



Queen Margaret University
EDINBURGH

HR Excellence in Research Award

10 Year Review –
September 2020

Action Plan
2020-2022 New
(2019) Researcher
Development
Concordat

HREiR Action plan template (2020-2022)

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):
Institution name:	Queen Margaret University	
Cohort number:	Cohort 1	
Date of submission:	25-Sep-20	

Audience	Number
Research staff (contract research staff)	30
Postgraduate researchers	141
Research and teaching staff	205
Teaching-only staff	7
Technicians	2
Clinicians	
Professional support staff	214
Other (please provide numbers and details):	
Total	599

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Ref. No	Institutions must:						
1.1	EC11	Ensure that all relevant staff are aware of the Concordat	High level and visible commitment in new Institutional Strategic plan and supporting operational strategies.	<ul style="list-style-type: none"> Clear and explicit commitment to the Concordat in the QMU strategic plan and the 11 associated strategies for research and innovation. Concordat Awareness raising/induction session for all new Managers and Pls. Improve Awareness of the Researcher Development Concordat in CEDARS 2021 (78.2% CEDARS 2020). 	September 2022	RKEDU	
1.2			Clear and visible reference in recruitment materials and researcher induction.	<ul style="list-style-type: none"> Reference to the concordat in all recruitment materials and induction materials. Positive feedback on awareness of concordat demonstrated through annual HR New Start and Induction Survey feedback. 	Updated recruitment and induction materials December 2020. Review of survey feedback quarterly from October 2020	HR	
1.3			Hold Research Managers briefing session on concordat principles and QMU action plan.	<ul style="list-style-type: none"> Hold minimum of 1 Research Manager briefing session at start of each academic year. 	September 2022	CONVENER AND DEPUTY PRINCIPAL	
1.4			Clear and visible commitment on Webpages and Intranet and in the refreshed and relaunched Research@qmu booklet and new CRS@qmu booklet.	<ul style="list-style-type: none"> Production and maintenance of webpages and documentation. Positive feedback from CRS and other staff on the profile and awareness of the concordat measured through feedback to the RDCWG and via CEDARS 2021. 	December 2020	RKEDU/HR	
1.5			Update on Concordat a standing item on Research Strategy Committee.	<ul style="list-style-type: none"> Update at 4 meetings per academic year. 	Ongoing		
1.6			Support and active promotion of the CRS Staff Group and the Researcher Development Concordat Working Group (RDCWG).	<ul style="list-style-type: none"> Group established with minimum of 4 meetings per year. RDCWG meet quarterly to monitor operational delivery of the 2020-22 Action Plan and Report to the Athena Swan and Concordat Steering Group. Agreed approach of co-creation and ownership upheld. 	Ongoing	CRS	
1.7			Internal and external promotion via on campus plasma screens and use of pop up banner at staff tea points.	<ul style="list-style-type: none"> Pop-up banners at 2 out of 4 main staff social points and set/recurring theme on-campus plasma screen. 	January 2021 (return to campus date)	RKEDU	

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1.8	ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Take account of CRS feedback on HR policies as part of HR policy review. Where policy reviews involve stakeholder feedback then involve CRS in focus groups/feedback sessions.	<ul style="list-style-type: none"> • CRS feedback incorporated into relevant HR policies. • HR policies provide clear guidance to CRS demonstrated through feedback from CRS. • Improve feedback that the institution valued contributions to Institutional Policy and Decision Making in CEDARS 2021 (33.8% CEDARS 2020). • Improve feedback that research staff agreed/agreed strongly that they had opportunities to Participate in Decision Making Processes in CEDARS 2021. (74.3% CEDARS 2020). 	Full review complete by September 2021	HR		
1.9			HR policies relevant to the CRS linked to the CRS Intranet Page.	<ul style="list-style-type: none"> • Institutional intranet page updated with relevant links. 	October 2020	HR		
1.10			CRS status and institutional commitment to the Concordat and Action Plan highlighted as part of HR induction .	<ul style="list-style-type: none"> • HR induction checklist updated with details of Concordat and Action Plan. 	October 2020	HR		
1.11	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	Input of CRS into the new Staff Wellbeing Working Group and Strategy/action plan.	<ul style="list-style-type: none"> • Membership of new Staff Wellbeing Working Group to include representation from CRS. • Improve feedback that the Institution Actively Promotes the Importance of Good Mental Health and Wellbeing in CEDARS 2021(70.2% CEDARS 2020). • Improve feedback that the Working Environment Supports Their Mental Health and Wellbeing in CEDARS 2021 (46.3% CEDARS 2020). 	From July 2021	HR		
1.12			Proactive dissemination of information on Wellbeing and Mental Health including relevant policy links and support available/employee assistance.	<ul style="list-style-type: none"> • Improve feedback that the Institution Actively Promotes the Importance of Good Mental Health and Wellbeing in CEDARS 2021(70.2% CEDARS 2020). • Improve feedback that the Working Environment Supports Mental Health and Wellbeing in CEDARS 2021 (46.3% CEDARS 2020). 	September 2022	HR		
1.13			Run three annual workshops on Mental Health First Aid, Academic Writing: Reduce Anxiety and Wellbeing in Academic Research.	<ul style="list-style-type: none"> • Minimum of 3 events run per year. Reviewed annually based on feedback on researcher training needs from PER and RDF. 	January 2021	RKEDU		
1.14			Improve support to signposting wellbeing and mental health resources for Researchers.	<ul style="list-style-type: none"> • Creation of new linkage on Research webpage and share good practice from the Universities Scotland Researcher Development and Training Committee/Vitae and others. • Doctoral candidate induction and development programme includes sessions on Vitae and Concordat; Diversity and Decolonization and well being and mental health. 	November 2020	RKEDU AND GRADUATE SCHOOL		

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1.15		Work collaboratively with other HEIs to embed and share good practice.	<ul style="list-style-type: none"> • QMU continues to be an active member of 3 sector policy informing groups - Universities Scotland Researcher Development Training Committee, Universities Scotland Concordat Action Plan Working Group, Universities Scotland Research and Commercialisation Directors Group/UIF Collaborative Groups. 	Ongoing	RKEDU		
1.16		Improve clarity and support for the use of AWAM and its application to CRS through AWAM annual review, invite CRS to contribute to review.	<ul style="list-style-type: none"> • Revised AWAM documentation including reference to applicability to CRS in place. 	December 2020	DEANS/HR		
1.17	ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<p>Develop a QMU Training Matrix which clearly outlines the university's expectations relating to training for managers, including managers of researchers. Put in place relevant training and review uptake.</p> <ul style="list-style-type: none"> • QMU Training Matrix in place. • Managers of research staff engaged in training as demonstrated by uptake statistics reviewed regularly by HR. • Improve CEDARS 2021 feedback and CEDARS 2020 SMART measure on Professional and Career Development. 	Training matrix complete by December 2020. Staff training ongoing	HR		
1.18		Mainstream good practice from the REF 2021 Code of Practice including the Parallel Quality Evaluation of Outputs as a standard QMU researcher development process.	<ul style="list-style-type: none"> • REF 2021 Parallel Quality Evaluation of Outputs process rolled out to all research staff from September 2021. • Improve feedback that research staff agreed/agreed strongly that they were treated fairly in relation to Research Output Expectations in CEDARS 2021 (62.2% in CEDARS 2020). • Improve feedback that research staff agreed/agreed strongly that they were treated fairly in relation to Inclusion in REF 2021 in CEDARS 2021 (66.2% in CEDARS 2021). 	September 2021	RKEDU		
1.19	ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p>Roll out an institutional action plan to support the Concordat for Research Integrity and support with a programme of researcher training. (monitored annually via a report to University Court and the UK Government Science and Technology Select Committee).</p> <ul style="list-style-type: none"> • New Research Integrity Action Plan/Integrity Training /awareness raising launched and implemented with training to raise awareness of compromised integrity (June 2021) • Submission of annual statement to University Court in November each year. • New processes for whistleblowing and safeguarding research launched and implemented. • 100% staff with SRR completion of the University of Dundee Research Integrity Training modules. • Ongoing investment in QMU membership of Scottish Universities Research Integrity Network (SRIN) and UK Research Integrity Office (UKRIO). • 100% awareness of the Concordat for Research Integrity in CEDARS 2021 (73.1 % in CEDARS 2020). 	September 2022	RKEDU		
1.20		Increase awareness of the NHS Research Governance Framework through more proactive engagement with NHS Lothian R&D Office and the Wellcome Trust Clinical Research Facility (WTCRF)	<ul style="list-style-type: none"> • Increase number of research staff accessing the WTCRF training (establish baseline and increase to 30% relevant staff) and enhance institutional support for this. • Delivery of minimum of 1 annual campus based NHS Ethics and Governance training session in April/September each year. 	July 2022	RKEDU		

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1.21		Raise awareness and develop enhanced processes and training to support the Institutional Statement on the use of Metrics in Research Assessment and commitment to DORA and the Leiden Manifesto.	<ul style="list-style-type: none"> • Training launched and implemented to support New Institutional Research Metrics Statement. • Include an institution specific measure of awareness of Institutional Statement on Research Metrics in CEDARS 2021. • Launch an enhanced webpage on Research Metrics (November 2020). 	September 2022	RKEDU/LRC		
1.22	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	Participation and reflective analysis of the CEDARS survey.	<ul style="list-style-type: none"> • CEDARS launched within QMU in July 2020 and run biannually. • Progress and action outcomes of CEDARS 2020 via the RDCWG to undertake detailed analysis to define CEDARS 2020 SMART Measures for comparison of CEDARS 2020 and CEDARS 2021. 	September 2022	RKEDU	
1.23		Build on the findings of the 2019 Wellcome Trust Research Culture Survey.	<ul style="list-style-type: none"> • Host a Wellcome Café Culture using the Wellcome Trust toolkit to promote discussion with peers on research culture. • Participate in the Wellcome Reimagine Research Summit in Autumn 2020. 	December 2020	RKEDU		
1.24		Quarterly meetings between CRS and the Deputy Principal.	<ul style="list-style-type: none"> • Minimum of 2 meetings per year. 	Ongoing	RKEDU		
1.25		Improved REF 2021 Environment quality ratings in 7 UoA with CRS input into the institutional REF 2021 submission and Post REF 2021 Away Day.	<ul style="list-style-type: none"> • Representative from CRS in each of our 7 UoA in the Post REF 2021 away day (June 2021) and strategy. 	June 2021	RKEDU		
1.26		CRS input into the new QMU strategic plan 2020-25.	<ul style="list-style-type: none"> • Two dedicated sessions for CRS with the Principal for input into the development and launch of the new Strategic Plan. 	December 2020	RKEDU		
Managers of researchers must:							
1.27	ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Relevant training made available to Research Managers.	<ul style="list-style-type: none"> • Managers of research staff engaged in training as demonstrated by uptake statistics reviewed regularly by HR. • Improved number of research staff felt the Institution was Committed to Equality and Diversity. CEDARS 2021 (69.2 % in CEDARS 2020). • Institutional equality and diversity training online mandatory module and on campus session available to all Research Managers.(ongoing). • Equality Impact Training online module for key staff in policy development (2 spaces reserved for CRS staff). 	Training available from September 2020. Uptake reviewed quarterly.	HR	
1.28	ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Launch and successful implementation of the Concordat for Research Integrity.	<ul style="list-style-type: none"> • Ongoing investment in institutional membership of UKRIO. • QMU active member of SRIN. • Launch of University of Dundee Research Integrity Training Modules. • Develop and implement supporting QMU policies and procedures for Research Integrity (refer to above action relating to Research Integrity). • Improve awareness of the Concordat for Research Integrity in CEDARS 2021 (73.1 % in CEDARS 2020). 	July 2022	RKEDU	

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1.29	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	Ensure CRS are aware of the Dignity at Work Policy incorporate as part of the CRS HR induction plan.	<ul style="list-style-type: none"> • Improve the number of research staff who were Familiar with Institutional Mechanisms to Report Incidents of Discrimination in CEDARS 2021. (56.4% CEDARS 2020). • Improve the number of research staff who were Comfortable Reporting Incidents of Discrimination in CEDARS 2021. (56.4% CEDARS 2020). • Improve the number of research staff who Trusted the Institution to Investigate Reported Incidents of Discrimination fairly in CEDARS 2021. (61.6% CEDARS 2020). • Improve the number of research staff who Trusted the Institution to Take Action if Appropriate After Such investigation in CEDARS 2021. (52% CEDARS 2020). • Improve the number of research staff who felt Staff were Treated Fairly Irrespective of Any Protected Characteristics in CEDARS 2021. (53.9% CEDARS 2020). • Improve the number of research staff who were Familiar with Institutional Mechanisms to Report Bullying or Harassment in CEDARS 2021 (55.9% CEDARS 2020) • Improve the number of research staff Comfortable Reporting and Incident of Bullying or Harassment in CEDARS 2021(57.2% CEDARS 2020). • Improve the number of Research Staff who Trusted the Institution to Investigate any Reported Incident of Bullying or Harassment 	Raise awareness of relevant HR policies by May 2021	HR			
1.30	ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Review Flexible Working Policy and promote to CRS.	<ul style="list-style-type: none"> • Good awareness of Flexible Working Policy amongst CRS demonstrated through feedback from CRS. • Improve number of research staff treated fairly in relation to flexible working requests in CEDARS 2021 (81.1 % in CEDARS 2020). 	Policy reviewed by October 2020. Feedback collected by Sept 2021	HR			
1.31	ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Opportunities for public, policy and civic engagement more clearly defined and supported in the QMU researcher journey.	<ul style="list-style-type: none"> • Investment in QMU Membership of Scottish Policy Research Exchange (SPRE). • Opportunities/calls weekly newsletter for engaging with UK/Scottish Parliament launched. • Investment in annual QMU Strategic Programme of Innovation Fellowships - increase from 4 to 12 by September 2022. • Increase opportunities for CRS to participate in research policy and strategy working groups with representation a criterion for membership of all relevant groups. • Improve feedback that the institution valued contributions to Institutional Policy and Decision Making in CEDARS 2021 (33.8% CEDARS 2020). • Improve feedback that research staff agreed/agreed strongly that they had opportunities to Participate in Decision Making Processes in CEDARS 2021. (74.3% CEDARS 2020). 	September 2022	RKEDU			
Researchers must:									

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1.32	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	CRS participate in peer-mentoring of other newly hired CRS; CRS commit to participating in the relevant working groups (with principal, others); CRS commit to inputting to REF 2021 and other strategic research environment related initiatives (e.g. CEDARS survey participation).	<ul style="list-style-type: none"> • Increase the number of CRS representatives across working groups with minimum of 1 place reserved for CRS on all Research and Innovation related Working Groups + 2 places on Institutional Research Strategy Committee. • In depth analysis of CEDARS 2020 feedback data to establish meaningful CEDARS 2020 SMART Measures. • Improved CEDARS 2021 completion rate and effective, visible action based response to feedback. • New Researcher Mentoring Scheme implemented and launched. 	September 2022	CRS		
1.33	ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Receive training and raise awareness - through induction, dedicated intranet site for researchers on policy and via training offered through DEVELOP such as equality and inclusion.	<ul style="list-style-type: none"> • Monitor CRS training completion rate and roll out EIA Training to 2 members of CRS. • Publish Research Integrity incidents annually each November and report to Court. • Increase cross analysis with Equality Impact Assessments (EIA). • In depth analysis of CEDARS 2020 feedback data to establish meaningful CEDARS 2020 SMART Measures. 	September 2022	CRS		
1.34	ECR3	Take positive action towards maintaining their wellbeing and mental health	Introduce sources for securing and maintaining wellbeing during inductions	<ul style="list-style-type: none"> • Wellbeing a core component of inductions. • Research Staff encouraged to approach funders to support wellbeing related activities in costings. • Improve feedback that the Institution Actively Promotes the Importance of Good Mental Health and Wellbeing in CEDARS 2021 (70.2% CEDARS 2020). • Improve feedback that the Working Environment Supports Their Mental Health and Wellbeing in CEDARS 2021 (46.3% CEDARS 2020). 	March 2021	CRS		
1.35	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	Awareness and completion of training such as 'Dignity at work' (see ECM3 (1.29)).	<ul style="list-style-type: none"> • Improve CEDARS 2021 feedback and CEDARS 2020 SMART Measure from CEDARS 2020 in relation to behaviours in Environment. 	September 2022	CRS		
1.36	ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Active participation of CRS in relevant institutional and external working groups	<ul style="list-style-type: none"> • CRS staff represented at 4 annual Research Strategy Committee meetings. • CRS input into the REF 2021 submission and post REF 2021 Away Day and Strategy. (June 2021). • CRS input into the QMU Wellcome Cafe Culture events (December 2020). • Improve feedback that the institution valued contributions to Institutional Policy and Decision Making in CEDARS 2021 (33.8% CEDARS 2020). • Improve feedback that research staff agreed/agreed strongly that they had opportunities to Participate in Decision Making Processes in CEDARS 2021. (74.3% CEDARS 2020). 	Ongoing	CRS		
		Employment						
		Institutions must:						

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2.1	EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Introduction of Starting Salaries Policy to provide guidance to recruiting manager on appointment salaries ensuring a consistent and equitable approach across the University.	<ul style="list-style-type: none"> Revised policy in place and regular review of starting salary data to ensure compliance with policy. Improve the number of research staff that agreed/agreed strongly that Recruitment, Selection and Appointment Processes were Fair in CEDARS 2021(89.5% CEDARS 2020). Improve the number of research staff who agreed/agreed strongly that Recruitment, Selection and Appointment Processes were Inclusive in CEDARS 2021. (78.9% CEDARS 2020). Improve the number of research staff who agreed/agreed strongly that Recruitment, Selection and Appointment Processes were Transparent in CEDARS 2021. (78.9% CEDARS 2020). Improve the number of research staff who agreed/agreed strongly that Recruitment, Selection and Appointment Processes were Merit Based in CEDARS 2021. (78.9% CEDARS 2020). 	September 2021 and reviews ongoing	HR		
2.2			Revise University Resourcing Strategy to ensure recruitment campaigns attract excellent researchers.	<ul style="list-style-type: none"> Revised University Resourcing Strategy in place. 	December 2021	HR		
2.3	EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Revise local (line manager) induction process to provide template researcher induction.	<ul style="list-style-type: none"> Local induction in place for research roles in 5 Strategic Research Centres . Improve the number of research staff who reported that Institutional Level Induction was useful/very useful in CEDARS 2021 (63.1% CEDARS 2020). Improve the number of research staff who reported that Division Level Induction was useful/very useful in CEDARS 2021. (73.7% CEDARS 2020). Improve the number of research staff who reported that Local Level Induction was useful/very useful in CEDARS 2021. (63.2% CEDARS 2021). 	December 2020	HR		
2.4	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	Develop policy statement and guidance on process for the promotion of contract research staff out with the Academic Promotions Procedure.	<ul style="list-style-type: none"> New policy and guidance in place and signposted to CRS via intranet site and CRS booklet. Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measure from CEDARS 2020 on recognition and value. 	December 2020	HR		
2.5	EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Develop a QMU Training Matrix which clearly outlines the university's expectations relating to training for managers, including managers of researchers.	<ul style="list-style-type: none"> Obtain feedback from both research managers and CRS to ensure the essential training outlined in the Training Matrix is effective and adds value. Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measure on professional and career development. 	December 2020	HR		

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2.6	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	Improve clarity and support for the use of AWAM and its application to CRS through AWAM annual review, invite CRS to contribute to review.	<ul style="list-style-type: none"> Obtain feedback from CRS and Research Managers as part of the annual review to ensure AWAM is aiding with excellent people management. Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measures on workload allocation and contracted workload. 	October 2020	HR		
2.7			Continue to embed objective setting and development conversations across the University and provide opportunities for people managers to enhance their people management skills via relevant training.	<ul style="list-style-type: none"> Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measure recognition and value feedback. 	July 2022	HR		
2.8	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	Review the University Exit Management Policy and replace with Fixed-Term and Open-Ended Contract Policy setting out University's position in relation to contracts, ensuring clarity regarding procedures and responsibilities.	<ul style="list-style-type: none"> Fixed-Term and Open-Ended Contracts Policy in place. 100% of Research Managers confident on providing guidance on Institutional Redeployment Opportunities in CEDARS 2021 (38.9% in CEDARS 2020). 	December 2020	HR		
2.9			Systematically review the use of fixed term contracts ensuring conversion to open ended contracts (with fixed funding) where applicable.	<ul style="list-style-type: none"> Annual review of fixed term contracts in place. 	First review May 2020 and annually thereafter	HR		
2.10			Development of a policy for CRS at end of contract (including guidance on access to University resources etc.).	<ul style="list-style-type: none"> Legacy policy developed in consultation with CRS in place and process operational. Develop baseline data to record use/uptake of the policy. 100% of Research Managers confident on providing guidance on Institutional Redeployment Opportunities in CEDARS 2021 (38.9% in CEDARS 2020). 	September 2020	HR		
2.11			Explore creative opportunities for institutional strategic projects for CRS coming to the end of contract.	<ul style="list-style-type: none"> Increase uptake in the pro-active use of Innovation Vouchers by 50% from 10-15. Development of an institutional list of short-term strategic projects that would support CRS is the development of their translational skills. 	January 2022	RKEDU		
2.12			Develop guidance on flexibility of grants and funders to incorporate internships and career building opportunities - monitoring awareness and take up.	<ul style="list-style-type: none"> PIs and Research Grants and Contracts Unit develop and disseminate guidance. Gather baseline data and increase number of career development opportunities costed into external grants. 	December 2020	FINANCE AND Pis		
2.13	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	Recalibration of the annual QMU strategic planning process and supporting operational policies.	<ul style="list-style-type: none"> Arrange a minimum of 2 annual researcher focus groups with the Principal to support the new Strategic Plan 2020-25. 	November 2020	RKEDU		

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2.14		Consideration of opportunities for researchers to be involved in university committees and decision-making discussed as part of PER process.	<ul style="list-style-type: none"> • CRS staff represented at 4 annual Research Strategy Committee Meetings. • 85% participation in the PER process. • CRS input into the REF 2021 submission and post REF 2021 away day and strategy. • Improve feedback that the institution valued contributions to Institutional Policy and Decision Making in CEDARS 2021 (33.8% CEDARS 2020). • Improve feedback that research staff agreed/agreed strongly that they had opportunities to Participate in Decision Making Processes in CEDARS 2021. (74.3% CEDARS 2020). 	July 2022	CRS			
Managers of researchers must:								
2.15	EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Raise awareness and encourage Research Managers to undertake training developed by HR which clearly outlines the university's expectations relating to training for managers, including managers of researchers (see also E114 (2.5)).	<ul style="list-style-type: none"> • Research Managers engaged in training as demonstrated by uptake statistics reviewed regularly by HR. • Deliver 2 day PGR supervisor development programme - the programme links in the Vitae RDF and UKCGE standards for research supervision. • Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measure on Research Manager confidence measures in Recognition and Value and Professional and Career Development. • Improve the number of research staff who agreed/agreed strongly that they had access to Training and Development Opportunities in CEDARS 2021. (68.9% CEDARS 2020). 	July 2022	RESEARCH MANAGERS		
			Deliver 2 day PGR supervisor development programme - the programme links in the Vitae RDF and UKCGE standards for research supervision.	<ul style="list-style-type: none"> • Aim to have 10 supervisors accredited or recognised under UKCGE standard each year from baseline of 0 . 	December 2020	RESEARCH MANAGERS		
2.16	EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and code of practice, institutional policies, and the terms and conditions of grant funding.	Develop an intranet page with links to and/or extracts from the information which is specific to researchers, contract researchers and research managers i.e. all in one place	<ul style="list-style-type: none"> • New intranet page in place. 	December 2020	RESEARCH MANAGERS		
2.17	EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Raise research manager awareness of the Recruitment and Selection policy (competency-based), of Starting Salaries Policy to provide guidance to recruiting manager on appointment salaries ensuring a consistent and equitable approach across the University and higher education sector. (see E11) AND Raise awareness of the guidance on process for the promotion of contract research staff out with the Academic Promotions Procedure (see E13).	<ul style="list-style-type: none"> • Improve the number of research staff who disagreed/disagreed strongly that they were treated fairly in relation to Promotion and Progression in CEDARS 2021 (48.7% CEDARS 2021). • Improve the number of research staff who agreed/agreed strongly that they were supported in Broader Career Aspirations in CEDARS 2021.(64.3% CEDARS 2020). • Reduce the number of research staff who disagreed/disagreed strongly/did not know that the institution had Equitable Opportunities for Career Progression in CEDARS 2021. (59.5% CEDARS 2020). 	July 2022	RESEARCH MANAGERS		

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2.18	EM4	Actively engage in regular constructive performance management with their researchers	Research centre directors and managers review centre membership of all staff including CRS every 3-6 months and discuss individual future research plans when appropriate. This will be as part of the researcher's PER with the line manager or separate as appropriate. In both cases, the discussions and research objectives will be logged in 'YourContribution'	<ul style="list-style-type: none"> All Research Action Plans logged centrally in 'YourContribution'. Improve the number of research staff who agreed/agreed strongly that immediate managers clearly articulated Expectations of Role and Performance in CEDARS 2021. (75% CEDARS 2020). Improve the number of research staff who agreed/agreed strongly that immediate managers provided Constructive Feedback on Performance in CEDARS 2021. (69.6% CEDARS 2020). 	September 2022	RESEARCH MANAGERS		
2.19	EM5	Engage with opportunities to contribute to relevant policy development within their institution	HoDs to raise the awareness of such opportunities (committees and working groups membership) as part of PER where appropriate.	<ul style="list-style-type: none"> Increase Researcher Manager representation on all key committees and working groups. Improve feedback that the institution valued contributions to Institutional Policy and Decision Making in CEDARS 2021 (33.8% CEDARS 2020). Improve feedback that research staff agreed/agreed strongly that they had opportunities to Participate in Decision Making Processes in CEDARS 2021. (74.3% CEDARS 2020). 	September 2022	RESEARCH MANAGERS		
Researchers must:								
2.20	ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Researchers take up inductions and familiarise themselves with institutional policies and procedures using compiled resources (e.g. booklets, intranet pages).	<ul style="list-style-type: none"> Increase access to Research @QMU booklets and monitor useage of intranet pages to maximise uptake. 	March 2021	CRS		
2.21	ER2	Understand their reporting obligations and responsibilities	Researchers are aware of their line managers and PIs (as appropriate).	<ul style="list-style-type: none"> Induction checklists for research staff and PIs completed, evidencing knowledge of reporting obligations and responsibilities. 	March 2021	CRS		
2.22	ER3	Positively engage with performance management discussions and reviews with their managers	Researchers take up opportunities for discussing career plans and performance	<ul style="list-style-type: none"> Improve the number of research staff who had participated in Staff Appraisal/Review in the past 2 years and number who had found this useful/very useful in CEDARS 2021. (93.2% and 63.2% CEDARS 2020). 	Ongoing review by HR	CRS		
2.23	ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Researchers actively participate in institutional working groups	<ul style="list-style-type: none"> Participation and attendance CRS in key working groups. Improve feedback that the institution valued contributions to Institutional Policy and Decision Making in CEDARS 2021 (33.8% CEDARS 2020). Improve feedback that research staff agreed/agreed strongly that they had opportunities to Participate in Decision Making Processes in CEDARS 2021. (74.3% CEDARS 2020). 	September 2022	CRS		
Professional and Career Development Institutions must:								

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3.1	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	Embed a systematic culture for career development of researchers through the new strategic plan for Research and Innovation.	<ul style="list-style-type: none"> • Commitment by Principal in new Strategic Plan 2020-25 to a strategic review of institutional researcher development support post REF 2021. •Launch Early Career Researcher Engagement Academy in partnership with external collaborators (Sept 2022) 	June 2021	RKEDU		
3.2			Institutional guidance and policy on inclusion of CRS development in costing negotiation with Funders.	<ul style="list-style-type: none"> • Development and launch of Costing Negotiation Policy. 	September 2021	FINANCE		
3.3			Clear visible statement on support for 10 days professional development pro rata per year and monitored via personal learning account.	<ul style="list-style-type: none"> • Statement clearly signposted to staff. Staff undertaking 10 days professional development pro rata as evidenced by data held within the personal learning account within iTrent. •Improve CEDARS 2021 feedback and CEDARS 2020 SMART Measure on days spent on training and CPD pro rata in response to the following: <ul style="list-style-type: none"> • 10 Days + Training and Professional Development in the Past Year in (14% CEDARS 2020). • 3-9 Days Training and Professional Development in the Past Year (34% CEDARS 2020) • Less than 3 Days Training and Professional Development in the Past Year(52% CEDARS 2020). 	August 2020 and ongoing	HR AND RESEARCH MANAGERS		
3.4			Development conversation to take place (at least one a year) incorporating discussion on opportunities and support for professional development.	<ul style="list-style-type: none"> • Researcher Development integrated as a formal part of the PER process for relevant staff. •For CRS on short fixed term contract aim for minimum of 1 conversation during the term of their employment. •Improve the number of research staff who agreed/agreed strongly that their manager/supervisor encouraged Personal and Career Development in CEDARS 2021. (82% CEDARS 2020). •Improve the number of research staff who agreed/agreed strongly that they were aware of institutional support for Career/Professional Development in CEDARS 2021. (57.4% CEDARS 2020). •Improve the number of research staff who agreed/agreed strongly that they had a Clear Career Development Plan in CEDARS 2021. (37.4% CEDARS 2020). •Improve the number of research staff who found Regular Formal Career Development Review with their manager useful in CEDARS 2021. (78.8% CEDARS 2020). 	Immediate	RESEARCH MANAGERS		

HREiR Action plan template (2020-2022)

3.5		Strengthen and enhance international research collaboration post Brexit and remain committed to researcher mobility by being an open, inclusive and internationally-focused University. As we move towards blended pedagogical models, some consideration towards more significant adoption of technology in research development.	<ul style="list-style-type: none"> • Continue to promote QMU as a EURAXESS local contact point institution and increase service use by 50% from 18 to 36. • Increase contributions from QMU to the Explorathon the European Researchers Event by 50% from 6 to 12. •Increased emphasise on significant adoption of technology in research development (2022-2024 or later) as part of Strategic review by Deputy Principal of institutional structures to support career development of researchers (Jun 2021). 	September 2022	RKEDU			
3.6	PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Provide training and guidance for managers in undertaking effective development conversations .	<ul style="list-style-type: none"> • Training in place and positive feedback regarding effectiveness of development conversations. •Improve the number of Research Managers who were confident in Supporting Researchers towards Career Aspirations in CEDARS 2021. (88.9% CEDARS 2020). •Improve the number of Research Managers who were confident in Managing Researcher Appraisal/Reviews in CEDARS 2021. (77.7% CEDARS 2020). •Improve the number of research staff who agreed/agreed strongly that their manager/supervisor encouraged Personal and Career Development in CEDARS 2021. (82% CEDARS 2020). 	August 2021	HR		
3.7	PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Expand and enhance QMU's programme of enterprise, innovation and start-up skills for Researchers.	<ul style="list-style-type: none"> • Increase research staff engagement with the on-campus Business Gateway service by 25% from 40 to 50. •Delivery of careers workshop with Business Gateway on "Becoming an Independent Research Consultant" (Dec 2020) • Increase research staff participation in high profile external enterprise/commercialisation competitions by 50% from 42 to 63. • Increase the number of start-up companies by 10% from 52 to 58. •Improve the number of research staff who agreed/agreed strongly that their manager/supervisor encouraged a Wide Range of Future Career Options in CEDARS 2021.(40% CEDARS 2020). •Improve the number of research staff who agreed/agreed strongly that they were aware of institutional support for Career/Professional Development in CEDARS 2021. (57.4% CEDARS 2020). •Improve the number of research staff who had discussed Career Options with a Careers Specialist in CEDARS 2021. (9.9% CEDARS 2020). •Improve the number of research staff who had agreed/agreed strongly that they had a Clear Career Development Plan in CEDARS 2021. (37.4% CEDARS 2020) 	September 2022	RKEDU		

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3.8		Explore opportunities for external and peer-to-peer mentoring including via external collaboration.	<ul style="list-style-type: none"> New Researcher Mentoring Scheme implemented and launched. 	September 2022	RKEDU		
3.9		Maximise all opportunities for researchers to engage in opportunities arising from the UK Industrial Strategy and Place-based research agenda.	<ul style="list-style-type: none"> Increase the number of research staff engagements with the Edinburgh Beltane Public Engagement Network by 25% from 86 to 107 and as part of the SFC UIF Collaborative Programmes on Enhancing researcher skills and Capitalising on City Region Deals for Inclusive Growth and Social Impact. Increase the number of research staff engagements in Edinburgh Beltane initiatives by 20% from 86 to 104. 	September 2022	RKEDU		
3.10		Continue to enhance strategic collaborations with Doctoral Training Schemes and Scottish Graduate Schools.	<ul style="list-style-type: none"> Sharing information in QMU on their activities quarterly. 10% of Doctoral Candidates and staff to participate in their annual summer schools. Participate in annual meetings and network events. 	March 2021	GRADUATE SCHOOL		
3.11	PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<p>Work with CRS to support understanding and development of identities of "independence" in the context of REF 2021. Specifically - transitions into independence and how QMU can leverage processes and procedures to support CRS i.e. Named PI on grants and author representation and understanding the specific needs and identity of clinical researchers.</p>	<ul style="list-style-type: none"> Launch new guidance on institutional transition pathways to support research independence. Improve the number of research staff who agreed/agreed strongly that they were supported in Developing their Research Identity in CEDARS 2021. (50% CEDARS 2020). Improve the number of research staff who agreed/agreed strongly that they had time to Develop Research Leadership Skills in CEDARS 2021. (40.9% CEDARS 2020). 	January 2022	QMU ACADEMIC LEAD FOR REF 2021.	
3.12		Launch a refreshed institutional Annual Research Training Seminar Programme	<ul style="list-style-type: none"> Programme launched with active participation from researchers in response to CEDARS 2020 feedback with CEDARS 2020 SMART Measure and improved CEDARS 2021 feedback on Professional and Career Development. Launch a refreshed institutional Annual Research Training Programme addressing researcher development needs identified in CEDARS 2020 including Priority Areas of Career Management, Project Management, Leadership, Managing Others, Interdisciplinary Research, Open Research, Integrity. 	June 2021	RKEDU		
3.13		Increase the number of internal and external Fellowships awarded such as the RSE, Scottish Parliament and UK Parliament Fellowships	<ul style="list-style-type: none"> Increase the number of internal and external Research Fellowship applications by 50%. Increase the number of QMU Innovation Fellowships awarded from 4 to 12. Increase the number of ECRs securing internal and external fellowships by 50% from 3 to 6. 	September 2022	RKEDU		

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3.14		Ensure that public participation and civic engagement are more strategically defined in the QMU researcher journey through increased investment in the Edinburgh Beltane for Public Engagement partnership and membership of the Scottish Parliament Academic Network (SPAN) and Scottish Policy Research Exchange (SPRE).	<ul style="list-style-type: none"> • Increase numbers of research staff engaged with the Beltane, SPAN and SPRE by 10% from 138 to 151. • Continue to invest in institutional membership of SPRE. • Launch an institutional "Research Image" Exhibition. 	September 2022	RKEDU			
3.15		Support researchers in accessing and understanding Open Access policies in response to the Concordat for Open Research Data and implementation of the new institutional Easy IP Policy	<ul style="list-style-type: none"> • Researchers contributing to working groups for new institutional policies for Research Data Management, Open Access - minimum of 1 CRS member on working group. • Increase the number of Easy IP Disclosures by 40% from 6 to 10. 	September 2021	RKEDU			
3.16	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	Monitor the career destination of researchers.	<ul style="list-style-type: none"> • Develop new policies to monitor and capture this data and promote via case studies. • Improve CEDARS 2021 feedback and CEDARS 2020 SMART Measure on time on employment sector movement and support. 	September 2022	CRS		
3.17		Active QMU contribution to the UK government R&D Roadmap - Maximise opportunities arising from the UK industrial strategy and place based research funding through the Innovation and Skills strand of the Edinburgh and South East Scotland City Region Deal and in partnership with the University of Edinburgh, Heriot Watt University and Edinburgh Napier University seek to ensure CRS are strategically integrated into the regional growth agenda.	<ul style="list-style-type: none"> • Launch 2 annual initiatives to ensure that researchers are fully integrated into the regional growth agenda via the City and Region Deal. • Increase the number of Post Doctoral Start Ups benefiting from East Lothian Council Finance package to locate in the region by 100% from 3 to 6. • Increase by the number of research staff engaging with East Lothian Business Improvement District (BID) by 200% from 3 to 9. • Increase by 50% from 16 to 24 the number of research staff benefiting from AI and Data skills collaboration/training arising from the City Deal. 	September 2022	RKEDU			
3.18		Investment in QMU Innovation Fellowships to maximise all opportunities to engage with the UK Industrial Strategy and ISCF.	<ul style="list-style-type: none"> • Increase the number of QMU Innovation Fellowships awarded from 4 to 12 	September 2022	RKEDU			
3.19		Strengthen links for CRS with talent creators, enterprise growth agencies and sector commercialisation competitions.	<ul style="list-style-type: none"> • Increase researcher participation in high profile external enterprise/commercialisation competitions by 50% from 42 to 63. 	March 2021	RKEDU			
3.20		Maximise all opportunities for researchers in arising from Scotland's AI Strategy and Big Data through collaborative links with the School of Informatics at the University of Edinburgh.	<ul style="list-style-type: none"> • Increase by 50% from 16 to 24 the number of research staff benefiting from AI and Data skills collaboration/training arising from the City Deal. 	September 2022	RKEDU			
3.21		Increased commitment to the development of the translational skills capacity of our researchers, ensuring they remain competitive and entrepreneurial while upskilling and promoting the enhanced employability of our CRS	<ul style="list-style-type: none"> • Increase uptake in the pro-active use of Innovation Vouchers by 50% from 10-15. 	September 2022	RKEDU			

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3.22		Explore ways to make our campus more open and accessible and increase the flow of people between QMU and government/industry/third sector and vice versa to promote action learning.	<ul style="list-style-type: none"> • Increase the number of on-campus external to SMEs by 50% from 3 to 6. 	September 2022	RKEDU		
3.23	PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Encourage researcher and their managers to input their professional development activities into iTrent to allow efficient monitoring and reporting	<ul style="list-style-type: none"> • Personal learning accounts populated with development activities. • Increase the number of RDF users to 40% of research staff. • Improve the number of research staff who agreed/agreed strongly that their manager/supervisor encouraged Personal and Career Development in CEDARS 2021. (82% CEDARS 2020). • Improve the number of research staff who agreed/agreed strongly that they were aware of institutional support for Career/Professional Development in CEDARS 2021. (57.4% CEDARS 2020). • Improve the number of research staff who agreed/agreed strongly that they had a Clear Career Development Plan in CEDARS 2021. (37.4% CEDARS 2020). • Improve the number of research staff who found Regular Formal Career Development Review with their manager useful in CEDARS 2021. (78.8% CEDARS 2020). 	Starting in August 2020 and ongoing	HR	
3.24		Institutional investment in a research management system i.e. PURE	<ul style="list-style-type: none"> • New QMU Research Management System Launched. 	September 2022	RKEDU		
Managers of researchers must:							
3.25	PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Encourage researchers to complete a research action plan and discuss this with research manager/ research centre director. Link with PER where appropriate and log in iTrent.	<ul style="list-style-type: none"> • Improve CEDARS 2021 completion rate to 40%. • Improve the number of research staff who had participated in Staff Appraisal/Review in the past 2 years and number who had found this useful/very useful in CEDARS 2021. (93.2% and 63.2% CEDARS 2020). • Improve the number of research managers who were confident in Supporting Researchers towards Career Aspirations in CEDARS 2021. (88.9% CEDARS 2020). • Improve the number of managers who were confident in Managing Researcher Appraisal/Reviews in CEDARS 2021. (77.7% CEDARS 2020), • Improve the number of managers who were confident in Providing Effective Feedback to Individual Researchers in CEDARS 2021. (99.4% CEDARS 2020). 	September 2022	RESEARCH MANAGERS	

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3.26	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	Encourage researchers to find internal and external mentors and take part in development programs.	<ul style="list-style-type: none"> •Increase uptake of the Aurora programme by 25%. •Run the QMU Research mentorship survey biannually. •Review and relaunch of new institutional Research Mentoring Scheme. • Improved CEDARS 2021 feedback and CEDARS 2020 SMART measure on encouragement to engage in professional and career development. 	September 2022	RESEARCH MANAGERS		
3.27	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	Promote and remind researchers to engage with professional development. Provide periods of protected time.	<ul style="list-style-type: none"> •In consultation with staff develop an effective, visible action based response to CEDARS feedback including CEDARS 2020 SMART Measure for CEDARS items on uptake of professional development related training. •Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measure on days spent on training and CPD pro rata in response to the following: <ul style="list-style-type: none"> • 10 Days + Training and Professional Development in the Past Year in (14% CEDARS 2020). • 3-9 Days Training and Professional Development in the Past Year (34% CEDARS 2020) • Less than 3 Days Training and Professional Development in the Past Year(52% CEDARS 2020). 	September 2022	RESEARCH MANAGERS		
3.28	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	Career plans use RDF framework as appropriate and highlight opportunities for further development specific to career stage.	<ul style="list-style-type: none"> •Improve CEDARS 2021 feedback and CEDARS 2020 SMART measure on uptake of professional development related training. •Monitor number of staff undertaking 10 days professional development aim for 100% research staff. •40% of research staff using RDF. •100% staff participating in PER. •Improve the number of research staff who agreed/agreed strongly that they were supported in Developing their Research Identity in CEDARS 2021. (50% CEDARS 2020) 	September 2022	RESEARCH MANAGERS		
3.29	PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Engage in training such as ILM and other related training such as dealing with stress and 'difficult conversations'.	<ul style="list-style-type: none"> •Improve CEDARS 2021 feedback and SMART measure on uptake of professional development related training. •Monitor number of research staff undertaking 10 days professional development aim for 100% research staff. •40% of research staff using RDF. •85% staff participating in PER. •Improve the number of research staff who agreed/agreed strongly that they had time to Develop Research Leadership Skills in CEDARS 2021. (40.9% CEDARS 2020). 	September 2022	RESEARCH MANAGERS		
Researchers must:								

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3.30	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	CRS commit to identifying and taking up career development opportunities, as appropriate logging these via PER or other mechanisms	<ul style="list-style-type: none"> •Improve CEDARS 2021 feedback and SMART measure on uptake of professional development related training. •Monitor number of research staff undertaking 10 days professional development aim for 100% research staff. •40% of research staff using RDF. •85% staff participating in PER. •Improve the number of research staff who agreed/agreed strongly that they were supported in Developing their Research Identity in CEDARS 2021. (50% CEDARS 2020) 	September 2022	CRS		
3.31	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	CRS committing to professional development and having relevant discussions with line managers or mentors; can monitor use of mentors and all the others.	<ul style="list-style-type: none"> • Improve CEDARS 2021 feedback and CEDARS 2020 SMART Measure on Professional and Career Development and PER outcomes. 	September 2022	CRS		
3.32	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	CRS commit to maintaining an up-to-date account of their career development plan, including as appropriate Vitae RDF portfolio.	<ul style="list-style-type: none"> • Improve CEDARS 2021 feedback and CEDARS 2020 SMART Measure on Professional and Career Development and PER outcomes. •40% research staff using RDF. •Improve the number of research staff who agreed/agreed strongly that they had a Clear Career Development Plan in CEDARS 2021. (37.4% CEDARS 2020). 	September 2022	CRS		
3.33	PCDR4	Positively engage in career development reviews with their managers	CRS commit to engaging with career development planning with managers or mentors as appropriate	<ul style="list-style-type: none"> • Improve CEDARS 2021 feedback and CEDARS 2020 SMART Measure on Career Development Plan and Institutional Support for Career/Professional Development. •Improve the number of research staff who found Regular Formal Career Development Review with their manager useful in CEDARS 2021. (78.8% CEDARS 2020). 	September 2022	CRS		
3.34	PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	CRS commit to identifying and, as relevant, participate in internal and external working groups and programmes.	<ul style="list-style-type: none"> • Increased uptake of working group and program participation. •Improve the number of research staff who agreed/agreed strongly that they were supported in Developing their Research Identity in CEDARS 2021. (50% CEDARS 2020). •Improve the number of research staff who agreed/agreed strongly that they had time to Develop Research Leadership Skills in CEDARS 2021. (40.9% CEDARS 2020), 	September 2022	CRS		
3.35	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	Engage in seminars and/or training programs on these topics .	<ul style="list-style-type: none"> • Increased uptake of participation and attendance at such events by 30% from 162 to 211. • Improved CEDARS 2021 feedback and CEDARS 2020 SMART Measure on Professional and Career Development and PER outcomes. 	September 2022	CRS		

* 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. It is important to note that the timings of CEDARS (survey closed 31 July 2020) and submission to the 10 Year Review Panel on 25 September 2020 (over the summer vacation period) has not allowed for full and rich analysis, in consultation with staff, of CEDARS feedback to inform the development of robust SMART Measures. The development of SMART measures using CEDARS (July) 2020 results and comparison with CEDARS (July) 2021 results will be key to monitoring the successful implementation of our Action plan 2020-22.