**BIRKBECK’S HR EXCELLENCE IN RESEARCH AWARD UPDATED ACTION PLAN 2019 – 2021**

**Glossary and abbreviations:**

**AAB:** Academic Advisory Board **BGRS:** Birkbeck Graduate Research School

**Business World:** the comprehensive integrated Finance, **Careers:** Careers and Employability Service

HR/Payroll and Research Grants management system

which replaces our current systems in 2017. **CoI:** Co-Investigator on a research grant: may be the College academic lead

**CTPLT:** Centre for Transformative Practice in Learning and Teaching **D&AO:** Development and Alumni Office

**E&D:** Equality and Diversity **ECR:** Early Career Researcher

**ER:** External Relations **FTC:** Fixed term contract *or open ended contract reliant upon grant funding*

**H&S:** Health and Safety **HR:** Human Resources

**HRER:** The HR Excellence in Research Award **HRSPC:** HR Strategy and Policy Committee

**HRSS:** Head of Research Strategy Support **MCR:** Mid-Career Researcher

**New:** New member of research staff – any career stage **P&S:** Professional and Support staff

**PDR / AR:** Progress & Development Review / Academic Review **PDRA:** Postdoctoral Researcher

**PhD:** PhD student **PI:** Principal Investigator on a research grant. Any project will only have 1 PI

**RDF:** The Researcher Development Framework (the national **RF:** Research Fellow

framework from Vitae which describes the training researchers

should receive) **RO:** Research Office

**Senior Researcher:** Senior academic researcher **T&R:** Teaching and Research (the standard academic contract type)

**T&S:** Teaching and Scholarship (typically a teaching only **Vitae:** The national organisation to support the career development of

contract designation – may be fixed term or permanent) researchers

**Constituencies:**

The principles within the *Concordat to Support the Career Development of Researchers* apply equally to any member of staff engaged in research, and provide a framework of good practice for the management of all researchers and their careers. The College is applying the *Concordat’s* broad definition of researchers to the process, whichstates that “researchers in Higher Education and research institutions constitute a diverse group, including postgraduate students, research-only employees on short-term projects, part-time staff, lecturers and professors with a range of duties including research.”

For the purposes of this report the following definitions are used to define the constituency for the action:

* **PhD** - a student undertaking a research project and working towards the award of a PhD degree.
* **PDRA** is used to define a postdoctoral researcher on a fixed term contract who has been employed on a project designed by someone else. It is expected that this person’s main employment function is to undertake research. This person’s actual job title may be Research Associate or Research Fellow, and in many cases this is initially defined by the project funder.
* **RF** - Research Fellow is used to define a postdoctoral researcher who is undertaking research they have designed themselves. It is expected that this person’s main employment function (for the duration of the fellowship) is to undertake research. Research fellows may be on permanent or fixed term contracts and at any stage in their research career.
* **FTC** – anyone in the College with a fixed term contract or on an open-ended contract which is reliant upon grant funding for its continuation. This may incorporate some people from the categories above as well as other members of the College
* **ECR** - An early career researcher is an academic researcher who has been appointed to their first academic teaching and research position in the last few years and is beginning to establish an independent reputation for their research
* **MCR** - A mid-career researcher is more difficult to define (other than as someone who is more well-established than an ECR but not yet a senior researcher). An MCR has work which has developed over time and maintained its presence for a number of years. They are established and recognised by their peers but not yet a senior researcher
* **Senior** **(Researcher)** - A senior academic researcher would typically hold a Readership or be of Professorial standing. They are recognised as being a leading thinker in their discipline.
* **New** - A new starter is a member of staff who joined the College within the last 12 months. They may fit into more than one other categories.
* **All** – when the action applies to researchers from each of these categories

Please note 1: actions which have been carried over in full to out next action plan are shown in green text. Actions which are partially complete but have some elements carried over to the next action plan are shown in blue. Completed actions are in black.

Please note 2: in our 2021-23 action plan, where actions have been carried over from this plan we may have included more additional contextual information from this plan than would normally be expected in the new template to help us to cross reference back to the original plan if we need to. This is included in the progress update column

**Table 1: Recruitment and Selection**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Principle orig concordat** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **1.1**  (1.2) (2.1) (2.2) (2.4) | Review and improve internal communication of academic and research vacancies to encourage internal redeployment;  Make sure emails about job opportunities are sent to staff on Fixed Term Contracts, through Business World | PhD  FTC  T&S  FTC | Oct 20  Dec 20 | * Review complete and identified improvements implemented * Feedback through staff survey * 100% of staff employed on FTCs receive emails about job opportunities on a weekly basis | Y  N  Y | Since this action was implemented, staff surveys have focused on Covid specific issues so it has not been possible to obtain feedback on this action; however 100% of staff on FTCs are now receiving the relevant information. Progress will be evaluated using internal staff surveys and CEDARS. |
| **1.2**  (1.2) (1.4)  (6.1)  (6.2)  (6.7)    **1.2.1**  **1.2.2**  **1.2.3**  **1.2.4**  **1.2.5** | HR to review and improve their policies about the equalities composition of recruitment panels *(NB this replaces action 1.4 from the previous action plan)*  HR to define a process to ensure all staff have received the necessary formal training for recruitment purposes and to ensure that this training is kept up to date. Review policies, processes and procedures to ensure that all staff who influence staff recruitment decisions receive appropriate recruitment training, which currently includes in equality & diversity and unconscious bias, on a regular basis   * All staff employed centrally involved in student selection, admission and progression decisions have received suitable training (currently E&D and UB) * All staff employed centrally in student support roles to have received suitable training (currently E&D and UB) * All members of decision making committees (Education Strategy, Education Committee and Recruitment Committee) to have received suitable training (currently E&D and UB) * Mechanisms defined to ensure all staff in non-central roles which relate to in student selection, admission and progression decisions have received suitable training (currently E&D and UB) * Processes to equality impact assess the body of people who influence student recruitment decisions to be defined and monitored   Consider how best to ensure all staff recruitment is carried out in accordance with latest institutional policies and procedures | All | Apr 20  July 20  Dec 19  Dec 19  Dec 20  July 22  July 22  July 22 | * Improved policy available on the website and routinely distributed as part of the pack line managers receive when planning recruitment panels * All staff who influence recruitment decisions have received appropriate training which currently includes unconscious bias and equality & diversity **(100% by July 2020)** * All staff proactively offered appropriate training which currently includes unconscious bias and equality & diversity and uptake monitored **(100% of all staff have been offered training from January 18**) * staff have received appropriate renewal of training **(10% by Jul 21**) * Training routinely planned for the full academic year to support diary planning * benchmark against national best practice such as that developed to implement the DORA declaration * Periodic reviews complete * 100% of current central staff trained * 100% of new and temporary central staff trained in a timely manner – maximum 3 months of appointment * 100% of current members of decision making committees trained * Mechanism identified and tested * Mechanism implemented and % of staff trained monitored * Process to define College Equality Analysis complete * Equality Analysis communicated to relevant groups including Equalities Committee * Equality analysis carried out, monitored and noted by relevant Committee(s) and Group(s) * Staff recruitment processes reviewed and updated as appropriate to ensure these reflect latest institutional policies and procedures * Mechanism to ensure effective dissemination to staff involved in recruitment processes defined and operational | Y  Y  Y  Y  Y  Y  Ongoing but effectiveness  Shown  Y  Y  Y  Y  Y  Y  Y  N  N | Improved policy now used in 100% of staff recruitment panels  HR proactively monitor this and all staff involved in recruitment have received training.  All staff proactively offered training and people who have not done it are chased  10% target reached  Training calendar planned for the full academic year  Absorbed into business as usual as most institutions now report on DORA implementation on their public facing website  100% central staff in post >3months trained  100% new central staff in post >3months trained  Progress will be evaluated using internal staff surveys and CEDARS.  100% members trained and ongoing monitoring processes effective  Progress will be evaluated using internal staff surveys and CEDARS.  Mechanism defined, 100% members currently trained and ongoing monitoring processes effective  Progress will be evaluated using internal staff surveys and CEDARS.  Equality analysis format agreed and first report produced for equalities committee  Work always intended to be completed in the next action plan but as the focus of the concordat is now ECR staff this work will now be picked up through other mechanisms.  Underpinning work complete. Roll out delayed due to Covid but will happen over the next 12 months  Work always intended for the next action plan (root and branch review of all recruitment and recruitment related polices, procedures and documentation, including moodle style training modules due in 2022) |

**Table 2: Fixed Term Contracts & Early Career Researchers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **2.1**  (2.1)  (3.6)  (3.7)  (4.10)  (5.4)  (5.5) | Set up ECR network; base on ongoing work with BGRS – to include social and academic events and a dedicated webpage to effectively disseminate information, particularly around induction and career development  Consider whether or not to Include section of information for new starters (see inductions information)  Investigate whether this constituency (i.e. ECRs and/or new starters) would value support to produce a formal career development plan (analogous to a training needs analysis for a PhD student) or if this should be incorporated into academic review processes. It is recognised that such a process would be an effective mechanism to recognise training given at a previous institution | (PhD), FTC, PDRA, RF, ECR (MCR), (New) | Jul 22  Mar 22  Jul 22 | * Network established and arranging at least 1 social and 1 academic event per term * Web page set up and functioning * Web hits (numbers to be defined for monitoring purposes) * ECR network and resources are embedded within relevant HR frameworks   Investigation via focus groups complete, and formal career development planning implemented if appropriate | N  N  N  N  N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan, however, all work on this action has been significantly impacted by Covid and Covid-driven changes to the Colleges IT policies. This action will be a core focus for the next action plan  As above, it has not been possible to progress this as planned due to Covid; however we feel that this work is now even more important than previously given the exacerbation of inequalities generated by the pandemic. As such this action is likely to be expanded in our next action plan |
| **2.4**  (2.2)  (3.1)  (4.10) | Codify and suitably publicise the processes for moving from an FTC to a permanent position – needs to consider the transition from Research Only, T&R (Fixed term) and T&S contracts.  NB need to clarify terms e.g. difference between permanent and open ended contracts  Monitor to ensure fairness and transparency. | (PhD), FTC, PDRA, RF, ECR (MCR), New | Mar 20  Mar 20  CR Mar 20 | * Guidance exists and available – flowchart or similar format if possible (see MRC and Vitae) * Formal briefings to managers * HR BPs routinely involved in staff authorisation processes for FTCs * Increased numbers of line managers trained in the use of FTCs, including redeployment where appropriate (see 2.5 & 2. - 100% of line managers recruiting to a FTC trained from Mar 20 * Monitoring mechanisms in place and used | N  Y  Y  Y  Y | This work was delayed due to Covid and changes to College IT systems  Briefings and BP involvement established and now part of business as usual  100% line mangers trained, but number of managers in this category has not increased significantly  Progress will be evaluated using internal staff surveys and CEDARS.  Annual review undertaken to ensure processes lister above worked effectively |
| **2.5**  (2.2) (2.4) | Review and improve Redeployment Policy & communicate it to all PIs and CoIs with responsibility for staff. Incorporate into the line-manager training – see table 7 line 4) | All | Jul 20 | Revised policy available and used (uptake through line manager training to be defined for monitoring purposes) | Y | The Redeployment Policy was reviewed and updated in 2020 to ensure it reflected good practice and was legally robust. The updated Policy was approved at HRSPC during 2020-21. Revised policy is available and in use.  This work was brought forward due to Covid and (alongside an internal secondment process) worked very well in supporting staff at all levels to continue to be meaningfully employed during the lockdowns.  Due to Covid delays to a major web and intranet upgrade we have not been able to set up the analytics needed to monitor online uptake. Progress will be evaluated using internal staff surveys and CEDARS. |

**Table 3: Career Progression and Promotion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **3.2**  (2.6) | Clarify the College’s expectations around academic promotion points – including   * What level of research output is expected in the context of the discipline? (contextualised to consider the role individual circumstances may play) * How are outputs reviewed from a quality perspective – needs to be sensitive to disciplinary differences – and the role and responsibilities of the professoriate * What training are staff at particular levels expected to have had? How is this monitored? How would these expectations relate to training received at different institutions?   Ensure that these expectations reflect the balance of academic duties and that researchers can spend significant proportions of time on other academic duties, either ad hoc or for extended periods, which can have a negative effect on research output and income and that different balances across academic duties are considered | All except PhD | Dec 20 | * Expectations freely available in a sensible place on the web – use pictorial methods where possible to break up the information (consider if uptake should be defined for monitoring purposes) * Briefings delivered re: academic promotion, including for line managers (100% of line managers who have been in post for >12 months received these briefings by Dec 20) * benchmark against national best practice such as that developed to implement the DORA declaration | Y  Partially  Y | Information freely available on college intranet, feedback from staff is positive but detailed staff survey data delayed due to Covid. Progress will continue to be evaluated using internal staff surveys and CEDARS.  Staff briefings now routinely offered to all staff (10% eligible staff have already attended, as have 15% of line managers). Take up less than hoped WRT line managers but this is thought to be due to the timing WRT covid and will be monitored.  Absorbed into business as usual |
| **3.3**  (2.6)  (5.3)  (5.4)  (5.5)  (5.6) | Ensure that the College offers Research Integrity training | All | Jul 22 | Training programme available and offered at least annually as part of the promotion process | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan and will be a core focus for the next action plan |
| **3.4**  (2.3) (2.6) | Develop institutional framework for facilitating promotion and improve access to information for staff about the promotion process – for example:   * produce FAQ documents * initiate open Q&A sessions with members of the previous year’s panel * identify promotion advisors - people to provide informed advice about the right balance of activities (possibly several years) before you apply * include information about working towards promotion in the induction pack * provide training to mentors and Line Managers (see Table 7 line 4) about the promotion process * clarify processes for applicants to obtain feedback | ECR, MCR, Senior Researcher | Mar 22 | * Framework available and used across the College * Training takes place at least annually, at an appropriate time to support applications for the annual promotion rounds * Information readily available   Consider metrics about successful application numbers as success criteria | Y | See 3.2  Progress will be evaluated using internal staff surveys and CEDARS. |
| **3.5**  (2.3) (2.6) (3.2)  (3.3)  (3.5) | Career progression and promotion processes need to be 100% transparent with clear, independent guidance available from outside department/School where appropriate. Review promotion processes against national benchmarks to identify areas for improvement in terms of equality of opportunity for all individuals  See also table 8(3)   * It should be noted that career progression and promotion relates to all forms of pay reward through salary increase including all forms of non-annual increments and one-off discretionary payments. This needs to be addressed | All except PhD | July 20  MRP Mar 22 | Processes clarified and guidance produced, process for an individual to obtain independent advice external to their School defined  Current College promotion processes reviewed against national benchmarks, opportunities for improvement identified and implemented | Y  Y | New Academic Contractual Framework launched in 2019 to address these points and has been used successfully in promotion processes since. Staff and trade union feedback on these changes is very positive. Progress will continue to be evaluated using internal staff surveys and CEDARS.  Work done drew heavily on benchmarking data from 15 carefully selected institutions. |
| **3.6**  (2.6)  (3.5) | Draft and publicise a clear College policy about out of sequence promotion processes and review whether or not the promotion process could run more frequently to minimise the need for an out-of-sequence process | All except PhD | Jun 22 | Policy exists, is publicised and is readily available | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan |
| **3.9**  (4.13) | * Review and if necessary improve training for committee Chairs * Committee chair training resources which includes information about our committee structure, how to consider questions of appropriate committee membership, principles of good governance, the role of minutes etc. to be circulated to Chairs annually by the Governance Office | PhD, PDRA, RF | Dec 21 | * Training offer reviewed and if necessary improved * Central repository of committee chair resources created (and then updated and circulated annually) (e.g. Sharepoint site) | Y | Training materials reviewed and fit for purpose; training routinely offered (and attended by 1/3 of AAB members within the last 6 months who all reported that it was extremely useful)  Progress will continue to be evaluated using internal staff surveys and CEDARS. |
| **3.11**  (3.1)  (3.3)  (3.5)  (3.7)  (3.9)  (5.2 | Clarify the role public engagement, outreach, impact and other 3rd mission activities play in career progression and promotion.  Produce guidance and identify mechanisms to ensure this information is fully and accurately captured in College systems (e.g. Business World) | All except PhD | Sept 22  Sept 22 | Clear guidance drafted and freely available  College systems capable of recording this information in a systematic way | Y  Y | New Academic Contractual Framework launched in 2019 and includes a new engagement criterion. Staff feedback on these changes is very positive (see 3.5).  New Academic profile pages launched which include space to capture this information. Uptake currently low but this is being worked on |
| **3.12**  (6.3)  (6.4) | Clarify College expectations around long-term cover for a colleague (e.g. extended sickness leave, parental leave etc.)  See also table 8(3) | All | Dec 21  MRP Sept 22 | * Guidance drafted and freely available * College systems capable of recording this information in a systematic way | ? | This work was combined with a similar action in our institutional Athena SWAN action plan and responsibility for delivery has now been passed to the Athena SWAN SAT. To date, Department level policies have been reviewed on behalf of the Equality and Diversity Committee and are deemed to offer consistent and transparent cover. Work to re-organise how the cover arrangements are financially supported (through the creation of a central fund which does not impact on Departmental budgets) has begun and is due to be completed by Term 3 23/24. Progress will be evaluated using internal staff surveys and CEDARS |

**Table 4: Inductions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **4.1**  (3.6) | * Fully map induction processes from across the College * Develop an institutional induction framework for staff, including research, which can be tailored to meet local needs * need different inductions- institutional/school/dept, research, teaching etc. * balance of online and face-to-face; link to ECR network and BGRS but remember not all new staff fall into these categories – define processes to ensure more senior new staff don’t miss out * create/enhance Research Support Website * consider utilising resources like Moodle * information about research related policies and procedures needs to be included * Review induction frameworks regularly | New | Mar 20  MRP Mar 22 | * Task and Finish Group (with academic representatives from all Schools) to undertake mapping exercise and oversee implementation * Map created * Frameworks developed * Reviews happen * Staff survey data * benchmark against national best practice such as that developed to implement the DORA declaration * (uptake to be defined for monitoring purposes) | Partially | Work on this action was due to be completed just after the Covid Pandemic began. However, given the importance of this area and the new resources we now have due to the pandemic we intend to continue to undertake significant work on this topic in the next action plan, including re-doing some work because we now think we can do it more effectively using different tools |
| **4.3**  (2.3)  (3.6)  (5.5) | Link required line management training (see table 7 line 4) to induction and probation programmes – ensure line managers know what new staff need to know and how to access the information | All | Jun 20 | Line manager training linked to induction programme | Partially | As above, we will re-look at this action in our next plan to maximise the opportunities presented through different ways of working due to Covid. |

**Table 5 Mentoring**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **5.5**  (3.8)  (4.14)  (5.1)  (5.5) | review and disseminate PhD student mentoring mechanisms if there is a demand from PhD students – e.g. buddy systems | All | Jun 22 | * Review complete * Information disseminated via BGRS website   (uptake to be defined for monitoring purposes) | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan but as the focus of the concordat is now ECR staff this work will now be expanded to include ECR staff as well in the new action plan |
| **5.6**  (2.1)  (3.6)  (3.7)  (4.10)  (5.4)  (5.5) | Review PGR progression good practice and map across to ECRs where appropriate  See also table 2 line 1 (closely related activity) | ECR | Jun 22 | * Review complete * Information disseminated via ECR network | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan, but as the focus of the concordat is now ECR staff this work will now be picked up through other mechanisms |

**Table 6 Supervision & PhD Student-Specific Issues**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **6.3**  (2.3)  (3.8)  (3.9)  (5.5)  (5.6) | Review and enhance current supervisor training provision - establish a rolling programme of supervisor training and establish a mechanism to ensure supervisors attend refreshers at suitable intervals (e.g. every 5 years if continually supervising) | All (PhD may wish to attend as a career development opportunity) | CR annually until Dec 21 | Rolling programme established | Y | Given the importance of this area and the new resources we now have due to the pandemic we intend to continue to work on this topic in the next action plan as well, including re-doing some work because we now think we can do it more effectively using different tools. Progress will be evaluated using internal staff surveys and CEDARS |

**Table 7 Training**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **7.1**  (2.3)  (3.3)  (3.5)  (3.7)  (4.10)  (5.1)  (5.2)  (5.4)  (5.5)  (5.6) | Create a new grant starter kit for PIs and put information about it on the Research Support section of the website – include information such as how to recruit to researcher posts (including accessing the necessary training), how to go about sorting out a period of parental leave, how and when PDRs should be done (and how to get trained as a PDR reviewer), probation processes, finance, admin, ethics, H&S etc. Include a check list which includes a change log so people quickly access information about what has changed since their last grant.  Consider the training requirements of new CoIs and develop any required training | All – but primarily ECR, MCR and Senior Researchers | Mar 22  Jun 22 | Kit created and readily available (uptake to be defined for monitoring purposes)  Either decision taken that specific training is not required OR training developed and delivered | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan; we are at the stage where an effective process has been determined (which takes the form of start of grant meetings plus support materials on our intranet) and is being refined to ensure it is as effective as possible. |
| **7.2**  (2.3)  (3.3)  (3.5)  (3.7)  (4.10)  (5.1)  (5.2)  (5.4)  (5.5)  (5.6) | Create a new student starter kit for supervisors and put information about it on the BGRS website – include information such as recruitment training, training needs analysis, how to go about sorting out a period of parental leave, transfer processes, finance, admin, ethics, H&S etc. Include a check list which includes a change log so people quickly access information about what has changed since their last supervision. | All except PhD | Mar 22 | Kit created and readily available (uptake to be defined for monitoring purposes) | N | This work has begun but was not due to be completed within this action plan but given how the work in action 7.1 has gone we are now looking at how we can also incorporate these elements into our supervisor training offer. |
| **7.3**  (2.3) | Review processes to ensure members of Promotion Panels have received appropriate training, including in equality & diversity and unconscious bias. Ensure the process to obtain this training is as efficient as possible (see table 1 line 2) | All | Jul 20 | * Review complete and published * Changes to process to ensure maximum efficiency made * All staff to have received unconscious bias training and equality and diversity training, including 20 Promotion Panel members (100% by July 2020) have received unconscious bias training | Y | See table 1 |
| **7.4**  (1.3)  (2.2)  (2.3)  (3.3)  (3.5)  (3.7)  (4.10)  (5.1)  (5.2)  (5.4)  (5.5)  (5.6) | Establish a required training programme for new line managers to address questions including supportive line management, effective people management, guidance on how to balance workloads fairly and equitably, etc. | All except PhD | Mar 22 | * Training programme established and starting to be delivered – (uptake to be defined for monitoring purposes) * 1 programme scheduled each year   Participation rates reviewed. | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan. As planned, we have expanded the pool of staff routinely offered line management training and offered various different formats of training to determine what is most likely to be effective for our purposes. The next steps are to make this mandatory for all relevant staff and to begin to monitor uptake. However, as with most of our training actions, Covid has changed how we view things and we would like to revisit this action to make better use of tools that are now available and familiar to our researchers such as online provision |
| **7.7**  (2.3)  (5.3) | Develop a programme of required training for research centre/institute directors, supervisors and PIs in Health & Safety and research ethics and the College processes to deal with these issues. Research mentors to be made aware that this training opportunity exists and is available to them. | All | Jun 20 | Training programme established and starting to be delivered  Effective monitoring systems developed  (uptake to be defined for monitoring purposes) | N | Progress on this action was not possible as planned due to Covid this action will be picked up in the next action plan using tools that are now available and familiar to our researchers such as online provision |
| **7.8**  (2.3)  (2.6)  (3.3)  (3.7)  (3.8)  (3.9)  (4.10)  (5.6) | * Review current training programmes across the College (central and local) to ensure they are fit for purpose Check that training which is required is easily available and if the requirement to undertake it is appropriate * Establish which training elements support teaching, research or 3rd mission activities to support staff looking to boost an area for promotion purposes * Investigate and implement mechanisms to improve participation * Ensure gaps in current training provision are minimised * Put all information about both central and local training provision into one place and make sure this is accessible – link through from cognate websites e.g. Research Support, ECR Network, BGRS etc. | All | Jul 22 | * Review of documentation complete, gaps identified available * Existing training mapped to Vitae’s RDF * Processes in place to ensure future training mapped to Vitae’s RDF * Clear understanding of the College’s training offer * Coordinated (institutional) approach to training opportunities * Changes made to provision   (uptake to be defined for monitoring purposes) | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan but will be a core focus over the next 4 years. |
| **7.12**  (2.6)  (3.5)  (3.7)  (3.8)  (3.9) | Produce clear guidance about the College’s expectations for how much time PhD Students and staff on Research Only contracts should spend undertaking training (both project specific and generic) and what, in this context, constitutes training activities once the new Concordat to Support the Career Development of Researchers is released | PhD, PDRA, RF | Jun 20 | Guidance produced and available (uptake to be defined for monitoring purposes) | Y | Guidance produced and now revised to reflect the changed expectations in the new Concordat. Effectiveness will continue to be evaluated using internal staff surveys and CEDARS |
| **7.16**  (2.6)  (3.3)  (3.9)  (6.8) | * Current training timetables are perceived to be too rigid. We need to introduce some flexibility If a training course is oversubscribed it should be run again quickly and out of sequence if necessary * Training programmes should be planned and publicised a year in advance * The College should seek to make better use of free online resources and should include information about this in its annual training calendar | All | Mar 21 | * Mechanism to introduce flexibility identified and courses where it could be applied identified * New mechanism tested by a pilot exercise and refined * New mechanism rolled out to all suitable training programmes (uptake to be defined for monitoring purposes) | partially | Given the importance of this area and the new resources we now have due to the pandemic we intend to continue to work on this topic in the next action plan as well, including re-doing some work because we now think we can do it more effectively using different tools |
| **7.17**  (2.6)  (3.3)  (3.8)  (4.10) | Seek mechanisms to pro-actively offer relevant courses to researchers, such as time management, project management | All – primarily PDRA, RF, ECR | Jun 22 | * Mechanisms identified and tested, rolled out if suitable * 100% of researchers in receipt of direct communication at least once a term as a minimum | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan and will be picked up in the next action plan |
| **7.23**  (2.6)  (3.9) | Ensure all new staff are recorded in the HR system with their correct hours/FTE, departmental affiliation and line manager to ensure necessary training can be targeted effectively | All | Oct 20 | 100% of new staff records include correct departmental affiliation and line manager | Y | System improvements ensured data errors are now picked up quickly and can be easily resolved through a standard process |
| **7.25**  (2.6)  (3.8) | Develop a series of short workshops from various PS departments e.g. library over the term/year to maintain regular dissemination of best/new practice | All but primarily PhD, PDRA, RF, ECR | Dec21 | Coherent Workshop series established and takes place annually (uptake to be defined for monitoring purposes) | Y | Given the importance of this area and the new resources we now have due to the pandemic we intend to continue to work on this topic in the next action plan as well, including re-doing some work because we now think we can do it more effectively using different tools. Progress will be evaluated using internal staff surveys and CEDARS |
| **7.28**  (3.1)  (3.5)  (5.6) | Ensure all future training is mapped to Vitae’s RDF or (if this requirement is adjusted in the revised Concordat to Support the Career Development of Researchers) reflect those revised expectations in this action. | All | Sept 22 | Training mapped | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan and will be picked up in the next action plan as part of action 7.8 rather than as a specific and separate action |
| **7.29**  (1.4)  (3.3)  (3.4)  (3.9)  (3.11)  (5.5) | Review and ensure the College offers training in the areas identified through the CROS, PIRLS and PRES Surveys | All | Jun 22 | * Review complete   Any training not offered added to the programme within 2 years (uptake to be defined for monitoring purposes) | Y | Identified training added to the programme.  CROS and PIRLs replaced by CEDARS |

**Table 8 Institutional and Infrastructure**

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| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Action** | **Constituency** | **By when** | **Success measures** | **Achieved?** | **Explanation** |
| **8.1**  (4.10) | Draft and implement a Research Communications Strategy. This should include three core elements – internal communications about research-related matters including training; external communications about our research successes; how to ensure our staff are empowered to communicate their research effectively outside the academic sphere | All | Dec 20 | * New processes identified * New processes implemented | Y | It was identified that the most effective way to address this action point was to use the three core elements as a strategic framework rather than to define a written strategy and this approach is currently in operation and working wel. Progress will continue to be evaluated using internal staff surveys and CEDARS l |
| **8.5** | Clarify and communicate the College’s expectations in relation to how information requested and provided by staff as part of College/School/Departmental consultations should be used and how feedback should be addressed to stakeholders | All | Dec 21 | Review Privacy Notice and update accordingly and communicate to staff | Y | Privacy notice complete and available. Mandatory training for staff on data protection in the process of being piloted and rolled out. Progress be evaluated using internal staff surveys and CEDARS |
| **8.9**  (7.1) | Undertake focus groups from the gap analysis part of this process with staff whose primary function is not research.  Identify any additional and specific gaps and incorporate into this action plan from year 2. | T&S and P&S staff | Sept 21 | Focus groups completed, any actions identified are prioritised, and incorporated into this Action Plan | N | This action has been deliberately delayed due to Covid restrictions. It will be picked up and expanded in the new action plan to consider factors due to the Covid pandemic as well. |
| **8.12** | Repeat full gap analysis for 6 year re-submission of HRER award | All | Sept 22 | 6 year re-submission submitted on time | N | Work planned for years 5 and 6, i.e. always intended to be rolled over following the completion of the first 4-year action plan. It will be picked up and expanded in the new action plan to consider factors due to the Covid pandemic as well |
| **8.13** | Review the action plan against the revised Concordat to Support the Career Development of Researchers to ensure consistency with the new document and to identify if any new actions need to be created. | All | Dec 20 | Review complete and any changes identified and report prepared for AAB | Y | Any new actions identified have been built into the new action plan as part of this resubmission. |