

Details	
Institution name:	University of Sussex
Cohort number:	9
Date of submission:	26 November 2021
Institutional context:	In order to determine benchmarks for the next two years, we have referred to data collected from the UoS Surveys carried out in Jan and Oct 2021, the BPS carried out in 2019 and the CEDARS Aggregate data collected in Oct 2021.
Notes:	RSO - Research Staff Office: applies to both the Research Staff Officer (RSO) and the Researcher Development Coordinator (RDC) RDC SG - Researcher Development Concordat Steering Group aka Research Staff Working Group (RSWG)

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	391	Research-Only Contract Staff are the primary demographic of the Research Staff Office (RSO)
Postgraduate researchers	1399	While there exists a Researcher Development Programme for PhD students, PGRs are allowed to attend several RSO training and development workshops.
Research and teaching staff	801	T&R Staff, particularly those that are in the early stages of their career, can access some areas of support from the RSO.
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (please provide numbers and details):		

Complete for submission								To be completed only when reporting on action plan		
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)	
<b>Environment and Culture</b>										
<b>Awareness and engagement</b>										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										
EC11	Ensure all relevant staff are aware of the Concordat.		Dec-22	RSO RS Reps/RDC SG DRaKES Research Managers DRSD Dir. of R&E	Minimise percentage of Research Staff that have never heard of the Researcher Development Concordat to at least 30% by Dec 2022 - Compared to BPS (2019) results of 58% and CEDARS Agg (2021) 45%.  Hit/download figures show at least 50% increase from Dec 2021 to Dec 2022. (b & c)  Production of quarterly reports to show progress of HREiR Action Plan, which can be fed into RaKE meetings each semester and annual Concordat reporting. (f)					
EC12	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	See Action 12.1	Dec-22	RSOR/RDC RS Reps/RDC SG Assistant Director HR: OD	Launch of improved digital platforms, by 30 Jun 2022, with annual review process to ensure information is up to date to be included in committee meetings and Concordat Annual Report. (a & c)  Delivery and launch of PI/Manager development module on UoS LearnUpon (Organisational Development) by 30 Jun 2022. (b)  Survey data shows positive increase of approx 25%, to meet or exceed CEDEARS Agg 2021: RS good level of job satisfaction 74%, once web pages and online module have been launched (UoS Oct 2021: Q4 EDI commitment 66%). (all)					

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.	<p>a) UoS Staff Survey to included Research Staff section or Research Staff specific questionnaire to be developed by RSO (ie BPS) - also, see ECI1(f)</p> <p>b) Annual CEDARS survey - with incentive to complete - to ensure maximum engagement</p> <p>c) Research Staff Reps to gather Qual data on Research Staff experience - regular reporting in RS Reps meetings</p> <p>d) Qual and Quant feedback from Training and Development/Inductions/Events to be used in all reporting opportunities</p>	See revised 10.a and 12.1	Dec-23	RSOR RS Reps RDC SG	<p>50% increased survey reponse rate, across both UoS Staff Survey and CEDARS, by 2023 - using comparative data from 2022 (as CEDARS not launched in 2021).</p> <p>(BPS 2019 Response rate 107 out of 395 Research Staff/Research Only Contract - July 2019)</p> <p>Qual data feedback to EDI and HR committees - annual report to be presented by RSO</p>				
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.	<p>a) Identify key staff to develop in-school 'buddy'/mentor system so that new starters are paired with someone who can help them to settle in to UoS life</p> <p>b) RS Reps to self-manage social events, with support from the Research Staff Office.</p>	See Action 12.1	Oct 2023	DRaKES ECR Leads RS Reps	<p>CEDARS and Staff Survey show at least 85% positive response rate to feeling included in research working environment qu. (increase of 5% on CEDARS Agg 2021 80%) - with 100% of new starters being paired with an existing member of staff within their first month at UoS.</p> <p>BPS 2019: Integrated into Dept Research Community: 64.5%)</p>				
<p><b>Wellbeing and mental health</b></p> <p>The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.</p>										
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>Actively support and raise awareness of mental health and wellbeing initiatives, events and policies at UoS by:</p> <p>a) The addition of mental health and wellbeing webinar/workshop to be integrated into RSO training and development programme - with Mental Health Month Series/Events.</p> <p>b) Signposting UoS policy and practice materials, projects and other useful info/links/materials via the RSO web pages</p> <p>c) Liaising with HR to analyse data from surveys, with particular attention to the Bullying and Harrasment Self Reporting Tool.</p> <p>d) RSO to link with EDI committees to ensure that policies meet the needs of under represented research community members.</p>		Nov-23	RSOR Assisatnt Director HR: OD Head of EDI	<p>Delivery of Researcher Mental Health and Well Being web portal/platform - which links to CANVAS area with materials from webinars/workshops - complete with downloadable info/docs/leaflets.</p> <p>Quant data from web downloads and survey tools show Researchers know where to access information and help: Incremental increase of 5-10% each quarter from baseline figure after launch (data to be collected during first quarter will set benchmark).</p> <p>Use of benchmark CEDARS Agg 2021 data on questions of bullying and harrasment - special attention to women vs men and feeling comfortable to report incidents.</p> <p>UoS Oct 2021: Q21a 78%, Q21b 25%, Q22a 75%, Q22b 13%, Q22c 27%</p>				
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	See ECI3 - all actions include provisions for PI/Managers.		Nov-23		Annual CEDARS survey data and UoS Staff Survey, to meet CEDARS Agg/UoS benchmark 70% agreement that institution is committed to EDI.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	See ECI3 - all actions include provisions for PI/Managers.		Nov-23	DRSD DRaKEs Head of EDI/PVC CEI, Assistant Director HR: OD	See ECI3 - all actions include provisions for PI/Managers.				

ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Reference and utilisation of PI/Manager Toolkit - download and refer to information on UoS policy and procedure, Vitae/RDF to support researchers personal and career development.  Signpost to other areas of UoS that have similar support ie Organisational Development, Library and HR.		Dec-23	DRSD DRaKEs HoPS RSOR/RDC SG	Feedback from annual CEDARS survey shows UoS in line with National Average (CEDARS Agg 2021 80%) in Researcher satisfaction to question relating to working patterns. (BPS 2019: 68%)  Download/Hit data from toolkit to show at least 50% of new research staff are receiving the materials provided in the toolkit, from their PI/Manager (monthly new starter figures vs. download data).			
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Attendance to one or more mental health and wellbeing sessions provided by the RSO.		Nov-22	RSOR RS Reps	75% of Research Staff take positive action to maintain mental health and wellbeing.  (CEDARS Agg 2021: avg.75%)			
<b>Bullying and harassment</b>									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	Actively support and raise awareness of mental health and wellbeing initiatives, events and policies at UoS by:  a) The addition of mental health and wellbeing webinar/workshop to be integrated into RSO training and development programme - with Mental Health Month Series/Events.  b) Signposting UoS policy and practice materials, projects and other useful info/links/materials via the RSO web pages  c) Liaising with HR to analyse data from surveys, with particular attention to the Bullying and Harrasment Self Reporting Tool.  d) RSO to link with EDI committees to ensure that policies meet the needs of under represented research community members.		Nov-23	RSOR Assisatnt Director HR: OD Head of EDI	Delivery of Researcher Mental Health and Well Being web portal/platform - which links to CANVAS area with materials from webinars/workshops - complete with downloadable info/docs/leaflets.  Quant data from web downloads and survey tools show Researchers know where to access information and help: Incremental increase of 5-10% each quarter from baseline figure after launch (data to be collected during first quarter will set benchmark).  Use of benchmark CEDARS Agg 2021 data on questions of bullying and harrasment - special attention to women vs men and feeling comfortable to report incidents.  UoS Oct 2021: Q21a 78%, Q21b 25%, Q22a 75%, Q22b 13%, Q22c 27%			
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	See ECI3 - all actions include provisions for PI/Managers.		Nov-23	DRSD DRaKEs Head of EDI/PVC CEI, Assistant Director HR: OD	See ECI3 - all actions include provisions for PI/Managers.			
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.	See ECI3 - all actions include provisions for Researchers.		Nov-23	RSOR RS Reps	See ECI3 - all actions include provisions for Researchers.			
<b>Equality, diversity and inclusion</b>									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.									
ECI4		See ECI3 - all actions include provisions for PI/Managers.		Nov-23		Annual CEDARS survey data and UoS Staff Survey, to meet CEDARS Agg/UoS benchmark 70% agreement that institution is committed to EDI.			

ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	Completion of mandatory modules (inc. How to use RDF, How to have difficult conversations, Effective Line Management, How to support Researcher Career Development) for PIs/Managers - See ECI1(b) - with section included in appraisal form.		Dec-24	Assistant Director HR:OD RSOR	At least 50% of PI/Managers to have completed the training in it's first year, with 20-25% increase each year.  At least 80% of Research Staff will respond positively to Management questions in UoS Pulse Survey. (Avg. 52.5% Sept 2021)  Immediate and reflective qualitative feedback from participants show they have found the training useful and applied methodologies successfully to their roles as PI/Managers.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	RS Reps ToR to include section to ensure that training 'related to research integrity, and equality, diversity and inclusion' is embedded into school culture - leading by example, advocate and promote.		Nov-22	RSOR RS Reps	100% new Research Staff to complete Org. Dev EDI and Unconscious Bias Training within one month of starting role.  100% new Research Staff to attend Research Ethics workshop during first six months of employment.  Increase of up to 70% positive feedback from both CEDARS and UoS Staff Survey to show knowledge, understanding and application of EDI and Unconscious Bias training and Research Integrity Concordat.  (CEDARS Agg 2021: 54% vs. 58% BPS (2019) of Research Staff have never heard of the Research Integrity Concordat)			
<b>Research Integrity</b>									
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	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Research Integrity Ethics & Governance team to provide regular workshops in the RSO Training and Development Programme.		Nov-23	RDC RS Reps/RDC SG Research Ethics and Integrity Officer	Successful delivery of 4 workshops per year, with materials added to dedicated CANVAS area and regularly monitored to ensure up to date, with an annual mean avg. feedback rating of 9 for event satisfaction and content.			
ECM2		See ECI6(f)		Dec-23	DRSD DRaKEs	See ECI6(f)			
ECM3	Ensure managers report and address incidents of poor research integrity.	See ECI3 - all actions include provisions for PI/Managers.		Nov-23	DRSD DRaKEs Head of EDI/PVC CEI, Assistant Director HR: OD	See ECI3 - all actions include provisions for PI/Managers.			



ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	RS Reps ToR to include section to ensure that training 'related to research integrity, and equality, diversity and inclusion' is embedded into school culture - leading by example, advocate and promote.		Nov-22	RSOR RS Reps	100% new Research Staff to complete Org. Dev EDI and Unconscious Bias Training within one month of starting role.  100% new Research Staff to attend Research Ethics workshop during first six months of employment.  Increase of up to 70% positive feedback from both CEDARS and UoS Staff Survey to show knowledge, understanding and application of EDI and Unconscious Bias training and Research Integrity Concordat.  (CEDARS Agg 2021: 54% vs. 58% BPS (2019) of Research Staff have never heard of the Research Integrity Concordat)			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	See ECI3 - all actions include provisions for Researchers.		Nov-23	RSOR RS Reps	See ECI3 - all actions include provisions for Researchers.			
<b>Policy development</b>									
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.									
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	Complete restructure of RSWG to RDC Steering Group - ensuring that governance is transparent.		Every Jul/Aug	RSOR DSRD	Carry out annual review of RS Reps and RDC Steering Group members at end of each academic year, to ensure governance structure is fair, transparent and proactive.  Focus Groups and bespoke survey data - starting point end of academic yr 2021-22, comparative year on year.			
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.	Attendance to workshop series for PIs/Managers on how to manage their teams in a fair and inclusive environment, focusing on non-biased training and positivity and inclusion/EDI.		Dec-24	Head of EDI Unit DRaKES RSOR/RDC SG	At least 50% of PI/Managers to have completed the training in it's first year, with 20-25% increase each year.  At least 80% of Research Staff will respond positively to Management questions in UoS Pulse Survey. (Avg. 52.5% Sept 2021)  Immediate and reflective qualitative feedback from participants show they have found the training useful and applied methodologies successfully to their roles as PI/Managers.			
EM5	Engage with opportunities to contribute to relevant policy development within their institution.								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Volunteering for the Research Staff Reps group.		Aug-22	RSOR DSRD ECR Leads RS Reps	Research Staff Reps per school, with ECR Lead or equivalent by end of academic yr.			
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	Work with RSOR and DRSD to revise current Research Staff Reps ToR to adequately reflect the roles and responsibilities - to identify the relationship management of the Research Community members and liaison with the University/institution.		Aug-22	RS Reps RSOR/DRSD Research Staff	Successful implementation of revised ToR, with an increased number of Reps - ensuring that all schools have representation - at least 2 NEW reps per school by the end of the academic yr.			

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.	See EC12		Dec-22	DRSD DRaKES Assoc. Head of HR PVC-R	See EC12				
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	a) Develop Induction Toolkit for PI/Managers and school administrators to ensure consistent messages and information are given to new Research Staff. Also, see ECR1.  b) Create CANVAS area for new starters that have all relevant and up to date policy and practice documents/information.	See Action 5 - Deliverable 5.1 (partially complete - revised for new action plan) and Deliverable 6.1, 9.1 and Metric 9.b	Dec-22	RSO Research Managers	a) 80% of researchers are satisfied or very satisfied with the quality of the University Induction.  b) All eligible new research staff complete the University induction within the first month of employment.  (CEDARS Agg 2021: 52% research staff found their departmental and local induction useful. 18% not offered any 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.										
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.	a) RSO to link with Education and Research Programme, Culture and HR Strategy - working group for Career Progression for Research Staff and Appraisals.  b) Linking with Athena SWAN, DORA and Academic Promotions Group to ensure value and recognition of Research Staff is included.  c) Hold Inaugural Event to highlight the achievements and research of research staff - linking with REF/RQI and Impact/Knowledge Exchange.	See Action 3 - Deliverable 3.1	Nov/Dec 2023	RSOR DSRD HRBPs PVC-R Dir. of R&E	a) Clear concept of how the University can support the reward and recognition of ECRs within the Research Staff Community, or identification of areas for improvement in current initiatives - report to show evidence and impacts, with suggestions - for implementation.  Two phases: Phase one: Recommendation Phase Two: Implementation  Review will be carried out as part of 10 yr Review.  b) DRSD to attend all associated meetings - from Dec 2021 to Dec 2023.  c) Yr 1: One day event per year - held at UoS for Research Staff only - at least 2 RS per school with 60% RS attendance. Yr 2: Figures to increase by 50%.				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	Evidence use of Managers Toolkit, especially 'Managing People and Teams' and 'Developing Yourself as a Leader' resources: <a href="https://www.sussex.ac.uk/organisational-development/leadership-management">https://www.sussex.ac.uk/organisational-development/leadership-management</a>		Dec-22	DRaKES DRSD Org. Dev	At least 50% of PI/Managers evidence use of Org Dev toolkit in appraisals.				
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.	See EI6 and ER1	Revised Action 8	Dec-22	DRaKES HRBPs PVC-R	At least 50% positive (agree/strongly agree) results in answer to questions regarding Promotion and Progression processes are fair - see CEDARS Agg 2021				

ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	See E16 and EM2	Revised Action 8	Aug-22	DRaKES Assistant Director HR: OD PVC-R	At least 50% positive (agree/strongly agree) results in answer to questions regarding Promotion and Progression processes are fair - see CEDARS Agg 2021			
ER2	Researchers understand their reporting obligations and responsibilities.								
<b>People management</b>									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	See EC13 and all of ECM		Nov-23	RSOr DRSD Assistant Director HR: OD	At least 50% of PI/Managers to have completed the training, with 5-10% increase each year.  Immediate and reflective qualitative feedback from participants show they have found the training useful and applied methodologies successfully to their roles as PI/Managers.			
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.	See ECM1		Dec-24	Director of HR	See ECM1			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	See ECM1-3		Dec-22	DRaKES Org. Dev PVC-R	See data collected from Org. Dev on uptake from PI/Managers of specific training and development modules - year on year comparison.			
EM4	Managers actively engage in regular constructive performance management with their researchers.	Build in regular feedback/121 sessions with researchers as part of ECM1		Dec-22	PI/Managers DRaKES	See ECM1			
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Collect 365 Degree Feedback as part of ECM1 & EM4		Aug-22	RS Reps DRaKES Research Staff	See ECM1			
<b>Job security</b>									
The aim of this obligation is to improve the job security of researchers.									
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	RSOr to link with HR to develop extensive resources to further Research Staff career development, in line with UoS strategy - see EI3  a) Toolkit - guides and information on contracts and career trajectories within UoS (linked to Academic Development and Quality Enhancement - Teaching Qual and Fixed Term Contracts: <a href="http://www.sussex.ac.uk/adqe/enhancement/devawardsrecognition">http://www.sussex.ac.uk/adqe/enhancement/devawardsrecognition</a> )  b) Respository of information on alternative opportunities and guidance, ie Redeployment Process via HR/external opportunities  c) Learning provision e.g. workshops, seminars/webinars, courses to further develop career  Also, see EM2 and ER1	See Action 8 - Deliverable 8.1 and Metric 8.a	Oct-22	Assistant Director HR: OD RSOr/DSRD	Survey data to show increase of awareness and support available - at least 50% positive (agree/strongly agree) results in answer to questions regarding Promotion and Progression processes are fair - see CEDARS Agg 2021			

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.	Develop web portal/resource for Research Staff to access and search for professional development opportunities, outside of the Training and Development provided by the RSO, to help them achieve at least 10 days of CPD per year.  Provide policy and practice documents on how to access CPD opportunities, from diverse backgrounds. With dedicated web pages/portal, clearly signposted and promoted, to focus content on specific communities - with EDI focus.  Link with RSO web pages, events and news section, to promote key opportunities.	See Action 9 - 9.3 Deliverable and Metric 9c	Oct-23	RSO PVC-R	CEDARS and Staff Survey data shows that at least 25% of Research Staff are attaining an average of 5-10 CPD days per year.  See CEDARS Agg 2021 - 15% of Research Staff have spent 10 or more days on training and professional development activities and 27% have spent less than one day on CPD.			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	Implementation of regular M&E reporting functions from the RSO - quarterly reports, which can be fed in to annual report, Concordat Reporting and HREiR 10 year Review.		Every Semester and annually	RSOR DSRD Dir. of R&E	Report submitted to RaKE each semester and annual report published on dedicated HREiR/Researcher Development Concordat web page.			
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.	a) Identify opportunities that researcher can participate in - to actively develop their career development  b) Ensure that members of project research team are utilising their allocated days towards Career Development.	See Action 9 - Metrics 9c - (Revised for new action plan)	Annual Review - Nov	PI/Managers DRaKES RSO/DRSD	CEDARS and Staff Survey data shows that at least 25% of Research Staff are attaining an average of 5-10 CPD days per year.  80% Research Staff encouraged to engage in personal and career development.  See CEDARS Agg 2021 - 15% of Research Staff have spent 10 or more days on training and professional development activities and 27% have spent less than one day on CPD.  BPS (2019): 71% Research Staff encouraged to engage in personal and career development.			
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.	a) Actively seek out opportunities to engage with PCD via RSO Training and Development Programme, UoS Organisational Development and external partners  b) Share opportunities with Research Staff Community - writing blogs or feeding back with recommendations via Research Staff Reps	See Deliverable 7.1 and Metrics 7.a (7a carried over to new action plan)	Dec-23	Research Staff RS Reps DRaKES	CEDARS and Staff Survey data shows that at least 25% of Research Staff are attaining an average of 5-10 CPD days per year.  80% Research Staff encouraged to engage in personal and career development.  See CEDARS Agg 2021 - 15% of Research Staff have spent 10 or more days on training and professional development activities and 27% have spent less than one day on CPD.  BPS (2019): 71% Research Staff encouraged to engage in personal and career development.			



Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	Development of RDF tool module/training and Development workshops and how to utilise effectively for PI/Managers.  Org. Dev. to advise RSO on how to deliver bespoke modules re: difficult conversations, management and career development support, appraisals and objective setting etc. And, promote via RSO web pages and direct mailing.		Oct-23	RSO Org. Dev Assistant Director HR: OD	75% PI/Manager attendance on either/both RSO RDF training and/or UoS Org. Dev. Training.  90% Immediate and reflective positive feedback from PI/Managers that course meets needs and gives relevant tools for effective management.  BPS 2019: 54% Manager has the training they need (Professional and Career Development Section - RSO Supplemental Qu)				
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	See ECM1 and EM4		Dec-22	PI/Managers DRaKES	Comparative numbers of PI/Managers to Research Staff within schools that have completed training course.  At least 80% of Research Staff will respond positively to Management questions in UoS Pulse Survey. (Avg. 52.5% Sept 2021)  Monitored annually				
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	See ECM1 and EM4		Dec-22	PI/Managers DRaKES	Comparative numbers of PI/Managers to Research Staff within schools that have completed training course.  At least 80% of Research Staff will respond positively to Management questions in UoS Pulse Survey. (Avg. 52.5% Sept 2021)  Monitored annually				
PCDR4	Researchers positively engage in career development reviews with their managers.	Engage with university annual appraisal process.  (Appraisals carried out in Aug/Sept each year)		Annually - Oct	Research Staff RS Reps Assistant Director HR: OD	75% of research staff to engage with annual appraisal.  UoS Oct 2021: 52% research staff had an annual appraisal, compared to 80% of overall staff.				
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.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.									
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.	a) Use Teaching pro forma to collect evidence of teaching and preparation - with certificate on completion  b) Keep portfolio of all relevant experience and RDF evidence - to compliment appraisal and job applications		RS Reps Report - every semester	Research Staff RS Reps DRaKES	75% of research staff maintain a formal record of continuing professional development activities.  See CEDARS Agg 2021: 67% of research staff maintain a formal record of continuing professional development activities.				

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.								
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.	See PCDM3		Annual Review - Nov	PI/Managers DRaKES RSO/DRSD	<p>CEDARS and Staff Survey data shows that at least 25% of Research Staff are attaining an average of 5-10 CPD days per year.</p> <p>80% Research Staff encouraged to engage in personal and career development.</p> <p>See CEDARS Agg 2021 - 15% of Research Staff have spent 10 or more days on training and professional development activities and 27% have spent less than one day on CPD.</p> <p>BPS (2019): 71% Research Staff encouraged to engage in personal and career development.</p>			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	See ECM1		Dec-22	PI/Managers DRaKES	<p>Comparative numbers of PI/Managers to number that have completed training course.</p> <p>Monitored annually</p>			
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Engage with RDF and/or Org. Dev. training - which can be linked to PCDR3a		Annually - Dec	RSO Org. Dev	<p>75% of Research Staff have an awareness of the support provided for career and professional development and 50% have a clear development plan.</p> <p>See CEDARS Agg 2021: 67% of Research Staff have an awareness of the support provided for career and professional development.</p> <p>Avg. 40% have a clear development plan.</p>			
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.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Foster synergies with Innovation, Business and Partnerships team, within the Research and Enterprise Division, and develop resources (ie toolkit/web page) to promote opportunities with external partners.		Oct-23	Head of IBP RSO/RDC	<p>Successful identification of opportunities and agreement of best practice to share information with Research Staff Community.</p> <p>Launch of initiative and data (web hit/download) to show Research Staff actively using service.</p>			
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	See ECM1 - highlighting the use of the RDF and other career development tools.		Dec-22	PI/Managers DRaKES	<p>Comparative numbers of PI/Managers to Research Staff within schools that have completed training course.</p> <p>At least 80% of Research Staff will respond positively to Management questions in UoS Pulse Survey. (Avg. 52.5% Sept 2021)</p> <p>Monitored annually</p>			

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.									
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.	<p>a) Proactively identify Knowledge Exchange, Policy Development, Public Engagement and Commercialisation opportunities - that promote collaboration across disciplines and schools</p> <p>b) Identify external funding opportunities - using the RSO Funding and Fellowships web page and/or Researcher Development Team.</p>		Annual Review - Nov	Research Staff RS Reps DRaKES Research Managers	At least 50% of research staff have been able to engage with Knowledge Exchange, Policy Development, Public Engagement and Commercialisation.				