

HREiR Action plan template (2020-2022)



University of
Salford
MANCHESTER



HR EXCELLENCE IN RESEARCH

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	The University of Salford	1 Audience (beneficiaries of the action plan)	Number of	Comments
Cohort number:		Research staff	36	
Date of submission:	November 2020	Postgraduate researchers	694	
Institutional context:	In September 2019 an institutional mapping exercise took place that mapped current commitment to the revised Concordat principles and identified. This has been provided in the revised action plan (mapped against the new Concordat principles). The exercise helped us to identify that the actions set in 2018 for the 2018-2022 period largely focussed on Environment and Culture institution level responsibilities and Professional Career Development for Managers of researchers and the	Research and teaching staff	836	
		Teaching-only staff	761	
		Technicians	26	
		Clinicians	0	
		Professional support staff	1197	
		Other (please provide numbers and details)	5	Academic staff that are neither research or teaching

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action	Old Concordat principle and clause
Environment and Culture								
Institutions must:								
ECI1	Ensure that all relevant staff are aware of the Concordat	You said, we did campaign and webpage/intranet pages. A new external website and internal Sharepoint capability means that this is now more visible.	A week-long campaign to focus on personal and professional development will draw attention to the Concordat and a series of research development initiatives such as mentoring and workshops are scheduled at the end of January. This will link into the 'you said, we did' approach and will include a personalised direct communication to every member of research staff. How it will be measured: The campaign will include a short survey to identify what researchers know about the Concordat and areas that need addressing. We aim to get a 10% take up of the survey or greater and will use the feedback to help shape future interventions and campaigns. This project will run between January and April 2021	Feb 2021	Research Developer	The campaign date is confirmed as the week commencing 25th January 2021. The programme of activities for the week is 75% complete. Taster communication will begin. On-track completion for April 2021.	The outcome of the campaign is to raise awareness of the Concordat with current and new staff. A campaign style approach will be scheduled annually to take into account that there is a turn over of staff or changing of roles. This approach will also ensure, the messages reaches the PGR community as they join and leave. The 'you said, we did' approach enables researchers to directly link their feedback to the development provided and reinforces that 'they' the researcher, shape the agenda.	As previous action
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Annually reviewed through, PGR forum, research development group, AS group, REC and AEC.	The commitment of the Concordat and that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their	Completed initially but part of an ongoing process	The Doctoral School to lead and coordinate the different	Completed, the processes are established and in place.	Completed. This annual schedule and annual item of business ensures that the Concordat remains	Completed.
								P2.1 P6.8

ECI 3	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	Developed a wellbeing concordat to set out our objectives to support researchers. A wellbeing programme has been embedded into the training and development offer that includes activities such as regular wellbeing interventions, failure Friday, craft social and coffee breaks online. The introduction of an annual leave entitlement for PGRs further supports this.	Develop a specific strategy to support the wider research community and feed into the UoS wellbeing groups and development plan. This is to be in place by Sept 2021 and the training offer to continue to have a wellbeing element freely accessible to researchers and reviewed annually. Review and update of the University of Salford's Whistleblowing policy to ensure to the highest standard of ethics, openness, probity and accountability owned by the Director of Legal and Compliance.	September 20	The Doctoral School to lead and coordinate the different strands.	UoS wellbeing group is established and research Concordat in place - this has been reviewed and a new programme to support wellbeing is now embedded. The Whistleblowing policy has been revised with focus on sensitive issues, such as harassment or malpractice, can be difficult to speak about but these can still be addressed in confidence by email to a new confidential email: whistleblowing.reports@salford.ac.uk. https://testlivesalfordac.sharepoint.com/sites/UoS_Staff/SitePages/Updates%20to%20University%20Whistleblowing%20policy.aspx	Completed. The University wellbeing strategy and process that link to the three year plans and development plans all contribute to the wider promotion of wellbeing at the University. The outcome is a better supported researcher community and reduction in complaints, sickness and other wellbeing indicators. However, we acknowledge that this may take longer to reflect in these indicators as Covid has had an impact on all employees and students by increasing awareness but also in seeing an increase in wellbeing related concerns.	Completed.	P6.9
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Suite of online compulsory training for all new staff and PGRs have been developed. Additional projects with our Quality Enhancement Office have reviewed our training, regulations and code of conduct to clarify requirements and enhance support to PGRs and staff. The University has also introduced a Proofreading and Plagiarism guidance document for all supervisors and PGRs.	The compulsory training on equality, diversity, wellbeing and mental health to be mandatory for all new researchers to complete by Oct 2021. This will be added and embedded in to the supervisory training refresher (supervisors complete the training as part of a 3 year cycle) in-line with other UoS management-level training for PSS staff by January 2022.	Oct 2021	Doctoral school/ research developer	Partially completed. Compulsory training in place for all new researchers, work to backdate current researchers and embed into supervisory training is now underway.	In progress. The outcomes can be measured through engagement and the key indicators provided such as and compliance training completion.	As previous action	P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	This has been included in the new ethics course that's compulsory for all new researchers. The Academic Ethics Committee, Research and Enterprise Committee, PGR Forum, Doctoral School Steering Group, research Development Group, and SPARC organising committee, all contribute to positive policy developments and is an annual item of business on each of the committees agendas.	This is monitored through the completion of compulsory courses; through annual learning agreements for PGRs and three year development plans for staff. The completion and content of the compulsory courses to be reviewed every 12 months and enhancement to be added such as best practice publishing and guidance on avoiding self-plagiarism. Achieving 90 % completion of compliance courses for both PGRs and staff.	ongoing: as part of the cycle of annual activities	RKE	Completed.	Completed. This annual schedule and annual item of business ensures that the Concordat remains central to the research strategy and sub strategies such as researcher development and the University's People plan. Sub-groups and task and finish teams may also feed into this for completion of specific projects and streams.	Completed.	P6.1
ECI 6	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	Through student and staff annual surveys, regular audits and reviews.	An annual training and development activity review is conducted each year that looks at both in-respon and online engagement with training and development opportunities. A 'suggestion box' and open door policy facilitate more regular and-hoc feedback as appropriate. Each activity has a form of evaluation embedded into it (this includes user/stakeholder consultation, feedback forms, reflective review) aiming to achieve 50% completion of evaluations.	ongoing: as part of the cycle of annual activities	Doctoral school/ research developer	Completed. The activity is reviewed annually.	Completed. This annual schedule and annual item of business ensures that the Concordat remains central to the research strategy and sub strategies such as researcher development and the University's People plan. Sub-groups and task and finish teams may also feed into this for completion of specific projects and streams.	Completed.	P6.10 P7.5

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	This is part of the research development provision, working with funders and students to co-create an accessible model.	Continue to work with funding organisations (including industry, research councils, charities and consortiums to co-create a positive research culture and environment). This includes regular consultation with the research community and partner funders to take place on an annual basis. This will feed into a research development training programme that focuses on developing funding opportunities and collaboration aiming to achieve 30% participation across the researcher community.	July 2022	RKE and Collaborative partners	Initial meetings took place as part of the 2018 and 2019 Festival of Research. This included the development of a Future of Research output publication: Reimagining: https://usir.salford.ac.uk/49241/ . The 2020 event was postponed by Covid but will continue in 2022 either in person or as an online event.	In progress. Some activity has been affected by Covid but a new schedule is now underway.	As previous action	P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	This is part of our ongoing discussion with funding providers and links with actions ECI 3, ECF1 and ECF3.	Working with the research community and partners to develop a series of listening events to inform the wellbeing and different ways of working. This will then be embedded into the annual training and development cycle and aim to increase participation and engagement by 20%.	July 2022	RKE and Collaborative partners	Initial meetings took place as part of the 2018 and 2019 Festival of Research. This included the development of a Future of Research output publication: Reimagining: https://usir.salford.ac.uk/49241/ . The 2020 event was postponed by Covid but will continue in 2022 either in person or as an online event.	In progress. Some activity has been affected by Covid but a new schedule is now underway.	As previous action	New
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	This is part of our ongoing discussion with funding providers and links with actions ECI 3, ECF1 and ECF2.	Continue to consult with the research community on the opportunities and strategies to increase access and equity. For example, where small grant funding is provided, revise the process so that grant applications are assessed blindly.	July 2022	RKE and Collaborative partners	Initial meetings took place as part of the 2018 and 2019 Festival of Research. This included the development of a Future of Research output	In progress. Some activity has been affected by Covid but a new schedule is now underway.	As previous action	P6.6
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 reflective action plan is included in all of the compulsory training and researchers are encouraged to reflect on this regularly as part of the SER and 3 year plan process.	A reflective action plan is to be embedded into the new Academic Ethics training module and links to further development opportunities. The plan is designed to help researchers reflect on practice within their research and encourage regular discussion with their line manager or supervisory team; aiming to achieve 80% completion of plans cross the community. The Doctoral School is now part of the University Diversity and Equality Committee where policy and practice are reviewed annually.	ongoing	The Doctoral School	Initial action taken to Embed with the training. The meetings and future work is ongoing.	In progress. An Equality Impact Assessment is currently being undertaken for the development programme which will further support the actions and outputs in this area.	As previous action	New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	This is embedded within the compulsory academic ethics training.	The action plans embedded within the compulsory academic ethics training, regular Q&A drop-in sessions and monitoring of completion of compliance training helps to ensure this, with a 90% pass threshold required on compliance courses and aiming for 80% completion by the researcher community. The training provides researchers with an action plan and portfolio of reflective practice to continue their development, refer to regularly and use as a framework to support professional conduct. All training is completed initially once initially and revisited annually.	Sept 2020	RKE	Completed.	Completed. Now embedded into the current processes. The actions plans provide realistic outputs and examples of practice that can be utilised as part of the training or sharing practice within the researcher community.	As previous action	New

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	Open conversations and visibility of support resources to promote a positive working environment. The principles of the Concordat for research integrity are embedded into the training.	The principles of the Concordat for research integrity are embedded into the training. The training provides researchers with an action plan and portfolio of reflective practice to continue their development, researchers and managers are encouraged to refer to their plans and portfolio's regularly and use as a framework to support professional conduct; aiming to achieve a 80% engagement and completion rate annually. As part of progression monitoring, prompts to discuss wellbeing will be embedded into monitoring forms and revisited annually aiming to get 70% completion and engagement from researcher, line managers and supervisory teams.	Sept 2020	RKE	Completed.	Completed. Now embedded into the current processes. The actions plans provide realistic outputs and examples of practice that can be utilised as part of the training or sharing practice within the researcher community.	As previous action	P6.9
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Identified as part of the 3 year plan process and open calls to develop research-led interventions. Linked to ECI 3 and ECM5.	This is an annual item of business at core university committee and groups, reviewed every 12 months or more frequently in-line with practice and policy changes. The research community receive regular communications on a monthly basis or more frequently through Teams group and individual emails. Visibility of a new academic handbook on intranet pages and external pages will help increase awareness. Quarterly communications aim to increase traffic to the handbook and practices by 25%.	Completed initially but part of an ongoing process	The Doctoral School	Completed, the processes are established and in place.	Completed. The new web structure provides metrics on access to continue to monitor and access access and engagement of outputs.	As previous action	New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Identified as part of the 3 year plan process and open calls to develop research-led interventions. Linked to ECI 3 and ECM4.	This is an annual item of business at core university committee and groups, reviewed every 12 months or more frequently in-line with practice and policy changes. The research community receive regular communications on a monthly basis or more frequently, this includes regular calls to contribute and influence policy development, environment and culture through working groups and listening events, aiming to increase participation by 20% across the university community.	Completed initially but part of an ongoing process	The Doctoral School	Completed, the processes are established and in place.	Completed. The new web structure provides metrics on access to continue to monitor and access access and engagement of outputs.	As previous action	New
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 mentoring and support network has been established at both PGR and research staff level to encourage this behaviour. Those who are mentees are encouraged to be mentors moving forward.	Using online community environments such as Microsoft Teams, there are opportunities for researchers to actively contribute to the research culture. The community environments encourage sharing of practice, supporting newer researchers and creating communities of practice. Engagement is measured by 50% of the research community making a contribution to or by using the online communities.	Oct 2021	The Doctoral School	Online communities have been established and initial engagement is high. Further analysis and data scraping is needed to review the engagement fully.	In progress. During the Covid lockdown, there has been greater utilisation of online communities. This is currently being reviewed as part of this activity.	As previous action	New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	encourage the exploration of funder policy and guidance in this area - some guidance is also provided in the supervisor training.	The induction process for new researchers sign-posts to the relevant policies and guidance. 100% completion of the induction process for PGRs is required within the first 3 months of arrival.	Sep 2021	The Doctoral School & HR	Online induction for PGRs has increased engagement and completion is easily tracked. 100% completion achieved for research integrity. On target for 100% completion for diversity and inclusion modules by Sept 2021.	In progress. On target.	As previous action	P5.3

ECR3	Take positive action towards maintaining their wellbeing and mental health	At induction and through regular campaigns, research are encouraged to consider this fully. As well as in recent Return to campus or safety working remotely provisions.	Through the return to campus and safe working remotely provision, an individual risk assessment is completed that also considers wellbeing individually and in relation to the research project. 100% completion is required and this is reviewed during monthly supervision/line management meetings. The process is reviewed annually.	Oct 2022	The Doctoral School and HR	Currently the assessments are focussed on supporting wellbeing and research through the Covid period. Further work is required to develop these as an ongoing and embedded practice moving forward.	In progress. This is currently being reviewed as part of this activity.	As previous action	New
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	Policies and procedures are in place to address concerns of this nature.	Policies and procedures are in place to address concerns of this nature and reviewed regularly. The review and update of the University of Salford's Whistleblowing policy to ensure to the clear routes to raising any concerns or issues is to be made available on web pages and intranets. Reviewed annually.	Completed	The Doctoral School	Completed, the processes are established and in place.	Completed. This is now available on intranets and web pages, supported with regular marketing and communications to further support.	Completed.	P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Opportunities to be identified for staff via the 3 year plans and for PGRs through the Doctoral Steering Group.	To develop a co-creation approach to support research development. This is measured by an increase in number of research-led activities and contributions to include at least one PGR 'take over' event or activity and one staff development session created by researchers to support researchers. Increase participation with such events by 30%.	Aug 2021	The Doctoral School	Initial discussions underway with different research groups about prospective activities from conferences to bespoke training events for delivery in 2021. Currently these activities will be online due to Covid.	In progress. On target.	As previous action	P3.13
Employment Institutions must:									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Recruitment processes supported centrally to drive consistency, recently reviewed process updated to drive a partnered approach between the recruiting manager and recruitment team. This is to ensure appropriate activity and actions taken in finding the right candidates and talent. Updating of the Recruitment system underway expected to be completed 2021 to support greater transparency and significantly improved applicant journey and further drive our inclusivity agenda.	Driven through UoS inclusivity agenda, a recruitment project to improve the recruitment experience, is underway; success is measured through candidate feedback and increasing participation from under-represented groups. Recent success has been obtained through improving UG recruitment, this could be used as model to improve PGR; aiming to increase numbers by 10%.	Dec 2021	HR	Project is underway and on schedule for completion by the deadline.	In progress. On target.	As previous action	P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	All PGRs and staff receive a full induction within 3 months of their start date.	This is monitored and followed up within the 3 month start date window. 100% completion required within 12 months of start date.	Completed	The Doctoral School & HR	Completed, the processes are established and in place.	Completed. Outputs are regularly reviewed as part of annual business activities and to ensure ongoing alignment with the Concordat and University objectives.	Completed.	P3.6
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	Researchers are part of the current reward structure of the university when they are contracted to the university. This provides pathways for progression.	Events and activities to recognise contributions are in place such as the Supervisor of the year awards, PGR awards as part of SPARC (Salford Postgraduate Annual research Conference). A pilot to increase promotion applications for research focussed staff through specific development workshops and career coaching to be piloted. Success is measured through engagement by an increase in attendance by 20% compared to other development activities.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. Outputs are regularly reviewed as part of annual business activities and to ensure ongoing alignment with the Concordat and University objectives.	Completed.	P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Opportunities are provided through development programmes and 'on demand' training through LinkedIn learning.	As above and through targeted training that utilises the data from the 3 year plans and PDR discussions. Success is measured using online platforms, altmetrics help track usage and aims to increase participation by 10% engagement. Evaluation feedback will continue to inform the training offer, gathered during/after the training and reviewed annually.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. Outputs are regularly reviewed as part of annual business activities and to ensure ongoing alignment with the Concordat and University objectives.	Completed.	P2.3

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	As part of our commitment to deliver the Academic Career Framework effectively, we have a wrap around programme of development and engagement activity. This includes leadership development for all line managers including how to have effective conversations around performance, development giving and receiving feedback and facing into performance conversations. We instill a consistent approach to performance conversations using the Academic Career framework and drive adoption both top down and bottom up within the teams. We have developed institutional performance targets and a golden thread flows through all teams aligning to the University strategy therefore allowing all to be clear on performance and contribution. These feed talent approach and ultimately promotion opportunities using the Academic career framework.	A series of high profile campaigns have been established to champion and increase awareness of the behaviours and positive research culture, aligned to key activities such as 3 year plans, the REF process, SPARC and Festival of Research. Success is measured through marketing data to establish engagement with these campaigns, aiming for 40% of the researcher community to engage through reading/clicking to targeted communication messages or registering for events.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. Outputs are regularly reviewed as part of annual business activities and to ensure ongoing alignment with the Concordat and University objectives.	Completed.	P2.6 P6.3 P6.4
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	There is a Fixed Term Contract policy in place for the fair treatment of those on contracts. This policy and others will be incorporated into the review of all current policies and procedures overseen by the HR Team.	The review project is underway and this aligns to other processes to support recruitment and development. Further consultation will form part of the Festival of Research and Technicians Conference - aiming to increase participation and input into the process by 20% on previous engagement targets.	Dec 2022	HR	In progress	In progress. On target.	As previous action	P1.3 P2.1 P2.2
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	Researchers and the research community are heavily involved in our review processes, for example our Academic Career Framework has an annual review process to ensure it stays up to date and relevant. The research pathway is owned by the PVC for Research and Innovation and their team review and feed in all requirements and sign it off as appropriate and fit for purpose.	The ACF and 3 year plans are readily used to support career development chats for research focussed staff. The Learning Agreement for PGRs is annually updated and reviewed to support research development. Both processes provide opportunities to engage with decisions making on an ongoing basis. In addition to this, members of the researcher community are encouraged to join the researcher development group to specifically input into short and long-term development, policy and decision making.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. Further outputs are generated through the researcher input such as testimonies, case studies or examples of practice. To generate awareness of this and to further engage the researcher community, these outputs will be made available (with permission) to the wider researcher community.	Completed.	P3.13
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	Review of Salford offer and pricing structure underway. A bespoke training programme for funding training.	The funding offer to be in place by Nov 2020. 30% of researchers identified to focus on funding and income to have funding development plans in place by Dec 2022.	Dec 2022	RKE	In progress and on schedule.	In progress. On target.	As previous action	P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	Linked to EF1. As part of the funding training programme, include opportunities to explore sources and strategies to generate funding to secure/extend current contract. As part of this offer encourage reflection and planning on career pathways. Impact data to be collected through staff surveys and feed into the training and development agenda.	As above. The funding offer to be in place by Nov 2020. 30% of researchers identified to focus on funding and income to have funding development plans in place by Dec 2022. Impact data collected via annual staff surveys to be embedded into 3 year plan process so to encourage conversations about career progression. The Academic Career Framework (ACF) to provide clear pathways to progression and opportunities to move role within the University.	Dec 2022	RKE	In progress and on schedule.	In progress. Partially completed, with the funding offer postponed with Covid. This further broadens the reach, with more researchers in a position to access this once mobility has returned after the lockdown period.	As previous action	New

EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	Linked to EF1&2. As above.	As above. The ACF to be embedded into development plans in place by Dec 2022. Introduction of regular School specific workshops to discuss employment and provide opportunities to develop career progression by Dec 2022. This will be measured by feedback from the researcher community on employment and development opportunities and recruitment leads on empoiyability and suitability of internal applicatnts to increase participation in both activities by 20%.	Dec 2022	RKE	In progress and on schedule.	In progress. Some pilot workshop activity undertaken, the feedback from this will contribute to future development planning.	As previous action	P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	Linked to EF1-3. As above.	As above. The funding offer to be in place with 30% of researchers identified to focus on funding and income, and to have funding development plans in place by Dec 2022.	Dec 2022	RKE	In progress and on schedule.	In progress. On target.	As previous action	New
Managers of researchers must:									
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Through Academic Career Framework deployment we invite all line managers to go through leadership development, this coupled with the tools we share give us a more consistent approach to line management capability.	This regularly reviewed on an annual basis and through consultation with the research community, opportunities to evolve and develop support are facilitated. Training is highlighted to PGR by Supervisory team at Annual Assessment point, through self reflection in the Learning Agreement and APR, by Supervisors and their line managers in PDR processes and 3 yearly refresher training, and by support staff and their managers through the annual PDR process. 100% completion is required of all processes.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. The outputs generated from the completion of the processes is now used as part of the annual evaluation review.	Completed.	P2.3
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	Through forums and committees such as REC, AEC and PGR Forum, staff are able to engage and input into the relevant codes and policies for the University. There's further enhancement and engagement opportunities with national policy and practice through development networks such as Vitae, UKCGE and CIPD.	This is part of an ongoing commitment and now embedded into the annual life cycle of the review and update of institutional codes and policies. New funding development training to be implemented by September 2022 with 40% attendance as a measure of engagement.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. The outputs generated from the completion of the processes is now used as part of the annual evaluation review.	Completed.	P2.2
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Look to introduce annual equality monitoring of researchers relating to reward, recruitment and promotions.	Part of a larger recruitment and support project linked to E11 and E16. Make the recruitment process more transparent and additional guidance provided in place for PGR by Sept 2021 with 80% of new PGRs recruited through this pathway and similar process research staff (as part of wider recruitment project) phase 1 by Sept 2022.	Dec 2022	RKE	In progress and on schedule.	In progress. On target.	As previous action	P6.3
EM4	Actively engage in regular constructive performance management with their researchers	This is a fundamental part of effective line management and is an expectation of all colleagues once deployed to use the Academic career framework. Through calibration and moderation activity we are driving a consistent approach to management allowing all teams and individuals to get the same support.	This is part of an ongoing commitment and now embedded into the research life cycle, PDR process for staff. The Vitae RDF is used in discussion between PGRs and Supervisors at monthly and annual progress meetings. Performance Development Chats to be introduced and rolled out to 50% of the researcher community by Nov 2022.	Completed	RKE & HR	Completed, the processes are established and in place.	In progress, partially completed.	As previous action	P2.3
EM5	Engage with opportunities to contribute to relevant policy development within their institution	Linked to EM2. Through forums and committees such as REC, AEC and PGR Forum, staff are able to engage and input into the relevant codes and policies for the University. There's further enhancement and engagement opportunities with national policy and practice through development networks such as Vitae, UKCGE and CIPD.	Increase participation and contribution of research staff and PGRs in key groups such as research development group through engaging with line managers and supervisors. Aim to have 30% membership of the group made up of PGRs and supervisors.	Sept 2021	The Doctoral School	The next meeting is to take place in January 2021 with increased participation from researchers and their managers.	In progress. On target. Membership of the groups is being reviewed currently.	As previous action	New
Researchers must:									

ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	For supervisors this is done through our enhanced, co created and peer led supervisor training. For PGRs, this is done through our enhanced online training provision, new Doctoral School Hub and Teams training sites, and also via their supervisors.	Expectations are set out in the SER process for PGRs and 3 year plans for research staff and monitored through this process. Aiming for 80% completion by PGRs and research staff by July 2022.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. The outputs generated from the completion of the processes is now used as part of the annual evaluation review.	Completed.	New
ER2	Understand their reporting obligations and responsibilities	This is set out in the induction process and through the SER and 3 year plan processes	Linked to ER1 and monitored through existing processes. All new starters to complete induction and mandatory courses, aiming for 100% completion within 3 months of start date. Supervisors and line managers to complete annual reviews aiming for 90% completion (allowing for mitigation and interruptions).	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. The outputs generated from the completion of the processes is now used as part of the annual evaluation review.	Completed.	New
ER3	Positively engage with performance management discussions and reviews with their managers	3 year plans and PDRs for staff and monthly supervisor meetings and SER for students.	Linked to ER1 & 2 and monitored through existing processes. Engagement measured through completion and annual evaluations aiming to for 50% respondent rate to evaluate engagement.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. Outputs generated could be utilised to share practice moving forward.	Completed.	P5.6
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Promotion of Academic Citizenship through the PGR seminar series and ACP for students, mentoring and SRR for staff.	Rewarding 'Citizenship' and being part of the academic community. Measurement of success is in evaluating collective engagement e.g. increase in participation and frequency in community activities such as the Festival of Research and increasing participation by 10% annually.	Completed	RKE & HR	Completed, the processes are established and in place.	Completed. Outputs generated could be utilised to share practice moving forward.	Completed.	P5.2
Professional and Career Development									
Institutions must:									
PCD1	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 range of core research development activities such as research development days, FoR and SPARC make up a common core of 10 days with additional shorter training events throughout the year as part of the research development offer.	This regularly reviewed on an annual basis and through consultation with the research community, opportunities to evolve and develop support are facilitated. Reviews are mapped to the RDF for PGRs and ACF for RFS and time is provided through regular 'thinking and writing retreats' to continue meaningful career development in the longer term. Retreats to be in place by Sept 2021. The structured support to include mentorship across academia and industry or enterprise as part of the researcher development programme, in place by Sept 2021.	Completed	The Doctoral School	Completed, the processes are established and in place.	Completed. Various touch points to encourage 'chats' at regular intervals are now embedded into processes such as PDR, Learning Agreements and this is supported by an annual career development symposium for researchers (taking place annually in January and aligned with PDRs).	Completed.	P3.1 P3.3 P5.5
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Training support, drop-in sessions and 'retreats' where there's the opportunity to actively progress work in a structured way is available. SRR has provided staff with time to focus and commit to their development.	This regularly reviewed on an annual basis and through consultation with the research community, opportunities to evolve and develop support are facilitated. Reviews are mapped to the RDF for PGRs and ACF for RFS and time is provided through regular 'thinking and writing retreats' to continue meaningful career development in the longer term. Retreats to be in place by Sept 2021	Completed	The Doctoral School	Completed, the processes are established and in place.	Completed. Various touch points to encourage 'chats' at regular intervals are now embedded into processes such as PDR, Learning Agreements and this is supported by an annual career development symposium for researchers (taking place annually in January and aligned with PDRs).	Completed.	P3.10

PCDI 3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	This is provided through the doctoral school hub, student and staff hubs with an annual careers symposium for research and research careers.	co created and peer led training content and delivery helps to ensure provision is fit for purpose and continues to be reviewed and revised regularly through embedded processes. Annual career development conferences will provide opportunities to access professional advice on career development. An opportunity to revisit career development is provided in regular 121 career development chats in place by Feb 2021.	Completed	The Doctoral School	Completed, the processes are established and in place.	Completed. Various touch points to encourage 'chats' at regular intervals are now embedded into processes such as PDR, Learning Agreements and this is supported by an annual career development symposium for researchers (taking place annually in January and aligned with PDRs).	Completed.	P3.1
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Utilising the BAU support we give for all colleagues such as Salford conversations, Leading at Salford and more uniquely the Academic career framework for researchers. As part of deployment of Academic career framework we have implemented a more holistic conversation performance and career conversation driving a holistic conversation about performance, development, workload, and wellbeing meaning we can support individuals needs. PGR seminar series, mentoring and ACP for students.	co created and peer led training content and delivery helps to ensure provision is fit for purpose and continues to be reviewed and revised regularly through embedded processes. In place by Feb 2021 and reviewed annually.	Completed	The Doctoral School	Completed, the processes are established and in place.	Completed. Now embedded into the various plans and progress monitoring tools. The main outcome is that this will assist with monitoring moving forward whilst also supporting researchers to increase their development portfolio.	Completed.	P3.11 P3.14
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	External mentoring with other HEI's and Industries available for students and staff. Linked to PCDR2.	Development of a stream of activities and opportunities for researchers to frequently engage and experience employability and networking specifically for research. These activities to be piloted and embedded into training and development provisions by mid 2021.	Apr 2021	The Doctoral School	Internal provisions and mentoring in place such as SARMS. MCR mentoring across institutions and support for networking is underway and on schedule.	In progress. The mentorship programme is progressing well and outcomes of the pilot version are positive.	As previous action	P3.2 P3.4
PCDI 6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and research career development reviews	Engagement is monitored and part of an annual reporting process.	Embedded into research lifecycle and recorded through the learning agreement, SER, 3 year plan and PDR process. Regular opportunities are facilitated and encouraged and the overall process is now embedded. This is reviewed annually, monitored and updated as appropriate. This is monitored via annual reviews in place by Mar 2021.	Initially completed. Reviewed annually.	The Doctoral School and HR	Completed, the processes are established and in place.	Completed. Now embedded into the various plans and progress monitoring tools. The main outcome is that this will assist with monitoring moving forward whilst also supporting researchers to increase their development portfolio.	Completed.	New
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	This is a core part of the training and development offer with a specific stream on accessing and progressing research funding. Linked to ECF1-3.	Continue to work with funding organisations (including industry, research councils, charities and consortiums to co-create a positive research culture and environment). This includes regular consultation with the research community and partner funders to take place on an annual basis. Provide workshops to evidence development such as career planning and application workshops as part of the researcher development programme, in place by Sept 2021. Engagement measured against number of opportunities taken as part of 10 development days quota, aiming for 20% of researcher community engagement.	July 2022	RKE and Collaborative partners	Initial meetings took place as part of the 2018 and 2019 Festival of Research. This included the development of a Future of Research output publication: Reimagining: https://uisr.salford.ac.uk/49241/ . The 2020 event was postponed by Covid but will continue in 2021 either in person or as an online event.	In progress. This is now being embedded into the various PDR, plans and progress monitoring tools. Other outcomes such as pathways to navigate development have also been implemented to support this activity.	As previous action	P3.7 P3.9

PCDF2	Embed the Concordat Principles and research development into research assessment strategies and processes	These are embedded into the SER (process for PGRs) and as part of the ACF for staff and their 3 year plans. This is also linked to ECF1-3.	Continue to work with funding organisations (including industry, research councils, charities and consortiums to co-create a positive research culture and environment). This includes regular consultation with the research community and partner funders to take place on an annual basis. The Concordat principles to be referenced and linked to on annual review forms and the newly revised web pages in place by July 2021.	July 2022	RKE and Collaborative partners	Initial meetings took place as part of the 2018 and 2019 Festival of Research. This included the development of a Future of Research output publication: Reimagining: https://usir.salford.ac.uk/49241/ . The 2020 event was postponed by Covid but will continue in 2021 either in person or as an online event.	In progress. This is now being embedded into the various PDR, plans and progress monitoring tools. Other outcomes such as pathways to navigate development have also been implemented to support this activity.	As previous action	New
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	Through identifying this in 3 year plans, the Academic Career Framework will build skills both valuable in and out of the Academic sphere of work. Through PGR specific career related activities including the careers symposium. Linked to ECF1-3.	Continue to work with funding organisations (including industry, research councils, charities and consortiums to co-create a positive research culture and environment). This includes regular consultation with the research community and partner funders to take place on an annual basis. Additional support as an annual career development conference implemented across both PGR and research staff communities by Sept 2022, engaging with at least 20% of the researcher community.	July 2022	RKE and Collaborative partners	Initial meetings took place as part of the 2018 and 2019 Festival of Research. This included the development of a Future of Research output publication: Reimagining: https://usir.salford.ac.uk/49241/ . The 2020 event was postponed by Covid but will continue in 2022 either in person or as an online event.	In progress. Covid has hindered some progress of this but has provided a platform to engage in wider discussions across disciplines and develop more creative approaches. A mid-review will take place in Sept 2021 to help reflect on lessons learnt so far.	As previous action	New
Managers of researchers must:									
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Embedded through 3 year plans, PDR for staff and SER, learning agreements and assessment points for students. Deployment of Academic Career Framework takes all line managers through leadership development to have effective performance conversations with their teams.	Embedded into research lifecycle and recorded through the learning agreement, SER, 3 year plan and PDR process. Regular opportunities are facilitated and encouraged and the overall process is now embedded. This is reviewed annually, monitored and updated as appropriate.	Initially completed. Reviewed annually.	The Doctoral School and HR	Completed, the processes are established and in place.	Completed. Various touch points to encourage 'chats' at regular intervals are now embedded into processes such as PDR, Learning Agreements and this is supported by an annual career development symposium for researchers (taking place annually in January and aligned with PDRs).	Completed.	P2.3
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	Sign posting to resources such as mentoring and careers.	Embedded into research lifecycle and recorded through the learning agreement, SER, 3 year plan and PDR process. Regular opportunities are facilitated and encouraged and the overall process is now embedded. This is reviewed annually, monitored and updated as appropriate. The cross institutional mentoring scheme is available from spring 2021 aiming for 10% of the research staff community to apply.	Initially completed. Reviewed annually.	The Doctoral School and HR	Completed, the processes are established and in place.	Completed. The mentoring schemes are progressing well and early outcome indicate that the programme and ability to 'shape it' have increased engagement with the development agenda.	Completed.	P3.4 P3.8 P5.5
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	This is allocated as mentioned above.	Embedded into research lifecycle and recorded through the learning agreement, SER, 3 year plan and PDR process. Regular opportunities are facilitated and encouraged and the overall process is now embedded. This is reviewed annually, monitored and updated as appropriate. Regular opportunities to connect with the researcher community and onward development monthly.	Initially completed. Reviewed annually.	The Doctoral School and HR	Completed, the processes are established and in place.	Completed. The 10 days development is now embedded into the various PDR, plans and progress monitoring tools. Other outcomes such as pathways to navigate development have also been implemented to support this activity.	Completed.	New

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	This is allocated as mentioned above.	Embedded into research lifecycle and recorded through the learning agreement, SER, 3 year plan and PDR process. Regular opportunities are facilitated and encouraged and the overall process is now embedded. This is reviewed	Initially completed. Reviewed annually.	The Doctoral School and HR	Completed, the processes are established and in place.	Completed. The 10 days development is now embedded into the various PDR, plans and progress monitoring tools. Other	Completed.	P3.6 P3.9 P5.5
PC DM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	This is allocated as mentioned above. However all line managers as part of Academic career framework go through specific line manager leadership development activity to build the capability to have effective conversations.	Initially completed. Further embedding to support leadership and training through the exploration of additional qualifications to evidence employability and personal transferable skills to be in place by Sep 2021.	Sep 2021	The Doctoral School and QEO	Part-completed. Additional qualifications such as a PGCert to be in place by Sep 2021 and work is on schedule to meet the deadline.	In progress. The ACF will provide a clear pathway for development and progression, supported by demonstrable outputs.	As previous action	New
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	Encouraged through PDR, Learning agreement. A toolkit of resources are available including careers checklist, skills audits and reflective practice events.	This is embedded into the PGR lifecycle and annually followed up prior to re-registration or thesis submission. For all staff, this is part of the PDR process and 3 year development plans, also reflected on annually.	May 2020	The Doctoral School	Completed.	Completed. The 10 days development is now embedded into the various PDR, plans and progress monitoring tools. Other outcomes such as pathways to navigate development have also been implemented to support this activity.	Completed.	P5.5
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.	In place as part of SPoRT and SECRET programmes, including SARMs (Salford Academic Research Mentoring) programme for research focussed staff and the Academic Citizenship Programme for PGR Students.	Additional initiatives to support current practice including interinstitutional mentoring for mid-career research staff and cross-institutional PGR networking for Doctoral researchers. A specific mid-career researcher programme to be implemented by May 2021.	Apr 2021	The Doctoral School	The first PGR networking event has taken place Oct 2020, the MCR mentoring programme is scheduled to begin in May 2021 (was Jan 2021 previously, but pushed back due to Covid).	In progress. The mentoring schemes are progressing well and early outcome indicate that the programme and ability to 'shape it' have increased engagement with the development agenda. Some of the deadlines have been pushed back in light of Covid.	As previous action	P3.8
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	For PGRs - this is provided through the learning agreement and SER. For staff this is within the 3 year plans and PDR. Linked PCDR1.	Embed the LA and SER into the PGR lifecycle and make access to Advantage download/transcripts more accessible and increase awareness as part of the inaugural Festival of Research. The 3 year plans aligned with the PDR process ahead of submission of the REF environment statement submission by Dec 2022.	Mar 2018	RKE	Completed.	Completed. These outcomes and portfolio is available through repositories such as Figshare and ORCID.	Completed.	P5.5
PCDR4	Positively engage in career development reviews with their managers	Prompted as part of above processes: PCDR1-3.	Engagement tracked through the number of submissions. Career development conversations encouraged as part of annual review processes, aiming for 80% completion of 'career development' related sections of annual reviews, learning agreements and other online monitoring forms, reviewed annually.	Mar 2018	RKE	Completed.	Completed. Through the outcomes of these actions, and tracking back to 2018, a story of change is developing. Rather than just tracking engagement, more researchers are directing it and not just acting as 'consumers' but as 'activists' of change, taking a more pro-active and citizenship-based role within the researcher community with many more researchers contributing to the researcher development agenda.	Completed.	P3.10

PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Prompted as part of above processes: PCDR1-3.	Engagement is tracked through number of ORCID profiles (aiming to increase number of profiles by 20%) and engagement with initiatives such as small grants and Festival activities (increase in participants by 10%).	Sep 2021	The Doctoral School	Increase in ORCID profiles is indicated and is still to be measured. Due to Covid-19, Festival activities have been postponed, therefore engagement will be measured in 2021.	In progress. Outcomes to illustrate engagement through a portfolio of examples of practice that can form part of outward facing web pages and engagement but are documented through ORCID and other repositories as appropriate.	As previous action	P5.5
PCDR 6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Prompted as part of above processes: PCDR1-3 and PCDR 5.	As above, engagement is tracked through 20% increase in number of ORCID profiles and initiatives such as small grants and Festival activities. The number of PGRs taking up PE opportunities with The Brilliant Club will also be used to measure awareness and tracking of key words in relation to knowledge exchange, policy, PE and commercialisation as part of the 3 year year plan review process. PGRs participating with the Brilliant Club increase to 10% by Sept 2022.	Sep 2022	The Doctoral School	Increase in ORCID profiles is indicated and is still to be measured. Due to Covid-19, Festival activities have been postponed, therefore engagement will be measured in 2022.	In progress. Outcomes to illustrate engagement through a portfolio of examples of practice that can form part of outward facing web pages and engagement but are documented through ORCID and other repositories as appropriate.	As previous action	P5.2

* 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.