

Details		The institutional audience* for this action plan includes:		
Institution name:	University of Westminster	Audience	#	Comments
Cohort number:	13	Research staff	68	Combined with research and teaching staff to form a 'Researcher Plus' category
Date of submission:	05/08/2020	Postgraduate researchers		
		Research and teaching staff	842	Combined with research only to form a 'Researcher Plus' category
		Teaching-only staff		
		Technicians		
		Clinicians		
		Professional support staff		
		Other (please provide numbers and details):		

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	<ul style="list-style-type: none"> - Provide physical (at our, 'Welcome to Westminster' events) and digital (as part of a researcher specific induction pack) copies of the Concordat during the researcher induction process. - At relevant RDP sessions, draw attention to how the session fulfills the obligations of both the institution and the researcher as set out in the Concordat. 	- At least 50% of research-only staff to respond to the relevant CEDARS question (42.1) as having an understanding of the Concordat to Support the Career Development of Researchers.	Upon completion of the second CEDARS (UoW is running CEDARS for the first time this year - 2020/1).	RKEO, HR	This is a new action for 2020.
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<ul style="list-style-type: none"> - To ensure that the inclusivity, equity and transparency of policies relevant to researchers continues, the RDWG should retain its line of communication with the EDI group, so that the two can feed into each other's strategising as appropriate. - Review the research staff internal and external facing webpages to ensure that our policies are clearly published. - Increase our engagement through, and encourage researcher interaction with, the RKEO blog and twitter account to broaden channels of communication. - Start a monthly RKEO newsletter giving updates on research at UoW, funding opportunities, training opportunities etc, as well as policy updates. 	<ul style="list-style-type: none"> - A mean average of 65% of researcher plus staff responding to CEDARS qu. 13 (agreement that the institution treats you fairly in relation to...) to agree they are treated fairly. - An increased online presence. Our RKEO twitter account aims to have 1000 followers. 	Upon completion of the third CEDARS.	RKEO, RDWG, EDI	<p>This action is, in part, carried over from a previous point set out in row 38 of our 2016 Action Plan (as below):</p> <p><i>Design a dedicated research staff website for researcher development and researcher career opportunities on the University intranet to include all relevant information needed such as links to external organisations e.g. Euraxess, Vitae, and to Vitae's RDF and the Concordat and link to the VRE as appropriate.</i></p> <p>As much as we do have a dedicated internal site for the communication of information relevant to researchers, we want to improve it by making development resources available there as well as increasing its reach through developing our channels of communication with colleagues.</p> <p>The long term deadline on this action is to account for the number of sub-points and to account for the time it takes for new practice and policy to be properly disseminated throughout the institution.</p>

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	<ul style="list-style-type: none"> - Through our increasing online presence and at relevant RDP sessions, encourage research staff to engage with the 'Juice' platform, which promotes good health and wellbeing through a series of events, talks and sessions. - Continue to promote the work of our Health Innovation and Wellbeing Research Community through the publication of annual reports and through our RKEO newsletter. - As well as drawing attention to it at induction, draw focus to our 'Diversity and Dignity at Work and Study Policy' in an online space for research-only staff in particular. 	<ul style="list-style-type: none"> - At least 65% of researcher plus respondents to CEDARS q.40.4 to agree that UoW actively promotes the importance of good mental health and wellbeing. - 50% of research-only staff to respond in CEDARS that they are familiar with UoW processes for reporting bullying or harassment and 60% to trust that the institution would handle any such claim fairly. 	Upon completion of the third CEDARS.	RKEO	<p>This is a new action for 2020.</p> <p>The longer term deadline on this action is to account for the University's commitment to the 'Juice' platform being relatively new, as is the production of a research newsletter and establishment of a researcher specific online space.</p>	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<ul style="list-style-type: none"> - As well as offering the Advance HE two day training in research team leadership and ensuring that all new staff undertake compulsory online D&I training, the institution should make the University research strategy available on a researcher specific online space to be referred to where necessary. - Our Diversity and Inclusion Research Community and Health Innovation and Wellbeing Research Community offer workshops and talks throughout the year - at least once per term - highlighting the University's commitment to these issues. Going forward, there should be more of a focus on exploring the impact of this commitment with managers of researchers and more of an effort to engage them with the Research Communities' work. - Lobby the University to review the provision of diversity training and <i>repeat</i> training at that. 	- 75% of researcher plus respondents in CEDARS agreeing that the institution is committed to equality and diversity.	Upon completion of the second CEDARS.	RKEO, HIW Community, DI Community	<p>This is a new action for 2020.</p>	
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<ul style="list-style-type: none"> - Include the Concordat to Support Research Integrity in an online space of important documents for research staff and include it in a digital researcher induction pack. This document should be understood in the context of our Code of Research Good Practice. - Condense our pre-existing ethics training session to under two hours and run it three times a year, disseminate (both online and in print) an easy to digest poster of the ethical approval process at UoW and encourage engagement in both resources through our growing online presence and through effective promotion of our new RDP. 	<ul style="list-style-type: none"> - Offer three ethics sessions per year and achieve an attendance of 50 across them. - At least 30% of researcher plus CEDARS respondents to state that they have an understanding of the Concordat to Support Research Integrity. 	Upon completion of the second CEDARS.	RKEO, CRECs, UREC	<p>This is, in part, carried over from a point outlined in row 38 of our previous action plan (as below):</p> <p><i>An open programme of ten 90 minute research ethics training for research staff commissioned from Association for Research Ethics or equivalent provider.</i></p> <p>RKEO have decided that 10 is not an appropriate amount of sessions to run as it may lead to waning attendances. We will include three per year in our RDP.</p>	
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	<ul style="list-style-type: none"> - The RDWG (comprising research-only staff, ECR academic and research staff, senior academics and professional services representation) will meet once per semester to monitor the quality of the research environment and culture. - Further to this, each RDP session feedback form will provide an opportunity for researchers to anonymously give their thoughts on UoW E&C, which will be discussed at RDWG where appropriate and taken further where necessary. 	- 70% of all researcher plus respondents to CEDARS claiming to feel valued at work.	Upon completion of the third CEDARS.	RKEO	<p>This is a new action for 2020.</p> <p>The longer term deadline here, as outlined in our four year report, is to account for the significant changes to the way we support researchers at Westminster and the time it takes for changes like this to pay dividends.</p>	
Funders must:							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	x	x		x x	x	x

ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	x	x	x	x	x	x
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions	x	x	x	x	x	x
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	- The provision set out in cell C20 will be coupled with an increase in encouragement from the RKEO directly, from its increasing online presence and from Research Community facilitators for managers of researchers to engage with the University's four Research Communities - especially the Diversity and Inclusion Community. More detail on our Research Communities can be found in our supplementary case study.	- In response to our institution specific additional CEDARS question, at least 80% of researcher plus staff to say that they have an understanding of our Research Communities. - 90% of respondents to CEDARS identifying as a manager of researchers, to say that they have an understanding of our Research Communities.	Upon completion of the third CEDARS.	RKEO, CRDs	This is, in part, carried over from a point outlined in row 34 of our previous action plan (as below): <i>Deliver an annual leadership training programme for academic leaders and managers across the University, designed and run in-house to enhance leadership and line management skills for Academic leaders</i> As well as tailoring in-house RDP sessions for managers, we will run the two day Advance HE, Research Team Leadership programme for emerging leaders. As outlined in our four year report and supplementary case study, our Research Communities are a new initiative and as such, it is appropriate to set a longer term deadline here.	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See cell C21. - The emphasis on managers to encourage optimum engagement with the relevant training and support should come from school research leads as well as RKEO. - The RKEO will make the importance of ethics training clear to managers of research-only staff in particular through directed email communication, through the Research Communities and our growing online presence. A focus on ethics as a key pillar of the training programme for research-only staff and their managers will be stressed in the RDP Handbook.	See cell D21. - All managers of research-only staff to be sent the recording of our generic researcher ethics training session, 'Ethical Considerations'.	Sep-21	RKEO, School Research Leads, Research Communities	See cell G21.	
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	- The increased availability of the 'Diversity and Dignity at Work and Study Policy', as set out in cell C19 , will allow managers of researchers to engage with the document more easily.	- 80% of managers of researchers to say that they are confident in responding to issues pertaining to health and wellbeing in CEDARS.	Upon completion of the second CEDARS.	RKEO	This is a new action for 2020.	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	- Planned Advance HE Research Team Leadership training will improve capabilities in this area. - HR partners work to support research managers with requests. - Planned 'Research Relationships' training.	- A more flexible working environment with healthy researcher-line manager relationships. 70% of managers of researcher staff to describe themselves as confident in managing flexible working requests.	Upon completion of the second CEDARS.	RKEO, HR	This is a new action for 2020.	

ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	- Elected ECR and Readers and Profs reps on Reseach Committee to be enaged in policy development and co-oped onto working groups where relevant. The amplification of their voices will lead to better university-wide knowledge of the RDWG, it's work and, by consequence, surveys like CEDARS.	- A 25% University wide response rate to CEDARS and a 35% response rate in research-only staff and their managers.	Upon completion of the third CEDARS.	RKEO, RDWG	This is a new action for 2020. Raising awareness and highlighting the use of the CEDARS in the context of growing researcher development provision at the University is a gradual process, hence the longer term deadline.
Researchers must:						
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	- The need to support newer colleagues in this regard should be addressed by ECR representation on both research committee and in our RDWG. - Training focussed on strengthening upwards and downwards working relationships will contribute to this end. - RKEO to encourage engagement with our staff networks by disseminating EDI group actions and events to researchers through the RKEO newsletter and online channels.	- 70% of researcher plus respondents to CEDARS to state that they feel valued at work - A welcoming, healthy, supportive research culture.	Upon completion of the third CEDARS.	RKEO, RDWG, EDI	This is a new action for 2020. Our work in this area is strong and setting this slightly longer term deadline allows for the highly positive response in CEDARS set out here.
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	- We will increase researcher engagement with the UoW Code of Research Good Practice by advertising the document in a researcher specific online space and through pointing towards it at relevant RDP sessions. - Research Ethics training sessions run by UREC and the RKEO should be re-evaluated and run three times per year (one with each CREC chair).	- At least 50 researcher plus colleagues per year to attend the Research Ethics Session.	Jul-22	RKEO	This is relevant to a previously closed action, outlined in row 27 of our previous action plan (as below): <i>Raise awareness and understanding of Westminster's University Research Governance Framework and Code of Practice for Research</i> We will look to continue our good work in this area and expand the scope of our communications.
ECR3	Take positive action towards maintaining their wellbeing and mental health	See cell C19.	See cell D19.	See cell E19.	RKEO	See cell G19.
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	- We must draw attention to our, 'Diversity and Dignity at Work and Study Policy' through placing it in a researcher specific online space and provide physical copies of it at the 'Welcome to Westminster' induction. - Compulsory online onboarding training covers basic procedures of how to report misconduct of any kind.	- At least 60% of researcher plus respondents in CEDARS to say they are familiar with UoW mechanisms for reporting harassment and bullying.	Upon completion of the second CEDARS.	RKEO	This is relevant to a previously closed action, outlined in row 26 of our previous action plan (see below): <i>Raise Awareness of the revised Dignity at Work Policy and Flexible Working Policy manager's responsibilities within the policy via a programme of Leadership and Management Development.</i> New initiatives for disseminating information and guidance to researchers outlined in this document will help us continue our good work on this.
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	- See cell C32. - RDWG and RKEO to review the feasibility of reimagining and re-starting the UoW Researcher Network. Consultation with school research leads, all research-only staff and mentoring circle group leaders should take place to explore the possibility of establishing an ECR network of those to have been through the year long mentoring circle initiative, developing a cohort mentality and encouraging contribution to policy from researchers across all colleges.	- Ongoing monitoring of the potential to (re)launch the researcher network and a decision to be made within two years.	Aug-22	RKEO, RDWG	This is a new action for 2020.

Employment							
Institutions must:							
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	- Make our recruitment policies more easily available on a researcher specific online space - Include researcher insights on recruitment gained through CEDARS in the RDWG annual report to Research Committee.	- An average of 65% researcher plus staff responding to CEDARS question 18 ('do you agree that the recruitment processes at UoW are fair, inclusive, transparent, merit-based?') in agreement.	Upon completion of the second CEDARS.	RDWG, RKEO	This is a new action for 2020.	
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	- Design a pack of supplementary induction materials specifically for research staff to be distributed digitally with the general onboarding information in 2020/1. This should include guidance on internal policy and clear information on the support available through the RKEO, as well as copies of important documents outlined elsewhere in this action plan.	- At least 60% of researcher plus new starters in 2020/1 to have accessed the researcher specific induction pack and attended a Researcher Development Programme session.	Jul-21	RKEO, RDWG	This is a new action for 2020. Our induction processes for researchers are being re-imagined at present for implementation in 2020/1. This change, again, will take several years to take hold and pay dividends, hence the longer term deadline.	
E13	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	- Advertise our progression pathways and guidance more effectively on a researcher specific online space. This information should also be included in the supplementary researcher induction pack.	- 55% of researcher plus staff to agree that the University treats them fairly with regards to career progression in response to CEDARS Q13.4.	Upon completion of second CEDARS	RKEO	This is, in part carried over from a point outlined in row 42 of our previous action plan (as below): <i>Implement a new career progression framework</i> Our progression pathways are not clearly signposted to at present and we will seek to remedy this.	
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	- Run Advance HE's Research Team Leadership programme over two days at the University for emerging leaders. - Encourage managers of research-only staff not only to take part in RDP events centred around 'taking charge of your career' aimed at ECRs and MCRs as guest speakers, but as participants. This encouragement will come through improved relationships with the RKEO and its increased online presence.	- At least 70% of research-only staff to respond to CEDARS Q.29.1 that their manager encourages them to engage in CPD	Upon completion of the second CEDARS	RKEO	This is a new action for 2020.	
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	- University policy on appraisals/reviews has been under review at UEB and the RDWG has fed into the discussion along with HR. The result is a re-imagined PDR process with a clear focus for all research staff. Attention to this highlights the University's intention to support research staff in personal development and demonstrates how much the university values researchers. These efforts are motivated by our intention to retain excellent research staff and to fuel career progression leading to excellent research. - Now that the new policy is confirmed, the RDWG and RKEO should take steps to make it clear enough to managers of researchers and HR should provide appropriate training.	- 80% of all respondents to CEDARS question 20 to have participated in a staff appraisal/review in the last two years. - 55% of research-only staff to agree that their line manager supports them to develop a research identity/supports them in working towards promotion opportunities in CEDARS question 22.3	Upon completion of the third CEDARS.	RKEO, RDWG, HR, UEB	This is, in part, carried over from a point outlined in row 32 of our previous action plan (as below): <i>Review use of PPDRs (Appraisals) for researchers, ensuring that managers of researchers are able to hold effective PPDRs and one-to-ones that are motivating for researchers, identifies the career and personal development needed by them and leaves them feeling valued members of the University</i> The University no longer uses the PPDR process system but is working towards a new solution. Our appraisals processes for researchers are being re-imagined at present and these positive changes will take several years to pay dividends, hence the longer term deadline here.	

EF6	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	- To encourage discussion of this issue between researchers, we will continue our college researcher mentoring circles initiative. The initiative should be better publicised online so as to attract more research-only colleagues to take part. - We will continue to monitor and evaluate our researchers' thoughts on job security.	- Include an institution specific question in the next CEDARS asking how well the University supports research-only staff concerns around job security. Include the responses in our annual report to Reserch Committee and re-evaluate the situation.	Upon completion of the second CEDARS	RDWG, RKEO	This is a new action for 2020.	
EF7	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	See cell C32. - Monitor the effectiveness of the number of research staff on both research committee and the RDWG. Evaluate the impact of this level of representation and increase if necessary. If there is the demand to contribute to these groups, we could perhaps consider rotating representation annually.	See cell D32. - Monitor and evaluate the participation of research only staff on decision making bodies annually with a view to maintaining an appropriate level of representation each year. - We should take into account CEDARS responses where appropriate, for instance question 15.7 (does the University value your contribution to policy?)	Jul-24	RKEO, RDWG	See cell G32.	
Funders must:							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	x	x		x x	x	x
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	x	x		x x	x	x
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	x	x		x x	x	x
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	x	x		x x	x	x
Managers of researchers must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	- We will advertise a sub-group of activities together in the RDP to be aimed at senior academics and managers of researchers. RKEO will encourage engagement with these sessions through its growing online presence and through utilising not only our new newsletter, but school specific mailings lists.	- 30% of managers of research-only staff to have attended an RDP organised session in the academic year.	Jul-22	RKEO, RDWG.	This is a new action for 2020.	
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	- As outlined elsewhere in this document, ensure that relevant legislation, codes of practice and institutional policies are published in easily accessible areas, namely a researcher specific online space. This understanding will allow managers of researchers to more effectively guide those who they line manage to the most impactful training sessions and sources of information.	- 80% of managers of researchers completing CEDARS to respond in question 26.3 that they feel confident guiding researchers' career aspirations and advising on relevant CPD (including the meeting the conditions of external funding grants, working in accordance with codes of practice etc).	Upon completion of the third CEDARS.	RKEO	This is a new action for 2020. The establishment and publicising of this researcher online space (in the pre-existing RKEO blog) will take time to cement itself, hence the longer term deadline.	
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	- We will continue to monitor and evaluate managers of researchers' adherence to our inclusive, equitable and transparent recruitment and promotion policies. This will include reporting on CEDARS feedback where appropriate.	- Include the conclusions of the RDWG's monitoring the situation in its annual progress report to Research Committee and lobby for action where appropriate.	Annually, each July, starting in July 2021.	RDWG	This is a new action for 2020. This action is to monitor the situation; a monitoring which should be ongoing on an annual basis moving forward.	

EM4	Actively engage in regular constructive performance management with their researchers	- Once the institutional policy is confirmed, HR should provide appropriate training for managers of researchers in holding standardised performance management review conversations.	- 70% of respondents to CEDARS who manage researchers to say that they are confident in managing the appraisal/review process effectively (question 26.4).	Upon completion of the third CEDARS.	RKEO, HR, UEB	This is carried over, in part, from a previous action outline in row 33 of our 2016 Action Plan (see below): <i>HRERA Steering Group will report to the University HR Committee who in turn report to the Court of Governors. Formally review the progress of the Action Plan each academic term and at the end of Year 1 and Year 2</i> The already mentioned re-designing of our appraisal/review processes for researchers may take time to take hold and prove universally successful, hence the longer term deadline.	
EM5	Engage with opportunities to contribute to relevant policy development within their institution	- The RKEO mailing list, newsletter and increased online presence will make managers of researchers aware of their various opportunities to contribute to relevant policy. We hope that this will lead to an increase in those beginning to do so alongside manager representation on working groups and Research Committee.	- Monitoring and an annual review of committee and working group membership to ensure research managers from all colleges have a fair opportunity to contribute to relevant policy. - At least 55% of researcher plus respondents to CEDARS who manage research staff to state that the institution values their contribution to policy relevant to researchers (question 15.7)	Upon completion of third CEDARS	RKEO	This is a new action for 2020. Welcoming staff to contribute to policy and highlighting the processes for doing so will be a gradual process, hence the longer term deadline here.	
Researchers must:							
ER1	Ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder	- The mandatory online training completed by staff when they join the University covers this information but the importance of adherence to it will be compounded by stronger relationships between the RKEO and researchers. - We will make sure that ECRs develop stronger relationships with Research Development Partners in the RKEO through information in the supplementary induction pack and through adequate guidance on the funding support available through the RDP.	- At least 50 research staff to attend/access an online recording of the, 'Introduction to the Research Funding Landscape and Searching for Funding' workshop throughout the year. This workshop will be offered three times.	Jul-21	RKEO	This is a new action for 2020.	
ER2	Understand their reporting obligations and responsibilities	- Include Data Management training and support from newly recruited Data Management Officer in RKEO into the RDP - Include a session on Data Information Governance in the new RDP	- Have at least 35 attendees (researcher plus) at our generic Data Management training event annually, which will be run twice.	Jul-21	RKEO	This is a new action for 2020.	
ER3	Positively engage with performance management discussions and reviews with their managers	- Improve the support in place for career progression internally and externally through ensuring comprehensive delineation of university promotion policies and processes at local inductions and through information stored in a researcher specific online space. - HR to provide appropriate training to allow managers of researchers to carry out these reviews effectively. The new processes will be advertised to researchers through the RKEO mailing list and blog as well as through the traditional channels.	- 50% of research-only staff responding to CEDARS to state that they found their most recent performance review useful (question 20.a)	Upon completion of the third CEDARS.	RKEO, HR	This is a new action for 2020. The support outlined here, again, is taking a new form and will take time to embed itself into the research staff journey at Westminster, hence the longer term deadline.	
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	- We will present researchers with this opportunity to act accordingly through Research Community events and encouraging cross college/school networking. Such opportunities should be broadcast through our new RKEO newsletter.	- 60% of all CEDARS respondents claiming to feel valued by UoW for their contributions to grant/funding applications (question 14.1).	Upon completion of the second CEDARS	RKEO, Research Communities,	This is a new action for 2020.	
Professional and Career Development							
Institutions must:							

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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	- Design and implement a comprehensive programme of training and development for researchers shaped by the Vitae RDF, running through the academic year. This training will be available for both research-only staff and academic and research staff.	- Retention of research-only attendees through the RDP's first year (50% of research-only staff attendees to have been to at least two events per term)	Jul-21	RKEO	This is, in part, carried over from an action outlined in row 41 of our 2016 Action Plan (as below): <i>Provide a programme of training and development opportunities around the concept of 'the digital researcher'</i> and from another outlined in row 31 (as below): <i>Develop a central programme of career development activities for researcher staff and appropriate local faculty activities as need and provide career advice for researchers</i>
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	- Monitor the success of new career development review discussion policies from UEB and HR through CEDARS.	- Include researcher feedback on this issue obtained through the first two CEDARS in RDWG annual report to Research Committee.	Upon completion of the second CEDARS	RKEO, UEB, HR	This is a new action for 2020.
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	- With a focus on ECR development, the RDP will provide an introduction to the research funding, publishing and knowledge exchange landscapes in order to familiarise research staff with the career opportunities available to them.	- 50% of all respondents to CEDARS agreeing that the University supports them in their broader career aspirations.	Upon completion of the third CEDARS.	RKEO	This is carried over, in part from an action outlined in row 30 of our 2016 Action Plan (as below): <i>Design a series of career development workshops for researchers to include preparation and writing CVs & personal statements, interviewing skills.</i> The RDP is a new way for the University to address researcher development in 2020/1. The programme will adapt and expand each year, taking on career management and advice with more weight of intent over time. As it is not at the core of the programme in this first year, this action requires a longer term deadline.
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	- Clearer placement of University and College WAM policies and procedures as well as clearer explanations through local inductions and through use of a researcher specific online space. - Researchers must all be given the opportunity to engage in ten days of CPD per year.	- An annual increase in attendance at RDP events as the programme grows. - 80% of researcher plus CEDARS respondents to say that the University treats them fairly with regards to CPD.	Upon completion of the second CEDARS.	RKEO	This is a new action for 2020.
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	- Introduce the topic of working across employment sectors to the researcher mentoring circles initiative's list of themes. Monitor and evaluate the impact of these conversations.	- Continue to monitor and evaluate researchers' understanding of working across sectors	Jul-22	RKEO	This is a new action for 2020.

PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	<ul style="list-style-type: none"> - The RDWG will report to Research Committee (and our 'Concordat Champion' - PVC Research - will then report to UEB) with an annual review of the group's progress. - The researcher specific online space mentioned elsewhere in this document will serve not only as a storage space for policy and useful training information, but an online forum for communication and feeding back on the support researchers feel they need. - Monitor attendance at all RDP events 	<ul style="list-style-type: none"> - Submission of an annual report to PVC research and Research Committee. - An increase, year on year, in total attendance of RDP events. 	Jul-22	RKEO, RDWG, Concordat Champion	<p>This is carried over, in part from a previous action, set out in row 35 of our 2016 Action Plan (as below):</p> <p><i>Continue to evaluate implementation of the Concordat in terms of policies and training offered</i></p> <p>and also in row 33 (as below):</p> <p><i>HRERA Steering Group will report to the University HR Committee who in turn report to the Court of Governors. Formally review the progress of the Action Plan each academic term and at the end of Year 1 and Year 2</i></p>	
Funders must:							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning	x	x		x x	x	x
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	x	x		x x	x	x
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit	x	x		x x	x	x
Managers of researchers must:							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually				Upon completion of the third CEDARS.	RKEO, HR	<p>This is a new action for 2020.</p> <p>Again, the University's process for research staff appraisals is currently being reconstituted and it will take time for the results of these changes to become clear.</p>
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				Upon completion of the third CEDARS.	RKEO	<p>This is carried over, in part, from a previous action in row 37 of our 2016 Action Plan (as below):</p> <p><i>Design/write a mentoring policy and guidelines to incorporate mentoring for research staff</i></p> <p>See cell G68.</p>
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				Upon completion of the third CEDARS.	RKEO	<p>This is a new action for 2020.</p> <p>See cell G68.</p>

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	- Improve the channels of communication between researcher, manager of researcher and RKEO so that issues are resolved promptly and the adequate support is provided for researchers as often as possible. This will happen through our previously outlined development of the office's online presence and a clear delineation of policy, procedures and responsibilities for various areas of support on a researcher specific online space.	- 70% of research-only staff responding to CEDARS to say that they feel their manager supports them to develop their research identity.	Upon completion of the third CEDARS.	RKEO	This is a new action for 2020. The channels of communication outlined here take time to establish and take hold in the researcher development journey, hence the longer term deadline.
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	- The RKEO will highlight specific sessions in the RDP aimed at managers of researchers in an effort to engage them in leadership and management training. - Offer the two day Research Team Leadership training programme facilitated by Advance HE for emerging managers of researchers.	- 80% of managers of research-only staff responding in CEDARS that they feel comfortable providing effective feedback to those that they line manage.	Upon completion of the third CEDARS	RKEO	This is carried over, in part, from a previous action outlined in row 34 of our 2016 Action Plan (as below): <i>Deliver an annual leadership training programme for academic leaders and managers across the University, designed and run in-house to enhance leadership and line management skills for Academic leaders</i> See cell G68.
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	- The RKEO will encourage attendance at RDP events through promoting guest academic speakers, filtering of information through school research leads, through our mailing list and blog and through the University-wide weekly newsletter. A quarter of the RDP will be sessions under the theme of, 'Taking Charge of Your Career'.	- 50% of research-only respondents to CEDARS to have undertaken at least 10 days of CPD in the past year.	Upon completion of the third CEDARS.	RKEO	This is a new action for 2020. This action relies on the growth of the new RDP, on an increased response rate to CEDARS and an increased understanding of how to define CPD to come out of the RDP sessions and a new researcher specific online space; these changes will be gradual and thus, the deadline is slightly longer term here.
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	- Explore the possibility of continuing the FUNDamentals series as an opportunity for career progression advice from colleagues at other institutions and from funders. (The FUNDamentals series is an attempt to bring together similar post-1992 institutions in London for events with key speakers from funding bodies aimed to inform and also enable networking - http://blog.westminster.ac.uk/researchoffice/fundamental-cafe-british-academy/). - Continue and expand our researcher mentoring circles initiative.	- Explore the possibility of re-imagining and resuming the FUNDamentals series. Make a decision by 2021/2 - Continue the researcher mentoring circles initiative.	2021/2	RKEO	This is a new action for 2020.
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	- As mentioned elsewhere in this document, a uniform University policy on PCD plans and portfolios are being put together at present by UEB and HR. Once the policy is finalised, HR will provide appropriate training and the RKEO will ensure that all managers of researchers are aware of their responsibilities in order to ensure that all researchers are maintaining up-to-date plans.	- 55% of all CEDARS respondents to state that they have a clear career development plan (question 29.5)	Upon completion of the third CEDARS.	RKEO	This is a new action for 2020. As this action centres around re-imagined processes and their effects over time, there is a slightly longer term deadline here.
PCDR4	Positively engage in career development reviews with their managers	- Monitor and evaluate the engagement of research-only staff with career development reviews.	- A community of researchers engaged with the University's new appraisal processes. At least 90% of researcher plus staff to have had an appraisal in the last two years.	Upon completion of the third CEDARS.	RKEO	This is a new action for 2020. The promising updates to our career development review process for researchers will take time to demonstrate positive results, hence the slightly longer term deadline here.

PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	- The new RKEO newsletter will highlight these opportunities to researchers. Managers of researchers will encourage engagement through direct dissemination of opportunities where appropriate.	- 50% of all respondents to CEDARS agreeing that their line manager supports them in working towards promotion opportunities.	Upon completion of the second CEDARS.	RKEO, HR	This is a new action for 2020.	
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	- Introduce workshops to the RDP which include information on the University's support structures for KE.	- Have two sessions in the RDP which include presenters from the Knowledge Exchange team.	2022/3	RKEO	This is a new action for 2020.	

* 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.

CEDARS	Culture, Employment and Development in Academic Research Survey
CPD	Career and Professional Development
CRD	College Research Director
CREC	College Research Ethics Committee
CROS	Careers in Research Online Survey
DRDP	Doctoral Researcher Development Programme
E&C	Environment and Culture
EDI	Equality, Diversity and Inclusion
FRD	Faculty Research Director (We now have CRDs)
FREC	Faculty Research Ethics Committee (We now have CRECs)
HOD	Head of Department
HOS	Head of School
HR	Human Resources
HRERA	Human Resources Excellence in Research Award
HRM	Human Resource Management
HROD	Human Resources and Organisational Development
KE	Knowledge Exchange
LMS	Learning Management System
LOD	Learning and Organisational Development
MI	Management Information
OD	Organisational Development
PI	Principal Investigator
PIRLS	Principal Investigators and Research Leaders Survey
PPCD	Personal and Professional Career Development
PPDR	Professional Performance and Development Review
RDF	Vitae Researcher Development Framework
RDP	Researcher Development Programme - This programme is to be available both to research-only staff and those on academic and research contracts
RDWG	Researcher Development Working Group
REC	Race Equality Charter
RKEO	Research and Knowledge Exchange Office
RO	Research Office
SES	Student Experience Survey
SLD	Staff Learning and Development
TNA	Training Needs Analysis
ToR	Terms of Reference
UEB	University Executive Board
UoW	University of Westminster
UREC	University Research Ethics Committee
WAM	Workload Allocation Model