

HREiR Action plan template June 2021 to June 2023

Institution name:	University of Worcester	The institutional audience for this action plan includes:		
Cohort number:	14	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	18/06/2021	Research staff	31	
		Postgraduate researchers	200	
		Research and teaching staff	179	Staff identified as having significant responsibility for research or identified as Emerging Researchers through REF 2021 Code of Practice

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
Environment and Culture								
Institutions must:								
ECI1	Ensure that all relevant staff are aware of the Concordat	(a) Publish Concordat on internal research webpages (b) Hold College events on Concordat and Researcher Development (c) Promote Concordat in staff induction (d) Promote Concordat in PGR induction (e) Develop and deliver "Managing Researchers" training programme and associated guidance for Heads of Department	At least 50% of researchers are aware of Concordat (CEDARS 2022). At least 70% of researchers are aware of Concordat (CEDARS 2023).	Sep 2021 Jun 2022 Sep 2021 Oct 2021 Sep 2022	Research Office College Directors RKE DPVC Research Research School Researcher Development Lead			No
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	(a) All relevant policies subject to periodic review as per institutional policy including Equality Impact Assessments (EIA) (b) Current versions of all relevant policies and procedures are made available through the internal research webpages	Relevant policies have been reviewed in a timely fashion, issues identified and policies updated accordingly	Jul 2022 and ongoing Sep 2021	DPVC Research (as Chair of RKE Committee) Research Office			No
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	(a) Embed "Supporting research student wellbeing" training and guidance in Research Supervisor Development programme (b) Embed "Supporting researcher wellbeing" training and guidance in "Managing Researchers" training and guidance (c) Embed "Supporting researcher wellbeing" in Research Leadership programme (d) Review and update policy on Bullying and Harassment and associated guidance for staff and managers	60% of supervisors engage with training; 60% of Heads of Department engage with "Managing Researchers" training; at least 60% of researchers in CEDARS 2022 are aware of Bullying and Harassment policy and procedures increasing to 70% in CEDARS 2023	May 2022 May 2022 May 2022 Dec 2021	Research School Researcher Development Lead Researcher Development Lead Head of Employee Relations and Business Partnering			No
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health	(a) Promote EDI training to all staff (b) Promote "Wellbeing at Work" training to all managers of researchers (c) Promote "Recruitment and Selection" training to those involved in managing researchers	At least 90% of staff complete EDI training; 60% of managers of researchers have undertaken "Wellbeing at Work" training; 90% of managers of researchers have undertaken "Recruitment and Selection" training; at least 80% of researchers believe the University is committed to equality and diversity (CEDARS 2023)	Sep 2021 and ongoing Jun 2023 Jun 2023	Head of OD			No
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	(a) Promote Research Integrity Concordat through webpages and events (b) Embed Research Integrity Concordat in Induction for researchers (staff) (c) Ensure training on Research Integrity is embedded in Researcher Development Programme (Student) (d) Ensure training on Research Integrity is embedded in Researcher Development Programme (Staff), in particular in the Research Leadership programme (e) Embed training on Research Integrity into "Managing Researchers" programme for Heads of Department	At least 80% of researchers believe the University promotes the highest levels of research integrity (CEDARS 2023)	Jun 2021 Sep 2021 Sep 2021 Sep 2021 Sep 2022	Research Integrity Champion DPVC Research Research School Researcher Development Lead Researcher Development Lead			No
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	(a) Undertake CEDARS 2022 and 2023	Successfully run CEDARS in 2022 and 2023	Spring 2022 and 2023	Researcher Development Lead			Yes
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							

Old Concordat principle and clause
New
P2.1 P6.8
P6.9
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P6.6

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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	(a) Review manager engagement with relevant training (see EC14)	See EC14 for measures, deadline and responsibilities				No
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	(a) Review manager engagement with relevant training (see EC15)	See EC15 for measures, deadline and responsibilities				No
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) Review manager engagement with relevant training, policies and procedures	See EC13 for measures, deadline and responsibilities				No
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	(a) Provide updates and guidance for managers on University's policy and procedure on flexible working (b) Data on flexible working reported to and reviewed by HR Committee	Data reviewed by HR Committee and appropriate actions identified.	Sep 2021 and ongoing Jun 2021 and ongoing	HR Business Partners Chair of HR Committee		No
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	(a) Ensure Heads of Department are represented on College RKE Committees (b) Disseminate quarterly policy and process update to Heads of School and Heads of Department	Heads of Department elected to University RKE Committee and College RKE Committees; evidence of engagement with committees through at least 75% attendance of reps	Sep 2021 Dec 2021 and ongoing	College Directors RKE Research Office		No
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) Ensure more senior researchers (Professors, Principal and Senior Research Fellows) complete mentor training and actively engage with Research Mentoring Programme	At least 80% of senior researchers have completed training to be a Research Mentor and are actively mentoring other researchers	Jul 2022	College Directors RKE		No
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	(a) Review researcher engagement with relevant training (see EC15)	See EC15 for measures, deadline and responsibilities				No
ECR3	Take positive action towards maintaining their wellbeing and mental health	(a) Review researcher engagement with relevant training (see EC15)	See EC13 for measures, deadline and responsibilities				No
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	(a) Ensure that researchers engage with training and associated guidance on research misconduct that forms part of the RDP (staff and student)	100% of new PGRs have undertaken training on research misconduct; 100% of new research staff have undertaken training on research misconduct	Jul 2022	Research School/ Research Office		No
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	(a) Ensure that research staff and PGRs are represented on College and University level RKE Committees	Research Staff and PGR reps elected to University RKE Committee and College RKE Committees; evidence of engagement with committees through at least 75% attendance of reps	Sep 2021	Committee Chairs		No
Employment							
Institutions must:							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	(a) Ensure that staff involved in recruitment engage with "Recruitment and Selection" training (b) Ensure that policies and procedures for recruitment and selection are easily accessible through the HR website (c) HR Committee to consider recruitment data for academic and research staff on a regular basis	At least 70% researchers identify the recruitment process as fair, inclusive, transparent and merit-based (CEDARS 2023)	Jun 2023	Head of OD/ Chair of HR Committee		No
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	(a) Review and enhance induction for researchers	New researcher induction programme in place for 2022/23	Jul 2022	DPVC Research		No
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	(a) Finalise and launch Academic Career Pathways scheme which sets out clear expectations for staff at all career stages and the mechanisms and support for movement along and where appropriate between pathways	Programme launched and staff allocated to career pathways	Sep 2022	Deputy VC and DPVC Research		Yes
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	(a) Embed training on project management into "Managing Researchers" programme for Heads of Department	At least 70% of researchers identify that their manager encourages them to engage in CPD (CEDARS 2023)	Sep 2022	Researcher Development Lead		No
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	(a) Finalise and launch Academic Career Pathways scheme which sets out clear expectations for staff at all career stages and the mechanisms and support for movement along and where appropriate between pathways	Programme launched and staff allocated to career pathways	Sep 2022	Deputy VC and DPVC Research		Yes
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	(a) Continue to utilise current FTC procedures to ensure that researchers are effectively redeployed and moved to open ended contracts where appropriate	At least 70% of research staff on open ended contracts	Jun 2023	HR Business Partners		Yes
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	(a) Ensure that research staff and PGRs are represented on College and University level RKE Committees	Research Staff and PGR reps elected to University RKE Committee and College RKE Committees; evidence of engagement with committees through at least 75% attendance of reps	Sep 2021	Committee Chairs		No
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						

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P1.3 P2.1 P2.2
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EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security							
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression							
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels							
Managers of researchers must:								
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	(a) Ensure that Heads of Department engage with "Managing Researchers" training programme	70% of Heads of Department have engaged with training programme	Jun 2023	Researcher Development Lead/ Heads of School		No	
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) Ensure that Heads of Department engage with "Managing Researchers" training programme	70% of Heads of Department have engaged with training programme	Jun 2023	Researcher Development Lead/ Heads of School		No	
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	(a) All staff involved in recruitment of researchers to have completed "Recruitment and Selection" training (b) All staff involved in appraisal of researchers to have completed "Appraiser" training	100% of staff involved in recruitment and selection to have completed training; 80% of staff involved in appraisal to have completed appraiser training	Sep 2022	Head of OD		No	
EM4	Actively engage in regular constructive performance management with their researchers	(a) Heads of Department work closely with Research Mentors through new "Research Compact" scheme to identify research objectives appropriate to discipline and career stage	Research Compact scheme in place; 80% of researchers have participated in appraisal (CEDARS 2023); 70% of researchers find appraisal useful (CEDARS 2023)	Jul 2022	Researcher Development Lead		No	
EM5	Engage with opportunities to contribute to relevant policy development within their institution	(a) Ensure Heads of Department are represented on College RKE Committees (b) Disseminate quarterly policy and process update to Heads of School and Heads of Department	Heads of Department elected to University RKE Committee and College RKE Committees; evidence of engagement with committees through at least 75% attendance of reps	Sep 2021 Dec 2021 and ongoing	College Directors RKE Research Office		No	
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) Ensure researchers engage with induction for researchers	100% research staff engage with induction	Jun 2023	DPVC Research/ Head of OD		No	
ER2	Understand their reporting obligations and responsibilities	(a) Embed training on data management, research integrity, open access and open data in induction programme	New researcher induction programme in place for 2022/23 to include appropriate training	Jul 2022	DPVC Research		No	
ER3	Positively engage with performance management discussions and reviews with their managers	(a) All research staff to be allocated a mentor and to work proactively with their mentor on their "Research Compact"	100% of research staff have been allocated a mentor	Jul 2022	College Directors RKE		No	
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	(a) Run College level research events and away days on key aspects of research culture in which all researchers (including research staff) are expected to engage proactively	A minimum of 3 college research events/away days to be run on an annual basis	Jul 2022 and ongoing	College Directors RKE		No	
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	(a) Review and develop the Researcher Development Programme (staff) to ensure that it meets the needs of researchers by engaging with researchers and managers through survey and other means (b) Review and develop the Researcher Development Programme (student) to ensure that it meets the needs of researchers by engaging with supervisors and managers through survey and other means (c) Ensure all researchers have a Research Mentor appropriate to their career stage to advise on their professional and career development and to work on "Research Compact"	At least 20% of research staff have engaged in 10 days of professional development in 2021/22, rising to 40% in 2022/23; 100% research staff have a mentor	Jul 2022 Jul 2022 Jul 2022	Researcher Development Lead Research School College Directors RKE		No	
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	(a) Develop and deliver "Managing Researchers" training package and associated guidance for Heads of Department (b) Research mentors to work closely with managers in identifying appropriate research objectives and professional development opportunities for researchers through "Research Compacts"	60% of Heads of Department engage with "Managing Researchers" training; "Research Compact" process developed and embedded in appraisal.	May 2022 May 2022	Researcher Development Lead DPVC Research/ College Directors RKE		No	
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	(a) Review and develop Career Development strand for PGRs and Research Staff within the Researcher Development Programme	Career Development strand developed and embedded in the Researcher Development Programme (staff and student)	Sep 2022	Research School/ Careers Service/ Researcher Development Lead		Yes	
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	(a) Researcher's training and development needs incorporated into the "Research Compact" process	Research Compact scheme in place and incorporates training and development needs	Jul 2022	Researcher Development lead		No	
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	(a) Establish task and finish group to look at career development for PGRs and Research Staff to include consideration of placement and other opportunities	Group to report to RKE Committee with recommendations re: placement and other external opportunities	Dec 2022	Lecturer in Researcher Development (Research School)		No	

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PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	(a) Review data on researcher engagement with Researcher Development Programme on an annual basis	Data on researcher engagement reviewed and actions identified by committee in light of review	Jun 2022 and ongoing	RKE Committee/ Head of OD			No
Funders must:								
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning							
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes							
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit							
Managers of researchers must:								
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See EM4	See EM4 for measures, deadline and responsibilities					No
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 researchers engage with appropriate aspects of the Researcher Development Programme (including Career Development strand) (b) Ensure that researchers have been allocated a mentor and are working with that mentor	At least 60% of research staff agree that the University supports them in their wider career development (CEDARS 2023)	Jun 2023	Research Managers			Yes
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	See PCDI1 for measures, deadline and responsibilities					No
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) Researcher's training and development needs to be identified with mentor through the "Research Compact" and to feed into appraisal where they are enacted by the manager	At least 60% of researchers have time to develop their research identity and at least 60% have time to develop their broader leadership skills (CEDARS 2023)	Jun 2023	Research Managers/ Mentors			No
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See EM2	See EM2 for measures, deadline and responsibilities					
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 ER3	See ER3 for measures, deadline and responsibilities					No
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) All research staff to be allocated a mentor	100% of research staff have been allocated a mentor	Jul 2022	College Directors RKE			No
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) Establish task and finish group to look at career development for PGRs and Research Staff to include consideration of mechanisms to enable researchers to develop career development plan	Group to report to RKE Committee with recommendations re: career development plans	Dec 2022	Lecturer in Researcher Development (Research School)			Yes
PCDR4	Positively engage in career development reviews with their managers	See ER3	See ER3 for measures, deadline and responsibilities					No
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	(a) Researcher's work closely with mentors to identify training and development needs to be through the "Research Compact"	At least 60% of researchers have time to develop their research identity and at least 60% have time to develop their broader leadership skills (CEDARS 2023)	Jun 2023	Researchers/ Mentors			No
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	(a) Embed training and development on knowledge exchange, policy development, public engagement and commercialisation in relevant strands of the Researcher Development Programme	Training and development on knowledge exchange, policy development, public engagement and commercialisation embedded in programme	Jul 2022	Researcher Development Lead			Yes

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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.