

HREiR Action plan template 2023-2026



| Details | |
|------------------------|---|
| Institution name: | Edge Hill University |
| Cohort number: | 17 |
| Date of submission: | 27th January 2023 |
| Institutional context: | In the last decade, Edge Hill University's research culture has been transformed through the successful implementation of our research strategies. Research is no longer a marginal activity here, the domain of a tiny fraction of the academic staff and a few part-time PhD students. Instead, over 51% of our academic staff are now research active (with increasing numbers undertaking postgraduate degrees every year). |

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

| Audience (direct beneficiaries of the action plan) | Number of | Comments |
|--|-----------|----------|
| Research staff | 14 | |
| Postgraduate researchers | 300 | |
| Research and teaching staff | 653 | |
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| Complete for submission | | | | | | | | To be completed only when reporting on action plan | | |
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| Obligation | Action | Carried over from previous action plan? | Deadline | Responsibility | The targeted impact of the action (success measure) | Comments (optional) | Progress update | The actual impact of the action (reporting against the success measure) | Outcome (ongoing/carried forward/no further action) | |
| Environment and Culture | | | | | | | | | | |
| Awareness and engagement | | | | | | | | | | |
| The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers. | | | | | | | | | | |
| ECI1 | Ensure all relevant staff are aware of the Concordat. | | Sep-24 | ACDIG | All relevant staff have considered the implications of the concordat for their research and development and completed a career development form Managers regularly work and review the concordat in supporting relevant staff CEDARS 23 - 25% of staff agree they have knowledge and understanding of the UK sector initiatives or frameworks increasing to 30% - CEDARS 25 | We will access the success measures via the CEDARS survey 2023 & 2025 Our PDR/Academic Competency Framework online system will hold a written record of objectives | | | | |
| ECI2 | Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers. | | Ongoing | HR/GQASC | All committees have correct representation TOR reflect the requirement for EDI to be considered when policies procedures and regulations are approved CEDARS 23 - 'agree' responses to act as a benchmark going forward and respondents believe my institution is committed to equality & diversity increasing to 25% in CEDARS 25 | | | | | |
| ECI6 | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices. | | 23/24 | RO | Establish a process to provide annual feedback CEDARS 23 - 25% of staff feel included within their immediate research environment/research group - CEDARS 25 - 30% | It is a standard part of business of research degree sub committee and research and innovation committee to perform such regular review and reporting. Currently the processes in relation to research degrees are much more rigorous than those relating to research active staff | | | | |
| ECR1 | Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students. | | 23/24 | ACDIG HR/GS | All managers are to complete training Develop training module Appropriate training for a mentor to be allocated to a member of staff where research is a focus of the mentoring and seek feedback | | | | | |

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| Wellbeing and mental health | | | | | | | | | |
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| The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working. | | | | | | | | | |
| ECI3 | Promote good mental health and wellbeing through the effective management of workloads and people. | Workload allocation model (WAM) to be introduced with suitable flexibility to accommodate the unique needs for each role | Y | 23/24 | ACDIG | WAM to be published across the institution | | | |
| ECI4 | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health. | Promote online and in-person mental health & wellbeing Training Promote Wellbeing & Absence sessions for those with supervisory or line management responsibilities Promote Coaching Culture - Mindset modules | Y | Ongoing | HR | 25% of managers have accessed online and in person mental health & well-being training CEDARS 23 - 25% of managers are confident they respond to any issues relating to health & wellbeing – CEDARS 25 - 30% | This is standard practice | | |
| ECM3 | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health. | Healthy working environment for all to be embedded, managers to work with HR Partners to raise any concerns early New Mental & Wellbeing Strategy to be published Managers to refer all new staff to the HR Supporting You intranet pages and induction module Managers to actively support and raise awareness of mental health and wellbeing initiatives, events, and policies | Y | Ongoing 22/23 | HR HR/Student Services | CEDARS 23 - 25% of managers indicate they are confident in their ability to respond to any issues relating to health & wellbeing - CEDARS 25 - 30% Publish and introduce all managers and staff to the new mental health & wellbeing strategy Managers to promote staff support supervision sessions Managers to promote the Feel Good February event yearly and other mental health & wellbeing initiatives as outlined in the EDI events calendar – 25% of staff to attend wellbeing events | We believe strongly in promoting and supporting EDI & Wellbeing to help strengthen a positive working environment where individuals and teams can thrive and succeed and where people are valued for who they are. We believe it is important to improve the quality of staff experiences, ensuring that we are all happy and well. The Staff Support sessions provide a 'safe space' for staff to share their experience, they have clear objectives and boundaries. | | |
| ECM4 | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers. | Guidance and support to be provided to managers to enable to consider fully flexible working requests | N | Ongoing | HR | CEDARS 23 - 25% of managers indicate they are confident in their ability to manage requests for flexible working appropriately - CEDARS 25 30% At least 15% of requests for flexible working by researchers are implemented. Flexible working policy to be updated in response to government announcement of a day 1 right | | | |
| ECR3 | Ensure researchers take positive action towards maintaining their wellbeing and mental health. | Promote online and in-person mental health & wellbeing Training Promote Supporting You intranet pages Promote Coaching Culture - Mindset modules Wellbeing Action Plans are available online | N | Ongoing 22/23 | HR | CEDARS 23 - 25% of staff agree their working environment supports their mental health & Wellbeing – CEDARS 25 - 30% CEDARS 23 - 25% of staff feel their managers promote a good work-life balance - CEDARS - 25 30% 25% of staff have engaged in online mental health & wellbeing training Develop online wellbeing action plans to enable staff to notify their manager of any health concerns | The 'EDI & Wellbeing' pathway is a core component of the staff development offer and aims to support staff wellness, create a safe and fair community, encourage personal reflection and develop important strategies to take forward. | | |
| Bullying and harassment | | | | | | | | | |
| The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents. | | | | | | | | | |

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| ECI3 | Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues. | Staff are signposted to the Bullying, Harassment & Hate Crime Policy via web pages Hate Crime Reporting Centre details published Promote Active Bystander Training | Y | Ongoing | HR | CEDARS 23 - 25% of staff are familiar with mechanisms to report bullying & harassment - CEDARS 25 30% CEDARS 23 – 25% of staff agree they trust the institution will investigate any reported incident of B&H fairly - CEDARS 25 30% 25% of staff attend Active Bystander training | | | |
| ECM3 | Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment. | Managers are signposted to wellbeing and mental health & EDI initiatives and guidance including any training via the Leadership Pathway Programme EDI Ambassadors recruited and trained | N | Ongoing | HR | CEDARS 23 - 25% of managers are familiar with mechanisms to respond to any issues relating to bullying and harassment – CEDARS 25 - 30% 20 EDI Ambassadors trained across the institution | | | |
| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying. | Ensure researchers are aware of reporting routes and support available via dept communications, EDI Ambassadors, Induction | N | Ongoing | HR | EDI Ambassadors from across all faculties and support areas will be trained to raise awareness CEDARS 23 - 25% will agree they are familiar with my institutions mechanisms to report bullying & harassment - CEDARS 25 - 30% | | | |
| Equality, diversity and inclusion | | | | | | | | | |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion. | | | | | | | | | |
| ECI4 / ECM1 | Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. | Managers to engage with the Diversity in the Workplace module New Employee Lifecycle project to begin that will outline the employee journey, an equality diversity and inclusion lens will be applied in all work undertaken EDI Objectives to be included in the PDR | Y | Ongoing | HR | 100% of managers undertake online diversity in the workplace training CEDARS 23 - 25% of managers have done or would like to undertake EDI training - CEDARS 25 - 30% Project work to begin | | | |
| | | | | 23/24 | HR/Finance | | | | |
| | | | | 23/24 | HR/Finance/SPPU | EDI Objectives to be drafted and added to the online PDR Further work to take place to enhance EDI reporting | | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion. | Researcher staff to engage with the Diversity in the Workplace online module | N | Ongoing | HR | CEDARS 23 25% of researchers believe the University is committed to equality & Diversity – CEDARS 25 – 30% 25% of staff have engaged in EDI Training | | | |
| Research Integrity | | | | | | | | | |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct. | | | | | | | | | |
| ECI5 / ECM2 | Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct. | Develop appropriate research integrity training for managers as part of the training for managers conducting the PDR Promote the Research Ethics Policy to all staff | N | 23/24 | RO | All managers to complete training CEDARS 23 - 25% of staff agree the institution promotes the highest standards of research integrity and conduct – CEDARS 25 – 30% | Research integrity training is included in the Researcher development programme. It is available for all researchers in the university | | |
| ECM3 | Ensure managers report and address incidents of poor research integrity. | | | | | | This is covered by existing policies & procedures | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to research integrity. | | N | 23/24 | RO | Cedars 23 - Staff will have some understanding of the Concordat to support research integrity - CEDARS 25 - 30% | This is covered by existing policies, procedures & training | | |

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| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct. | | | | | | This is covered by existing policies & procedures | | | |
| Policy development | | | | | | | | | | |
| The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution. | | | | | | | | | | |
| E17 | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making. | All relevant committee membership to include staff at different levels, including managers and those managed Committee representation opportunities are circulated to all staff via staff communications. Committee member's training is made available | N | 23/24 | HR/GS/RO/GQASC | CEDARS 23 - 25% Staff will agree that there is an opportunity to participate in decision-making processes – CEDARS 25 - 30% Committee details and how staff can get involved are made available via the intranet | This is covered by existing committee arrangements Through the committee process, policies significant procedures and regulations are considered, reviewed and approved. All committee members have the opportunity to contribute to the development of policies significant procedures and regulations 75% of research and innovation committee members are active researchers 95% of the Research Degrees Sub Committee are active researchers Faculty research committee membership is predominantly research active staff Large portions of membership of these committees serve fixed terms therefore rotation of new researchers onto the committees on a regular basis | | | |
| ECM5 | Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | | | | | | This is covered by existing committee arrangements Academic board is largely composed of managers and many of the other committees have many managers as members (many managers are also research active staff) | | | |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution. | See ECR5 | | | | | This is covered by existing committee and working group arrangements | | | |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | Use PDR process to make researchers aware of the opportunities available to them around committee and working group membership and include pursuit of those opportunities in the research career development planning | N | 23/24 | HR/GS | CEDARS 23 will explore with staff that they are mostly involved in institutional policy and decision-making – CEDARS 25 - 25% of staff Update PDR to make staff aware of the committee opportunities available to them | (as membership often rotates 25% at any given time doesn't mean that only %25 in total will have had that experience) | | | |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community. | ECR5 | | | | | This is covered by existing committee arrangements | | | |
| Employment | | | | | | | | | | |
| Recruitment and induction | | | | | | | | | | |
| The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation. | | | | | | | | | | |
| E11 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices. | New Employee Lifecycle project to begin, this will highlight any weak spots in the process that enable us to attract excellent researchers Managers to engage in the 'Recruiting for the Future' online training | Y | 23/24 | HR/Finance | CEDARS 23 - 25% will identify the recruitment, selection, and appointment process as fair, inclusive, transparent, and merit-based – CEDARS 25 – 30% Review of recruitment process Any training to be updated to enhance the use of fair and inclusive practices 50% of managers have undertaken training | | | | |
| E12 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position. | Enhance the induction/onboarding process for new staff through the new employee lifecycle project | N | 23/24 | HR/GS/RO/CLT | CEDARS 23 - 25% of researchers agree the induction process is a positive experience at the institution, & departmental level – CEDARS 25 – 30% 100% of researchers attend induction | | | | |
| Recognition, reward and promotion | | | | | | | | | | |
| The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression. | | | | | | | | | | |

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| 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. | Enhance the Academic Career Pathways with lessons learnt from previous application rounds Emphasis regarding the application criteria and the four key themes to be communicated, raise awareness of the key themes, consideration by the panel and feedback to be provided | | | | Positive feedback is received from managers and staff regarding the process CEDARS 23 - 25% of staff agree the promotion pathways and process are clear - CEDARS 25 - 30% | | | |
| EM3 | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers. | Managers to be signposted to training and toolkits | | | | Develop toolkits to support managers | | | |
| Responsibilities and reporting | | | | | | | | | |
| The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities. | | | | | | | | | |
| EM2 | Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding. | Externally funded Inception Meetings will identify if the principal or lead investigator has line management experience Line management training will be identified as part of the PDR for PI/LJ Review the status of project milestones at interim project meetings Continuous professional development for post-award administrator in relation to changes to legislation, policies, procedures etc Resources are kept up to date and easily accessible to staff | N | 23/24 | HR/RO RO RO/HR/Finance/GQA SC | 90% of those with line manager responsibility have completed line manager training 90% completion rate for milestones 100% of post-award administrators engage in annual professional development | On receipt of successful award notifications, a designated post-award administrator will convene an inception meeting to review and establish the requirements of a project. This meeting will go through each element of a project and how this will be implemented through EHU procedures e.g., recruitment. The meeting also highlights contractual obligations from the funder such as requirements for publications to be open access compliant and how it will work in practice. Milestones are identified and recorded in the research management system during the inception meeting; milestone, which includes funder requirements, are designated to relevant individuals who will receive automatic reminders from the system, and they can use the system to record completion. Funding can only be accessed through a post-award administrator; therefore they will have regular contact with the research team and can guide them through legal requirements, policies, and procedures. The designated post-award administrator will also convene interim project meetings to review the status of a project and support further planning and implementation for the rest of the project. If necessary, post-award administrators will liaise with relevant colleagues (Human Resources, Finance, Contracts team etc) to check interpretation and to identify appropriate procedures for supporting the implementation of requirements of a project. | | |
| ER1 | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder. | Researcher staff to complete induction Post-award administrator to ensure all project members are invited to interim project meetings Review the status of project milestones at interim project meetings Continuous professional development for post-award administrator in relation to changes to legislation, policies, procedures etc | N | 23/24 | HR/LM RO RO RO/HR/Finance/GQASC | 90% of researchers have completed induction Attendance of new staff at interim project meetings 90% completion rate for milestones 100% of post-award administrators engage in annual professional development | All new starters are required to undertake a programme of induction that covers work requirements. Research project team attend interim project meetings, with designated post-award administrator, to review status of a project and support further planning and implementation for the rest of the project. The Research Office also has a suite of guidance and other resources available for staff on our intranet. | | |
| ER2 | Researchers understand their reporting obligations and responsibilities. | Post-award administrator to ensure all project members are invited to interim project meetings Review the status of project milestones at interim project meetings Continuous professional development for post-award administrator in relation to changes to legislation, policies, and procedures etc | N | 23/24 | RO | Attendance of new staff at interim project meetings. 90% completion rate for milestones 100% of post-award administrator engaging in annual professional development. | Research project team attend interim project meetings, with designated post-award administrator, to review status of a project and support further planning and implementation for the rest of the project. | | |
| People management | | | | | | | | | |
| The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews. | | | | | | | | | |

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| EI4 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. | As part of the implementation of the PDR/Academic Competency Framework, training/toolkits for managers will be developed that will address the specific considerations that arise as a result of being managers of researchers Promotion of Leadership & Management staff development pathway that includes project management training | N | 23/24 | HR/GS | Managers to engage with PDR training and toolkits 25% of Managers complete L&M training The goal always has to be to have a situation where all managers will have completed the training. Various things can prevent that from being achieved but regular monitoring against that goal is more likely to maximise results than setting arbitrary percentage completion goals. CEDARS 23 - 25% of staff identify that their manager encourages engagement in personal and career development – CEDARS 25 – 30% | The 'Leadership & Management' training pathway offered by HR aims to support aspiring, new and existing managers, providing the support and opportunity to develop awareness and skills related to their role. These sessions focus on leadership style, providing opportunities to reflect on experiences, develop resilience and discover a range of contextualised solutions and approaches. This pathway also includes project management training. These sessions are useful for those who are aspiring to or are new to leadership within Higher Education, both in academia or professional services, and for staff who wish to further develop their skills in leadership and management. The missing component is training specifically addressing the demands of managing researchers. That is addressed by the actions identified in the action column. | | | |
| 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. | As part of the implementation of the PDR/Academic Competency Framework, training for managers will be developed that will address the specific considerations that arise as a result of being managers of researchers HR will promote and communicate the promotion and progression process | N | Sep-24 | HR/GS | Maximal training completion | | | | |
| EM1 | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care. | As part of the implementation of the PDR/Academic Competency Framework, training for managers will be developed that will address the specific considerations that arise as a result of being managers of researchers | N | Sep-24 | HR/GS | Maximal training completion CEDARS 23 to highlight areas where managers have undertaken or would like to undertake training and other continuing professional development. | | | | |
| EM4 | Managers actively engage in regular constructive performance management with their researchers. | Implementation of the PDR/Academic Competency Framework Build a suite of resources which gives managers further flexibility in tailoring individual researcher development plans and support with framing career development conversations | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research having completed a PDR CEDARS 23 - 25% of managers find appraisal useful – CEDARS 25 30% | The success measure is ongoing (staff complete the SRR at regular intervals) | | | |
| ER3 | Researchers positively engage with performance management discussions and reviews with their managers. | Implementation of the PDR/Academic Competency Framework Provide guidance notes for researchers that help maximise discussions with managers | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research having completed a PDR Guidane notes to be drafted CEDARS 23 - 50% of staff have participated in the appraisal – CEDARS 25 – 75% | The success measure is ongoing (staff complete the SRR at regular intervals) | | | |
| Job security | | | | | | | | | | |
| The aim of this obligation is to improve the job security of researchers. | | | | | | | | | | |
| EI6 | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress. | | | | | | Staff retention at Edge Hill is strong and we have very few staff on research only contracts. | | | |
| Professional and Career Development | | | | | | | | | | |
| Championing professional development | | | | | | | | | | |
| The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it. | | | | | | | | | | |
| PCDI1 | 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. | The concordat will be provided as part of the PDR documentation. Objectives and support will be identified by researchers, and managers will be asked to identify which concordat obligations will be addressed by the actions. As part of the PDR process managers of researchers will consider how that period of research and development will be used most effectively. | N | Sep-24 | HR/GS/RO | All staff with Significant Responsibility for Research have completed a PDR Continued development of our comprehensive programme of training and development Provide institute and faculty-level support to build on capabilities in research and related areas | | | | |

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| PCD6 | Monitor, and report on, the engagement of researchers and their managers with professional development activities. | Addressed through PDR | N | Sep-24 | HR/GS/RO | All staff with Significant Responsibility for Research having completed a PDR Review of training and development programme and mapped against the RDF | | | |
| PCDM3 | Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development. | Addressed through PDR | N | Sep-24 | HR/GS/RO | All staff with Significant Responsibility for Research have completed a PDR CEDARS 23 – 25% Managers will indicate their ability to actively support staff in working towards their career aspirations – CEDARS 25 – 30% | | | |
| PCDR1 | Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year. | Addressed through PDR | N | Sep-24 | HR/GS/RO | All staff with Significant Responsibility for Research have completed a PDR CEDARS 23 - Staff will agree their managers encourage them to engage in personal and career development activities – CEDARS 25 – 30% CEDARS 23 - 25% of staff to have engaged in at least 5 days of CPD - CEDARS 25 -30% | | | |
| Career development reviews | | | | | | | | | |
| The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews. | | | | | | | | | |
| PCD12 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | Provide opportunities for all researchers to have review conversations with research staff representatives focusing on their career at least annually, supported by their line manager and institutional systems, which capture professional development activity Addressed through PDR to include the introduction of a Career Development Form to capture conversations Review support and training for managers to engage in meaningful career development reviews | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research have completed an PDR Managers training & toolkits available | | | |
| PCD6 | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews. | Addressed through PDR | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research have completed a PDR | | | |
| PCDM1 | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | Addressed through PDR HR will offer appropriate training/toolkits to managers on holding effective career development discussions | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research have completed a PDR CEDARS 23 - Managers will indicate they are confident in their ability to manage appraisal/review processes | | | |
| PCDR4 | Researchers positively engage in career development reviews with appropriate managers. | Addressed through PDR | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research have completed a PDR CEDARS 23 - 25% of staff will tell us their career development review is useful - CEDARS 25 - 30% | | | |
| Career development support and planning | | | | | | | | | |
| The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience. | | | | | | | | | |

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| PCDI3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers. | Working with the existing student careers service, we will explore opportunities to improve the access to an extended careers service that supports RS. | N | Sep-24 | HR/CS/RO/GS | Monitor and report on events/ seminars/ panel discussions etc. arranged for RS. All events will use feedback to evaluate the ongoing provision with the aim of embedding a permanent rolling programme of careers support for RS CEDARS 23 - 25% of staff are aware of the support the institution provides for their career and professional development – CEDARS 25 – 30% | | | |
| PCDR3 | Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications. | Addressed through PDR Promote the use of ORCID for building portfolio. ORCID can be used to collate research information and create a portable profile that can be shared with an increasing number of funding, publications, data repositories, and other research workflows. | N | Sep-24 | HR/GS/RO | All staff with Significant Responsibility for Research have completed a PDR CEDARS 23 - 25% of staff report they have a clear career development plan – CEDARS 25 – 30% To continually increase the number of researchers (staff and students) who have an ORCID account. | | | |
| Research identity and leadership | | | | | | | | | |
| The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities. | | | | | | | | | |
| PCDI4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. | Develop & Introduce Research Leadership Development programme | N | 24/25 | HR/GS/RO | Pilot Programme having recruited 5 researchers CEDARS 23 - 25% of staff report that they have time to develop their research identity – CEDARS 25 – 30% CEDARS 23 - 25% of staff report they have time to develop their leadership skills – CEDARS 25 – 30% | | | |
| PCDM4 | Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours. | Workload allocation model implementation | N | Sep-24 | HR/ACDIG | WAM implemented across the institution | WAM creates the time for research activities | | |
| PCDM5 | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. | As part of the implementation of the Academic Competency Framework, training for managers will be developed that will address the specific considerations that arise as a result of being managers of researchers | N | 23/24 | HR/GS | Managers to complete training The goal always has to be to have a situation where all managers will have completed the training. Various things can prevent that from being achieved but regular monitoring against that goal is more likely to maximise results than setting arbitrary percentage completion goals. | The 'Leadership & Management' training pathway offered by HR aims to support aspiring, new and existing managers, providing the support and opportunity to develop awareness and skills related to their role. These sessions focus on leadership style, providing opportunities to reflect on experiences, develop resilience and discover a range of contextualised solutions and approaches. This pathway also includes project management training. The missing component is training specifically addressing the demands of managing researchers. That is addressed by the actions identified in the actions column. | | |
| PCDR5 | Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills | Addressed through the interim review process within the PDR | N | Sep-24 | HR/GS | All staff with Significant Responsibility for Research have completed an interim review as part of the PDR CEDARS 23 - At least 25% of staff report they have time to develop their research identity and leadership skills – CEDARS 25 – 30% | The success measure is ongoing (staff complete the SRR at regular intervals) | | |
| Diverse careers | | | | | | | | | |
| The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research. | | | | | | | | | |

HREiR Action plan template 2023-2026



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| PCD15 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. | HR, RO, GS to work with careers to assist their staff to develop appropriate support opportunities for researchers Twice-yearly newsletter to include ECR staff Next Steps in your career workshop available | N | Sep-24 | HR/GS/RO/Careers | All opportunities to be communicated to all staff All staff attend workshop Positive CEDARS response for - 25% of staff will have discussed their career options within and beyond academia with a career specialist. – CEDARS 25 – 30% | Secondments and Knowledge Transfer partnerships to be included in any opportunities | | | |
| PCD12 | Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments. | Training/Toolkits available for managers on PDR will alert them to the available support mechanisms across the university to enable them to advise researchers appropriately | N | Sep-24 | HR/GS | Managers to attend training/engage in toolkits CEDARS 23 – 25% managers are confident they actively support researchers in working towards career aspirations – CEDARS 25 – 30% | | | | |
| PCDR2 | Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments. | Partially addressed through the PDR but also through the coaching and mentoring scheme at EHU Develop a new Mentoring and Coaching Strategy | N | Sep-24 | HR/GS | Staff to engage with the new mentoring and coaching strategy Staff to contribute to and participate in mentoring activities CEDARS 23 25% of staff indicate they have a career development plan – CEDARS 25 – 30% | | | | |
| PCDR6 | Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation. | Addressed through the PDR | N | 22/23 | HR/GS/KE | Staff to discuss opportunities available at PDR Introduce a new 'Intro to KE' session | | | | |

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

| Further hyperlinks and supplementary information (more rows can be added) | |
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| Abbreviations and glossary (more rows can be added) | |
|---|---|
| ACDIG | Academic Career Development Implementation Group |
| AT | Associate Tutor |
| CEDARS | Culture, Employment and Development in Academic Research Survey |
| CLT | Centre for Learning and Teaching |
| CoP | Code of Practice |
| EDI | Equality, Diversity and Inclusion |
| EHU | Edge Hill University |
| ECR | Early Career Researcher |
| GOASC | Governance, Quality Assurance & Student Casework |
| GS | Graduate School |
| HR | Human Resources |
| KE | Knowledge Exchange |
| LI | Lead Investigator |
| ORCID | Open Researcher and Contributor Identification |
| PDR | Performance Development Review |
| PI | Principal Investigator |
| RO | Research Office |
| SRPS | Staff Recruitment and Payroll Services |
| SRR | Significant Social Responsibility |
| TOR | Terms of Reference |
| WAM | Work Load Allocation Model |