HREiR Action plan 2022-2024

Details				
Institution name:	**The University of Hull**	The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Cohort number:	**4**	**Audience (beneficiaries of the action plan)**	Number of	Comments
Date of submission:	**Jan-22**	Research staff	57	We do not have a Technical Staff Role Profile, the number shown are those with a Specialist (Lab) role profile.
Institutional context:		Postgraduate researchers	34	
		Research and teaching staff	336	We are unable to identify PSS who specifically support research and the number given indicates the total PSS establishment. It is likely that in some way the majority do actually encounter research and as such would benefit from at least an awareness of our commitment.
		Teaching-only staff	379	
		Technicians	63	
		Clinicians	123	
		Professional support staff	1112	
		Other (please provide numbers and details): GTAs, KTP	10	

Institutional context:

Founded in 1927, the University of Hull has been changing the way people think for 90 years. In reflecting upon equality for people of all genders and ethnicity, and inspired by our motto, Lampada Ferens, translated as 'carrying the light of learning', this application shines a light on our people, culture, community and values. We have a proud tradition of addressing inequality in all its forms, through education, outreach, and world leading research. We are advancing the end of slavery and exploitation through our Wilberforce Institute, exploring intersectional equality initiatives with offshore renewable energy partners, and honouring our diverse community with awards presented to prominent equality rights campaigners. We have held the HR Excellence in Research award since 2012.

The University Leadership Team (ULT) is responsible for strategic planning and development, reporting to Senate and Council for matters requiring approval, as defined by Statute. Chaired by the Vice-Chancellor, ULT (4F/7M [2018 6F/5M]) comprises three Pro-Vice-Chancellors (Education, Research and Enterprise, and International), four Deans of Faculty, Executive HR Director, Chief Operating Officer, and University Secretary and Chief Compliance Officer. The Hull York Medical School (HYMS), a partnership with York University.

The University vision and ambitions for equality, diversity and inclusion are embedded in our University Strategy 2030 'A fairer, brighter and carbon neutral future'. Our Social Justice and Inclusion Strategy (SJI) 2025 takes us beyond what is required under the Equality Act, 2010 and sets out our vision to shape a society that is built on equity, integrity and respect. We know that to drive systemic and cultural change will require meaningful and ambitious goals, with delivery progressed at pace. Three anchors, articulated in our SJI strategy, provide the framework by which we will deliver on our ambitions:

1. Collegiate Leadership: we are all leaders, and we must truly believe that culture matters and prioritise it. To signal their commitment as leaders, ULT members individually sponsor our seven new inclusion work strands: disability; Gender - gender identity, sex and gender reassignment; Cultural - race, religion and beliefs; Lifestage - parental childcare and caring responsibilities, age and pregnancy; Relationships - consensual committed adult relationships, sexual orientation and marriage & civil partnership; Socio-economic inclusion; Social responsibility - civic duty and citizenship.

2. Empowering Environment: we will create a safe space to ask questions, to listen and learn, which will allow us to move forward as an organisation by creating an environment where we feel safe to speak and respected for doing so.

3. Bold Action: we will engage in a meaningful. Continuous dialogue with each other and our communities, and do something about what we know and hear.

As valued members of the University community we shall ensure that all the benefits of our new strategic plan are felt by our researchers and their managers.

	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	To raise awareness of the Concordat amongst researchers and their managers to 100%. Awareness will be raised through: i. stakeholder involvement in developing the Researcher Charter ii. launching the charter iii. embedding the Concordat and Charter into induction and the Researcher Development Programme and appraisal materials iv. surveying awareness through CEDARS	Awareness will be measured through participation data and through a survey summer 2022. Target 100%. i. charter agreed and delivered Dec 22, participation recorded and acknowledged in the Charter ii. launch event, eBulletin, faculty events iii. materials updated iv. target 80% Q43.1a (knowledge of the concordat) I have some understanding or I know this exists	i. Dec 2022 ii. Mar 2023 iii. Mar 2023 iv. CEDARS 2023	ADRs OD		Awareness of the Concordat in our researcher community and the work being done within the University to further the development our researchers. Researchers, research managers and the institution clear in their rights and responsibilities with connection to related policies and processes underpinning those.

ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers						
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	This has been largely addressed through Section 6 Mental Health and Wellbeing of our 2020-22 actions. We have work remaining: i. engage with researchers to identify why they feel that their working environment does not support their mental health ii. take appropriate actions iii. survey to identify change iv. achieve the University Mental Health Charter Award v. include MH and wellbeing discussion in appraisal document vi. include relevant commitments within the Researchers' Charter vii. as part of our commitment to the Mental Health Charter we will appoint a Wellbeing Advisor whose role will be to source, promote and deliver a holistic range of wellbeing activity for all staff, establishing the building blocks of a culture in which wellbeing and mental health are actively encouraged and supported	i. report of findings and recommendations for action to CSG ii. agreed actions completed iii. survey response CEDARS Q41.5a, target 60% agree or strongly agree that their working environment supports their mental health and Q41.4a 60% agreed or strongly agree iv. submission complete and award confirmed v. discussion highlighted in the document with space to record outcomes vi. Charter developed and agreed (see ECI1) vii. specifics of the provision will be agreed when the Advisor is appointed	i. Jul 2022 ii. Oct 2022 iii. CEDARS 2023 iv. Jul 2022 v. Jun 2022 vi. Dec 2022 vii. June 2022	ADRs OD		Our researchers will feel that their mental health and wellbeing is of interest to the institution and that support is available to assist them when needed.
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Currently managers of researchers are required to complete mandatory Managers Guide to Stress to understand how the HSE management standards can be applied with regard to employee well-being at work (and Pyschological Health and Wellbeing Policy). All staff are currently required to complete EDI training. We cannot identify managers of researchers in completion data. i. we will improve our reporting in order to be able to filter managers of researchers in completion reports ii. monitoring reports will be presented at CSG for action by ADRs iii. publish a 'Gender Equality Plan' as part of out Horizon Europe funding principles. In practice this is expected to be the same as our Athena Swan submission.	i. all relevant reports will have filters available to identify training undertaken by research managers. Target 80% in all relevant mandatory training then 90% in subsequent years ii. monitoring reports will be provided for CSG quarterly iii. Complete and submit Athena Swan application, receive Bronze award	i. Jun 2022 ii. Reporting Jan, Apr, Jul, Oct commencing Jul 2022 iii. Jun/Jul 2022	HR/ICT OD ADRs ASSG		i. Data can be gathered from our systems specific only to our target groups. Allowing us to measure this group is complying with the required training. ii. Completion data will be available and requirement to act where absent by ADRs proving confidence in effective training taking place. iii. published Athena Swan report and plan publication will include all staff and work through into our development offering including the RDP.

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HR EXCELLENCE IN RESEARCH

ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	This was very much a focus of Section 8 Research Integrity of our 2020-22 actions. Updating sessions will be maintained as required. Work remains in this area: i. Improve data to identify these staff for monitoring updating sessions across the University see ECI4i re reporting ii. Monitoring reports will be presented at CSG for action by ADRs Action here links with Actions under the Research Integrity Charter to maintain standards (3.07, 3.08) and Research integrity training and understanding of relevant policies and guidelines (3.09a).	i. Reports will have filters available to identify training undertaken by researchers and research managers. ii. Completions of Research Integrity training to be >90%	i. Jun 2022 ii. Reporting Jan, Apr, Jul, Oct	OD/ADRs		We will have completion data specific to researchers and their managers and have the requirement to act by ADRs where figures are below 90%.
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	Establish regular feedback and reporting processes with current and new researchers. This may be through the equivalent of a a Research Staff Association or other mechanisms. Establishing a sustainable way of including regular feedback (quantitative and qualitative) will be a key strand of our Reseacher Charter activity.	i. the Charter will detail the rights and requirements of all parties regarding feedback processes ii. feedback will form part of the quarterly reports to CSG detailing the themes explored and recommendations for action	i. Initial feedback processes agreed Sept 2022 ii. Reporting Jan, Apr, Jul, Oct	ADRs/OD		Researchers and their managers will find it easy to help drive the priorities of our questionning and to be able to engage with fedback processes.
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 inclusion, and put this into practice in their work	Largely addressed through Section 10 Equality, Diversity and Inclusion in our 2020-22 actions. Work remains around: i. include information on EDI development opportunities in Researcher Charter when available ii. improving our reporting to identify compliance by managers of reseachers. See ECI4. Note managers already can view the status of their reports, but their is no wider view e.g. departmental, faculty, school. iii. reporting to CSG for actions from ADRs where necessary iv. using CEDARS to gather sense of institutional commitment to EDI	i. charter will include EDI section detailing training and development opportunities ii. reports can filter research managers. Target 85% compliance with EDI training iii. compliance reporting to CSG iv. CEDARS Q41.3a (your institution is commited to EDI) agree or strongly agree 70%	i. Dec 2022 ii. Jun 2022 iii. Reporting Jan, Apr, Jul, Oct iv. CEDARS 2023	OD HR/ICT		EDI training opportunities and responsibility for completing will clearly identified. The University will have better confidence in compliance with mandatory EDI training. Reports will identify areas/individuals where action needs to be taken.

ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct						
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	Procedures already exist. We have a carried over this action: i. promote mental health and wellbeing information in the Researchers Charter	i. information on wellbeing and mental health, bullying and harrassment is available within the Researchers Charter including processes for dealing with incidents and their reporting. ii we will also continue to look to CEDARS Q41.5a (working environment supports mental health and wellbeing) target 60% agree or agree strongly.	i. Dec 2022 ii. CEDARS 2023	OD/ADRs		The Charter will provide researchers with a comprehensive overview of their rights and responsibilities and signpost policies and processes that are relevant.
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Athena Swan actions have brought about the provision of a Family room, baby change/feeding spaces. We have had a flexible working policy in place for a number of years this has been supplemented by an agile working policy in response to our 'Learning from Covid' work. i. The SJI Life Stage work strand will consider the establishment of a Parents and Carers Network following consultation (Athena Swan) with staff on the benefit and function of such a network.	i. SJI Lifestage inclusion group report conclusions and actions	i. Jul 2022	SJI Lifestage group		The impact of this work for managers is that there will be additional support available for managers to direct their staff to. It is anticipated that the Parents and Carers Network will also contribute to guidance and advice for managers.
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution						
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	This action has been carried forwards for our 2020-22 actions. We w.ill develop a Researchers Charter with our reseachers and their managers. The project will ensure that staff are able to contribute to what they interpret as a supportive, fair and inclusive research culture and how that is represented within the charter i. researchers will be invited to contribute to the development of the Researcher Charter ii. contributors monitored for breadth of engagement, action to recruit additional contributors where needed iii. the conversation around the charter will help establish what researchers understand by a supportive, fair and inclusive research culture, how the institution can support that and how they can contribute and be a supportive colleague within that.	i. charter project launched and invitation made ii. contributors recorded and added to final text, ADRs advised monthly on contributors iii. charter text includes outcomes of this discussion	i. Mar 2022 ii. Throughout to Dec 2022 iii. Dec 2022	OD ADRs		A key benefit of the charter project will be to engage researchers, their managers and other stakeholders in determining the environment and culture in which they want to work.
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion						
ECR3	Take positive action towards maintaining their wellbeing and mental health						
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						
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution						
Employment							
Institutions must:							

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EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Recruitment processes are already considered to be robust. Chairs and members of selection panels must complete Recruitment and Selection and Unconscious Bias training befor being invited to join a panel. HR ensure that interview processes are fair and panels reflect diversity. We have a carried over action to ensure that we review and standardise job titles for researchers in line with Job roles.	i. a 'menu' of well understood and transparent job titles will be applied to all posts ii. new posts titles will be selected from the menu iii. evaluate impact/satisfaction with changes to job titles through survey iv. assess attitude towards recruitment processes through CEDARS Q25.1a (inclusive, equitable and transparent recruitment processes) with target of 90% fully confident or confident.	i. Sept 2022 ii. Sept 2022 iii. Report to CSG Jan 2023 iv. CEDARS 2023	HR OD		Researchers will understand the roles represented and the skills and knowledge required. This may also support lateral movement for researchers.
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Induction has been largely addressed through Section 2 of our 2020-22 actions. There is one outstanding action: Review materials with recently appointed researchers and revise as appropriate.	i. newly appointed researchers will be identfied by ADRs to contribute to a focus group reviewing the induction materials ii. materials updated/extended inline with feedback iii. satisfaction with induction at University, departmental and local levels measured though CEDARS Q20.1a, 20.2a. 20.3a all target 80% very useful or useful and 0% not offered	i. Jul 2022 ii. Sept 2022 iii. CEDARS 2023	OD ADRs		We will provide our researchers with the best start to working with us.
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	Review promotion procedures for researchers and make them more transparent and available. The University has begun a piece of work around a 'Performance management and talent development framework'. This has a number of drivers including our Athena Swan plan. This project will look at a range of rewards available to staff including promotion. i. Achieve clarity and the recognition of merit based promotion ii. ensure the Researchers Charter includes information on promotion opportunities and processes iii. Monitor and report on researcher promotions iv.Contribute to wider project and ensure researchers specific needs are addressed within the Framework.	i. CEDARS Q17.1a (promotion pathways and processes at my institution are clear to me) target 70% and 17.3a (promotions are based on merit) 70% agree or strongly agree. ii. promotion opportunities and processes identified in the Researchers Charter. iii. Report to CGG on number of promotions awarded iv. Researchers identified within the Framework and appropriate promotion pathways and other rewards clearly articulated.	i. CEDARS 2023 ii. Dec 2022 iii. Quarterly commencing Jul 2023, then Oct, Jan, Apr, Jul iv. May 2023	OD ADRs/ECA leads		Promotion and other reward opportunities and the processes involved will be clearly ariculated, merit-based, understood and transparent.
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent						
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	Appraisal processes are mature at the University. We will improve awareness in researchers and their managers of their rights and responsibilities with regard to appraisal/review and their own professional development: i. by involving researchers and researcher managers in developing the Researcher Charter ii. by including such rights and responsibilities with the completed Charter iii. by montitoring and quarterly reports to CSG on appraisal training completion, non completion for action by ADRs iv. by surveying researchers and their managers regarding satisfaction with the process	i. contributors to be credited in the charter ii. Rights and responsibilities relating to appraisal included in the Researchers Charter iii. Our reporting systems will be improved to filter these staff. Report will go to CSG quarterly iv. CEDARS Q21a (Appraisal useful) target 60% 2022 and Q25.5 (Effective feedback) target 80%	i. Dec 2022 ii. Dec 2022 iii. Jun 2022 for data changes, Reports to CSG Jan, Apr, Jul, Oct commencing Jul 2022 iv. CEDARS 2023	OD ADRs		Proving the best environment for our researchers to flourish

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	These action have been carried over. i. ensure FTCs are only included where justified - all contract type justified at application for funding ii. monitor use of FTCs - Proportion of FTCs in line with sector.	i. monitoring of FTCs in place ii. quarterly research establishment report, target <65% FTCs in line with sector, to CSG.	i. Jun 2022 ii. Reporting Jan, Apr, Jul, Oct	HR		Improving continuing employment opportunities for our researchers.
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						
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:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care						
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						
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers						
EM4	Actively engage in regular constructive performance management with their researchers	Appraisal has largely been addressed through Section 3 Appraisal of our 2020-22 actions. We have carried forward the following: i. include rights and responsibilties relating to appraisal and development for managers in the Researchers Charter ii. achieve target score in CEDARS for appraisal being useful, constructive and timely for researchers.	i. researchers and their managers will have contributed to developing this section of the Charter. Contributors will be attached to the Charter. ii. Target score of 60% useful or very useful, CEDARS Q21a (appraisal is useful) and Q28.2a (my manager provides clear, constructive and timely feedback on my performance) target 80% agree or strongly agree.	i. Charter will be completed Dec 2022 ii. CEDARS 2023	OD ADRs		Managers will be clear about their responsibilities through a number of sources, which upon completion will include the Charter. We will ensure that in developing the Charter managers get to fully explore this element of their role.
EM5	Engage with opportunities to contribute to relevant policy development within their institution						
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder						
ER2	Understand their reporting obligations and responsibilities						
ER3	Positively engage with performance management discussions and reviews with their managers						
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community						
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	Actions under our 2020-22 actions Section 1. Researcher Development Programme largely addressed this commitment. We have outstanding actions relating to: i. measuring satisfaction with access to training and development opportunities ii. holding a focus group with researchers who have taken part in the programme to receive qualitative feedback to enhance the programme/sessions. iii. implement actions agreed with CSG We will also iv. embed the right to a minimum 10 days professional development in the Researcher Charter.	i. CEDARs score for Q14.1a (access to training and development opportunities) target 80%. Internal processes to gather satisfaction data ii. report findings of the group with recommendations to CSG iii. implement agreed actions from the report iv. Charter completed with stakeholders contributing including right to 10 days minimum personal development.	i. CEDARS 2023, internal in place Jun 2022 ii. Sept 2022 iii. Apr 2023 iv. Dec 2022	ADRs OD		Increased engagement and satisfaction with the development opportunities provided.
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers						
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	This action has been carried over from our 2020-22 actions. i. we will explore options to provide professional career advice to our researchers ii. we will report to CSG with recommendations iii. professional career advice will be made available to all researchers	i. options identified with benefits/costs ii report and recommendations received by CSG for decision iii. Advice will be available signposted through appraisal, induction, RDP and the Researcher Charter.	i. May 2022 ii. July 2022 iii. Oct 2022, charter Dec 20225	OD		Professional careers advice available for researchers to plan their devlopment as supported through the appraisdal and development review process.
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills						
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	This action has been carried over. We will create a set of materials identifying potential career pathways for our researchers. We will consult with the various RDF lenses and other sources to help our researchers link their activities with other possible careers.	i. materials will be created with researcher and other stakeholder involvement ii. the completed resources will be launched iii. made accessible through the RDP, appraisal and development review materials, signposted in the Researcher Charter.	i. Aug 2022 ii. Sept 2022 iii. Sept 2022 + Dec 2022			Our researchers will be supported in identifying available employment routes. Managers will also have a resource to engage with when conducting appraisals and have a career conversation with their researchers.
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	This action appears under a number of headings. The University is already able to report on engagement with all development activities either organised by the University or externally. Line managers can access that data for their reports. What we currently lack is the ability to filter this data by researchers or their managers. i. Work will be undertaken to add filtering by researchers and researcher managers to our reporting systems ii. Quarterly reports will be produced for CSG	i. Filtering ability will be added to all relevant reports from HUMID ii. Reporting to CSG for actions by ADRs if needed.	i. Jun 2022 ii Reporting Jan, Apr, July, Oct - commencing July 2022			CSG will have a clear picture across the University of the take up of professiona; development activities. ADRs will have the data to intervene where this is felt necessary.
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						
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	Mentoring has been addressed through Section 4 Mentoring of our 2020-22 actions. We have carried over work to: i. share mentoring good practice and standardise approaches across the University where appropriate. ii. include information on mentoring in the Researchers Charter iii. monitor uptake of mentoring, requires an addition to MyHR to note that a person has a mentor iv. Evaluate the impact of the mentoring offer, report to CSG v. We will explore independent career advice for researchers.	i. University wide catalogue of mentoring opportunities, similar transparent systems throughout ii. Communication of opportunities and responsibilities vis-s-vis mentoring iii. Quarterly reportingting to CSG (Jan, Apr, July, October. Target >50% of elidgible staff, action required by ADRs where 50% target nor met iv. Confidence in effectiveness of mentoring action. We will use a range of techniques to gather feedback including our own survey to explore satisfaction with the provision. Target satisfaction levels 60% then rising to 80% in subsequent years v. report to CSG with recommendations.	i. Dec 2022 ii. Dec 2022 iii. Reporting Jan, Apr, Jul, Oct. Commencing July following work on filtering iv. Apr 2023 v. Jul 2022			Through these actions awareness of mentoring as a development activity will be raised amongst managers and therefore their staff. The Researchers Charter will further extend that awareness and signpost various mentoring opportunities available within the University. Takeup and satisfaction with the offer will be measured giving the University and its researchers confidence that mentoring is effective.
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						
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						
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development						
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						
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						
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						
PCDR4	Positively engage in career development reviews with their managers						
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills						
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						

* 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 suport staff; technicians.