HREiR Action plan template (2021-2023)

UNIVERSITY OF LEICESTER

hr HR EXCELLENCE IN RESEARCH

Institution name:	University of Leicester	The institutional audience* for this action plan includes:		
Cohort number:	3	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	24/09/2021	Research staff (RS)	509	
		Early Career R & T academic staff (ECRs)	181	For approximate count, considered as: junior academic position and/or not fully research independent, within 10 years of appointment
		R only Clinicians		Total captured within RS and ECR numbers

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
Environment and Culture								
Institutions must:								
ECI1	Ensure that all relevant staff are aware of the Concordat	1) To hold a launch event for the new action plan for all academic and research staff in Jan-Feb 2022 2) For all new research staff, upon joining to receive a welcome email from the Doctoral College that includes the Concordat details and signpost to the committee responsible monitoring concordat actions	Measured through CEDARS. To increase responses for awareness or understanding of the researcher development concordat to 65% of all responders (current level 60%) To have ECR responses with some awareness at 75% (current level: 49%) To increase response rate to CEDARS to min. 20% of the eligible audience	Aug 23 Aug 23	Doctoral College	1) Launch event held July 22, with further engagement activities and workshops delivered through 22 and 23. 2) All ECRs receive a monthly newsletter, new ECRs are added to this monthly. Newsletter contains details about the concordat and the work undertaken at Leicester	Awareness of the Researcher Development Concordat has increased amongst all respondents to 68%, with ECR respondents increasing to 84% with awareness of the Concordat. The researcher induction includes discussion of the Concordat. Typically, the majority of those with post-doctoral experience in the UK are aware of the Concordat principles. Those new to research in the UK are less aware. There are a series of workshops and engagement events for new and existing researchers to further learn about the Concordat principles and implementation at Leicester CEDARS response rate was lower than the target 20% of the eligible audience but similar percentage and count of respondents to CEDARS 2021	Carried forward: To increase awareness of importance of completing CEDARS and increase CEDARS response to at least 20% of eligible audience
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers				Doctoral College with Policy Holders	Changes are communicated out through the University central communication channels (internal news feed, University wide newsletter), Doctoral College monthly newsletter and through the ECR-RS-CE-Sub-Committee.		
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	1) Staff health and wellbeing offerings to continue to be advertised and circulated 2) Doctoral College to communicate out policy reminders and to share relevant resources available min. twice per year to managers of researchers and ECRs, RS 3) Problem resolution framework to be published and communicated out 4) Doctoral College to work with other internal providers to continue annual Researcher Wellbeing day in May	Establish a baseline for RS uptake of current health and wellbeing sessions. ECR-RS-CE-SC to set target for 2023 CEDARS - to see reduction in those that have felt discriminated against to 15% and an increase in those reporting discrimination to 10% Wellbeing day - increase in uptake from RS/ECR community year on year of 5%	July 22/23 Aug 23 June 22/23	Health and Wellbeing Doctoral College	1) The Staff Health and Wellbeing team have continued to provide support and development opportunities. These are published in advance and then re-circulated and reminders sent through central University communications, through Health and Wellbeing Champions and through the researcher newsletter. 2) Any changes or updates to policy have been communicated out through central University communications. Summaries and key points have then been recirculated in the researcher newsletter. 3) The problem resolution framework has been published and communicated out this is available and has been circulated/signposted to intermittently since going live in June 2022. 4) The annual researcher wellbeing day was delivered in May 2022. For May 2023 there was sufficient activity through a central wellbeing month for different staff types that encompassed the researcher grouping.	18% of staff returned that they felt discriminated against in CEDARS 2023, compared to 18.8% in CEDARS 2021, a very slight decrease. 9% of all respondents in 2023 stated they had reported an incident, up from 6.7% in 2021 . Whilst both of these values are in line with the sector response levels, they are still short of our targets. The returns for ECRs are higher, with 21% saying they felt discriminated against, which is significantly up from the 14.8% return in CEDARS 2021. In terms of reporting, 9% of ECRs reported incidents, which is a considerable increase from 2021 when only 2.5% of ECRs had reported discrimination. Due to the change in approach between 2022 and 2023, it was not possible to measure the comparative attendance for the Researcher Wellbeing Day. The approach for 2024 will be reviewed by ECR-RS-CE-SC Provision for all staff, including researchers, is monitored and reported through the People, EDI, and Wellbeing Committee. Updates to changes to support, practices and available training sessions are circulated through all-staff newsletters as well wellbeing champions and the Doctoral College led ECR newsletter.	Carried forward: To continue work on discrimination and support for those that have felt discriminated against and to ensure clear communication for reporting of incidents.
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health							

ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	1) Launch revised University Code of Research Conduct 2) Ensure cross-linking on intranet pages relating to researchers development and conduct	CEDARS - increase in those reporting awareness of the Research Integrity Concordat to increase by 10% to 55% to decrease those that report "don't know" about the internal promotion of research integrity and conduct to 10%	Aug-23	Research Integrity Chair	1) this was revised and published in December 2021 - communications were sent in December and January following the revisions 2) internal websites have been cross-linked	Awareness of the Research Integrity Concordat has increased to 58.7% for all respondents and to 59.1% for ECR respondents. This has exceeded the 10% increase target. The internal promotion of research integrity had more than 10% responding as "don't know", this was 11.2% for all respondents and 13% for ECRs returning "don't know" about the activity. This is still above the target threshold and is a slight increase from CEDARS 2021, where all staff returning "don't know" was 11.9% and 11.1% for ECRs. Revised guidance, a toolkit and support for research integrity is housed on new webpages with updates or changes also communicated through newsletters.	Carried forward: To continue to improve communication and dissemination of research integrity and conduct internally to decrease the "don't know" respondents to 10% for ECR responses.
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices							
Funders must:								
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies							
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers							
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions							
Managers of researchers must:								
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work							
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	see ECI5						
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	see ECI3						
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	1) To promote the use of job sharing, through case studies in ECRs/RS through appropriate guidance material for managers and ECR/RS collated and hosted on HR and Doctoral College intranet pages 2) Ensure guidance for flexible working is circulated to managers of researchers	Measured through CEDARS: decrease in managers feeling unconfident in managing flexible working requests from 21% to 15% Maintain perception that requests for flexible working are treated fairly at 67%	Aug-23		1) The University has issued clear guidance for flexible working and job sharing is specifically listed on job adverts. Guidance for managers and interviewers was refreshed in January 2022 but case studies do not extend to research staff roles. 2) Flexible working policy was revised and relaunched January 2022. This was circulated to all staff within the University, including managers of researchers.	Only 7.5% of managers of researchers felt lacking confidence with flexible working requests. The remaining 82.5% felt confident. This is a marked improvement from CEDARS 2021. Flexible working fair treatment was also significantly improved with 71% all respondents perceiving that requests for flexible working were treated fairly. A higher proportion (87%) of ECRs believed flexible working requests were treated fairly.	Carried forward: To promote the use of job sharing, through case studies in ECRs/RS
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution							
Researchers must:								
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students							
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion							

ID	Action			Date	Responsibility			
ECR3	Take positive action towards maintaining their wellbeing and mental health	see ECI3	CEDARS - mental health and wellbeing training, 10% reduction in "would like to do" and 10% increase in "have done"	Aug-23	Health and Wellbeing Doctoral College	University has been providing training with continued return to campus working. This has included a wide range of training, events, and other provisions.\n\nFurther updates linked to ECI3	There is a 15% increase for ECRs that have undertaken mental health and wellbeing training (from 28.3% in 2021 to 42% in 2023). The amount that would like to is a similar amount (36.7% to 36%) but this has come from a substantial decrease in those "not interested" (35% to 22%). This pattern is also mirrored for all staff respondents, with a large increase in "have done" (from 24.7% to 41%), similar return for would like to (37.6% to 34%) but a decrease in those with "no interest" (35% down to 25%).	No further action
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	see ECI3						
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution							
Employment								
Institutions must:								
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices							
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	1) to provide a welcome email upon joining, with signposting to intranet pages holding the detailed information\n2) to provide an institutional welcome for research staff and ECRs twice per year\n3) to ensure RS & ECR leads in each College are made aware of new starters and are invited to regular College forums	Measured through CEDARS.\ni) to increase offer of institutional induction to all new research staff to 100%\nii) to increase offer of College induction to 50%\niii) perceived usefulness of institutional induction to increase to 45% of responses (10% increase)	Aug-23	Doctoral College	1) New researchers are added to the monthly researcher newsletter. The ECR academic leads in each College also provide individual welcomes\n2) As well as a restyled University wide induction, a specific researcher induction has been developed and delivered. All new academic and research staff are invited. This will continue and is routinely scheduled for November and May.\n3) Updates to new starters are shared with the ECR academic leads for each College	We have not managed to achieve 100% of new research staff starters being invited to the institutional induction across the last two years, as 40% of respondents state they didn't receive an invitation. However, there is an increased the invitation rate to College and local inductions to 80% for all staff respondents and 73% to ECRs.\nThe usefulness of the institutional induction is much improved, 56% of all staff respondents finding it useful compared to 63% of ECRs.\n\nFeedback captured through other mechanisms has been very positive in regards to both the redesigned institutional induction and the new researcher induction sessions. The researcher induction was adjusted following feedback of the inaugural delivery.	carried forward: To continue promotion and encouragement to attend inductions, aiming to have all new research staff and ECRs invited to the institutional induction
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	1) publish clear guidance for career pathways, promotions and regrading criteria	CEDARS - fair treatment with regards to promotion and progression increasing to 35%	Aug-23	HR	1) The academic career map was revised and published in Autumn 2022. Alongside this, additional resources were articulated for those on non-academic pathways.	From CEDARS 2023, 52.2% of all respondents thought there was fair treatment for career advancement, This is a substantial increase and far surpasses the previous target of 35%.\n\nAcademic career maps are published on internal HR webpages. Reward and promotion processes and policies are published and accessible to all staff. Opportunities to engage with the reward and promotion processes are circulated through institutional all staff newsletters	No further action
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	1) Organisational Development to continue to provide suite of leadership, line management and related training\n2) Doctoral College to facilitate provision of project management training\n3) to advertise and raise awareness of existing online training/self-guided packages for Leicester staff	Measured yearly through attendance numbers, attendance demographics, sessions provided, session names and session feedback. Reported to ECR-RS-CE-SC - baseline created by Aug 22 and targets set by committee for Aug 23	Aug 22 Aug 23	Organisational Development Doctoral College ECR-RS-CE-SC	1) Organisational Development appointed a new director and have devised a new and inclusive approach for leadership training, line-management and further related support and resources\n2) Project management training is provided through Organisational Development\n3) Training and development opportunities are advertised through central University communications, University events and development calendar and the researcher newsletter amongst other channels	The range of topics provided by Organisational Development increased from 20 (21-22) to 37 (22-23) and attendance also increased from 63 to 91. The Women Leading with Purpose was relaunched for 22-23, with good uptake from RS and ECRs. Other leadership sessions continued with new topics added, including Preparing for Management roles. There are dedicated resources and support for Heads of Department, including Heads induction and training packages.	No further action
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							

Ref	Action	Approach	Measure	Timeframe	Responsibility	Progress (1)	Progress (2)	Next steps
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	1) HR to provide guidance on how fixed term contracted research staff can move to open-ended subject to funding contracts 2) HR to generate strategy to decrease use of repeat fixed term contracts and better utilisation of open-ended subject to funding contracts	CEDARS - a 10% increase of ECRs/RS on open-ended subject to funding (from 24% to 35%). Likewise decrease in fixed term contracts by at least the same percentage.	Aug-23	HR	1) There is a clear policy on use of fixed term and open ended contracts, including permanent and open but limited by funding. This has dedicated webpages alongside the policy to assist with understanding provide additional guidance 2) The policy around the use of fixed term contracts and the switch to open ended forms the backbone to the strategic approach of reducing repeated fixed term contracts.	The CEDARS response data is fairly similar between CEDARS 2021 and CEDARS 2023. For CEDARS 2023: 52% are on fixed term contracts, 23% on open limited by funding, and 25% on open/permanent contracts. For CEDARS 2021, this was: 58.5% on fixed term contracts, 24.4% on open but limited by funding, and 17% on open contracts. The HR data shows that those on fixed term contracts, over 75% started at the University within the last 2 years and is similar to the situation in 2021. Whilst the response percentages are similar to the sector, there has not been significant progress at Leicester to reduce the number of fixed term contracts as about 20% of the responders have had 4 or more contracts. There is a slight increase in the duration of fixed term contracts being offered, which is positive.	Carried forward: To continue working on conversion of repeated fixed term contracts to open but limited by funding.
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							
Funders must:								
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies							
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security							
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression							
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels							
Managers of researchers must:								
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	1) Organisational Development to continue to provide suit of leadership, line management and related training 2) for additional elements on leadership for managers of researchers to be made available 3) to advertise and raise awareness of existing online training/self-guided packages for Leicester staff	Measured yearly through attendance numbers, attendance demographics, sessions provided, session names and session feedback. Reported to ECR-RS-CE-SC - baseline created by Aug 22 and targets set by committee for Aug 23	Aug 22 Aug 23	Organisational Development Doctoral College ECR-RS-CE-SC	1) see EI4 2) Organisational Development have relaunched leadership approaches and increased resources available for leadership development 3) see EI4	As with EI4 The range of topics provided by Organisational Development and attended by ECRs and RS increased from 20 (21-22) to 37 (22-23) and attendance also increased from 63 to 91. The Women Leading with Purpose was relaunched for 22-23, with good uptake from RS and ECRs. Other leadership sessions continued with new topics added, including Preparing for Management roles. New leadership framework is in development and will be launched 24/25. Some new resources have already been made available for researchers. Following the full launch, this will provide additional online resources as well as development sessions.	No further action
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding							
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers							
EM4	Actively engage in regular constructive performance management with their researchers	1) provide and communicate out guidance for managers of researchers for supporting their career development both outside of appraisals and as part of appraisal discussions	CEDARS - 10% increase in those reporting receiving career development reviews with their managers also maintaining usefulness level of over 80% for appraisals	Aug-23	HR and Doctoral College	1) Additional guidance for managers of Research Staff was developed and shared with researchers and their managers. This is incorporated into the suite of resources to support appraisals and is also signposted to from other ECR and RS support pages.	There has been increase from 43% (CEDARS 2021) to 50% (CEDARS 2023) for ECRs that discuss their career development with their manager and a slight increase to the useful from 82.5% to 85% (CEDARS 2021 to 2023 respectively). Appraisal useful for all staff respondents was 68%, and 64% for ECRs. The usefulness of appraisals is lower than the target value of 80%. Feedback through ECR reps and discussions at ECR-RS-CE-SC has been positive in regards to the additional guidance issued for researchers and managers of researchers.	Carried forward: increase usefulness of appraisals for ECRs and Research Staff to 80%

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EM5	Engage with opportunities to contribute to relevant policy development within their institution							
Researchers must:								
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder							
ER2	Understand their reporting obligations and responsibilities							
ER3	Positively engage with performance management discussions and reviews with their managers	1) Doctoral College to encourage all ECR and RS to have an appraisal as a minimum 2) to establish a baseline for uptake of the new online system in the first year and set a target for the next period at ECR-RS-CE-SC	CEDARS as with EM4 Uptake to be monitored by ECR-RS-CE-SC and target increase set if/as needed	Aug 23 Jul 22	Doctoral College	1) The new appraisal process enabled localised monitoring with Heads of School/Department encouraging uptake. The process, support, and other resources for appraisals were communicated out monthly during the Autumn of 2022 to encourage all researchers to undertake an appraisal. 2) Due to the phased system integration approach, analysis and tracking of different staff types undertaking appraisals is not possible	as with EM4	Carried forward: With the completion of the integration of the new PDD system, to monitor and track ECR and RS uptake
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community							
Professional and Career Development								
Institutions must:								
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	1) RS and ECR to have access to training outlined in EM1 2) Doctoral College, Library services, Organisational Development and other providers to continue provision of training that encompasses the RDF 3) HR to continue to ensure that professional development time is listed on new job summary forms and protected at 10 days pro rata	Measured yearly through attendance numbers, attendance demographics, sessions provided and session names. Reported to ECR-RS-CE-SC CEDARS - training and development activities, seeing 10% conversion from "not undertaken but would like to" to "undertaken"	July 22 July 23 Aug 23	Organisational Development Doctoral College HR ECR-RS-CE-SC	1) See EM1 2) Providers of training routinely advertise their development offerings through a mix of websites, central communications, newsletters, champions, and events calendar. Provision is checked against the Leicester RDF to ensure coverage of the sectors. 3) Professional development time is listed on the job summary template for research staff positions.	The ECR respondents for CEDARS 2023 had a large decrease in the "no interest" category for majority of training and development opportunities. Most opportunities had a conversion from "would like to" to "have done this" with the exception of research integrity and equality, diversity and inclusion. Training and Development Activities Response from CEDARS 2021 to CEDARS 2023 Attendance at sessions is reported to ECR-RS-CE-SC. ECR champions are identified and work with training providers to ensure training learning outcomes are appropriate and address the needs of the community.	Carried forward: As with ECI5, to increase awareness of opportunities for Research Integrity. To continue promotion of EDI opportunities.
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	1) PDDs process is being revised for new online system, specific guidance for conducting appraisals with research staff to be developed 2) Organisational Development to continue standard provision of appraisal guidance and training 3) uptake and completion of discussions to be monitored and reminders sent for those not completing at the local School/Dept. level	CEDARS - confidence in conducting appraisals to remain above 70%, those requiring additional development for appraising staff to decrease to 20% CEDARS - those receiving an appraisal to increase to 90% and usefulness to increase to 70%. Uptake rate to be reported to ECR-RS-CE-SC annually	Aug 23 Aug 23 Jan 22	Organisational Development Doctoral College ECR-RS-CE-SC	1) With the launch of the new PDD process, specific guidance was produced for researchers and research staff. 2) With the launch of the new PDD process, the support and guidance for appraisers and appraisees was increased. This included increase workshop sessions as well as supporting resources and guidance. 3) Uptake and monitoring with the new system is through Heads of School/Department, with Heads of School/Department encouraging all staff to undertake an appraisal.	For those staff that conduct appraisals, 92% reported that they were confident with conducting them, which is a large increase for the target threshold of 70%. For training and development relating to appraisals, over 57% responded that they had completed the training but with 20% still wanting to do training. This meets the threshold target of 20% still requiring appraisal training. For ECRs that have received an appraisal was recorded as 82% on CEDARS 2023, this did not meet the target but is a similar return level to previously (CEDARS 2021 was 81%). There has been a decrease in usefulness, with a 5% decrease to 64% found it useful as captured in CEDARS 2023. ECRs: 82% done it, of which 64% found it useful Organisational Development have regularly engaged with School/Depts. for uptake and completion. Specific ECR monitoring of uptake is not yet possible in the PDD system. Reports of process, guidance, and uptake have been received by ECR-RS-CE-SC	Carried forward: Move to EI5: To increase appraisal uptake amongst the ECR and Research Staff population to 90%, whilst increasing usefulness to 70%

PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	see PCDR2 & 3						
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills							
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	1) monitor and report on next destination data for research staff 2) continue to provide invited speakers from varying sectors to the "Evening Career Event" series 3) Track CEDARS responses to aspire/expect to exit survey results and adjust provision accordingly	Increase response rate of exit surveys completed by research staff to 50% Alignment of exit surveys with CEDARS aspire/expect responses	Aug 23	Doctoral College	1) A new exit survey process was implemented in October 2022. Next destination data is monitored. 2) Career events for researchers have continued, with evening career events as well as College themed employability days with majority of speakers outside the HEI sector. 3) The CEDARS 2021 data was compared to exit interview data. This roughly aligned but with both data sets showing a high number aspiring to have careers in academia. This was reviewed post-CEDARS 2023 and currently 48% of leavers went to HEI based research roles, which is lower than the CEDARS return (68% aspire for academic careers). Based on this disparity and coupled to the career events above, awareness and support for non-academic careers and careers in industry/non-HEI sectors was increased.	Exit survey response rate with the new survey type is at 28%. HR are reviewing best practice for individuals to engage and complete the exit survey. The change CEDARS response data from 2021 to 2023 is shown below. The main trend is an increase in those expecting to work as an academic (increased by over 20%), a decrease in those considering research careers outside academia (aspire: 12% to 5%; expect 25% down to 5%) , and an increase with those with unknown aspirations (18% increase). Career aspirations and expectations comparing CEDARS 2021 to 2023	Carried forward: To continue to encourage completion of exit surveys.
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews							
Funders must:								
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning							
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes							
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit							
Managers of researchers must:								
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	see PCDI2						
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	1) research leaders and those with previous careers in industry to be encouraged to be mentors in the pan institutional researcher mentoring scheme	Measure of matches whilst ensuring no mentees are without a mentor match. Set target for second year through ECR-RS-SC-CE Have mentors fulfilling research leadership and non-academic career guidance roles.	Aug 22/23	Doctoral College ECR-RS-CE-SC	1) The University was part of the Wellcome Trust Broadening Horizons monitoring scheme, which matched early career researchers with researchers in industry and other non-HEI settings. In addition, through the University Coaching and Mentoring Academy, an individual can request a mentor with experience of research outside of HEI environments.	The University has encouraged all Schools/Departments to assign local mentors to new starters, from Research Staff through to Academic Staff. Uptake is reviewed locally periodically. In addition, all staff can request additional mentors, from within or outside the local environment through the Coaching and Mentoring Academy. There are significant resources, toolkits, and training materials for new and existing coaches and mentors om the Coaching and Mentoring Academy webpages	No further action
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development							

PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours						
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	see EM1					
Researchers must:							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year						
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	1) Start roll out of pan institutional mentoring for researchers 2) Doctoral College to continue provision of evening career events with invited alumni and other guest speakers 3) Employability workshop series to continue, which includes non-academic career options	Uptake of mentoring, baseline to be established in first year by Aug 22. Target increase for % of those offered to be determined by ECR-RS-CE-SC by Sept 22 Count of sessions and attendance, with baseline established by Aug 22. Target increase for Aug 23 to be determined by ECR-RS-CE-SC Sept 22 Count of sessions and attendance, with baseline established by Aug 22. Target increase for Aug 23 to be determined by ECR-RS-CE-SC Sept 22	Aug 22/23 Aug 22/23 Aug 22/23	Doctoral College ECR-RS-CE-SC	1) The institutional mentoring programme was launched as part of the formation of a new coaching and mentoring academy. This has been promoted through regular newsletters and at inductions. 2) Career events for researchers have continued, with evening career events as well as College themed employability days and expanded offerings from the Careers and Employability service. 3) Employability provision has increased through internal development. This includes workshops and resources for a wide range of careers outside academia, including research, research-aligned and non-research positions.	Mentoring sign-ups is monitored through ECR-RS-CE-SC. Membership take up is lower than expected, in part to continuing local practice that has not been transferred or recorded on the central system. The suite of sessions provided to ECRs and RS on employability and career development increased from 7 topics to 11 topics across the last two years. Attendance has increased by 15%. Provision and attendance is reviewed and monitored by ECR-RS-CE-SC. Career events for researchers have continued, with evening career events as well as College themed employability days with majority of speakers outside the HEI sector. Provision and attendance is reviewed and monitored by ECR-RS-CE-SC.	Carried forward: To continue to promote the availability of the mentoring scheme and increase participation from the research staff and ECR community.
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	1) to encourage research staff to have a career development plan and include this within the PDD/appraisal guidance documents 2) to provide examples of career development plans on our intranet pages 3) to continue provision of 1-2-1 employability consultations and employability training for Research Staff	CEDARS - question set 30 on career planning. To have 40% with a clear career development plan. To have 75% with a formal record of their CPD. To report to ECR-RS-CE-SC on provision and attendance of sessions. Useful feedback of 90% for these sessions	Aug 23 July 22/23	Doctoral College ECR-RS-CE-SC	1) research staff have been encouraged to have career development plan discussions as both part of the appraisal process and in addition, with either their line managers or mentors. 2) Guidance and resources, including examples, for career development plans have been developed and communicated out. 3) Employability consultations for researchers, including research staff have continued. Availability of this service is communicated out monthly through the researcher newsletter.	Despite the increased guidance, there is a stark decrease in ECRs that maintain a record of their CPD, with a decrease from 71% (CEDARS 2021) to 54% (CEDARS 2023). ECRs with a career plan is similar, with 32% of ECRS reporting a career plan in CEDARS 2023 compared to 36% in CEDARS 2021. The suite of sessions provided to ECRs and RS on employability and career development increased from 7 topics to 11 topics across the last two years. Attendance has increased by 15%. Provision and attendance s reviewed and monitored by ECR-RS-CE-SC. Feedback on usefulness of employability sessions, workshops, and other events has remained above 90%.	Carried forward: to provide further examples of career development plans. To encourage ECRs to keep records of CPD activities
PCDR4	Positively engage in career development reviews with their managers						
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	1) Doctoral College to continue communications on what formal PGR supervision looks like and to provide supervisor training 2) Doctoral College to report to ECR-RS-CE-SC number of research staff formally involved in supervision, to establish baseline	CEDARS - 5% increase in value of contributions to supervising research students	Aug-23	Doctoral College ECR-RS-CE-SC	1) The Doctoral College, with HR, and PGR Directors have delivered a new suite of supervisor training to new and existing supervisors. Resources for expectations, responsibilities, and other guidance have been published and shared with the research community. 2) Spread of supervisory responsibilities has been reviewed in January each year, with reports to both the ECR-RS-CE-Sub-Committee and the PGR Sub-Committee for awareness and action (if required). Currently, 18.9% of our research staff supervise PGRs, this rises to 40% for research staff on open or open but limited by funding contracts.	The value of contributions to supervising research students has increased by 8% for ECRs, going from 51% in CEDARS 2021 to 59.3% in CEDARS 2023. The all respondent group also saw an increase of 6% from 55% to 61.8% for CEDARS 2021 to 2023.	No further action

PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	1) Research and Enterprise Division, with Doctoral College, continue to provide bespoke training to RS and ECRs for grant applications 2) To promote opportunities for knowledge exchange and commercialisation through the Leicester Innovation Hub, STAR, and Space Centre	CEDARS - a 5% increase to the value of contributions to grant/funding applications, knowledge transfer and commercialisation	Aug-23	Doctoral College ECR-RS-CE-SC	1) The Research and Partnership Development team have continued to deliver a grant writing series and provided enhanced online resources for those unable to attend. 2) Opportunities to engage with knowledge exchange and commercialisation have been routinely communicated out. To further assist, the Space Park hold regular open coffee mornings (Cosmic Coffee) for researchers and Space Park occupants.	The value of contributions to grant/funding applications has increased significantly, for the ECR community this has increased from 59.3% (CEDARS 2021) to 69.4% (CEDARS 2023), compared to all respondents going from 59.2% to 75.2% (CEDARS 2021 to 2023). For Knowledge Transfer, again substantial increase in value of contributions from 50% (for both ECRs and all respondents in CEDARS 2021) to 64.9% for all respondents and 72.7% for ECRs.	No further action

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional