

ID	Obligation	Action	Success Measure (SMART)	Deadline	Responsibility	Progress update	Outcome/result
<b>Environment and Culture</b>							
<b>Institutions must:</b>							
ECI1	Ensure that all relevant staff are aware of the Concordat	a) Information update through Workvivo staff intranet and annual staff engagement event on action plan delivered b) Information updates and consultation on Concordat action plan through School staff meetings and Research Centre meetings c) Information update through monthly staff support sessions led by ADRES	Increase in awareness of HR Excellence in Research award, to 50% of staff who have 'some understanding of this' in CEDARS 2022 [baseline 21.7%]	Jul-21	Emma Davies	16.7% of respondents to CEDARS 2022 noted 'some understanding' of the HR Excellence in Research Award. This is 5% lower than the baseline result. It is acknowledged that there is work to be done to embed understanding. This includes raising awareness in schools and research centres. Awareness raising through central comms has increased, engagement within research centres has not been adopted. Research Centre Directors have been participating in the working group. Structural changes in ADRE and academic schools during the period have meant that monthly staff support sessions have not occurred.	Carried forward
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	a) Focus on promotional policies and practices with revision for the 2021 Professorial Conferment Process and Guidelines: Professorial Conferment documentation to be raised in Performance Development Reviews (PDRs) to support development plans; Open call to all-staff six months before deadline; Advisory sessions for prospective applicants - both school based and institutionally; Trade Union consultation on guidance documents and process b) Best practice on criteria for internal allocation of funding shared between ADRES c) Review workload allocation process d) School meetings to provide updates and opportunities for discussion on policies and practices relating to research	75% of respondents to CEDARS 2022 agree/ agree strongly that there are equitable opportunities for career progression [baseline 59.4%]	Jul-21	Cathal Rogers (Professorial Conferment); HR (other processes)	51.6% of respondents to CEDARS 2022 agree/agree strongly that there are equitable opportunities for career progression. This is 7.8% lower than our baseline result. It should be noted that much of the work and actions have been carried out. Action A, B, D were completed. It is hoped that the work done will develop an upturn in future results. Workload allocation has not been reviewed so this element was deprioritised. Consultation events and town hall events were held with circa 170 staff contributing to the future Research, Innovation and Enterprise Strategy. Actions will be reviewed and updated for next planning period.	No further action
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	Review of bullying and harassment policy. Key institutional priority across all staff groups: -Institutional actions to improve health and wellbeing are being rolled out through culture champions and institutional Health and Wellbeing Strategy. -Issues raised by research staff through CEDARS 2020 have been reported to school senior management teams to inform local action plans for health and well being. -Employee assistance helpline provided for staff. -New workload model implementation and roll out.	-70% of respondents in CEDARS 2022 agree/ agree strongly that their working environment supports mental health and wellbeing [baseline 34.7%] -70% of respondents in CEDARS 2022 agree that that the institution supports mental health and wellbeing [baseline 52.2%] 90% of managers who are confident or fully confident in their ability to respond to any issues re bullying and harassment [baseline 83.4%]	Jul-21	HR	34% of 2022 CEDARS respondents agree/agree strongly that their working environment supports mental health and wellbeing. This is a 0.7% decrease from our baseline result. 84% of managers in CEDARS 2022 stated they were confident or very confident in their ability to respond to any issues re bullying and harassment. This is a 0.6% increase from the baseline result. It is acknowledged that the results are not significantly different from the baseline. Actions for this obligation should be rolled over to improve future results. Bullying and Harassment Policy under review Autumn 2022, in consultation with trades unions. All actions have been completed.	No further action
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Planned university actions: -Mandatory e learning EDI training at induction for unconscious bias in recruitment -Equality e learning training to be launched	-95% of managers have completed EDI training in CEDARS 2022 [baseline of 88.2%] -70% of managers have completed mental health and wellbeing training [baseline 64.7%] -Continuation of Mental Health First Aider training programmes [70 staff training by 2022]			80.8% of managers in CEDARS 2022 have completed EDI training. This is a 7.4% decrease from the baseline result. 53.8% of managers in CEDARS 2022 have completed wellbeing training. This is a 10.9% decrease from our baseline result. Our HR records show that our institutional records show 80.4% compliance with mandatory EDI training. Compliance is monitored at the University Health and Safety Committee who are working to meet the target. It should be noted that the survey pool has changed during this timeframe. It should be noted that a new Head of EDI has been appointed in this timeframe.	Carried forward
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	a) Information update through Workvivo staff intranet to raise awareness of research integrity and Staffordshire University Code of Conduct for Research b) Promotion of online Ethics training c) Annual review of Research Integrity Action Plan by Research and Innovation Committee d) Review of further research integrity development needs and support	-80% of managers in CEDARS 2022 have completed training on research integrity [baseline 70.6%] -CEDARS 2022 response details 60% of respondents have 'some understanding' of the Concordat to Support Research Integrity [baseline 26.1%] -CEDARS 2022 response of 80% agree or strongly agree your institution promotes the highest standard of research integrity and conduct [baseline 68.1%]			56% of managers in CEDARS 2022 had completed training on research integrity (above sector benchmark of 52.8%). This is a 14.6% decrease from our baseline result. 21.6% of CEDARS 2022 respondents had 'some understanding' of the concordat to support research integrity in line with sector benchmark. This is a 4.5% decrease from our baseline result. 68.1% of respondents to CEDARS 2022 agreed or strongly agreed that their institution promotes the highest standard of research integrity and conduct. This result is unchanged from the baseline. The Code of Conduct has been reviewed and in line with the Concordat and was approved in October 2022. There is now a need to embed this and raise awareness to improve future results. All actions have been completed and with the roll out of the new Code of Conduct it is expected that the impact of these actions will take time to deliver but the actions as stand will support improvement.	Carried forward
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	a) CEDARS Action Plan prepared and reviewed by Research Innovation Committee b) School-based discussions on their CEDARS responses c) Annual reports prepared from Research Centres d) Professoriate working groups to review practices e) Interdisciplinary workshops organised by ADRES	CEDARS response rate of 70% [baseline 61%]			The response rate for CEDARS 2022 was 42%. This was a 19% decrease from our baseline result. It should be noted that the pool of respondents was much wider than the baseline survey. Actions have been achieved. Whilst stated success measure has not been met due to change in the pool of staff survey, we have achieved the actions. These actions are complete and will be updated to our current context for the next action plan period.	No further action
<b>Funders must:</b>							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	N/A	N/A			N/A	
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	N/A	N/A			N/A	
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	N/A	N/A			N/A	
<b>Managers of researchers must:</b>							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	As outlined in ECI4				As outlined in ECI4	Carried forward
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See ECI5				See ECI5	Carried forward

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 EC13				See EC13	No further action
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Implementation and review of blended working policy	- 95% of managers in CEDARS 2022 who are confident or fully confident in their ability to respond to any requests re flexible working [baseline 88.8%] - 75% of respondents to CEDARS 2022 agree/ agree strongly that there are equitable opportunities for career progression [baseline 59.4%]			Blended working policy has been reviewed. 83% of managers in CEDARS 2022 were confident or fully confident in their ability to respond to any requests re flexible working. This is a 5.8% decrease from our baseline result. 51.1% of respondents to CEDARS 2022 agree or strongly agree that there are equitable opportunities for career progression. This is a 7.8% change from our baseline result. Changes to working patterns brought by COVID-19 context should be noted. New actions required for the future.	No further action
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	a) Research manager involvement in annual Action Plan review meetings b) Research manager participation and engagement in Research Centre meetings and activities and Professoriate Working Groups c) Continued engagement in Academic Strategy Development	45% of researchers felt fully or mostly that their contribution to Institutional policy and decision-making was valued [baseline 23.2%]			32.6% of respondents in CEDARS 2022 felt fully or mostly that their contribution to institutional policy and decision-making was valued. This is a 9.4% increase from our baseline result. It is noted that some of the actions were achieved. The consultative approach to RIE Strategy has also positively contributed, we are 4% above sector benchmark so pleasing to see increase. Consultation events and town hall events were held with circa 170 staff contributing to the future Research, Innovation and Enterprise Strategy.	Carried forward
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	a) Participation and engagement in Research Centre meetings and activities and Professoriate Working Groups b) Contribute to induction and peer mentoring support for new recruits	80% agree or strongly agree that they feel included in their immediate research environment/group [baseline 72.1%]			71.2% of respondents to CEDARS 2022 agreed or strongly agreed that they felt included in their immediate research environment/group. This is a 0.9% decrease from our baseline result. Subsequent actions for Research Centres and new RIE strategy are to be used to address this. It is noted that Research Centres will form a greater role in this culture. ECR pilot mentoring scheme was launched with small cohort and will be continued.	Carried forward
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See EC14 and EC15				See EC14 and EC15	Carried forward
ECR3	Take positive action towards maintaining their wellbeing and mental health	See EC13				See EC13	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 EC15				See EC15	Carried forward
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See ECM5				See ECM5	Carried forward
<b>Employment</b>							
<b>Institutions must:</b>							
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	a) Responsible use of metrics statement for recruitment b) Issue guidance to the promotions committee on using research metrics responsibly for academic promotions c) Mandatory EDI training at induction for unconscious bias in recruitment, EDI, LGBTQ+ Allies Training. d) ADRE involvement in recruitment panels for academic staff e) New training for interview Chairs and panel members	Increase to 80% in CEDARS 2022 who found that their recruitment, selection and appointment process was fair [baseline 67.9%], inclusive [baseline 67.9%], transparent [baseline 64.3%], merit-based [71.5%]			Regarding the recruitment, selection and appointment process, respondents to CEDARS 2022: 92.8% deemed their experience fair, 96.5% deemed their experience inclusive, 92.8% deemed the experience transparent and 92.9% found the process to be merit-based. This translated to 24.9%, 28.6%, 28.5% and 20.4% increases to these category's respectively. Further actions will be implemented to ensure that this progress is maintained.	No further action
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	a) HR evaluation of induction / onboarding at Staffordshire b) Refresh intranet materials for induction for new research staff c) All new academic staff to meet with RIIS and ADRE as part of the induction / onboarding process	60% of respondents to CEDARS 2022 finding induction useful [baseline 54% useful or very useful at institutional level, 46% at departmental level, 43% at local level]			Of respondents to CEDARS 2022, 62.9% found induction useful at a local level, and 66.7% found induction useful at a departmental level. This was an increase from our baseline results by 8.9% and 20.7% respectively. Actions have been completed and new research network through MS Teams has been launched, actions need to be continued to maintain these results and address institutional level induction decrease.	Carried forward
E13	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	a) Professorial Conferment Committee revisions to support processes through increased briefings, raising awareness of opportunities through PDRs, improved guidelines for each pathway b) Review of support for individuals moving between career pathways	75% respondents to CEDARS 2022 agree or strongly agree that promotion pathways and processes at my institution are clear to me [baseline 63.8%], my institution has equitable opportunities for career progression [baseline 59.4%], promotions at my institution are made on merit [baseline 55.1%]			62.8% of respondents to CEDARS 2022 agreed or strongly agreed that promotion pathways and processes at the institution were clear to them. This is a 1.6% decrease from our baseline result. However progress has been made with colleagues on a research pathway at 73%, demonstrating an improvement for that group of staff, with the overall reducing to the increased pool for respondents. 51.8% of respondents to CEDARS 2022 felt that the institution had equitable opportunities for career progression. This is a 7.8% decrease from our baseline result. 52.1% of respondents to CEDARS 2022 felt that promotions at the institution were based on merit. This was a 3% decrease from our baseline result. Whilst we are 11% above the sector benchmark, it is acknowledged that for this obligation the CEDARS target has not been reached.	No further action
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	a) Promotion of instep training to line managers b) Course Directors Training Programme c) Introduction of 4 tiered development programme, providing open access elements for staff at all levels across core competencies.	70% of line managers of researchers in CEDARS 2022 have undertaken leadership training [baseline 50%]			53.8% of line managers in CEDARS 2022 has undertaken research training. This is a 3.8% increase from our baseline result. This target has not been achieved and our results are not significantly different from our baseline. 8 academic staff attended instep training within the action plan period and has now been discontinued, the Course Directors programme was ran. The new development programme is still under development, with additional sessions such as Leaders Connect, Aspiring Leaders, New Manager Induction and Head of Department Development activities.	Carried forward
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	a) Career pathways is giving clear guide of what expected at each level e.g. L/SL/AP/Prof with school based support sessions b) HR will offer appropriate training in giving career development discussions in line with the new appraisals policy for managers c) Promote and communicate progression and promotion process (professorial call) via research staff events, webpages and email.	75% of line managers of researchers in CEDARS 2022 have undertaken training in managing staff performance [baseline 50%]			26.9% of line managers in CEDARS 2022 have undertaken training in managing staff performance. This is a 23.1% decrease from our baseline result. It is acknowledged that potential solutions for improvement should be investigated further for this obligation. Academic role profiles have been completed with clear guidance for each level showing expectations for researchers from entry to professor level. Whilst actions have broadly been implemented, uptake of HR training appears to be limited and something to be addressed in the future so new actions will be proposed against this obligation.	No further action

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	No actions identified as fixed term contracts rarely utilised.				N/A	
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	a) Researchers are involved in all consultations (as with all-staff) b) Committee representation opportunities circulated to all staff through Workvivo c) Revitalised and restructured professoriate for informal feedback on policies and procedures d) Regular School research forums organised (Schools and/or Research Centres) for discussion and consultation on policies and decision making e) Annual forum for discussion on research policy and strategy	CEDARS 2020 60% agree/strongly agree that they have opportunities to contribute to decision making [baseline 50%]			56.8% of respondents to CEDARS 2022 agreed or agreed strongly that they have opportunities to contribute to decision making. This is a 6.8% increase from our baseline result. It is noted that progress has been made despite the target not being fully realised. Actions were achieved through collaborative processes such as the consultative approach to the RIE Strategy development. action's to be reviewed and refreshed for next action plan.	No further action
<b>Funders must:</b>							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	N/A				N/A	
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	N/A				N/A	
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	N/A				N/A	
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	N/A				N/A	
<b>Managers of researchers must:</b>							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	a) Mandatory EDI training at induction for unconscious bias in recruitment, EDI, LGBTQ+ Allies Training. Also actions EC14 and EC15 b) Continuation of PhD Supervision Training sessions	95% of managers in CEDARS 2022 have completed EDI Training [baseline 88.2%]			All actions have been completed. 80.8% of managers in CEDARS 2022 have completed EDI training. This is a 7.4% decrease from the baseline result but the increased pool, may be impacting upon success. 53.8% of managers in CEDARS 2022 have completed wellbeing training. This is a 10.9% decrease from our baseline result. Our HR records show that our institutional records show 80.4% compliance with mandatory EDI training. Compliance is monitored at the University Health and Safety Committee who are working to meet the target. A new Head of EDI has been appointed in this timeframe so future actions will be revisited. PhD Supervision Training has continued and a forum has been developed.	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	a) Ensure that relevant legislation, codes of practice and institutional policies are published in easily accessible areas b) Engage in induction activities with RIIS and ADREs (EI2c)	- 90% CEDARS 2020 respondents aware of Code of Practice for Research [baseline 94.2%]. - 100% CEDARS respondents aware of Research Ethical Review Policy [baseline 98.6%]			69.1% of respondents to CEDARS 2022 were aware of the Code of Practice for Research. This was a 25.1% decrease from our baseline result. It is unknown why this drop has been experienced. 87.6% of respondents to CEDARS 2022 were aware of the Research Ethical review policy. Policies are available on the website. Ethics awareness training has been mandatory for all academics for over 3 years. Induction activities are evolving to incorporate new Code of Conduct expectations.	Carried forward
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See EC14, ECM2, EC12 and ECR2				N/A	Carried forward
EM4	Actively engage in regular constructive performance management with their researchers	See EI5				N/A	No further action
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See EI7	45% of researchers felt fully or mostly that their contribution to Institutional policy and decision-making was valued [baseline 23.2%]			32.6% of respondents felt fully or mostly that their contribution to Institutional policy and decision-making was valued. This is a 9.4% increase from our baseline results and we are above the sector benchmark (29%). The results suggest a progression towards the target despite the target not being reached currently. 170 staff engaged in Research, Innovation and Enterprise strategy consultation events. Actions will be revisited to continue this trend.	No further action
<b>Researchers must:</b>							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See EC14 and EC15				N/A	Carried forward
ER2	Understand their reporting obligations and responsibilities	Ensure that researchers are aware of their obligations through training as well as direct communications.	Launch of training programme and up to date communication links via the Research communications.			Training delivered and communication through new Microsoft Teams site (Researcher Network) to which 233 staff are signed up.	No further action
ER3	Positively engage with performance management discussions and reviews with their managers	See EI5				N/A	Carried forward
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	See EI7				N/A	No further action
<b>Professional and Career Development</b>							
<b>Institutions must:</b>							

PCD11	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	a) Continued development of our comprehensive programme of training and development for researchers shaped by the Vitae RDF, running throughout the academic year. This programme is available to all staff and PGRs. b) Annually review the training programme to ensure this includes support for researchers to pursue careers across a wide range of employment sectors. Include expertise from the Career Service in this as appropriate. c) Implementation of probation period for ECRs to provided structured support at the start of their research career. d) Development opportunities to be promoted via a range of channels such as via the intranet, via Microsoft Teams, email updates, Professoriate communications and social media.	-Target of 20% of respondents to CEDARS spending 10 days or more on professional development [baseline 17%] -Target of 50% of respondents to CEDARS to have engaged in at least 5 days of CPD in the past year [baseline 27%] -Annual review of training and development programme, against RDF planner			24.2% of respondents to CEDARS 2022 spent 10 or more days on professional development (sector benchmark 12.9%). This was a 7.2% increase from our baseline result. 43% of respondents to CEDARS 2022 engaged in at least 5 days of CPD in the past year (sector 25%). This is a 16% increase from our baseline result. It is noted that the target for this obligation has been met for professional development days and significant progress has been made for staff engaging in CPD. We will look to further develop in future by building this into the RIE strategy implementation plan and through work with Early Career research networks. We've achieved all actions apart from ECR probation scheme which hasn't been implemented but remains an operational priority. Our T&D offer has been reviewed in 2022 through our Research England Enhancing Research Culture funding and will inform future actions.	No further action
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	a) Monitor the success of new career development pathways and PDR framework through responses to relevant CEDARS questions b) HR to review support and training for managers to engage in meaningful career development reviews with their researchers as part of new appraisal approach	-Target of 70% of respondents to CEDARS confirming they have regular career development reviews with their manager [baseline = 29%]. -Reduction of respondent who felt career development review was 'not very' or 'not at all' useful [baseline = 27%] -Researcher feedback on this issue obtained through the CEDARS to be reported regularly to the Research and Innovation Committee			19.4% of respondents to CEDARS 2022 confirmed that they have regular career development reviews with their manager. This is a 9.4% decrease from our baseline result. 42.9% of respondents to CEDARS 2022 found career development reviews to be 'not very' or 'not at all,' useful. This is a 15.9% increase from our baseline result. It is acknowledged that the targets for this obligation have not been reached. This has been identified as a target area for HR to address with a basic expectation of line managers to provide career development reviews regularly and during PDR's.	Carried forward
PCD13	Ensure that researchers have access to professional advice on career management, across a breadth of careers	a) Training and development programme has sessions which provide an introduction to publishing, knowledge exchange and the research funding landscape in order to familiarise research staff (especially ECRs and PGRs) with career opportunities b) Revision of careers guidance information available to staff on intranet, including resources for researchers to use to support their own development c) Provision of formal mentoring and coaching support d) Support from ADREs and Professoriate for promotions	-Target of 65% of respondents to CEDARS 'agree' or 'strongly agree' that the University supports them in their broader career aspirations [baseline = 53%]			52.8% of respondents to CEDARS 2022 agreed or strongly agreed that the University supports them in their broader career aspirations. This is a 0.2% decrease from our baseline result. It should be noted that work has been done on succession planning and development with all actions being completed. Training and webpages for career progression have been provided. It is however acknowledged that this target has not yet been reached so the actions are yet to yield an impact within the research community. It is hoped the changes made will enforce long term positive change with regard to this obligation.	Carried forward
PCD14	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	a) Training and development programme for 2020-21 includes sessions on aspects of research identity and leadership skills. This programme to be annually reviewed to considered researchers feedbacks and needs. b) Roll out formal mentoring and coaching support to will help with the development of their research identity and leadership. c) HR offer a range of training opportunities on leadership skills. HR to review their provision and ensure these are effectively communicated to research staff. d) Development opportunities to be promoted via a range of channels such as via the intranet, via Microsoft Teams, email updates and social media e) Professoriate to support mentoring and coaching opportunities f) Provision of additional support through research retreats, away days, work shadowing opportunities	-Target of 50% of respondents to CEDARS 'agree' or 'strongly agree' that they have time to develop their leadership skills [baseline = 31%] -Target of 50% of respondents to CEDARS 'agree' or 'strongly agree' that they have time to develop their research identity [baseline = 31%] -Increase in attendance of leadership training offered by HR. -Target of 60% of respondents to CEDARS aware ('agree' or 'strongly agree') of the support the institution provides for career and professional development [baseline = 49%]			31.6% of respondents to CEDARS 2022 agreed or strongly agreed that they have time to develop their leadership skills. This is a 0.6% increase from our baseline result. 36.8% of respondents to CEDARS 2022 agreed or strongly agreed that they had time to develop their research identity. This is a 5.8% increase from our baseline result. 26.4% of respondents to CEDARS 2022 agreed or strongly agreed that they are aware of the support the institution provides for career and professional development. All of the actions have been completed but have not yet seen a measurable impact. Ground has been held on some of these results, while the significant decrease in support for career and professional development is noted. Note that action C has been covered within PCDM5.	Carried forward
PCD15	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	a) Researcher development programme includes session by people who have taken different career paths, including moving to different sectors after their PhD (e.g. industry, public policy etc). Monitor and evaluate the effectiveness of this session in annual review of the training programme. b) The pool of senior staff on the 'register of mentors' to be rolled out this academic year will be made aware of the value of moving between, and working across, employment sectors for their mentees. c) HR to raise awareness of dedicated careers professional to provide support to researchers. d) Opportunities for internal and external work shadowing and secondments to be explored	-Annually monitor CEDARS responses to questions concerning areas researchers aspire to work in in the long term and evaluate if there are gaps in career development support provision.			The actions against this measure have not been implemented. It should be noted CEDARS responses during this timeframe have been monitored to evaluate gaps in career development. It is however acknowledged that actions for this obligation are as yet incomplete and should be readdressed.	Carried forward
PCD16	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	a) Regularly implement CEDARS and review results with HR, School SMTs, the Research and Innovation Committee (RIC) and with the research community via engagement and consultation events and researcher development. b) Annually review barriers to participation in Training and development participation through consideration of free-text responses to CEDARS. c) Annual review of training and development programme, and mapping of this against Vitae RDF planner and appraisal T&D requests. d) Monitor engagement of researchers with the training and development programme and consult with researchers annually regarding any gaps in the training provision.	-Run CEDARS survey annually. Target of increasing CEDARS response rate and number of respondents [baseline = 69% response rate, n= 61 participants] -Update on CEDARS results and actions plans to be standing item on each agenda of RIC. ADREs to discuss CEDARS in School SMT at least once a year and report on results of action plan implementation. -Annual review of textual comments on barriers to participation to be presented to RIC. -Annual review of training and development programme and an increase year on year in total attendance at events			All actions completed. 42% of the population surveyed for CEDARS 2022 provided a response. This is a 27% decrease from our baseline result. It should be noted however that the number of participants rose sharply to 96. This is a 35 increase in the number of respondents. The size of the pool used is an explanatory factor to the variance in these numbers. CEDARS has remained a standing item on RIC. ADREs have been given school specific data and asked for an action plan. It is noted that textual comments for these actions plans will be reviewed, SCOLLP have reviewed this programme. It is acknowledged that attendance of events has not been monitored effectively and steps will be taken to address this. Actions will be revisited for the future plan.	No further action
<b>Funders must:</b>							
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	N/A	N/A			N/A	
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	N/A	N/A			N/A	
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	N/A	N/A			N/A	
<b>Managers of researchers must:</b>							

PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	a) Annual mandatory training to be provided for Heads of Departments on supporting their staff to apply for promotion through the annual Professorial Call b) HR to review training provision and offer appropriate training to managers on holding effective career development discussions with staff as part of performance and development reviews c) Ensure the progression and promotion process (via the annual Professorial Call) is promoted to all staff via staff intranet, webpages and email. d) ADRE review of support for managers in guiding staff through promotional pathways (aside from Professorial Call) e.g. regrade procedure and support research aspects of PDR discussions e) PDR process to be reviewed	-All Heads of Department to have attended the mandatory training session on supporting staff to apply in the Professorial Call. -Target of 70% of respondents to CEDARS to confirm that they have regular career development reviews with their manager [baseline = 29%] -Target of 75% of respondents to bespoke CEDARS question to agree or strongly agree that their PDRs are useful in shaping career development [baseline = 44.4%]			19.4% of respondents to CEDARS 2022 confirmed that they had regular career development reviews with their managers. This is a 9.6% decrease from our baseline result. Head of Department training has been implemented (not mandatory) and listed as a priority development for the 2023 Professorial Call. Career Development has not yet been achieved. Professorial Call meetings and further development will be used to address this obligation. Actions from HR including succession planning and structuring conversation via the 'conversation wheel' will be used to inform on this obligation in the future.	Carried forward
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	a) The pool of senior staff on the 'register of mentors' to be rolled out this academic year will be made aware of the value of moving between, and working across, employment sectors for their mentees. b) Annually review the training and development programme to ensure this includes support for researchers to pursue careers across a wide range of employment sector (and development of best practice case studies). Include expertise from the Career Service in this as appropriate c) Monitor and evaluate researcher experiences in preparing for a diversity of careers through responses to relevant CEDARS questions and feedback forms from relevant training and development sessions d) Provision of extended networking opportunities across the institution	-Annually monitor CEDARS responses to questions concerning areas researchers aspire to work in in the long term and evaluate if there are gaps in career development support provision. -Target of 65% of respondents to CEDARS 'agree' or 'strongly agree' that the University supports them in their broader career aspirations [baseline = 53%] -Target to reduce proportion of CEDARS respondents who 'would like to' undertake mentoring [baseline = 57%], and an increase in proportion who 'have done' this [baseline = 32%]			We have annually ran a CEDARS report to identify concerning areas researchers aspire to work in and evaluate any gaps present in career development support provision. 52.8% of respondents to CEDARS 2022 agreed or strongly agreed that the University supports them in their broader career aspirations. This is a 0.2% decrease from our baseline result. 44.8% of respondents to CEDARS 2022 would like to undertake mentoring and 43.8% of respondents had completed mentoring. This was a 12.2% decrease and 11.8% increase on our baseline results respectively. It is therefore reflected that positive outcomes have been achieved on both cases. It is noted that a mentoring list is to be implemented to maintain this positive change. All actions have been implemented with networking provided through the training and development offer and also the annual research conference.	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	See PCDI1				See PCDI1	No further action
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	See PCDI4				See PCDI4	Carried forward
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	a) Provision of a portfolio of leadership and management training on communication, coaching, leading, foundations of management, etc. Programmes to include Aspiring leadership, Instep. b) Leadership opportunities to be promoted widely to all staff	70% of CEDARS 2020 respondents have undertaken leadership training [baseline 50%]			53.8% of respondents to CEDARS 2022 had undertaken leadership training. This is a 3.8% decrease from our baseline result. It is acknowledged that our target has not been met for this obligation. The launch for a new organisation development platform should allow for more comprehensive reporting on attendance rather than relying on CEDARS declaration from the sample of those completing.	Carried forward
<b>Researchers must:</b>							
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	See PCDI1				See PCDI1	No further action
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	a) Contribute to and participate in mentoring activities b) Seek opportunities for broader career development	Target of 20% of respondents to CEDARS spending 10 days or more on professional development [baseline 17%]			24.2% of respondents to CEDARS 2022 spent 10 or more days on professional development. This was a 7.2% increase from our baseline result. The target for this obligation has been reached.	Carried forward
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	a) Promotion of the use of Vitae RDF tool to support career planning b) Identification and review of career plan as part of PDR process (with support from ADREs) c) Participation in a new University framework for CPD	70% of all CEDARS 2022 respondents to state that they have a clear career development plan [baseline 49.1%]			28.9% of respondents to CEDARS 2022 state that they have a clear career development plan. This is a 20.2% decrease from our baseline result. Focus has been drawn to this obligation through projects such as 'your career at Staffs' with emphasis of individuals taking initiative for career development. This programme will launch in January 2023 and will be communicated widely across the institution.	Carried forward
PCDR4	Positively engage in career development reviews with their managers	See PCDI6				See PCDI6	No further action
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Attendance at a training session on how to develop your research identity	Target of 20% of respondents to CEDARS spending 10 days or more on professional development [baseline 17%]			24.2% of respondents to CEDARS 2022 spent 10 or more days on professional development. This was a 7.2% increase from our baseline result. 'How to get a PHD,' sessions were implemented to address this obligation by provided support for staff on research identity.	Carried forward
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	Introduce workshops to the researcher development programme which include information on the University's support structures for KE. [ADREs support]	Academic staff time engaged in social, community and cultural engagement as measured by HEBCI to increase to 150 days [baseline 110 in AY2019/20]			484 days of Academic Staff time for social, cultural and cultural engagement as measured by the HE-BCI 2021-2022 Table 5 report. This is a 384 day increase from our baseline result. It is acknowledged that workshops listed in the actions for this obligation have not yet been held, but were planned as part of the RIE implementation plan.	Carried forward