

# HREiR Action plan template for institutions (2023 - 2026)



HR EXCELLENCE IN RESEARCH



## Details

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| <b>Institution name:</b>  | Royal Holloway, University of London                    |
| <b>Cohort number:</b>   | 18  |
| <b>Date of submission:</b>  | 24 November 2023, updated for resubmission 17 May 2024. |
| <b>Institutional context</b><br>The primary audience for our HR Excellence in Research action plan for 2023 - 26 will be staff who are employed to conduct research, with specific actions highlighted to support early career researchers. Aligning with our emerging research culture strategy, our aim will be to build further awareness and engagement with researchers and their managers; promote wellbeing and effectively manage workloads; address bullying, harassment and discrimination; ensure that we promote and maintain high standards of research integrity; implement a review of our academic promotions process and how we support career development; build a new cohort-based approach to professional development, ensuring that it is relevant and well-targeted. |   |

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

| Audience (direct beneficiaries of the action plan) | Number of | Comments   |
|--|-----------|--|
| Research staff*                                    | 127       | Post-doctoral research staff and researchers. 90% of colleagues in this group are on fixed term contracts.   |
| Research and teaching staff*                       | 583       | Includes 157 lecturers.  |
| Teaching-focused staff                             | 205       | These groups are not part of the primary audience but may include individuals whose aim is to pursue a research career. They will benefit from specific actions highlighted to support early career researchers. |
| Technicians  | 68        |  |
| Professional Practice staff                        | 35        |  |
| *Primary audience, totalling 710 colleagues.       |           |  |

| Complete for submission  |   |   |          |                |  |   | To be completed only when reporting on action plan                             |   |  |
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| Obligation   | Action  | Carried over from previous action plan?   | Deadline | Responsibility | The targeted <u>impact</u> of the action (success measure) | Progress update   | The actual <u>impact</u> of the action (reporting against the success measure) | Outcome (ongoing/carried forward/no further action) |  |
| <b>Environment and Culture</b>   |   |   |          |                |  |   |  |   |  |
| <b>Awareness and engagement</b>  |   |   |          |                |  |   |  |   |  |
| 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. | Include Concordat in induction information.<br><br>Reference Concordat in probation advisor and career conversations training.<br><br>Reference Concordat in "Research at Royal | NEW      | July 2024      | Head of Organisational Development and Diversity.          | <b>Impact</b><br><br>Wider understanding and awareness of the Concordat and the University's commitment to it.<br><br><b>Measure</b><br><br>At least 50% of respondents say that they are aware of the Researcher Development |  |   |  |

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|      |  | <p>Holloway" induction session.</p> <p>Reference Concordat in Performance Development Review Guidance.</p> <p>Include Concordat information in Festival of Research lunchtime sessions.</p>   |     |                                  |  | Concordat in CEDARS. (27% in 2023)  |  |  |  |
| 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>Regularly review policies through HR and EDI policy working group.</p> <p>Engage researchers and managers as stakeholders and University Trade Unions in policy development.</p> <p>Communicate to researchers and managers via monthly briefing packs.</p> <p>Implement revised and strengthened approaches to Equality impact assessments. (EIAs)</p> <p>Implement DORA action plan – Develop statement and responsible research metrics policy, complete compliance check, deliver training in support.</p> | NEW | <p>Nov 2026</p> <p>June 2024</p> | <p>Head of HR Operations</p> <p>Head of Organisational Development and Diversity</p> | <p><b>Impact</b></p> <p>Policies are demonstrably inclusive, equitable and transparent.</p> <p>Researchers and their managers have a voice in policy development.</p> <p>Policies are well communicated and understood.</p> <p><b>Measure</b></p> <p>Timetable of policy review clearly established with policies reviewed at least within the last 4 years.</p> <p>Revised EIA process in place and EIAs completed and reviewed by EDI Committee.</p> <p>Policy compliance and take up along with feedback from researchers and their managers indicate that they are well communicated and understood.</p> <p>DORA Action plan delivered, training in place and completed by all Heads of Department, metric identified to measure wider understanding.</p> |  |  |  |
| ECI6 | <p>Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.</p> | <p>Conduct People and Culture Survey every two years and review outcomes.</p> <p>Identify Research staff as a staff group within the survey.</p>  | NEW | Nov 2026                         | Head of Organisational Development and Diversity                                     | <p><b>Impact</b></p> <p>Generate a good understanding of researcher experiences and feedback which is regularly reviewed, and which improves practices.</p>   |  |  |  |

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|      |   | <p>Conduct pulse survey in intervening year.</p> <p>Instigate an annual Festival of Research to showcase and celebrate research, including lunchtime sessions to seek feedback and suggestions from researchers in relation to research environment and culture.</p> <p>Work with the ECR academy to seek regular feedback from the ECR community.</p> <p>Use the SCOPE approach to research evaluation to develop localised and meaningful indicators of positive research culture across Schools in new annual research planning cycle.</p> |     |              | APVC (R&I) and Vice Deans Research   | <p><b>Measures</b></p> <p>Full survey completed every two years from October 2025. Outcomes reviewed by Staff Research Environment Working Group, action plan adjusted.</p> <p>Pulse survey conducted in intervening year from October 2026.</p> <p>Year on year increase in participation and feedback via Festival of Research.</p> <p>Demonstrable link between outcomes from engagement and actions to improve practices.</p> <p>A rich range of locally appropriate and co-owned measures and indicators of positive research culture.</p>         |  |  |  |
| ECR1 | Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students. | <p>Review researcher participation in the mentor scheme as mentors and identify way to encourage participation.</p> <p>Support the development and growth of the ECR Academy. Set up mechanisms to share success, including via the Festival of Research.</p> <p>Continue to run "Research at Royal Holloway" programme, evaluating effectiveness.</p>  | NEW | 31 July 2024 | <p>Head of Organisational Development and Diversity</p> <p>Vice Deans, Research and Knowledge Exchange</p> | <p><b>Impact</b></p> <p>Clear evidence that peer support is growing within Schools, particularly for ECRs.</p> <p><b>Measures</b></p> <p>50% increase in the number of mentors, including mentors in all six schools.</p> <p>Regular events and growth in participation for ECR Academy.</p> <p>All new researchers attend "Research at Royal Holloway" with 70% agreeing that they would recommend the course to others.</p> <p>ECRs report through engagement that they feel supported and enabled by other researchers and the research culture.</p> |  |  |  |

| Wellbeing and mental health   |   |  |                             |   |   |   |  |  |  |
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| 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.            | <p>Complete scoping for a potential project to develop an approach to academic workload modelling.</p> <p>Monitor the impact on workload of a range of initiatives designed to simplify, improve planning and efficiency, and reduce duplication in our work through regular engagement with Researchers.</p> <p>Update PDR approaches and training to cover importance of prioritisation of workload for wellbeing and specifically address matrix management arrangements.</p> | CARRIED FORWARD and updated | <p>31 July 2024</p> <p>31 July 2025</p> | <p>Executive Dean, Performing and Digital Arts</p> <p>Vice Deans, Research and Knowledge Exchange</p> <p>Head of Organisational Development and Diversity</p> | <p><b>Impact</b></p> <p>More consistent and effective management of workload and time for researchers.</p> <p>Managers feel more equipped to prioritise workload in support of wellbeing.</p> <p><b>Measures</b></p> <p>Better understanding of the outcome of improvement projects on researcher workloads, creating a feedback loop.</p> <p>People and Culture Survey – Increase of respondents agreeing that workload is allocated fairly (51% 2023)</p> |  |  |  |
| ECI4  | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.            | Roll out further Mental Health Awareness for Line Manager training and ensure engagement of Heads of Department and Research Managers.   | CARRIED FORWARD             | Nov 2026                                | Head of Organisational Development and Diversity  | <p><b>Impact</b></p> <p>Managers have greater awareness and confidence in promoting wellbeing and supporting mental health within their teams.</p> <p><b>Measures</b></p> <p>Increased HoD and research manager participation each year.</p> <p>CEDARS increase in managers having training (33% in 2023)</p>   |  |  |  |
| ECM3  | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health. | <p>Complete an audit of existing wellbeing initiatives for staff assessing awareness and relevance.</p> <p>Identify gaps and prioritise actions.</p> <p>Deliver improvements to communication approaches including</p>   | CARRIED FORWARD and updated | Nov 2026                                | Head of Organisational Development and Diversity  | <p><b>Impact</b></p> <p>Improved integration, clarity of and access to existing approaches to developing a healthy working environment.</p> <p><b>Measures</b></p>  |  |  |  |

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|      |   | <p>intranet pages presenting all support and initiatives.</p> <p>Add promoting a healthy working environment to the Job Description for Vice Deans - Research and Knowledge Exchange</p> <p>Add as a standard agenda item for all research committees and School Executive Boards.</p> |     |          | Associate PVC – Research and Innovation | <p>Wellbeing initiatives co-ordinated, intranet pages launched.</p> <p>Awareness of and engagement with wellbeing initiatives from researchers improves, including increased take up of “Mental Health Awareness for Line Managers” training.</p> <p>People and culture survey question – “I know where to seek support for mental health and/or wellbeing at work” improves. (51% in 2023)</p> <p>CEDARS – working environment supporting mental health and wellbeing increases. (28% in 2023)</p> |  |  |  |
| ECM4 | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers. | <p>Review of Flexible Working policy and special leave policy.</p> <p>Communicate updated policies ensuring managers are aware of the provisions in the policies.</p>  | NEW | Nov 2026 | Head of HR Operations                   | <p><b><u>Impact</u></b></p> <p>Greater understanding of policy and implementation from research managers.</p> <p><b><u>Measures</u></b></p> <p>CEDARS: manager confidence in managing requests for flexible working increase (82% in 2023)</p>  |  |  |  |
| ECR3 | Ensure researchers take positive action towards maintaining their wellbeing and mental health.                      | See ECM3   |     |          |   |   |  |  |  |

| Bullying and harassment   |   |  |                 |   |  |  |  |  |  |
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| 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. | <p>Undertake a comprehensive review to gain better insight and understanding into the prevalent root causes of Bullying and Harassment and bring more nuance and focus to the action plan.</p> <p>Encourage dialogue with researchers to understand the nature of instances and what needs to be in place to address it.</p> <p>Complete an audit of existing arrangements for prevention, reporting, management, and mitigation.</p> <p>Develop and implement a holistic action plan covering role of leadership, training, awareness, policy, processes.</p> | NEW             | <p>April 2024</p> <p>Aug 2024</p> <p>Jan 2025</p> | Head of Organisational Development and Diversity | <p><b>Impact</b></p> <p>Better understanding of the nature and root causes of bullying and harassment.</p> <p>Action plan is informed by this understanding.</p> <p><b>Measures</b></p> <p>Review complete and action plan established.</p> <p>Researchers have been actively engaged throughout this process.</p> <p>People and Culture survey – decrease in proportion of academic staff who have experienced bullying and harassment at work in the last 12 months. (16% in 2023)</p> |  |  |  |
| ECM3  | Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.  | <p>Ensure completion of mandatory EDI modules which include Bullying and harassment and Inclusive Leadership.</p> <p>Develop anonymous case studies to describe how concerns about bullying and harassment will be dealt with through our policies.</p> <p>Refresh ways to address and report.</p>   | CARRIED FORWARD | Review annually                                   | Head of Organisational Development and Diversity | <p><b>Impact</b></p> <p>Greater understanding of bullying and harassment and role of managers in addressing it.</p> <p><b>Measures</b></p> <p>100% completion of mandatory training for Heads of Department and Research Managers.</p> <p>CEDARS increase in understanding processes to report discrimination, (61% to 67%) and bullying and harassment (64% to 70%)</p>   |  |  |  |

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| 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. | Ensure completion of mandatory EDI modules which include Bullying and harassment and Allyship.<br><br>Publish content raising awareness of reporting mechanisms and support for colleagues. | CARRIED FORWARD | Review annually | Head of Organisational Development and Diversity | <p><b>Impact</b></p> <p>Researchers have a greater understanding of bullying and harassment and how to report and address it.</p> <p><b>Measures</b></p> <p>100% completion of mandatory EDI modules.</p> <p>People and culture survey - increase in academic colleagues understanding processes to report discrimination, (62% in 2023) and bullying and harassment (59% in 2023)</p>   |  |  |  |
| <b>Equality, diversity and inclusion</b>   |  |   |                 |                 |  |  |  |  |  |
| 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.        | Improve completion of mandatory EDI training for managers, including Inclusive Leadership.  | CARRIED FORWARD | Review annually | Head of Organisational Development and Diversity | <p><b>Impact</b></p> <p>Greater understanding from line managers of their role in promoting an inclusive culture and environment through their leadership.</p> <p><b>Measures</b></p> <p>100% completion of all mandatory EDI e-learning by Heads of Department (reviewed 31 Dec each year)</p> <p>Year on year increase in number of HoDs who have completed Inclusive Leadership Training.</p> <p>People and Culture survey - increase in proportion of academics who agree that their line manager manages in a fair and inclusive way. (75% in 2023)</p> |  |  |  |
| ECR2   | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.   | Ensure completion of mandatory EDI training for researchers.<br><br>Grant award communication with direct links to relevant   | CARRIED FORWARD | Review annually | Head of Organisational Development and Diversity | <p><b>Impact</b></p> <p>Greater understanding from researchers of their role in contributing to an inclusive culture and environment.</p>  |  |  |  |

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|  |  | <p>policies – new grant induction package.</p> <p>Specifically reward excellence in EDI via the academic promotion process.</p>  |                 |                 | Director of Research and Innovation | <p><b>Measures</b></p> <p>80% completion of all mandatory EDI training, reviewed 31 July each year.</p>   |  |  |  |
| <b>Research Integrity</b>  |  |  |                 |                 |                                     |   |  |  |  |
| 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. |  |  |                 |                 |                                     |   |  |  |  |
| ECI5 / ECM2  | <p>Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.</p> | <p>Continue with the development of Ethics and integrity training; using UKRIO and other external experts as appropriate.</p> <p>Update and promote Code of Good Practice for Research</p> <p>Develop role of Policy and Integrity team in R&amp;I</p> <p>Include leadership of initiatives in relation to research integrity within the role descriptions for new Senior Research Lead roles.</p> | CARRIED FORWARD | Review annually | Director of Research and Innovation | <p><b>Impact</b></p> <p>Researchers and their line managers have a greater awareness of the highest standards of research integrity and professional conduct,</p> <p><b>Measures</b></p> <p>Good candidates apply for senior research roles with capacity to lead initiatives in relation to research integrity.</p> <p>Code of Good Practice updated</p> |  |  |  |
| ECM3   | <p>Ensure managers report and address incidents of poor research integrity.</p>  | <p>Training and development for managers on Research Misconduct policy and processes.</p>  | CARRIED FORWARD | Review annually | Director of Research and Innovation | <p><b>Impact</b></p> <p>Research managers understand and can effectively address incidents of poor research integrity.</p> <p><b>Measures</b></p> <p>CEDARS – increase in managers reporting receiving training from 50% to 60%.</p> <p>Improved annual integrity report to RKEC.</p>   |  |  |  |



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| ECR2   | Ensure researchers act in accordance with employer and funder policies related to research integrity.  | Continue with the development of Ethics and integrity training; using UKRIO and other external experts as appropriate.<br><br>Update and promote Code of Good Practice for Research<br>Develop role of Policy and Integrity team in R&I including new Research Compliance role<br><br>Embed into new grant award communication direct links to relevant policies | CARRIED FORWARD | Review annually | Director of Research and Innovation | <b>Impact</b><br><br>Researchers understand employer and funding policies and act accordingly.<br><br><b>Measures</b><br><br>Code of Good Practice updated<br><br>Take up of training improves year on year. |  |  |  |
| ECR4   | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.   | Training and development for managers on Research Misconduct policy and processes  | CARRIED FORWARD | Review annually | Director of Research and Innovation | <b>Impact</b><br><br>Researchers understand reporting mechanisms and act accordingly.<br><br><b>Measures</b><br><br>Increase in researchers reporting receiving training from 30% to 40%.                    |  |  |  |
| <b>Policy development</b>  |  |  |                 |                 |                                     |  |  |  |  |
| 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. | See ECI2   |                 |                 |                                     |  |  |  |  |
| 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.                 | See ECI2<br><br>Develop guidance within the promotions review to explicitly address how contributions impacting on policy development, policy application and enhancing research culture are recognised.   | CARRIED FORWARD | Nov 2024        | Director of HR                      | <b>Impact</b><br><br>Promotions guidance indicate how these contributions are valued to encourage participation.<br><br><b>Measure</b><br><br>New policy, process and guidance materials produced as         |  |  |  |

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|      |  |  |     |                            |   | part of academic promotion review.<br><br>CEDARS question: "I am actively engaged in improving the research culture" improves from 29% (2023)   |  |  |  |
| EM5  | Engage with opportunities to contribute to relevant policy development within their institution.   | See ECI2 and EM5   |     |                            |   |   |  |  |  |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | Implement a new funded role of "ECR Academy Chair" who will attend University level Research and Knowledge Exchange Committee<br><br>Conduct a review of how researchers are included on School committees, to ensure their views and experiences are included at local level. Share best practice in Staff Research Environment Working Group, with aim of including researchers perspectives on all relevant committees. | NEW | Sept 2024<br><br>Sept 2025 | Associate PVC Research and Knowledge Exchange | <b>Impact</b><br><br>ECR voice represented on University research committee and within school committees<br><br><b>Measure</b><br><br>New ECR chair role in place, and principles set for researcher inclusion in school committees.<br><br>CEDARS question: "I am actively engaged in improving the research culture" improves from 29% (2023) |  |  |  |
| ER4  | Recognise and act on their role as key stakeholders within their institution and the wider academic community.   | See ECI2   |     |                            |   |   |  |  |  |

| Employment  |   |  |                 |  |   |   |  |  |  |
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| 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>Complete Recruitment and Selection policy update and update training to strengthen policy and practice.</p> <p>Through policy and training, ensure journal metrics or journal 'reputation' are not used as the primary basis for decision making.</p> <p>Develop toolkit of selection questions and approaches.</p> <p>Ensure completion of mandatory Recruitment and selection training.</p> | CARRIED FORWARD | <p>Policy in place by Nov 2026</p> <p>HoD training completed by 6 January each year.</p> | Head of HR Operations, Head of Organisational Development and Diversity | <p><b>Impact</b></p> <p>More successful applicants from under-represented groups.</p> <p>All panel chairs to have a clear understanding of how to ensure a fair and inclusive selection process.</p> <p><b>Measures</b></p> <p>New Recruitment and Selection policy launched, with accompanying R&amp;S training.</p> <p>100% Recruitment and Selection and Unconscious Bias training completed for Heads of Department.</p> <p>100% of recruitment panel chairs to have completed Recruitment and Selection and Unconscious Bias training.</p> |  |  |  |
| E12   | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.                               | No further action.   |                 |  |   |   |  |  |  |
| 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.                          |   |  |                 |  |   |   |  |  |  |
| 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. | <p>Complete review of academic promotions process, focusing on criteria for assessment, decision making processes and user experience.</p> <p>Through process and criteria review, ensure journal metrics or journal 'reputation' are not used as the primary basis for decision making.</p>   | CARRIED FORWARD | Nov 2024   | Director of HR  | <p><b>Impact</b></p> <p>The new promotions arrangements will</p> <ul style="list-style-type: none"> <li>encourage, recognise and reward activities (what and how) that are key to successfully delivering the University's ambitions to our students, funders,</li> </ul>   |  |  |  |

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|     |  |                      |  |  |  | <p>communities and wider society</p> <ul style="list-style-type: none"> <li>• provide opportunity for development and progression to colleagues</li> <li>• be fair and equitable, free from discrimination and bias and actively contributing to the University's equality objectives including the advancement of under-represented communities.</li> <li>• be efficient in implementation with transparent, understood decision-making processes and criteria.</li> <li>• be clearly communicated with appropriate support, training and guidance in place for all stakeholders</li> <li>• be flexible to accommodate the breadth of disciplines and academic practices and adaptable to changing circumstances.</li> </ul> <p><b>Measures</b></p> <p>New policy, process and guidance materials in place in time for 2024/25 promotions round.</p> <p>People and Culture survey question – "Decisions about promotion/progression are made fairly" improves by November 2026 (benchmark 32%, 2023)</p> <p>Higher quality and consistency of applications and feedback.</p> <p>Fewer appeals.</p> |  |  |  |
| EM3 | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers. | See EI3, EC14 / ECM1 |  |  |  |   |  |  |  |

| Responsibilities and reporting  |  |  |                 |  |                          |  |  |  |  |
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| 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.                  | See EI3, ECI4 / ECM1                                 |                 |  |                          |  |  |  |  |
| ER1   | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.  | See ECR2, ECR4                                       |                 |  |                          |  |  |  |  |
| ER2   | Researchers understand their reporting obligations and responsibilities.   | See ECR2, ECR4                                       |                 |  |                          |  |  |  |  |
| 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.  | No further action.                                   |                 |  |                          |  |  |  |  |
| EI5   | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation. | See ECI3, EI3  |                 |  |                          |  |  |  |  |
| EM1   | Managers undertake relevant training and development opportunities so that they can manage researchers effectively   | Promote completion of all mandatory manager training | CARRIED FORWARD |  | Head of OD and Diversity | <b>Impact</b><br>Research managers understand their responsibilities in relation to line management and their duty |  |  |  |

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|   | and fulfil their duty of care.   |  |              |          |   | of care, and can carry them out effectively.<br><br><b>Measures</b><br><br>100% Head of Department completion of mandatory manager training, and improving completion rates year on year for Research managers.   |  |  |  |
| EM4   | Managers actively engage in regular constructive performance management with their researchers.  | See ECI3, EI3  |              |          |   |   |  |  |  |
| ER3   | Researchers positively engage with performance management discussions and reviews with their managers.   | See ECI3, EI3<br>Promote completion of appraisee training  |              |          |   |   |  |  |  |
| <b>Job security</b>   |  |  |              |          |   |   |  |  |  |
| 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. | Review the redeployment process and how it is effectively communicated to managers and researchers.<br><br>Make changes to the process as needed and implement training for research managers. | CARRIED OVER | Aug 2025 | Head of HR Operations<br><br>Head of Employee Relations and Business Partnering.<br><br>Head of Organisational Development and Diversity. | <b>Impact</b><br><br>Research managers understand the redeployment process better and are able to promote take up.<br><br><b>Measures</b><br><br>Researchers and research managers to be involved in this review.<br><br>Research manager training and engagement implemented on this process. 100% of Heads of Department attended, 50% of other research managers<br><br>More researchers on fixed term contracts engage in redeployment at the end of their contract.<br><br>Increase in CEDARS survey question in relation to manager confidence in giving guidance on redeployment (24% in 2023) |  |  |  |

| Professional and Career Development   |   |  |                 |             |                          |   |  |  |  |
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| 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. | Needs analysis and further development of Researcher Development Programme to ensure content is relevant and well targeted.<br><br>Clearly reference 10 days development time within revised L&D policy.<br><br>Communicate and encourage take up of professional development opportunities throughout Festival of Research and communications plan. | CARRIED FORWARD | Aug 2024    | Head of OD and Diversity | <p><b>Impact</b></p> <p>Improved researcher and manager understanding of university commitment to 10 days professional development.</p> <p>Improved take up of professional development on offer via the Researcher Development Programme.</p> <p><b>Measures</b></p> <p>Occupancy levels for Researcher Development returns to 75%.</p> <p>CEDARS question: "To what extent do you agree that your manager/supervisor encourages you to engage in personal and career development activities?" improves from 55% (2023)</p> <p>CEDARS question: "To what extent do you agree that you are aware of the support your institution provides for your career and professional development?" improves from 48% (2023)</p> |  |  |  |
| PCDI6   | Monitor, and report on, the engagement of researchers and their managers with professional development activities.  | Review how training records for researchers are gathered and maintained and make recommendations for improvement   | NEW             | August 2024 | Head of OD and Diversity | <p><b>Impact</b></p> <p>Better understanding generated of engagement of researchers and their managers with professional development activities.</p> <p><b>Measures</b></p> <p>Review complete and improvement plan in place.</p> <p>Researchers and their managers have been involved in this review through focus groups.</p>   |  |  |  |

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| PCDM<br>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. | See PCDI1  |     |           |   |  |  |  |  |
| PCDR1   | Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.  | See PCDI2<br><br>Through the annual Festival of Research, celebrate and showcase the research of ECRs and provide a platform to develop knowledge and skills peer to peer. | NEW | June 2024 | Associate PVC for Research/Research Culture Development Manager | <b>Impact</b><br><br>Greater visibility and celebration of ECR research with widening engagement.<br><br><b>Measures</b><br><br>Feedback and attendance at the Festival shows increased ECR engagement year on year.   |  |  |  |
| <b>Career development reviews</b>   |   |  |     |           |   |  |  |  |  |
| 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.  | Implement career conversations training for research managers  | NEW | Nov 2026  | Associate PVC for Research/ Head of OD and Diversity            | <b>Impact</b><br><br>Researchers report that the usefulness of career support through PDRs has improved.<br><br>Managers feel more confident in actively supporting staff in working towards their career aspirations.<br><br><b>Measures</b><br><br>75% attendance for HoDs, 50% for Research Managers on career conversations training.<br><br>CEDARS question: "How confident are you are in your ability to actively support staff in working towards their career aspirations" improves from 76% (2023)<br><br>People and Culture survey question: "I received useful feedback on my career development through Performance Development |  |  |  |



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|   |  |   |                 |                          |           | Reviews" improves from 51% (2023)  |  |  |  |
| PCDI6   | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.                               | PCDI2   |                 |                          |           |  |  |  |  |
| PCDM 1  | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. | PCDI2   |                 |                          |           |  |  |  |  |
| PCDR4   | Researchers positively engage in career development reviews with their managers.   | PCDI2   |                 |                          |           |  |  |  |  |
| <b>Career development support and planning</b>  |  |   |                 |                          |           |  |  |  |  |
| 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.                                      | Review and roll out further career management training.<br><br>Review researcher participation in the mentor scheme as mentors and identify way to encourage participation. | CARRIED FORWARD | Head of OD and Diversity | July 2024 | <p><b>Impact</b></p> <p>Early career researchers can access more guidance and professional advice on career management.</p> <p><b>Measures</b></p> <p>75% occupancy on career management courses.</p> <p>CEDARS – training on career management increase from 17% (2023)</p> <p>50% increase in the number of mentors, including mentors in all six schools.</p> |  |  |  |

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| 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.  | Career conversations and research planning; Implement individual discussions and 3-5 year plans with HoDs/ departmental research leads.   | NEW | Assoc PVC Research and Innovation with HoDs |           | <p><b>Impact</b></p> <p>Longer term career planning in place which can be reviewed annually at PDRs.</p> <p><b>Measures</b></p> <p>CEDARS- 'to what extent do you agree that you have a clear career development plan?' increase from 42% (2023)</p>   |  |  |  |
| <b>Research identity and leadership</b>   |  |   |     |   |           |  |  |  |  |
| 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.  | <p>Implement new researcher development programmes based on career stage and using a cohort structure.</p> <p>Include research leadership in these new programmes</p> <p>Review researcher participation in the mentor scheme as mentors and identify way to encourage participation.</p> | NEW | Head of OD and Diversity                    | July 2024 | <p><b>Impact</b></p> <p>Clear opportunities provided and taken up for researchers to develop their research identity and broader leadership skills.</p> <p>Cohort approach improves interconnection and peer support between researchers and provides an opportunity for engagement.</p> <p><b>Measure</b></p> <p>Programme in place and 100% recruited to each year.</p> <p>People and Culture survey question: "I feel that the university provides me with opportunities to develop the skills I need to progress my career" improves from 49% (2023)</p> <p>50% increase in the number of mentors, including mentors in all six schools.</p> |  |  |  |
| PCDM4   | Managers identify opportunities and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and | See PCDI2,  |     |   |           |  |  |  |  |

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|  | recognition for their endeavours.   |  |     |                                     |          |  |  |  |  |
| PCDM 5   | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.                      | See EM1  |     |                                     |          |  |  |  |  |
| PCDR5  | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills   | See PCDM2  |     |                                     |          |  |  |  |  |
| <b>Diverse careers</b>   |   |  |     |                                     |          |  |  |  |  |
| 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. | Continue to offer a placement scheme as part of the Social Science Impact Accelerator to provide opportunities for researchers to spend time with partner organisations or for partners to spend time at Royal Holloway. | NEW | Director of Research and Innovation | Nov 2026 | <p><b>Impact</b></p> <p>Social science researchers gain experience of different sectors and build awareness of diverse career options.</p> <p><b>Measure</b></p> <p>Offer a minimum of 10 residencies per year.</p> <p>Feedback from residencies indicate specific learning from participants in relation to broader sector knowledge.</p> |  |  |  |
| 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.   | See ECR1   |     |                                     |          |  |  |  |  |
| 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.      | See ECR1   |     |                                     |          |  |  |  |  |

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| PCDR6 | Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation. | See ECR1 |  |  |  |  |  |  |  |
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\* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

| Further hyperlinks and supplementary information<br>(more rows can be added) |  |
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| Abbreviations and glossary<br>(more rows can be added) |  |
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| CEDARS   | Culture, Environment and Development of Researchers Survey |
| DORA   | San Francisco Declaration on Research Assessment           |
| ECR  | Early Career Researcher                                    |
| ECRA   | Early Career Researcher Academy                            |
| EDI  | Equality, Diversity and Inclusion                          |
| EIA  | Equality Impact Assessment                                 |
| HoD  | Head of Department   |
| HR   | Human Resources  |
| L&D  | Learning and Development                                   |
| OD   | Organisational Development                                 |
| PDR  | Performance Development Review                             |
| RAG  | Research Advisory Group                                    |
| RKEC   | Research and Knowledge Exchange Committee                  |
| SERC   | Students, Education and Research Committee                 |
| SREWG  | Staff Research Environment Working Group                   |
| UKRI   | UK Research and Innovation                                 |
| UKRIO  | UK Research Integrity Office                               |
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