## University of Salford HR Excellence in Research Award Action Plan 2018-2022

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<th>Actions</th>
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<td><strong>A: RECRUITMENT AND SELECTION</strong></td>
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| 3-5-year Researcher Career Development Plans | • Implement Researcher development plans across UoS to compliment the PDR process with focus on development and career management planning.  
• 50% of ECRs to have completed plans that align with the PDR process. | RKE & Schools; (Sept 2020) |
| Create industrial studentships/ routes to research | • Initiate a new iMRes and recruit 15 students to the programme over 4 years | RKE; (Jan 2022) |
| Create improved accessible PhD formats that are inclusive and increases PGR numbers | • 10% increase in PhD students through the development of a flexible and accessible PhD format  
• Embed creative and digital and co-creation (ICZs) into to enhance impact and provide additional development opportunities; with a 20% increase in PGR publications and 30% PGRs providing impact case studies. | Doctoral School & RKE; (June 2022) |
| Enhanced support for returning researchers | • Enable opportunities for researchers returning from a career break through a specific programme of support to be available by April 2020. The programme and process to be evaluated by Sept 2022.  
• Specific recruitment programme to target potential returners that links with national and local support networks or initiatives to be in place by 2020 and available to all returners. | HR & Athena Swan Working group; (Sept 2022) |
| **B: RECOGNITION AND VALUE** | | |
| Enhanced routes for progression and development | • Creation of clear pathways to promotion and embedded into PDRs and current processes by June 2019.  
• Development of training and development tools to support career management available to all researchers by June 2019, development tools to be evaluated by Sept 2020 and updated to reflect feedback by 2021. | HR &RKE; (Jan 2021) |
| Enhanced research method support and recognition for best practice | • Creation of opportunities to develop new research methods through funding and dedicated time investment that includes external opportunities to develop new research methods.  
• Encourage the dissemination and sharing of best practice so that at least 40% have accessed this specific support. | Researcher Development Working group (July 2020) |
| External networks and industrial collaboration partnerships | • Extension of support for external dissemination e.g. support for conferences, travel, communities of practice to increase numbers who access the Conference support Fund by 10%.  
• Increase access to external funding through making 70% of researcher aware of the opportunities. | Doctoral School; (July 2019) |
### C: SUPPORT AND CAREER DEVELOPMENT

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| Development of a wellbeing concordat for ECRs                           | - Identify the specific wellbeing and mental wellness challenges for ECRs through focus groups (with at least 20% ECR attendance).  
- Develop new or enhance existing PGR concordat for mental wellness to include ECRs specifically through the development of an online mental wellness resources by Jan 2019 with review and revision of the wellbeing concordat by July 2021. | Doctoral School; (July 2021) |                        |
| Creations of ECR and PGR networks and mentorship to support research activity and career development | - Enhance existing mentoring and networks to support specific areas of development by July 2022 with 50% of ECRs accessing the programme.  
- Creation of external network mentoring programme by Sept 2020 with at least 20 ECRs identified to participate.  
- Embed researcher mentorship across Schools from ECR level to senior leadership for research focussed staff and PGR level for all new and existing PG researchers from Sept 2020. | RKE; (July 2022) |                        |
| Development of Digital skills competency and capacity                  | - Identify and recognise digital best practice to improve access to digital skills development through online training by Jan 2019.  
- Increase digital skills and capability for ECR and PGR communities by increasing the number of digital outputs or assets by 20% by Jan 2020. | QEO & RKE; (Jan 2020) |                        |

### D: RESEARCHER RESPONSIBILITIES

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| Enhance compliance processes such as Research Ethics and Researcher Integrity | - Provide online learning and monitoring to ensure compliance with 100% of new starting researchers completing training by Sept 2019.  
- Development of evidence based, SMART action plans for research Ethics to increase capacity and reduce risk with 100% if new starters providing plans by Sept 2020.  
- Improve the research ethics approval process to speed up the application process by 50% so that applications are processed more quickly and efficiently by July 2020. | Doctoral School & RKE; (Sept 2020) |                        |
| Enhance Supervisory support and development                             | - Improve accessibility to supervisor support resources with 80% accessing support by July 2019.  
- Increase access to training to ECRs, PGRs and research Staff through the improved provision with an increase in attendance of at least 20%.  
- Support Supervisors wellbeing and mental wellness through training and support interventions with at least 30% of supervisors accessing this by Sept 2020. | Doctoral School; (Sept 2020) |                        |

### E: DIVERSITY AND EQUALITY

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| Improve accessibility off campus to training and development resources and support | - Development of a suite of resources to help those working and researching away from campus to be in place by Jan 2020.  
- Improve accessibility to training for part-time researchers and those with caring responsibilities – focus groups by Jan 2019, implementation of provision by Jan 2020. | Doctoral School; (Jan 2020) |                        |
| Improved access to networks and support | • Provide improved access and support for female, BME and LGBT research communities through at least 20% accessing an online provision in place by Jan 2020.  
• Encourage researcher driven activities through peer-to-peer support with at least 50% of researchers actively involved.  
• Increase sign-posting and direction to existing resources and information measured by increased online traffic. | Athena Swan Working group, & RKE; (Jan 2020) |
| F: IMPLEMENTATION AND REVIEW | | |
| Embed wellness and wellbeing across the research community | • Incorporate Wellness as a regular item on the Researcher Development Working Group Annual Business by Dec 2018.  
• Improve access to resources and support on internal and external webpages by Oct 2019. | Researcher Development Working group, & Doctoral School; (Oct 2019) |
| Mid-point review of Action Plan | • Review progress against action plan with at least 50% of activities achieved or on target to achieve. The review should include an audit of participation and outcomes of training. | RKE (June 2020) |