

**THEME A      INFORMATION, COMMUNICATIONS, RELATIONSHIPS**

**A1      *Extend existing research component of new staff induction using new reference resources, ensuring that all staff are aware of structure and diversity of support available      [Concordat Principles: 2, 4, 5]***

**Tasks**      Clarify internal definition of 'ECR' and ensure that HR records capture ECR data

Using HR new starters records, ensure that all new ECRs are reached via Induction and follow up with School to ensure ECR attendance

**Date**      May-19

**Measures**      Improve attendance of new ECRs starting new contract

**Progress**      **MOSTLY COMPLETE**

*A formal internal definition of 'ECR' was proposed and agreed by Research & Innovation Committee. This is now use for all HR-related support, by Research & Innovation Services, and in all elements of the Researcher Development Programme. HR Records and regular reporting on staff meeting the ECR definition are being developed and staff with responsibility for ECR support are using improved record monitoring to ensure the ECR population is reached more effectively. School Associate Deans (Research & Innovation) receive a quarterly report on attendance at the Researcher Development Programme sessions and have reviewed their research staff base as part of this internal review. CROS2019 shows that 70% of respondents attended the Institutional Induction.*

**Task**      Development of reference resources to be placed on the website to supplement existing induction programme

**Date**      Dec-17

**Progress**      **COMPLETE**

*Newly designed information is now provided to ECRs by HR with details of resources, training and other institutional sign-posting available on the intranet. A project group is currently being established to link all induction processes and improve communications.*

**Task**      Obtain feedback on accessibility and utility of the resources using questionnaire distributed to induction attendees

**Date**      Mar-18 (original timeframe) – was deferred to Mar-19 to permit better overall measures within period

**Measures**      Establish baseline data for accessibility and usability by induction attendees

**Progress** **COMPLETE**

Induction attendance data shows that:

116 staff attended during the period May 2017 to March 2019. Of these, 38 staff also attended the new bespoke ECR Induction, a proportion of just under 33% of new staff reached with ECR-specific information, resources and support. The Action Plan for 2019-2021 puts in place specific measures to improve this. Entire (not just new staff) ECR population at time of internal review is 144 staff in total.

Staff reported that they would prefer that information and booking for development sessions be streamlined into a single interface. This option is currently being explored but is dependent on procurement of new software linking intranet resources with the staff database currently used for recording bookings and transferring attendance records to staff HR records.

**A2** **Evaluation of new support resources**  
**[Concordat Principles: 2, 4, 5]**

**Task** Quantitative analysis of user statistics  
Follow-up with questionnaire respondents to measure usability of resources

**Date** Dec-18

**Measures** Uptake of resources. Target of 85% new research staff usage within period

**Progress** **COMPLETE**

User statistics of the intranet ECR hub, which hosts support resources are based on hit rate/unique user reports on that site as follows during the period up to December 2018:

Month	Hits	Unique Users
2017-05	454	108
2017-06	335	77
2017-07	210	70
2017-08	216	40
2017-09	227	77
2017-10	679	123
2017-11	207	62
2017-12	674	108
2018-01	399	94
2018-02	528	117
2018-03	584	133
2018-04	1461	166
2018-05	1121	169
2018-06	739	129

2018-07	467	79
2018-08	514	79
2018-09	1356	283
2018-10	1635	329
2018-11	1332	239
2018-12	627	129

*The spike in usage in September, October, November 2018 is attributable to the release of the new researcher development programme information.*

*Staff were asked to provide input into the accessibility and usability of resources. The attendance and numbers above show that staff are finding resources effectively, although most staff reported that they would prefer that information and booking for development sessions be streamlined into a single interface. This option is currently being explored but is dependent on procurement of new software linking intranet resources with the staff database currently used for recording bookings and transferring attendance records to staff HR records.*

*Usage of the research staff development webpage in the period May 2017 to March 2019 is 542 page views, 438 of which are unique, with an average browse time of 3 minutes and 16 seconds, although unlike the intranet this page is available to anyone accessing the University website, this page still provides information about support to potential staff and actual staff.*

*An evaluation survey conducted with ECRs in April 2019 showed that 88% of respondent were pleased with the information and accessibility of information.*

*As part of the evaluation of Induction support, the institution has formed a separate working group to implement an improved form of Induction for all new academic staff (not just ECRs). The plan for this is being co-ordinated by the Academic Registrar. A member of staff from the Academic Registry is part of the HR Excellence in Research Working Group and will liaise with respect to this new project. It is expected that the research-specific component of the proposed changes to the new academic staff induction will be provided the staff currently offering the ECR component of existing provision and the link with RDP and the initiatives set out in the Action Plan are consistent and aligned.*

**A3      *Develop a new web hub and resources so that staff know what is available that specifically targets their needs***  
**[Concordat Principles: 2, 4, 5]**

**Task**      Develop new web hub and resources linked to researcher development organised by level indicators and type of support (Theme B, first action) and ensure that all ECRs can easily access resources and support

**Date**              Dec-17

**Measures** Each ECR sent access information and new ECRs provided with access information at commencement of contract

**Progress**

**COMPLETE**

*A web hub space has been created on the intranet for ECRs. This hub has been mostly used so far to provide information about the researcher development programme. A recent refresh of research public web pages is also complete and a new ECR/research staff development page will be launched complementing the resources available on the intranet. Newly designed information is now provided to ECRs by HR with details of resources, training and other institutional sign-posting. An evaluation survey conducted with ECRs in April 2019 showed that 88% of respondents were happy with the information and accessibility of information. 78% of respondents obtained the information online rather than through word of mouth or other routes of information.*

**A4** ***Provide guidance documents for revised PDPR process using level indicators and support type***  
**[Concordat Principles: 2, 4, 5]**

**Tasks**

Develop guidance documents for revised PDPR process, ensuring alignment with RDF. Guidance to include the need to identify research development activity for all research staff; Develop guidance on developing needs analysis for research using level indicators and support type

**Date** Dec-17

**Measures** All staff use PDPR process to conduct research needs analysis and identify development activities. Verify ECR uptake against HR records.

**Progress**

**COMPLETE**

*Initial meetings were conducted to ensure that the development of types and indicators used for the researcher development programme were linked to support provided in the new PDPR process. All is linked with the RDF. New processes linked to PDPR ("RIEBE" forms used online) ensure that research needs are addressed in line management and workload decisions.*

*CROS2019 responses showed that 86.7% of ECRs had participated in an appraisal and review in the past two years and that of those 58.4% had found it either Useful or Very Useful.*

**A5** ***Establish central forum for research staff development to disseminate information linked to institutional Concordat implementation and national Concordat policy***  
**[Concordat Principles: 2, 4, 7]**

**Tasks**

Re-purpose TURN (Teesside University Research Network) events  
Communicate information about the forum to all staff

**Date** Sept-18

**Measures** 80% attendance by ECRs, at least one TURN event

**Progress**

**COMPLETE**

*The previous TURN events were re-designed and re-launched as a monthly research lunch taking place on the first Wednesday of each month. A new member of support staff has taken the lead on these events. Attendance has been consistently good, with the majority of attendees being ECRs and many attending each regularly each month. There have been six monthly lunches in the period so far, with a total ECR attendance of 38 (unique headcount). This is short of the 80% aimed for but the events are expected to become better attended as they become better established. It is planned to extend this event to cover a broader range of issues as it goes on.*

**A6**

**Maintain/enhance participation in regional and national networks  
[Concordat Principle: 7]**

**Tasks**

Continued Vitae membership  
Maintain and participate in regional networks (NECGRD; NERDS)  
Participate in national networks (Vitae; UKCGE; ARMA)  
Share and disseminate good practice

**Date** May-19

**Measures** Membership maintained; CWG Report of activities; Attendance data

**Progress**

**COMPLETE**

*The University continues and maintains membership Vitae. Membership benefits including use of Vitae resources is promoted in all PGR/ECR induction and development activity. RDF use is clearly signposted on all training support. Researcher development programme information links each session clearly to RDF descriptors. Staff on the Working Group are formally affiliated with a number of national organisations and networks. Director of Research & Innovation is the current Chair of ARMA.*

## THEME B RESEARCH DEVELOPMENT SUPPORT (DIVERSITY)

### B1 **Enable targeted support for needs analysis as priority in PDPR use** [Concordat Principles: 3, 4, 5, 6]

#### Tasks

Design level indicators (linked to RDF)  
Determine support types linked to level indicators  
Create resources for needs analysis to use with PDPR

**Date** Dec-18

**Measures** Resources being used verified against HR records. Dip-stick-monitor usage with individual staff

#### **Progress**

#### **COMPLETE**

*The level indicators and support types were agreed and used to inform initial planning for development of the researcher development programme so that it could be easily linked to staff review and planning in the PDPR (Personal Development Planning and Review) system. Level indicators were particularly useful for streaming ECR activity. In the initial stages of the action plan period, a series of meetings were held between RIS staff and HR-Organisational Development staff to agree the structure of support linked to the indicators and types proposed. A draft of the structure was considered and approved for use, linked to the Researcher Development Framework. The structure formed the basis for the development of the new programme. All is linked with the RDF. New processes have been linked to PDPR: "RIEBE" (Research, Innovation, Enterprise and Business Engagement) planning forms used online which determine research workload allocation, support and the planning and evaluation of research development goals for individual staff) ensure that research needs are addressed in line management and workload decisions based around research staff experience level.*

*PDPR co-ordination in Schools is led by a named member of staff providing records updates to central HR. Uptake and completion records are excellent using the new system. Staff attending the Researcher Development Programme report that identification of training needs was discussed during their PDPR and that a recommendation or requirement for development were the main driver in their attendance at a session on the programme.*

### B2 **Ensure that indicators and types are being used to maximise uptake of development opportunities** [Concordat Principles: 3, 4, 5, 6]

#### Task

Provide training and support for staff to effectively use indicators and support types

**Date** May-19

**Measures** Verify and evaluate usage by participants in development

#### **Progress**

#### **COMPLETE**

*RIEBE planning and review forms ensure that research needs are addressed in line management decisions. A series of 20 briefing and training sessions provided between June – July offered opportunity for staff to receive information and guidance on the revised PDPR framework. A total of 220 staff participated. The PDPR Preparation Guidance for Academic and Research Staff highlights reference to the RDF in considering CPD needs and identifying skills and support required in order to meet personal and professional objectives and action plans. Staff attending the Researcher Development Programme report that identification of training needs was discussed during their PDPR and that a recommendation or requirement for development were the main driver in their attendance at a session on the programme.*

**B3**                    ***Link mentoring duties to meeting KPI-8 targets***  
**[Concordat Principles: 2, 6]**

**Task**                    Develop formal processes to ensure that senior staff in departments have an effective framework to fulfil mentoring duties

**Date**                    Sept-18

**Measures**            Job descriptions that are commensurate with role expectations;  
Revised criteria for Reader/Professor

**Progress**              **COMPLETE**

*All job descriptions for new and existing staff at Reader and Professor were revised to incorporate role expectations for mentoring ECRs.*

**Task**                    Evaluate impact of clear role descriptors and criteria on mentoring

**Date**                    May-19

**Measures**            Dip-stick monitoring of individual members of staff

**Progress**              **COMPLETE**

*As part of the internal review, School Associate Deans (Research & Innovation) were asked to review mentoring in their areas as part of this change to senior staff expectations. A number of individual ECR staff were contacted to provide input into their experience of mentoring.*

*In one School it was reported that most ECR staff are mentored with each mentor taking care of 3-6 academic staff. There is also “cross-School” mentoring taking place with professors in one School mentoring ECRs in other Schools where disciplinary interests align. At department level in another School, it was reported that ECRs currently have access to support and guidance from a very experienced Reader on publication planning; research funding bids; impact strategies; research career progression. It is planned to expand this approach with mentoring responsibility shared among a larger pool of staff. Another School reported that mentoring was largely shared between the Associate Dean (Research & Innovation) – a Professor; one very active Reader; and other research leaders. Mentoring tended to be individual, where*



mentors worked closely with one mentee rather than large numbers. Individual ECRs who were contacted as part of the review indicated that they thought the support available was very positive and that mentoring was always appropriate to their needs because of the relatively small numbers of staff involved in the process.

CROS2019 responses show that 35.7% of respondents had undertaken training on being mentored with a further 46.4% not having undertaken such training but wanting to take this up in the future.

**B4** ***All staff with responsibilities for recruitment and management of research staff are appropriately supported about the requirements of the role*** [Concordat Principles: 1, 2, 6]

**Task** Ensure that all staff with responsibilities for management of research staff are briefed about requirements linked to development of research staff

**Date** Sept-18

**Measures** Records of briefings verified against HR records  
Analysis of usage statistics

**Progress** **COMPLETE**

*The establishment of the role of the PDPR Co-ordinator at local School and level has ensured that there is a mechanism for monitoring and recording PDPR completions and development needs. Data in the form of name and date of meetings is captured at a local level during the period of the review year. During the period of the review year regular updates are provided to HR and progress information is reported to senior management. Final data from the School staff lists is then transferred and captured in the HR i-Trent system. The Guidance documents provided clearly stipulate the use of appropriate support for researcher development.*



## THEME C RESEARCH DEVELOPMENT SUPPORT (AVAILABILITY, ACCESSIBILITY)

**C1** *Use Theme B indicators and types to develop and enhance a more structured programme of research staff development using a blended-learning approach*  
[Concordat Principles: 2, 3, 4]

### Tasks

Design structured programme of research staff development through a blended learning approach

Specify distinctive ECR route through staff development programme, linked with use of indicators and types at Theme B

Roll out programme to develop enhancements based on participant evaluations

**Date** Sept-18

**Measures** Evaluation to ensure satisfaction with programme and increase ECR participation on ECR route.

### **Progress**

### **COMPLETE**

*In the initial stages of the action plan period, a series of meetings were held between RIS staff and HR-Organisational Development staff to agree the structure of support linked to the indicators and types proposed. A draft of the structure was considered and approved for use, linked to the Researcher Development Framework. The structure formed the basis for the development of the new programme.*

*The key element of the new programme was the ECR route. Types and indicators aimed towards ensuring that ECRs were targeted specifically for development, with a large proportion of provision aimed at the ECR group.*

*The initial programme was rolled-out in September 2018. Initial evaluation of ECR participation in the programme is in progress. ECR attendance has been good, with the elements of the programme targeted at ECRs being popular and feedback positive. ECR bookings consisted of 40 for each of the two ECR-specific Induction sessions which ran three times so far in year; and 38, 31, and 24 attendees for other ECR sessions within the programme in the first six months.*

*CROS2019 respondents showed that 66.7% had attended the ECR route of the RDP during the period between September 2018 and April 2019. An evaluation of RDP attendees conducted in April 2019 showed that just under 90% of respondents had a 'Very Good' or 'Good' experience of the programme in its first year.*

**C2**                    **Ensure that all staff have access to development opportunities that suits their working pattern and work load**  
**[Concordat Principles: 2, 5, 6]**

**Task**                    Design e-learning resources to support blended and flexible approach to research staff development and the PDRP process

**Date**                    Sept-18

**Progress**            **NOT COMPLETE – TASK CHANGE**

*During the design phase and initial roll-out of the development programme, the proposal to develop e-learning resources to complement the traditional delivery was explored. The Working Group discussed the options available. The major challenge for delivery within the Action Plan period is a review of the institution's VLE which is likely to involve a change in the VLE options available. Additionally, it was the consensus of Working Group members and other key members of staff that it would likely be more effective to wait until evaluation of the initial form of the researcher development programme had been conducted to explore whether e-learning options would be valued by ECRs. For this reason, the implementation of ECR-specific e-learning options has been postponed until the VLE hosting/delivery has been finalised at institutional level and until there is sufficient evaluation of the development programme to gauge ECR interest.*

*An evaluation of RDP attendees during its first year showed that just under 23% of attendees would find e-learning helpful in comparison with 78% who would prefer a more bespoke, local or discipline-specific approach to be taken in further development.*

*However, as part of the Working Group's consideration of this Action it was noted that staff in Library Services had been developing e-learning support and it was agreed that this avenue would be pursued in the next two years as an option to include some supplementary e-learning options for some elements of ECR support. Task changed for Action Plan for 2019-2021 to investigate use of Panopto Guides as an e-learning approach for this area.*

**C3**                    **Ensure that Theme B indicators and types are effective in providing targeted support through training programme**  
**[Concordat Principles: 2, 5]**

**Task**                    Monitor and test effectiveness of structured programme of research development through lens of Theme B indicators and types

**Date**                    May-19

**Measures**            Qualitative analysis with participants demonstrating link between effective use of indicators/types and programme uptake

**Progress**            **NOT COMPLETE - ONGOING TASK**

*This is an action where progress has been hard to determine in the period so far, most likely because it is too early in the life of the RDP to have sufficient evaluative data. CROS2018 responses showed that use of the RDF was not particularly high among ECRs (around 85% not using the RDF for their career development) even though the RDF is introduced to all ECRs via Induction and is available in information and on website resources. This could indicate that the linking of the institution's RDP programme to a distinct set of indicators for use in PDPR and in dissemination of information about the programme is more useful for the institution's researcher demographic. This possibility is supported by the very favourable feedback obtained following the RDP Induction sessions in which the linking of indicators and levels to the RDP sessions being offered is presented. Further evaluation and evidence is required to properly assess the way in which the indicator/types influence programme uptake, so this will be a focus of the next two year period as the programme becomes better embedded.*

**C4                    *Increase the pool of research staff mentors***  
**[Concordat Principles: 2, 4, 5]**

**Task**                    Increase the number of mentors specifically for research development as part of the University's formal mentoring programme

**Date**                    May-19

**Measures**            Each department will have two to four members of research staff formally linked to the institutional mentoring programme depending on department size

**Progress            PARTLY COMPLETE**

*At the time of the development of the current Action Plan in May 2017, it was anticipated that the improvement of mentoring would be linked to the roll-out of a new central institutional mentoring scheme. This scheme is still not fully operational but is planned for roll-out in 2019-20 as part of a revamped HR Organisational Development plan. This aspect of the 2017-2019 Action Plan will be rolled forward into the 2019-2021 period. However, mentoring at local level has been significantly improved as part of increased expectations of senior staff (professor, reader) job roles, as at Action B3. Although organised locally and not via a central scheme it is expected that when the central scheme is properly operational, it will be able to provide extra support to what has been taking place via senior staff at the local level. Reference to evidence obtained at Action B3 shows the level of staff engagement is improving and it is hoped that by the end of the 2019-2021 the involvement of a revised central scheme will enhance this further towards the minimum level of staff engagement across all research-active departments.*

*CROS2019 responses show that 35.7% of respondents had undertaken training on being mentored with a further 46.4% not having undertaken such training but wanting to take this up in the future.*

## THEME D CAREERS INNOVATION AND RESOURCES

**D1** *Ensure that all career advisers are able to target advice to researcher need*  
[Concordat Principles: 3, 4, 5]

**Tasks** Develop resources to ensure that all career advisers are trained and supported to target advice appropriate for the various stages of the researcher journey, including a 'researcher journey map'

Adapt career skills assessment tools for use by research staff to inform interventions and/or support needs by CS and to inform content of new training materials

**Date** Dec-18

**Measures** Researcher journey map and needs analysis tool developed.

Completion of career staff training and satisfaction with support via participant evaluations; Staff confident in using materials/ training to improve engagement with researchers

**Progress** **COMPLETE**

*Resources linked to better awareness of researcher journey have been developed. Training has been held with the careers staff at two bespoke sessions during the period (December 2017; January 2019). Feedback and usefulness of training was universally positive and training is likely to extend on annual basis to ensure support continues. It was agreed that the Initial Development Plan (IDP) used with all new staff should be used to capture career development goals more effectively for use for careers support.*

**D2** *Improve School-specific and resource-efficient support*  
[Concordat Principles: 3, 4, 5]

**Tasks** Liaise with Principal Lecturers (Staffing and Resources) to target researcher development within the School  
Signpost staff to relevant e-learning resources

**Date** Dec-18

**Measures** Records of needs via PL meetings  
Quantitative and qualitative data on uptake and value. Demonstrable evidence of researcher engagement with careers advice via referrals.  
Benchmark against CROS q.23

**Progress** **NOT COMPLETE - TASK CHANGE**

*The Careers Service senior management explored the scope of this action early in the period of the Action Plan and liaison with PLs in Schools was not considered to be the best option for improving support in this area. As an alternative, staff have agreed a system for improving one-to-one support based*

on numbers of staff using the service which involves ensuring better communication of support and information with ECRs and that the one-to-one support offered is shared effectively. This has already been piloted via the informal ECR group, where support offered was taken up via referral. It is expected that the proposed ECR Forum will provide another route for this to be improved further. Benchmarking against CROS q.23 in progress. Action Plan for 2019-2021 changed to reflect this.

As e-learning options are deferred, no signposting has been done.

CROS2019 responses showed that 65% felt that they were encouraged to undertake career development support.

**D3 Targeted participation in partnership opportunities for career development**  
**[Concordat Principles: 3, 4, 5]**

**Task**

Develop links between career innovation and new partnership programmes with the National Horizon Centre (NHC), Launchpad (spin-out development), the Forge (via DAE) and other new opportunities as they arise

**Date** May-19

**Measures** Pilot specifically with ECRs

**Progress**

**COMPLETE**

*Initial plans for development of partnership opportunities focused on the launch of the new Teesside regional facility based at Darlington, linked with research and enterprise development in the bioscience economy, the National Horizons Centre (NHC). The partnership with regional enterprise and with two other regional universities (York, Hull) has led to a network (THYME) through which a number of residential events have begun. The opportunities for ECR involvement in this partnership is where efforts in the Department for Academic Enterprise (DAE) have been directed initially through inviting ECRs to participate in the residential events. Two have been held so far, the first in late 2018; and the second in Spring 2019. It is hoped that further development of this network and partnership will open up opportunities for ECR career development in the next two years of the Action Plan. The THYME network via the NHC is managed by a member of staff based in DAE.*

## THEME E HR POLICY REVIEW AND IMPLEMENTATION

### E1 **Implementation of revised Personal Development Plan & Review (PDPR) process** [Concordat Principles: 2, 5, 6]

**Task** Integrate Personal Development Plan and Review (PDPR) with RDF for staff with research activity or development needs

**Date** Sept-17

**Measures** Implementation of new PDPR process

**Progress** **COMPLETE**

*The new PDPR process was implemented as expected. Initial meetings were conducted to ensure that the development of types and indicators used for the researcher development programme were linked to support provided in the new PDPR process. All is linked with the RDF. New processes linked to PDPR ("RIEBE" forms used online) ensure that research needs are addressed in line management decisions.*

**Task** Train PDPR reviewers

**Date** May-18

**Measures** Records of training

**Progress** **COMPLETE**

*A series of 20 briefing and training sessions provided between June – July offered opportunity for staff to receive information and guidance on the revised PDPR framework. A total of 220 staff participated.*

*The PDPR Preparation Guidance for Academic and Research Staff highlights reference to the RDF in considering CPD needs and identifying skills and support required in order to meet personal and professional objectives and action plans.*

### E2 **Review all relevant HR policies** [Concordat Principles: 1, 6]

**Date** May-19

**Measures** Rolling updates of policies, confirm status at 2-year internal review, capturing data on numbers of researchers appointed, Flexible Working and other applications made by research staff

**Progress** **COMPLETE**

A new HR Policy, Rewards and Benefits Manager has been appointed (December 2018) and is progressing a number of policy review and development projects. Two Policies are currently progressing via the People and Organisational Development Committee (PODC) and a revised full policy schedule will be agreed by May 2019. Policy review and revision is reported to the Working Group via the HR Business Partner who is a member of the Working Group.

Policy updates as follows:

Policy	Review period and implementation date	Comments
Maternity, Shared Parental & Adoption Leave	Spring/Summer 2019 June 2019	New shared parental leave policy. Minor amendments to maternity & adoption in line with any changes to pay (if approved). Notes to be added re: bereavement leave. New forms for paternity leave to cover adoption.
Special Leave of Absence Policy/Family Leave Policy	Spring/Summer 2019 June 2019	Policy title to be reviewed and policies merged. Career break guidance to incorporate the possibility of sabbaticals. Disability and volunteering leave to be considered. Pre-adoption leave to be considered in line with leave for fertility treatment. Long term fostering leave to be considered. To update in line with bereaved parents leave legislation.
Fixed Term Contracts Policy	Autumn 2019 October 2019	Ensure readiness for with compliance with forthcoming legislation.
Flexible working	Autumn 2019 October 2019	The Government's Flexible Working Task Force are looking to complete their work in autumn 2019, include their findings in any updates. The job share policy will be incorporated. Phased / flexible retirement to be added as a procedure under this policy.
Recruitment & Selection Policy	Winter 2019 March 2020	To include updated guidance on secondments / starting salary guidance / employing international staff.
Equality & Inclusion Policy	Spring/Summer 2020 June 2020	Scheduled review date, current Age Equality Policy will be incorporated.
Flexitime Scheme	Spring/Summer 2020 June 2020	Not a policy, scheme review, trade union consultation.

**E3** *Ensure staff are appraised of any changes to HR policies that impact on their role in supporting research staff*  
[Concordat Principles: 1, 6, 7]

**Task** Changes to HR policies that affect Concordat goals are monitored and reported to the Concordat Working Group and that research staff are briefed

**Date** May-19

**Measures** Working Group report

**Progress** **COMPLETE (within period)**

*Any changes are communicated via standard HR updates. A new Central Communications Hub has also been launched (April 2019) to improve internal communications. Important updates relevant specifically to research staff are also disseminated via Research & Innovation Services distribution lists via the*



*Head of Research Systems and Data. Since 2017, HR have been formally recording and monitoring all applications for Flexible Working made locally at the central level.*

**E4                    *Gain Athena-Swan Bronze Award***  
**[Concordat Principle: 6]**

**Date**                    May-19

**Measures**            Award made

**Progress**            **COMPLETE**

*The University was awarded Athena-Bronze Award status in October 2018. Plans are now being made to work towards departmental/discipline level status.*

**E5                    *Expand Working Group membership and SMT reporting***  
**[Concordat Principles: 1, 2, 3, 4, 5, 6, 7]**

**Tasks**

Nominate at least two ECRs to membership of Group  
Appoint Director of Research & Innovation Services to Group

**Date**                    Dec-17

**Measures**            New membership confirmed

**Progress**            **MOSTLY COMPLETE**

*One ECR has become a (now long-standing) permanent member of the Working Group since November 2017. Efforts to appoint a second ECR have been less successful, due to staff originally nominated moving on from the University and, more recently, due to ill health. However, a proposal to initiate a new ECR Form (see elsewhere in updates) should permit a better pool of possible nominees to nominate/appoint a second ECR who is likely to stay with the Working Group for the duration of the next two year period.*

*The Director of Research & Innovation Services was appointed to the Working Group in November 2017. The reporting to senior committees via the Director's appointment was formally confirmed using Working Group Standing Reports to the Research & Innovation Committee, chaired by the PVC Research & Innovation, with a membership of senior staff including all School Associate Deans (Research & Innovation). This improvement of formal reporting has meant that a flow of formal communication between senior committee and Working Group is now established allowing for actions to be raised as appropriate and links to policy and other work in the research portfolio maintained.*

**E6** ***Improve ECR experience evaluation mechanisms***  
[Concordat Principles: 1, 2, 3, 4, 5, 6, 7]

**Task** Run CROS surveys during period

**Date** May-19

**Measures** CROS results

**Progress** **COMPLETE**

The University ran CROS2019 which was open from early March to the end of April 2019. Response rate was 30%.

**Task** Establish School-based engagement with ECRs through quarterly 'drop-in' session as a formal feedback mechanism to Working Group

**Date** May-19

**Measures** Reports from drop-ins inform actions within period as well as final review evaluations and benchmarking progress. Engage each ECR in person at least once during period; new ECRs targeted at Induction

**Progress** **PARTLY COMPLETE AND CHANGE OF TASK**

*The Working Group received reports from the ECR representative that a number of informal and self-organised ECR group meetings had been taking place. Some feedback was obtained from attendees at these meetings for the internal review. The Working Group initially considered the operation of 'drop-in' sessions but in discussion as part of reporting to the Research & Innovation Committee it was decided to instead initiate a more formal mechanism via a new "ECR Forum" which would meet and provide its own updates directly to the Research & Innovation Committee. This forum is still being established but the initial membership will include an elected ECR Chair, who will also become the second ECR member of the Working Group, establishing good communication between the Forum, Committee and Working Group. The Action Plan for 2019-2021 has been update to reflect this change of approach.*