HREiR Action plan template 2021-2024

WARWICK — THE UNIVERSITY OF WARWICK

hr — HR EXCELLENCE IN RESEARCH

Details				
Institution name:	University of Warwick	The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Cohort number:	10	Audience (beneficiaries of the action plan)	Number of (As at July 2022)	Comments
Date of submission:	05/10/2022 (Resubmission from May 2021 / April 2022)	Research staff	1,996	Headcount figure comprising 810 R-F staff (690 Fixed Term contracts, 120 Open-Ended contracts) and 1,186 T&R sta contracts, 1,130 Open-Ended contracts). Data correct as at 31 July 2022.
Institutional context:		Postgraduate researchers	2,592	Headcount figure comprising all qualification aims, as well as 155 x MIBTP which has no course qualification. See https://warwick.ac.uk/fac/cross_fac/mibtp/ for further information. Data correct as at 31 July 2022.
		Research and teaching staff	1,186	As above, an headcount figure comprising 56 staff on Fixed Term contracts and 1,130 staff on Open-Ended contracts. July 2022.
		Teaching-only staff	668	Headcount figure. Data correct as at 31 July 2022.
		Technicians	240	Headcount figure. Technical staff were identified by an initial search on HR systems by job title, with a subsequent che Technical Services Managers to ensure the data is complete. Data correct as at June 2022.
		Clinicians	69	Headcount figure comprising all staff on Clinical grades. Data correct as at 31 July 2022.
		Professional support staff	4,239	Headcount figure. Data correct as at 31 July 2022.
		Other (please provide numbers and details):	1,187	Graduate Teaching Assistants. Headcount figure. Data correct as at 31 July 2022.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	(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 will also ensure that awareness is raised amongst PIs of their responsibilities to their research teams under the Concordat through post-award comms and support.	(1a) 90% of new staff to attend researcher induction, with participants reporting raised awareness of Concordat, assessed through the Researcher Development Impact Evaluation Framework. (1b) 20% of early-stage researchers to participate in the Early-Stage Researcher (ESR) induction programme by the end of 2022-23, reporting improved awareness of the Concordat and use of the RDF in planning own professional development, assessed through the Researcher Development Impact Evaluation Framework. (2) 90% of PIs of externally funded grants to receive communication about the effects of the Concordat on research teams, reporting improved awareness of the Concordat.	(1) August 2023 - Evaluation Framework Implemented (Dec 2022) -Data Analysis complete (Aug 2023) (2) June 2024	(1) Leadership and Management Development Director (2) Director of Research and Impact Services	(1a) All research staff invited to attend induction. Comms about the Concordat timed one month prior to institutional Personal Development review deadline. Evaluation framework (1b) ESR Induction programme launched in 2022-23, with 6 cohorts in total in 2022-23 and 2023-24. 2) The usual process for acceptance of grants is for researchers to review and confirm engagement with the University's Research Code of Practice, which makes explicit reference to the Concordat.	(1a) Although all researchers targeted through a dedicated email list, the success measure has been revised because it does not measure impact. Outcome of evaluation framework is inclusion of evaluation questions for researcher training that indicates researchers are aware of the Concordat as a result of attending induction (and other training events). (1b) Evaluation of ESR programme indicates improved awareness of the Concordat. (2) All researchers in receipt of grants, confirm awareness of the Concordat, by digital signature.
ECI2	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 convene regular meetings of the existing Research Culture Forum, which reviews institutional policies and practice from a research perspective. This meeting is chaired by the PVC (Research), and is attended by researchers at all levels, PGRs, technicians, HR and Social Inclusion (ED&I). These representatives of research communities will disseminate information about policies and practices and bring feedback to the RCF from these communities. The RCF will develop a comms plan to inform researchers of relevant policy and practice updates. (2) The University has a 10 year Social Inclusion Strategy in place (2030), this is monitored by the Social Inclusion Committee, Chairs of the Race, Gender, LGBTQUA+, Disability and Faith taskforces all sit on the committee, along with key departments such as HR. All relevant policies and practice are monitored by the committee and issues of concern and good practice are discussed and actioned here. (3) All new and revised policies are approved by the 'Policy Oversight Group', and are required to be accompanied by a 'diversity impact assessment' to ensure that policies and associated practices are inclusive, equitable and transparent. (4) A consultation process was undertaken with the Research Staff Forum and key stakeholders are redesigning the induction for new research staff to ensure all policies are communicated effectively to new staff.	(1) Effectiveness of communications from RCF will be measured by a review of the quantity and quality of feedback received from research communities on an annual basis. (2) Social Inclusion committee meets termly to review relevant policies as part of its Terms of Reference. Current inclusion score is 63% positive (culture survey June 2022). Target increase to 70% by 2024. (3) All policies, including HR policies, will be assessed for inclusivity, equity and transparency leading to more inclusive practice by the Policy Oversight Group. (4) Researcher induction participants report improved knowledge of University research departments and services, policies and practices, and improved awareness of the Concordat assessed through the Researcher Development Impact Evaluation Framework.	(1) Jul 2023 (2) Jun 2024 (3) on-going (4) Aug 2023	(1) Chair and Secretary to Research Culture Forum (2) Director of Social Inclusion (3) Director of HR (4) Leadership & Management Development Director	(1) The Director of the National Centre for Research Culture (NCRC), the Head of the NCRC, and the Head of Partnerships at the NCRC regularly attend Faculty Research and Impact committees. The Deputy Chair of Faculties for Research has been appointed as a member of the University's Research Committee. (2) Social Inclusion Committee has continued to meet, and is currently under review along with staff consultation via task groups to ensure that our governance is relevant and provides the right support to meet our strategic aims. (3) A 'business as usual' process is for all policies to undertake an equality impact assessment prior to consideration by the Policy Oversight Group. (4) Evaluation of effectiveness of Research Induction events report complete.	(1) Improved communication and knowledge transfer from Faculty committees to the Research Culture Forum. (2) The culture survey has been delayed until the implementation of the new HR Employee Engagement Survey, and so there is no outcome to report. (3) All new and updated policies have been assessed for inclusivity, equity and transparency. (4) Researchers who responded to the evaluation, reported an improved understanding of services and policies.

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	(1) The Workload Model Steering Group, led by the Provost, is working with key stakeholders with the aim of developing a workload framework / template. The aim is to develop a common institutional workload model with agreed target metrics. Workload has been identified in our institutional survey as an area of concern that impacts on the mental health wellbeing of staff members. (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. Follow-up interviews are also being conducted with staff about their well-being as a follow up to the survey. (3) The University's Report & Support system allows all staff to report discrimination, bullying and harassment and provides support for those who are affected. Culturally sensitive support is available where needed. (4) Warwick runs 'Challenging Inappropriate Behaviour' workshops to ensure a working and learning environment in which all University members are treated fairly and with dignity and respect. (5) Warwick also runs online courses to promote mental health and raise awareness about discrimination: ""Mental Health: Stress Less"", ""Menopause at work"", ""Understanding Unconscious Bias"", ""Understanding Race Bias"". The Thrive At Work commitment is ongoing and aims to put staff wellbeing 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 can 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.	(1-2) Early intervention strategies will be implemented as a result of research to support staff and prevent stress-related conditions. Staff reporting better well-being - currently 55% report feeling under stress at work - targets for Wellbeing plan of action to be approved by the University Executive Board in October 2022. (3) Culture survey June 2022 reports 56% of research staff feel comfortable to report sexual misconduct, bullying and harassment. Objective to increase to 65% (4) Participants report improved confidence in challenging and reporting inappropriate behaviour, assessed through the Researcher Development Impact Evaluation Framework. (5) Improvement in mental health and well-being reported by staff. Events and campaigns throughout the year will be measured via wellbeing feedback sheets and interviews.	(1-2) Jun 2024 (3) Jun 2024 (4) Aug 2023 (5) Jun 2024	(1) Provost (2) Director of Wellbeing (3) Director of HR (4) Leadership & Management Development Director (5) HR Engagement Director	(1-2) Bullying and Harassment Sub-Group established (July 2023). with discussions on possible interventions on-going. (3) The culture survey has been delayed until the implementation of the new HR Employee Engagement Survey. (4) Poor takeup of the offer led to the training being withdrawn. The evaluation of those who attended was positive. However, Informal feedback indicated that staff were reluctant to attend a workshop with other people that they did not know. Therefore, we increased the offer of one-to-one coaching to researchers to provide a supportive environment where difficulties could be discussed. (5) This now falls within the remit of Social Inclusion. Training has been (and is continuing to be) reviewed. We have introduced micro courses (Good Course), delivered via email to every member of staff in 2023/24 topics covered EDI fundamentals,	(1-2) Training designed and delivered for Report and Support staff (see: https://reportandsupport.warwick.ac.uk/) , to help them to better understand the research context and therefore more effectively support researchers. (3) The culture survey has been delayed until the implementation of the new HR Employee Engagement Survey, and so there is no outcome to report. (4) Those who responded to the evaluation reported improved confidence in challenging inappropriate behaviour. (5) We have also reviewed and updated existing online modules, and provide bespoke in person training. Further details area available at: https://warwick.ac.uk/services/social inclusion/projects/learning
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	(1) ED&I Moodle has been reviewed and an updated Warwick Principles and Social Inclusion (WP&SI) Moodle has been created in collaboration with Warwick's five Task Forces for protected characteristic groups (Gender, Race, Disability, LGBTQUA+ and Faith). It has been approved as a mandatory element of induction and Personal Development Reviews. (2) Workshops are being delivered to managers and team leaders on creating inclusive cultures and developing diverse talent.	(1) As a mandatory element of the induction process for all new starters, and as part of annual Personal Development Review, staff will be required to complete this training. Staff report an understanding of Warwick values to be measured through post training course feedback. (2) Impact to be measured through recruitment and promotion and inclusion survey. Leadership Essentials for Research Active Staff programme contributes to over 60% of participants identifying improved awareness and practices in equality, diversity and mental health and well being as a consequence of attending the programme, assessed through the Researcher Development Impact Evaluation Framework.	(1) Jun 2024 (2) Aug 2023/24 (Research Leadership Essentials Programme delivered 1 x per term, evaluation takes place following each iteration - Dec 22, Mar 23, Jun 23, Annual evaluation report - Aug 23 and Aug 24)	(1) Leadership and Management Development Director (2) Leadership and Management Development Director	(1) This area of work has moved out of LMD and into the remit of the Director for Social Inclusion. (2) Leadership Essentials Programme delivered as planned in 2021-2022 and 2022-23. In 2023-24 a new Leadership and Management Framework (see: https://warwick.ac.uk/services/lmd/framework/) was developed, in response to an institutional consultation on leadership and management. All programmes were reviewed and redeveloped as part of this offer. Leadership Essentials replaced with Research Leadership Groups and wider LMD offering.	(1) The Warwick Principles and Social Inclusion module is being reviewed to ensure current practice and legislation are reflected in the content. (2) 37 research managers completed Research Leadership Essentials training across three cohorts. Programme has now been replaced with a wider leadership and management development suite of programmes, and research leadership groups.
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	(1) All staff and students delivering research must complete the institutional mandatory research integrity training (as per the Research Integrity training policy).	(1)100% of new research staff and 100% of researchers including PGR students applying for research ethics to complete training. Researchers will have an improved knowledge of research integrity. We will introduce post-course evaluation which will measure Institutional Research Culture - 'institutional attitudes, policies and support encourage the responsible conduct of research'.	(1) July 2023	(1) Director or Research and Impact Services	(1) Epigeum completion is mandatory for all new starters. Production of a completion certificate is required for ethical approval.	(1) Training is mandatory, and required for ethics approval processes. We are working with Epigeum to ensure reporting on completion is up-to-date and accurate. Please see new forward-looking action plan for information about how we will be measuring research culture.

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	One of the strands of the Institutional People Strategy is Culture, Values and Employer Ethos. Our strategic intent is to create an employer ethos based on our values, where people are at the heart of what we do and we focus on the employee, to create a culture where each person can thrive in their own way and our combined capability and talent grows as a result. (1) To ensure researchers have an active role in policy formation, we will develop a proposal for changes to the Research Staff Forum and implement changes to the role and remit of the Research Staff Forum during the Spring term of 2023. (2) We will be running a series of values workshops to inform our UoW values, with representations from across the University. We will ensure Research staff are included in these workshops. (3) Following the completion of a research project, taking place March - July 2022, on inclusion and diversity experience in research at the University, recommendations from the report will be put into an action plan to improve the experience of inclusion and improve diversity for researchers. (4) In June 2022 the University carried out our first culture survey which will look at all aspects of diversity, inclusion and opportunity. The outcomes will inform our work on improving inclusive culture. Initial reporting for research staff are: Authenticity - 76%, Belonging to department 69%, belonging to university 60%, Equity 44%, Mental health and well being 31%. These results are just reported and will be discussed and targets for improvements agreed. (5) We will hold an annual Research Culture Conference to report back on research culture projects and discuss next steps and action required.	(1) Members of the Research Staff Forum reporting confidence in the Forum's ability to influence policy and practice in aspects contributing towards a positive research culture, assessed through the Researcher Development Impact Evaluation Framework. (2) 40% of all academic staff will have participated in the consultation process and feel they have contributed to the development of Warwick's values. (3) Diversity and Inclusion culture project recommendations for action year 1 completed and embedded into wider research culture action plan. (4) Culture survey measures to be assessed, and targets and actions for improvements will be agreed. (5) Outcomes and impacts of the conference will be measured by post event feedback and evaluation.	(1) Jun 2023 - Consultation with research staff through the Research Staff Forum that convenes x 1 per term (Dec 2022, Mar 2023, June 2023) with end of year evaluation in June 2023. (2) Jul 2023 (3) Jul 2023 (4) Action plan and targets agreed Jan 2023 (5) Oct 2023	(1) Leadership and Management Development Director (2) Director of HR (3) Academic Director, Research Culture (4) Director of Social Inclusion and Director of HR (5) PVC (Research)	(1) The Research Staff Forum now includes a guest speaker element, with presentations focussing on meta research to prompt discussion about policy and practice. (2) Workshops are complete. Revised values are published (see: https://warwick.ac.uk/about/strategy/values/) (3) Research Action Plan is in place, and new projects underway. (4) Action plan and targets agreed Jan 2023 (5) Research Culture Conference held in 2023, and again on September 16th 2024. The conference has become a focus nationally and internationally for research culture initiatives. See: https://warwick.ac.uk/research/ncrc/irc	(1) The RSF engages with issues of research policy and practice. Evaluation feedback is that this has made a positive change to aspects of research culture, and individual practice. (2) Researchers contributed to the consultation. The values are now included in a Values Toolkit, that is intended to support managers in discussing values with their staff.(see: https://warwick.ac.uk/about/strategy/values/leading_through_values_toolkit.pdf). Ongoing consultation is served by the Research Culture Forum The Research Culture Conference was opened to outsiders so we did not measure the post-event feedback specifically for Warwick staff, though we collected feedback which was positive about the impact of the event. (3) Research Culture action plan is complete, and in the process of being operationalised. (4) Outcome deferred due to the delayed implementation of the employee engagement survey. (5) A special issue of Exchanges Interdisciplinary Journal on Research Culture has been published, with contributions from 2023 delegates (see: https://exchanges.warwick.ac.uk/index.php/exchanges/issue/view/99)
Managers of researchers must:					-	
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	see ECI4 - Managers of research to complete the relevant training before being allowed to hire postdocs or supervise PGRs.				see ECI4 - Managers of research to complete the relevant training before being allowed to hire postdocs or supervise PGRs.
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	see ECI5				see ECI5
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	see ECI3				see ECI3
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	(1) We will ensure that managers are fully informed of our flexible working policy, hybrid working policy etc. through managers training and induction. (2) Policies such as flexible working and hybrid working policies are brought to the attention of HoDs through HoD communications and HoD forums.	(1-2) Employees feel supported in terms of working arrangements, measured through our Culture and Well-being surveys. We have also recently conducted a Hybrid Working survey and will be analysing the results from this.	Jun-24	(1) Director of HR	(1-2) We have metrics available for no of flexible working, part-time or flexible working requests recd New Career Policy released covers hybrid working and study leave New Warwick Academic Returners Policy released (https://warwick.ac.uk/services/humanresources/internal/academic processes/warf/). Culture Survey conducted in 2022.	(1-2) Culture survey conducted in 2022. Segmentation by researcher population highlights positive responses for flexible working policies, fair performance evaluation and confidence in reporting bullying and harassment. There were areas identified for further development, with actions initiated, such as inclusive leadership. New culture survey deferred due to new HR Employee Engagement survey.
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	PVC and Research Executive will engage with Heads of Department, Research Directors and Research Managers through various mechanisms to discuss policies and research culture. The mechanisms include PVC (Research)'s visit to departments, and Heads-of-Department Forums.	Better engagement of Heads of Research with PVC (Research) and research Executive will lead to better understanding of research culture within academic departments	Jan-24	PVC Research	100% of PVC (R) academic departments visited by the end of 2021-2022 academic year, and research a standing item in Heads-of-Department Forum.	100% of PVC (R) academic departments visited by the end of 2021-2022 academic year, and research a standing item in Heads-of-Department Forum.
Researchers must:						

HREiR Action plan template 2021-2024

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	(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 Challenging Inappropriate Behaviour training, which encourages participants to consider how to contribute to creation of a fair and inclusive environment.	(1a) Researchers will feel more engaged with the development of the University's research culture which will be evaluated through the quality of feedback received through members of the Research Culture Forum, at workshops and at the annual conference. (1b) 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. (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.	(1a) Jul 2023 (1b) Jun 2023- Research Staff Forum convenes x 1 per term (Dec 2022, Mar 2023, June 2023) with end of year evaluation in June 2023. (2) Jul 2023 (3) Aug 2023/24 - sessions made available x 3 a year, with evaluation conducted after each session (Annual evaluation report Aug 23 and Aug 24)	(1) Chair and Secretary to Research Culture Forum (1b) Leadership & Management Development Director (2) Director of Research & Impact Services, (3) Leadership & Management Development Director	(1) Revisit terms of reference and build up further the Research communities (1b) Research Staff Forum meets once per term, and includes invited guest speakers, speaking on aspects of meta research to inform policy and practice. 2) We have 100% of people completing the training that require ethics review as this is checked. The integrity package we use enables reporting of engagement and completion. A review is being undertaken of the package, and alternative packages, seeking feedback and evaluation from users. 3) Three sessions were offered to staff in 2022-23 as part of the centralised Researcher Development Programme. Two of three sessions did not run due to low demand.	(1a) The University's Academic Governance Review has resulted in recommendations for inclusive committees, to introduce more open processes for appointing research committee members, specifically to ensure appropriate representation on the Research Culture Forum. This will be taken forward in the next HREIR action plan. (1b) Those researchers who have completed the qualitative evaluation indicate that their awareness of research culture issues has been improved, and is impacting upon their practices. (2) 100% of researchers seeking ethical approval have completed research integrity training. 3) Informal feedback on this offering suggests hesitancy amongst staff to attend training of this type and demand for a centralised offering is low. Professional training and development will be subject to a review within the NCRC, and will inform the next HREIR action plan.
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	see Induction (ECI1), Research integrity training (ECI5)					see Induction (ECI1), Research integrity training (ECI5)
ECR3	Take positive action towards maintaining their wellbeing and mental health	see ECI3					see ECI3
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	see ECI3					see ECI3
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	(1) We will engage Research Staff in institutional and departmental Research Committees, including representatives on Research Culture Forum, Research Committee, Research Ethics Committees - and explore further options. (2) We will inform new research staff of these opportunities in the induction and the Research Staff Forum.	(1) By year 2, all the committees mentioned have a ECR representative. Technician representatives to also be appointed on appropriate Committees. (2) 90% of new staff to attend researcher induction, with participants reporting improved awareness of researcher forums that influence research policy and practice, and positive expressions of perceived effectiveness of researcher forums at the University. Assessed through the Researcher Development Impact Evaluation Framework.	(1-2) Aug 2023 - Research Induction available x3 per year (Oct 2022, January 2023, April 2023)	(1) PVC (Research) (2) Leadership & Management Development Director	(1) Student representation and ECR representatives on all committees. (2) All researcher induction events held as planned.	(1) The Research Culture Forum has provided opportunities for representation. The NCRC has established theme-specific groups, for example, the ECR Wellbeing Group. (2) Participants who attended and who completed the evaluation indicated improved awareness of services and people who are available to support researchers.
Employment							
Institutions must:							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	We are currently reviewing our end-to-end recruitment and selection approaches and designing 'future state' approaches which embed inclusive practices. This will also include adopting tailored talent attraction approaches based upon roles and reviewing our recruitment advertising channels. Once a redesigned approach has been agreed we will identify appropriate diversity and inclusion measures.	Improved end-to-end recruitment process - better candidate and hiring manager experience. Improved diversity of applicants and shortlists. Suitable recruitment data analytics are yet to be developed but will provide a mechanism for monitoring and tracking. To be established by December 2023. More diverse workforce - Diversity-focused workforce profile - annually reviewed in line with Pay Gap Reporting (Gender, Ethnicity, Disability, LGBTQ). https://warwick.ac.uk/services/equalops/learn more/data/paygapreport	Jan 2025	Director of HR	Discussion around job security and research Contracts - Medical School have instigated a bridging pool of researchers who are fully employed/not on contracts to be allocated to projects. Elsewhere support required from finance to shift the idea of fixed term contracts to perhaps something similar in other departments. HR Emerging Talent Strategy in place and HR are recruiting a Talent Manager and international working advisor to attract people to work in UK, reduce impact of Brexit and ensure local compliance with tax etc.	A data analytics dashboard is available that provides information about diversity and enables us to target our recruitment strategies appropriately. Please see: https://warwick.ac.uk/services/socialinclusion/data/ A fixed-term contracts working group has been established and work is underway to identify interventions to support staff on fixed-term contracts. The Warwick Transformations process (a review of structure and purpose of staff and services) has recommended that research project managers are offered indefinite contracts and work as part of a 'Faculty pool' of project managers.

Ref	Description			Date	Responsible		
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	(1) A new induction for research staff was launched in Autumn 2021. This aims to provide an overview of central services and departments important to researchers at Warwick, key contacts, and an opportunity to network with other new research staff. (2) A new extended induction programme targeted at early-stage researchers (ESR) to be launched from September 2023	(1) Researcher induction participants report improved knowledge of University research departments and services, policies and practices, and improved awareness of the Concordat assessed through the Researcher Development Impact Evaluation Framework. (2) 20% of early-stage researchers participate in the Early Stage Researcher pilot programme by the end of 2022-23, and report improved awareness of, and confidence in accessing key policies and procedures relating to research culture, integrity and governance, and summarising policy developments shaping the research funding landscape in higher education, assessed through the Researcher Development Impact Evaluation Framework.	Aug 2023	(1-2) Leadership and Management Development Director	(1) Six Research Induction events (1 x per term) held 2022-2024 (2) Extended induction programme has welcomed six cohorts of 20 participants in 2022-24.	(1) Evaluation indicates improved knowledge of University research departments and services, policies and practices, and improved awareness of the Concordat (2) Evaluation indicates improved confidence in accessing key policies and procedures.
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	(1) We have a clear academic promotions pathway and transparent framework based on four pillars - Research & Scholarship; Teaching & Learning; Impact, Outreach & Engagement; and Leadership & Collegiality. Promotion applications are reviewed by the Academic Staff Committee and/or University Professorial Promotion Committee based upon evidence submitted and decisions made based upon meeting set criteria. This approach has been updated in recent years to allow all academic staff to apply for promotions regardless of whether their application was supported by the relevant Head of Department or not. Feedback meetings and mentoring support have also been introduced. There is equality under the academic promotions process for those on T-focussed, R-focussed and T&R tracks. (2) Application forms have been updated to provide an opportunity for applicants to include input regarding the impact of Covid - e.g. delays in publishing, increasing caring responsibilities, illness etc. (3) Launch of ESR Framework October 2022.	(1-2) We are now tracking promotion progress by grade and by protected characteristics to gain insights into Academic career progression. In 2020/21 Academic Promotion Cycle we had a success rate of 90% (Female : 94%, Male : 86.2%), Research focused staff at all levels had 100% success rate, with the exception of 1 out of 15 applicants who applied for promotion to Assistant Professor, Staff on Fixed Term Contracts had a 90-100% success rate depending on grade. Ultimately we aim to monitor each stage of the academic career lifecycle by diversity to identify groups that are showing slower progression. We also aim to provide comparable promotion opportunities for technical specialists, not on academic T&Cs. The culture survey outcome for researchers to the question about transparent and equitable promotions is 49% positive. Currently reviewing data to agree what targets or improvement range we expect to see in 2 years time. (3) Participants report improved awareness of promotion pathways, assessed through the Researcher Development Impact Evaluation Framework.	(1-2) Jun 2024 (3) Aug 2023	(1-2) Director - HR Strategy (3) Leadership & Management Development Director	(1) Technicians promotion pathway and matrix piloted in 2023-24 (2) Application forms updated to include consideration of consequences arising from the pandemic. (3) ESR Framework launched.	(1) Technicians promotion pathway is in place. Examples of individual technicians who have been promoted through the pathway have been promoted and celebrated through communications. There has been a steady increase in the number of Research-focused academics attending the 'Promotions Explained' events. Out of the total number of academics who attended a Promotions Explained event in 2021, 14% were Research-focused. In 2022, 17% of the total number of academics attending the event were Research-focused and in 2023, this had risen to 25%. (2) Application forms updated (see: https://warwick.ac.uk/services/humanresources/internal/academicprocesses/academicpromotion) (3) Framework provisions include ESR Induction Programme, coaching offer extended to those who attend the ESR Induction Programme. Additional activities since the development of the action plan include the NCRC ECR Wellbeing project.
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Leadership & Management Development is one of the eight key strands of the People Strategy. Our strategic intent is to grow organisational capability and talent through excellent management and leadership skills, which in turn improves overall performance and delivers ambition. We have recently appointed a Director - Leadership & Management Development who will lead this strand of our People Strategy. (1) Piloted Project Management Essentials, aimed at early career researchers and Managing Complex Research Projects, aimed at mid- and senior-career researchers. Take-up for these pilots was very good and both series received excellent feedback from delegates. (2) Project Management Training: Managing Complex Research Projects This is a two-part series aimed at more experienced researchers from Research Fellows to Professors. It provides a toolbox of practical techniques to help manage complex collaborative research projects and introduces ideas, methods and tools that can be used both pre- and post-award. (3) Leadership Essentials Training: Leadership Essentials is a 5-day development programme for anyone who is a people manager. We run a Research-specific version of this programme (of up to 15 people) each term which is aimed at colleagues managing research teams. (4) We will establish a method to track completion rate of the above training programmes in Learning Management System.	(1) Participants report confidence in key outcome measures, including the ability to establish good project foundations, scoping projects, developing an evidence-based project plan, and managing risk. Assessed through the Researcher Developer Impact Evaluation Framework. (2) Participants report confidence in managing communication in collaborative teams and estimating, scheduling and tracking complex research projects. Assessed through the Researcher Developer Impact Evaluation Framework. (3) Participants report confidence in key aspects of management and leadership in a research context, including application of leadership styles in a range of scenarios, feedback and coaching skills, apply techniques to improve team motivation, and manage conflict and uncertainty. Assessed through the Researcher Development Impact Evaluation Framework. (4) Engagement in, and completion of, the RAS Leadership Essentials programme captured within the Learning Management System (LMS) within SuccessFactors, the HR Management system, by November 22. This data to inform future strategies for recruitment, targeting under-represented groups of staff	(1-3) Aug 2023 (4) Jun 2024	Leadership & Management Development Director	(1) (2) and (3) Programmes successfully delivered in 22-23. In 2023-24 the Emergence Studios: Research Leadership groups, were introduced. (4) All training and development programmes coded in Success Factors, and able to track participation.	(1-3) Evaluation feedback indicated confidence in the existing training offer across leadership development and project management. The new LMD Framework was introduced in 2023-24. The Framework was informed by conversations with staff at all levels and across functions in 2022-23. Leadership roles are segmented into five distinct levels of management responsibility (See: https://warwick.ac.uk/services/lmd/), with a new suite of programmes guided by a skills map. As a consequence LMD introduced new programmes for leaders in all areas. Research leadership development was further supported through the introduction of 'Research Leadership Groups', small action learning sets designed to support research leaders address challenge, and identify opportunities. The project management training continues with some adjustments, to run twice a year.

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	(1) We currently run an annual Personal Development Review (PDR) process. Due to the pandemic, over the last 2 years we have taken a Personal Development Review light approach which has primarily been focused upon a wellbeing check-in. The new approach to Personal Development Review is being launched this year including a mandatory requirement to complete the Warwick Principles and Social Inclusion Moodle. The PDR process specifically asks about actions taken to promote diversity and inclusion. (2) Longer term (2023/24), one of the components of our People Strategy is Objectives Management. We will develop an approach to objectives management which will align the delivery of institutional strategic priorities to Department, Team and Individual objectives. Reviews will include a balance of 'What' is delivered and 'How' these are delivered which will be aligned to our culture and values. (3) Academic Promotion criteria are established and transparent (see EI3). At the beginning of the annual Academic Promotions cycle all staff are invited to attend a Promotions Explained event to talk through the process, framework and criteria.	(1-2) Target - 70% compliance PDR in year 1. This will have the impact of ensuring that researchers feel their career development is being taken seriously and contribute to well-being. Culture survey researcher responses to 'my manager supports my career development' 71% positive. Currently reviewing data to agree what targets or improvement range we expect to see in 2 years time. (3) Mechanism in place to track participation of Research Staff in Academic Promotions Explained events in Year 1. Impact that researchers are knowledgeable about academic promotions process (see EI3)	(1) Jul 2023, (2) Jan 2025, (3) Jan 2024	Director of HR	(1-2) L&M Development framework launched in August (trialling in Exec Ed and WBS) Values and Behaviours included in 2024 PDR appraisals (3) Data about participation in the events has been collected, but not analysed due to constraints in data collection.	(1-2) New suite of leadership and management development training available from 2023-24. (3) The Warwick Transformations process (a review and restructure of professional services) is underway. This comprehensive review will look at all systems, processes and the structure of Professional Services teams, both centrally and in departments. This will include how data is used to inform strategic decision-making.
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	(1) This expectation is key to underpin the community and the commitment we wish to demonstrate to support researchers, but it is a complex situation which involves all stakeholders (funders etc.) and the need to recognise the balance between greater use of open-ended contracts and impact on opportunities for graduating PhDs. Issues are discussed at the Research Culture Forum and escalated to senior managers for further consideration. (2) We have recently updated our Redeployment processes so that redeployees are considered priority candidates 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.	(1-3) Reduce number of researchers on fixed term contracts - piece of work to be done on establishing metrics and benchmarking. Currently 85% of research focused staff on fixed term contracts. Reduce numbers of research staff that have: 1. been redeployed to other roles, 2. been recruited on indefinite contracts, 3. been moved from fixed term to indefinite contracts 4. fixed term contracts renewed 5. Fixed term contracts that have ended	Jun 2024	Provost, Registrar, Director of HR, Finance Director	(1-3) Discussion around job security and research Contracts - Medical School have instigated a bridging pool of researchers who are fully employed/not on contracts to be allocated to projects. Elsewhere support required from finance to shift the idea of fixed term contracts to perhaps something similar in other departments. HR Emerging Talent Strategy in place and HR are recruiting a Talent Manager and International working advisor to attract people to work in UK, reduce impact of Brexit and ensure local compliance with tax etc.	Please see outcomes in EI4.
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	(1) Any researcher relevant policies to be presented for discussion at the Research Culture Forum and Research Staff Forum which will give opportunities for opinions to be raised and discussed, prior to formal approval of the policy/process, and thus researchers and their managers would feel more engaged with decision making and policy formation. The representatives of researchers and managers of researchers will be invited to Research Culture Forum meetings. (2) Research staff represented on University Research Committee - plan to recruit a technician 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 / informal consultation on policies.	(1) Effectiveness of RCF 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 best ways of involving research staff in key Committees to ensure their voice is 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 Researcher Development Impact Evaluation Framework.	(1-2) Jul 2023 (3) Aug 2023	(1) Chair of Research Culture Forum (2) PVC (Research) (3) Leadership & Management Development Director	(1-2) Senior Leaders who are members of the RCF are attending departmental fora to listen to the views of researchers, and research leaders. (3) RSF retains status as an open forum open to all researchers to attend. Remit has changed to invite guest speakers on a range of aspects of policy, practice and research on research. Evaluation by researchers indicates confidence in the Forum's ability to influence policy and practice.	(1-2) Improved knowledge exchange with departments about research culture issues. (3) Changes have been implemented.
Managers of researchers must:							

ID	Concordat requirement	Action	Success measure	Timescale	Responsibility	Progress update	Outcome
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	(1) Promote and encourage participation in the Leadership Essentials training course for early and mid-career researchers. (2) Managers will take obligatory "Understanding Unconscious Bias" training. (See ECI3). (3) Managers will take obligatory ED&I training (see ECI4). (4) Ensure Managers of Researchers are fully aware of their duty of care - to be included in induction.	(1) Review and revise marketing strategy for RAS programmes, including RAS Leadership Essentials during Autumn 2022. Implement marketing strategy in under-represented disciplines and departments to increase take-up by 25% from these areas by July 2023. (2) Obligatory for interview panel members - we aim for 90% of managers to have taken the training. (3) All staff to undertake Warwick Principles and Social inclusion Moodle as part of Personal Development Review - target 70% compliance year 1. (4) 90% of PIs of externally funded grant to receive the induction.	(1-3) Jul 2023 (4) Jun 2024	Leadership & Management Development Director, Heads of Departments	(1) Marketing strategy paused due to constrained resource for RAS programmes to manage expectations of support and development available. A review of department representation has been undertaken (February 2023). (2-3) This now falls within the Social Inclusion remit. All recruitment and selection interview processes require members to undertake ED&I training. (4) Researcher specific induction is held three times a year, and provides information about support available to managers of researchers.	(1) Leadership Essentials programme reviewed in line with the introduction of the new Leadership and Management Development Framework, and a new suite of programmes for managers at all levels within the institution. 2023-24 trialled a new programme entitled 'Research Leadership Groups' - small action learning set groups for research managers and leaders to address specific issues. (2-3) Managers involved in recruitment and selection have improved awareness of ED&I issues, and unconscious bias. (4) An additional outcome, since the implementation of the L&M Framework, is the inclusion of two skill clusters that provide training and guidance in related areas, namely 'Building and Nurturing Staff' and 'Shaping Culture'.
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	90% of PIs of externally funded grants to receive communication about the effects of the Concordat, relevant aspects of employment legislation and institutional policies, as a part of the post-award induction scheme to be developed in year 1 and 2.	Managers of research to be more aware of research practices and policies - to be measured by evaluation followed PI post-award induction with questions on confidence and competency.	Jun-24	Director of Research & Impact Services, Director of HR, Directors of Research	Researchers are made aware of their legal and ethical obligations when they are awarded funding.	Researchers have access to the relevant information and guidance when they are awarded funding.
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See EI1 and EI3			Director of HR, Heads of Departments		See EI1 and EI3
EM4	Actively engage in regular constructive performance management with their researchers	See EI5			Director of HR, Heads of Departments		See EI5
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See EI7			Chair of Research Staff Forum, Heads of Department	Academic Director -Membership on committees	See EI7
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Induction has been redesigned to better fit the needs of new research staff. Including key policies and key messages from relevant institutional leaders. The induction includes; •Welcome message from Provost and PVC for Research •'Swift speeches': committees and governance (R&IS), R&IS structure and departmental support (R&IS), HR elements tailored to researchers, IAS, library, WIE, RAS consultant (OD) •Information about the University's commitment to the principles of the Concordat •Networking •Followed up with PDF 'cheat sheet' showing list of key contacts for institution-wide services relevant to research staff, with short summary of each service's offering as a reminder.	Rollout of new induction for all research staff incorporating feedback. 70% completion rate year 1. Continued feedback to demonstrate improved knowledge of institutional policies and procedures.	Aug-23	Leadership & Management Development Director, Heads of Department	(1) The new approach has been successfully piloted with 75 research staff in 2023-24	(1) Refreshed content and new videos prepared in 2023-24. Evaluation from researchers indicates that their knowledge of institutional policies and processes has improved as a result of attending the induction event.
ER2	Understand their reporting obligations and responsibilities	Researchers will learn about these in their researcher's induction programme and reinforced by Line Managers / Heads of Department.	See ER1	Aug-23	Leadership & Management Development Director, Heads of Department	See ER1.	See ER1
ER3	Positively engage with performance management discussions and reviews with their managers	See EI5 - Researchers will learn about the process in the Researchers induction programme and reinforced by Line Managers / Heads of Department. There are dedicated webpages to provide support and resources for both reviewers and reviewees.	See EI5	Aug-23	Heads of Department	See EI5	See EI5
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	See ECI2 - Researchers will be introduced to Research Culture Forum and Research Staff Forum in the researcher induction meeting. See ER1 - Researchers to appreciate the benefits of joining in actively in University committees and be encouraged to volunteer when these opportunities arise.	Researchers more engaged with research culture - feedback from research culture events and research culture conference - measure increased awareness of research culture.	Aug-23	PVC (Research), Heads of Department		
Professional and Career Development							
Institutions must:							

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	(1) Workload Model Steering Group to consider how best to incorporate professional development allowance within workload model. (2) A new Early Stage Researcher (ESR) Continuing Professional Development (CPD) Framework is under development. This is designed to integrate the needs of the Concordat, the Researcher Development Framework (RDF) and the Academic Promotions Pathway and enable ESRs to more readily evidence their professional development. This will form the basis of a proposed new probationary pathway for ESRs in the institution. (3) Develop a researcher development strategy which will outline the needs, benefits, opportunities and responsibilities for training for researchers at different career stages. This 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 development, leadership, wellbeing - The co-creation of all materials - The development of the ESR CPD Framework based on 10 development days pa - Optional tools and portfolio templates will be provided to help record development. (4) 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 dedicated innovative development opportunities for research staff. (5) 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).	(1) Measured by development of workload model and successful implementation of that model to incorporate 10 days of professional development. (2) ESR Framework Strategy document produced, considered and new training programme launched. Wider framework in place by December 2022. Participants will report that the structured professional development plan that accompanies the ESR programme, has assisted them in influencing conversations with line managers to ensure 10 days of professional development time is supported. Assessed through the Researcher Development Impact Evaluation Framework. (3) Researcher Development Strategy document produced, to be considered by, and subject to approval from the Research Culture Forum in the Spring Term 2023. A consultation with members of the Research Staff Forum will inform the Strategy and enable an assessment of potential impact on the researcher community at Warwick. (4) An initial institutional audit of researcher development provision by July 2022. This will inform the new Researcher Development Strategy to address gaps in professional development provision and enable increased capacity to deliver tailored interventions for the research community. (5) Intention to set up hub signposting to all available training opportunities giving researchers better visibility of	(1) Jan 2024 (2) Aug 2023 (3) Jan 2024 (4) Jan 2024 (5) Jul 2023	(1) Workload Model Steering Group and HR Engagement Director (to report) (2, 3) Director - HR Leadership & Management Development, Research Culture Forum lead with stakeholder input. (4) Director - HR Leadership & Management Development	(1) The workload model is administered by academic departments, and includes allocation for research activities. The workload model does not make explicit reference to the 10 days of professional development specified within the Concordat. However, all researchers received communications relating to the PDR process, confirming Warwick's commitment to the 10 days of professional development. (2) ESR Framework Strategy document produced, and considered by the Research Culture forum by July 2022, with successful launch of new training programme by September 2022. (3) Development work is underway for a revised programme for 2023-24, responding to the institution's Leadership and Management Development Framework; a key element of the new People Strategy. (4) An initial institutional audit of researcher development provision	(1) Researchers have received communications informing them of the University's commitment to 10 days of professional development. (2) New induction programme launched in September 2022. Programme has attracted six cohorts over two years, comprising approx. 90 participants. (3) New suite of programmes developed to support managers and leaders across the institution, at all levels (inclusive of research leaders and managers). Established the new Research Leadership Groups, to support research leaders to work together to address issues. (4) New Researcher Development Programme developed and delivered in 22-23, and 23-24. (5) Research Operations Sub-Group of the Research Culture forum established to coordinate training. New website portal set up as a one stop shop for researchers.
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	(1) There are dedicated resources and training available to support both managers and researchers to engage in meaningful personal development reviews. (2) Consultation/survey 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.	(1) Guidance, documentation and resources are provided via the Personal Development Review webpages. There are also Moodles for both reviewers and reviewees. (2) Review of existing provision. Impact is that researchers engage with professional development review process and feel better supported in their careers - to be evidenced through consultation with researchers. Development scheduled for 22-23	(1) Jul 2023 (2) Jun 2024	(1) Director - HR Leadership & Management Development, (2) Research Culture Forum lead with stakeholder input.	(1) PDR guidance has been updated, and supported by researcher-specific communications reminding researchers and managers of researchers of the 10 days development time commitment. (2) A review has been undertaken with all staff, and guidance updated accordingly.	(1) Resources have been updated and made available to managers and researchers. (2) The Research Operations Sub-Group has implemented a number of communications associated with the PDR process regarding Concordat commitments.
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	(1) New careers support interventions 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 (2) Showcase a variety of careers journeys within and beyond academia (3) Existing provision in this area includes Research Career 5 series: A 'mix-and-match' set of five workshops aimed at early-career researchers. The five workshop titles in 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 (4) To establish professional/career development provision for Mid-Career Researchers	(1) See PCDI1 (2,3,4) (2) To empower researchers in considering career choices within and beyond academia by designing and delivering a new session entitled 'Transferable Skills in Research Careers' in 22-23. Participants will report improved confidence in being able to recognise transferable skills, define own strengths, identify research career pathways within and beyond academia. Assessed through the Researcher Developer Impact Evaluation Framework. (3) To increase Research Career Series 5 delivery by 50% in 22-23. Participants will report improved skill and confidence in locating current and preferred career trajectory, preparing job applications, and preparing for interviews and improved awareness of transferable skills and alternative research careers. Assessed through the Researcher Development Impact Evaluation Framework. (4) Provision for mid-career researchers doubled from 21-22 to 22-23. Participants will report improved knowledge of, and confidence in, articulating own career vision and goals, reflecting upon strengths, weaknesses, and barriers to progression, developing an implementable career plan including tactics for building reputation, collaboration and managing workload. Assessed through the Researcher Development Impact Evaluation Framework.	(1) Jan 2024 (2) Jan 2024 (3) Aug 2023 (4) Aug 2023	Director - HR Leadership & Management Development, with stakeholder input	(1-2) New development session designed and delivered 1 x iteration a term in 22-23 (August 2022) and 2023-24 (3) and (4) Delivered 2022-23 and 2023-24	(1-2) New session programmed but demand for the session has been limited, with two of three sessions cancelled due to low bookings. Introduced individual coaching offer in 2023-24 as part of the new Leadership and Management Development Framework. We have refined the Career Series 5 programme to provide additional discussion of transferable careers. (3) Research Career Series 5 provision increased by 50% (4) Mid-Career programme provision increased by 50%. Evaluation (August 2023)

PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	(1) Research Identity is currently being considered and discussed within Careers 5 Series (see PCDI2) and through 1 to 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 Framework and the planned Researcher Development strategy and framework. The ESR Induction Programme includes one-to-one coaching for all participants. (2) Forthcoming Leadership behaviour framework to be developed and specify requirements of research leadership; current provision reviewed as required.	(1) To raise awareness of ESRs around the role of identity development and transition by including a session dedicated to researcher identity in the ESR Development Programme from October 2022. Participants in the programme will report improved confidence in articulating, and planning for, for a preferred research trajectory by reflecting upon identity transition and conflict. Assessed through the Researcher Development Impact Evaluation Framework. (2) Forthcoming Leadership behaviour framework to be developed and specify requirements of research leadership. Anticipated impact is improved alignment between Warwick values and research leadership development programmes.	(1) Aug 2023 (2) Jun 2024	(1) and (2) Director of HR/ Director - HR Leadership & Management	(1) Session 2 of ESR programme entitled 'My Research Trajectory' explores and applies theoretical perspectives on researcher identity. Evaluation (August 2023) (2) Leadership and Management Development Framework complete and now subject to 'playback' sessions before implementation. Work is underway on the 'Research Manager's Toolkit' (October 2023).	(1) ESR programme has been developed to thread through the theme of researcher identity and navigating the research ecosystem. (2) Warwick values launched (see: https://warwick.ac.uk/about/strategy/values/) and embedded in all LMD programmes. The Research Manager's Toolkit developed to support the Research Leadership Groups.
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	(1) See PCDI4 (1) above. Plan for normalising 'Research careers beyond academia', including showcasing wider career options to the research community; especially in early years. (2) Warwick Innovations provide training for staff and students through: -Accredited PGCTS module for the STEM faculty in commercialisation (normally 24 researchers per year) -Innovation to Impact workshops (Wi2i) 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 – on innovation / commercialisation, to support wider career success. -VIBE workshops once a year (social sciences researchers) funded by ESRC, again typically 12 researchers -National Midlands ICURe scheme, funded by Innovate UK, twice a year for any UK researchers, typically 14 teams of 4 in each.	(1) See PCDI4 above (2) Measured by increased uptake of training; impact workshops and ad hoc workshops. Aim 25 % Research Staff participation in year 1	(1) Jan 2024 (2) Oct 2023	(1) Research Culture Forum to lead on development plan, input from community. (2) Warwick Innovations	(1) The Doctoral College and LMD provide career training for ECRs, which highlight non-academic careers. The ACCOLADE programme for post-doctoral staff includes input around transferable skills and alternative careers. (2) Six support programmes delivered in 2022-23 and 2023-24, please see:https://warwick.ac.uk/services/innovations/commercialise/support-programmes/ for details.	(1) Training programmes have been developed across the University to ensure that ECRS are exposed to the possibilities of research careers beyond academia. (2) Programmes are as follows: - Innovate ICURe (A pre-accelerator programme for researchers designed to help explore the commercial application and potential of UK research.) - Transferable Skills Module (CH957) (Designed to support researchers how to recognise and assess commercial opportunities - Deep Tech Incubator Training Programme (Supporting deep tech founders who want to create a sustainable business) - Warwick Future Innovation Leaders (Aims to aim of identify high potential academics and researchers who could lead innovation in their departments and across the University.) - Innovation to impact (Warwick i2i) delivered two-day boot camp to early-career researchers. - CRoSS: Commercialising Research out of Social Sciences
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	See EM4 above. Personal Development Review conversations provide opportunity to discuss development.	See EM4 above		Heads of Department	See EM4 above	See EM4 above
Managers of researchers must:						
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See EM4 above. Host an Induction day for Research managers, explaining the role and expectations in supporting development of others and importance of Personal Development Review meetings for career related discussions.	See EM4 above		Director - HR Leadership & Management Development, with stakeholder input from R&IS, HR, Depts	The existing Research Induction events have been developed to include HR input regarding the PDR process and manager responsibilities. HR colleagues provide a regular update at the RSF Forum.	PDR information and guidance embedded into additional touchpoints in researcher development activities and support fora.
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	(1) Promote coaching and mentoring to Research community . See PCDI4 (2) Discussion with academic Heads of Department about role in encouraging and supporting researcher development. Research Culture Forum to consider how best to embed community wide learning within research culture.	(1) To offer coaching to researchers alongside core elements of the LMD development programme, for example in 22-23 career coaching for a maximum of 10 participants, academic writing coaching for a maximum of 10 participants and x 3 coaching sessions per participant as part of the offer on the ESR development programme. Coaches, coachees and line managers of coaches will report improved work outcomes, identify benefits and challenges of coaching, and influence development of the coaching offer. Assessed through a Coaching Evaluation Framework. (2) Feedback from research community on development opportunities collated through the Research Culture Forum to demonstrate better engagement and impact.	(1) Jun 2024 (2) Jun 2024	(1) Director - HR Leadership & Management Development, with stakeholder input from Heads of Department (2) Chair of Research Culture Forum	(1) Researcher-specific coaching provision raised to fifty coaching slots in 2023-24. Leadership coaching available to research leaders and managers on the wider LMD programme. (2) Research Executive have initiated regular meetings with HoDs about research culture.	(1) Coaching offer targets met on RAS programmes. (2) Improved knowledge exchange between Research Executive and departments.
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	See PCDI1 above	See PCDI1 above. Measured by development of workload model and successful implementation of that model to incorporate 10 days of professional development. See also ECI1	Jun-24	Workload Model Steering Group and HR Engagement Director (to report)		See PCDI1 above.

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	See PCDI4 above. We will establish a new post-award induction for PIs with external funding, and this induction will explain the importance of identifying opportunities and allowing time for their researchers to develop research identity and broader leadership skills.	See PCDI4 above		Director of Research & Impact Services	See PCDI4 above
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See EI4 above - Leadership Essentials Training:	See EI4 above		Director - HR Leadership & Management Development, with stakeholder input from Departments and Director of Research & Impact Services	See EI4 above
Researchers must:						
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	See PCDM3 above. Engagement with provision outlined which will be promoted via the Research Staff Forum and continued messaging from induction onwards and reinforced at Personal Development Reviews and by Heads of Department. See also ECR CPD Framework.	See PCDM3 above		Departments, Research Staff Forum, Director - HR Leadership & Management Development	See PCDM3 above
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	See PCDM2 above. Engagement with provision outlined which will be promoted via the Research Staff Forum and continued messaging from induction onwards and reinforced at Personal Development Reviews and by Heads of Department.	See PCDM2 above		Departments, Research Staff Forum, Director - HR Leadership & Management Development	See PCDM2 above
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	Development of a couple of different format portfolios for colleagues to store their development history. The portfolio design will enable easy cross referencing of experiences and activities against Warwick's academic promotions criteria. The portfolios will also map to external job opportunities.	(1a) 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 researcher perception of usefulness of format that is adopted, and improved outcomes from funding applications by July 2024. Assessed through the Researcher Development Impact Evaluation Framework. (1b) To undertake a scoping review of electronic services that can capture researchers' career and professional development by March 2023.	(1a) Jun 2024 (1b) Apr 2023	Director - HR Leadership & Management Development with stakeholder input	(1a) Contribution to the UKRI's 'Alternative Uses Group', contributing to guidance and documentation for institutions about the R4RI. UKRI launch event for initiative to take place at Woburn House, London 21/6/23. Implementation ongoing from 23-24	(1a) Contribution to guidance and documents to support implementation. (1b) This objective has been superseded by collaborative work undertaken by the ROGs group to capture provision across the institution.
PCDR4	Positively engage in career development reviews with their managers	See EI5 above. Annual career conversations as part of the Personal Development Review	See EI5 above.		Director of HR	See EI5 above.
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	(1) See PCDI1 above. The ESR CPD Framework will provide a range of opportunities. (2) Research staff can already access leadership training – promote this and wider promotion of institutional opportunities to demonstrate / build leadership experience	See PCDI and EI4		Director - HR Leadership & Management Development, Heads of Department	See PCDI and EI4
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	(1) The Warwick Institute of Engagement will continue to offer a range of high quality training / educative resources to support and prepare research staff and students for external / public engagement work. Their current offering includes: Introduction to Engagement – Moodle Course – Open to staff and students Storytelling for Research Online Course (externally run). Online Engagement Training. They have established a learning circle to identify, scope and design new materials. (2) "Innovation to Impact" (Warwick i2i) is a development programme for Early Career Researchers (ECRs), PhD and masters students run by Warwick Innovations as part of the DeepTech Innovation Centre, offering the opportunity to develop commercial skills. We will promote this to researchers.	Increased engagement with programmes offered - impact measured by feedback from participants post programme to determine increased knowledge and confidence in these areas.	Jun-24	(1) Director of the Warwick Institute of Engagement (2) Director of Warwick Innovations.	(1) Warwick Institute of Engagement (WIE) provide training relevant to public engagement to staff and students across the university. We regularly monitor feedback from attendees and use this to keep our training high quality and relevant. One example of this feedback: *"This was absolutely brilliant. Really clear and well organised, very informative, and full of extremely useful practical advice. It's given me a lot to think about, and I'm looking forward to incorporating it into my own public engagement and science communication talks and activities."* (2) Programme developed and delivered.	(1) An online suite of resources branded the WIE Skills Festival launched in 2022 and has since had 8,629 views. Our synchronous training offer has included 136 sessions between 2021 and 2024 with a total of 1,931 attendances. This includes sessions for staff and students and covers topics such as sessions to develop particular skills, guest lectures, and information and support sessions for funds and awards. (2) Innovation to impact (Warwick i2i) delivered two-day boot camp to early-career researchers. The programme focusses on the following topics: Enhancing impact from your research; Exploring creative applications for your research; Refining your communication skills; Identifying markets and opportunities; Considering first steps towards commercialisation.

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.