HR Excellence in Research Action Plan
2018-20
January 2018 (Revised 6th June 2018)

UNIVERSITY OF HULL

Principle 1: RECRUITMENT AND SELECTION

Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale
2. Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	Recruitment processes must reflect the University's standard on diversity and inclusion and appropriate to research recruitment (clear specification, etc)	HRD	HR Resourcing	Recruitment and selection in line with funding council requirements and University commitment to E&D. E&D reports to evidence delivery of action.	Annual review, Sept 2018, 2019
	Advice to PIs on naming researchers at the point of application for funding is consistently applied in line with University Recruitment and Selection policies.	Deans	ADR, DOR		Annual Review, Dec 2018, 2019
4. To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	University recruitment processes to be fully applied to all roles	HRD	HR Resourcing	All Chairs of panels to have had appropriate training.	Ongoing as new chairs appointed
	All recruitment panel members receive training before taking part in recruitment	HRD	HR Resourcing	Online training registers maintained by L&D	Ongoing as new panel members appointed
	Review the need for further training on providing tailored feedback to unsuccessful candidates	HRD	HR Resourcing	When requested, unsuccessful candidates are provided with appropriate constructive feedback tailored to the role and aligned to the RDF.	Annual Review, Sept 2018,2019

Principle 2: RECOGNITION AND VALUE

Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale
1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.	Faculties to continue to work towards ensuring equality of opportunity across the research employees' experience.	Deans	HoS ADRs	Staff survey (2018) and CROS/PIRLS 2019 will demonstrate improving scores in perceptions of equality of opportunity (increase to 30% in CROS2019) Responses to CROS survey questions relating to being fairly treated at work, with access to training and development, increase to an average of 85% positive responses.	Review point October 2018, CROS/PIRLS2019 CROS2019
	Ensure evidence from training records available for researchers on both Continuing and Fixed Term Contracts.	Head of L&D		Research staff can clearly be identified in the i-Trent database. Functionality of i-Trent will be increased in future to allow training records to be reviewed by their line-manager.	Annual Review Sept 2018 and 2019

	HR Partners to conduct spot check audits of 10% of researchers' records to ensure that attendance on development courses is not undermined by stability in working contract.	HR Partners		Hours of training recorded for researchers will reflect their individual needs as identified through appraisal/review. Researchers of STCs will have similar training records to research staff on permanent contracts in terms of total hours of training recorded.	Annual review Sept 2018 and 2019
3. Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	To provide leadership and management skills training (including equality and diversity training) for research managers, acknowledging existing areas of good practice.	Head of L&D	ADRs	Annual review of L&D course provision Records show 85% compliance with equality and diversity training	Annual review 01/02/2018, 01/02/2019 Annual review, Sep 2018,2019
	Ensure all research managers attend leadership and management skills courses	Deans	ADRs	Recently appointed Research Managers nominated by Deans, invited and enrolled in the Leadership@hull development programme. Create and review take-up of offer and attendance records.	Review 01/12/2018,01/12/2019 01/12/2018, 01/12/2019
	Assess use of refreshed appraisal process to ensure that it helps manage performance and in particular how managers are assessed, developed and rewarded.	HRD		Annual review of training for reviewers. Annual monitoring of appraisal compliance Improved satisfaction ratings with appraisal to 60% (CROS/PIRLS2019)	01/07/2018, 2019 CROS/PIRLS2019
	To review current induction programme and induction toolkit materials to determine whether a specific research induction plan should be created for Researchers. (See also Principle 3&4:10)	Head of L&D		Induction activity reviewed after each central event and materials updated as appropriate	3 events per year
4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how	Make researchers more aware of access to advice and guidance provided by Careers and Employability and to potential funding from the University internship scheme.	Head of Careers and Employability Service	Head of L&D HR Partner Team Deans; CSG	Number of enquiries and outcomes recorded Careers advisor co-delivers appropriate L&D events	01/09/2018 Annual review
	Investigate the potential for University to set up a bridging fund(time limited) to support continuity	PVC R&E	CFO	Potential established and funding stream identified Fund established	01/12/2018 01/12/2019

6. Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	Reward and recognise excellence in research through Staff Excellence Scheme Ensure appropriate use of Employee Recognition Scheme	HR Partner Team Head of PSOD	ADRs	Review recognition of researchers through Staff Excellence scheme, including number of nominations University Staff Survey (2018) and CROS and PIRLS surveys (2019) will demonstrate increase in satisfaction through measures of recognition.	01/12/2018, 2019 2018, CROS/PIRLS2019

Principles 3 & 4: SUPPORT AND CAREER DEVELOPMENT					
Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.					
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.					
Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale
2. A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	To evaluate the current trial of offering PDRA posts in specialised areas across the institution where clusters of researchers work together on emerging research themes identified as important to the University, with the aim to better balance research groups.	R&E	Deans ADRs; Institute Directors	Researchers feel more integrated into University Research culture as measured by CROS2019 (target 50%). HR will record data on applicants, shortlists and winners of University Excellence Awards. PDRA numbers increase in research institutes Research outputs increased	CROS2019 Annual Faculty reports, Sep 2018, 2019
3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	Continue to enhance the portfolio of researcher development opportunities. Develop/enhance existing professional skills programme for researchers (not research skills) to allow professional development. Monitor Digital Capabilities project to identify areas of development for researchers	Head of L&D Head of L&D		Year on year increase in range of activity, with higher attendance at training and higher satisfaction of appraisal process for PDRAs Data available to analyse impact Content of portfolio influenced by researchers, including input from Research Staff Survey (November 2017) and CROS survey, to be reflected in increased satisfaction with training provision in CROS2019 Professional skills programme developed and implemented. Areas of development for researchers identified and incorporated into programme	Annual review Sept by L&D to CSG CROS2019, Annual appraisal Programme reviewed 01/02/2018, 2019 01/02/2019

	Launch revised programme	Head of L&D	R&E	Revised programme launched	1 September 2018, 2019.
	Evaluate revised programme using interim review and survey.	Head of PSOD	Head of L&D	Positive evaluations of events in research portfolio.	01/12/2018,2019
6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development	Please see Principle 2:3 Explore barriers to participation in development events and opportunities	CSG to commission	Head of L&D	Evidence collected and reported to CSG via ADRs, including CROS2019 and focus groups Greater take up of development opportunities	01/09/2018 CROS2019 Review annually, Sep 2018,2019
	Assess research environment and develop improvement plans	Deans	ADRs	Increased satisfaction (70%) with access to training and development opportunities in results of CROS and PIRLS survey 2019	CROS/PIRLS 2019
	Use appraisal process to encourage professional development	HRD	ADRs/HoS/PIs	Monitor research staff appraisal take-up (HR figures via iTrent) and researchers' response to appraisal (Staff Survey Spring 2018, CROS 2019). Target take-up rate of appraisal of 70% and satisfaction with appraisal of 60%.	01/12/2018, 2019
	Investigate the use of induction programmes within Faculties and share good practice across the Institution	Head of L&D	HoS	Induction programmes review and good practice disseminated; new event 'Planning for effective induction' included in portfolio for 2018/19	Sep-18
7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	Continue to promote RDF to researchers and their research leaders as a useful tool to plan and action development as a researcher. Integrate with new "on-boarding" processes. Include appropriate content within updated performance management training.	Head of L&D	ADRs	RDF used to identify skills sets required by individual researchers and consideration given to the opportunities that can be made available to support acquisition of those skills Increased take up of RDF licenses	Annual review Dec 2018, 2019 Annual review of RDF licences in Jan 2018, 2019
	Include discussion of career development in the annual appraisal process	HOSs		Feedback from annual appraisal process Increased satisfaction with appraisal process to 60% evidenced in CROS 2019	Dec 2018, 2019 CROS2019

8. Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	As part of the revised training programme for researchers, review the current mentoring arrangements to ensure research specific requirements are catered for.	CSG	L&D	Researchers have access to a flexible and appropriate mentoring scheme that enables career development. Take-up monitored via ADRs and satisfaction with scheme measured via CROS2019.	Dec-18
	To work with the HR business partners to identify career pathways for Researchers and actions to implement.	HR Partner Team	DoR ADRs Head of L&D	Potential career pathways are clearly articulated	Dec-18
	Creation of career development frameworks for researchers	HR business partner		Career development frameworks created and made available	Jul-19
9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.	Researchers are able to access support to discuss CPD activity and have access to formal development as required. (See also Principle 3&4:6) Revised training programme for researchers to have clearly articulated learning pathways and to clarify training that is: - Must have/do - Optional - Enhanced	Deans Head of L&D	ADRs;PIs, HoDs	Improved responses in both CROS and PIRLS surveys, e.g. number of days used for CPD activity, increased satisfaction with appraisal process Compliance with mandatory training monitored and reviewed. Evaluation of optional events demonstrates relevance. Evaluation of relevance 75% positive on feedback forms	01/09/2018,2019 01/09/2018,2019
10. Researchers should be empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	Use appraisal process in a flexible way to accommodate specific needs of researchers to enable a meaningful process (see also action 2.3)	HRD	Deans,ADRs, HoDs, PIs and L&D	Increased satisfaction with the value of appraisal in results of CROS and PIRLS survey 2019 e.g. to 60% as useful overall for both groups.	CROS/PIRLS 2019
	Assess the level of interest in forming a new Research Staff Association (RSA) and, if there is a demand, initiate the process of setting one up.	Head of L&D		Requirement for RSA assessed. Set up with help from L&D if required	01/07/2018 01/12/2018

12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	Continue to provide learning and teaching training and support for researchers with teaching and demonstrating opportunities.	Director of L&TE	L&D	Credit-bearing learning and teaching module, providing a route to Associate Fellowship of the HEA, available for PDRA staff in 2018 to ensure that they gain appropriate lecturing experience. Take-up and value evaluated successfully, reported to CSG.	01/12/2018,2019
14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Monitor uptake of coaching opportunities by research staff, including internal offer by L&D and through the Yorkshire Accord Scheme	Head of L&D		Increase in take-up of offer by researchers.	01/12/2018,2019
	Research mentoring schemes will be implemented across all faculties in 2018.	Deans	ADRs	All Faculties will have research mentoring schemes in place. Monitored annually.	01/12/2018, 2019

Principle 5: RESEARCHERS' RESPONSIBILITIES

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale
1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	Continue to monitor the implementation of the action plan for the Concordat to Support Research Integrity	CSG	Deans; R&E; GS; ADRs to communicate action plan to faculties	Local areas report on progress to URC via CSG	01/09/2018,2019
	Launch online Research Integrity Module	Head of L&D CSG		Module launched Take up by all researchers complete. New staff advised of requirement through Mandatory Training Map University able to evidence compliance to HEFCE	01/02/2018 31/12/2018 Ongoing
	Researchers output to be monitored on an annual basis to ensure that output does not diminish over time	Deans	ADR	Individuals research outputs are maintained over sustained periods - monitored by Annual Research Report within Faculties. Information recorded in data management system WORKTRIBE	Ongoing
2. Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole	Promote and communicate opportunities for developing awareness of commercialising research and knowledge transfer	Head Comercialisation; FBDM	Deans, ADRs, L&D, HR to promote through their existing processes and programmes	Increased awareness and opportunities to take part as measured in CROS survey to achieve 75% for awareness.	01/09/2018,2019
	Researchers encouraged to consider impact when preparing grant applications	ADR	HoS	No of applications including effective reference to impact as monitored within Faculties	01/12/2018,2019
	Review training on making grant applications, included as part of revised training programme for researchers	Head of L&D	R&E	Continued inclusion of funding workshops in programme for researchers	01/09/2018,2019

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale
3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge	CSG to identify clear measures to evaluate the effectiveness of implementation of Concordat to Support Research Integrity	CSG	ADRs	Measures and training required under Concordat are delivered	Annual Review 2018,2019
	Clear dissemination of good practice policies on website and/or sharepoint	Marcomms	CSG	University website and intranet contains up to date and relevant material	Annual Review 2018,2019
	Online Research Integrity module launched Feb 2018 to be supported by Faculty-led initiatives	L&D	R&E	All researchers have completed course. Researchers confirm awareness of Code of Good Research Practice through appraisal. Increase in awareness of Concordat to Support Research Integrity in CROS2019.	Annual review Dec 2018,2019. CROS2019
5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility	Communicate the expectations of the University that researchers should be proactive in engaging with their career development through appraisal and L&D workshops	HRD	Deans,ADRs, HoDs, PIs and L&D	Effectiveness of message evaluated using data analytics and results of the Staff Survey 2018, CROS 2019	2018, 2019
6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	Use of RDF as a method of recording CPD is promoted as part of revised performance management process.	CSG	ADRs/L&D	Increased take-up of RDF licences. CSG to support this programme and review uptake data with data from L&D as administrators of the RDF	Annual Review of RDF licences Jan 2018; 2019.
	Enhance the appraisal system to act as a trigger for career development discussion and recording of the conversations using the RDF.	HRD		Increase satisfaction with appraisal (to 60% in CROS 2019). Higher take up of RDF licenses (as reported to CSG annually)	Dec 2019; 2019

Principle 6: DIVERSITY AND EQUALITY

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Sub principle	Action	Lead	Supported by:	Success Criteria	Timescale
3. It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	Impact assess university wide initiatives and incentives for identifying, retaining and developing researchers for report to URC via CSG.	Head of ED&I	Deans	Review completed, evaluation made and actioned	To meet Athena SWAN review timescales
	Ensure synergy with Athena SWAN to complement the work being done across the University.	Head of ED&I	HR; ADRs,Faculty AS champions	Measure as part of relevant surveys e.g. CROS and PIRLS	CROS/PIRLS 219

Sub principle	Action	Lead	Supported by	Success Criteria	Timescale
4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.	Continued development of positive research environments where flexibility is encouraged and awareness of individual challenges can be accommodated.	Deans	ADRs	Positive data from Staff Survey suggesting more flexible responses are made (e.g. fewer individuals identify problems). Research staff clearly identified in survey responses.	Jul-18
				Data from CROS and PIRLS 2019 suggest increasingly positive and increasingly similar attitudes to their employment experience	CROS/PIRLS 2019
			HR partners	Monitor records of flexible working requests and outcomes	Annual review, Dec 2018, 2019
				Actively promote externally funded returning-to-work fellowship programmes. Consider setting up internal funding for returning-to-research fellowships.	Review annually. Promote as opportunities present.
	Ensure alignment with Athena SWAN action plan	Head of ED&I		Aligned delivery programmes	01/07/2018,2019
10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	The University has been awarded the Athena SWAN Bronze Award. The University signed up to University wide applications for departments or schools	HoDs		Number and success of departmental or school applications	Ongoing annual review Sept 2018, 2019

Principle 7: MONITORING AND EVALUATION
The sector and stakeholders will undertake regular and collective review of progress in strengthening the attractiveness and sustainability of research careers in the UK.

Sub principle	Action	Lead	Supported by	Success Criteria	Timescale
1. The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	Develop an explicit communication strategy to ensure greater awareness of the Concordat Agenda	Marcomms	CSG	Website and/or intranet populated with information that is relevant, accessible and up-to-date
Use data analytics to evaluate access and use of site | Jun-18

September 2018, 2019 |
| | Consider any developments arising as a consequence of the Concordat Review | CSG | R&E, L&D | Changes reported to CSG and implications for CSG agenda considered | 2018 |

4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.	The University to maintain its membership of the Vitae organisation.	R&E;	CSG; Head L&D	Membership retained and use of Vitae website promoted during Induction and the revised training programme. Assess usage through Vitae's figures of registered University of Hull users.	Annual review Sept 2018, 2019
	To maintain a regional and national presence at Vitae events and networks	Head of L&D	GS	Events and networks attended and learning is shared.	Ongoing
The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.	To maintain good practice sharing opportunities through the Network of Expert Researcher Developers (NERDS)	Head of L&D	GS	Attend NERDS meetings and share learning.	Ongoing, 3-4 meetings per year
	To continue to promote and support the use of the RDF to research students and staff and include in on boarding material for both staff and students.	Head of L&D	HR ADR CSG GS	On boarding material for staff and students includes information on the RDF and its use in career planning/development. Increased awareness of RDF to 50% in CROS2019.	Annual Review Dec 2018; 2019; CROS2019
5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.	Continue to take part in the national CROS and PIRLS surveys	CSG to commission	L&D	Surveys conducted and outcomes presented to URC and used to inform future planning.	CROS/PIRLS 2019; Staff Survey 2018
	Develop the use of focus groups to add additional insights to survey data across the University and through networks with other HEIs	CSG to commission	ADRs	Researchers are consulted on pertinent and relevant issues relating to research across the University and beyond.	As required for specific purposes
	Equality and Diversity data presented to URC for profiling of researchers and impact/risk assessment.	Head of ED&I	URC HR Services Team	Where ED&I data highlights trends which require further investigation, action is then taken to address the relevant issues.	Annual review, Date CROS/PIRLS 2019
	Integration of activities with Athena SWAN	Head of ED&I		Limited additional datasets	Annual review, Sep 2018, 2019

Abbreviations

ADE	Associate Dean for Engagement
ADR	Associate Dean for Research
AII	Academic Investment Initiative
CROS17	Careers in Research Online Survey 2017
CSG	Concordats Steering Group
DoR	Director of Research
ED&I	Equality, Diversity and Inclusion team
FG	Focus Group
FTC	Fixed term contract
FBDM	Faculty Business Development Managers
GS	Graduate School
HoS	Head of School
HR	Human Resources
LTE	Directorate for Learning and Teaching Enhancement
L&D	Learning and Development
MARCOMS	Marketing and Communication department
PI	Principal Investigator
PIRLS17	Principal Investigators and Research Leaders Survey 2017
PSOD	Head of People Services and Organisational Development
PVC-RE	Pro-Vice-Chancellor for Research and Enterprise
RDF	Vitae Researcher Development Framework
REF	Research Excellence Framework
R&E	Research and Enterprise Team
RIS	Research Information System
R&S	Recruitment and selection
UASSG	University Athena Swan Steering Group
UREC	University Research and Enterprise Committee