

HREiR Action plan template 2022-24



Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	Queen's University Belfast	Audience (beneficiaries of the action plan)	Number of	Comments
Cohort number:	4	Research staff	670	
Date of submission:	28-Jan-22			
Institutional context:	The University's new strategic vision – Strategy 2030 – places significant emphasis on nurturing a vibrant research culture, with an ambitious and empowered community of researchers at the heart of this. It commits to enhancing researcher excellence across all career stages. The strategy commits to: investing in developing our staff; creating a vibrant culture based on our core values; a focus on staff			

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	1. New institutional PDC will publish a central website to act as a single point of reference for information for researchers, including the Concordat 2. Processes for new staff (advertisements, new appointment materials, induction) will incorporate an overview of the Concordat, the PDC, and other relevant supports	1. 01/09/2022 2. 01/09/2022	1. PDC, OD 2. PDC, P&C			
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. New institutional PDC will be launched to a) represent the interests of all researchers in the development of new policies and procedures, and b) identify gaps in existing policy or guidance which are relevant to but do not make specific provisions for research staff (e.g. supervision, teaching) 2. Postdoctoral and Research Staff Oversight Group (PROG) will act as a single representative committee to consult on strategies, policies and procedures relevant to researchers and feed into institutional governance structures via representation on R&I Committee 3. New PDC website will sign-post to policies and procedures relevant to researchers, including user-friendly and accessible overview 4. New PDC website will focus on improving the accessibility of new and existing online resources and develop an accessibility checklist for PDC events	1. 01/09/2022 2. Ongoing - review December 2024 3. 01/09/2022 4. 01/09/2022	1. PDC, R&E 2. PROG, PDC, R&E 3. PDC 4. PDC, CMS Team			

Old Concordat principle and clause
New
P2.1 P6.8

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ECI3	Promote good mental health and wellbeing 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	<p>1. New workshop will be developed on personal effectiveness and time management, focussing on benefits for research outcomes, personal wellbeing etc.</p> <p>2. Learning and development opportunities around resilience and wellbeing will be provided for researchers as part of core offering</p> <p>3. Wider institutional review of bullying and harassment policies will consider issues specific to research staff as part of its remit</p> <p>4. Consolidated effort to promote relevant policies and approaches to addressing 'cultural' issues, including bullying and harassment, to researchers and their managers, as well as available learning resources (e.g. relevant courses on LinkedIn Learning)</p> <p>5. Work with the postdoctoral community and managers to develop best-practice guidelines on work-life balance for researchers</p> <p>6. Consolidated push to ensure high completion rates of the mandatory diversity and inclusion training module amongst researchers and their managers</p>	<p>1. New workshop launched and positive feedback received post-event</p> <p>2. New workshop launched and positive feedback received post-event</p> <p>3. New policy recognises specific issues relevant to fixed-term researchers</p> <p>4. New PDC website launched with discrete section on relevant policies/procedures. Improved awareness among researchers and their managers</p> <p>5. Guidelines agreed in consultation with relevant stakeholders, published on PDC website and communicated via Faculties/Schools. Positive experience related to this topic reported on culture surveys</p> <p>6. Increased completion rate on trajectory to 100%</p>	<p>1. 01/09/2023</p> <p>2. 01/09/2022</p> <p>3. 01/09/2023</p> <p>4. 01/09/2023</p> <p>5. 01/09/2022</p> <p>6. 01/09/2024</p>	<p>1. PDC, OD</p> <p>2. OD, PDC</p> <p>3. P&C (D&I), PDC</p> <p>4. OD, PDC, Reps Network</p> <p>5. PDC, Reps Network</p> <p>6. P&C, PDC</p>				P6.9
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<p>1. New workshop will be developed on personal effectiveness and time management, focussing on benefits for research outcomes, personal wellbeing etc.</p> <p>2. Learning and development opportunities around resilience and wellbeing will be provided for researchers as part of core offering</p> <p>3. Wider institutional review of bullying and harassment policies will consider issues specific to research staff as part of its remit</p> <p>4. Consolidated effort to promote relevant policies and approaches to addressing 'cultural' issues, including bullying and harassment, to researchers and their managers, as well as available learning resources (e.g. relevant courses on LinkedIn Learning)</p>	<p>1. New workshop launched and positive feedback received post-event, including how this impacts on managers behaviours etc.</p> <p>2. New workshop launched and positive feedback received post-event, including how this impacts on managers behaviours etc.</p> <p>3. New policy recognises specific issues relevant to fixed-term researchers</p> <p>4. New PDC website launched with discrete section on relevant policies/procedures. Improved awareness among researchers and their managers</p>	<p>1. 01/09/2023</p> <p>2. 01/09/2022</p> <p>3. 01/09/2023</p> <p>4. 01/09/2023</p>	<p>1.PDC, OD</p> <p>2. OD, PDC</p> <p>3. P&C (D&I), PDC</p> <p>4. OD, PDC, Reps Network</p>				P2.3
		<p>5. Work with the postdoctoral community and managers to develop best-practice guidelines on work-life balance for researchers</p> <p>6. Consolidated push to ensure high completion rates of the mandatory diversity and inclusion training module amongst researchers and their managers</p>	<p>5. Guidelines agreed in consultation with relevant stakeholders, published on PDC website and communicated via Faculties/Schools. Positive experience related to this topic reported on culture surveys</p> <p>6. Increased completion rate on trajectory to 100%</p>	<p>5. 01/09/2022</p> <p>6. 01/09/2024</p>	<p>5. PDC, Reps Network</p> <p>6. P&C, PDC</p>				

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EC15	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p>1. Continued annual implementation of the Research Integrity Concordat across the institution, with researcher engagement encouraged by the PDC</p> <p>2. Promote and facilitate the Epigeum online course on good research practice to researchers</p> <p>3. Review the learning and development offering in responsible research practices, data management and research integrity as pertains to researchers, and publish new or complementary online guidance, particularly for fellowship applicants</p> <p>4. Encourage academic departments to introduce initiatives to facilitate open discussion and perpetuate good research practice (e.g. journal clubs, lab meetings)</p>	<p>1. Annual statements of compliance completed and published by Research Governance and Integrity Team</p> <p>2. Positive feedback on Epigeum course via staff surveys (not possible to monitor completion rates at present)</p> <p>3. Review completed and reported to PROG for feedback, forward actions subsequently agreed. New content developed and published/signposted on PDC website</p> <p>4. Increase in departments engaging in such initiatives, confirmed via faculty reps network. Positive feedback via surveys</p>	<p>1. Ongoing - review December 2024</p> <p>2. Ongoing - review December 2024</p> <p>3. 01/09/2022</p> <p>4. 01/09/2023</p>	<p>1. RG, PDC</p> <p>2. RG, PDC, OD</p> <p>3. PDC, RG, Library OA Team</p> <p>4. Reps Network, PDC</p>			
		<p>5. Establish a peer-network for postdocs to advise and support each other in relation to good practices in research, including experimental design, analysis, ethics application preparation etc.</p> <p>6. Work with academic departments to facilitate opportunities for researchers to present and receive peer feedback on their research, internally and externally</p>	<p>5. Network established and positive level of engagement across faculties</p> <p>6. Increase in departments engaging in such initiatives, confirmed via faculty reps network. Increased numbers of researchers presenting at conferences etc. (measured via surveys)</p>	<p>5. 01/09/2023</p> <p>6. 01/09/2024</p>	<p>5. Societies, PDC</p> <p>6. Reps Network, PDC</p>			
EC16	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	<p>1. Work with Faculties/ Schools to ensure that School Management Board meetings include a standing item on postdoctoral researchers and ideally include a postdoctoral representative</p> <p>2. Full implementation of Research Culture Action Plan (RCAP) actions that relate to researchers and collect specific feedback on researchers via wider culture surveys</p> <p>3. Establish a representative network, including postdocs and academics from across Queens, to report issues and challenges, share local examples of best practice, and champion the Concordat</p>	<p>1. Increased number of schools engaging with this, confirmed via faculty reps network</p> <p>2. Increasingly positive perception of wider research environment through research culture surveys</p> <p>3. Network established, with all schools and faculties engaged. High levels of awareness of the network measured via surveys. Examples of best practice shared throughout the network</p>	<p>1. 01/09/2022</p> <p>2. 01/09/2024</p> <p>3. 01/12/2021</p>	<p>1. Reps Network</p> <p>2. RPO</p> <p>3. PDC, Rep Network</p>			
Funders must:								
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies							P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers							New
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							P6.6
Managers of researchers must:								
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	See EC14.6						New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See EC15.3						New
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	See EC14.5 and EC16.3						P6.9
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	EC13.5						New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	EC16.3						New
Researchers must:								

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P6.10
P7.5

P6.6

New

P6.6

New

New

P6.9

New

New

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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	See EC16.2						
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See EC13.4						
ECR3	Take positive action towards maintaining their wellbeing and mental health	See EC13.1 and EC13.2						
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	See EC13.5						
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See EC16.3						
Employment								
Institutions must:								
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Review current practice for costing research staff on grants to ensure sufficient funding is available to offer competitive salaries and attract/retain the best talent	Review completed and report/recommendations put forward via appropriate channels	Sep-24	PDC, Finance Directorate, R&E			
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	<ol style="list-style-type: none"> Review induction processes for new research staff to provide relevant and up-to-date information, including: -Regularly updated 'welcome booklet' provided to all new starts. -Overview of all relevant policies/ procedures, and sign-posting to PDC website Extend the availability of buddy/ peer mentoring schemes beyond initial MHLS pilot to encompass all three faculties 	<ol style="list-style-type: none"> Induction sessions available on a regular basis with high attendance and good feedback provided. Welcome booklet updated twice annually. Positive feedback on induction processes via staff surveys Increased proportion of schools running such schemes and high levels of engagement, reported via reps network 	<ol style="list-style-type: none"> 01/03/2022 01/09/2022 	<ol style="list-style-type: none"> PDC, OD Reps Network, Faculties/Schools 			
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	<ol style="list-style-type: none"> Annual celebration for National Postdoc Appreciation Week, to include annual postdoc awards for each faculty, and continually review the programme based on feedback each year Continue to offer two dedicated categories as part of institutional Vice-Chancellor's Research Prizes, i.e. Postdoctoral Researcher & Early-Career Researcher Review processes for recognising contribution of postdocs to research outputs, grants etc., including via introduction of the CREDIT Taxonomy and Narrative CVs as part of Research Culture Action Plan In line with commitments made in Strategy 2030 and RCAP, conduct a systemic review of institutional policies and support for career pathways for those employed on 'research only' contracts with a view to adding a dedicated 'Research' pathway to PDR/ Academic Progression processes Launch a further recruitment process to the Illuminate Vice-Chancellor's Fellowship scheme 	<ol style="list-style-type: none"> Level of engagement/attendance at NPAW events. Increasing number of nominations prizes, especially coming from managers Increased number of nominations, particularly coming from managers CREDIT and Narrative CVs implemented. Number of researchers using systems e.g. Pure to record contributions. Feedback via researcher surveys Review completed, report and recommendations shared with PROG, and implementation plan agreed/actioned Recruitment process successfully completed with appointment of new fellows 	<ol style="list-style-type: none"> Ongoing - review December 2024 Ongoing- review December 2024 01/09/2024 01/12/2023 01/09/2022 	<ol style="list-style-type: none"> PDC, Societies, Faculties/Schools, OD RPO PDC, RPO PROG, PDC, OD RPO FA, PVC R&E, Schools/Faculties, P&C 			
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<ol style="list-style-type: none"> Consolidated effort to promote the "People Manager Essentials" programme and other resources for managers of fixed-term researchers, modifying/adding new resources as required (e.g. adapted PDR for researchers) Provide leadership and management development opportunities for independent fellows and early-career researchers (e.g. mentoring/coaching) notably via the Fellowship Academy 	<ol style="list-style-type: none"> Increased engagement and positive feedback via researcher surveys Increased engagement and positive feedback via researcher surveys 	<ol style="list-style-type: none"> 01/09/2024 01/09/2022 	<ol style="list-style-type: none"> PDC, P&C, Reps Network FA, OD, RD 			
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	Leadership, management and citizenship will continue to be monitored through annual PDR and Academic Progression processes, and ongoing reviews of workload allocation and Academic Progression will take input from the PDC and PROG to ensure researcher needs and concerns are addressed. Also see E.4.1	Feedback via researcher surveys	Sep-24	Schools/Faculties			

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P6.4

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EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	Wider reviews of institutional redeployment processes will consult closely with the PDC and PROG to understand concerns held by fixed-term researchers, and PDC will work with P&C to help promote better understanding of existing processes. Also see E.3.4	Increased awareness of and satisfaction with redeployment processes, measured by reps network and researcher surveys	Sep-24	PDC, P&C			
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	-						
Funders must:								
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies							
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security							
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression							
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels							
Managers of researchers must:								
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	See EI4.1						
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	See EI5.1						
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See EI1.1						
EM4	Actively engage in regular constructive performance management with their researchers	EI4.1						
EM5	Engage with opportunities to contribute to relevant policy development within their institution	EI3.4						
Researchers must:								
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	/						
ER2	Understand their reporting obligations and responsibilities	EI1.2						
ER3	Positively engage with performance management discussions and reviews with their managers	EI5.1						
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	EI1.2						
Professional and Career Development								
Institutions must:								
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	1. Consolidate effort to promote the commitment to 10 annual career development days to researchers and their managers in all faculties 2. Review data on uptake of learning and development opportunities, as well as feedback from faculty societies, to better understand levels of engagement across the institution (including with the 10 days policy) 3. Conduct a review of existing training opportunities across the institution to a) present comprehensive information on the PDC website and b) identify gaps in current provision 4. Scope the potential for accredited/ qualifying programmes for researcher cohorts (e.g. project management) 5. Continue to deliver, and expand where possible, the Postdoctoral Group Mentoring programme 6. Conduct a review of existing training and accreditation opportunities for teaching available to researchers (e.g. AF-HEA) and bring forward recommendations where appropriate. Also see E.4.1	1. Increased proportion of researchers are aware of the policy and report positive experiences via surveys 2.Feedback via researcher surveys 3. Comprehensive L&D programme published via PDC website with new opportunities included to address gaps 4. Business case prepared and presented as appropriate, including assessment of level of interest and cost analysis 5. Multiple groups of postdocs enrolled and paired with a mentor (with ~ 40 postdocs participating). Good feedback 6. All researchers can access teaching training/ accreditation as appropriate and positive feedback measured through researcher surveys	1. 01/09/2022 2. 01/09/2023 3. 01/12/2021 4. 01/09/2024 5. Ongoing - review December 2024 6. 01/09/2023	1. PDC 2. PDC, OD, Reqs Network, Societies 3. PDC, OD, R&E 4. PDC, OD 5. OD 6. PDC, OD, CED			
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	See PCDI1.1 above						

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PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	<p>1. Develop and implement a comprehensive and complementary suite of career development support between the PDC, OD, Graduate School etc.</p> <p>2. Introduce one-to-one advisory support provided on demand via the PDC for researchers, encompassing informal advice, feedback on applications, interview preparation, and mock interviews etc., and via relevant R&E teams for e.g. research funding, collaborative research, commercialisation</p>	<p>1. Comprehensive programme for career development published via PDC website with new opportunities included to address gaps, including workshops, employer engagement, 1:1 advisory meetings etc., and conduct evaluation of participation and satisfaction levels every two years</p> <p>2. Levels of engagement and feedback via researcher surveys</p>	<p>1. 01/03/2022</p> <p>2. 01/11/2021</p>	<p>1. PDC, OD, Graduate School</p> <p>2. PDC, R&E</p>				P3.1
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<p>1. Review current leadership development opportunities for researchers and enhance as required</p> <p>2. Fully implement the role of 'Assistant Supervisor' across the institution, building on MHLS pilot, and provide training for postdoctoral researchers taking up the role</p> <p>3. Enhance existing support for those applying for individual fellowships, notably by expanding funders showcases and learning and development opportunities</p> <p>4. Develop and launch a new mentoring programme via the Fellowship Academy for prospective fellowship applicants to learn from existing independent fellows</p>	<p>1. Opportunities published via PDC website with new opportunities included to address gaps and feedback monitored via researcher surveys</p> <p>2. Assistant Supervisor role available in all three Faculties. Increased proportion of postdocs appointed Assistant Supervisors. Training offered with at least one session delivered</p> <p>3. Comprehensive programme of support published via PDC website, with increased levels of engagement and feedback measured through researcher surveys. Increasing volume and improved quality of fellowship applications</p> <p>4. Feedback surveys of mentors and mentees</p>	<p>1. 01/09/2022</p> <p>2. 01/12/2021</p> <p>3. 01/09/2023</p> <p>4. 01/09/2023</p>	<p>1. PDC, OD</p> <p>2. PDC, Faculties/Schools</p> <p>3. PDC, RD, OD, Graduate School</p> <p>4. PDC, OD, FA, RD</p>				P3.11 P3.14
		<p>5. Develop and implement a new mentoring scheme for postdoctoral researchers to support postgraduate research students</p> <p>6. Develop an 'introduction to mentoring' training workshop for postdoctoral researchers and independent fellows to upskill those serving as mentors</p> <p>7. Investigate the potential for postdoctoral researchers to propose/supervise research projects for UG/PGT students</p> <p>8. Launch a pilot seed fund for faculty societies or groups of researchers to bid into for events that benefit the wider researcher community</p>	<p>5. New mentoring scheme launched and advertised as appropriate. Levels of engagement and feedback from mentors and mentees</p> <p>6. Feedback surveys of workshop attendees</p> <p>7. Review completed and findings reported to PROG for further action</p> <p>8. Seed fund launched and at least one event delivered</p>	<p>5. 01/12/2022</p> <p>6. 01/09/2023</p> <p>7. 01/09/2022</p> <p>8. 01/09/2022</p>	<p>5. PDC, Graduate School, Reps Network, Faculties/Schools</p> <p>6. OD, PDC, FA</p> <p>7. PDC, Reps Network, PROG</p> <p>8. PDC, Societies</p>				

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PDCI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	<p>1. Organise career exploration events and interviews with former Queen's postdoctoral researchers and PhD students working in a range of sectors</p> <p>2. Investigate opportunities for engagement with local employers, including via site visits and shadowing programmes</p> <p>3. Encourage engagement with innovation and commercialisation programmes, especially in which the postdoc/researcher is lead</p> <p>4. Create an "Alumni" group for postdocs on LinkedIn, to promote role models and examples of career progression and destination (potentially by Faculty) as well as investigate more impactful ways of collecting and showcasing career destinations</p>	<p>1. At least one event delivered per year and feedback surveys of attendees collated</p> <p>2. Agreed programme of employer engagement with relevant stakeholders</p> <p>3. Feedback from researcher surveys, increased engagement reporting by R&E teams</p> <p>4. Engagement with LinkedIn group</p>	<p>1. 01/09/2022</p> <p>2. 01/09/2023</p> <p>3. 01/09/2023</p> <p>4. 01/03/2022</p>	<p>1. PDC, Reps Network, Societies</p> <p>2. PDC, R&E, Graduate School, Career</p> <p>3. PDC, BA, RD, R&E innovation team, QUBIS</p> <p>4. PDC, OD, RPO, Alumni</p>			
PDCI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Conduct regular surveys of researchers via the PDC (or other departments and staff initiatives) to measure the progress against the Concordat, and publish a report on the PDC website identifying examples of best practice and amendments to the Plan. See also PCD.1.2 and E.4.1	Annual survey completed, report prepared and published	Ongoing - review December 2024	PDC, OD, PROG, Faculties/ Schools			
Funders must:								
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 per year, and evidence of effective career development planning							
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes							
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:								
PDCM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See PDCI3.1						
PDCM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	See PDCI5.1, 5.2, 5.3 and 5.4						
PDCM3	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	See PDCI1.1 and PDCI1.2						
PDCM4	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	See PDCI1.4, 2.4 and 4.1						
PDCM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See PDCI2.1						
Researchers must:								
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 per year	See PDCI1.1 and 1.2						
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	See PDCI3.1, 3.2 4.4 and 5.1						
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	See PDCI3.1						
PCDR4	Positively engage in career development reviews with their managers	/						
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See PDCI4.1						
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	See PDCI1.3, 1.6 and 5.3						

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* 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

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fellows, 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; technicians.

GLOSSARY

BA - Business Alliance; CED - Centre for Educational Development; CMS - Content Management System; DASA - Directorate of Academic and Students Affairs; D&I - Diversity and Inclusion; FA - Fellowship Academy; HRBPs - Human Resources Business Partners; IS - Information Services; OD - Organisational Development; PDC - Postdoctoral Development Centre; PROG - Postdoctoral and Research staff Oversight Group; PVC R&E - Pro-Vice-Chancellor for Research and Enterprise; RD - Research Development; RPO - Research Policy Office; R&E - Research and Enterprise; Reps Network - Network of Faculty Representatives; Societies - Faculty Postdoctoral/ Research Staff Societies; RG - Research Governance