HREiR Action plan template (2022-25)

UNIVERSITY of GREENWICH

HR EXCELLENCE IN RESEARCH

Details	
Institution name:	University of Greenwich
Cohort number:	13
Date of submission:	01-Aug-22
Institutional context:	The HR Excellence in Research Award reflects the commitment from the University of Greenwich to support researchers in their career development by implementing the 'Concordat to support the Career Development of Researchers'

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	60	Used Research only grades
Postgraduate researchers	472	
Research and teaching staff	815	
Teaching-only staff	63	Used Teaching only grades
Technicians	61	
Clinicians	0	
Professional support staff	20	
Other (please provide numbers and details):	42	Senior Management

							Complete for submission	*To be completed only when reporting on action*
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
ECI1	Ensure all relevant staff are aware of the Concordat.	(1) To promote Concordat principles via faculty ECR networks, EDI Action plan. (2) To include in planning of next REF for 'Environment'	No	(1) July 2024. (2) July 2024	RETI, HR, RDS	(1) CEDARS response, at least 80% of the research staff are aware of the Concordat, survey findings to be analysed to develop action points and their implementation; (2) REF planning July 2025	Also, continue to use existing communication channels such as university Research and Knowledge Exchange Committee meetings, Faculty Research Degree Committee meetings, RETI Training; PGR ECR forum meetings.		
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	(1) Implementation of UoG refreshed strategy (2021-30) on Research & Knowledge Exchange; (2) data collection on representation of the PGR community on modes of study, university research funding for protected characteristics; data analysis and actions towards equitable representation; (3) Athena Swan accreditation; Race Equality Charter	No	(1) Sep 2023 (2) Jan 2024; July 2025; (3) January 20⬚	(1) R&KEC; (2) RETI; (3) HR	(1) Annual reports to show development of research Centres/Institutes with equitable representation; (2) data collection to evidence results on equitable representation of protected characteristics for modes of study, funding, completion rates for PGRs; (3) successful outcomes of applications			

ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	The Equality Act 2010 underpins the university people policies, guidelines and procedures. To carry out a new CEDARS survey to assess the quality of the research environment and culture	No	Dec-24	HR, GRE, RETI	CEDARS response that at least 80% of the research staff report institution is committed to equality and diversity	All UoG policies, procedures and guidance information can be accessed via the university portal (intranet). The university has commenced a new approach where staff are invited to support the design of new policies, and redesign of existing ones, through facilitated engagement sessions. This is intended to make policies more supportive. Recognised trade unions continue their roles to support policy design through consultation and negotiation. When staff join the university they are invited to a structured induction including a welcome from the university leadership, a manager induction and are provided with online resources and an induction checklist with quick links to key policies to support their probation. When new policies are developed Greenwich Research and Enterprise (GRE) directorate ensure researchers are given feedback opportunities via team meetings, email/yammer and staff briefings. These are organised to increase participation and engagement, so implementation of procedures is transparent, equitable, fair and effective. Also, via RETI training to researchers to include aspects of recruitment, selection and supervision of researchers, international compliance, Ethics		
ECR1	Encourage researchers to 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.	To provide updated training opportunities to all PGRs and staff from HR, RETI; Establishment of Research Centres across the university to support all researchers; Establishment of ECR Networks in all four university faculties (some exist); Carry out PRES survey and compare with benchmark institutions	No	Sep-23	RETI, DVC R&KE, GRE, Faculties	CEDARS responses; PRES survey scores			
Wellbeing and mental health									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	(1) The Academic Workload Planning (AWP) launch 2022 with feedback during 2022-23 transition year. (2) With the new university strategy for 2030, there has been the launch of a new strategy programme board which will prioritise and align programmes, which will support effective resource deployment to support people wellbeing. The university has also conducted a stress survey, the result of these will influence these strategic management tools	No	(1) AWP launch July 2022, feedback July 2023. (2) Jan 2025	HR, Faculties	CEDARS response where 80% agree that the university actively promotes the importance of good mental health and wellbeing; UoG staff survey findings	The university continues to support development of staff around mental health and wellbeing as it continues it's whole university approach for preventative interventions as part of it's commitment to workplace wellbeing (it is a mentally healthy university and will be commencing work to complete the university mental health charter with student minds). In 2021 the university audited the existing workload planning tool, and concluded it would require redevelopment to the new strategy "This is our time 2030". A task group working with trade union representative have redesigned the planning tool to be more transparent and to ensure flags where additional resourcing may be required. This proactive data will work to support prioritisation		
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	UoG has commenced work to sign up to completing the university mental health charter with Student Minds.	No	Jan-25	HR	CEDARS response at least 80% agree that institution actively promotes the importance of good mental health and wellbeing of staff; UoG staff survey findings; Data on completion of HR's line manager wellbeing training	Support will continue for researchers through effective wellbeing and mental health provisions; HR training on MHFA (Mental Health First Aid), line manager training on wellbeing, transitioning from the pandemic by managing your wellbeing. RETI training on time and stress management techniques for researchers, and researcher wellbeing		

ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Via establishing new Research Centres to promote a research environment that supports researchers' wellbeing and mental health	No	Dec-23	DVC R&KE, GRE, Faculties	CEDARS response where 65% agree that their working environment supports their mental health and wellbeing; UoG Staff survey findings	As EC14		
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Following the pandemic the university has developed new working principle guidelines which have embedded flexible and hybrid working as standard. Staff are still able to request a formalised flexible working pattern.	New	Jul-23	HR	CEDARS response where 65% agree that their working environment supports their mental health and wellbeing; UoG Staff survey findings	As EC14		
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Mental Health First Aid, and managing mental health following the pandemic. RETI training on a set of mental health and wellbeing sessions, Promote Vitae-designed (and adapted for UoG) 'Practical advice for doctoral candidates for developing knowledge and understanding of mental health and wellbeing'.	Partly	Dec-22	HR; RETI	CEDARS response where 80% agree that they take positive action to maintain their mental health and wellbeing; UoG Staff survey findings	As EC14		
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									

ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.		Yes	Dec-23	HR, RETI	CEDARS survey responses at least 70% feel comfortable reporting an incident of bullying or harassment, UoG staff survey findings	The university has a Bullying and Harassment Policy and Procedure. This supports the university to tackle, discrimination, bullying, harassment and victimisation in line with the Equality Act 2010	
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	The university has commenced investment in a new report and support tool, which it will aim to launch in 2022.	No	Dec-23	HR	CEDARS response where 70% agree that they would feel comfortable reporting any incidents of research misconduct; UoG staff survey findings	As outlined in the Bullying and Harassment Procedure guidance, the university has an incident management reporting tool	
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	As in ECM3	No	Dec-23	HR	CEDARS responses; UoG staff survey findings	As in ECM3	
Equality, diversity and inclusion								
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.								

ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	HR will look to support the use of communities for learning within it's new learning management system to ensure staff receive reminders	No	Mar-24	HR	CEDARS response where 90% have undertaken training on EDI; UoG staff survey findings	Managers must complete the university's managing equality, diversity and inclusion essentials online training to pass probation, and every 3 years as a refresher as part of the appraisal cycle. Data from the university learning management system is shared with senior mangers who will monitor and support staff to complete this development.	
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Researchers to complete HR training on EDI. Also, all interview panel members to undertake this training for recruitment of PGR students	No	Dec-23	HR, Faculties	CEDARS responses, at least 80% of the research staff report institution is committed to equality and diversity; UoG staff survey findings		

Research Integrity

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.

ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	A new online research integrity training to be introduced into the RETI training schedule for the next academic year. Monitor attendance data and feedback.	No	Sep-23	RETI, GRE, university ethics committee, ILS	Data on number of ethical approvals by faculties and the university, and number of researchers trained via RETI training; CEDARS reponse that 75% are familiar with the university's mechanisms to report incidents of misconduct	A gap analysis in terms of the expectations of the revised Concordat confirms that the UoG integrity framework is sound. Research integrity forms part of the developmental sessions for all academic staff engaging in research activities, under the auspices of RETI. RETI training on research integrity has been delivered in person and online and a new non-live online training has been introduced for the next academic year.All relevant research projects with ethical considerations are assessed for approval by the faculty Research Ethics Committees, and by the University Ethics Committee. RETI training on research ethics has included online training as well in-person training workshops. ILS provide academic support videos on academic integrity.	

ECM3	Ensure managers report and address incidents of poor research integrity.	CEDARS survey to assess researchers' response on agreeing that the university would investigate any reported incidents of research misconduct fairly	No	Dec-23	Faculties, HR, RETI	CEDARS response, at least 75% agree that the university would investigate any reported incidents of research misconduct fairly; UoG staff survey findings	The University's Research Ethics Committee has policies on research integrity. Our code of conduct will cover professional standards of behaviour including misappropriation; or/and theft of intellectual property. The University of Greenwich expects the highest standards in the conduct of all research undertaken in its name. This includes research undertaken by staff, students, visiting or emeritus staff, associates, contractors and consultants. In order to embed these principles, and recognising its obligations to the wider research community, to the funders of research and to society as a whole to uphold the integrity of academic research, the University of Greenwich is committed to implementing the principles and commitments of the UUK Concordat to support research integrity (2012), and has set a Code of Practice for Research, as well as Procedures for Investigating Research Misconduct.		
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	CEDARS survey to assess that researchers are comfortable reporting any incidents of research misconduct	No	Dec-23	Faculties, HR, RETI	CEDARS response where at least 80% researchers are comfortable reporting any incidents of research misconduct , UoG staff survey findings	Appropriate training is provided as given in ECI5/ECM2. Any staff member who does not act in accordance with our policies maybe breaking our codes of conduct and may face formal procedures such as a disciplinary, or other sanction.		
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	CEDARS survey to assess data on researchers' familiarity with the university's mechanisms to	No	Jul-24	Faculties, HR, RETI	CEDARS response that at least 65% researchers are familiar with the university's mechanism to report incidents of misconduct; UoG staff survey findings	Researchers can report concerns of bullying, harassment and discrimination to their line manager, a trade union representative, through the university grievance process, by our incident reporting portal and we have a public interest disclosure policy (whistleblowing). Representatives of our staff networks (gender including women professoriate, BAME/DIG (diversity in research group), LGBTQ+, wellbeing, faith, and disability) can share concerns with senior managers via the university committees. Incident reports where appropriate are escalated to senior managers to act on. Any misconduct in research is unacceptable and should be reported. Allegations will be investigated thoroughly, fairly and in a timely manner, in accordance with the university's Procedure for Investigating Research Misconduct. All proceedings will be conducted under the presumption of innocence and carried out with sensitivity and confidentiality. Anyone wishing to raise concerns relating to misconduct in research may do so and where raised in good faith, will be supported and not penalised. Any researcher who is found not to have committed misconduct will be supported and appropriate steps taken to restore their reputation and that of any relevant research project(s).		
Policy development									
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.									

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.	Implementation of new university strategies such as Research and Knowledge Exchange, People Strategy.	No	Dec-23	DVC R&KE, GRE,	CEDARS response at least 60% agree they have been provided with opportunities to participate in decision-making processes; UoG staff survey findings	The university has commenced a new approach where staff are invited to support the design of new policies, and redesign of existing ones, through facilitated engagement sessions. This is intended to make policies more supportive. Recognised trade unions who represent their members continue their roles to support policy design through consultation and negotiation. In terms of decision making all university strategies have engaged staff as stakeholders in their developments, such as the new Research and Knowledge Exchange Strategy		
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	As E17	No	Dec-23	HR, Faculties	CEDARS response at least 60% agree they have been provided with opportunities to participate in decision-making processes; UoG staff survey findings	Managers are encouraged to complete refreshers on key courses such as recruitment and selection, appraisal, managing teams and managing researcher's essentials, which embed inclusivity messages. Completions of online research staff on Equality and Diversity Essentials, and Managing Diversity.		
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	As E17	No	Dec-23	DVC R&KE, GRE,	CEDARS response at least 50% agree	As E17		

Ref	Action	Method		Date	Responsible	Success measure	Notes		
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Via the implementation of new research Centres and Institutes which are being developed	No	Jul-24	DVC R&KE, GRE, Faculties	CEDARS response at least 60% agree they have been provided with opportunities to participate in decision-making processes; UoG staff survey findings	Also via the existing channels such as the PGR ECR forum		
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	Via university networks, such as development of ECR networks in all faculties (some faculties have but not all)	No	Dec-23	Faculties, RETI	ECR Network reports; CEDARS responses			

Employment

Recruitment and induction

The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.

Ref	Action	Method		Date	Responsible	Success measure	Notes		
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Implementation of new guidelines for staff to be part of an interview panel for the recruitment of PGR students, including EDI training	No	Dec-24	HR, Faculties, RETI	CEDARS response where 85% agree that their recruitment, selection and appointment process was fair, inclusive, transparent and merit-based;, UoG staff survey findings	The university's recruitment process is governed by it's academic regulations. These underpin the Equality Act 2010. Staff that are redeployed will be supported to apply for roles, there by reducing their risk of redundancy and opening up career opportunities, prior to open recruitment. All roles are advertised on the university intranet. All roles are subject to standardized assessment practices as stipulated by the regulations which are viewable from the intranet in the regulation and recruitment pages. All recruitment panel staff are trained in fair and equitable recruitment underpinned by a focus on EDI. Interview panels comprise of a diverse workforce to ensure no unintended bias. Inclusion of ECRs in interview panels for recruitment of PGRs such as the UA DTA COFUND Fellows. RETI training on recruitment and selection of PGRs. University guidelines on PGR recruitment interview panel members to have completed RETI training as well as the EDI training.		

EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.		Yes	Jan-25	HR, Faculties, RETI	CEDARS response 60% and 75% agree that their induction was useful at institutional and local level, respectively; UoG staff survey findings	Induction and probation is supported by the university policy. There is clear process for induction which involves checking relevant legal documents and rights to work, invitations to meet senior leader to understand the university strategy, if staff are managers they are supported to attend a People Leaders induction which covers all key policies. Staff are expected to complete their probation by following the university checklist which has linked to all key university policies and practices can be found on the portal and is available in the probation online system, which will record probation meetings and the final outcome. PGR Induction programme is delivered for new PGR students by faculties with input from RETI	

Recognition, reward and promotion

The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.

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.	CEDARS survey to assess promotion pathways and processes	Yes	Sep-24	HR, Faculties, GRE	CEDARS response where 60% agree that the promotion pathways and processes at the university are clear to them; UoG staff survey findings; Data collection on awards.	The university has a robust and embedded talent management process for academic staff. Researchers will be support on their chosen pathway from recruitment and will receive access to the expectations of these to develop up to a Professor. They will then be able to plan their development and apply for promotion through the annual cycle, and have appraisals to support them with development planning against their career aims and the university priorities. The promotion process allows researchers to share personal circumstances as part of the application and any university support that has been offered. GRE Research and Enterprise Awards and Celebration event provides recognition to researchers with particular focus on PGRs, ECRs. The university also recognises staff via the annual staff awards as well as the GSU organised student-led awards	
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	CEDARS survey to assess career progression opportunities	Yes	Sep-24	Faculties	CEDARS response where 55% agree that the university has equitable opportunities for career progression; UoG staff survey findings	Managers must adhere to the academic recruitment regulations when they recruit. These underpin the Equality Act 2010. Staff that are redeployed will be supported to apply for roles, there by reducing their risk of redundancy, prior to open recruitment. All roles are advertised on the university intranet and externally where required. All roles are subject to standardized assessment practices as stipulated by the regulations. All recruitment panel staff are trained in fair and equitable recruitment underpinned by a focus on EDI. Heads of Departments/Schools must endorse or acknowledge academic promotion applications which are submitted by researchers, and have line management responsibilities for performance and career management inline with university policies. Where managers fail to manage performance and career development they may be subject to university policies and supported by performance improvement plans and other interventions.	

Responsibilities and reporting

The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.

EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	Collect data on managers' attendance at People Leaders induction	Yes	Sep-24	Faculties, GRE, HR	UoG staff survey findings; Data collection on attendance	Managers are expected to attend the People Leaders induction which will familiarise them with relevant employment legislation and codes of practice through policies, and codes of practice as published on the university portal (intranet). All managers are responsible for using induction and appraisal processes which reinforce mandatory development on key codes of employment legislation and will be supported to enable use of policies by HR people partners and other expert advisors in professional services		
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.		Yes	Sep-24	Faculties, HR	UoG staff survey findings	Researchers are expected use the induction checks on HR systems which will support them to read the relevant employment legislation and codes of practice through the university policies, and to attend the People Leaders induction where they are managers, which will familiarise them with relevant employment legislation and codes of practice through governance and HR presentations. These processes form part of probation and are essential. The university provides a range of essential and mandatory training for staff as part of their research induction, which again forms part of the induction and probation procedure		
ER2	Researchers understand their reporting obligations and responsibilities.		Yes	Sep-24	Faculties	UoG staff survey findings	This is conveyed via Induction and also in discussion with line managers and research supervisors		

People management	
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.	

EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	The university will be developing coaching programmes to support line managers with managing their teams effectively in 2022, and will be investing further in the development of managers and leaders as part of it's University and People Enabling Strategies	No	Dec-23	HR	CEDARS response 50% have undertaken training on project management, and 60% on managing others; Details on staff development and attendance data	The university provides 1 day project management and management development through it's core programme and through its Institute for Leadership and Management development apprenticeships - levels 3 & 5.	
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.	A pilot AWP scheme launch 2022, and feedback from this will be used to assess its application and suitability	No	Dec-23	HR	Feedback on the new AWP model, UoG staff survey findings; CEDARS response that 90% have undertaken training on conducting appraisal	The university has a robust and embedded talent management process for academic staff. Researchers will be supported on their chosen pathway from recruitment and will receive access to information the expectations of these to develop up to a Professor through the career pathways descriptors and evidence. Researchers will then be able to plan their development using the appraisal cycle to and apply for promotion through the annual process. Academics can access a workload planning (AWP) tool to support them with development planning against their career aims and the university priorities. This will give them time for balancing research, teaching and leadership development. All of this is championed as part of selecting managers, outlining their responsibilities to nature careers and support the culture of great people management	
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	The university is working towards a high training completion rate in the coming year, sush as Health and Safety, Information Compliance	No	Dec-23	HR	HR training completion data; CEDARS response 60% have undertaken training on managing others	Health and Safety training is mandatory and must be refreshed every 3 years; Information Compliance training mandatory for all.	

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EM4	Managers actively engage in regular constructive performance management with their researchers.		Yes	Dec-23	HR	Appraisal training data completion; CEDARS response 75% undertaken training on conducting appraisals and managing staff performance	Appraisal is contractual. All staff are trained on appraisal annually. Senior managers lead appraisal training including those with responsibilities for Research and Knowledge Exchange, so staff receive pertinent information and examples of objective setting, 1-2-1s, performance reviews and career planning. Training sessions are delivered as well as online provision through guides and videos,.		
ER3	Researchers positively engage with performance management discussions and reviews with their managers.		Yes	Dec-23	HR	HR appraisal completion data	As EM4		

Job security									
The aim of this obligation is to improve the job security of researchers.									
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.		Yes	Dec-23	HR	Data on staff redeployed, data on open-ended contracts	Managers must adhere to the academic recruitment regulations when they recruit. These underpin the Equality Act 2010. Staff that are redeployed will be supported to apply for roles, there by reducing their risk of redundancy, prior to open recruitment. All roles are advertised on the university intranet and externally where required. All roles are subject to standardised assessment practices as stipulated by the regulations, which are available to view on the portal. All recruitment panel staff are trained in fair and equitable recruitment underpinned by a focus on EDI. The university does use zero hours contracts, and aims to offer substantive contracts.		

Professional and Career Development									
Championing professional development									
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.									

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) The academic workload planning tool (AWP) will support academic development through time allocation (and the university appraisal process offers researchers the tools to plan their professional development; (2) Reports from the HR management system; (3) A new management system is currently being developed in RETI to support PGR student journey and RETI training for staff and PGRs. To implement the usage of the reporting tool of this management system	No	(1) Dec 2023; (2), (3) July 2024	HR, RETI	A range of reports from the new management systems. For example, PGR student completion times, protected characteristics data from the RETI management system. CEDARS response where at least 50% agree that the university provides career and professional development support towards a wide range of future career options beyond academia.	Data from the new university learning management system, which we provide on dash boards to ensure monitoring for development is viewable by senior leaders and there is consistent support for staff to access development opportunities.	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	As in PCDI1 above	No	As in PCDI1 above	Faculties, HR, RETI	Data on attendance at staff development events, HR and RETI training.	As in PCDI1 above	
PCDM3	Managers 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.	As in PCDI1 above; to monitor data regarding 10 days allocation .	No	As in PCDI1 above	Faculties, HR, RETI	Data on training and staff development events. Use of management systems for reports. CEDARS response where at east 70% agree that their managers encourages to engage in personal and career development activities.	As in PCDI1 above	

PCDR1	Researchers 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.	As in PCDI1 above; to monitor data regarding 10 days allocation .	No	As in PCDI1 above	Faculties, HR, RETI	Reports from the HR and RETI management systems on engagement.	The academic workload planning tool will enable researchers the opportunity to allocate time to development as aligned to their appraisal. Appraisal is contractual. All staff are trained on appraisal annually. Senior managers lead appraisal training including those with responsibilities for Research and Knowledge Exchange, so staff receive pertinent information and examples of objective setting, 1-2-1s, performance reviews and career planning. All resources from training are available online through guides and videos. Research identity through their profile, submission to REF; leadership development is provided through the (i) Aurora programme, (ii) Leadership training from HR, (iii) Leadership training for researchers from RETI. RETI provides 'optional' training for researchers, examples include thematic networking events; training on supervision of PGRs, public engagement, research integrity, prepare to be a PGR examiner, prepare to be a Chair of a PGR viva, development of communication skills, preparing for leadership, statistics, the digital researcher, careers outside of academia.	

Career development reviews

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	CEDARS survey to assess career development opportunities and support	No	Jan-24	HR, Faculties	Training completion data; CEDARS response where at east 70% agree that their managers encourages to engage in personal and career development activities	Prior to the academic promotion rounds	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	HR will be sharing data dash boards with Pro Vice Chancellors which provide information on development objectives planned by staff.	No	Sep-23	HR, Faculties	HR management system report	HR share data on appraisal reviews	

PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.		Yes	Sep-23	HR, Faculties	HR management system report	Planning for career development is part of the appraisal policy and procedure. Appraisal is a contractual obligation. All staff are appraised annually between May and September circa.	
PCDR4	Researchers positively engage in career development reviews with their managers.		Yes	Sep-23	HR, Faculties	HR management system report; CEDARS response that at least 65% researchers found their staff review/appraisal useful	As PCDM1	
Career development support and planning								
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.								
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	To introduce 'Lunch and learn series' from RETI training on aspects to include networking, linkedin, non-academic careers	No	Dec-23	HR, RETI	CEDARS response where at least 50% agree that the university encourages and provides career and professional development support towards a wide range of future career options beyond academia. Data on staff supported by coaching network.	Researchers can access support from the universities coaching network. This is an internal network of trained coach mentors, who can provide staff with 6 sessions to consider topics such as career changes. The university staff networks provide informal and formal development which influence career planning and development for their members. PGRs are supported via RETI training from the UoG Careers and Employment services. RETI training to PGRs and staff researchers on leadership careers for researchers, careers outside of academia.	

PCDR3	Researchers 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.		Yes	Jul-23	HR, Faculties	CEDARS response where at least 75% researchers agree that they maintain a formal record of their continuing professional development activities; Data on staff supported via coaching network	As PCD13. Also, support via the appraisal training	
Research identity and leadership								
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.								
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	CEDARS survey to assess university suupport towards researchers' identity devlopment	Yes	Jul-25	HR, Faculties, RETI	Data on training completion, data on staff supported via coaching network; CEDARS response that at least 70% researchers agree that the university supports them to to develop their research identity.	The university runs annual appraisal and promotion briefing sessions/training to support researchers with planning their development up to leadership. Researchers can access support from the universities coaching network. This is an internal network of trained coach mentors, who can provide staff with 6 sessions to consider topics such as career changes. The university staff networks including, a women's professoriate network which provides informal and formal development which influence career planning and development for their members. The university offers leadership development through it's core programmes and apprenticeships with the institute for leadership and management development, South East London Action Learning sets and coach/mentor development which under broader leadership skills within the university. The university also provides opportunities on the Aurora programme, leadership training from HR and RETI.	
PCDM4	Managers 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.	CEDARS survey to assess university suupport towards researchers' identity devlopment	Yes	Jul-25	HR, Faculties	Data collection on opportunities provided by faculties; CEDARS response that at least 70% researchers agree that the university supports them to to develop their research identity.	As PCD14	

PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.		Yes	Jul-25	HR, Faculties, RETI	Data on training completion, data on staff supported via coaching network	As PCD14		
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills		Yes	Jul-25	HR, Faculties, RETI	Data on training completion, data on staff supported via coaching network, data on staff supported on the Aurora programme; CEDARS response where at least 60% researchers agree that the university supports them in their broader career aspirations	As PCD14		
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
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.	The university will be launching a new professional services career framework which makes competences for career planning visible up to director positions. The framework will focus on competences which are applicable to all roles in Higher Education. The university has commenced work on technicians commitment	No	Jan-25	HR, GRE, RETI	Report on progress on the professional services career framework and technician commitment. Collect data on training completion and opportunities taken up on the shadowing scheme; CEDARS response where at least 50% agree that the university encourages and provides career and professional development support towards a wide range of future career options beyond academia	The university has an established talent management framework for academic staff. RETI provides training on careers outside of academia and careers in leadership for researchers. HR provides leadership training as well as a job shadowing scheme to consider work with external institutions.		

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HR EXCELLENCE IN RESEARCH

PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	To collect information/case studies from faculties	No	Jul-24	HR, Faculties, RETI	Update from faculties; CEDARS response where at east 70% agree that their managers encourage them to engage in personal and career development activities	All staff can access support from the universities coaching network. This is an internal network of trained coach mentors, who can provide staff with 6 sessions to consider topics such as career changes. The university staff networks provide informal and formal development which influence career planning and development for their members. The university supports informal and formal secondment, project rotations etc.		
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.		Yes	Jul-24	HR, RETI	Data on training completion, data on staff supported via coaching network	As in PCD15, PCDM2		
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	To gather information on support provided by GRE to faculties. To gather information from faculties on this obligation via case studies	No	Mar-25	Faculties, GRE, RETI	Update from faculties and GRE, case studies; CEDARS response where at least 30% researchers agree that the university values their contributions to knowledge transfer activities	The academic framework provides awareness of expectations for enterprise, impact and knowledge exchange		

* The Researcher Development 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 Researcher Development 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.

	Further hyperlinks and supplementary information (more rows can be added)
2	https://docs.gre.ac.uk/rep/communications-and-recruitment/estates-sub-strategy2 🔗
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	Abbreviations and glossary (more rows can be added)
AWP	Academic Workload Planning
BAME	Black, Asian and Minority Ethnic
CEDARS	Culture, Employment and Development in Academic Research Survey
DIG	Diversity in Research Group
DTA	Doctoral Training Alliance
DVC R&KE	Deputy Vice Chancellor Research and Knowledge Exchange
ECR	Early Career Researcher
EDI	Equality, Diversity, Inclusion
FRDC	Faculty Research Degrees Committee
GRE	Greenwich Research and Enterprise
GSU	Greenwich Students Union
HR	Human Resources
ILS	Information and Library Services
LGBTQ	Lesbian, gay, bisexual, and transgender
MHFA	Mental Health First Aid
PAS	Planning and Statistics
PGR	Postgraduate researcher
PGRs	Postgraduate Research students
PRES	Postgraduate Research Experience Survey
R&KE	Research and Knowledge Exchange
REF	Research Excellence Framework
RDS	Research Development Services
RETI	Research and Enterprise Training Institute
UA	University Alliance
UoG	University of Greenwich

19			UKCGE	UK Council for Graduate Education
20				