

HREiR Action plan 2021

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	Swansea University	Audience (beneficiaries of the action plan)	Number of	Comments
Cohort number:	2	Research staff	476	
Date of submission:	29-Jan-21			
Institutional context:				

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture						
Institutions must:						
ECI1	Ensure that all relevant staff are aware of the Concordat	<p>a) Communicate the Concordat to all relevant staff and produce an annual report of progress against the Concordat Action Plan for; University Senior Leadership Team, Council, Senate and staff and include on University webpages</p> <p>b) Relevant staff engage with CEDARS</p> <p>c) Continue to include information about the Concordat in welcome email to new research staff</p>	<p>a, c) 60% of staff are aware of the Research Concordat (43%, CROS 2019) and the HR EIR Award (50% CROS , 2019).</p> <p>b) 40% research staff engage with CEDARS (compared to 29%, CROS 2019).</p>	<p>a, c) May 2021</p> <p>b) May 2021</p>	<p>a-c) PVC(R&I), Lead for L&D, Directors of Research, L&D Manager</p>	
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<p>a) Launch of new online product 'managers hub' containing clear and consistent information and messages to managers and links to relevant policies and procedures.</p> <p>b) All policies and procedures are available to colleagues via the University's Intranet Pages</p> <p>c) All policy reviews or developments require a formal EQIA to be undertaken and submitted as part of the formal approval process.</p> <p>d) Continue to ensure all policy reviews or developments are formally consulted on with the Campus Unions and approved by the Senior Leadership Team, including the Pro-Vice-Chancellor (Research & Innovation), Executive Dean PVC's, representing Faculties.</p>	<p>a-d) Equitable and transparent policies in place and communicated via the 'Managers hub', University intranet pages.</p>	<p>a) March 2021</p> <p>b - d) March 2022</p>	<p>a) Lead for L&D</p> <p>b -d) Head of Policy and Compliance</p>	
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	<p>a) Examine the recommendations of the Health and Wellbeing Strategy and identify where the recommendations can be integrated into the Concordat Action Plan.</p> <p>b) A member of the RSWG will be invited to represent the views of research staff and be the Wellbeing Champion for researchers on the Health and Wellbeing network / board.</p> <p>c) Continue to include information about health and wellbeing support in the University induction</p> <p>d) Continue to ask staff about their wellbeing via the University wellbeing 'pulse' survey and progress actions as a result of this.</p> <p>e) Review the Dignity at work and study policy in line with the University Strategic Equality Plan</p>	<p>a) Recommendations on the Health and Wellbeing Strategy are aligned with the Concordat Action Plan.</p> <p>b) RSWG representative represents the views of research staff on the Health and Wellbeing Board.</p> <p>c) 60% of research staff believe that Swansea actively promotes the importance of health and wellbeing amongst staff (53% CROS, 2019) and 85% of research staff believe their institution is committed to equality and diversity (comparison group 82%; CROS, 2019).</p> <p>d) Staff perception of their own wellbeing established by the University 'pulse' survey, actions developed and results communicated.</p> <p>e) research staff and students demonstrate an increased awareness of how to report bullying and harassment as measured by the University Athena Swan Survey (March 2022).</p>	<p>a) - d) September 2021</p> <p>e) May 2022</p>	<p>a -b, d) Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing, and Health and Wellbeing Network Chair</p> <p>c) L&D Manager</p> <p>e) Head of Equality</p>	

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ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusivity, wellbeing and mental health.	<p>a) All research managers can access Unconscious Bias and EDI training and accurate training MI informs progress against this outcome.</p> <p>b) Continue to invest and provide access to 'Togetherall' as a service to help provide specific support around existing issues and offer positive advice on how to help prevent the onset of health and wellbeing problems.</p> <p>c) Communicate health and wellbeing support to managers and all staff through the University webpages, Yammer and in messages through University SLT.</p> <p>d) Line Manager training is reviewed and health and wellbeing included.</p>	<p>a) 100% completion of Unconscious Bias and EDI training.</p> <p>b) Togetherall service in place.</p> <p>c) Health and wellbeing support is communicated through the University webpages, Yammer and from University SLT.</p> <p>d) Health and wellbeing integrated into line manager training.</p>	<p>a) December 2021</p> <p>b, c) March 2021, 2022</p> <p>d) March 2022</p>	<p>a) PVC(R&I), Executive Deans</p> <p>b) Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing</p> <p>c) Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing</p> <p>d) Lead L&D</p>		
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p>a) Continue to maintain the University Research Integrity website with up to date code of practices and policies, dedicated contact for research misconduct and research integrity training.</p> <p>b) Include the Mandatory Research Integrity online training requirement in the Annual PDR to enable Research Managers to highlight the importance of acting in accordance with the highest standards of research integrity.</p> <p>c) Review the University Award Management System (AMS) to explore linking the Research Ethics Section to the Concordat to support Research Integrity, University Research Integrity webpages, and the Research Integrity Policy Framework.</p>	<p>a - c) 100% completion of research integrity training with 60% of staff stating they are aware of the Concordat to Support Research Integrity, (CEDARS) (54% CROS, 2019).</p>	<p>a) May 2021</p> <p>b) c) December 2022</p>	<p>a - c) Research Integrity Manager</p>		
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.	<p>a) RSWG and CRIS to consider the results of CEDARS to track progress and develop appropriate actions.</p> <p>b) Continue to ensure research staff and ECR representation at CRIS and research staff representation at the University Self Assessment Team (USAT) to monitor and review progress against the University Concordat and Athena Swan Action plans.</p> <p>c) A member of the RSWG will be invited to represent the views of research staff and be the Wellbeing Champion for researchers on the Health and Wellbeing network / board.</p>	<p>a) The % of staff that believe that Swansea promotes the highest standards of research integrity and conduct, and the % of staff feel that their contributions to institutional policy and decision making is recognised at Swansea is established via CEDARS and used as a baseline to inform actions.</p> <p>b) Research staff and ECR's are represented at CRIS and USAT.</p> <p>c) Research staff are represented at CRIS, USAT and Health and Wellbeing network / board.</p>	<p>a) September 2021</p> <p>b) March 2021, 2022</p> <p>c) September 2021</p>	<p>a) PVC(R&I), Lead for L&D, Directors of Research</p> <p>b) c) PVC(R&I), Head of Equality, Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing, and Health and Wellbeing Network Chair</p>		
Funders must:							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies						
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers						
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions						
Managers of researchers must:							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusivity, and put this into practice in their work.	<p>a) All managers undertake EDI and Unconscious Bias training.</p>	<p>a) 100% completion of Unconscious Bias and EDI training</p>	<p>a) December 2021</p>	<p>a) PVC(R&I), Executive Deans</p>		
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct.	<p>a) All managers undertake Research Integrity training.</p> <p>b) All managers conduct a professional Development Review with eligible research staff, including the expectation that they will complete research integrity training.</p>	<p>a) all research managers complete research integrity training (100%) with 60% of staff stating they are aware of the Concordat to Support Research Integrity, (CEDARS) (54% CROS, 2019).</p> <p>b) 99% completion of annual PDR.</p>	<p>a) December 2022</p> <p>b) November 2021/22</p>	<p>a) Research Integrity Manager</p> <p>b) Transformational Lead Performance</p>		

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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.	a) Promote a healthy work environment through clear and consistent messages about wellbeing and mental health communicated via the University wellbeing pages and at induction.	a) 60% of research staff believe that Swansea actively promotes the importance of health and wellbeing amongst staff (53% CROS, 2019) and 85% of research staff believe their institution is committed to equality and diversity (comparison group 82%; CROS, 2019). b) Research staff and students demonstrate an increased awareness of how to report bullying and harassment as measured by the University Athena Swan Survey (March 2022).	a) May 2021 b) March 2022	a) L&D Manager, Lead for L&D, Deputy PVC for Physical Activity, Sport, Health and Wellbeing b) Head of Equality		
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers.	a) Ensure research staff are aware of flexible working options and the flexible working policy is available on our staff intranet pages.	a) Use CEDARS to establish % of research staff that believe that Swansea treats them fairly in terms of requests for flexible working (71% CROS, 2019) and develop appropriate actions.	a) May 2021	a) L&D Manager, Head of Equality		
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	a) Managers of research staff continue to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	a) Research manager/PI representation on CRIS, USAT and Health and Wellbeing network / board.	a) June 2022	a) PVC(R&I), Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing		
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.	a) All new researchers complete the EDI and Unconscious Bias training. b) All new research staff should attend the University Induction Seminar or have access to our Induction video. c) Research staff engage with University / Faculty research events, e.g. interdisciplinary sandpit events.	a) 100% completion of EDI and UB training for new research staff. b) 100% new research staff attend the University Induction Seminar. c) Research staff engagement captured and reported.	a) December 2021 b) March 2021 c) March 2021, 2022	a) PVC(R&I), Executive Deans b) L&D Manager c) Communications Officer (REIS)		
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusivity.	a) All new researchers complete the EDI and Unconscious Bias training. b) All researchers complete the Research integrity training.	a) 100% completion of EDI and UB training for new researchers. b) 100% completion of research integrity training with 60% of staff stating they are aware of the Concordat to Support Research Integrity, (CEDARS) (54% CROS, 2019).	a) December 2021 b) December 2022	a) PVC(R&I), Executive Deans b) Research Integrity Manager		
ECR3	Take positive action towards maintaining their wellbeing and mental health.	a) Researchers will be sent information regarding the range of support provided to them in this area and information about wellbeing support is included in University Induction. b) Researchers will be encouraged to participate in the Connect Project, aimed at promoting positive mental health in staff and students.	a) b) 70% of researchers take positive action to maintain wellbeing and mental health (CEDARS).	a) May 2021	a) L&D Manager, Deputy PVC for Physical Activity, Sport, Health and Wellbeing b) Connect Project Coordinator and PGR Staff Connectors		
ECR4	a) Researchers contribute to a positive research environment through representation at relevant University/Faculty committees / working groups. b) Researchers respond to relevant surveys, e.g. CEDARS, to ensure that a broad range of views are expressed b) Consider joining, and engaging with relevant committees.	a) All new researchers complete the EDI and Unconscious Bias training and are aware of the expected standards of behaviour. b) All researchers complete the Research Integrity training and are aware of expected standards of research conduct.	a) 100% completion of EDI and UB training for all new researchers. b) 100% completion of research integrity training	a) December 2021 b) December 2022	a) PVC(R&I), Executive Deans b) Research Integrity Manager		
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	a) Researchers contribute to a positive research environment through representation at relevant University/Faculty committees / working groups b) Researchers respond to relevant surveys, e.g. CEDARS, to ensure that a broad range of views are expressed.	a) Researcher representation on RSWG, CRIS, USAT and Health and Wellbeing network / board. b) 40% response rate in CEDARS 2021.	a) March 2021, 2022 b) May 2021	a) b) L&D Manager, PVC(R&I), Head of Equality, Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing, and Health and Wellbeing Network Chair		
Employment							
Institutions must:							

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E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Continue to ensure a transparent, merit-based, fair and inclusive recruitment process and practice.	a) The number of research staff that agree or strongly agree that their recruitment, selection and appointment at Swansea is greater than the benchmark group (CEDARS) (compared to 60%, CROS 2019).	a) May 2021	a) Head of HR Transformation and Performance		
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) Continue to evaluate research staff experience at every University Induction. b) Continue to provide access to short, online induction events every month for remote working and part-time researchers. c) Continue to provide bespoke Welcome email for all new research staff.	(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.	a) February 2021 b) January 2022	a) b) L&D Manager		
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) Establish working group to review recognition, reward and promotion pathways in order to understand current situation and agree in partnership with PVC-R what outcomes we will develop and implement b) Ensure that research staff promotion is clearly communicated via our webpages c) Establish baseline of researchers that believe promotion pathways and processes at Swansea are clear, fair and inclusive (CEDARS)	a) Working group established and actions agreed b) Research staff are clear on the promotion criteria and apply c) Baseline of researchers that believe promotion pathways and processes at Swansea are clear, fair and inclusive is established via CEDARS	a) January 2022 b) February 2021 c) May 2021	a - c) Head of HR Transformation and Performance, Head of Employment Relations and Reward		
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	a) review line management training for managers or researchers, heads of department and agree in partnership with HR Director and PVC(R&I) what outcomes we will develop and implement. b) Between 2021 and 2023 ensure Project Management training courses are available and being delivered to staff, encouraging research staff to undertake them when they are advertised. c) 100% new PGR supervisors receive supervisor training.	a) Line manager a training for managers of researchers and Heads of Department is reviewed and revised training plan established. b) A baseline of the number of research staff undertaking internal Project Management training is established to determine engagement. c) 100% new to Swansea PGR supervisors receive the training in a timely manner.	a) c) March 2022 b) March 2021, March 2022	a) Lead L&D b) Associate Director PSPU, Strategic Portfolio Management Office (SPMO) c) Head of PGR Office		
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	a) Continue to ensure research staff engagement in annual and interim PDR's.	a) 99% PDR and interim PDR completion for all staff including research staff.	September-November 2021/22 (Annual Review) March - May 2021/22 (Interim Review)	a) Transformational Lead Performance		
E16	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.	a) Establish working group to review fixed term and redeployment MI for research staff by protected characteristic in order to understand scale and themes, and based on this agree what outcomes we will develop and implement.	a) Working group Implemented and actions agreed.	a) January 2022	a) Head of HR Business Partnering, Head of HR Process Improvement, Head of HR Transformation and Performance		
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.	a) Continue to review membership of University and Faculty working groups to ensure researcher representation on all research focussed committees.	a) Researchers are key stakeholders and engage with relevant University decision making at CRIS, USAT and Health and Wellbeing network / board.	a) March 2021, 2022	a) PVC(R&I), Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing		
Funders must:							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security						
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression						
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels						
Managers of researchers must:							

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EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	a) Managers are aware of the relevant training and development opportunities available to them, undertaking these as appropriate. b) Formal training completed is captured using the University People Records System (ABW) and this information is shared annually with Faculty Leadership Teams and at CRIS.	a) Managers state that they are confident in their ability to be inclusive, equitable and transparent in recruitment practices (comparison group 82% PIRLS, 2019) and manage the appraisal process effectively (CEDARS),(comparison group 70% PIRLS,2019). b) Training completed is captured and reviewed annually with Faculty Leadership Teams and at CRIS.	a) May 2021 b) E12March 2022	a) b)Lead L&D, L&D Manager		
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.	a) Raise awareness amongst PIs of the opportunity to include in their grant proposals the appropriate funding to support the promotion of the research staff, where appropriate and eligible, working on the grant.	a) Promotion criteria included at grant writing stage; and b) Number of research staff applying for promotion monitored and reviewed by gender, race and grade.	a) b) January 2022	a) Head of Transformation and Performance, Associate Director REIS b) Head of Transformation and Performance		
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	a) Managers must ensure that they have completed Unconscious Bias and EDI training to ensure a fair recruitment process for researchers. b) Managers are familiar with the research staff promotion criteria in order to advise researchers regarding career progression and promotion.	a) 100% completion of Unconscious Bias and EDI training. b) Number of research staff applying for promotion is monitored and reviewed by gender, race and grade.	a) December 2021 b) September 2021	a)Head of Equality b) Head of Transformation and Performance		
EM4	Actively engage in regular constructive performance management with their researchers.	a) Research managers have professional development discussions and reviews at least twice a year. b) Scope a feedback mechanism that would include research staff not currently included in 360 or professional services values feedback. c) PIs / research managers are aware of the development opportunities and resources available for staff to develop their skills and knowledge. d) 'Managers Hub' resource in place to support University managers.	a) Continue to achieve 99% engagement in the PDR process. b) Research staff participation in formal feedback mechanisms is reviewed and actions agreed as part of the University Transformational Programme Outcomes on 'one University' values and culture. c) Development opportunities and resources available for research staff to develop their skills and knowledge in place and communicated. d) University Managers are aware of, and use, the 'Managers Hub' resource.	a) September- November 2021/22 (Annual Review), March - May 2021/22 (interim Review) b) March 2022 c) March 2022 d) July 2021	a) Head of Transformation and Performance b) L&D Lead c) L&D Manager, Communications Officer (REIS) d) Lead L&D		
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	a) Managers of researchers continue to engage and contribute to relevant policy development.	a) Research manager/PI representation on CRIS, USAT and Health and Wellbeing network / board.	a) May 2022	a) PVC(R&I) Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing		
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	a) All research staff complete mandatory training and; b) Work within the requirements of their funder	a) All new research staff complete Institutional induction and mandatory training, including research integrity. b) Specific Funding requirements advice provided by Research Development Officers (REIS) via College/School Research Hubs and the number of Researchers attend engagement events including Funder visits/presentations is monitored.	a) December 2022 b) March 2022	a) L&D Manager, Research Integrity Manager, Head of Equality, Information Compliance Manager, Head of Legal & Compliance Services, Information Security Manager, Learning , Development & Information Manager (Health & Safety) b) Deputy Head Research Development and Senior Research Development Bid Writer (REIS)		
ER2	Understand their reporting obligations and responsibilities.	a) Reporting obligations and responsibilities are included in induction for research staff and on University research webpages.	a)Researchers are aware of their reporting obligations and all new research staff engage with induction.	a) June 2022	a) L&D manager		
ER3	Positively engage with performance management discussions and reviews with their managers.	a) All research staff participate in a Professional Development Review with their managers.	a) 99% completion of annual and interim PDR's.	a) Annual PDR September 2021- November 2021; Interim PDR March 2021- May 2021	a) Transformational Lead Performance		
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	a) Researchers contribute as key stakeholders through representation at relevant University/Faculty committees / working groups. b) Researchers respond to relevant surveys, e.g. CEDARS, to ensure that a broad range of views are expressed.	a) Researcher representation on RSWG, CRIS, USAT and Health and Wellbeing network / board. b) 40% response rate in CEDARS 2021.	a) March 2021, 2022 b) May 2021	a) L&D Manager, PVC(R&I), Head of Equality, Deputy Pro Vice Chancellor for Physical Activity, Sport, Health and Wellbeing, and Health and Wellbeing Network Chair b) L&D Manager		
Professional and Career Development							
Institutions must:							

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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.	<p>a) Develop through consultation with relevant research groups and Faculties University Guidance regarding the implementation and the broad range of activity that can be included within 10 days professional development.</p> <p>b) Scope a process within the PDR system to capture what professional development research staff have accessed.</p> <p>c) Ensure managers of research staff are able to review the training record of their direct reports.</p> <p>d) Develop and implement a Faculty specific dashboard on completion of statutory and essential training by research staff by protected characteristic.</p>	<p>a) Produce a checklist of professional development activities to be used by line managers in their professional development discussions.</p> <p>b) Process within the PDR system is scoped in order to enable capture of what professional development research staff have engaged in, and recommendations for University implementation made.</p> <p>c) Managers of research staff are able to review the training record of their direct reports.</p> <p>d) Phase 1 and 2 of a Faculty People dashboard completed.</p>	<p>a) July 2021</p> <p>b) January 2022</p> <p>c) April 2021</p> <p>d) March 2021, March 2022</p>	<p>a) L&D Manager</p> <p>b) Transformational Lead Performance</p> <p>c) L&D Manager</p> <p>d) Head of Transformation and Performance</p>		
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	<p>a) Develop supporting resources to enable managers to engage in meaningful development reviews</p>	<p>a) Resources are available for research managers.</p> <p>b) 99% colleagues engage in the PDR process.</p>	<p>a) September 2021</p> <p>b) September-November 2021/22 (Annual Review), March - May 2021/22 (interim Review)</p>	<p>a) L&D Manager</p> <p>b) Transformational Lead Performance</p>		
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<p>a) Review current situation and options available for researchers in accessing professional advice on career management across a breadth of careers.</p>	<p>a) Baseline of research staff that agree they are encouraged to engage in personal and career development established and used to inform review (CEDARS, 2021).</p>	<p>a) December 2022</p>	<p>a) Associate Director REIS, Head of SEA, Communications Officer (REIS)</p>		
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	<p>a) Communicate fellowships that are available for staff and encourage staff to apply.</p> <p>b) Continue to commit budget to and encourage staff to engage with Welsh Crucible.</p>	<p>a) Fellowship Information Sessions delivered and applications from research staff monitored.</p> <p>b) 100% eligible researchers are aware of the opportunity to develop their research identity and broader leadership skills through Welsh Crucible and the profile of successful applicants monitored.</p>	<p>a) January 2022</p> <p>b) March 2022</p>	<p>a) Deputy Head of Research Development and Senior Research Development Bid Writer</p> <p>b) Lead L&D</p>		
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.	<p>a) Revise the University exit survey to include a specific category for research staff to capture information on why the individual is leaving the University and what their destination is.</p> <p>b) Use this information to inform next steps.</p>	<p>a) Research staff reasons for leaving the University and their career destination are captured via the University Exit Survey.</p> <p>b) Data informs support opportunities for researchers.</p>	<p>a) December 2021</p> <p>b) December 2022</p>	<p>a) Head of Equality</p> <p>b) L&D Manger</p>		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.	<p>a) Monitor and report on research staff uptake of training and completion of professional development reviews.</p>	<p>a) Annual training and development report distributed to RSWG/CRIS.</p>	<p>a) January 2022</p>	<p>a) L&D Lead, Communications Officer (REIS)</p>		
Funders must:							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning.						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes.						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit.B86						
Managers of researchers must:							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually.	<p>a) All managers conduct a Professional Development Review with researchers and discuss their professional and career development as part of this process.</p>	<p>a) 99% PDR and interim PDR completion for all staff including research staff.</p>	<p>a) Annual PDR September 2021- November 2021;interim PDR March 2021-May 2021</p>	<p>a) Transformational Lead Performance</p>		

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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.	a) Ensure that managers are aware of the opportunities available in the University and externally. b) monitor uptake of Research Staff at Development Events.	a) Baseline of research staff that agree they are encouraged to engage in personal and career development established (CEDARS, 2021) and informs training provision. b) Research staff attendance at University development events is monitored and communicated.	a) May 2021 b) March 2022	a) b) L&D Manager, Lead L&D, Communications Officer (REIS)		
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.	a) Identify a wide range of development that researchers can engage with in line with 10 days development pro rate, per year. b) Managers to ensure that part-time researchers can also access training.	a) Baseline of days spent on training and other continuing professional development activities for research staff established (CEDARS, 2021). b) Online research seminar series for researchers implemented, including bite-sized videos enabling a bank of training resources that the researcher community can access at all times.	a) May 2021 b) July 2021	a) Lead L&D, Communications Officer (REIS)		
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.	a) Identify a wide range of development that researchers can engage with to ensure that researchers undertake a minimum of 10 days development.	a) Baseline of days spent on training and other continuing professional development activities for research staff established (CEDARS, 2021). b) Researchers identify and agree with line managers activities to develop their research identity and skills as part of their annual professional development review with 99% PDR and interim PDR completion for all staff including research staff. c) Monitor attendance of research staff at development activities.	a) May 2021 b) September - November 2022 c) January 2022	a) c) L&D Manager, Lead L&D, Communications Officer (REIS) b) Transformational Lead Performance		
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	a) Research managers engage with leadership development in order to improve their skills as research leaders.	a) Line management development for managers of researchers, heads of department is reviewed and actions agreed in partnership with HR Director and PVC(R&I).	a) March 2022	a) L&D Manager, Lead L&D		
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.	a) Use and engage with the PDR process to reflect on progress towards their career goals and identify development opportunities to support their career development.	a) Baseline of days spent on training and other continuing professional development activities for research staff established (CEDARS, 2021). b) Researchers identify and agree with line managers activities to develop their research identity and skills as part of their annual professional development review with 99% PDR and interim PDR completion for all staff including research staff.	a) May 2021 b) September - November 2022	a) L&D Manager b) L&D Manager, Transformational Lead Performance		
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.	a) Research staff engage with the range of development opportunities on offer.	a) Baseline of days spent on training and other continuing professional development activities for research staff established (CEDARS, 2021). b) Baseline of research staff who have been mentored, or would like to be established (CEDARS, 2021) and data used to inform University mentoring for research staff approach. c) Research staff attendance at University development events is monitored and communicated.	a) May 2021 b) May 2021 c) March 2022	a) b) c) L&D Manager c) Lead L&D, Communications Officer (REIS)		
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.	a) Resources are made available to support research staff in maintaining an up-to-date professional career development plan that can be used to support job applications.	a) Baseline % of research staff who state they have an up to date professional career development plan established (CEDARS, 2021); and b) Used to inform resources made available to support research staff.	a) May 2021 b) December 2022	a) b) L&D Manager b) Associate Director REIS, Head of SEA, Communications Officer (REIS)		
PCDR4	Positively engage in career development reviews with their managers.	a) Researchers to engage in career development conversations as part of their professional development review.	a) 99% research staff participation in PDR.	a) September-November 2021/22 (Annual Review), March - May 2021/22 (interim Review)	a) Transformational Lead Performance		
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.	a) Researchers identify opportunities to build their profile, for example outreach, event and conference organisation, support for the student experience, PGR mentoring, etc.	a) Baseline % of research staff who state they have engaged with these opportunities established (CEDARS, 2021) and; b) Attendance at University development events is monitored and communicated.	a) May 2021 b) March 2022	a) b) L&D Manager b) Communications Officer (REIS)		

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PCDR6	<p>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>	<p>a) Researchers to engage in knowledge exchange, commercialisation, public engagement or policy development activities as appropriate.</p>	<p>a) Research staff engagement with knowledge exchange, commercialisation, public engagement or policy development activities is monitored and reported.</p>	<p>a) January 2022</p>	<p>a) L&D Manager, Communications Officer (REIS)</p>		
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* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research 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.