partner for Research (4,5,6)  Associate Deans for Research and Knowledge Exchange (1,2)  Directors of Research Institutes (1,2)  Head of Culture (2,3,4)  Head of Research Management (1)	<ol style="list-style-type: none"> <li>Workloads are accurate and monitored via WAMS (workload allocation model)</li> <li>Introduce workload and well-being conversation templates for use in 1-2-1 conversations with line managers and annual appraisals by Jun 24</li> <li>Conduct qualitative data collection to further understand workload perceptions, potential barriers and key factors supporting a healthy work-life balance.</li> <li>Increase staff's positive responses to the statement 'I have sufficient time to complete my tasks' to 60% for ac. staff and 70% for PTO staff.</li> <li>POD Data – monitors sickness and absence reasons monthly</li> <li>The number of staff accessing Employee assistance programme to be detailed in POD quarterly reports.</li> </ol>				
ECI4	Ensure managers of researchers are effectively trained in relation to well-being and mental health	<ul style="list-style-type: none"> <li>Support well-being as a key area of activity in the People Strategy, alongside an increased focus on EDI</li> <li>Develop Principal Investigator and line management training to support the duty of care to our staff with SRR.</li> <li>Continue to develop the A-Z themed guide, Supporting Your Self-Care, including information on how to access opportunities for guided and enhanced support at the university or externally, if and where relevant</li> <li>Develop and introduce workload and well-being conversation templates for use in annual appraisals and 1-2-1 conversations with line managers.</li> <li>Undertake further data collection around staff perceptions of workload, in relation to well-being.</li> </ul>	New	30 Nov 23 then annually	Head of Culture (2)  POD – Senior Business Partner for Research (1,3,4,5)	<ol style="list-style-type: none"> <li>POD Data – monitors sickness and absence reasons monthly</li> <li>Introduce workload and well-being conversation templates for use in one-to-one conversations with line managers and annual appraisals.</li> <li>Establish training for reviewing and evaluating employee workload for managers.</li> <li>Reduction in cases on the POD Case Work spreadsheet</li> <li>Reduction in grievances raised (linked to well-being and mental health) both informal and formal, benchmarked against previous year.</li> </ol>				
ECM3	Ensure managers promote a healthy working environment that supports researchers' well-being and mental health	<ul style="list-style-type: none"> <li>Workload management</li> <li>Agile working</li> <li>Values and behaviours role-modelling (e.g., not sending emails outside of working hours, regular lunch breaks, etc.)</li> <li>Implement policies and procedures that prioritise researchers' well-being and mental health, such as flexible working hours, access to mental health resources, and support for work-life balance.</li> <li>EAP usage: monitor the programme's utilisation to assess the level of support</li> </ul>	New	30 Jun 23, and then annually	POD – Senior Business Partner for Research (3)  Head of Culture (1,4)  Senior Business Partner, Talent & Organisational	<ol style="list-style-type: none"> <li>Staff surveys to assess levels of satisfaction with working environment, including the perception of support for well-being and mental health.</li> <li>Analyse feedback – managers' training (Executive Development programme). Monitor feedback forms and attendance.</li> <li>Build feedback training for new line managers (new to line</li> </ol>				

		researchers are seeking for their mental health needs.			Development (2,5,6)	<p>management or new to the university) – 20% of line managers in year one, 30% in year two and 50% in year three.</p> <ol style="list-style-type: none"> <li>Regular WAMS reviews and evaluations</li> <li>85% completion of probation and appraisals</li> <li>An increase in the EAP's utilisation can indicate that researchers are actively seeking help and taking advantage of the support provided.</li> </ol>			
ECM4	Ensure managers consider fully flexible-working requests, and other appropriate arrangements to support researchers	<ul style="list-style-type: none"> <li>Our <a href="#">agile working framework</a> currently allows 97% of staff to work agilely: splitting their time working on and off-campus</li> <li>Our <a href="#">flexible working policy</a> allows staff to request permanent or temporary changes to the times/locations when/where they regularly work that transcend the remit of agile working</li> <li>As stipulated in our <a href="#">Recruitment and Selection of Staff Policy</a>, and as part of the <a href="#">Working Families Initiative</a>, advertise all vacancies with potential for flexible working</li> <li>Track the number of flexible working requests submitted by researchers and measure the percentage that are granted. To measure the extent to which managers are open to and accommodate flexible working arrangements.</li> <li>Record and monitor flexible working requests by staff to identify any disparity between staff with SRR and other UoS staff groups.</li> <li>Assess the impact of flexible working arrangements on inclusion and diversity within the research team</li> </ul>	New	31 Jul 23, and then annually	<p>Head of Culture (1)</p> <p>Head of People (4,5)</p> <p>Head of Research Development (2)</p> <p>Associate Dean for Research and Knowledge Exchange (2,3,5)</p> <p>Directors of Research Institutes (2,3,5)</p>	<ol style="list-style-type: none"> <li>Use staff survey data to assess researchers' perception of work-life balance.</li> <li>1-2-1 discussions and group discussions to evaluate whether researchers feel supported in managing their work commitments alongside personal and family responsibilities.</li> <li>Monitor retention rates of researchers who have requested flexible working arrangements compared to those who have not.</li> <li>Staff Turnover: POD data (including reasons for leaving) collected at exit interviews alongside exit questionnaires.</li> <li>Monitor whether researchers from diverse backgrounds or with different needs are equally able to access and benefit from flexible working arrangements.</li> </ol>			
ECR3	Ensure researchers take positive action towards maintaining their well-being and mental health	<ul style="list-style-type: none"> <li>Support well-being as a key area of activity in the People Strategy, alongside an increased focus on EDI</li> <li>Monitor engagement with the well-being offers at the <a href="#">EAP</a>, Suffolk Mind resources (counselling) and <a href="#">staff reward, benefit and well-being</a></li> <li>Develop and introduce workload and well-being conversation templates for annual appraisals and 1-2-1 conversations with line managers.</li> <li>Undertake further data collection around staff perceptions of workload, in relation to well-being.</li> </ul>	New	30 Nov 23, then annually	<p>Head of Culture (4,5)</p> <p>Senior Business Partner, Talent &amp; Organisational Development (4,5)</p> <p>Associate Deans for Research and Knowledge Exchange (2,3)</p> <p>Directors of Research Institutes (2,3)</p>	<ol style="list-style-type: none"> <li>Following a 32.8% reduction in mental health-related sickness absences (benchmarked against UCEA's absence levels for 92 institutions) UoS targets a further decrease, benchmarked against previous year internally.</li> <li>Introduce workload and well-being conversation templates for use in 1-2-1 conversations with line managers and annual appraisals.</li> <li>100% research staff familiar with well-being resources, taking appropriate action to positively resolve concerns in a timely manner (feedback collected in appraisals, via 1-2-1 meetings and team meetings)</li> <li>Collect qualitative data to further understand workload perceptions, potential barriers and key factors supporting a healthy work-life balance.</li> </ol>			

Bullying and harassment									
These obligations aim 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	<ul style="list-style-type: none"> <li>Provide effective training or investigations.</li> <li>Gather information about the quality and effectiveness of the support received.</li> <li>Staff survey data will provide insights into the prevalence of such issues, employees' perceptions of the working environment, and the effectiveness of existing policies and practices.</li> <li>Further to consulting with safeguarding teams, staff can initiate several processes if they experience harassment or discrimination.</li> <li>For breaches of the <a href="#">Dignity and Respect at Work Policy</a>, staff may follow the <a href="#">Grievance and Conflict Resolution Procedure</a>. We have recently created a <a href="#">Domestic Abuse Policy</a> to dispel misconceptions regarding domestic abuse and to provide effective support for victims/survivors. While the university recognises that victims/survivors are female, our policy includes a gender-neutral definition of domestic abuse to ensure all victims/survivors are included.</li> <li><a href="#">Safeguarding</a></li> <li>Regular discussion at research meetings and inductions</li> <li>Compliance with Policies</li> </ul>	New	30 Nov 23 Then annually	Head of People (1) Head of Culture (2) POD – Senior Business Partner for Research (3,4,5)	<ol style="list-style-type: none"> <li>100% managers (Senior Leadership Team) have received ACAS investigation training in year one. Increase by 10% annually the ACAS training for other senior managers.</li> <li>Staff survey data, 2022/2023 and 2023/2024</li> <li>Measure number of cases recorded with POD, questionnaire/interview exit, grievances raised (informal and formal). Include questions related to discrimination, bullying, and harassment in exit interviews to understand if such issues played a role in an employee's decision to leave.</li> <li>Monitor the utilisation of reporting mechanisms for discrimination, bullying, and harassment incidents. POD to track the number of reports received, including anonymous reports, and analyse the types and patterns of reported incidents.</li> <li>100% staff are aware of how to report (policies and reporting mechanisms- reminded to staff at the corporate induction/POD, induction/research induction, and 1-2-1 meetings)</li> </ol>			
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment	<ul style="list-style-type: none"> <li>Effective training for new line managers, and refresher training to ensure accurate and up to date.</li> <li>Integrate the promotion of reporting and addressing incidents of discrimination, bullying and harassment through awareness as part of existing programmes, induction, and training opportunities</li> </ul>	New	31 Dec 25	Head of Culture (1) POD – Senior Business Partner for Research (2) School Deans (2) RI Directors (2)	<ol style="list-style-type: none"> <li>Staff survey data, 2022/2023 and 2023/2024</li> <li>Utilising data from POD metrics – the number of disciplinary grievances cases</li> </ol>			
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	<ul style="list-style-type: none"> <li>Research misconduct policy has been reviewed and approved in 2023.</li> <li>Regular discussion at research meetings and inductions</li> <li>Embed the POD business partners in each School/Directorates; ensure that information on reporting is available to all staff.</li> <li>The <a href="#">Values and Behaviour framework</a> helps build understanding of our values and why they are important to empower our staff to behave in the right way, and drive culture change where needed</li> </ul>	New	30 Nov 25	Head of People (1) POD – Senior Business Partner for Research (2,4) School Deans (3)	<ol style="list-style-type: none"> <li>There are currently NO research misconduct cases. The number of cases to continue to be zero.</li> <li>Reduction in grievances raised will be benchmarked against previous year.</li> <li>85% staff will have annual appraisals completed.</li> <li>Enhanced training and development across the institution, including modules in the university executive development programme and POD training for new line managers and line managers new to the university; feedback and attendance to be monitored.</li> </ol>			

Equality, diversity, and inclusion									
These obligations aim to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity, and inclusion									
ECI4/ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity, and inclusion, and put this into practice in their work	<ul style="list-style-type: none"> <li>We provided EIA <a href="#">training</a> in May 22 to develop awareness of Equality Analysis as a tool for promoting equality, tackling discrimination, and fostering good relations</li> <li>Ensure that all staff complete the mandatory EDI training.</li> <li>Provide workshops relevant to equality, diversity and inclusion, well-being, and mental health.</li> </ul>	New	30 Nov 23, and then annually	Senior Business Partner, Talent & Organisational Development (1, 2, 3)  POD – Senior Business Partner for Research (4)	<ol style="list-style-type: none"> <li>100% completion of mandatory training</li> <li>85% of staff will have completed their annual appraisals.</li> <li>100% of staff completed the EDI training.</li> <li>Training uptake will be monitored via our CPD system, aiming for a 40% uptake rate in the first year. Use feedback and attendance monitoring as a success measure.</li> </ol>			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity, and inclusion	<ul style="list-style-type: none"> <li>Ensure all researchers are aware of the university's <a href="#">EDI policy</a></li> <li>Researchers to complete Equality &amp; Diversity Unconscious Bias, any other relevant training – and implement learning.</li> <li>Explore the opportunity for more bespoke school/research institute-specific training, as required.</li> <li>Monitor feedback and complaints related to researchers' behaviour and practices concerning equality, diversity, and inclusion.</li> <li>Engagement with EDI Initiatives</li> </ul>	New	30 April 23, and then annual monitoring	Head of Research Development (1)  Associate Deans for Research and Knowledge Exchange (2)  POD – Senior Business Partner for Research (3, 4, 5,6)	<ol style="list-style-type: none"> <li>100% completion of mandatory training completed for research staff only.</li> <li>Schools to monitor training completion, to ensure that managers are effectively trained in EDI-attendance trackers.</li> <li>Staff survey data</li> <li>POD metrics</li> <li>Keep track of any formal complaints or grievances filed by staff or collaborators. Assess the nature of the complaints and the outcomes of the investigations to identify areas for improvement.</li> <li>Monitor participation in EDI committee, working groups, researcher development events. Track researchers' involvement in mentorship and support programs for under-represented groups</li> </ol>			

Research Integrity										
These obligations aim to ensure managers and researchers are trained in, aware of, and maintain high standards of research integrity, and can 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	<ul style="list-style-type: none"> <li>• Rolled out and monitored participation in research integrity Epigeum online; training course for staff and research students in 2022.</li> <li>• Provide annual ethics training through UKRIO; open to all research staff.</li> <li>• UKRIO resources are regularly uploaded on our research pages (intranet) and distributed via newsletters to all researchers.</li> <li>• 1-2-1 meetings with staff with SRR</li> <li>• Ensure that researchers adhere to guidelines for authorship criteria and acknowledge contributions from collaborators and funders.</li> <li>• Research misconduct reports: keep track of any reports or allegations of research misconduct involving researchers and their managers.</li> </ul>	New	31 Jul 24 Then annually	Head of Research Development (1,2,3,4,5)	<ol style="list-style-type: none"> <li>1. 95% staff with SRR, Schools Ethics Committees members to complete the training in research integrity, Epigeum Online</li> <li>2. 100% Chairs of the Ethics Committees Panels to complete the ethics training offered by ARMA.</li> <li>3. Up to three case studies published each year, highlighting successful examples of how this research integrity training supports researchers in their roles.</li> <li>4. Monitor the appropriate attribution of authorship and acknowledgments in research outputs.</li> <li>5. Zero cases of research misconduct</li> </ol>				
ECM3	Ensure managers' report and address incidents of poor research integrity	<ul style="list-style-type: none"> <li>• Create a standalone document that sets out the Concordat to Support Research Integrity outlining managers' responsibilities under the Concordat. This document will be circulated with the annual research integrity statement each year.</li> <li>• The revised and approved Research Misconduct Policy (2023) is available on our intranet under the Research Resources Hub and Research Policies section.</li> <li>• Regular monitoring and feedback collation to identify areas for improvement and the implementation of measures to prevent future incidents of poor research integrity.</li> </ul>	New	31 Jul 24 Then annually	Head of Research Development (1,2,3,4)	<ol style="list-style-type: none"> <li>1. 95% staff with SRR and Schools Ethics Committees members to complete the training in research integrity, Epigeum Online</li> <li>2. 100% Chairs of the Ethics Committees (Schools, University Ethics for Staff Committee and PGR Ethics Committee) Panels to complete the "Chairing Ethics Committees) Training offered by ARMA.</li> <li>3. Track the number of reports received and the types of issues reported, such as plagiarism, data fabrication, or research misconduct.</li> <li>4. Track the number and types of disciplinary actions taken in response to incidents of poor research integrity.</li> </ol>				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity	<ul style="list-style-type: none"> <li>• Internal auditors undertook the 'Research grants management and compliance with funder requirements' audit in 2022. The overall objective of the audit was to give an assurance opinion on the adequacy and effectiveness of the arrangements in place to govern research projects, including approval, due diligence, contracts, handling allegations of research misconduct and adherence to the Concordat to Support Research Integrity. Findings are presented to the Audit and Risk Committee. The outcome is 'Good.'</li> <li>• Training and Support</li> </ul>	New	31 Jul 25	Head of Governance Management (1,3)  Head of Research Development (2, 4)	<ol style="list-style-type: none"> <li>1. 100% risk assessments are conducted prior to starting research projects, and any conflicts of interest that could result in reputational damage and financial loss to the university are declared.</li> <li>2. 100% staff with SRR are aware of the Due Diligence policy.</li> <li>3. 100% compliance with data sharing obligations outlined by funders and ensure appropriate data management plans are in place for the research projects.</li> <li>4. Evaluate effectiveness and availability of training programmes and support systems provided. 100% researchers' satisfaction with training received and the accessibility of resources for guidance on research integrity</li> </ol>				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected	<ul style="list-style-type: none"> <li>• Research Misconduct Policy dated Nov 2022</li> <li>• Research Induction (1-2-1) with all new starters on research contracts,</li> </ul>	Carried over from previous action plan	31 July 24 Then annually	POD – Senior Business Partner for Research (1, 2)	<ol style="list-style-type: none"> <li>1. Staff survey data – staff on research contracts and teaching, learning and research contracts'</li> </ol>				



Policy development									
These obligations aim to encourage all researchers to actively contribute to the development of policies driving positive change at their institution									
		<ul style="list-style-type: none"> <li>Ensure that researchers at all career stages are represented on research committees</li> <li>Annually review the membership for the formal/informal working groups and committees to ensure researcher representation on all research-focused committees.</li> <li>Provide researchers and managers with training and development opportunities that enhance their understanding of organisational policies and decision-making processes as part of the Researcher Development Training programme</li> </ul>	Carried over from previous action plan	31 Oct 23 Then annually	Head of Quality (1) Head of Research Development (2)	<ol style="list-style-type: none"> <li>100% of research staff have opportunities to contribute to relevant research related policy development.</li> <li>Monitor and measure the percentage of researchers and managers who actively participate in policy development activities as part of the Researcher Development An increase of 20% a year.</li> <li>100% Feedback forms and attendance trackers for the RDP training sessions</li> </ol>			
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making					<ol style="list-style-type: none"> <li>100% of research staff have opportunities to contribute to relevant research related policy development.</li> <li>Monitor and measure the percentage of researchers and managers who actively participate in policy development activities as part of the Researcher Development An increase of 20% a year.</li> <li>100% Feedback forms and attendance trackers for the RDP training sessions</li> </ol>			
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	<ul style="list-style-type: none"> <li>Training and Development: provide managers with training and development opportunities that enhance their understanding of policy development processes and their role in creating positive research environment.</li> <li>Recognise and reward managers who actively contribute to policy development and demonstrate a commitment to creating a positive research environment</li> </ul>	New	31 July 23 Then annually	Head of Research Development (1,2) Head of Culture (3,4)	<ol style="list-style-type: none"> <li>100% Feedback forms and attendance trackers for the RDP training sessions</li> <li>Minutes of the RMG evidence our managers' engagements with opportunities to contribute to policy development; aimed at creating a more positive research environment and culture within our university.</li> <li>Staff survey data, 2022/2023 and 2023/2024- staff on research contracts and teaching, learning and research contracts' responses will be collated as part of the wide staff survey.</li> <li>Measure the number of managers who receive recognition for their contributions and the impact of such recognition on their motivation and engagement (e.g., the annual staff awards ceremony)</li> </ol>			
EM5	Engage with opportunities to contribute to relevant policy development within the institution	<ul style="list-style-type: none"> <li>Ensure that researchers at all career stages are represented on research committees and working groups.</li> <li>Share operational plans with all staff; develop understanding of institutional priorities guiding our work.</li> <li>Since Sept 22, a monthly summary of the Senior Leadership Teams meeting discussions/outcomes is shared with all staff and encourage discussion of any points with Deans/Directors at regular School/Directorate meetings.</li> <li>Offer a variety of opportunities for researchers and managers to contribute to policy development, such as policy consultation sessions, working groups, task forces, or feedback mechanisms.</li> <li>Establish channels for researchers and managers to provide input, suggestions, and feedback on draft research related policies or proposed changes</li> </ul>	New	31 July 2023 Then annually	Head of Quality (1) Head of Research Development (2,3)	<ol style="list-style-type: none"> <li>100% of research staff have opportunities to contribute to relevant research related policy development.</li> <li>Monitor and measure the percentage of researchers and managers who actively participate in policy development activities as part of the Researcher Development An increase of 20% a year.</li> <li>100% Feedback forms and attendance trackers for the RDP training sessions</li> </ol>			

ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within the institution	<ul style="list-style-type: none"> <li>Researcher representation on research committees, research working groups, as appropriate at institutional and school levels.</li> </ul>	New	31 July 2023 Then annually	Head of Research Development (1, 2) Head of Culture (2)	<ol style="list-style-type: none"> <li>100% of research staff have opportunities to contribute to relevant policy development.</li> <li>Use staff survey data (2022/23 and 2023/24) to track the action.</li> </ol>				
ER4	Recognise and act on their role as key stakeholders within the institution and the wider academic community	<ul style="list-style-type: none"> <li><a href="#">Suffolk Academic Framework</a> provides three distinct pathways for academic staff to approach their career progression and allow the university to start its preparation for the next REF.</li> <li>Associate Dean for Research KE/ Directors of Research Institutes, encourage research staff to take their 18 days study leave.</li> </ul>	Carried over from previous action plan	31 May 2023 then annually	Head of People (1, 2) Associate Deans for Research and KE (1) Directors of Research Institutes (1)	<ol style="list-style-type: none"> <li>100% of research staff reporting by 2026 that they have spent all their study leave (18 days) on their training and other continuing professional development activities.</li> <li>The reporting on study leave is easily monitored in MyView Portal and results shared with the SLT and other relevant committees.</li> </ol>				

Employment									
Recruitment and induction									
These obligations aim to ensure recruitment of researchers is open and fair, and researchers receive effective inductions into the institution									
E11	Ensure open, transparent, and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	<ul style="list-style-type: none"> <li>We have updated our processes/forms in 2022 for job descriptions, recruitment materials, and candidate interviews.</li> <li>Line managers are required to undertake recruitment and selection training.</li> <li>Training has also been delivered to line managers to increase neurodiversity awareness in recruitment.</li> </ul>	Carried over from previous action plan	31 Oct 25	Senior Business Partner, Talent & Organisational Development (1,3) POD – Senior Business Partner for Research (3) Head of Research Development (2)	<ol style="list-style-type: none"> <li>Provide recruitment workshops regularly throughout the academic year.</li> <li>100% research staff access the training on recruitment and selection are available via our online learning platform (e.g., unconscious bias training is available on demand)</li> <li>At a minimum, at least one member of any interview panel must have completed the Recruitment Selection Training as it is tailored to institutional requirements, and particularly, our emphasis on equality.</li> </ol>			
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	<ul style="list-style-type: none"> <li>Mentoring is put in place for all new staff with SRR joining.</li> <li>Build membership and engagement with the ECR network responding to groups' requests for information and support.</li> <li>Continue to improve the 1-2-1 research induction with all new staff on research contracts, ECRs, academic staff on learning, teaching, and research contracts by:                             <ol style="list-style-type: none"> <li>identifying gaps in the process</li> <li>making recommendations for actions and improvements as necessary</li> </ol> </li> </ul>	Carried over from previous action plan	30 June 2024 Then annually	Head of Research Development (1, 2,3, 4, 5, 6)	<ol style="list-style-type: none"> <li>Continue to maintain new research staff inductions at 100% 100 % of respondents to feedback on research inductions as useful.</li> <li>At least three case studies from new researchers from a variety of schools and research institutes on their experiences around their new starter induction. To be publicised on the research pages alongside POD intranet pages for researchers to access</li> <li>At least three cases studies from researchers from a variety of schools and research institutes around their experiences of the research mentoring programme and how this has helped them to be integrated into the research community. To be publicised on the research pages alongside POD intranet pages for researchers to access</li> <li>100% researchers by 2026 will access the research resources on our intranet.</li> <li>Host monthly meetings with ECRs, with a minimum of 15 ECRs at each meeting</li> </ol>			
Recognition, reward, and promotion									
These obligations aim to ensure the fair and inclusive recognition of researchers as part of their career progression									
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	<ul style="list-style-type: none"> <li>Evaluate the new revised, merit-based recognition and promotion pathways introduced in Mar 23 to ensure that they recognise the full range of researchers' contributions and the diversity of personal circumstances.</li> <li>Conduct an annual equality impact analysis of end-to-end processes for career progression.</li> <li>Conduct an annual equality impact analysis of research workload for staff with SRR.</li> <li>Develop promotion workshops.</li> </ul>	New	31 May 23 then annually	Pro Vice Chancellor for Research (1, 2,3) Senior Business Partner, Talent & Organisational Development (4)	<ol style="list-style-type: none"> <li>Report to Academic Promotions Committee will demonstrate fair equality of opportunity.</li> <li>The success rate for staff applying for promotion will reflect the proportion of part-time staff in post in academic schools.</li> <li>Provide comprehensive feedback to all research staff unsuccessful in applying for promotion, complete with an agreed action plan to meet promotion criteria.</li> <li>Introduce annual workshops for academic staff wishing to apply for promotion, giving clear examples of how they can evidence meeting the criteria.</li> </ol>			

EM3	Managers commit to – and evidence – the inclusive, equitable and transparent recruitment, promotion, and reward of researchers	<ul style="list-style-type: none"> <li>Academic Promotions Committee demonstrates equality of opportunity.</li> <li>Managers engage in equality and diversity, and any other mandatory training, reflecting their learning in their management and leadership practice.</li> <li>Research managers to encourage research staff to engage with study days activity (18 days development time each year)</li> </ul>	New	31 May 23 then annually	Head of People (1, 3) Head of Research Development (2,3)	<ol style="list-style-type: none"> <li>Promotion data is regularly reported on and scrutinised.</li> <li>Track and improve engagement to ensure that 100% of research managers have up-to-date mandatory training records.</li> <li>Monitor research staff engaging in 18 days development time. Aim for 100% engagement by 2026. Feedback mechanisms will be put in place where research staff can share their learnings from their study leaves, ensuring the entire team or school, directorate benefits of their individual learning/experience.</li> </ol>				
<b>Responsibilities and reporting</b>										
These obligations aim 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.	<ul style="list-style-type: none"> <li>Support and guidance provided by Research Office on all obligations and responsibilities; induction processes established, introducing relevant policies and procedures.</li> <li>Line manager training provided by POD (for all new line managers)</li> <li>Regular updates from POD business partner (Research Management Group) on key policies and procedures relevant to employment</li> <li>Continue to update the research resources (via the intranet research hub) that collates and signposts policies and practices relevant to research and work across professional services. Ensuring appropriate signposting is in place between areas.</li> </ul>	New	30 June 2026	Head of Research Development (1, 3) POD – Senior Business Partner for Research (2,4)	<ol style="list-style-type: none"> <li>100% research staff engagement with the training</li> <li>100% of all new line managers and managers new to the university attend line managers training</li> <li>Monitor the number of researchers accessing our intranet research resource. Evaluate the web resource by number of hits. Aiming for 100% of staff with SRR to access the research resources hub.</li> <li>Management portal to support with managing staff (templates, processes) to be developed by POD and evaluated by 2025</li> </ol>				
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures, and employment legislation, as well as their funder's requirements	<ul style="list-style-type: none"> <li>Research induction for all new staff with SRR</li> <li>Line manager training provided by POD (for all new line managers and line managers new to the university)</li> <li>Regular updates from POD business partner (Research Management Group) on key policies and procedures relevant to employment</li> <li>Continue to update the research resources (via the intranet research hub) that collates and signposts policies and practices relevant to research and work across professional services. Ensuring appropriate signposting is in place between areas.</li> </ul>	New	31 Jul 25 Then annually	Head of Research Development (1,3) POD – Senior Business Partner for Research (2,4)	<ol style="list-style-type: none"> <li>100% of all staff with SRR complete the induction sessions.</li> <li>100% of all new line managers and managers new to the university attend the line managers training.</li> <li>Monitor the number of researchers accessing our intranet research resource. Evaluate the web resource by number of hits. Aiming for 100% of staff with SRR are aware of the resources and access them.</li> <li>Management portal to support with managing staff (templates, processes) to be developed by POD and evaluated</li> </ol>				
ER2	Researchers understand their reporting obligations and responsibilities.	<ul style="list-style-type: none"> <li>Staff are informed of their reporting obligations and responsibilities at the start of their employment, and this is communicated as part of their induction/probationary process.</li> <li>Head of Research Management provides information to researchers on terms and conditions of grant funding.</li> <li>Specific training in the researcher development programme.</li> <li>Researcher Development Programme and the Research Directorate newsletter signpost staff to useful University policies, processes, and development activity guidance</li> </ul>	New	30 Sep 2024 Then annually	POD – Senior Business Partner for Research (1, 2)	<ol style="list-style-type: none"> <li>100% of all staff with significant responsibility for research attend the POD training.</li> <li>Frequently asked questions around policies and procedures, reporting obligations and responsibilities will be developed in the university Minerva system. The system will be evaluated, combined with 100% feedback from researchers, and put into an action plan</li> </ol>				

People management									
These obligations aim to ensure that researchers are well-managed and have effective and timely performance reviews									
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalents	<ul style="list-style-type: none"> <li>Highlight new opportunities for leadership and management.</li> <li>Introduce the Organisational Development Training Matrix to help staff identify their training requirements and the opportunities we provide at all stages of the employee lifecycle.</li> <li>Provide a range of development opportunities – both internal and external (e.g., University of Suffolk Executive development programme, Research Leadership provided by Advance HE, Membership of ARMA)</li> <li>Continue to develop training and resources to support ECRs/researchers, all mapped to the Researcher Development Framework</li> </ul>		30 Sep 23 Then annually	Head of Research Development (3)  POD – Senior Business Partner for Research (1)  Senior Business Partner, Talent & Organisational Development (OD) (2)	<ol style="list-style-type: none"> <li>POD will use feedback from 100%-line managers and staff to make continuous improvements to our offer, e.g., ensuring workshops are regularly reviewed to match with organisational and individual development needs.</li> <li>80% Post evaluation form will be collected and used to analyse this information to identify how the workshops support their career development.</li> <li>Increase attendance of the researcher development training programme (from 50% in 2023 to 80% in 2025)</li> </ol>			
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	<ul style="list-style-type: none"> <li>Introduction revised promotion criteria on Mar 23</li> <li>WAMS (workload allocation model)</li> <li>Use of guidelines for appraisals of research staff</li> <li>Develop robust 'career conversations' between staff and line managers at appraisal to understand aspirations and potential succession planning.</li> <li>Develop promotion workshops</li> </ul>	New	31 Oct 23 then annually	Head of Culture (1)  Senior Business Partner, Talent & Organisational Development (2,3)	<ol style="list-style-type: none"> <li>Staff survey data 2022/23; 2023/24- staff on research contracts &amp; on learning, teaching, research contracts data will be available.</li> <li>100% research staff Feedback received from line managers and staff to make continuous improvements to our offer, e.g., ensuring workshops are regularly reviewed to match with the organisations and individual's development needs. Utilise feedback to help us shape our offer.</li> <li>Introduce annual workshops for academic staff wishing to apply for promotion, to give clear examples of how they can evidence meeting the criteria. Monitor feedback and attendance</li> </ol>			
EM1	Managers undertake relevant training and development opportunities, to manage researchers effectively and fulfil their duty of care	<ul style="list-style-type: none"> <li>Improve principal investigators' skills and confidence managing people.</li> <li>Increase awareness of and signposting to current offerings</li> <li>Introduce the organisational training matrix to help staff identify their training requirements and the opportunities we provide at all stages of the employee lifecycle. Supporting line managers to manage researchers effectively and fulfil their duty of care.</li> </ul>	New	30 Jun 2024 Then annually	Head of Research Development (1, 2)  Senior Business Partner, Talent & Organisational Development (3)	<ol style="list-style-type: none"> <li>Evaluate the research mentoring programme annually. 100% of research staff engaged with mentoring program, as either a mentor or mentee.</li> <li>Evaluate our researcher development training programme annually. Researcher Development Programme: Increase research staff attendance from 50% to 80% by 2026.</li> <li>85% return of the feedback forms they will inform our Corporate Development offering and to complement robust personal development plans (developed through the probation or annual review process and documented on the organisation's performance management system)</li> </ol>			
EM4	Managers actively engage in regular constructive performance management with their researchers.	<ul style="list-style-type: none"> <li>Audit the process and continue to improve consistency of annual reviews for staff on research contracts only and academic staff on learning, teaching, and research contracts only.</li> </ul>	New	30 June 2024 Then annually	Senior Business Partner, Talent & Organisational Development (1,2)	<ol style="list-style-type: none"> <li>85% of staff annual appraisals completed.</li> <li>Audit the process and improve consistency of researchers' annual reviews.</li> </ol>			
ER3	Researchers positively engage with performance management discussions and reviews with their managers	<ul style="list-style-type: none"> <li>Staff with significant responsibility for research actively engage in appraisal discussions and development plans with their line managers, ADRKEs and Head of Research Development</li> <li>Solicit feedback from researchers via different avenues, e.g., feedback forms, 1-2-1 meetings, staff surveys.</li> </ul>	Continue from previous action plan	31 July 2023 and then annually	Associate Deans for Research & KE (1)  Research Institutes Directors (1)	<ol style="list-style-type: none"> <li>85% of research staff annual appraisals completed</li> </ol>			

Job security									
This obligation aims to improve researchers' job security									
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	<ul style="list-style-type: none"> <li>Monitor and evaluate career development and training opportunities for all staff more closely, by introducing a revised annual appraisal system and via attendance at institutional training sessions.</li> <li>Monitor and report on the number of fixed term contracts versus permanent contracts issued to research staff.</li> <li>Review sector best practice in use of research only FTCs compared to our practices, alongside additional engagement with researchers, to provide their thoughts and ideas on improving job security.</li> </ul>	New	31 July 25	Head of People (1) Senior Business Partner, Talent & Organisational Development (2)	<ol style="list-style-type: none"> <li>Reduce the number of research-only staff on FTCs from 67% (22/23) to less than 50% by 2025.</li> <li>Increase FTC staff engagement with training (monitor via appraisal system) – 100% of FTC staff engaging with at least one institutional training opportunity annually</li> </ol>			
Professional and Career Development									
Championing professional development									
These obligations aim to promote the importance of professional development and ensure researchers have the time for it									
PCDI1	Provide opportunities, structured support, encouragement, and time for researchers to engage in a minimum of 10 days professional development pro rata annually, recognising that researchers will pursue careers across a wide range of employment sectors	<ul style="list-style-type: none"> <li>We make 18 days for professional development available for all staff – and for staff with significant responsibility, we allocate an additional 200 hours annually.</li> <li>Communication with research staff line managers that professional development expectations are included in development plans and 1-2-1 discussions; incorporated in line manager researcher development workshops</li> </ul>	New	30 June 2026	School Deans (1, 3) Head of Research Development (2)	<ol style="list-style-type: none"> <li>100% staff use their study day leave entitlement days.</li> <li>100% of research staff accessing research resources and available training and development (internal and external opportunities) via the research hub</li> <li>100% of research staff indicate they have had a development discussion with line manager in last 12 months.</li> </ol>			
PCDI6	Monitor and report on the engagement of researchers and their managers with professional development activities	<ul style="list-style-type: none"> <li>Continue the engagement with Researcher Development Programme</li> <li>Introduce the organisational training matrix to help staff identify their training requirements and the opportunities we provide at all stages of the employee lifecycle.</li> </ul>	New	30 Jun 24 then Annually	Senior Business Partner, Talent & Organisational Development (1) Head of Research Development (2)	<ol style="list-style-type: none"> <li>Evaluate the new appraisal system implemented on June 23 85% appraisals completion</li> <li>50% attendance RDP to increase to 80% by 2026</li> </ol>			
PCDM3	Managers allocate a minimum of 10 days pro rata annually, for researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	<ul style="list-style-type: none"> <li>We have 18 days for professional development and scholarly activity for all staff, and staff with SRR have an additional 200 hours annually.</li> <li>We revised our policy on <a href="#">staff development</a> days</li> </ul>	New	30 Jun 24 then annually	School Deans and Research Institutes Directors (1)	<ol style="list-style-type: none"> <li>100 % of the research staff have used their allocated professional development and scholarly activity</li> </ol>			
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata annually	<ul style="list-style-type: none"> <li>All staff with SRR have three-year research plan.</li> <li>We have 18 days for professional development and scholarly activity for all staff, and staff with SRR have an additional 200 hours annually.</li> <li>Staff with SRR actively engage in appraisal discussions and development plans, including recording their own training in the appraisal online system.</li> </ul>	New	30 Jun 24 then annually	Associate Deans for Research and KE and Research Institutes Directors (1,2,3) Head of Research Development (4)	<ol style="list-style-type: none"> <li>100% staff have research plans in place.</li> <li>85% completion of research staff appraisals</li> <li>50 % of the research staff have used their allocated professional development and scholarly activity by 24% with an increase to 100 % by 2026.</li> <li>50% staff take part in the career development workshops by 2024 with an increase of 10% in the attendance rates each year</li> </ol>			

		<ul style="list-style-type: none"> <li>Share resources and present a wider offer of training and development opportunities to all staff with SRR.</li> <li>Arrange career development workshops as part of the Researcher Development Programme</li> </ul>									
<b>Career development reviews</b>											
These obligations aim to ensure researchers and their managers are engaging in productive career development reviews											
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	<ul style="list-style-type: none"> <li>Introduce the organisational training matrix to help staff identify their training requirements and the opportunities we provide at all stages of the employee lifecycle. It supports line managers so that they can manage researchers effectively and fulfil their duty of care.</li> <li>Completion of career development reviews</li> </ul>	New	30 Nov 24	Associate Deans for Research and KE and Research Institutes Directors (1,2) Head of Research Development (3,4)	<ol style="list-style-type: none"> <li>85% completion of research staff annual appraisals</li> <li>100% of research staff have up-to-date research plans in place.</li> <li>Measure the percentage of researchers who undergo career development reviews with their managers. 100% research staff can discuss their career goals and development plans.</li> <li>100% uptake and utilisation of training and support resources offered to researchers by 2026.</li> </ol>					
PCDI6	Monitor and report on the engagement of researchers and their managers with researcher career development reviews	<ul style="list-style-type: none"> <li>Completion of research plans</li> <li>Provide a guide to the professional development activities that researchers can engage with and how to use on-the-job/off-the-job activities for reflective practice and continuous professional development, written-up in their research plans.</li> </ul>	New	30 June 2024 Then annually	Associate Deans for Research and KE and Research Institutes Directors (1, 2) Head of Research Development (3)	<ol style="list-style-type: none"> <li>100% research staff have updated research plans in place.</li> <li>100% of research staff access the available resources in the research resources hub.</li> <li>80% research staff access the research development opportunities as part of the Researcher Development Programme by 2026</li> </ol>					

Career development support and planning									
These obligations aim to promote researchers' career development planning through tailored support and gathering evidence of professional experience									
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	<ul style="list-style-type: none"> <li>All staff with SRR have three-year research plan.</li> <li>We have 18 days for professional development and scholarly activity for all staff, and staff with SRR have an additional 200 hours annually.</li> <li>Staff with SRR actively engage in appraisal discussions and development plans, including recording their own training in the appraisal online system.</li> <li>Share resources and present a wider offer of training and development opportunities to all staff with SRR.</li> <li>Arrange career development workshops as part of the Researcher Development Programme</li> </ul>	New	30 Jun 24 then annually	Associate Deans for Research and KE and Research Institutes Directors (1,2,3)  Head of Research Development (4)	<ol style="list-style-type: none"> <li>100% of staff have research plans in place.</li> <li>85% of staff have completed their appraisals.</li> <li>50 % of the research staff have used their allocated professional development and scholarly activity by 24% with an increase to 100 % by 2026.</li> <li>Participant satisfaction levels from the career workshops are satisfactory for 75% of attendees</li> </ol>			
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, which can be used to support job applications.	<ul style="list-style-type: none"> <li>Professional and career development planning are embedded in institutional culture through development plans.</li> <li>Careers Adviser to provide support and career development workshops as part of the Researcher Development Programme</li> </ul>	New	30 Jun 24 then annually	Associate Deans for Research and KE and Research Institutes Directors (1)  Head of Research Development (2)	<ol style="list-style-type: none"> <li>100% of research staff have research development plans in place.</li> <li>Participant satisfaction levels from the career workshops are satisfactory for 75% of attendees</li> </ol>			
Research identity and leadership									
These obligations aim 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	<ul style="list-style-type: none"> <li>Principal investigator development programme to develop people management and transferable skills.</li> <li>New principal investigators and line managers of research staff to be offered leadership development opportunities.</li> </ul>	Carried over from previous action plan	30 Jun 26	Senior Business Partner, Talent & Organisational Development (1,2)	<ol style="list-style-type: none"> <li>Feedback forms and attendance trackers</li> <li>100% New PIs and line managers of research staff have benefited by leadership development opportunities by 2026</li> </ol>			
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	<ul style="list-style-type: none"> <li>Managers identify opportunities and allow time (18 days professional development and 200 research hours) for their researchers to develop their research identity and broader leadership skills, providing appropriate credit and recognition for their efforts.</li> <li>Continue to identify suitable leadership training courses, provided in-house or from external providers. Work with staff to identify fellowships, sources of seed funding, impact funding and projects to allow research staff to enhance research identity.</li> </ul>	Carried over from previous action plan	30 Jun 24 then annually	Head of Research Development (1,2,3)  Senior Business Partner, Talent & Organisational Development (3)	<ol style="list-style-type: none"> <li>25% research staff attending external training courses annually (e.g., Advanced HE, ARMA)</li> <li>Increase from 50% to 80% attendance of the Research Development Programme</li> <li>100% research staff are aware and access the list of ongoing research and corporate development opportunities via newsletters, emails to staff, school meetings, Researcher Development Programme, and 1-2-1 meetings with research staff</li> </ol>			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	<ul style="list-style-type: none"> <li>Manager retention and advancement.</li> <li>Training completion</li> <li>Development of an institutional-wide universal competencies framework – and linked to Vitae Researcher Development Framework competencies. Leadership and management competencies can be identified, measured, developed on behavioural attributes, and desired outputs as part of the Researcher Development Programme</li> </ul>	Carried over from previous action plan	30 Jun 24 then annually	Senior Business Partner, Talent & Organisational Development (1,2)	<ol style="list-style-type: none"> <li>Line manager sessions rolled out to provide additional CPD and support with management training. Monitor managers' retention rates and career advancement, having taken leadership and management training. 20% of trained managers who stay with the institution progress into higher-level leadership roles.</li> <li>Track the completion rates of leadership and management training courses by managers. 100% managers successfully complete the training programs they are enrolled in.</li> </ol>			



PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<ul style="list-style-type: none"> <li>Ensure that the opportunities to develop their research identity and leadership skills are well communicated to research staff, to encourage engagement</li> </ul>	Carried over from previous action plan	30 Jun 26	Head of Research Development (1)	<ol style="list-style-type: none"> <li>100% research staff are aware and access the list of ongoing research and corporate development opportunities via newsletters, emails to staff, school meetings, Researcher Development Programme, and 1-2-1 meetings with research staff</li> </ol>				
<b>Diverse careers</b>										
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	<ul style="list-style-type: none"> <li>Work with Careers service and POD to enhance opportunities for researchers to take on secondments within the university and without</li> <li>Encourage researchers to apply funding streams that offer short-term opportunities to develop their awareness of public, private and third sector placement opportunities, and offer support to build this into research grant applications.</li> <li>Continue to offer mentoring training opportunities internally and externally</li> </ul>	New	30 June 26	Head of Research Development (1) Senior Business Partner, Talent & Organisational Development (2)	<ol style="list-style-type: none"> <li>100% uptake of internal mentoring and careers development workshops, from feedback and attendance forms.</li> <li>Enhance secondment opportunities by 10% in 2024, 15% in 2025 and by 20% in 2026</li> </ol>				
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, using mentors and careers professionals, training, and secondments	<ul style="list-style-type: none"> <li>Research mentoring programme</li> <li>Careers and training development workshops</li> </ul>	Carried over from previous action plan	30 June 2026	Head of Research Development (1,2)	<ol style="list-style-type: none"> <li>100% of research staff engaged with mentoring program, as either a mentor or mentee.</li> <li>100% research staff engaged with career development workshops by 2026.</li> </ol>				
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	<ul style="list-style-type: none"> <li>Uptake of opportunities across the institution</li> <li>Research mentoring programme</li> <li>Careers and training development workshops</li> <li>Work with our schools and research institutes, continuing to engage in opportunities for researchers to promote their research and impact.</li> <li>Work with the Careers service and POD to enhance opportunities for researchers to undertake secondments within the university and without</li> </ul>	New	30 Jun 26	Head of Research Development (1,2) Senior Business Partner, Talent & Organisational Development (3)	<ol style="list-style-type: none"> <li>100% of research staff engaged with mentoring program, as either a mentor or mentee.</li> <li>100% research staff are aware and access the list of ongoing research and corporate development opportunities via newsletters, emails to staff, school meetings, Researcher Development Programme, and 1-2-1 meetings with research staff.</li> <li>Enhance secondment opportunities by 10% in 2024, 15% in 2025 and by 20% in 2026</li> </ol>				
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	<ul style="list-style-type: none"> <li>Encourage researchers to apply funding streams that offer short-term opportunities to develop their awareness of public, private and third sector placement opportunities and offer support to build this into research grant applications.</li> <li>Continue to offer mentoring training opportunities both internally and externally.</li> </ul>	New	30 June 2026	Head of Business and KE (1,2) Head of Research Development (3)	<ol style="list-style-type: none"> <li>75% research staff understand routes to commercialisation and IP, and how to protect their IP by 2026.</li> <li>25% staff with SRR are attending our IP training programme annually. Evidenced via post evaluation form data to show increased attendance and comments on benefits.</li> <li>30% researchers annually are attending internal/external impact training or receiving 1-2-1 support for impact planning. Evidenced via post evaluation form data to show increased attendance and positive feedback.</li> </ol>				