**Institutional context:**

<table>
<thead>
<tr>
<th>Institutional audience for this action plan includes (complete or delete, as appropriate):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research staff</td>
</tr>
<tr>
<td>Postgraduate researchers</td>
</tr>
<tr>
<td>Research and teaching staff</td>
</tr>
<tr>
<td>Teaching-only staff</td>
</tr>
<tr>
<td>Technicians</td>
</tr>
<tr>
<td>Professional support staff</td>
</tr>
<tr>
<td>Other (please provide numbers and details):</td>
</tr>
</tbody>
</table>

**Date of submission:** 09/10/2022 (resubmission from May 2021 / April 2022)

**Audience (beneficiaries of the action plan):**
- Research staff 1,395
- Postgraduate researchers 2,092
- Research and teaching staff 1,187
- Teaching-only staff 468
- Technicians 246
- Professional support staff 4,293
- Other (please provide numbers and details): 137

**Institutional context:**

**Notes:**

1. We will ensure that awareness is raised amongst researchers of the impact of the University's commitment to the principles of the Concordat, as this will be explicitly stated in the new Researcher Induction programme and the Early-Stage Researcher Induction Programme (see ER1).
2. We also ensure that awareness is raised amongst PIs of their responsibilities to their research teams under the Concordat through post-award communications.

**Details:**

**OBS1**

- Ensure that all relevant staff are aware of the Concordat.
  - **1:** We will ensure that awareness is raised amongst researchers of the impact of the University's commitment to the principles of the Concordat, as this will be explicitly stated in the new Researcher Induction programme and the Early-Stage Researcher Induction Programme (see ER1).
  - **2:** We also ensure that awareness is raised amongst PIs of their responsibilities to their research teams under the Concordat through post-award communications.

**END**

- Ensure that institutional policies and practices relevant to researchers are inclusive, equitable, and transparent, and are well communicated to researchers and their managers.
  - **1:** We will ensure that awareness is raised amongst researchers of the impact of the University's commitment to the principles of the Concordat, as this will be explicitly stated in the new Researcher Induction programme and the Early-Stage Researcher Induction Programme (see ER1).
  - **2:** We also ensure that awareness is raised amongst PIs of their responsibilities to their research teams under the Concordat through post-award communications.
Promote good mental health and wellbeing through effective management of workloads and policies and practices for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.

ECI6

The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

ECI5

The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

ECI4

The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

ECI3

The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

ECI2

The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

ECI1

The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

HREiR Action plan - University of Warwick - September 2022-June 2024

In June 2022 the University carried out our first culture survey which will look at all representations from across the University. We will ensure Research staff are included in the consultation process, with subsequent invitation to respond.

We will hold an Annual Research Culture Conference to report back on research culture projects and discuss next steps and action required.

1) The Workload Model Steering Group, led by the Provost, is working with key stakeholders with the aim of developing a workload framework. (Complete - July 2022)

2) The Wellbeing Steering Group meets bi-monthly and is working on an action plan following the results of a Health Needs Assessment survey from staff, 7-day-week interview feedback, and reports from Wellbeing Hub.

3) The University's Report & Support system allow all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

4) Workshops have been delivered on how to promote mental health and raise awareness about discrimination. 'Mental Health: Stress Less, Thinkspace at work,' 'Understanding Unconscious Bias,' and 'Understanding Race Bias.' The Thrive At Work commitment is ongoing and aims to put staff well-being at the centre of the workplace. Content is added weekly to the Wellbeing Hub to support Wellbeing and Mental Health National campaigns.

5) We are in the process of establishing a new two-way engagement mechanism between the University and staff, regarding social inclusion and well-being. This mechanism will be used to promote and monitor good mental health and well-being and to raise awareness of discrimination. It can also be used to get feedback on the University's strategies from staff.

Culture survey measures to be assessed, and targets for embedding into wider research culture action plan.

We will be running a series of values workshops to inform our UoW values, with remit of the Research Staff Forum during the Spring term of 2023.

Culture survey June 2022 reports 56% of research staff feel comfortable to report sexual misconduct, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed.

Culture survey May 2022 reports 31%. These results are just reported and will be discussed and targets for improvements agreed.

Research culture - 'institutional attitudes, policies and practices in equality, diversity and mental health and well-being as a consequence of embedding the programme, assessed through the Researcher Development Impact Evaluation Framework.'

Diversity and Inclusion culture project (Complete - July 2022)

Leadership Essentials for Staff report an understanding of Warwick values to be embedded into wider research culture action plan.

Proposal for revised terms of reference for the Leadership & Management Development Director

New

Culture Forum (7/7/22); Workshop 2 (14/3/22)

Research staff through the consultation process, with subsequent invitation to respond.

Proposal for the Challenging Inappropriate Behaviour for researchers (Complete - July 2022)

New

Moodle has been created in collaboration with Warwick's five Task Forces for protected characteristics (Gender, Race, Disability, QTIBOA+ and Faith). It has been approved as a mandatory element of induction and Personal Development Reviews.

Projects and discuss next steps and action required.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.

Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.

As a mandatory element of induction and Personal Development Reviews.
**Managers of Researchers must:**

<table>
<thead>
<tr>
<th>Action Plan Item</th>
<th>Description</th>
<th>Due Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECR1</td>
<td>Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR2</td>
<td>Ensure that they and their colleagues are in accordance with the highest standards of research integrity and professional conduct.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR3</td>
<td>Promote a healthy working environment that supports research, wellbeing and mental health, including reporting inappropriate, bullying and harassment and poor research integrity.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR4</td>
<td>Take positive action towards maintaining their wellbeing and mental health.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR5</td>
<td>Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their Institution.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
</tbody>
</table>

**Research Staff must:**

<table>
<thead>
<tr>
<th>Action Plan Item</th>
<th>Description</th>
<th>Due Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECR1</td>
<td>Promote a healthy working environment that supports research, wellbeing and mental health, including reporting inappropriate, bullying and harassment and poor research integrity.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR2</td>
<td>Take positive action towards maintaining their wellbeing and mental health.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR3</td>
<td>Also available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR4</td>
<td>Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR5</td>
<td>Promote a healthy working environment that supports research, wellbeing and mental health, including reporting inappropriate, bullying and harassment and poor research integrity.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
<tr>
<td>ECR6</td>
<td>Take positive action towards maintaining their wellbeing and mental health.</td>
<td>New</td>
<td>PVC (Research)</td>
</tr>
</tbody>
</table>

**Research Staff Forum:**

- (1) We will disseminate examples of best practice through the Research Culture Forum and use relevant communications to ensure that researchers feel empowered to make changes within their research groups. This will involve workshops and discussion groups and an annual Research Culture Conference.
- (2) We will encourage good research practices through the completion of research integrity training.
- (3) We will encourage researchers to take dignity and respect and a Challenging Inappropriate Behaviour training, which encourages participants to consider how to contribute to creating a fair and inclusive environment.

**Research Culture Forum:**

- (1) Researchers will feel more engaged with the development of the University's research culture as it is evaluated through the quality of feedback received through members of the Research Culture Forum, at workshops and at the annual conference.
- (2) Members of the Research Staff Forum will report improved awareness of the research policy landscape and improved perception that researcher voice informs University research policy and practice, assessed through the Researcher Development Impact Evaluation Framework.
- (3) 90% of research staff to complete Research Integrity training. We will measure post course evaluation that researchers feel commitment to abide by institutional rules and professional standards for responsible conduct.
- (3) Staff feel more able to contribute to creating a fair and inclusive environment through completing the training.

**Research Culture Conference:**

- (1b) Members of the Research Culture Forum will report improved awareness of the research policy landscape and improved perception that researcher voice informs University research policy and practice, assessed through the Researcher Development Impact Evaluation Framework.
- (2) 90% of research staff to complete Research Integrity training. We will measure post course evaluation that researchers feel commitment to abide by institutional rules and professional standards for responsible conduct.
- (3) Staff feel more able to contribute to creating a fair and inclusive environment through completing the training.

**Research Culture Forum (2)**

- (1) By year 2, all the committees mentioned have a ECR representative. We will disseminate examples of best practice through the Research Culture Forum and use relevant communications to ensure that researchers feel empowered to make changes within their research groups. This will involve workshops and discussion groups and an annual Research Culture Conference.
- (2) We will encourage good research practices through the completion of research integrity training.
- (3) We will encourage researchers to take dignity and respect and a Challenging Inappropriate Behaviour training, which encourages participants to consider how to contribute to creating a fair and inclusive environment.

**Research Culture Forum (3)**

- (1) Researchers will feel more engaged with the development of the University's research culture as it is evaluated through the quality of feedback received through members of the Research Culture Forum, at workshops and at the annual conference.
- (2) Members of the Research Staff Forum will report improved awareness of the research policy landscape and improved perception that researcher voice informs University research policy and practice, assessed through the Researcher Development Impact Evaluation Framework.
- (3) 90% of research staff to complete Research Integrity training. We will measure post course evaluation that researchers feel commitment to abide by institutional rules and professional standards for responsible conduct.
- (3) Staff feel more able to contribute to creating a fair and inclusive environment through completing the training.
RHEIR Action plan - University of Warwick - September 2022-June 2024

1st

1.1 Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.

1.2 Provide clear and transparent merit-based recognition, providing an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

1.3 Ensure that excellent people management is championed (1-2) Leadership & Management Development

2nd

2.1 Provide an effective induction (1) New ESR Induction Programme to be launched from September 2023

2.2 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

2.3 Provide effective induction and project management training opportunities for managers of researchers, heads of department and equivalents.

3rd

3.1 Provide clear and transparent merit-based recognition, providing an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

3.2 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

3.3 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

4th

4.1 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

4.2 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

4.3 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

5th

5.1 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

5.2 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

5.3 Provide clear and transparent merit-based recognition, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.
HREIR Action plan - University of Warwick - September 2022-June 2024

1.1 (1) An awareness day to undertaken the community and the contributors we want to demonstrate to support researchers, but its a complex situation which involves stakeholders (funders etc.) and the need to recognize the balance between greater use of open-ended contracts and impact in opportunities for graduates PhDs issues are discussed at the Research Culture Forum and associated to senior managers for further consideration.

(2) We have recently updated our Redeployment processes so that redeployees are considered only for permanent conditions for vacancies.

(3) We will review our Fixed Term Contract policy to enhance the support for staff on fixed term contracts and transfer staff to indefinite contracts where there is every expectation that they will have a continuing role.

Li-2024

1.2 (1) The representatives of researchers and managers of researchers will be invited to Research Culture Forum meetings.

(2) Research staff on University Research Committee - plan to recruit a technique representative for this institutional committee.

(3) Review format and function of Research Staff Forum and how it can be used more effectively for staff engagement / internal consultation on policies.

1.3 (1) The Electricity of PhDs will be measured by a review of the quantity and quality of feedback received from research communities on an annual basis.

(2) Feedback from Committee representatives will inform next steps of involving research staff in key committees to ensure their voices are heard.

(3) Implement changes to the role and remit of the Research Staff Forum during the Spring term of 2023, with members of the Forum reporting confidence in the Forum’s ability to influence policy and practice in aspects contributing towards a positive research culture, assessed through the Research Development Impact Evaluation Framework.

Aug-23

1.4 (1) A practice and encouragement in the Leadership Essentials training course for early and mid-career researchers.

(2) Managers will take obligatory “Understanding Unconscious Bias” training.

(3) Managers will take obligatory E3X training (see ECH).

(4) Ensure Managers of Researchers are fully aware of their duty of care - to be included in induction.

1.5 (1) A review and revise marketing strategy for MUSIS programmes, including MUSIS Leadership Essentials during Autumn 2022. Implement marketing strategy (underrepresented disciplines, and departments to increase take-up by 25% from these areas by July 2023.

(2) Obligatory for interview panel members - we aim for 50% of managers to have taken the training.

(3) All staff to undertake Warwick Principles and Social Inclusion MoS as part of Personal Development Review target 75% compliance year 1.

(4) 80% of PI’s externally funded grant to receive the induction.

Aug-23

1.6 (1) Review and assess the impact of the new approach piloted with 75 research staff. Feedback was positive.

(2) Help to increase the uptake and utilization of the new approach, including recruitment, promotion and reward of researchers.

1.7 (1) Review the researchers in the Research Staff Forum to ensure they have a continuing role.

(2) New approach has been successfully piloted with 75 research staff. Feedback was positive.

(3) Further training to focus on the needs of the researchers.

Aug-23

1.8 (1) The research and intervention will focus on the needs of the researchers.

(2) Further training to focus on the needs of the researchers.

1.9 (1) Establish a new committee to provide support to both reviewers and reviewees.

(2) Implementation of new approach piloted with 75 research staff.

1.10 (1) Review the performance management of the Research Staff Forum, Heads of Departments.

(2) Heads of Research Staff Forum, Heads of Departments.

1.11 (1) Review and revise the research staff induction programme and reinforce by Line Managers / Heads of Department.

(2) Heads of Research Staff Forum, Heads of Departments.

Aug-23

5.1 (1) Review and revise the research staff induction programme and reinforce by Line Managers / Heads of Department.

(2) Heads of Research Staff Forum, Heads of Departments.

Aug-23

5.2 (1) Review and revise the research staff induction programme and reinforce by Line Managers / Heads of Department.

(2) Heads of Research Staff Forum, Heads of Departments.

Aug-23

5.3 (1) Review and revise the research staff induction programme and reinforce by Line Managers / Heads of Department.

(2) Heads of Research Staff Forum, Heads of Departments.

Aug-23
Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year. Researchers will pursue careers across a wide range of employment sectors.

- Work-based Mentoring Group to consider how best to incorporate professional development opportunities into work-based model.
- A new Early Stage Researcher (ESR) Continuing Professional Development (CPD) framework is under development. This is designed to align the needs of the institution, the Researcher Development Framework (RDF) and the Academic Promotions pathway and enable ESPs to more readily evidence their professional development. This will also form the basis of a proposed new probationary pathway for ESPs in the institution.
- Develop a researcher development strategy which will outline the needs, benefits, opportunities and responsibilities for training for researchers at different career stages. The strategy will outline the role of research line managers and Heads of Department etc. to support and encourage the development of researchers. The strategy will outline:
  - A programme of development support covering key themes of career management, leadership, wellbeing and the co-creation of all materials.
  - The development of the ESR CPD Framework based on 10 development days per Optimal tools and portfolio templates will be provided to help record development.
- Leadership and Management Development have recruited an Organisational Development Consultant dedicated to Researcher Development. This will enable an institutional audit and gap analysis and the creation of a dedicated organisational development plan.
- We are ensuring better co-ordination of all researcher training provision through a Research Operations Group which brings together representatives from professional services departments that support research (research support, HR, Doctoral College).

Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.

- There are dedicated resources and training available to support both managers and researchers to engage in meaningful professional development reviews. Managers will be trained in effective coaching skills and will be made aware of the benefits of various development programmes.
- Consultation with researchers to understand how they might better engage with Personal Development Reviews and then embed their suggestions into improving the process to suit their needs.
- Guidance, documentation and resources are provided via the Personal Development Review webpage. There are also templates for both reviewers and reviewees.
- Review of existing provision. Impact is that researchers engage with professional development review process and feel better supported in their careers. The strategic plan to suit their needs.
- A programme of development support covering key themes of career management, leadership, wellbeing and the co-creation of all materials.

Practise that researchers have access to professional advice on career management, across a breadth of careers.

- New careers support intervention will be developed with input from the Research Community and Industry. Existing provision will be reviewed as part of the audit and gap analysis and the development of the ESR CPD framework. See PCDI1 & Management Development.
- Showcases a variety of career journeys within and beyond academia.
- Existing provision in this area includes Research Career 5 series:
  - 3-day and 5-day workshops aimed at early-career researchers. The five workshops fit the series:
    - Enhancing Your Employability.
    - Finding a Career that Fits You.
    - Making an Impact in CVs and Applications.
    - Making an Impact in Interviews.
    - Managing Your Career.
- To establish professional/career development provision for Mid-Career Researchers.
- BCPD (July-Aug) TBC.
- Showcases a variety of career journeys within and beyond academia.
- Participants will report improved confidence in expressing transferable skills.
- Establishing the Researcher Development Impact Evaluation Framework.
- To increase Research Career Series 5 delivery by 50% in 22-23.
- Participants will report improved skills and confidence in locating current and preferred career trajectory, preparing job applications and preparing for interviews.
- This programme will report improved confidence in articulating, developing and presenting an impactful research identity.
- A programme of development support covering key themes of career management, leadership, wellbeing and the co-creation of all materials.

Provide researchers with opportunities, and time to develop their research identity and broaden leadership skills.

- Research identity is currently being developed and evaluated within 5 key series (see PCDI2) and through 1:1 coaching. The outcome of the work will form part of the plans for normalising research careers beyond academia. Researcher identity is a key component in the development of both the ESR CPD framework and the planned Researcher Development strategy and framework. The ESR Induction Programme includes one-to-one coaching for all participants.
- Forthcoming Leadership behaviour framework to be developed and specify requirements of leadership development. Current provision reviewed as required.
- The new awareness of EmR, around the role of identity in influencing conversations with line managers to ensure 10 days of professional development time is supported.
- As new through the Researcher Development Impact Evaluation Framework.
- Establishing Leadership behaviour framework to be developed and specify requirements of leadership development. Anticipated impact is to improve alignment between Warwick values and research leadership development programmes.

Recognise that moving between, and working across, employment sectors can bring benefits to researchers and, and support opportunities for researchers to experience this.

- See PCDI1 (1) above. For normalising, Research careers beyond academia, including showcasing wider career options to the research community, especially in early years.
- Warwick Innovations provide training for staff and students through: Accredited PGRs module for the STEM faculty in commercialisation (normally 24 weeks per year)
  - Innovation to Impact workshops (WII) each term funded by EPSRC each typically 12 researchers in each.
  - Support PG students entering the national ‘YES’ scheme.
  - Run ad hoc workshops for DTPs/DTCs – an innovation commercialisation, to support wider career success.
  - UBE workshops once a year (social sciences researchers) funded by ESRC, again typically 12 researchers.
  - National MINDS JCUB scheme, funded by Innovate UK, twice a year for any UK researchers, typically 14 teams of 4 each.
- See PCDI4 above
- See new one-to-one coaching, including showcasing wider career options to the research community, especially in early years.
- Warwick Innovations provide training for staff and students through: Accredited PGRs module for the STEM faculty in commercialisation (normally 24 weeks per year)
  - Innovation to Impact workshops (WII) each term funded by EPSRC each typically 12 researchers in each.
  - Support PG students entering the national ‘YES’ scheme.
  - Run ad hoc workshops for DTPs/DTCs – an innovation commercialisation, to support wider career success.
- BCPD (July-Aug) TBC.
- Showcases a variety of career journeys within and beyond academia.
- Participants will report improved skill and confidence in expressing transferable skills and alternative research careers.
- A programme of development support covering key themes of career management, leadership, wellbeing and the co-creation of all materials.

(1) Jan 2024
(2) Aug 2023
(3) Jan 2024
(4) Jan 2024
(5) Jul 2023
(1) Aug 2023
(2) Jun 2023
(1) Jan 2024
(2) Jun 2023
(1) Jan 2024
(2) Jun 2024
(1) Aug 2023
(2) Jun 2024
(1) Aug 2023
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
(1) Jan 2024
(2) Jun 2024
Monitor, and report on, the engagement of researchers and their managers with professional development activities, and research engagement activities.

See EM4 above. Recruit Development Review conversations provide opportunity to discuss development.

See EM4 above. Heads of Department

Engage in rigorous career development discussions with their researchers, including holding a career development review at least annually.

See EM4 above. Heads of Department

Engage in leadership and management training to enhance their leadership skills, and provide appropriate credit and recognition for their achievements.

Director - HR Leadership & Management Development, with stakeholder input from Heads of Research & Impact Services.

See ECI1 above. The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are engaged in research projects. This includes research staff, e.g. postdoctoral researchers, research fellows, research associates. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. In particular, researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

See PCDM1 above. They have established a learning circle to identify, scope and design new materials.

Maintenance and support researchers in accessing and preparing for a diverse range of seminars, for example through the use of members and careers professionals, training, and secondments

(1) To prepare and engage in a leadership training to enhance their personal effectiveness, and to promote a positive attitude to professional development.


See PCDI1 above. We will establish a new post-award induction for PIs with external funding. This induction will suck the importance of identifying opportunities and allowing time for their researchers to develop research identity and broader leadership skills.

See PCDM4 above. To enable researchers to prepare CVs for funding applications effectively and efficiently by adopting the Resume for Research and Innovation being trialled by the UKRI by July 2023. Impact measured by evaluation of applications by July 2024. Assessed through the Researcher Development Impact Evaluation Framework.

See PCDI4 above. The Personal Development Review conversations provide an opportunity to discuss and plan development.

See EM4 above. They have established a learning circle to identify, scope and design new materials.

They have established a learning circle to identify, scope and design new materials.

They have established a learning circle to identify, scope and design new materials.