

HREiR Forward Action plan for the University of St Andrews 2023-2025

Details

Institution name:	University of St Andrews
Cohort number:	7
Date of submission:	27 th January 2023
Institutional context:	The University of St Andrews , a Scottish university with a global presence, and a highly successful research quality and output. Our research strategy is to continue to develop our research culture and as such, our forward action plan focuses on 4 areas of impact to benefit our research staff. The areas of focus are communication, PI and line manager development, a universal competency behavioural attributes framework and recruitment and induction enhancements.

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

Audience (direct beneficiaries of the action plan)	No (as of 28 November 2022)	Comments
Research staff	393	Research staff - 262 fixed term, 104 standard . Total Includes 27 research assistants 24 fixed term, 3 standard
Postgraduate researchers	1088	
Research and teaching staff	671	
Other (provide numbers and details)	7	Specialist facility staff

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)	Outcome (ongoing /carried forward/ no further action)	
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.										
EC11	Ensure all relevant staff are aware of the Concordat.	<p>1. Agree with VP Research an integrated communication strategy to better inform all researchers and research managers of the concordat</p> <p>2. Deliver Awareness raising workshops in school</p> <p>3. Include briefing on Concordat in HoS development programme</p> <p>4. Centralised induction content to be changed to ensure there is sufficient information provided to new research staff, a more immersive researcher induction approach.</p> <p>5. Signpost to relevant information during induction, via New Staff MS Teams channels</p> <p>6 New web hub for RS and RS Managers.</p> <p>7. Reference in RS training modules by mapping key learning outcome of module to relevant concordat detail</p>	N N N N N N	May 23 June 24 Feb 2024 Sept 2024 Feb 2024 July 2024 June 2024	Chair of HREWG Research Developer in OSDS Head of OSDS/HR Director Research Developer in OSDS Research Developer in OSDS Research Developer in OSDS /HR RSF	<p>1.Increased awareness of concordat content via improvements in CEDARS 2023 to 60% of responding staff are aware of concordat and its content</p> <p>2. Workshop attendance of 40% of RS</p> <p>3. HoS cascade information to all school staff</p> <p>4. New staff survey feedback indicates aware that concordat information available</p> <p>5. Produce semesterly report on number of employees in research-based roles who attend inductions starting S2, Jan 2023. Report with a comparatives of attendance will be produced in Jan-2024</p> <p>Report on activity on Teams channel</p> <p>6. Hit rates on web hub show increased traffic. Up 45 % from launch after 12 months.</p>	<p>1 Dr Mark Whelan on Researcher Development Concordat CEDARS report indicated Researchers remain unaware of and only 32% have any detail of the content</p> <p>The strategy should include regular briefings on research staff matters at School Councils which all staff attend.</p> <p>2. Taking the workshops to the different Schools/sites may optimise attendance</p> <p>4. RS have access to concordat at onset of employment</p> <p>5. The ambition is to create an effective and efficient web hub for researchers and research managers to access all relevant information in one place. This would give all tools and information necessary to allow researchers to have a successful and engaging employment experience at St Andrews.</p> <p>7 All mapping completed in readiness for ASDP</p> <p>Successful outcomes:-</p> <p>Researchers indicate that they have found integrating into USTA easy and supportive, feeling</p>			

						<p>Feedback sought to determine usefulness of hub and information contained in it and amendments made as applicable.</p> <p>7 100% of all RS training modules show explicit reference to concordat in their learning outcomes</p> <p>Measure by initial and post induction evaluations.</p> <p>Research staff statistics indicate that they have an immersive experience in their induction at USTA</p>	<p>included and confident they are able to do their job</p> <p>The transition experience for researchers rates highly and feedback from induction is incorporated into future events</p> <p>Service units and schools are involved in early induction and the researcher development induction is in line with the user-centric engagement model and the people strategy for organisational mobility and progression with a transparent, effective, and growth-mindset.</p> <p>June 2023 CEDAR will act as a baseline with changes in behaviours and attitudes and reported experience being measured.</p>			
ECI2	<p>Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p>	<p>1 Research Staff input into Athena Swan self-assessment work to embed the Concordat Principles into HR policies and processes updates</p> <p>2 Communication: agree with HR Policy Officer methods of communication of new and updated policies seeking ways to improve comms channels if necessary</p> <p>3. See also ECI1, no 6 re web hub</p> <p>4. ECI1, no.2 – ensure in workshops researchers are also aware of key policies especially around wellbeing, dignity & respect at work</p>	<p>N</p> <p>N</p> <p>N</p>	<p>Aug 2023</p> <p>Jan 2024</p> <p>July 2024</p>	<p>HR Director Head of EDI</p> <p>Research Developer in OSDS</p> <p>University Research Culture Group</p> <p>HR HREWG</p>	<p>Institutional Athena Swan (ASWAN) 2023 Silver submission completed</p> <p>Seek confirmation of awareness of a key policies through CEDARS and RF meetings and Reps</p>	<p>Covered by ASWAN Award Criterion B: Evaluated practices and policies for the inclusion and support of staff and students and ASWAN Award Criterion E: policies are effective and appropriate for staff/students</p>			
ECI6	<p>Regularly review and report on the quality of the research environment and culture, including</p>	<p>1 Take part in CEDARS 2023</p> <p>Use RSF and working groups to agree key questions in survey that will help demonstrate progress,</p>	<p>N</p>	<p>March to June 2023</p>	<p>HR OSDS HREWG</p> <p>HR</p>	<p>Increased scores in these areas in next staff survey</p>				

	seeking feedback from researchers, and using the outcomes to improve institutional practices.	incorporate post survey communications and workshops to explore with RF changes			OSDS HREWG RSF	Over 60% of RS complete survey			
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.	1 Research Staff input into Athena Swan self-assessment work to ensure Actions under development via the Institutional ASWAN 2023 Silver submission align with ECR1;	N	Oct 2023	Head of EDI	ASWAN Silver submission completed and ASWAN action plan implementation reported to HR Excellence Group	Inclusion and belonging; gender equality covered by ASWAN Principle 5: Examining gendered occupational segregations, and elevating the status, voice, and career opportunities of any identified under-valued and at-risk groups This will require good engagement and buy in from Schools, researchers and research managers		
		2 Develop a transparent process for recruiting committee members (incl. webpage) and gather metrics around participation; link to transferrable skills and leadership development	N	Dec 2023	University Research Culture Group	Research staff participation on all relevant committees e.g. Research, Impact and Innovation Committee, Institutional and School ASWAN committees etc Induction feedback indicates take up and usefulness of the system with 90% of new starts being allocated a buddy75% of new starts indicating satisfaction of over 80%			
		3 Introduce Buddy system for research staff as part of local induction	N	Sept 2024	Research Developer in OSDS				
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.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	1 Actions under development via the Institutional ASWAN 2023 Silver submission;	Y	Oct 2023	ASWAN	Include information and processes around wellbeing developed from ASWAN actions in the web hub	Focus on 'healthy whole life balance' through a gender lens covered by ASWAN Principle 7: Mitigating the gendered impact of caring responsibilities and careers breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance' There has been extensive provision and support for RF in		
		2 Design and develop PI and line management training to support the duty of care to our staff and implement preventative wellbeing strategies e.g work-life balance	N	Sept 2024	Research Developer OSDS				

		<p>3 See ECI1, no 6 re web hub development</p> <p>4 establish a pilot of informal Research Manager support groups led by HR/OSDS to promote resources and help managers address concerns/queries</p>	<p>Y</p> <p>N</p> <p>N</p>	<p>Sept 2023</p>	<p>Research Developer OSDS/RSF</p>	<p>4 Pilot in 2 science schools and evaluate desire/need/usefulness through participator feedback</p> <p>40% of research line manager have completed this by year 2</p>	<p>this area with a wide ranging programme of support for physical and mental health. However with the exception of physical wellbeing many activities are engaged with only once staff experience symptoms/issues. The change in strategy is to focus on preventative measures through excellent line management.</p> <p>4 It is difficult to get research managers to participate in training and development programmes, a more informal approach in the schools over coffee may have more success</p>			
ECI4	<p>Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.</p>	<p>Also see ECI3</p> <p>1 HRODEP - New Staff Development Framework: ensure competencies around wellbeing and mental health are included in the new framework for PGR Supervisors / RS Managers.</p> <p>2 Extend subject matter of Bitesize training courses to encourage more research managers and researchers to attend</p>	<p>Y (P5.5 [e])</p> <p>N</p>	<p>July 2025</p> <p>July 2024</p>	<p>OSDS Principal's Office</p> <p>HR OSDS</p>	<p>New PGR Supervisors/Research Managers are required to undertake training to meet competency requirements</p> <p>See a 20% increase in researchers and their managers attending bitesize courses</p>	<p>The ambition for this Framework is to extend to all categories of staff so it is recognised this is a long-term project</p>			
ECM3	<p>Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.</p>	<p>See ECI3</p>								

ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	1 Actions under development via the Institutional ASWAN 2023 Silver submission;	Y (P6.5 [a])		ASWAN	ASWAN Silver submission completed and ASWAN action plan implementation reported to HR Excellence Group	Focus on flexible working through a gender lens covered by ASWAN Principle 7 : Mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance' The University has a Flexible working policy which has recently been updated to include a day one right to request flexible working. Results will dictate next steps			
		2 Analyse flexible working requests by staff cohort to identify any disparity between RS and other staff groups	N	Aug 2023	HR RSF					
		3 Analyse results of CEDARS 2023 to identify any work-life balance issues	N	Aug 2023	HR Planning OSDS HR	Biennial summary of requests analysed. Targeted communications sent to promote policy with aim to ensure disparity between all other staff and research staff is no more than 10% Over 60% of RS complete survey				
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	1 Offer existing staff wellbeing programme (e.g., Passport to Wellbeing) to PGR students or to create a similar programme specific to PGR audience;	N	Jan 2024	OSDS/CE ED	Uptake increased by 10% , and SIR above 80%	Targeting researchers at PGR level hopefully means that good habits established stay with them through working life			
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.										
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.	1 Actions under development via the Institutional ASWAN 2023 Silver submission;	N	Oct 23	HR EDI	ASWAN Silver submission completed and ASWAN action plan implementation reported to HR Excellence Group	Covered by ASWAN Principle 3 : Tackling behaviours and cultures that detract from the safety and collegiality of our work and student environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment, or exploitation The University has a lot of resources in this area but it still seems that throughout UK HEIs			
		2 Increase awareness of online tool Report and Support amongst research staff and managers including ability to report anonymously.	N	Dec 2023	HR OSDS Research Staff Forum	CEDARS 2023 results indicate the 75% of RS are aware, increasing to				
				Dec 2023	HR OSDS					

		<p>3 Promote the Mediation Service and how it can be used to resolve issues without escalation to formal processes</p> <p>4 Participate in CEDARS 2023 publish results. Create discussion events with RF to identify areas of for action</p> <p>5 Work with Research Staff Forum to identify key ways in which research staff can be supported through a report of bullying/harassment</p>	N		Research Staff Forum Planning	at least 80% in 2024 or next staff survey	that there is still a concern from RS about reporting bullying/harassment or discrimination and how it might impact their careers			
			N	Aug 2023	HR OSDS	Over a period of 3 surveys, a continuous decline in the concerns of research staff regarding bullying/harassment	Mediation is included as part of the targeted communication strategy for the Concordat			
			N	Mar 2024	HR OSDS Research Staff Forum	Identify and make explicit in policies and resources the support that research staff will get if they raise an issue				
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	1 Encourage more research staff and managers to undertake the University's Dignity & Inclusion Portfolio	N	July 2025	HR EDI OSDS	A 50% increase in research staff and managers attending	Engage with School EDI Committees to promote this			
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.	2 Roll out of Active Bystander training in schools addressing micro aggressions	N	Dec 2025	Schools OSDS EDI	75% of schools have been offered this training SIR is above 80% for research staff	This training is in early stages of being rolled out in the University, training has been delivered in 3 of 19 Schools Links to review of practices by SUMs group review			
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.										
EC14 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>1 HRODEP - New Staff Development Framework: ensure competencies around EDI are included in the new framework for PGR Supervisors / Research Staff Managers.</p> <p>2 Ensure that all staff complete the mandatory diversity and unconscious bias training</p> <p>See ECM3</p>	Y Y (P2.3 [f])	<p>July 2025</p> <p>July 2024</p> <p>Dec 2025</p>	<p>OSDS Principal's Office</p> <p>OSDS EDI Principal's Office</p>	<p>New PGR Supervisors/Research Managers are required to undertake training to meet competency requirements</p> <p>100% completion rate by July 2024</p>				

		3 **Develop a simple and clear 'Induction Toolkit' for PIs and Research Leaders to ensure that they are guided through the process of inducting new researchers; **Part of a University-wide redesign of induction which begins in Feb 2023	Y (P2.3 [g])		Research Developer in OSDS				
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Support through access to information on RS web hub page, upskilling PI and Line managers and data collection on infringements	Y (P5.3 [e])	Feb 2025	Culture Group RSF HR Research developer in OSDS		Re-assess the reporting mechanism for this resource. The materials are available, but uptake cannot be monitored. Consider how useful data can be captured. Roll into new provisions for new starters / RS managers.		
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.									
EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Building on our existing provision: 1. Module on institutional policies , contact points and systems to be made mandatory for new academic staff (with a research element in their contract) as condition of probation. 2. Produce guidance on authorship , and acknowledgement of contributions 3. Conversations with Directors of Research to prioritize actions on research integrity 4. Deliver discipline-specific workshops on research integrity	N N N N	August 2023 August 2024 August 2023 August 2024	Research Integrity Committee (RIC) Vice-Principal (Research, Collections and Innovation) Director RIS	100% of new academic with research element staff complete module with in probationary period All RS have access via web hub – click rates show increased usage 25% attendance on spotlight series with SIR (Satisfaction Index Rating) of 80% 80% of DoRs engaged in conversations 65% attendance of target cohorts attend with SIR of 80% 65% attendance of target cohorts attend with SIR of 80%	The new actions build on existing provision: <ul style="list-style-type: none">Talk by VPRCI at staff inductionTalk by HRPIG at PGR induction, PGR supervisor induction and Head of School inductionMandatory 7-module training for all PGRs on institutional policies, contact points and systems, and different aspects of integrity in practice https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/ Annual statements are available on the right hand side of this page: https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/good-research-conduct/		
ECM3	Ensure managers' report and address		N	August 2024	Research Integrity		Existing provision		

	incidents of poor research integrity.	1. Produce guidance on making and responding to allegations of research misconduct. As with EC15 / ECM2 point 1			Committee (RIC) RIS	All RS have access via web hub – click rates show increased usage	<ul style="list-style-type: none"> Guidance on the various contact points available for asking questions, raising concerns and making allegations relating to research integrity are provided on our webpage and form the emphatic central message of all awareness-raising activities (including Head of School induction). For anyone with queries on matters of research integrity we have a dedicated email account (researchintegrity@st-andrews.ac.uk). The Research Misconduct Policy and Annex Policies and procedures - Research - University of St Andrews (st-andrews.ac.uk) <p>https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/</p> <p>Annual statements are available on the right hand side of this page: https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/good-research-conduct/</p>			
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	This is ensured through the actions under EC15/ECM2/ECM3/ECR4	Y	Dec 2025	Research Integrity Committee (RIC) RIS	All RS have access via web hub – click rates show increased usage	<p>Existing provision</p> <ul style="list-style-type: none"> Specifically in terms of making relevant declarations to funders of the existence and outcome of research misconduct investigations, that is ensured as a standard part of the investigation process, as indicated in our Research Misconduct Policy annexes. <p>https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/</p>			

							Annual statements are available on the right hand side of this page: https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/good-research-conduct/			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	1. Produce guidance on writing allegations of research misconduct, and writing written response to such allegations Induction activity covered in EC15/ECM2 and ECM3 cover this	N	August 2024	Research Integrity Committee (RIC)	All RS have access via web hub – click rates show increased usage	Existing provision: https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/ Annual statements are available on the right hand side of this page: https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/good-research-conduct/			
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.										
E17	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.	1 Actions under development via the Institutional ASWAN 2023 Silver submission;	Y	Dec 2025	RIS	ASWAN Silver submission completed and ASWAN action plan implementation reported to HR Excellence Group	Covered by ASWAN Principle 1a: Embedding diversity, equity, and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution accountable And ASWAN Award Criterion A: processes in place for developing, evaluating, and revising policies;			
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.	University Research Culture Group	N	Dec 2025	Research Culture	CEDARS 2023 as with increases in 2025				
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	University Research Culture Group	N	Dec 2025	Research Culture	CEDARS 2023 as with increases in 2025				

ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Actions under development via the Institutional ASWAN 2023 Silver submission; University Research Culture Group	Y		ASWAN Research Culture RIS/HR	ASWAN Silver submission completed and ASWAN action plan implementation reported to HR Excellence Group	Covered by ASWAN Award Criterion A: processes in place for developing, evaluating, and revising policies Culture with their institution			
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	University Research Culture Group	N	Dec 25	RIS/Research Developer OSDS	CEDARS 2023 as with increases in 2025				
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.										

E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	<p>1Actions under development via the Institutional ASWAN 2023 Silver submission;</p> <p>2HRODEP implement changes to . recruitment process: institutional attractiveness, benefits, marketing, webpages to be change and improved</p> <p>3HRODEP new Staff Development Framework: develop new development plans using behavioural competencies that highlight technical and soft skills. Thus increasing job mobility across different job families</p> <p>4Develop, launch, and repot on a 'New Starter Survey' to capture the experiences of new staff with a view to improving the induction process and associated resources, signposting, and essential training.</p>	N N N	July 2024	<p>Research Developer in OSDS</p> <p>Research Developer in OSDS/HR</p> <p>Head of OSDS</p> <p>Research Developer in OSDS</p>		Focus on recruitment through a gender lens covered by ASWAN Principle 2: Addressing structural inequalities and social injustices that manifest as differential experiences and outcome			
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.	2 Identify identify the use of Bridge Roles: trainee-type role with training to allow a post-PhD candidate to try out a role prior to committing to it e.g. a professional services role	Y (P2.6 [e])	July 2023	ASWAN HR/ OSDS /Careers Centre	Submission of ASWAN Silver application granted Appropriate pilot roles identified and individuals selected to take part in the pilot	The ambition is to identify alternative roles in the wider university for research staff to transition and step onto a different career pathway if desired			
		3 Explore a more formalised approach to job shadowing opportunities	N	July 2024	HR OSDS Principal's Office	A formal process in place for job shadowing throughout the university				
		4 Identify examples of roles where research-related competencies would be most applicable (areas of growth);	N	July 2024	HR OSDS Principal's Office	Examples of core roles will have been identified				
		5 Explore the use of project-based activities for research staff to develop / hone transferrable skills	N	July 2024	HR OSDS Principal's Office	Identify areas of project development within the university that could host such activities				
		6 Consult on the current promotions criteria for research staff to ensure criteria are attainable and representative	N	Dec 2024	HR OSDS Career's office Research Developer in OSDS HR/Princip al's Office					
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	1Actions under development via the Institutional ASWAN 2023 Silver submission – collecting and reviewing data around recruitment; 2Actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others;	Y (P 6.3 [a]) Y (P 6.3 [a])	Dec 2025	ASWAN RSF / HR	CEDARS 2023 measure changes	Focus on career progression through a gender lens covered by ASWAN Award Criterion B: evaluated the inclusivity of their culture for staff and students; and evaluated practices and policies for the inclusion of staff and students;			
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.	<p>1 Actions under development via the Institutional ASWAN 2023 Silver submission;</p> <p>2 Incorporate improvements in information for PGR Supervisors / Research Staff Managers</p> <p>3 Update the Code of Practice for Managers of Researchers in alignment with the new RDC;</p>		ASWAN OSDS HR RSF HREiR Group HR		CEDARS 2023 as with increases in 2025	Focus on policies through a gender lens covered by ASWAN Award Criterion E: evidence of the positive impact of policies on staff/students Collate all relevant information and signposting for managers / supervisors of researchers into hub webpages like the new PGR Supervisors page / Head of School Zone ;			
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	As with EC13 above								
ER2	Researchers understand their reporting obligations and responsibilities.	As with EC13 above								
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>HRODEP - New Staff Development Framework: ensure competencies around line and project management are included in the new framework for PGR Supervisors / Research Staff Managers (Role-Based Curriculum). Biannually report on uptake of provision for new Supervisors / Research Staff Managers;</p> <p>Explore developing a new project management activity;</p>	N	Dec2025	Research Developer in OSDS	CEDARS 2023 shows improvements				

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.	As with EC13 above	N	Dec2025	Research Developer in OSDS	CEDARS 2023 shows improvements			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	<p>1 Improve skills and confidence of Principal investigators (PIs) in managing people;</p> <p>2 Increase awareness of and signposting to current offerings;</p>	Y (P2.3 [l]), (P4.6 [b])	Dec2024	Head of OSDS/Director of RIS Research Developer in OSDS	CEDARS 2023 shows improvements in particular with reference to career mobility			
EM4	Managers actively engage in regular constructive performance management with their researchers.	Audit the process and improve consistency of annual reviews for researchers cascading feedback on completion rates by schools	N	Dec 2023	Research Developer in OSDS/ HRBPs RSF	A revised process in place that links to 10 days development requirement	We see this as a key requirement. We recognise that annual reviews for researchers are not consistent across the university. This should be the nexus for career development, recognition and value, promotions etc		
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	As above. Get feedback from researchers via Research Staff Forum on positivity of revised process	N	Dec 2024	RSF/HR/ Research Developer in OSDS	70% of postdoctoral research staff with more than one year's service have had an annual review			
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.	See ECI3, EI4and EM3 above	Y (P1, P1.3 [a], P2.1 €)	Dec2025	Research Developer in OSDS/HR		Covered by ASWAN Principle 8: mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers			
Professional and Career Development										
Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
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 Provide a guide to the professional development activities that researchers can engage with and how to use on the job/off the job/ near the job activities for reflective practice and Continuous professional development write up in their RDS 2.Communication with RS line managers that professional development expectations are included in development plans and 1-1 discussions incorporate in line manager RDS workshops	N	Aug 2024	OSDS HR	Access to 100% RS on available development opportunities via web hub 70% of RS indicate they have had a development discussion with line manager in last 12 months				
PCDI6	Publish and report on the engagement of researchers and their managers with professional development activities.	1.Analyse the new staff development platform Linked In Learning to assess take up of professional development 2 develop 3 RS staff specific learning pathways on Linked in Learning 2.OSDS to run reports biannually to assess engagement in development activities of researchers and their managers	N	Aug 2025	OSDS	Report on uptake on Linked In learning platform for RS usage and utilisation of customised learning pathways – have traffic of 15 % in first year increasing by 15 in subsequent years				

PCDM 3	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.	Included in PCDI1 pt2 above	N	Aug 25	OSDS	75% of Managers confirm that they have allocated 10 days development for their researchers via feedback to OSDS			
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.	Careers arrange career development workshops and email researchers to advise they are available 4 times a year	N	Aug 25	Careers	Attendance numbers improve as a % of total number of researchers by 10% over first year and a further 10% over second year. Satisfaction levels of participants are good or better for 75% of attendees.	Research staff careers - Careers - University of St Andrews (st-andrews.ac.uk)		
Career development reviews									
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.									
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	Covered in PCDI1 and PCDI6 above	N			As above			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	Covered by PCDI1	N			As above			
PCDM 1	Managers engage in regular career development discussions with their researchers, including holding a career development	Covered by PCDI1	N			As above			

	review at least annually.									
PCDR4	Researchers positively engage in career development reviews with their managers.	Covered by PCDI1	N	Aug 25	OSDS HRBP Careers	As above	Covered by PCDI1			
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.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Covered by PCDR1	N	Aug 25	OSDS HRBP Careers	As above	Research staff careers - Careers - University of St Andrews (st-andrews.ac.uk)			
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.	1. Professional and career development planning are embedded in institutional culture through development plans 2. OSDS/HR and Careers Adviser to provide information on how PURE can be used to build portfolios of evidence; this can be downloaded by users any time for the duration of the platform's life	N	Aug 25	OSDS HRBP Careers	1. 50% of research staff survey respondents agree that they know how to set up a portfolio in PURE Increase in Y2 to 70% of respondents 2. To maintain 80% take up of development plans, rolled out to include everyone with research in their contract	PURE and Using Pure – how to guides			
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	1.PI and Line manager development programme to develop people management and transferable skills 2. PI and Line managers of RS sign posted to leadership development opportunities via the web hub	N	Aug 24	HR/OSDS					

PCDM 4	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.	1.OSDS identify suitable leadership training courses and provide training in house or from external providers.	N	July 2023	OSDS CEED	10% staff attending external training courses (Advanced HE, ARMA) annually, and 30% attending internal training courses annually			
		2 Work with RBDC/RIS and PIs to identify fellowships, sources of seed corn and impact funding and projects to allow research staff to enhance research identity	N	April 2024	OSDS RIS RBDC PIs	Create a live list of ongoing opportunities, publicise and keep updated			
PCDM 5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Development and adoption of a institutional wide universal competencies framework – and linked to vitae RS competencies	Y	August 2023	HR OSDS	Increased mobility of RS into other institutional role with 5% per annum moving across institution	this allows RS lateral careers across related job families and into other areas of institution e.g professional services. The universal competencies framework would also underpin the Vitae researcher framework focusing development activity to support the identified competencies. Leadership and management competencies can be identified measured and developed as greater clarity on behavioural attributes and desired outputs.		
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See PCDM, no 2. Ensure that these opportunities are well communicated to research staff to encourage engagement with them.	N	April 2024	OSDS/CEED	Report on after a year of publicising opportunities (April 2025) to assess take up rate			
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.	1. TRAMs, Elizabeth Garrett and Aurora mentoring programmes to continue to offer mentoring training opportunities both internal and external.	N	Aug 24	OSDS Careers RIS	1 Annual report shows increased uptake of internal mentoring cross referenced to attendees of careers training sessions.			
		2. Work with the Careers service to enhance opportunities for researchers to undertake secondments outside the university	N	Jan 2025	Careers HR OSDS	60% of research staff survey respondents agreed that they have considered opportunities to develop their awareness and			
		3. Encourage researchers to apply for Impact Acceleration Accounts and other funding streams that offer short-term	N	Jan 2025	RBDC RIS				

		public, private and third sector placement opportunities and offer support to build this into research grant applications				experience of the wider research system 2 Enhance secondment opportunities by 20% 3. Number of placements tracked increased by 10% 4 If identified as valuable, develop a training package and publicise			
PCDM 2	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.	<p>1 Complete a full evaluation of TRAMS the RF mentoring provision Investigate gaining accreditation for TRAMS with a view to attaining the highest standards available for mentoring practitioners, and provide participants with reassurance regarding how the scheme maintains professional standards;</p> <p>2 Continue to increase awareness of Aurora and encourage research staff to participate.</p> <p>3 Support CPD and networking activities associated with Aurora Elizabeth Garrett mentoring provision;</p>	N	July 2023	Research Developer OSDS/independent researcher OSDS	<p>Event feedback: Minimum 85% participant satisfaction as recorded on evaluation forms.</p> <p>Evaluation conducted across all institutions on the engagement (no. of sessions) and satisfaction/confidence /usefulness scoring</p>	<p>TRAMS in 22-23 will continue to grow providing over 192 mentoring relationships up from approx.. 160 in AY 21-22 .</p> <p>Mentoring is valuable but engagement from other institutions has dropped off as has support for the promotion and campaigns administration.</p> <p>There is no evaluation of what value the mentees gain from TRAMS. Bi-Annual reporting on mentoring relationships uptake increased by 10% , 30% mentees return as mentors and SIR above 80%</p> <p>There may be occasional where a coach and or career coaching would be more appropriate.</p>		
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.	<p>Increase awareness of and signposting to the 1:1 Research Staff Careers Appointments and relevant workshops.</p> <p>Covered in PCDM2 and PCDI5</p>	N				support and resources on networking generally.		

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.	Researchers are encouraged to engage with current and emerging thought leadership via lunchtime legends and MS Teams communities for knowledge exchange, input to policy and commercialisation and engagement practices and discussions	N	July 2024	OSDS	An increase of 20% of researchers who have engaged with lunchtime legends attendance	Lunchtime Legends			
-------	--	--	---	-----------	------	--	-----------------------------------	--	--	--

Further hyperlinks and supplementary information (more rows can be added)	
1	St Andrews Concordat webpage
2	St Andrews HR Excellence in Research Webpage
3	HREiR Excellence 8 yr Review Report (2008 Concordat, 8 yr. external review)
4	HREiR 2020-22 New and Ongoing Objectives (2008 Concordat, 8 yr. external review)
5	HREiR 2018-20 Completed Objectives (2008 Concordat, 8 yr. external review)
6	Research Staff Forum
7	Research Culture
8	OSDS
9	CEED
10	Equality, Diversity, and Inclusion
	ASDP
11	Research staff University of St Andrews (st-andrews.ac.uk) Contract Researcher (CoRe) Skills for Research Staff
12	Research and Innovation Services - About - University of St Andrews (st-andrews.ac.uk)
13	
14	
15	
16	
17	
18	
19	
20	

Abbreviations and glossary (more rows can be added)	
ARDS	Academic Review and Development Scheme
ASDP	Academic Staff Development Programme
ASWAN	Athena Swan
BAME	Black, Asian, and minority ethnic
CEDARS	Culture, Employment and Development in Academic Research Survey
CEED	Centre for Educational Enhancement and Development
CRS	Contract Research Staff
ECAN	Early Career Academic Networking
EDI	Equality, Diversity, and Inclusion
HR	Human Resources
HRBP	Human Resources Business Partners
HRODEP	Human Resources and Organisational Development Enhancement Programme
HWL	Healthy Working Lives
LGBTQ+	Lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities including pansexual and Two-Spirit.
OSDS	Organisational and Staff Development Services
PO	Principal's Office
RDC	Researcher Development Concordat
RI	Research Integrity
RIIC	Research, Innovation, and Impact Committee
RIS	Research and Innovation Services
RS	Research Staff
SIR	Satisfaction Index Rating
SS	Staff Survey
TC	Technicians Commitment
TRAMS	Teaching, Research and Academic Mentoring Scheme

BLANK PAGE

HREiR Award action plan template for funders (add dates)

(individual obligations can be inserted into the relevant section of the institution template if required)

Complete for submission								To be completed only when reporting on action plan		
	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
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.										
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies									
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.										
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers									
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.										
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									
Employment										
Job security										
The aims of these obligations are to improve the job security of researchers.										

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									

Professional and Career Development

Championing professional development

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.

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									

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.

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									
-------	---	--	--	--	--	--	--	--	--	--

Further hyperlinks and supplementary information (more rows can be added)	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Abbreviations and glossary (more rows can be added)	