

HREiR Action plan 2024-7

Details

Institution name:	University of Huddersfield
Cohort number:	4
Date of submission:	26th January 2024
Institutional context:	The University of Huddersfield (UoH) was designated university status in 1992. We employ just over 2000 academic, research and professional and support services staff, based across five academic schools: Human & Health Sciences, Computing & Engineering, Business, Education & Law, Arts & Humanities and Applied Sciences, and a number of Service Directorates. UoH first received the HR Excellence in Research Award (HREiR) in 2011, renewed following reviews in 2013, 2015, 2017, 2019 (awarded 2020) and 2022. Our academic staff employed on a contract of more than 0.5FTE are required to be qualified to doctoral level and undertake research and scholarly activity. As such, once PhD qualified, they all have a 'significant responsibility' for research. Our target audience therefore for the Research Development Concordat includes c.700 academic members of staff (research and teaching) and 142 research-only staff, who are all identified as full members of one of the University's research centres. Our UoH Research Strategy (2016-25) reflects the Concordat through a commitment to the research environment and investing in people.

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

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	142	Primarily employed to undertake research
Postgraduate researchers	1198	
Research and teaching staff	708	Employed to undertake both teaching and research
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (please provide numbers and details):		

Complete for submission								To be completed only when reporting on action plan	
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> of the action (reporting against the success measure)	
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
The University of Huddersfield has shown its commitment to building a positive, supportive and inclusive research culture through signing up to the Researcher Development Concordat and maintaining the HR Excellence in Research (HREiR) Award since 2011.									
In the Culture, Employment and Development in Academic Research Survey (CEDARS) 2023, 67% of University of Huddersfield respondents said they were aware of the Researcher Development Concordat.									
EC11	Ensure all relevant staff are aware of the Concordat.	<p>We will continue to develop our channels/approaches for promoting and raising awareness of the Concordat - and, more widely, how we support researcher development (RD) at Huddersfield.</p> <p>Action 1a: we will develop RD specific content for new RIKE webpages (currently planned to launch during 2024), with reference to the Concordat and how we support this (inc. our core Huddersfield RD themes - approved by URC in Sept 2023).</p> <p>Action 1b: we will communicate the new webpages as a resource via ADRIKE, School Research and Enterprise Committees etc.</p> <p>Action 1c: we will add the Concordat to our university-wide academic induction information, with Schools to signpost from their local inductions (e.g. via Dean's welcome).</p>	<p>Yes</p> <p>No</p>	<p>May 2024</p> <p>Sept 2024</p>	<p>ARDM</p> <p>ARDM/Head of RIC, ADRIKE</p> <p>ARDM / ADRIKE</p>	<p>Awareness and knowledge of the Concordat continues to increase - up from 67% to 75% of our researchers being aware of the Concordat (CEDARS 2025).</p> <p>[1a] New RD content on RIKE webpages is being accessed (monitor page view measures from website analytics).</p> <p>Positive qualitative feedback from researchers on Concordat awareness/ information (i.e. they are aware/ informed through 1a-c) - via engagement routes developed for Action 3.</p>	<p>Measure from previous action plan was achieved (CEDARS 2023 = 67%). Existing awareness raising (e.g. via supervisor training - Graduate School) to continue alongside the new additional actions here. Additional communication actions during 2024 will support 2025 measure - hence overall 2025 measure.</p>		
EC12	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	We will signpost to the research policy link (resulting from previous action plan) from our new RIKE webpages - no further additional action.	Yes	May-24	ARDM (RIKE)		This has been included here as a final element of completing the action from our previous plan - no specific additional impact identified.		

ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	<p>As well as participating in CEDARS (with findings reported back to URCOG), we now run a biannual staff engagement survey (Culture Amp), supported by regular pulse surveys to help review our environment and culture.</p> <p>Action 2a: we will work with URCOG and Schools to improve future survey response rates from our researchers.</p> <p>Action 2b: we will ensure our Culture Amp action planning process takes place across all Schools and Services, including considerations of actions to address and improve any specific issues for our researchers.</p> <p>Action 3: we will explore and develop ways to further engage with researchers on environment and culture prior to REF2028 (now 2029) via School Research and Enterprise Committees and/or other forums and initiatives e.g. running 'culture cafes'.</p> <p>We will continue to share researcher feedback on environment and culture with URCOG to inform institutional practice.</p>	No	March 2026	Head of P&OD, ARDM (RIKE)	<p>The 'researcher voice' is amplified and contributing to improving institutional practice.</p> <p>[2a] Increased survey participation - CEDARS 2025 response rate up from 16% to 40%. Culture Amp response rate for researchers up to 50% by 2024 and 60% by 2026.</p> <p>[2b] Culture Amp action plans in place for all Schools, inc. specific actions to support researchers where needed.</p> <p>[3] input from researchers is helping to shape organisational activity around research culture on an ongoing basis</p>	<p>Surveys cited in our previous action plan, but specific new actions relate to new CultureAmp approach rather than our previous QoWL survey.</p> <p>Culture Amp 2022 response rates: academics 68%, researchers 44%. 2023 CEDARS response rate: 16% (n=149), was previously 32% (n=294).</p>			
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	<p>Action 4: the School of Computing and Engineering will continue to develop their ECR network (initially established July 2023) and forward plan of activities - including 9 network meetings per academic year, ECR led workshops and annual symposium</p> <p>Action 5: we will aim to establish a university-wide researcher forum/network, including an an ECR sub-group (this would be Teams based initially, starting by inviting our 142 research-only staff) and we will encourage new starters/ECRs to participate in the space. (NB: planned as a university wide initiative, but links to be made with School networks/groups as appropriate)</p> <p>Action 6: we will develop an URCOG proposal for a university-wide research event (incorporating Huddersfield research awards) with a focus on culture, then plan and deliver the agreed event with researcher involvement - aiming to run first awards in May/June 2025.</p> <p>Action 7: [carried forward/ongoing priority] we will continue to run our supervisor and internal examiner training</p>	No No No Yes	Sept 2025 Dec 2024 June 2025 Dec 2024	SCE ECR Network Committee ARDM (RIKE) ARDM, Head of RIC (RIKE) Dean of Graduate School	<p>University-wide research culture is enhanced, and perceptions of researchers are improving - CEDARS and Culture Amp measures.</p> <p>[4] Attendance at network meetings, participation in planned activities and positive feedback from network members</p> <p>[5] At least 50% of researchers (c.70 people) join the online network. Engagement and positive feedback (qualitative) from members once developed.</p> <p>[6] At least 50% of researchers (c. 70 people) attend event. Number of award nominations and positive event feedback</p> <p>[7] 80% completion of training (in line with previously set target)</p>	<p>A range of measures from both surveys will contribute to the overall picture of our research culture - reviewed by URCOG.</p> <p>Actions 4, 5 and 6 support our RD 'networking and connection' wraparound theme - no baseline measures as new actions.</p> <p>Action 7 - carried over 80% completion targets</p>			
Wellbeing and mental health										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
The University of Huddersfield is accredited by the Workplace Wellbeing Charter and has signed the Charter for Employers Positive about Mental Health. A confidential wellbeing support service (including 24/7 telephone support) is available free of charge to all staff via an external provider. A range of wellbeing support and guidance is available on our staff webpages and the staff wellbeing team run a series of wellbeing sessions throughout the year, including an annual staff wellbeing and benefits fair. The University also has a network of Mental Health First Aiders.										
In CEDARS 2023, 59% agreed that their institution actively promotes the importance of good mental health and wellbeing of staff.										

ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>We will continue to monitor perceptions via our surveys</p> <p>Action 8: we will re-establish the university workload allocation working group, to include research staff with the aim to support workload management and wellbeing and mental health.</p>	<p>Yes</p> <p>No</p>	Dec-25	Director of HR	<p>Perceptions of fairness around workloads and management of workload are improving.</p> <p>CEDARS 2025: Up from 49% to 60% agreeing they are treated fairly in relation to contracted workload and up from 49% to 60% in relation to allocation of additional work beyond contracted workload.</p> <p>Up from 46% to 60% agreeing that people's working environment supports their mental health and wellbeing.</p> <p>Culture Amp 2026: - Generally I believe my workload is reasonable for my role: up from 43% to 55% - I have opportunities during the working day to look after my physical and mental wellbeing: up from 41% to 55% - Workloads are divided fairly among members of staff within the team: up from 40% to 55%</p>	<p>CEDARS 2023 workload fairness measures = 49% (contracted workload) and 47% (allocation of additional work). 46% agreed that their working environment supports their mental health and wellbeing (CEDARS 2023).</p>		
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	<p>Action 9: we will encourage managers of researchers to complete 'Having wellbeing conversations for people managers' elearning module (+ refreshers). NB: this module includes content covering both wellbeing and mental health.</p>	No	Aug-26	Head of P&OD & Head of HR	<p>Managers of researchers are trained/equipped with knowledge to support positive wellbeing conversations.</p> <p>elearning completion ('Having wellbeing conversations for people managers') - completion rate of 75% from researchers.</p>	<p>'Having wellbeing conversations for people managers' is a new E-Learning Module, due to be launched early 2024, therefore we do not have comparable completion rates.</p>		
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	<p>We will continue to support managers in supporting the health and wellbeing of researchers through our range of organisational wellbeing activity, plus Action 9 above.</p> <p>Action 10a: we will introduce Prosper's resources for managers of researchers as an additional tool for enabling managers to support the development and wellbeing of post-doc researchers (through Prosper introductory session planned for March 2024)</p> <p>Action 10b: we will further promote the use of Prosper resources for managers to support PDPR discussions</p>	No	<p>March 2024</p> <p>Sept 2025</p>	<p>Head of HR</p> <p>ARDM (RIKE)</p> <p>ARDM, Head of P&OD</p>	<p>Positive perceptions of health and wellbeing - up from 59% to 75% of researchers agreeing that their institution actively promotes the importance of good mental health and wellbeing of staff (CEDARS).</p> <p>Attendance at Prosper intro session (+ feedback)</p> <p>Number of registered University of Huddersfield Prosper users (if available).</p>	<p>CEDARS 2023 measure = 59%</p> <p>Prosper activity intended to support overall experience and the CEDARS perception measure.</p> <p>NB: registration is not required to use Prosper so may not represent actual usage.</p>		
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	<p>Action 11: we will circulate new family leave guidance for managers to all managers of researchers and keep all managers of researchers up to date with any changes to the Flexible Working Procedure.</p>	No	Dec 2024	Head of HR	<p>Family leave guidance shared and included in new manager induction</p>			

ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	<p>Our new Staff Wellbeing Framework sets out six key themes, aiming to empower all members of staff to take steps to look after their wellbeing and feel supported at work within a healthy workplace environment.</p> <p>Action 12: as part of supporting the framework, we will enrol all researchers on a mandatory elearning module (with refreshers) called: 'Managing your own self-care and wellbeing.' NB: this module includes content covering both wellbeing and mental health.</p> <p>Action 13: we will specifically promote the wider university wellbeing themes and programme of activities to researchers - via URCOG, ADRIKE, School Research & Enterprise Committees and online researcher forum/network (Action 5)</p>	No	<p>August 2026</p> <p>August 2025</p>	<p>Head of P&OD & Head of HR</p> <p>Head of P&OD and Head of HR / ARDM and Head of RIC (RIKE)</p>	<p>[12] elearning completion ('Managing your own self-care and wellbeing') - completion rate of 75% from researchers. Positive take-up of other university wellbeing activities amongst researchers.</p> <p>[13] a communication strategy for the wellbeing framework has been developed and rolled out and researchers are aware/participating as appropriate</p>	<p>'Managing your own self-care and wellbeing' is a new E-Learning Module, due to be launched early 2024, therefore we do not have comparable completion rates. Our Huddersfield researcher development themes also include wellbeing as a cross-cutting theme/area of wraparound support</p>			
Bullying and harassment										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
The University's Dignity at Work procedure promotes a positive working culture and outlines the process for dealing with any incidences of discrimination, bullying, harassment or victimisation.										
In CEDARS 2023, 69% said they were familiar with bullying and harassment reporting mechanisms.										
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	<p>Action 14: we will review the University's policies and procedures for tackling discrimination, bullying and harassment ensuring these are effective and fit for purpose and consider feedback from CEDARS 2023, the staff engagement survey 2022 (CultureAmp) and the staff equality survey.</p> <p>Action 15: we will relaunch 'Share and Support', the University's on-line reporting tool providing our students and staff with an opportunity to report incidents of hate crime, bullying, harassment and sexual violence in a safe, specialist and supportive environment.</p>	No	<p>Dec-25</p> <p>Dec-24</p>	Head of HR	An increase in 'trust that the institution will investigate any reported incidents of bullying and harassment fairly and take appropriate action' from 65% of respondents to 75% of respondents in CEDARS 2025.	CEDARS 2023: 65% trust the institution will investigate any reported incident of bullying and harassment fairly and take appropriate action			
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	Action 16: we will share information and guidance about the 'Share and Support' tool (see 15 above) with managers of our researchers so that they are equipped to support and guide their staff in reporting any incidents	No	Dec-24	Head of HR	An increase in the number of incidents reported via the on-line tool	Less than 5 incidents reported by staff and students in the last 2 years			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	Supported through actions 14-16 above	No	Dec-24	Head of HR	An increase in the number of incidents reported via the on-line tool	Less than 5 incidents reported by staff and students in the last 2 years			
Equality, diversity and inclusion										
The aims of these obligations are to ensure managers and researchers are trained in, aware of and adopt practices enhancing equality, diversity and inclusion.										
The University aims to advance equality of opportunity, value diversity and embed inclusive practice into all that we do. This is fundamental to our 2025 Strategy Map, reflected within the 'Inspiring' and 'People First' aims. The Equality, Diversity and Inclusivity Framework 2020-25 sets out the vision, objectives and strategy for equality, diversity and inclusion at the University of Huddersfield. We hold the Athena SWAN Bronze Award for gender equality (since 2015), the Stonewall LGBT+ Inclusive Employer Silver Award (2023) and have been ranked within the top 100 Employers for the Stonewall Workplace Equality Index (WEI) 2023. We are signed up to the Race Equality Charter and accredited as a Disability Confident Employer.										
In CEDARS 2023, 74% of respondents agreed that their institution is committed to equality and diversity										

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ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>Action 17: we will enrol all managers of researchers on 2 x mandatory eLearning module (with refreshers) called: Diversity in the Workplace (Higher Education) and Unconscious Bias.</p> <p>Action 18: Athena Swan Bronze/Silver award (ongoing priority) - detailed actions in Athena Swan action plan</p>	Yes	Aug-26	Head of P&OD and Head of HR Head of HR	<p>[16] elearning completion (Diversity in the Workplace and Unconscious Bias) - 75% from researchers.</p> <p>[17] award achieved</p>	The current 'Diversity in the Workplace' completion rate: academics 62.5%, researchers 57.5%; The current 'Unconscious Bias' completion rate: academics 64.5%, researchers 62.5%. Our Huddersfield researcher development themes include EDI as a cross-cutting theme/area of wraparound support.		
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.								
Research Integrity									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.									
The University is committed to the Concordat to Support Research Integrity.									
In CEDARS 2023, 72% agreed that their institution promotes the highest standards of research integrity and conduct. 62% said they were aware of the Research Integrity Concordat.									
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	<p>We will continue to raise awareness of, and promote, high standards of research integrity in a number of ways - primarily through training available via Epigeum's Research Integrity and Research Skills packages.</p> <p>Action 19: we will develop and use our Research Integrity Champions Network to encourage discussion, share training materials across disciplines, and encourage communication on research integrity within and between Schools.</p>	Yes No	Aug 25	Head of RIC	Qualitative feedback from champions network			
ECM3	Ensure managers report and address incidents of poor research integrity.	Action 20: The Ethics & Integrity Officer will, in collaboration with other relevant parties, review existing policies and procedures and will, where necessary, work towards amending them to help encourage taking action and reporting when an incident arises.	No	Aug-25	Head of RIC	Policies and procedures have been reviewed and reporting processes are in place			
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	Our CEDARS responses show positive awareness of mechanisms available for reporting research misconduct. The University's procedure for identifying how allegations of misconduct in research are reported and investigated is documented in the staff handbook and reviewed regularly. This is, however, an area that will continue to be monitored as part of our ongoing commitment to the Concordat to Support Research Integrity.							
Policy development									
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.									
The University Research Careers Oversight Group (URCOG) is responsible to the University Research Committee (URC) and supports our strategic approach to personal and professional development, and career progression for all staff and student researchers. It is chaired by the Director of Human Resources with representation across all Schools, including postgraduate and early career researchers									
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	This will be ongoing via URCOG.							
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	This will be supported through actions in ECI6 and ECR1.							

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EM5	Engage with opportunities to contribute to relevant policy development within their institution.								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	As with ECM5 above - this is supported through actions in ECI6 and ECR1.							
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.								
Employment									
Recruitment and induction									
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
The University's recruitment and selection procedure sets out our overall approach. Our induction process is made up of three parts: university induction, School or Service local induction and Academic induction.									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	All managers that are involved in Recruitment and Selection activities including drafting job adverts, shortlisting and interviewing are required to undertake online Recruitment and Selection training and Unconscious Bias training. No additional actions planned at this time.							
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Our new induction for academics/researchers (launched in 2023) is designed to help new starters settle into their new role and learn about relevant policies and practices. This induction process (2023) is made up of 3 distinct parts: the University Induction; the School 'Local' Induction; and a specific Academic Induction. To continue as 'business as usual'.	No	Aug-25	Head of P&OD	Induction Feedback Survey - 40%+ Net Promoter Score (NPS) from researchers, indicating a positive and effective induction experience.	The 'Induction Net Promoter Score' is a new way to evaluate the induction experience, therefore we do not have current comparable NPS percentages.		
Recognition, reward and promotion									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.								
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.								
Responsibilities and reporting									
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.									
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.								
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.								
ER2	Researchers understand their reporting obligations and responsibilities.								
People management									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									

EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	<p>We provide a range of people management training opportunities for managers of researchers and equivalent.</p> <p>Action 21: we will work towards managers of researchers holding Chartered Manager (CMgr) status through engaging with our inhouse Chartered Management Institute (CMI) accredited Management and Leadership Programmes.</p> <p>Action 22: we will run a further cohort of Advance HE's Research Team Leadership (cohort 3) and Principal Investigator Leadership Development Programmes (cohort 2) for Huddersfield researchers during academic year 2024-25 - scheduled for October 2024. These programmes include aspects of people and project management.</p>	Yes	August 2026	Head of P&OD	<p>[21] CMI Dashboard - 80%+ managers of researchers holding (or be on route to hold) CMgr status at any one time.</p> <p>[22] Leadership programmes fully subscribed.</p> <p>Positive feedback from our programme evaluations - measures include programme effectiveness, leadership confidence and likelihood of recommending programme</p>	<p>Currently 43% of managers of researchers hold CMgr status.</p> <p>To become a CMgr staff need to evidence high-levels of managerial competence and expertise in order to make a successful application for the status with the CMI.</p>		
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	<p>The Huddersfield Leader Framework outlines our core competencies and behaviours. All managers of researchers are reviewed against these competencies annually through the appraisal (PDPR) process, including the opportunity to get 360 feedback against the framework.</p> <p>Workload allocation element also supported by ECI3 - Action 8 (workload allocation working group).</p>	Yes	Oct-25	Head of P&OD	<p>PDPR Completion rates (using the online system) - 75% managers of researchers have a PDPR (which includes being reviewed against the Huddersfield Leader Framework) in a 12 month period.</p>	<p>The current PDPR completion rates (using the new online system) are: academics 57%, researchers 21%. In another measure from CEDARS 2023 - 85% said they had participated in staff appraisal / development review in the last two years, just not always using the online system.</p>		
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Supported by EI4 - Action 22: further cohorts of Advance HE Research Team Leadership and Principal Investigator Leadership Development Programmes for Huddersfield researchers during academic year 2024-25.	Yes	Oct-24	Head of P&OD, ARDM	<p>Programmes fully subscribed.</p> <p>Positive feedback from our programme evaluations - measures include programme effectiveness, leadership confidence and likelihood of recommending programme</p>			
EM4	Managers actively engage in regular constructive performance management with their researchers.	As per our University guidelines, all managers of researchers are required to have an annual appraisal (PDPR) and 6-month review, which should be supported through regular 1:1's, team meetings etc.	Yes	Apr-25	Head of P&OD	<p>Staff Engagement Survey (Culture Amp) Q'n: "I am given supportive feedback for the work I do" - 75% academics/researchers scoring this q'n favourably.</p>	<p>Staff Engagement Survey (Culture AMP) Q'n: "I am given supportive feedback for the work I do" - currently 65% academics/researchers scored this q'n favourably.</p>		
ER3	Researchers positively engage with performance management discussions and reviews with their managers.								
Job security									
The aim of this obligation is to improve the job security of researchers.									
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.								
Professional and Career Development									
Championing professional development									

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<p>The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.</p> <p>RIKE and the Graduate School provide a range of development opportunities to support researchers at all stages of their careers, complementing the opportunities available to all university staff from P&OD.</p> <p>In RIKE, we have identified five core learning and development themes (your research practice, your research identity, your research career, your research leadership and your research impact), plus wraparound support (coaching & mentoring, networking & connection, reflective practice, wellbeing, and equality, diversity & inclusion) as our overarching framework for planning and communicating RD activity.</p>							
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	<p>We will continue to offer a range of development opportunities, with specific actions during the academic year 2023-24 including:</p> <p>Action 23: we will use our new framework of core researcher development themes to plan, develop and communicate activities/support and share via RIKE webpages (links to Action 1a above) - including ideas for engaging in the 10 days.</p> <p>Action 24: we will complete delivery of the first full RIKE PPP round by March 2024, learning from and building on this to develop and roll out further rounds.</p> <p>Action 25: we will pilot a university-wide ECR mentoring scheme during the academic year 2023-24, supporting ECRs with different aspects of their professional and career development.</p> <p>Action 26: we will promote and encourage the use of Prosper's resources (Reflect/Explore/Act) for postdoc career development through an introductory session in March 2024</p> <p>Action 27: we will complete the roll-out of our IAA-funded workshops and programmes for Huddersfield researchers from Skillfluence during 2023-24.</p>	No	Sept 2025	RIKE	Increase in % reporting that they undertake at least ten days of development from 15% (CEDARS 2023) to 40% (2025)	Our RD offering covers 5 core themes plus 'wraparound' development support, linked to Vitae's RDF and supporting the Concordat principles in line with the University's Research Strategy.
			No	April 2024	ARDM (RIKE)	Increase in participation reported/recorded via PDPRs	
			No	March 2024	RIKE - Research Services	[23] info shared on website	We monitor the ten days both by survey data and recorded PDPR CPD data
			No	Sept 2024	ARDM (RIKE)	[24] PPP uptake (fully subscribed)/positive feedback from evaluation. Further rollout.	NB: registration is not required to use Prosper so may not represent actual usage - complement with qualitative feedback.
			No	March 2024	ARDM (RIKE)	[25] Mentoring scheme uptake/opportunities offered and positive feedback from evaluation. Further rollout.	Overall measure (CEDARS) is 2025, dates vary for specific actions
			No	July 2024	RIKE - Innovation & Knowledge Exchange	[26] Uptake for intro session; number of registered UoH Prosper users (if available); qualitative feedback on using portal and usefulness of resources (session attendees)	
			No			[27] IIA prog uptake and positive feedback from evaluation	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	We will use MyLearning (and Learn Upon) to monitor, and report on the engagement of all researchers with their professional development activities.	No	Sep-25	Head of P&OD, URCOG	Engagement with Professional Development - 75% of researchers engage in professional development activities in a 12 month period though (My Learning and Learn Upon)	MyLearning is a new self-service module through which engagement with professional development is recorded and monitored. As MyLearning was recently been launched, we do not have comparable data from previous years.
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	Potential additional methods of supporting this via workload allocation to be explored through re-established university workload allocation working group (see Action 8 above)				PDPR (Researcher) CPD Data - 75% researchers to have 10+ CPD Days in a 12 month period.	
						CEDARS - increase in number of days professional development reported.	
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	See Actions 1a and 21-27 above re: opportunities available for development.				Overall tracking via CEDARS/PDPR CPD Data - number of professional development days undertaken	
						Qualitative feedback - via any mechanisms we develop for Action 4 above.	
Career development reviews							

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The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.									
The University's Personal Development and Performance Review (PDPR) process provides the formal mechanism for setting objectives, identifying development needs, reviewing work progress, and embedding our values. This annual discussion includes the opportunity for a career development review.									
In CEDARS 2023, 85% said they had participated in staff appraisal/development review in the last two years. 38% said they had a regular formal career development review with their manager/supervisor, either separately or as part of their appraisal/development review.									
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	A range of learning opportunities, useful information and resources to help managers of researchers to have talent conversations and career development reviews is available via the My PDPR and Talent Hub webpages.	Yes	Sep-24	Head of P&OD	A range of resources and courses are always available for managers of researchers (and researchers) at any point in time.			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	Action 28: Develop a PDPR dashboard to monitor, and report on the engagement of all researchers with career development reviews as part of the PDPR process. The PDPR includes pre-set questions geared towards having a career development conversations.	Yes	Oct-25	Head of P&OD	PDPR Completion rates (using the online system) - 75% of researchers in a 12 month period.	The current PDPR completion rates (using the new online system): academics 57%, researchers 21%. In another measure from CEDARS 2023 - 85% said they had participated in staff appraisal/development review in the last two years, just not always using the online system.		
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Managers of researchers are expected to have an annual PDPR with their staff - in line with Academic PDPR Guidelines. The PDPR process includes pre-set questions geared towards having a career development conversations.	Yes	Oct-25	Head of P&OD	Ongoing monitoring of PDPR Completion rates (using the online system) - 75% researchers in a 12 month period. Plus CEDARS 2025 - participation in appraisal (compare equivalent measure from survey)	As above - PCDI6		
PCDR4	Researchers positively engage in career development reviews with their managers.	All researchers are expected to proactively engage with the PDPR process, in line with Academic PDPR Guidelines, by developing their own objectives, reflecting of their role and career aspirations in general. Action 29: we will further promote our academic PDPR Guidelines and FAQs to support this. Action 30: we will run a soft launch (Feb-March 2024) of our new Career Pathways Tool for PGRs (to be used in discussion with supervisors and central teams), then launch fully from Sept 2024.	Yes	April 2024 Sept 2025	Head of P&OD Dean of Graduate School / Head of Careers	[29] PDPR Completion rates (using the online system) - 75% researchers in a 12 month period. [30] PGR Career Pathways Tool - all PGRs to be using by end of summer 2025.	As above - PCDI6 Following PGR soft launch and wider rollout, we will explore possibility of extending to postdocs (complementing Prosper resources we are planning to promote)		
Career development support and planning									
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.									
The Careers and Employability Service support our academics/researchers with career advice.									
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	The Careers and Employability Service support our researchers with any career advice they may need - now part of business as usual, no further specific action planned. PGRs also supported in this through PGR Careers Pathway Tool (Action 30 above).							
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	This will be supported by Action 26 (use of Prosper resources) and Action 30 (PGR Careers Pathway Tool) above.							
Research identity and leadership									

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The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.									
'Your research identity' and 'your research leadership' are two of our core development themes for Huddersfield researchers.									
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	<p>We provide a range of leadership development opportunities for researchers, including CMI programmes and Advance HE programmes (specific to research leadership).</p> <p>Action 31: we will explore options to further develop our support/resources around the Huddersfield researcher development themes 'your research identity' and 'your research leadership' - inc. opportunities (facilitated and self-directed) for reflection on these areas (alongside other RD themes).</p> <p>See Action 22 above - we will run further cohorts of Advance HE's Research Team Leadership (cohort 3) and and Principal Investigator Leadership Development Programmes (cohort 2) during academic year 2024-25.</p>	No	Sept 2025	ARDM	A range of leadership development opportunities and resources are available for researchers.	[31] Additional support/resources are in place for these themes. Feedback from researchers on these.		
			Yes	Nov 2024	Head of P&OD, ARDM (RIKE)	Measures as per Action 22 above			
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	Our core researcher development themes/wrapround support will provide a structure for managers to discuss development with researchers.	No	Oct-25	ARDM (RIKE) and Head of P&OD	PDPR CPD Data - 75% researchers to have 10+ CPD Days in a 12 month period. Plus CEDARS 2025 - number reporting 10+ days (compare equivalent measure from survey)			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	We provide a range of people management training opportunities for managers of researchers. In addition, it is a University requirement for all managers to become a Chartered Manager (CMgr) through engaging with either our CMI Level 7-accredited Strategic Leadership Programme or CMI Level 5-accredited First Line Management Programme. (+ see Action 22 above re: Advance HE programmes)	Yes	Nov-24	Head of P&OD	CMI Dashboard - 80%+ managers of researchers have engaged in management and leadership development.			
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See PCDI6 above (monitoring info from My Learning and Learn Upon)	No			Ongoing monitoring of engagement with Professional Development - 75% of researchers engage in professional development opportunities to develop their research identity and broader leadership skills in a 12 month period though (My Learning and Learn Upon).	MyLearning is a new self-service module through which engagement with professional development is recorded and monitored, therefore we do not have current comparable data.		
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Action 32: previous actions on Knowledge Exchange Fellowships etc remain an ongoing priority to June 2024	Yes	Jun-24	RIKE (Innovation & Knowledge Exchange)	Acheivement of university internal targets			
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Supported through ECR mentoring - see Action 25 above.							
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	Supported through Action 26 re: Prosper (above) - and specifically encourage the use of Prosper's resources for researchers on different employment options (e.g. 'career clusters') as part of our 'your research career' development theme.	No		ARDM (RIKE)	Measures as per Action 26 above.			

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PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	The RIKE PPP and IAA-funded workshops (see Actions 24 and 27 above) will provide opportunities for this during the academic year 2023-4.	No	Sep-24	RIKE (Research Services and Innovation & Knowledge Exchange)	Take-up of the available opportunities and positive feedback received from participants - as per measures outlined for 24 and 27 above			
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* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.