Royal Holloway University of London Action plan Nov 2021 - 2023

Details			
Institution name:	**Royal Holloway University of London**	**The institutional audience for this action plan includes:**	**Comments**
Cohort number:	**18**		
Date of submission:	**26-Nov-21**	Audience (beneficiaries of the action plan)	Number of
Institutional context:		Professors (Teaching & Research)	224
Royal Holloway first achieved the HR Excellence in Research Award in November 2019. The impact of the covid-19 pandemic has been disruption to our normal cycles of work, as well as a change to our institutional focus and strategic direction. A 3-year strategic plan covering key priorities was agreed by our Council in October 2020, and work is now underway to develop strategic themes and priorities in relation to people, EDI and environmental sustainability. The 3-year strategic plan for research is focused on developing a number of significant strengths which can catalyse a College-wide strength in challenge-led research.		Readers (Teaching & Research)	60
The primary audience for our HR Excellence in Research action plan for 2021 - 23 will be staff who are employed to conduct research. Aligning with our emerging People Strategy priorities, the strategic outcomes we seek through our HR Excellence in Research action plan in 2021-2023 will be to ensure that		Senior Lecturers (Teaching & Research)	120
• our early career researchers successfully develop their research identity, navigate role uncertainty and build successful careers • researchers maximise time available for research and development • research leaders and managers are inspiring and effective in leading their teams to success • our research environment and culture is positive, outwardly aware and focused, enabling all researchers to flourish and achieve their full potential • learning and development opportunities for researchers are effective, valued and maximised • the impact of covid-19 on research work and careers is mitigated.		Lecturers (Teaching & Research)	131
		Post Doctoral Researchers	134
All of the actions within our plan link to achieving these outcomes, and these will enable us to develop the strengths and capacity needed for our research strategy.		**Total**	**669**

	Obligation	**Action**	**Success measure (SMART)**	**Deadline**	**Responsibility**	**Progress update (to be completed for submission)**	**Outcome/ result**	**Action carried over from previous action plan?**	**Old Concordat principle and clause**
Environment and Culture									
Institutions must:									
ECI1	Ensure that all relevant staff are aware of the Concordat	Develop a staff intranet site on the Concordat alongside pages on HREiR, incorporate this into new ECR hub	Webpages set up and active. Increase from 15.3% to sector benchmark (28.7%) in CEDARS question related to knowledge and understanding of the Concordat.	31-Mar-22	Head of Organisation Devt and Diversity	ECR hub launched including pages on the Researcher Development Concordat and HR Excellence in Research	27% of respondents to CEDARS now say that they have some understanding of the Concordat.	NEW	New
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Review how institutional policies and practices are communicated to researchers and their managers, and develop communications and training as appropriate. (See also EM2)	Research manager community clearly identified; communications issued at least termly to them. Training delivered for research managers in dignity at work policy and bullying and harassment policy. 10% point increase in understanding processes to report discrimination, (56.5% to 66.5%) bullying and harassment (56.5% to 66.5%) and incidences of research misconduct (48.8% to 58.8%) (EM2 also needed to achieve this outcome)	01-Sep-22	Head of HR Operations and Head of Organisation Devt and Diversity	Research manager community has been clearly identified; it includes 26 Heads of Department and 63 other research managers. Since May 2022, monthly briefing packs have been issued to all managers in the university, with updates from Professional Services on policy changes, projects and initiatives, for information and for discussion with their teams. New mandatory training has been implemented for all staff from October 2022 in Bullying and Harassment and Allyship. A new Inclusive Leadership programme has also been introduced from June 2023, and this will also be mandatory for managers	Bullying and harassment training was completed by 19% of HoDs in 2022/23 and so far 23% of HoDs in 2023/24. It has been completed by just 6% of research managers - completion for both groups needs to improve signficantly and this will be a focus in the next action plan. Understanding of processes to report discrimination has increased from 57% to 61% - improvement is still needed. (CEDARS) Understanding of processes to report bullying and harassment has increased from 57% to 64% - improvement is still needed. (CEDARS)	NEW	P2.1 P6.8
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	Develop a staff wellbeing strategy focusing on working, living, community and support, as part of the new People Strategy.	Wellbeing strategy in place. Increase from 37.7% to sector benchmark (47.9%) in CEDARS survey question on working environment supporting health and wellbeing.	31-Mar-22	Senior Vice Principal (Staff and Student Experience)	A varied wellbeing provision is in place, but as yet no written strategy. A number of new wellbeing initiatives have been developed and implemented including: - Mental Health Awareness for Line Managers training - Menopause and Perimenopause hub and support network - Weekly wellbeing articles in the staff newsletter - Onsite massage therapy and reflexology	CEDARS survey question on working environment supporting health and wellbeing has decreased from 37.7% to 28%. This issue will carry forward into the next action plan, to include a co-ordinated wellbeing strategy as well as alignment with the approach on workload management.	NEW	P6.9
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health	Develop and deliver new training modules in EDI awareness, dignity at work, unconscious bias, being an ally and anti-racism and microaggression.	Mental Health Awareness for line managers training implemented, with 100% Head of Department attendance and one third of research manager population. New EDI training modules implemented, 100% completion for mandatory modules. 10% point increase (69% to 79%) in CEDARS question on managers receiving EDI training.	31-Jul-23	Head of Organisation Devt and Diversity	Mental Health for line managers implemented in March 2023, four courses run to date open to all line managers in the University, with further scheduled for this academic year. 4x new EDI training modules were implemented in October 2022 - Diversity and Inclusion in the Workplace, Unconscious Bias, Bullying and Harassment Awareness and Allyship.	8% of academic HoDs have attended Mental Health Awareness for line managers and a small number of research managers 25% of mandatory EDI training was completed by HoDs in 2021/22, and 29% so far in 22/23 Currently 12% of research managers have completed mandatory EDI training CEDARS question on managers receiving EDI training has increased from 69% to 88%	NEW	P2.3

Code	Description	Action	Success measure	Date	Responsible	Progress	Outcome	Status	Ref
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	- Update our Ethics Policy and processes, following the recommendations of a task and finish group this year involving academics at all levels and disciplines. Publicise at School and Department level. - Sign off and promote the Research Misconduct Policy - Action plan and promotion around DORA - Promotion of Ethics and Integrity at School level to complement central resources	10% point increase (65.9% to 75.9%) in relation to responses to CEDARS question that the College promotes the highest standards of research integrity and conduct	31-Jul-22	Director of Research & Innovation	The Ethics Policy was revised in 2022. Governance processes for research ethics were strengthened with the appointment of an instiutional ethics lead. Additional REC members and reviewers and a new Research Ethics Oficer post (Oct 23). A risk framework is being implemented alongside a new system to support ethical review. Research Misconduct Policy signed off in June 2022. Research ethics and integrity at Royal Holloway is promoted through intranet pages (accessible externally), and through the provision and delivery of research ethics training. We subscribe to online research ethics training via Epigeum, and professional services staff from the Department of Research & Innovation (primarily the Research Ethics and Integrity Manager), provide training via: • Termly research ethics sessions for postgraduate research students • Annual research ethics sessions for all staff • Ad-hoc meetings with School PGR leads to promote research ethics and address any common issues • Dedicated training for staff working in areas of elevated integrity risk (e.g. security-sensitive subjects) in collaboration with UK government A policy and action plan for DORA have been drafted and are currently undergoing consultation.	CEDARS question that the College promotes the highest standards of research integrity and conduct has decreased from 66% to 61%. This is alongside a reported fall in the number of CEDARS respondents saying that they have received training. This will be picked up in the next action plan to return awareness and confidence to at least previous levels. This area will be one of our key objectives for the next action plan.	CARRIED FORWARD	P6.1
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	No further action at this stage							P6.10 P7.5
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	Participate in EDI training made available (see ECI4)	100% completion for Academic Heads of Department and one third of research managers. 10% point increase (69% to 79%) in CEDARS question on managers receiving EDI training.	31-Jul-23	Research managers	4x new EDI training modules implement - Diversity and Inclusion in the Workplace, Unconscious Bias, Bullying and Harassment Awareness and Allyship.	25% of mandatory EDI training was completed by HoDs in 2021/22, and 29% so far in 22/23 Currently 12% of research managers have completed mandatory EDI training CEDARS question on managers receiving EDI training has increased from 69% to 88% Completion of mandatory training will be a focus for the next action plan.	NEW	New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See ECI5							CARRIED FORWARD	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 ECI3, ECI4							NEW	P6.9
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	See ECI2							NEW	New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	No further action at this stage								New
Researchers must:									
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 ECI4							NEW	New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See ECI5							CARRIED FORWARD	P5.3
ECR3	Take positive action towards maintaining their wellbeing and mental health	See ECI3							NEW	New

Code	Description	Action	Success measure	Date	Responsibility	Progress	Outcome	Status	Ref
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 ECI3						NEW	P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	No further action at this stage							P3.13
Employment									
Institutions must:									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Complete introduction and implementation of a new Recruitment and Selection policy to strengthen policy and practice. Adjust R&S training accordingly. (see also EM3)	New Recruitment and Selection policy launched, with accompanying R&S training. 100% training attendance for Heads of Department in R&S training, and 50% of research managers. Increase CEDARS response to sector benchmark level, for questions relating to fair, (82.4% to 86%) transparent (64.7% to 77.5%) and merit-based (82.4% to 84.3%) recruitment. (both EI1 and EM3 are needed to achieve this outcome)	31-Oct-22	Head of HR Operations, Head of Organisation Devt and Diversity	The development of a new Recruitment and Selection policy has been delayed because of amendments needed due to UKVI legislation changes. Training has been put in place on the EDI aspects of recruitment and selection, and prompts added to complete this training have been added to the online recruitment portal. Completion of the Recruitment and Selection policy will be carried forward to the new action plan.	54% of Heads of Department had completed R&S training in 2021/22 and so far 58% in 2022/23. 27% of research managers have completed this training. CEDARS responses to questions relating to recruitment have improved - fair, (82% to 85%) transparent (65% to 74%) and merit-based (82% to 90%).	CARRIED FORWARD	P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	No further action at this stage							P3.6
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	Raise awareness of the academic promotion process through line managers, workshops and internal communications Develop promotion pathway for researchers prior to lecturer level	Review of academic promotion process 2022. Recommendations made and changes implemented for 2023 process. Awareness training delivered for Heads of Department. Increase in CEDARS positive response to question related to clarity of institution's pathways and processes from 54% to 64%.	31-Jul-23	Head of HR Operations and academic leaders and managers.	Small changes were made to the process in 2022, and it become clear that a much larger wholescale review was needed. An HR Project manager has been engaged to complete this process which has started with internal engagement and an external review of good practice.	CEDARS positive response to question related to clarity of institution's pathways and processes has decreased from 54% to 46%, and improvement in this area is a key focus for our action plan for 2023-6.	CARRIED FORWARD	P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Review training needs identified through CEDARS survey, schedule existing line and project management training as appropriate.	Implement line management training for research managers, 100% of Heads of Dept to have received some training, and 50% of other research managers. 10% point increase in CEDARS question related to managing staff performance training (29.3% to 39.3%) (Both EI4 and EM4 needed to achieve this outcome)	31-Jul-22	Head of Organisation Devt and Diversity	Heads of Department have had access to the Future Leaders Programme. All managers have had access to mandatory management training in Performance Management, Performance Development Review and Recruitment and Selection. They have also been able to access the STAR Manager programme focusing on coaching skills, introduced0 in April 2023.	CEDARS question related to managing staff performance training has increased from 29% to 58% 77% of Heads of Department had completed the FLP in 2022/23, and so far 46% in 2023/24 (further programmes being scheduled for this year) 11 HoDs and Research Managers have accesssed the STAR Manager programme. 25% of mandatory management training was completed by HoDs in 2022/23, and 29% so far in 23/24	NEW	P2.3
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	- re-examine workload models to take into account changes and additional work for teaching/admin which have resulted from the response to the pandemic - identify ways in which maximisation of research time can be achieved, for example through directing student queries appropriately and managing expectations around response.to support researchers to protect research time	Percentage of staff contracted for 21% - 40% research time who report that they spend this time on research increased from 41.8% to 51.8%, measured through CEDARS.	31-Jul-23	Senior Vice Principal (Student and Staff Experience)	The feasibility of an institution wide workload modelling project is being reviewed. The scale and complexity of this issue has proved difficult to address. Enquiry Management System has launched phase 1	Of those responding to CEDARS, 41% of staff contracted for 21% - 40% of research time report that they spend this time on research - unchanged since 2021. This issue will be taken forward as part of our next action to focus beyond workload modelling to improving priorisation, expectation setting and efficiency.	NEW	P2.6 P6.3 P6.4
		- review promotion criteria in light of covid changes in time for 2022/23 promotion round	Review of academic promotion process 2022, and review of EDI success rates. Changes implemented and promotion workshops updated for 2023 process. Percentage of staff who agree that the institution treats them fairly in relation to promotion and progression increases from 49.4% to 59.4%	31-Oct-22	Senior Vice Principal (Student and Staff Experience)	Small changes were made to the process in 2022, and it become clear that a much larger wholescale review was needed. An HR Project manager has been engaged to complete this process which has started with internal engagement and an external review of good practice.	CEDARS positive response to question related to clarity of institution's pathways and processes has decreased from 54% to 46%, and improvement in this area is a key focus for our action plan for 2023-6.	NEW	
		- communicate adjustment of probation expectations resulting from the disruption to research caused by the pandemic	Percentage of ECRs who agree that the institution treats them fairly in relation to research output expectations increases from 73.7% to 80%, measured via CEDARS.	31-Dec-21	Senior Vice Principal (Student and Staff Experience)	The effects of covid-19 meant placing additional effort on moving to a blended mode of teaching and this will have had an impact on some probationary requirements, particularly around research. Probationers were written to in July 2020 to confirm that the terms of probation would be re-examined by probation committees in light of the changes required.	Percentage of ECRs who agree that the institution treats them fairly in relation to research output expectations has decreased from 74% to 67%, measured via CEDARS.	NEW	

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	- review the redeployment process and how it is effectively communicated to managers and researchers (see also EM6)	Research manager training and engagement implemented on this process. 100% of Heads of Department attended, 50% of other research managers Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment to sector benchmark level (20.4% to 34.4%) (Both EI6 and EM6 are needed to achieve this outcome)	31-Jul-22	Head of HR Operations	A delay to this project has been caused by difficulties in reviewing other policies. Managers have been supported by HR in this process. Completion of this action will carry forward to the new plan	CEDARS survey question in relation to manager confidence in giving guidance on redeployment has increased from 20% to 24% . The action will carry forward to the new plan.	CARRIED FORWARD	P1.3 P2.1 P2.2
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	No further action at this stage								P3.13
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									P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security									New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression									P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels									New
Managers of researchers must:										
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	- engage with training and communications, and apply the redeployment process with individuals in their teams seeking redeployment (see also EI6)	Research manager community clearly identified; communications issued at least termly to them. Training implemented in EDI, mental health awareness, performance management, R&S, PDR and the redeployment process, with 100% attendance from Heads of Department and at least 50% of other research managers. Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment to sector benchmark level (20.4% to 34.4%) (Both EI6 and EM1 are needed to achieve this outcome)	Jul-23	Research managers	Research manager community has been clearly identified; it includes 26 Heads of Department and 63 other research managers. 4x new EDI training modules implement - Diversity and Inclusion in the Workplace, Unconscious Bias, Bullying and Harassment Awareness and Allyship. Mental Health for line managers implemented in March 2023, four courses run to date open to all line managers in the University, with further scheduled for this academic year. All managers have had access to mandatory management training in Performance Management, Performance Development Review and Recruitment and Selection. They have also been able to access the STAR Manager programme focusing on coaching skills, introduced in April 2023. A delay to the review of redeployment has been caused by difficulties in reviewing other policies. Managers have been supported by HR Business Partners in this process	25% of mandatory EDI training was completed by HoDs in 2021/22, and 29% so far in 22/23 Currently 12% of research managers have completed mandatory EDI training 8% of academic HoDs have attended Mental Health Awareness for line managers and a small number of research managers 77% of Heads of Department had completed the Future Leaders Programme in 2022/23, and so far 46% in 2023/24 (further programmes being scheduled for this year) 11 HoDs and Research Managers have accesssed the STAR Manager programme. 25% of mandatory management training was completed by HoDs in 2022/23, and 29% so far in 23/24 CEDARS survey question in relation to manager confidence in giving guidance on redeployment has increased from 20% to 24%	CARRIED FORWARD	P2.3
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	- engage with training and communications, and apply the redeployment process with individuals in their teams seeking redeployment (see also EI6) - engage with training and communications on bullying and harassment (see also ECI2)	Research manager community clearly identified; communications issued at least termly to them. Training delivered for research managers in dignity at work policy, bullying and harassment, and research misconduct policy. Research manager training and engagement implemented on the redeployment process. Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment to sector benchmark level (20.4% to 34.4%) (Both EI6 and EM1 are needed to achieve this outcome) Increase in CEDARS survey question in relation to manager confidence in responding to bullying and harassment to sector benchmark level (54.3% to 64.3%) (Both ECI2 and EM2 are needed to achieve this outcome)	Jul-23	Research managers	Research manager community has been clearly identified; it includes 26 Heads of Department and 63 other research managers. Since May 2022, monthly briefing packs with updates from Professional Services on policy changes, projects and initiatives have been issued to all managers in the university, for information and for discussion with their teams. Research manager community has been clearly identified; it includes 26 Heads of Department and 63 other research managers. New mandatory training has been implemented for all staff from October 2022 in Bullying and Harassment and Allyship.	CEDARS survey question in relation to manager confidence in giving guidance on redeployment has increased from 20% to 24% CEDARS survey question in relation to manager confidence in responding to bullying and harassment has increased from 54% to 69% Further action in relation both to bullying and harassment and to redeployment will carry forward into the new action plan.	CARRIED FORWARD	P2.2

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EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Complete new R&S training following update of policy. (see EI1)	100% training attendance for Heads of Department in R&S training, and 50% of other research managers.

Increase CEDARS response to sector benchmark level, for questions relating to fair, (82.4% to 86%) transparent (64.7% to 77.5%) and merit-based (82.4% to 84.3%) recruitment. (both EI1 and EM3 are needed to achieve this outcome) | Jul-23 | Research managers | 54% of Heads of Department had completed R&S training in 2021/22 and so far 35% in 2022/23 and 27% in research managers.

New Recruitment and Selection policy is still undergoing revision, however training has been put in place on the EDI aspects of recruitment and selection, and prompts added to complete this training have been added to the online recruitment portal. | CEDARS responses to questions relating to recruitment have improved - fair, (82% to 85%) transparent (65% to 74%) and merit-based (82% to 90%). | CARRIED FORWARD | P6.3 |
| EM4 | Actively engage in regular constructive performance management with their researchers | Complete line manager training in performance management. (See EI4) | Implement line management training for research managers, 100% of Heads of Dept to have received some training, and 50% of other research managers.

10% point increase in CEDARS question related to managing staff performance training (29.3% to 39.3%) (Both EI4 and EM4 needed to achieve this outcome)

Increase from 71.5% to 80% of staff reporting via CEDARS that their immediate manager provides clear, constructive and timely feedback on their performance. | Jul-23 | Research managers | Heads of Department have had access to the Future Leaders Programme.

All managers have had access to mandatory management training in Performance Management, Performance Development Review and Recruitment and Selection. They have also been able to access the STAR Manager programme focusing on coaching skills, introduce in April 2023. | CEDARS question related to managing staff performance training has increased from 29% to 58%

77% of Heads of Department had completed the Future Leaders Programme in 2022/23, and so far 58% in 2023/24

17 HoDs and Research Managers have accesssed the STAR Manager programme.

25% of mandatory management training was completed by HoDs in 2021/22, and 29% so far in 22/23

Staff reporting via CEDARS that their immediate manager provides clear, constructive and timely feedback on their performance has fallen by 16%. For review to see if the impact of the training has yet to come through. | NEW | P2.3 |
EM5	Engage with opportunities to contribute to relevant policy development within their institution	No further action at this stage							New
Researchers must:									
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See ECI2							New
ER2	Understand their reporting obligations and responsibilities	No further action at this stage							New
ER3	Positively engage with performance management discussions and reviews with their managers	No further action at this stage							P5.6
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	See ECI5							P5.2
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	- Develop an ECR hub of information to promote training opportunities and structured support
- Develop a network of communications points to improve awareness of what is available
- Broaden definition of CPD through how this is presented to researchers
- Clearly identify our ECR community and develop ways to enable them to communicate and collaborate | 10% point improvement in the number of ECRs reporting via CEDARS that they engage in more than 5 days CPD per year (36.8% to 46.8%)

80% occupancy rate for the Advance Programme in 2021/22 (increase from 75% in previous year)

85% occupancy rate for the Advance Programme in 2022/23 | 31-Jul-23 | Head of Organisation Devt and Diversity/ Head of Research Services | ECR hub was launched in October 2023, bringing together all information that ECRs need for support to manage their research and their careers.

The ADVANCE programme has been reorganised into the Researcher Development Programme for staff. Development themes have been more clearly identified. As it develops it will include a mix of training sessions, webinars and supporting resources.

An online form has been introduced for ECRs to self-identify and indicate that they are happy to receive communications about development opportunities. Around 120 staff have now completed this form. | Number of ECRs reporting via CEDARS that they engage in more than 5 days CPD per year has fallen from 37% to 17%

Advance programme occupancy 21/22 - 63%
Advance programme occupancy 22/23 - 63%

A restructure of the Advance programme and our approach to Researcher Development will be included in our action plan for 23-26 to support this commitment.

To consider also how workload management may be impacting on this issue. | CARRIED FORWARD | P3.1
P3.3
P5.5 |
| PCDI2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers | - Develop the College's provision of mentoring and career advice for researchers.
- Engage Researcher managers in PDR training to improve career discussions
- Complete guidance for research managers in having effective career and workload allocation discussions with staff returning from maternity/family leave or with other caring responsibilities. | Research mentors identified in all six of the College's schools.

10% point increase (61.5% to 71.5%) in response to CEDARS question on usefulness of manager career development review.

Guidance for research managers on family leave reviewed by gender equality group and issued | 31-Jul-23 | Head of Organisation Devt and Diversity | A new mentoring scheme for academics and researchers has been implemented, with central co-ordination and local leaders. | Mentors are now in place in five of the University's six schools.

50% of HoDs have completed PDR training, and 10% of other research managers.

CEDARS question on usefulness of manager career development review has decreased from 62% to 57%. Career conversation training will be included in our next action plan to help address this. | NEW | P3.10 |

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Ref	Obligation	Action	Success measure	Date	Responsibility	Progress	Outcome	Status	Principle
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	- Explore options for access to professional advice on career management	Implement career management training for ECRs, with 75% occupancy rate. 10% point increase in response to CEDARS question related to access to professional careers advice (0% to 10%).	31-Jul-23	Head of Organisation Devt and Diversity, Head of Research Services	Career management training for ECRs was implemented in 2023.	Occupancy in career management programmes was 58%. CEDARS question related to access to professional careers advice has increased from 0% to 3%. Career conversation training will be included in our next action plan, along with additional career management training.	NEW	P3.1
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	See PCDI1, EI5						CARRIED FORWARD	P3.11 P3.14
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	Introduce a research secondment scheme to develop greater external awareness	Scheme implemented with maximum take-up rate. 5% point increase in response to CEDARS question related to experience of other employment sectors (15.4% to 20.4%).	31-Jul-23	Senior Vice Principal (Academic Strategy and Research)	A residency scheme is now in place via our Social Science Impact Accelerator Programme, which provides opportunities for researchers to spend time with partner organisations or for partners to spend time at Royal Holloway, to develop the impact of social science research. The University also operates a placement scheme for PGR students.	4 residencies funded so far, with organisations including the Greater London Authority, Every Casualty Counts, Parents for Future UK and Pennine Care NHS Foundation Trust. CEDARS question related to experience of other employment sectors has decreased from 15% to 14%. This will be carried forward to the next action plan.	NEW	P3.2 P3.4
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	No further action at this stage							New
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								P3.7 P3.9
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes								New
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit								New
Managers of researchers must:									
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Engage in PDR training to improve career development discussions.	Engage research managers in PDR training, ensuring that at least 75% have attended. 10% point increase (61.5% to 71.5%) in response to CEDARS question on usefulness of manager career development review.	31-Jul-23	Research managers	Specific training in career development discussions within PDRs is being implemented in the autumn for 2023.	CEDARS question on usefulness of manager career development review has decreased from 62% to 57% Career conversation training will be included in our next action plan, along with additional career management training.	NEW	P2.3
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	See PCDI2							NEW	P3.4 P3.8 P5.5
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	See PCDI1							CARRIED FORWARD	New
PCDM4	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 PCDI1, EI5							CARRIED FORWARD	P3.6 P3.9 P5.5
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See PCDI2, PCDM1							CARRIED FORWARD	New
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 PCDI1							CARRIED FORWARD	P5.5
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 PCDI2							NEW	P3.8
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	No further action at this stage								P5.5
PCDR4	Positively engage in career development reviews with their managers	See PCDI2							NEW	P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See PCDI1							CARRIED FORWARD	P5.5
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 PCDI2							NEW	P5.2

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