

HRERA Action Plan

KEY to abbreviations

HROD	Human Resources and Organisation Development	PIRLS	Principal Investigator and Research Leaders Survey	UoW	University of Westminster
HRERA	HR Excellence in Research Award	HODs	Heads of Department	RGF	Research Governance Framework
LOD	Leadership and Organisation Development	ABE	Faculty of Architecture & the Built Environment	BME	Black and Minority Ethnic
RQSO	Research Quality and Standards Office	WBS	Westminster Business School (one of the 5 Faculties)	ECRs	Early Career Researchers
SLD	Staff Learning and Development	MAD	Faculty of Media Art and Design	GDPR	General Data Protection Regulation
UEB	University Executive Board	SSH	Faculty of Social Science and Humanities	ERF	Ethical Review Framework
GS	Graduate School	FST	Faculty of Science and Technology	FREC	Faculty Research Ethics Committee
WAM	Workload Allocation Model	VRE	Virtual Research Environment	TNA	Training Needs Analysis
RDM	Research Development Managers	FRD	Faculty Research Director	Head of HRM	Head of Human Resources Management
VL	Visiting Lecturer	UREC	University Research Ethics Committee	DRPD	Doctoral Researcher Development Programme
PIs	Principal Investigators	PPCD	Personal & Professional Career Development	LMS	Learning Management System
CROS	Careers in Research Online Survey	SES	Staff Engagement Survey	REC	Race Equality Charter
PPDR (Appraisal)	Personal, Professional and Development Review	RGF	Research Governance Framework	CREA	Communications, Recruitment & External Affairs

Number	Actions	Responsibility	By when	Success criteria	Update January 2018	RAG rating	Principle
1	Clarify criteria for category of 'research staff' in the Staff Engagement Survey and introduce research specific questions into the Staff Engagement Survey	HROD & LOD	01 January 2016	Measured by level of participation of research staff in Staff Engagement Survey is increased. This was approx. 15% of staff on research-only contracts in 2015. Target 30% or more in 2017	Staff engagement survey continues to be an all-staff survey. 13 out of 47 responses = 27%. Overall research-only score up by 15%. Also CROS redefinition = Target met from 7% to 79%	Green	7
2	UK initiatives relevant to research staff to be highlighted and copies of Vitae's PPCD programmes and the Concordat to be made available at the University's Welcome to Westminster induction. Copies of Vitae's RDF to be made available. Encourage researchers to use the Vitae website – University membership entitles them to use it as a free resource.	Graduate School, Head of SLD & SLD Academic Development	01 July 2016	Measured by % awareness of all relevant UK and European initiatives in CROS 2017 to exceed 2015 results by 30% or more. Qualitative comments from staff engagement survey and researcher network evaluation	In the majority of initiatives CROS results in 2017 are more than or equal to a 30% increase. There are no specific comments related to UK initiatives by research staff. However responses to Q10 in survey 'I receive the development I need to undertake my current role' has increased from 42% agree in 2016 to 62% agree in 2017.	Green	3
3	Provide links from researcher careers pages to external careers information sites such as the 'sector information' pages of the Vitae website as well as Vitae resources on career case studies and researcher career destination studies for the UK	SLD	01 July 2016	Measured by % staff take up of researcher development programmes to create a benchmark for future reference. Less research staff leaving stating improved career prospects elsewhere. Measured as a function of staff turnover	From 2017 CROS & PIRLS survey results Westminster achieved all bar 1 initiative and more researchers are now aware of the Vitae website through Welcome to Westminster. There is no way to dig deeper into the 'other reasons' category as to why research staff leave. 2015-16 36 research staff left & 2016-17 43 research staff left. Majority leaving due to end of their fixed term contract. Researchers attending researcher development events 2015 - 2016 = 343 and for 2016 - 2017 = 501	Green	4
4	Review and revise the Central Induction Policy for all staff and ensure consistent local faculty based induction is provided for researchers.	Head of SLD, SLD Advisers (Chris/Sophie)	01 August 2016	Induction Policy in place and informing practice across the university, to include induction for researchers. Newly recruited researchers able to describe their local induction, measured through staff survey and CROS 2017 results to reduce the number of respondents not offered induction by 10% or more	The University of Westminster Induction Policy was reviewed and revised to provide a framework of support for a new member of staff, an employee changing post or a previous employee re-joining the organisation. The revised policy has been implemented and all elements of the organisational arrangements are active. In addition, a Manager's toolkit is now provided to support managers in their role in induction. CROS 2017 statistics show improved induction participation and the UoW beats national statistics for both institutional and faculty induction.	Green	3

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5	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.	SLD Advisers, Intranet Team	01 September 2016	Measured by the CROS & PIRLS results 2017 by an increase of 10% or more awareness of Staff Development Policy. Qualitative comments from staff engagement survey and researcher network evaluation Statistical to show usage of websites. Increase in % researchers attending Vitae events	Data from CROS & PIRLS shows related action has been partially achieved i.e met in PIRLS but not in CROS. 13% increase in awareness in CROS and 7% increase in PIRLS. Dedicated researcher webpage designed & launched which includes all relevant info e.g. Vitae, RDF etc.	Amber	3
6	An open programme of ten 90 minute research ethics training for research staff commissioned from Association for Research Ethics or equivalent provider	UREC, SLD Academic Development – already being delivered	01 September 2016	Measured by take up of workshops and less compliance issues and reduction of complaints. Increased awareness of the Ethical Review Framework (ERF) showing increased awareness in CROS 2017 to 80% or more of respondents	Results from CROS & PIRLS show this action has been partially achieved. Take up of Ethics workshops has increased from 122 (2015-16) to 177 (2016-17). No complaints received & high number of applications captured by FRECs at all levels. RGF awareness (overarching & covering ERF) achieved with 118% increase in CROS.	Green	4
7	Design/write a mentoring policy and guidelines to incorporate mentoring for research staff	Head of SLD, SLD Adviser, Westminster Change Academy 2015	Started September 2016 & ongoing	University Mentoring Policy and guidelines in place Measured by Increased activity in mentoring partnerships and awareness of all schemes	Mentoring Working Group was formed with the Provost as Chair. Faculty wide focus groups held to discuss mentoring. A University research mentoring framework was drafted and combined into a Talent Management Policy which is waiting for approval. All Faculties have their own bespoke research mentoring policies in place and awareness has been raised across the institution.	Amber	4
8	As part of an ongoing research ethics training programme, design, develop and launch development and training tailored for research supervisors to raise awareness of the Principles of Research Ethics and external and internal governance arrangements and the relationship between different approval bodies and provide guidance for how to access and fulfil Westminster processes and systems.	Provost, SLD Academic Development Adviser & Research Quality & Standards Office	01 November 2016	Measured by increased awareness of the University's ethical review framework and necessary supervisor involvement and responsibility in the process of ethical scrutiny of student research projects. Increased confidence reported in PIRLS 2017 from 40% reporting they would benefit from support or training in PIRLS 2015 to the national level of 28% Measured by increased levels of engagement of research ethics training - review training statistics	Increased confidence reported in PIRLS 2017 with a 7% gain from 2015 to 2017. Supervisory training on ethics has been undertaken.	Green	2
9	Launch staff networks to support and develop underrepresented groups for career progression and engagement in the university community: • Women's Network • BME network	LOD Advisers & Head of SLD	01 November 2016	Networks launched and running for November 2016 Measured by SES 2017 and also quantitative and qualitative evaluations of events	Awareness of Women's & BME Networks (launched 2017) not measured in SES. However 77% of research staff respondents agreed they have sufficient opportunities to network with colleagues, a slight decrease from 79% in 2016 SES. Still a positive response and higher than the 'All University' response to this question.	Green	6
10	Ensure that the RDF planner is integrated into PPDR and the competency framework, for 2015/16 so that research staff (and their managers) undertake an assessment of their competencies in relation to the RDF as part of PPDR.	SLD Advisers & HROD Systems	01 December 2016	Measured by increased engagement with the RDF Planner as part of the increase of completed PPDRs – Increase in numbers of RDF based PPDRs by 30%	Change in system led to a delay in implementation of new PPDR system. New system needed to be embedded before the RDF planner can be integrated. All workshops are logged in SLD training plan and RDF planner is integrated. RDF fact sheet & Q&A's developed and provided at all PPDR training workshops.	Amber	2

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11	Identify the skills needed by researchers at different levels of their careers, (map against Vitae RDF), what career pathways are available to them and how they access appropriate development. Create a pack of career- focused information for researchers and run career briefing sessions.	Deans, SLD & HODs	01 December 2016	Measured by % staff take up of researcher development programmes to create a benchmark for future reference. Less research staff leaving stating improved career prospects elsewhere, measured as a function of staff turnover	At start of each academic year a TNA is carried out with FRD's to ascertain faculty needs, All training is mapped against RDF. Career pack integrated into researcher development webpage. Career briefings sessions run each year. From 01/08/16 to 31/07/17 492 researchers attended a variety of development opportunities, including those aimed at career development.	Green	3
12	Researchers should be encouraged to engage with Vitae's RDF as a vehicle for considering future skills needs and requirements relating to personal career planning. This is a matter for consideration and discussion at the PPDR conversation. Guidance on the RDF should be outlined in PPDR guidance and manager's training.	PIs, Line Managers, Research Leaders, Supervisors & SLD Advisers	01 January 2017	Measured by RDF usage in PPDR activity for research staff.	Information, in the form of fact sheets & Q&A's are provided at all PPDR workshops and facilitators signpost participants to Vitae site. All researcher development workshops are mapped to the RDF. PPDR system currently under review with aim to integrate RDF framework on relaunch.	Amber	5
13	Make more use of specialist research sites / documents to advertise research posts e.g. Euraxess and become a local contact point for Euraxess.	Director of HRM, Head of HR Services, MI and Systems	01 February 2017	Increase the number of applications for research posts received by the University. A greater pool of diverse applications for research vacancies	As a university it has been decided not to become a local contact point for Euraxess. Researchers are signposted to specialised sites on the researcher development webpage.	Grey	1
14	Design a series of career development workshops for researchers to include preparation and writing CVs & personal statements, interviewing skills	FRDs & SLD Advisers	01 February 2017	Measured by take up of workshops to create a benchmark for future reference	The design of a series of career development workshops including preparation & writing CVs & personal statements & interviewing skills is in hand. Researchers are directed to resources on researcher development webpage. Working with CREA, researchers offered opportunities to work with editors from The Conversation to enhance profiles. Researcher Network events targeted to support career pathways advice e.g. 'The Networked Researcher', 'An Audience with Westminster Professors' & 'Get Your Research Career Going'.	Green	3
15	Identify clear career progression pathways for researchers	Provost, Director of OD & Wellbeing, Head of Resourcing and Reward	01 April 2017	Increase the number of research staff who transfer from a fixed term contract to a permanent contract by a further two positions.	Clear career progression pathways for researchers have been identified & the info is on researcher development webpage. There were 2 such transfers 2015-16 and a further 2 in 2016-17	Green	1
16	Develop a central programme of career development activities for researcher staff and appropriate local faculty activities as need and provide career advice for researchers	Head of SLD, SLD Academic Development Team (Parul/Rossana)	01 April 2017	Increase attendance at researcher development activities and events. Measured by staff accessing development activities through the on-line learning management system. Review the evaluation feedback.	A central programme and appropriate local faculty activities have been developed. Total of 384 staff (2016-17) attended a variety of workshops which addressed aspects of career development. Evaluative comments are available.	Green	1
17	Increase levels of participation by Westminster researchers in national CROS and PIRLS surveys in 2017	Provost, HRERA Steering Group, SLD Academic Development Team & Researcher Network	01 May 2017	Response rates for CROS 2015 was 7.4% and PIRLS 2015 was 11.6%. The participation target for CROS/PIRLS 2017 is to increase response rates to 30% or more across the institution.	The level of participation by Westminster researchers in national CROS survey has increased from 7.4% in 2015 to 78.7% in 2017. For PIRLS the increase was from 11.6% in 2015 to 13.7% in 2017. Achieved for CROS	Green	7
18	Explore the possibility of continuity (bridging) funding for researchers between grants.	Director of Finance and Operations & Provost	01 July 2017	Review the number of successful bridging fund allocations. Assess retention of key research talent	The possibility of continuity (bridging) funding for researchers between grants was explored, however currently no such funding is available.	Amber	1
19	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.	LOD Advisers & HR Services Team	01 July 2017	Greater awareness measured via CROS and PIRLS 2017 by 10% or more and increased satisfaction in the SES 2017	Research staff respondents to 2017 SES survey expressing awareness of flexible working opportunities = 7 and 100% of research staff respondents agreed that their working time can be flexible. In terms of awareness in CROS & PIRLS the target was met for PIRLS but not in CROS.	Green	6
20	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	Head of LOD & LOD Advisers	01 August 2017	Increase levels of engagement with researcher development and increased confidence. Confidence ratings will be measured through PIRLS. Increased levels of engagement for researchers by 10% through the LOD Engagement scores in the L&D Annual Report	Confidence levels in PIRLS 2017 was broadly similar to national confidence levels and in past 12 months 77% of respondents have spent 5 days or less on training. However the confidence levels were lower than 2015. June 2016 Leadership in Action (LiA) was delivered by Westminster in partnership with 5 universities and 1 museum with 36 participants. Of these 12 were UoW researchers. In 2017 the LiA programme was run again with 18 UoW researchers. Training for HoD's was delivered by the LOD team in 2017. (Evaluative comments for all are available)	Green	2

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21	Consider applying for Vitae's RDF Planner and pilot the planner with three to five research staff in each faculty.	Director of OD & Wellbeing, Head of SLD, SLD Academic Development Team, PIs and Research Directors	01 August 2017	Measured by RDF being used in development planning conversations / PPDR. Measured by improved researcher experience at Westminster in SES 2017. Measured by analysis of quantitative PPDR data. Measured by qualitative responses via focus groups/events with researchers	Westminster considered applying for Vitae's RDF Planner but decided against due to the new LMS competency framework which has yet to be embedded. Research staff respondents to PPDR questions (56 and a,b,c & d) in 2017 SES rated between 77% and 90%.	Green	5
22	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	Director of OD & Wellbeing, Head of SLD (Parul/Rossana) & HODs	01 September 2017	Improved engagement in completing PPDRs and quality of discussions about career and personal development during PPDR; Conduct focus groups for qualitative data for researchers experience on doing PPDRs. Measured by PIRLS 2017 increase in confidence for PPDR and managing performance by 20% or more	PPDR is currently under review. Data from CROS suggests improved engagement with PPDR process by 7%, data from PIRLS continues to suggest significant dissatisfaction with current PPDR process. 2017 PIRLS results suggest a 21% decrease in confidence, although Westminster score relative to national average by 2% increase.	Amber	2
23	There are pockets of local mentoring happening across the faculties. Identify good practice and incorporate it into the university mentoring policy & guidelines using the University mentoring framework where possible so as to ensure consistency; grow mentoring and scope to include e.g. ECRs and to support researchers who are new in post	Head of SLD, SLD Adviser Academic Development & FRDs	01 September 2017	Measured by take up of the Researchers mentoring framework Evaluate the researchers mentoring partnerships and career outcomes. Conduct focus groups for qualitative data	There are pockets of local mentoring happening across the faculties and good practice has been incorporated into the draft university mentoring policy & guidelines using the University mentoring framework where possible. This has now been incorporated into a Talent Management Policy which has been put on hold for time being.	Green	4
24	Provide experienced and well briefed mentors for researchers to support their career development and ensure the time needed for mentors and mentees to meet is supported / provided.	Head of SLD, FRDs & HODs	01 October 2017	Mentor programme in place and accessed by 25% of mentors. Researchers receive mentoring support. 25% have a mentor. Improved levels of grant funding application, 10% or greater success rate. All researchers being offered a mentor by 2017.	The final scheme is still being agreed. There are experienced mentors for researchers to support their research careers. In some faculties this is working extremely well - evidence in comments from focus groups. 'Fantastic support from the FRD and mentoring (in the last 18 months.)'	Green	3
25	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	Provost, HRERA Steering Group	01 October 2017		The Provost has reported on progress to the University HR Committee and Court. The progress of the Action Plan has been formally reviewed each academic term and at the end of Year 1 and Year 2 through the HRERA Steering Group of whom the Provost is Chair.	Green	all
26	In order to strengthen the attractiveness and sustainability of research careers at Westminster we will review the system for WAM management to enable research staff to have the appropriate hours in order to conduct world class research.	Provost, Deans & HODs	April 2016 and on going	For staff on a teaching and research contract consider an appropriate allocation of hours for research activity after a review of the WAM scheme has been taken into account. Note: This does not apply to staff on research only contracts.	The WAM management system is maturing and being reviewed on a continuous basis. There is evidence of moving to a situation where time is allocated to research rather than being bought out. WAM is part of the integrated planning discussion for 2017/18 with the aim of appropriately allocating hours for research according to research activity.	Green	7
27	Set up a series of cross-University focus groups to analyse what might be the issues around responses received from CROS, PIRLS and researcher focus groups held in July 2015.	Head of LOD, LOD Advisers, Head of SLD & SLD Academic Development Team	From February 2016	Detailed qualitative analysis of perceived gaps in the Principles of the Concordat to feed into the review of the Action plan. Target to increase satisfaction on this issue by 10% or more in CROS and PIRLS 2017	Focus groups were held in Jan 2017 to review the gaps previously identified & to raise awareness of CROS & PIRLS. Comparisons between 2015 and 2017 with regards to the Principles of the Concordat showed a 14% increase. In 2015 participants were not asked about their awareness of 'The Concordat on Open Research Data' so a comparison is not available.	Green	6
28	Increase number of research staff to have active personal development plans on PPDR	Head of SLD, SLD Adviser & HODs	From January 2016 and ongoing	Measured by targeted increase of 10% or more in PPDR completed plans on system	The target increase was 17%	Green	5
29	Raise the awareness of the applications and action plans for Equality Challenge Unit: Athena Swan Bronze Award, Race Equality Charter Mark and Stonewall and the Aurora Programme - how we are addressing the need for more senior female role models in all disciplines within the university.	Head of SLD, LOD Advisers, Researcher Network	From October 2015 and on-going	Measured by increased awareness shown in CROS 2017 by a target of 50% or more, and SES 2017. Measured by engagement of researchers in the action plan and activities for the relevant awards as shown in CROS 2017	The University uses several surveys to measure these awareness increases including CROS, PIRLS, SES and REC (Race Equality Charter). An combined analysis of these surveys suggests that staff are generally aware of these action plans and that this awareness has improved since 2015. In 2017 CROS 97% agree that Westminster is committed to E&D compared to 82% in 2015. PIRLS remained the same at 89% for both 2015 & 2017. 2016 SES - all RECM respondents showed average gain of 2%. Questions in 2017 REC survey changed significantly making comparisons difficult.	Amber	6

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30	Learning and development needs identified from the gap analysis – to be incorporated into PPCD training plan for 2015/16 and 2016/17	Head of SLD, SLD Academic Development Team	From October 2015 and ongoing for yearly programme	Measured by increased participation with researcher development programmes and activities. Measured by improved satisfaction levels through evaluations. CROS 2015 had 77% reporting access to training opportunities. Target to increase this to National level of 88% by CROS 2017	CROS results in 2017 show that access to training and development opportunities was 69% as opposed to 77% in 2015 - some of the reduction could be the change in definitions used for CROS & PIRLS 2017.	Amber	4
31	Raise awareness and understanding of Westminster's University Research Governance Framework and Code of Practice for Research	Provost, FRDs, RQS Office, Graduate School, SLD Academic Development, Research Committee & Research Integrity and Misconduct Group	From September 2015 and ongoing	Measured by increased % awareness of RGF in CROS and PIRLS 2017 to exceed 2015 results by 40% or more.	CROS results in 2017 show 24% are now aware of the RGF compared to 11% in 2015. PIRLS results in 2017 show 47% are now aware of the RGF compared to 44% in 2015	Green	5
32	Consider developing an accredited and coherent programme of researcher development for 2016/17 to include Epigeum blended learning modules and mapped to the RDF	Head of SLD, SLD Adviser Academic Development	From September 2016	Measured by improved take up for researcher development activities, reduced number of cancellations of events. Evaluation of satisfaction levels.	The Research Integrity & Misconduct Working Group reviewed Epigeum's materials and decided not to pursue this as it was felt that the programmes on offer did not meet Westminster's needs.	Grey	4
33	Provide development and support in ethics, research impact, interdisciplinary research, knowledge exchange, public engagement and supervision of Doctoral/Masters students.	Head of SLD, SLD Academic Development Team	November 2015 and on-going	Measured by increased attendance at researcher development activities and events. Positive evaluation feedback.	Extensive programme of researcher development activities have been offered in 2015/16 and 2016/17 consisting of ethics, research impact, interdisciplinary research, knowledge exchange, public engagement, career development & supervisory training supported by the DRPD. Attendance for ethics workshops for 2015-16 = 122 and for 2016-17 =177.	Green	3
34	Review support needs associated with academic roles and how support roles might be created so as to free up time for research activity	Provost, HRERA Steering Group, Deans	Review by March 2017, Proposal by July 2017	Initiate an internal process of Review of the current WAM tool and how time is currently spent on support activity and then make WAM allocation recommendations - REF 2020 results measurements. REF quality assessment. Measure the success rate of the internal REF quality assessment before external submission for REF 2020.	Support roles for research are currently under strategic review and new WAM recommendations are expected for 2017/18. The University is examining the creation of a new research support infrastructure, for example through the creation of 'research institutes'. A mid-REF exercise is currently being conducted to inform this process.	Green	2
35	Continue to evaluate implementation of the Concordat in terms of policies and training offered	HRERA Steering Group & Research Committee	Reviewed each term and annually	Measured by actions in place or scheduled as per the Action Plan and a successful two year Internal Review.	The University continues to evaluate implementation of the Concordat in terms of policies and training offered and is in hand.	Green	7
36	Raise awareness of different researcher career paths through networking events. Invite external facilitators and stakeholders to attend e.g. alumni. Extend existing careers offer to researchers	Researcher Network, SLD Academic Development Team & Research Centres	Starting March 2016 and ongoing	Conduct minimum of 3 events for the annual networking programmes. Measure the quantitative and qualitative data for networking evaluations.	2015/16 there were 3 events hosted by the Researcher Network and for 2016/17 there were 3 events including the First Westminster Research conference attended by over 60 researchers from across the university. For 2017/18 there are 5 events planned including the 2nd Westminster Research conference which has won internal funding for prizes for selected presentations.	Green	3

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<p>New Actions for 2018 - 2019. These actions are based on the series of focus groups carried out in 2017. The results come from CROS & PIRLS surveys 2017. The themes for the discussions focused on The 7 Principles of the Concordat to Support the Career Development of Researchers. Actions were agreed by the HRERA Steering Group in January 2018</p>							
5b	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.	Intranet Team, Research office	01 May 2019	Measured by the CROS & PIRLS results 2019 by an increase of 8% or more awareness of Staff Development Policy. Qualitative comments from staff engagement survey and researcher network evaluation Statistical to show usage of websites.		Yet to start	3
7b	Design/write a mentoring policy and guidelines to incorporate mentoring for research staff	Head of OD, OD Advisers, Faculty Research Directors & HRERA Steering Group	01 September 2019	Talent Management Policy in place and sustained mentoring partnerships across all faculties. Effectiveness monitored via staff engagement surveys and focus group feedback.		Yet to start	4
10b	Ensure that the RDF planner is integrated into PPDR and the competency framework, for 2015/16 so that research staff (and their managers) undertake an assessment of their competencies in relation to the RDF as part of PPDR.	OD Advisers & HR systems	01 June 2019	New system embedded and aligned to the RDF planner. Measured by increased engagement with the RDF Planner as part of the increase of completed PPDRs – Increase in numbers of RDF based PPDRs by 20%		Yet to start	2
12b	Researchers should be encouraged to engage with Vitae's RDF as a vehicle for considering future skills needs and requirements relating to personal career planning. This is a matter for consideration and discussion at the PPDR conversation. Guidance on the RDF should be outlined in PPDR guidance and manager's training.	PIs, Line Managers, Research Leaders & Supervisors	01 September 2019	Measured by RDF usage in PPDR activity for research staff.		Yet to start	5
18b	Explore the possibility of continuity (bridging) funding for researchers between grants.	Director of Finance and Operations & Provost	01 October 2019	Continue to explore possibility of (bridging) funding for researchers. Assess retention of key research talent		Yet to start	1
22b	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	Directors of OD & HR & line managers	01 September 2019	Continue to build on the improved engagement in completing PPDRs measured by data from CROS. Increase confidence and quality of discussions about career and personal development during PPDR. Measured by PIRLS 2017 increase in confidence for PPDR and managing performance by 8% or more.		Yet to start	2
29b	Raise the awareness of the applications and action plans for Equality Challenge Unit: Athena Swan Bronze Award, Race Equality Charter Mark and Stonewall and the Aurora Programme - how we are addressing the need for more senior female role models in all disciplines within the university.	Provost, Faculty Research Directors & OD Advisers	From March 2018 and on-going	Measured by sustained awareness of related action plans through CROS 2019 and SES 2019. Increase PIRLS (as this has remained the same for 2015 & 2017) by 3% points and increase RECM respondents by 2% points measured by SES		Yet to start	6
30b	Learning and development needs identified from the gap analysis – to be incorporated into PPCD training plan for 2015/16 and 2016/17	Head of OD & OD Development team	From March 2018 and ongoing for yearly programme	Measured by increased participation with researcher development programmes and activities. Measured by improved satisfaction levels through evaluations. CROS 2017 had 69% reporting access to training opportunities. Target to increase this to 80% by CROS 2019		Yet to start	4
37	Develop and implement a virtual 'Research Hub' comprising of Research Institutes, the Graduate School and the Research Office	Provost, Research Institute Director	01 January 2020	Established a functional Research Hub that integrates university wide research activities.	n/a	Yet to start	2 & 3
38	Provide a programme of training and development opportunities around the concept of 'the digital researcher'	OD Advisers, CTI team and Research Office	01 January 2020	Established training sessions and monitor attendance.	n/a	Yet to start	4
39	Implement a new career progression framework	HR, Provost	01 January 2020	Document and implement clear processes for research advancement and progression	n/a	Yet to start	1

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40	Maintain an operational review group that monitors and comments HRERA action points in relation to on-going changes	Provost, HRERA Steering Group	01 January 2020	HRERA Steering Group continues to play a pro-active role in determining the implementation of actions	n/a	Yet to start	all