Looking Back Plan 2021-2023

University of Suffolk — HR EXCELLENCE IN RESEARCH

	Details				
Institution name:	**University of Suffolk**	The institutional audience* for this action plan includes (complete or delete, as appropriate):			
Cohort number:	**14**	Audience (beneficiaries of the action plan)	Number of	Comments	
Date of submission:	**23 June 2023**	Research staff	32		
Institutional context:	**Six-year self-assessment**	Postgraduate researchers	105		
		Staff on Learning. Teaching and Research	76		
		Teaching-only staff	311		
		Technicians	12		
		Clinicians	0		
		Professional support staff	372		
		Staff onLearning. Teaching and KE Contracts	311		

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
Environment and Culture									
Institutions must:									New
ECI1	Ensure that all relevant staff are aware of the Concordat	1) News of the Concordat will be shared with all staff through the website, Infozone and on the research pages of MySuffolk

2) The Action Plan will be a standing item on the Research Management Group (RMG) agenda and the Associate Deans for Research will ensure that it is added to the executive agenda for academic schools

3) Directors of Research Institutes (RIs) will ensure that it is included on their steering group agenda

4) The Concordat will be discussed at induction for all academic staff | 1) UoS website, Infozone and MySuffolk
2) Minutes of RMG and School Execs
3) Minutes from research induction meeting agendas
4) Topic guide for staff inductions | 1) Within a week of outcome notification
2) June 2022
3) December 2022
4) September 2022 | Pro Vice Chancellor Research
Head of Research Development | 1) Concordat shared via UoS Website, Infozone and MySuffolk – maintained regular updates and reminders about the Concordat and its implementation progress. Provided updates on any new initiatives, resources, or support mechanisms related to researcher career development

2) Organised workshops specifically focused on the Concordat for research staff

3) Concordat as agenda item – RMG and all School Execs

4) Research Induction (1-2-1)
Research induction sessions take place with all new SRR starters. They are led by the Head of Research Development and invited speakers. Incorporate information about the Concordat into the induction programmes for new research staff members | We ensured that all relevant staff are aware of the Concordat for the Career Development of Researchers

By implementing these measures and initiatives, the university ensures that all relevant staff members are informed about the Concordat for the Career Development of Researchers

This promotes a shared understanding and commitment, as well as engagement towards creating a supportive and enriching research environment for all the institution's researchers | No | P2.1
P6.8 |
| ECI2 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | 1) Review of all institutional policies and practices relevant to researchers
2) Compile a comprehensive Good Practice in Research online resource | 1) Review by RMG
2) Online resource completed | September 2022 | Head of People Senior Business Partner, Talent and Organisational Development
Head of Research Development | 1) A thorough review of existing policies and practices to identify any gaps or areas that need improvement (in terms of inclusivity, equity, and transparency) was conducted by POD and Head of Research Development for any research-related policies
Process established for researchers to provide feedback and suggestions on institutional policies and practices. This was done through designated contact persons who are accessible to address concerns and provide guidance (e.g. Senior Business Partner POD and Head of Research Development)

2) A Comprehensive Good Practice in Research resources hub has been developed and is updated regularly (weekly)
Link: https://intranet.uos.ac.uk/research
Evaluation of the current resources hub and staff engagement has been conducted in 2022/2023 | We take measures to ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers

By implementing these measures, the university ensures that it contributes to a supportive and fair research environment that fosters the career development and success of all researchers | No | P6.9 |
| ECI3 | Promote good mental health and well-being through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues | 1) Adopt a whole-university approach to health and well-being
2) Provide a structure to embed health and well-being consistently into the heart of our culture, strategies and operational practice, including the design and delivery of our curriculum | Introduction of new model
Annual staff well-being audit | 1) March 2022
2) January 2023
3) June 2023
4) June 2023 | Head of Culture | 1) Our whole-university approach to health and well-being framework was launched in March 2022
Award-winning Employee Assistance Programmes established in order to bolster our well-being offering. We have also issued a new Reward, Benefits and Well-being Newsletter to staff setting our offering, which featured financial insights to support staff through the current cost-of-living increases
Well-being group made up of representatives from across the university meet quarterly and develop initiatives to support our three-year strategic plan, alongside our annual action plan.

2) Values and Behaviours Framework launched on 31 January 2023 to raise awareness of our values (and underpinning behaviours) to bring these to life

3) A stress-related sickness absence review was conducted by the Culture and Business Partner areas of the POD Directorate. Part of this work has included a full review of our stress policy, currently going through committee approval

4) To improve well-being at work, all our schools and directorates focus on work/life balance in their staff survey action plans following the results from the survey. They are also exploring developing our informal staff spaces for taking breaks when on campus | By promoting good mental health and well-being through effective workload management, supportive management practices, anti-discrimination policies, and access to mental health support services, the university has created a positive and inclusive research environment that prioritises our researchers and staff's well-being

The framework provides a tool to embed well-being into what we do and is formed part of the Executive Leadership Training, and future line manager bitesize training

The Well-being Group drives the agenda forward as a top priority, to deliver our People Strategy and whole-university approach to well-being | | P2.3 |

ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity, as well as well-being and mental health	1) The university will work towards achieving an institutional Athena Swan Award 2) Ensure 100% completion of ED&I training	1) Establish an Athena Swan working group 2) Monitor completion rates	1) October 2022 2) May 2023	Pro Vice Chancellor Research Director of POD Senior Business Partner, Talent and Organisational Development	1) The SAT was agreed by the Senior Leadership Team in October 2022 and established in November 2022. A diverse range of 14 staff members make up its numbers, including a Chair, Deputy Chair, our heads of both Culture and Research Development, a Student Union representation, and an administrator 2) 547 staff have successfully completed the EDI mandatory training module record, representing 90.3% of staff	By implementing comprehensive research training and POD programmes (providing ongoing support and fostering a culture of continuous learning) the university equips managers of researchers with the necessary knowledge and skills to promote effectively equality, diversity, inclusion and well-being in the research environment. In turn, this contributes to creating an inclusive and supportive culture that values the diverse experiences and mental health of all researchers		P6.1
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with the highest standards of research integrity	1) Review annually Concordat for Research Integrity 2) Provide new training opportunities through UKRIO membership 3) Review and revise membership of Institutional Ethics Committee	1) Minutes from ethics committee meetings 2) Membership of UKRIO 3) Minutes from Research and Enterprise (R&E) Committee	1)October 2022 2)June 2022 3)May 2023	Pro Vice Chancellor Research Head of Research Development	1) The Research Integrity Concordat had its annual review in 2022 and subjected to our internal audit 2) Gained UKRIO membership in 2022 Provided comprehensive training on research integrity to all researchers and their managers (Epigeum online module). 83% staff attended the training between June 2022-May 2023 Encouraged open discussions on ethical considerations in research and promote a supportive environment where researchers and their managers feel comfortable reporting concerns or seeking guidance on research integrity matters- workshops organised as part of the Researcher Deevelopment Programme and the ECR network. 3) Minutes from R&E Committee are available on request Conduct regular audits and assessments of research practices to ensure compliance with research integrity standards. The internal audit (conducted in 2022) had as its overall objective to give an assurance opinion on the adequacy and effectiveness of the arrangements in place to govern research projects to the University Audit and Risk Committee. Includes approval, due diligence, contracts, handling allegations of research misconduct, as well as adherence to the Concordat to Support Research Integrity. Based on the audit work carried out, we received the Good Assurance.	By implementing these initiatives, the university has created a research environment where researchers and their managers are well-informed about research integrity principles, adheres to the highest standards of ethical conduct, and actively promotes research integrity throughout the institution. This commitment to research integrity enhances the credibility and impact of the university's research outputs and contributes to the overall integrity of the academic community		P6.10 P7.5
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	1) Continue reporting to school deans and directors of RIs 2) Regular reporting through RMG and R&E 3) Transparent reporting of research data on Qlik	1) Monthly reports to deans and directors of RI's 2) Minutes of committees 3) Up-to-date reporting available on Qlik	October 2022	Head of Research Management Research Systems Administrator	1) Quarterly reports 2) Minutes of the committees 3) All Qlik reporting is accurate and available	Regular reviews and reporting on the quality of the research environment and culture, while actively seeking feedback from researchers, creating a culture of continuous improvement To foster a supportive and enriching research environment that enhances the well-being, productivity, and career development of researchers, while promoting a vibrant and successful research community		
Funders must:									P6.6
ECF1	Include requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting and policies								New
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the well-being and mental health of researchers								P6.6
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions								
Managers of researchers must:									New
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this learning into practice	All staff undertake mandatory training on ED&I, updated every three years	100% completion rate	May 2023	Senior Business Partner, Talent and Organisational Development	547 staff have successfully completed the ED&I mandatory training module record, representing 90.3% of all staff	By providing relevant training and development opportunities on EDI and creating a supportive environment, managers are equipped with the necessary knowledge and skills to effectively promote equality, diversity, and inclusion in their work. This, in turn, will contribute to a more inclusive research environment where all researchers can thrive and fulfil their full potential		New

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Ref									
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	All staff and PGR researchers apply for ethical approval, which is reviewed by an interdisciplinary University Ethics Committee (including lay membership)	All research activity is reviewed, discussed and reported	March 2023	Head of Research Development	1) 83% of staff have completed the Research Integrity training in 2022/2023. 100 % Ethics Committee members have completed the Research Integrity Training (Epigeum online) 2) We continue to foster an environment where academics provide guidance and mentorship to junior researchers, emphasising the importance of research integrity, responsible conduct and adherence to ethical standards. 100% staff with significant responsibility for research are mentors, mentees or both. 3) Internal Audit completed 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 ethical approval, due diligence, handling allegations of research misconduct, together with adherence to the Concordat to Support Research Integrity. Based on the audit work carried out, we received Good Assurance on the systems and processes in place	Implementing these measures creates a research environment that upholds the highest standards of research integrity and professional conduct. This contributes to the credibility, reliability, and ethicality of the university's research, enhancing our reputation as a responsible research institution		P6.9
ECM3	Promote a healthy working environment that supports researchers' well-being and mental health, including reporting and addressing incidents of discrimination, bullying, harassment, and poor research integrity	1) All staff have access to SilverCloud (online well-being support) and a range of well-being resources 2) Information about policies, including research misconduct, is included in the Guide for Good Practice in Research	1) Introduction of the annual staff well-being audit 2) Development of Guide for Good Practice in Research resource	March 2022 September 2022	Head of Culture Pro Vice Chancellor Research Head of Research Development	1) Well-being Resources. Staff currently have access to SilverCloud via our EAP service. Any referrals to SilverCloud via this route will have a mentor to encourage module completion. We also have a Health and Well-being Toolkit that highlights information supporting self-care and where to access enhanced guided support internally at the university or externally. The whole-university approach to health and well-being framework was launched in March 2022. We are currently developing a SharePoint Communication Site to provide guidance/handbook on how to apply the framework to embed well-being into the heart of our policies, strategies and programmes, including curriculum design and delivery. 2) The framework provides a tool to embed well-being into what we do and forms part of the Executive Leadership Training, as well as future line manager bitesize training. EAP service provides quarterly reports indicating good engagement. This data informs well-being objectives/initiatives to supplement the service and enhances our well-being offer. 3) The Guide for Good Practice in Research Resource was developed and publsihed on the University Intranet. It is updated on a regular basis.The Research Misconduct Policy was reviewed and had its final approval from Senate in March 2023.	Implementing these strategies creates a supportive and inclusive research environment that promotes researchers' well-being, addresses incidents of discrimination, bullying, harassment, and research misconduct, while fostering a culture of respect and integrity.		New
ECM4	Fully consider, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Ensure that managers of researchers are aware of the range of family-friendly and flexible-working polices, and that applications are monitored and reviewed	Requests for flexible working arrangements are monitored and reviewed	June 23	Head of People	1) We have an agile working framework that currently allows flexible-working for 97% of staff between working from home and on-campus. The flexible-working policy allows staff to request permanent or temporary changes to the times/locations when/where they regularly work that transcend the remit of agile working 2) 100% vacancies are advertised with potential for flexible working. Alongside agile and flexible working policies, UoS has comprehensive, family-friendly policies for maternity, adoption, paternity, parental, and shared parental leave, in addition to a time-off policy for dependents. We monitor and evaluate the update of flexible-working requests 3) We have Qlik reports that advise us on how many employees work agile in line with their employment contract. The data is live data.	Fully consider and support flexible-working requests and other appropriate arrangements, to create a work environment that respects researchers' individual needs, promotes work-life balance, and contributes to their overall satisfaction, productivity and retention		New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture	All policy and research strategy development activity includes research staff represented at all levels	Revise and review the membership of all research related groups, committees and institutes to ensure appropriate representation and engagement	1) Sep 2022 2) May 23	Pro Vice Chancellor Research Director of People and Organisational Development	1) Membership of all research-related groups, committees and institutes, to ensure appropriate representation and engagement (reported as part of the Athena Swan submission). All committees' memberships (ToRs) are reviewed and approved at their first meeting Academic Year 22/23 2) The university has made the institutional Athena Swan submission, May 2023	By actively engaging in policy development processes, researchers are contributing their insights, experiences, and recommendations to shape a more positive research environment and culture. Contributions helped inform evidence-based policies, promote transparency, fairness, and inclusivity, and foster a supportive and conducive research environment for all researchers.		
Researchers must:									New
ECR1	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	Introduce a new university-wide mentoring scheme for research staff, supported by the professoriate	Provision of mentoring training programme alongside our RDP for ECRs and CAT C (research only staff) – evaluated through monitoring take-up numbers and survey feedback	May 2023	Head of Research Development	Successful Implementation of the Research Mentoring training programme. 100 % Staff with significant responsibility for research are mentos, mentees or both. Training mentoring resources are available at: https://intranet.uos.ac.uk/research-mentoring-university-suffolk (the Research Resources Hub pages). 100% new SRR staff members have allocated mentors. Evaluation of the mentoring programme at UoS was completed in May 2023 and results presented at various committees, including Academic Leadership Group, Research Management Group and Research & Enterprise Committee.	Staff with significant responsibility for research help create a positive work environment where individuals can thrive and succeed, by actively contributing to a supportive, fair, and inclusive research culture and being a supportive colleague. Their actions help foster collaboration, mentorship, and a sense of belonging, particularly for newer researchers and PGR students, and contribute to a more inclusive and supportive research community		P5.3

HREiR Action plan, Vitae 2020

ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, equality, diversity and inclusion	1) Ensure all staff engage with ethical governance procedures and policies 2) All staff undertake mandatory ED&I training	1) Minutes of ethics committee and triangulation of research project data 2) Monitoring of ED&I training completion	May 2023	Research Institute administrator Senior Business Partner, Talent and Organisational Development	1) Minutes of the meetings available upon request 83% of staff have completed the Research Integrity training, 2022/2023 3) Currently, 547 staff have successfully completed the EDI mandatory training module record, representing 90.3% of staff	Researchers contribute to the creation of a responsible, inclusive, and equitable research environment, by aligning our actions with employer and funder policies related to research integrity, equality, diversity, and inclusion. They uphold the highest standards of conduct and actively work towards promoting integrity, fairness, and diversity within their research activities and collaborations		New
ECR3	Take positive action towards maintaining their well-being and mental health	1) The whole-university approach to health and well-being includes initiatives, resources and support 2) We will embed health and well-being consistently into the heart of our culture, strategies and operational practice, including curriculum delivery and design	Introduction of new model Annual staff wellbeing audit	Mar-23	Head of Culture Head of PMI	1)Well-being Resources Staff currently have access to SilverCloud via our EAP service. Mentor appointed to support referrals to Silver Cloud via this route to encourage module completion We also have a Health and Well-being Toolkit that highlights information supporting self-care and where to access enhanced guided support internally at the university or externally 2) The framework provides a tool to embed well-being into what we do and forms part of the Executive Leadership Training, and future line manager bitesize training EAP service provides quarterly reports indicating positive engagement. This data informs well-being objectives/initiatives to supplement the service, and enhances our well-being offer 3) The Working Allocation Model has successfully been introduced with clear allocation for research time for staff with SRR (learning, teaching and research contracts): 200 research hours	Prioritising research staff's well-being and mental health is essential for maintaining their long-term success and fulfilment. By encouraging our staff to take positive action and incorporating self-care practices into their routine, staff can better manage stress, enhance resilience, and cultivate a healthier work-life balance		P6.9
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	We will develop a Good Practice in Research Guide (see EC12) which includes information and advice on how to report staff who fail to meet expected standards of behaviour	Publication of the guidance and monitoring of reporting	Mar- 23	Head Research Development Academic Registrar Senior People Business Partner	1) The Good Practice in Research Resources has been developed and made available on Intranet for all staff. Awareness of the resources is via 1-2-1 research inductions, 1-2-1 meetings with SRRs, ECR Network, Research Newsletters, Research committees. Research Misconduct Policy was reviewed and approved by our University Ethics Committee, as well as our: PGR Ethics Committee October 2022 Research Management Group, November 2022 Research and Enterprise Committee, November 2022 Senate, 15 March 2023 There have been no misconduct cases linked to research	Researchers contribute to maintaining a safe and inclusive research environment and ensure that the expected standards of behaviour are upheld, by utilising the Research Misconduct policy mechanisms and reporting incidents of inappropriate behaviour		P3.13
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture	All policy and research strategy development activity includes representation of research staff at all levels	Revise and review the membership of all research-related groups, committees and institutes to ensure appropriate representation and engagement	May 2023	Pro Vice Chancellor Research Director of People & Organisational Development	To ensure appropriate representation and engagement, report the membership of all research-related groups, committees and institutes as part of the Athena Swan submission All committees' memberships (ToRs) are reviewed and approved at the first meeting of each academic year	Contributing to policy development is an ongoing process that requires active engagement and collaboration with various stakeholders. By actively participating and sharing their insights, researchers can contribute to shaping a more positive and supportive research environment across the university		
Employment									
Institutions must:									P1.2
EI1	Ensure open, transparent and merit-based recruitment to attract excellent researchers, using fair and inclusive selection and appointment practices	open, transparent and merit-based recruitment 2) Monitor recruitment data	up-to-date data available on Qlik	May 2023	Senior Business Partner, Talent and Organisational Development	1) Under regular review to ensure legal compliance and best practice. POD requests, manages and reports EDI data for all candidates – from application to successful appointment – to understand our ED&I profile, to intervene where deemed necessary, and to address any barriers to recruitment (e.g. ensuring staff with a disability who meet the essential criteria are invited to interview and actively encouraged to request reasonable adjustments to the interview process) Having identified neurodiversity as a particular barrier to recruitment, we are beginning to investigate how to encourage and support neurodiverse applicants 2)The university has made the institutional Athena Swan submission in May 2023 Data is collected and reviewed quarterly to identify and address any concerns. Neurodiversity is being addressed by providing guidance to interview panels to make appropriate changes to the interview e.g. providing interview questions to all candidates just before the interview. Neurodiversity training workshops for managers have also been delivered	Promote these open, transparent, and merit-based recruitment practices help attract excellent researchers and contribute to a diverse and inclusive research community		P3.6
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Develop a new induction programme for research staff at different levels	Topic guide for inducting research staff at different levels Monitor engagement and feedback	September 2022	Director of POD Head of Research Development	1) POD induction established to introduce new employees to the people systems supporting them in their roles, as well as systems usage (e.g. how to view payslips, or change personal details where people policies and procedures are available on system) ensuring that all the correct paperwork is in place in relation to right to work 2) Research Induction (1-2-1 with Head of Research Development) complements other induction resources and initiatives that are available to support staff centrally and within their schools and research institutes. 100 % new staff with significant responsibility for research had their 1-2-1 research induction meetings with the Head of Research Development.	Regularly evaluate and update the induction program based on feedback from researchers, ensure its effectiveness integrating researchers into the community, and provide them with the necessary knowledge and support to thrive in their roles		P2.6 P6.3 P6.4 P6.7

Ref	Description	Action	Evidence	Date	Responsible	Progress	Outcome		Ref
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	Review the Suffolk Academic Model and Promotion pathways	Minutes of Academic Career Pathways meetings, and minutes for Academic Appointments and Promotions Committee	September 2022	School Deans Associate Deans for Research and Knowledge Exchange	Revised promotion pathways of the Suffolk Academic Model introduced. The promotion of the academic pathways formed part of the Suffolk Academic consultation. Subsequently, the process was conducted during April 2022 to determine the new pathways within the schools. After extensive consultations, we asked staff to opt in for a learning, teaching and research contract and produce a research plan. 30 staff moved on to research contracts Promotion and academic pathways are discussed with staff as part of performance management/appraisals	A transparent and merit-based system is established that recognises the full range of researchers' contributions and supports their career progression, regardless of their personal circumstances		P2.3
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	1) Review available opportunities for line and project management training 2) Audit research staff training needs	Report to RMG	March 2023	Head of Research Development	1) Aurora programme: Head of Research Development and Research Fellow Strategic Leadership Programme: 4 Research Institutes Directors Senior Women's Leadership Development Programme: Head of Suffolk Doctoral College Research Training Leadership: 43 staff on research contracts only, ECRs, academic staff on learning, teaching and research contracts attended between Feb -March 2023. 2) POD conducted a needs assessment to identify staff's specific training needs. The aim was to understand the challenges face face and the skills they require.	Effective line and project management training opportunities equips managers of researchers with the necessary skills, knowledge, and resources to lead and support their teams effectively. Consequently creates a positive and productive research environment that promotes researchers' professional growth and success		P2.6 P6.3 P6.4
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	Develop bespoke guidance for appraising research staff at all levels	Report to Academic Leadership Group	March 2023	Pro Vice Chancellor Research School Deans Associate Deans for Research and Knowledge Exchange	1) New guidance for annual appraisals for research staff introduced. Guidance was fully reviewed and updated in time for 21/22 end of academic year appraisal census date. On moving to a new performance management system for 23/24, full comms and guidance was compiled and cascaded to all staff and line managers by the implementation date 2) The promotion of the academic pathways formed part of the Suffolk Academic consultation. Subsequently, the process was conducted during April 2022 to determine the new pathways within the schools. Currently, 70 staff are on learning, teaching and research contracts and 40 staff are on research contracts only. 3) Discussed as part of the appraisal process, regular 1-2-1 meetings is one of the mandatory appraisal objectives for all members of staff. Academic progression is reported and monitored through the Academic Appointments and Promotions Committee. Our progression processes have recently been amended to include explicit reference on the effects resulting from individual circumstances (such as absence due to maternity leave, caring responsibilities, part-time working, etc.) to ensure such is given due consideration. Statistical information is also provided to the ED&I committee. It is also monitored through the annual POD metrics and ED&I reports, identifying any areas for improvement	We implemented these measures to create an environment where excellent people management is valued and integrated into our institutional culture, to encourage employee satisfaction, engagement, and productivity, leading to better overall performance and success for the organisation		P1.3 P2.1 P2.2
EI6	Seek to improve job security for researcher (e.g. through more effective redeployment processes and greater use of open-ended contracts) and report on progress	Monitor and review the introduction of new research focused on contracts and progression	Report to RMG	September 2022	School Deans Associate Deans for Research and Knowledge Exchange	1) 30 staff moved on to research contracts Revised promotion pathways and Suffolk Academic Model introduced. Promoting the academic pathways forms part of the Suffolk Academic consultation. Subsequently, the process began during April 2022 to determine the new pathways within the schools We asked staff after extensive consultations to opt in for a learning, teaching and research contract and produce a research plan 2) Discussed as part of performance management/appraisals to discuss with individuals	By implementing these initiatives and reporting on progress, we demonstrate our commitment to improving job security for researchers and create an environment that supports their long-term career development and well-being		P3.13
EI7	Consider researchers and their managers as key stakeholders in the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	All policy and research strategy development activity includes representation of research staff at all levels	Revise and review the membership of all research-related groups, committees and institutes to ensure appropriate representation and engagement	September 2022	Pro Vice Chancellor Research Deputy Vice Chancellor	The membership of all research-related groups, committees and institutes to ensure appropriate representation and engagement has been reported as part of the Athena Swan submission All committees' memberships (ToRs) are reviewed and approved at the first meeting of the academic year	By considering researchers and their managers as key stakeholders and providing them with formal opportunities to engage with organisational policy and decision-making, we aim to foster a sense of ownership, collaboration, and shared responsibility, to shape a research environment that meets the needs and aspirations of all stakeholders involved		
Funders must:									P2.4
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting and policies								New
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security								P2.4
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression								New
EF4	Consider the balance of their relevant funding streams, in providing access to research funding, and its impact at all career levels								

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Managers of researchers must:								P2.3
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Audit current available training opportunities – revise and review 'what works' in managing researchers effectively	Revised training opportunities and membership of UKRIO, ARMA, Vitae, and Advance HE	April 2023	Head of Research Development	Aurora programme– Head of Research Development and Research Fellow (January-May 22) Strategic Leadership Programme – RI Directors (April 2022) Senior Women's Leadership Development Programme – Head of Suffolk Doctoral College (April 2022) Research Leadership Development Programme Advance HE (January-March 2023): 43 staff members of staff trained (from ECRs to Professors)	Providing managers with the necessary training and development opportunities ensures that they are equipped with the skills and knowledge to effectively manage researchers and fulfil their duty of care. This not only contributes to the well-being and professional development of researchers but also promotes a positive and supportive research environment within the institution		P2.2
EM2	Familiarise themselves and work in accordance with relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	1) Develop Good Practice in Research Guide (EC12) 2) Ensure terms and conditions of funding are reviewed for each project	1) Publish Good Practice Guide 2) RDM to review at application stage	1) September 2022 2) Dec 2022	Head of Research Development Head of Research Management	1) We published the Research Resources in the Research Hub (accessed via the intranet) https://intranet.uos.ac.uk/research- regular updates (weekly) 2)Pre-Award and Post Award Processes established https://intranet.uos.ac.uk/pre-award-process https://intranet.uos.ac.uk/post-award-resources Head of Research Management appointed	By familiarizing themselves with relevant employment legislation, codes of practice, institutional policies, and grant funding terms and conditions, managers effectively navigated the complexities of managing researchers while ensuring compliance, fairness, and adherence to best practices.		P6.3
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Introduce regular reporting to Academic Appointments and Promotions Committee	1) Athena Swan accreditation 2) Minutes of AAPC meetings	May 2023	Pro Vice Chancellor Research Director of People and Organisational Development	1) We have made the institutional Athena Swan submission in May 2023 2) POD and the PVC Research regularly report on academic progression data Academic progression is reported and monitored through the Academic Appointments and Promotions Committee. Our progression processes have recently been amended to include explicit reference on the effects resulting from individual circumstances (such as absence due to maternity leave, caring responsibilities, part-time working, etc.) to ensure they are given due consideration. Statistical information is also provided to the ED&I committee. It is also monitored through the annual POD metrics & ED&I reports, identifying any areas for improvement	By committing to these actions and providing evidence of their implementation, managers demonstrate their dedication to inclusive, equitable and transparent recruitment, promotion, and reward practices for researchers. This fosters a more diverse and inclusive research community, promotes fairness and equal opportunities, and enhances the overall quality and impact of research outcomes		P2.3
EM4	Actively engage in regular, constructive performance management with their researchers	Annual staff appraisals based on new guidance	Updated guidance and Actus https://actus.co.uk	April 2023	Head of People Senior Business Partner, Talent and Organisational Development	As we move to a new performance management system for 23/24, full comms and guidance are compiled and cascaded to all staff and line managers in time for the implementation date. New performance management system, My Review, has been launched ready for 22/23 end of year reviews, and for all probation conversations and reviews. Full guidance has been published and is available via links from the My Review platform. Orientation drop-in sessions are being held during April and May 23	By actively engaging in regular constructive performance management, managers foster a culture of continuous improvement, provide support for researchers' professional development, and enhance the overall performance and productivity of the research team		New
EM5	Engage with opportunities to contribute to relevant policy development within the institution	All policy and research strategy development activity includes representation of research staff at all levels	Revise and review the membership of all research-related groups, committees and institutes to ensure appropriate representation and engagement	1) September 2022 2) May 2023	Pro Vice Chancellor Research Head of Research Development	1) The membership of all research related groups, committees and institutes to ensure appropriate representation and engagement have been reported as part of the Athena Swan submission All committees' memberships (ToRs) are reviewed and approved annually, at the first meeting of the academic year 2) The university made the institutional Athena Swan submission in May 2023	By actively engaging in policy development within their institution, managers contribute to the creation of inclusive, effective, and responsive policies that support the research community and foster a positive research environment		
Researchers must:								New
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	1) Develop Good Practice in Research Guide (EC12) 2) Ensure terms and conditions of funding are reviewed for each project	1) Publish Good Practice Guide 2) RDM to review at application stage	1) September 2022 2) December 2022 3) May 2023	Head Research Development	1) Published Research Guide Resources https://intranet.uos.ac.uk/research 2) Head of Research Management appointed https://intranet.uos.ac.uk/pre-award-process https://intranet.uos.ac.uk/post-award-resources 3) 100% of staff applying for research funding and reviews to the Ethics Committee agree that they act in accordance with the highest standards of research integrity 83% staff with significant responsibility for research completed research integrity training (Epigeum)	By working in accordance with institutional policies, procedures, employment legislation, and funder requirements, managers create a compliant and responsible research environment that promotes integrity, fairness, and legal compliance		New
ER2	Understand their reporting obligations and responsibilities	1) Develop Good Practice in Research Guide (EC12) 2) Attend training and engage with mentoring opportunities	1) Focus groups with research staff on use of the Publishing Good Practice Guide 2) Attending training and mentoring opportunities Monitor numbers and feedback from focus groups	May 2023	Head of Research Development	1) 1-2-1 research discussions with 90% of all staff on research contracts, ECRs, as well as academic staff on learning, teaching and research contracts only (between February 2023 and May 2023). Topics: research funding, publications, PGR supervision, research mentoring. 2) Attendance and feedback forms- Research Development Programme and mentoring programmes are evaluated and findings presented at Research Manamgenent Group and Research and Enterprise Committee between May and June 2023	By understanding and fulfilling reporting obligations and responsibilities, managers ensure transparency, accountability, and compliance within their research teams. Effective reporting contributes to the overall integrity and success of research projects and helps maintain trust and credibility with funding agencies, stakeholders, and the wider research community		P5.6
ER3	Positively engage with performance management discussions and reviews with their managers	Annual staff appraisals based on new guidance	Actus reporting	April 2023	Senior Business Partner Talent and Organisational Development	Guidance was fully reviewed and updated in time for 21/22 end of academic year appraisal census date. Full communications and signposting were provided to all staff, and link is maintained on the organisation induction pages so the probation process, which is managed and recorded on Actus, begins as part of any inductions As we move to a new performance management system for 23/24, full comms and guidance will be compiled and cascaded to all staff and line managers in time for the implementation date	By positively engaging in performance management discussions and reviews, researchers demonstrate that they can foster a constructive and collaborative relationship with their managers. This enables ongoing feedback, goal alignment, and continuous improvement, ultimately contributing to their professional development and research success		P5.2

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ER4	Recognise and act on their role as key stakeholders within the institution and the wider academic community	All policy and research strategy development activity includes representation of research staff at all levels	Mentoring training programme Research staff inductions	May 2023	Head of Research Development	1) Research mentoring training programme Training mentoring resources are available at: https://intranet.uos.ac.uk/research-mentoring-university-suffolk 100%staff with significant responsibility for research are confirmed as mentors and mentees – across all our schools and research institutes Research Mentoring has been introduced for all new SRR staff members Evaluation of the mentoring programme at UoS was completed and reported to RMG and RE Committee between May and June 2023. 100% research staff act as mentors, mentees or both 2) Research Induction Staff https://intranet.uos.ac.uk/research-development 100% new staff with SRR have been through the research induction 1-2-1 Research induction events provide an overview of key university teams, systems and policies that underpin our research activity and research support. Intended to complement other induction resources and initiatives that are available to support staff centrally and within their schools and research institutes	By recognising their role as key stakeholders, researchers start to actively contribute to the growth, development, and advancement of our institution and the wider academic community. Through collaboration, engagement, and dissemination of research, they are now making a meaningful impact and drive positive change in their field of research expertise		
Professional and Career Development								
Institutions must:								P3.1 P3.3
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	All staff on academic contracts have 18 days for scholarly activity; CAT A Eligible (REF definition) have an additional 200 hours per annum for research engagement, and CAT B staff wishing to move to CAT A have 75 additional hours	Workload Allocation Model (WAM) reports Introduction of Suffolk Academic 100% of academic staff having 18 days for scholarly activity Revise the scholarly activity policy	October 2022	School Deans Associate Deans for Research and KE Directors of Research Institutes	Consultation was conducted during 2021/22 on developing the next phase of the Suffolk Academic. This included consulting with the unions and academic members of staff. Revising and issuing new contracts of employment to staff confirming their academic pathway. This was a significant piece of work to support the development of our university's Academic community and to start preparation for the next REF 100% of staff on research contracts, ECRs, academic staff on learning, teaching and research contracts have 18 days study leave (pro rata) and 200 hours of research Currently, 70 staff are on learning, teaching and research contracts and 40 staff on research contracts only. Work Allocation Model has been successfully implemented. Currently, the request/approval of staff development days are processed locally within the school or research institutes. Following the implementation of the online leave management system, development days will be added to the online system. This enables the use of development days to be more easily monitored/reported upon	We recognise that each researcher's professional development needs may vary based on their career aspirations and sector of interest. Therefore, we aim to create a supportive and inclusive environment that respects and accommodates such diverse needs		P3.10
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Audit current available training opportunities, revise and review 'what works' in managing researchers effectively	Revise training opportunities and membership of UKRIO, ARMA, Vitae, and Advance HE. Audit attendance	June 2022	Head of Research Development	The Research Development training program has been revised to meet staff training requirements. We are actively involved with organisations such as UKRIO, ARMA, Vitae, and Advance HE, which can provide valuable resources and networks for researcher development. The Researcher Development Programme workshops are available online through various channels such as brochures, websites, Brightspace, and Infozone, ensuring researchers' accessibility to relevant information, and participate in the workshops conveniently. Gathering feedback from participants has provided valuable insights into their experiences, satisfaction levels, and areas of improvement. This feedback will be used to inform and shape the RDP programme for the upcoming 2022/2023 cycle. 50% of staff on research contracts only, ECRs and academic staff on learning, teaching, and research contracts have attended the ECR network activities and the Researcher Development Programme.	By providing training, structured support and dedicated time for managers to engage in meaningful career development reviews with researchers, the university fosters a culture of continuous learning, growth, and professional development. This process empowers researchers to take ownership of their career paths while receiving guidance and support from their managers		P3.1
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Include career guidance sessions in RDP	Monitoring and engagement of RDP	June 2023	Head of Research Development Associate Deans for Research & KE Research Institutes DIrectors	Networking opportunities facilitated for researchers with professionals from various sectors through events, workshops, the national research conference (May 2023- 200 participants and 88 speakers) and the research mentoring programme We have created and nurtured visiting professors, visiting fellows and visiting research fellows networks We provide access to online resources, webinars, and online resources via our careers services and research resources hubs that offer career management guidance for researchers We encourage during the 1-2-1 discusssions with SRRS regular conversations between researchers and their mentors to discuss career goals, aspirations and progress	By implementing these strategies, we ensure researchers have access to professional advice on career management across a breadth of careers. This empowers them to explore diverse paths, make informed decisions, and develop effective strategies to achieve their career goals		P3.11 P3.14

PCDI4	Provide researchers with opportunities and time to develop their research identity and broader leadership skills	Comprehensive RDP in place and access to external opportunities through Advance HE, ARMA, Vitae and UKRIO	Monitoring of engagement, feedback and Actus 1) Mentoring training programme 2) Research Development Programme 3) WAM – 200 hours; Suffolk Academic Pathway	May 2023	Head of Research Development	1) Research Mentoring training programme Training mentoring resources are available at: https://intranet.uos.ac.uk/research-mentoring-university-suffolk 100% staff on research contracts, ECRS, academic staff on learning and teaching contracts are confirmed either as mentors or mentees or both – across all our schools and research institutes Mentoring programme evaluation has been completed following 1-2-1 meetings with staff with significan responsibility for research 2) Researcher Development Programme workshops are available as an online brochure, website, and Brightspace, and distributed via Infozone and newsletters 3) WAM has successfully been implemented. We recognised the importance of professional development by allocating dedicated time for researchers (18 days study leave, pro rata, and 200 hours allocated research time) to focus on developing their research identity and leadership skills	By providing researchers with opportunities and dedicated time to develop their research identity and broader leadership skills, we foster a supportive and empowering environment that enables researchers to excel in their research endeavours and contribute as leaders in their fields		P3.2 P3.4
PCDI5	Recognise that moving between and working across employment sectors can bring benefits to research and researchers, and so support opportunities for researchers to experience this	The Directorate of Business Engagement, Entrepreneurship and Careers will work with researchers to identify opportunities for secondment, internships and knowledge exchange	Monitoring of engagement reported to R&E The Business Development and Knowledge Exchange team will share with researchers a minimum of 10 opportunities for knowledge exchange projects with a third party. This includes potential secondments and internships	Jun-23	Head of Business Engagement and Entrepreneurship	1) The Business Development and Knowledge Exchange Team has facilitated knowledge transfer activities that enables researchers to share their expertise with different sectors 2) The Team also organised events, workshops and forums, bringing together researchers and professionals from various sectors. This allowed researchers to learn about industry trends, challenges, and research needs 3) 45% of researchers have actively engaged with industry stakeholders through activities such as industry visits, internships or consultancy projects	We foster a diverse and adaptable research workforce. This not only enhances researchers' professional development but also contributes to innovation, knowledge exchange, and the broader societal impact of research	New	
PCDI6	Monitor and report on the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Provide monthly reporting to deans, ADRs and directors of RIs	Monthly reports, engagement data and feedback data available on Qlik	Oct 2022 and then quarterly	Research System Administrator	Quarterly reports shared with schools, deans, associate deans for Research and KE, as well finance and administration	By implementing the quarterly reports, monitor and report on researchers' engagement with their research (funding, publications, PGR supervision, RDP programme, ECR networking, mentoring). This data and feedback inform decision-making, drive improvements, and ultimately support the growth and development of researchers within the organisation		
Funders must:									P3.7 P3.9
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata annually, and evidence of effective career development planning							New	
PCDF2	Embed the Concordat principles and researcher development into research assessment strategies and processes							New	
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit								
Managers of researchers must:									P2.3
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	The new guidance for appraising researchers will include career development discussions	New guidance for managers and annual appraisals on Actus Introduce updated guidance; https://actus.co.uk	March 2023	Senior Business Partner, Talent and OD Head of Research Development	The Head of Research Development engaged in 1-2-1 career development discussions with staff on research contracts, ECRs, academic staff on learning, teaching, and research contracts, and their Associate Deans for Research and KE, and research institute directors as appropriate Guidance was fully reviewed and updated in time for 21/22 end of academic year appraisal census date. Full communications and signposting were provided to all staff, and link is maintained on the organisation induction pages so the probation process, which is managed and recorded on Actus, commences as part of all inductions As we move to a new performance management system for 23/24, full comms and guidance will be compiled and cascaded to all staff and line managers in time for the implementation date My Review, the new probation and appraisal system, has been developed to record, signpost and align to robust career development (aspiration) conversations	By engaging in regular career development discussions with our researchers and holding annual appraisals, we demonstrate our commitment to supporting researchers' professional growth. These discussions provide a platform for open dialogue, goal setting, skill development and mentorship, ultimately contributing to the success and satisfaction of researchers in their careers		P3.4 P3.8 P5.5

PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	1) Introduce Mentoring system (as outlined in ECR1) 2) Provide comprehensive RDP 3) Provide opportunities for potential secondments	1) Mentoring system and evaluation through focus groups 2) Attendance and feedback data 3) Monitor use of secondments	1) March 2023 2) May 2023	Head of Research Development Associate Deans for Research and KE Research Institutes Directors	1) Research Mentoring training programme Training mentoring resources are available at: https://intranet.uos.ac.uk/research-mentoring-university-suffolk 100% staff on research contracts only, ECRs, academic staff on learning, teaching, and research contracts, acting either as mentors, mentees, or both – across all schools and research institutes Evaluation of the mentoring programme was completed May 2023 following 1-2-1 meetings with staff with significant responsibility for research. 2) Research Development Programme Researcher Development Programme workshops available as an online brochure, website, as well as Brightspace, and distributed via Infozone. The programme evaluation report was reported at relevant committees (RMG and Research & Enterprise Committee during May/June 2023) 50% staff on research contracts only, ECRs, academic staff on learning, teaching, research contracts have attended the training 3) There are currently two secondments at UoS	Support mechanisms tailored to the specific needs and aspirations of individual researchers. Encouraging a culture of curiosity, flexibility, and continuous learning will better prepare our staff for diverse career trajectories		New
PCDM3	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	All staff on academic contracts have 18 days for scholarly activity; CAT A Eligible (REF definition) have an additional 200 hours per annum for research engagement, and CAT B staff wishing to move to CAT A have an additional 75 hours	WAM reports – 1-2-1 meetings with staff and line managers	April 2023	School Deans Associate Deans for Research and KE Directors of Research Institutes	The 'Staff development time for research, scholarly activity and KE' policy – 18 days has been discussed at the Academic Leadership Group Currently the request/approval of development days are managed locally within the schools/directorate Following implementation of the online leave management system in 2023/2024, development days will be added to the online system. This enables development days usage to be more easily monitored/reported on	We allocate 18 days pro rata, annually and 200 research hours (pro rata) for our researchers to engage with professional development. This supports them to balance the delivery of their research and their own professional development		P3.6 P3.9 P5.5
PCDM4	Identify opportunities and allow time (in addition to the 10 days professional development allowance) for researchers to develop their research identity and broader leadership skills, providing appropriate credit and recognition for their work	The new guidance for appraising researchers will include career development discussions	New guidance for managers and annual appraisals on Actus 1-2-1 meetings with staff and line managers	March 2023	Associate Deans for Research and KE Directors of Research Institutes Senior Business Partner, Talent and Organisational Development	Guidance was fully reviewed and updated in time for 21/22 end of academic year appraisal census date. Full communications and signposting is provided to all staff, and link is maintained on the organisation induction pages so the probation process, which is managed and recorded on Actus, begins as part of the induction procedure. As we have now moved to a new performance management system for 23/24, full comms and guidance were compiled and cascaded to all staff and line managers in time for the implementation date	We allow an extra 200 hours (in addition to the 18 days professional development allowance) for our researchers to develop their research identity and broader leadership skills, providing appropriate credit and recognition for their work		New
PCDM5	Engage in leadership and management training to enhance personal effectiveness, and promote a positive attitude to professional development	Regular opportunities to develop management and leadership skills and monitor engagement with training opportunities and mentoring	Engagement with training and mentoring – staff research training needs audit and focus groups Actus	March 2023	Head of Research Development	Aurora – Head of Research Development and Research Fellow (January-May 22) Strategic Leadership Programme – RI Directors (April 2022) Senior Women's Leadership Development Programme – Head of Suffolk Doctoral College (April 2022) Research Leadership Development Programme Advance HE (January-March 2023) 43 members of academic staff community (staff on research contracts only, ECRs, academic staff on learning, teaching, and research contracts only) completed the training between February and March 2023.	To promote a positive attitude towards professional development, we encourage and support researchers' participation in leadership and management training programmes. By providing such training opportunities, we promote a culture of continuous learning, recognise and reward researchers' professional development efforts, and provide mentoring and guidance to help researchers navigate their career paths effectively		
Researchers must:									P5.5
PCDR1	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	The new guidance for appraising researchers will include career development discussions	New guidance for managers and annual appraisals on Actus	March 2023	School Deans Associate Deans of Research Directors of Research Institutes Senior Business Partner, Talent and Organisational Development	Guidance was fully reviewed and updated in time for 21/22 end of academic year appraisal census date. Full communications and signposting were provided to all staff, and the link is maintained on our induction pages so the probation process, which is managed and recorded on Actus, begins as part of the induction procedure. As we moved to a new performance management system for 23/24, full comms and guidance were compiled and cascaded to all staff and line managers in time for the implementation date	We allow an extra 200 hours (in addition to the 18 days professional development allowance) for our researchers to develop their research identity and broader leadership skills, providing appropriate credit and recognition for their work		P3.8
PCDR2	Explore and prepare for a range of employment options across different sectors, such as making use of mentors, careers professionals, training and secondments	1) Introduce mentoring system as outlined in ECR1 2) Provide comprehensive RDP 3) Provide opportunities for potential secondments	1) Mentoring system and evaluation 2) Attendance and feedback data 3) Monitor use of secondments	May 2023	Head Research Development	1) Research mentoring training programme Training mentoring resources are available at: https://intranet.uos.ac.uk/research-mentoring-university-suffolk All SRRs are confirmed as mentors and mentees – across all schools and research institutes Mentoring introduced for all new SRR staff members Evaluation of the mentoring programme at UoS to be completed May 2023 2) Research Development Programme workshops are available as an online brochure, website, as well as Brightspace, and distributed via Infozone. The programme evaluation report was reported at relevant committees (RMG and Research & Enterprise Committee during May/June 2023) 50% staff on research contracts only, ECRs, academic staff on learning, teaching, research contracts have attended the training 3) There are currently two secondments at UoS	We made use of research mentors, ECR network opportunities, training as part of the Researcher Development Programme, introduction of secondments to prepare staff with significant responsibility for research for a range of employment options.		P5.5

PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	Training on use of Actus	Monitor engagement with Actus Staff research training needs audit	June 2023	Head of Research Development Associate Deans for Research and KE Research Institutes Directors	Associate Deans for Research and Knowledge Exchange to confirm 100% staff members (SRRs) have research plans in place by June 2024. School of Engineering, Arts, Science and Technology has a higher percentage of SRRs who have research plans in place (87%) compared to Social Sciences and Humanities(76%) and Health Sports and Science (64%). These percentages alone do not provide a comprehensive assessment of the overall research quality or impact within each school. However, they do suggest that EAST has a higher proportion of staff members who have actively formulated and planned their research plans.	Staff with significant responsibility for research 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 via their research plans.		P3.10
PCDR4	Positively engage in career development reviews with their managers	Annual staff appraisals based on new guidance	Monitor engagement with Actus Staff research training needs audit	March 2023	School Deans Associate Deans of Research Directors of Research Institutes Head of Research Development	Guidance was fully reviewed and updated in time for 21/22 end of academic year appraisal census date Full communications and signposting were provided to all staff, and link is maintained on the organisation induction pages so the probation process, which is managed and recorded on Actus, begins as part of the induction procedure As we moved to a new performance management system for 23/24, full comms and guidance were compiled and cascaded to all staff and line managers in time for the implementation date	There is clear success evidence of a postitive engagement in careeer development reviews - evidenced by the 1-2-1 conversations Head of Research Development led on.		P5.5
PCDR5	Seek out and engage with opportunities to develop their research identity and broader leadership skills	Comprehensive RDP in place and access to external opportunities through Advance HE, ARMA, Vitae and UKRIO	Monitoring of engagement, feedback and Actus Staff research training needs audit	March 2023	Head Research and Development	Training opportunities -Research leadership, Advance HE (43 staff with significant responsibility attended the training Feb-March 23) Membership of UKRIO, ARMA, Vitae and Advance HE Researcher Development Programme workshops – available as an online brochure, website, as well as on Brightspace, and distributed via Infozone Programme evaluation report and feedback was reported at relevant committees May/June 2023-Research Management Group and Research and Enterprise Committee.	There is clear success evidence (50% of staff) currently engage to develop their research identity and briader leadership skills via the Research Development programme initiatives,ECR network opprtunities.		P5.2
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	The Directorate of Business Engagement, Entrepreneurship and Careers will work with researchers to identify opportunities for secondment, internships and knowledge exchange	Monitoring of engagement reported to research and enterprise Staff research training needs audit	Mar-23	Head of Business Engagement and Entrepreneurship	The Business Engagement and Knowledge Exchange Team: 1) granted all researchers access to a knowledge exchange toolkit 2) engaged 50% researchers in a virtual or face to face knowledge exchange and commercialisation training workshop	The Head of Business and the team provide opportunities to develop staff awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation		

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