Details	
Institution name:	University of Wolverhampton
Cohort number:	
Date of submission:	Mar-25
Institutional context:	The University of Wolverhampton has a proud heritage of excellence in research and knowledge exchange which has had a significant impact regionally and informs our teaching. The University Strategy 2035 sets our ambition to develop high-quality, impactful research and knowledge exchange that transforms lives, and which makes a world-leading contribution in the areas of green innovation and sustainability, health and wellbeing and inclusive communities. Our submission in 2025 for the HREiR award reflects our heightened priority for research over the coming decade, as articulated in our new Research and Knowledge Exchange Strategy and People and Culture Strategy.

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	24	
Postgraduate researchers	N/A	
Research and teaching staff	345	
Teaching-only staff	N/A	
Technicians	N/A	
Clinicians	N/A	
Professional support staff	N/A	
Other (please provide numbers and details):	N/A	

							Complete for submission			**To be completed only when reporting on action p...**	
	Obligation	**Action**	**Carried over from previous action plan?**	**Deadline**	**Responsibility**	**The targeted impact of the action (success measure)**		**Comments (optional)**		**Progress update**	**The actual impact of the action (reporting against the success measure)**
Environment and Culture											
Awareness and engagement											
ECI1	Ensure all relevant staff are aware of the Concordat.	Raise staff awareness of the Concordat by: 1) discussing it in the University's centrally run induction; 2) ensuring local inductions of Teaching and Research (T&R) and Research Only (RO) staff include an introduction to the Concordat and research policies and signpost them to the relevant sections of the University website. Update the induction checklist to reflect this; 3) including a short section about the Concordat in the Staff Handbook that is sent out to all new starters with their contract of employment. Use survey data to shape future awareness raising. Re-establish the one month new starter survey and include a question about awareness of the Concordat. Ensure the Concordat page on the University website is kept up-to-date and that research staff are made aware of it. Review the effectiveness of the Concordat Communication plan and revise as appropriate		Sep. 25 Sep. 25 Apr. 25 Ongoing (annually)	Organisational Development (OD) OD Research and Enterprise Directorate (RED) Committee for Researcher Development and Doctoral Studies (CRDDS)	New starter survey demonstrates over 60% of researchers are aware of the Concordat. CEDARS survey demonstrates over 50% of researchers are aware of the Concordat.					
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	Ensure all University policies are available on University website including those specifically relating to research. Ensure the University's research policies are reviewed as per the policy review schedule and the website is kept up-to-date. Ensure local inductions of T&R and RO staff include an introduction to the Concordat and research policies and signpost them to the relevant sections of the University website. Update the induction checklist to reflect this. Ensure Equality Impact Assessments are undertaken when new policies/practices are developed and existing policies/practices are reviewed. Develop an institution wide communication plan for new and updated research-related policies.		Jun. 25 Ongoing Sep. 25 Ongoing Mar. 26	Senior Officer Governance and Integrity (RED), reporting to University Research and Innovation Committee (URIC) Senior Officer Governance and Integrity and URIC OD Corporate Compliance Unit and Research and Enterprise Directorate (RED) RED and URIC	Transparency and accessibility of research policies: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from ECRs and research leaders through discussion at URIC.		Continue to review research-relevant policies through the university's new committee structure (e.g. University Research and Innovation Committee).			
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	A new university-wide Research Culture Network developed in 2025 to build on the findings of the HREinR gap analysis, review good practice, and design a holistic hub and spoke model. Project delivery team to include the Research and Enterprise Directorate (including new Research Culture Manager - to be appointed), HR, and ECRs. Research Culture Manager appointed and Research Culture Network launched for 2025/26. Expand the demographic questions in the annual (and any pulse surveys that may be taken in the interim period) staff survey to enable analysis of results by staff groups (e.g. T&R and RO). Enter CEDARS from 2025. Use data from CEDARS (and staff surveys) to establish baseline measures that can be used to assess progress made against this and other award obligations.		Jul. 25 Oct. 25 Jun. 26 Mar. 25	RED, URIC RED, CRDDS OD RED and CRDDS	Research Culture Network model designed, with input from researchers across the University, approved, and launched. Quality of research culture: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from ECRs and research leaders through discussion at CRDDS. - report compiled analysing and cross referencing data from CEDARS, staff survey, and staff focus groups and results fed into CRDDS for continual improvements in policy and practice.					
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.	New Institutional Lead for Research Culture appointed. A new university-wide Research Culture Network developed in 2025 to build on the findings of the HREinR gap analysis, review good practice, and design a holistic hub and spoke model. Project delivery team to include the Research and Enterprise Directorate (including new Research Culture Manager - to be appointed), HR, and ECRs. A range of research staff, including ECRs and research leaders, engage with CRDDS.		Jun. 25 Jul. 25 Sep. 25	HR and Offices of the Vice Chancellor RED, URIC Chair of CRDDS	Research Culture Network model designed, with input from researchers across the University, approved, and launched. Contributions to research culture: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from ECRs and research leaders through discussion at URIC.					
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.											

Code	Obligation	Action	Timeframe	Responsibility	Success measure			
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	Review uptake and feedback from the mandatory training sessions for managers and consider revisions as appropriate. University-wide Academic Workload Model Steering Group has been established to look at workload across the University towards a new workload model. Develop an action plan which will enable to University to apply for University Mental Health Charter status.	Ongoing (annual) Sep. 2026 Sep. 2026	OD reporting to the People and Culture Committee (PCC) Academic Workload Model Steering Group Director of Student Life/ OD	In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Health and Wellbeing will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). CEDARS survey demonstrates over 50% of researchers agree that their contributions to research are reflected in their allocated workload or duties.			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties. Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers. Introduce a recognition scheme for engagement with training to increase attendance.	Jul. 25 Sep. 26 Sep. 26	Chief People Officer (CPO) and reporting to CRDDS OD and RED OD, HR, CRDDS	CEDARS survey demonstrates over 70% of managers' feel confident responding to issues related to wellbeing and mental health.			
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Revise and re-launch the Line Manager Expectations document.	May-25	OD	CEDARS survey demonstrates over 60% of researchers feel the working environment supports mental health and wellbeing.			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Continual review and improvement of responses to flexible working requests.	Ongoing (quarterly)	HR reporting to PCC	CEDARS survey demonstrates over 70% of researchers who have requested flexible working feel their request was dealt with fairly and inclusively. CEDARS survey demonstrates over 70% of managers feel confident in managing requests for flexible working appropriately.			
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.							

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.

Code	Obligation	Action	Timeframe	Responsibility	Success measure			
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.	Separate out the existing Dignity at Work and Study Policy which covers staff and students and consider how the staff element of the policy and the Grievance Procedure can be amalgamated to ensure the process for raising and dealing with complaints is clear and effective and ensures they are dealt with in a timely manner. Add a demographic question to the incident reporting form so staff can state which staff group they belong to to enable more meaningful analysis of results.	Jul. 25 Jul. 25	HR Equality Diversity and Inclusion (EDI) (HR)	Revised Grievance Policy and Procedure which includes a process for raising and dealing with Dignity at Work complaints. Expected impact is an increase in reporting due to a clearer process. Data monitored through the confidential online incident reporting tool (for reporting incidents or concerns of harassment, bullying, or other inappropriate behaviour) and review usage and perceived effectiveness.			
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	Add a demographic question to the incident reporting form so staff can state which staff group they belong to to enable more meaningful analysis of results. Continue to promote and monitor the confidential online incident reporting tool (for reporting incidents or concerns of harassment, bullying, or other inappropriate behaviour) and review usage and perceived effectiveness.	Jul. 25 Jul. 25	EDI (HR) EDI (HR)	Analysis of incidents reported by members of the research community. In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Bullying, Harassment and Discrimination will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). CEDARS survey demonstrates over 50% of researchers who have witnessed, or been subject to, any incidents of discrimination, bullying or harassment have reported the issue. CEDARS survey demonstrates over 60% of managers feel confident in responding to any issues relating to bullying and harassment.			
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.	Add a demographic question to the incident reporting form so staff can state which staff group they belong to to enable more meaningful analysis of results.	Jul. 25	EDI (HR)	Analysis of incidents reported by members of the research community. In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Bullying, Harassment and Discrimination will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). CEDARS survey demonstrates over 50% of researchers who have witnessed, or been subject to, any incidents of discrimination, bullying or harassment have reported the issue.			

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.

Code	Obligation	Action	Timeframe	Responsibility	Success measure			
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	Continue roll-out of in-person EDI training for all existing line managers and offer on an on-going basis to ensure all new managers attend.	Ongoing	OD	The majority of managers have undertaken mandatory EDI training. CEDARS survey demonstrates over 80% of managers have undertaken training and/or CPD in the area of equality, diversity and inclusion.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Ensure all staff are aware of the University's EDI Policy and EDI Strategic Plan 2022-24 through induction and training. Enhance awareness of the success of University EDI charter marks, such as Athena Swan and Race Equality Charter. Promote attendance at the annual University inclusivity conference.	Ongoing Ongoing May 25 and ongoing	RED and University compliance team EDI (HR) RED marketing team	In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Equality, Diversity and Inclusion will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). CEDARS survey demonstrates over 80% of researchers agree the institution is committed to equality, diversity and inclusion.			

Research Integrity

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.

HREiR Action plan template (2025-2028)

Add institutional logo

HR EXCELLENCE IN RESEARCH

Ref	Obligation	Action	Date	Responsible	Success measure	Notes		
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Research integrity information and guidance is available via the University webpages.	Sep. 25	RED	CEDARS survey demonstrates over 50% of researchers and managers have undertaken training and/or CPD relating to research integrity.	Continue to use Insider (the University's internal weekly staff e-newsletter) as a vehicle for communicating with staff about research integrity matters and including sessions on Faculty REF/KEF days.		
		Review whether research integrity can and should be included in the induction checklist for research staff.	Jan. 26	OD	CEDARS survey demonstrates over 80% of researchers feel ethical standards are high in their research environment.			
		Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties.	Jul. 25	CPO and reporting to CRDDS	CEDARS survey demonstrates over 80% of researchers would feel comfortable reporting incidents of research misconduct.			
		Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers.	Sep. 25	OD and RED				
ECM3	Ensure managers report and address incidents of poor research integrity.	Undertake the periodic review (as set out in policy review schedule) of The Procedure for the Investigation of Allegations of Misconduct in Research.	Ongoing	RED	The Procedure for the Investigation of Allegations of Misconduct in Research is reviewed regularly and updated as required.	Annual Statement on Research Integrity to continue to be submitted to Academic Board.		
					CEDARS survey demonstrates over 90% of researchers have not felt pressured into compromising research standards or integrity.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	New Faculty Project Governance Strategic Committees (PGSCs) to add greater structure to working in accordance to grant funder policies.	Mar. 25	Faculty Associate Deans RKE	Researcher experience of new post-award support: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from ECRs and research leaders through discussion at CRDDS	Annual Statement on Research Integrity to continue to be submitted to Academic Board.		
		Launch new post-award team through new Research and Enterprise Directorate.	Oct. 25	RED				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.							

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.

Ref	Obligation	Action	Date	Responsible	Success measure	Notes		
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	Review ECR representation at CRDDS to ensure complete membership (alongside research leaders)	Oct. 25	Chair of CRDDS	CEDARS survey demonstrates over 50% of researchers and managers feel the institution values their contributions to institutional policy and decision-making.			
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.	In addition to formal committee structures, managers and research leaders actively invited to contribute to the new University-wide Research Culture Network.	Jul. 25	RED, URIC	Research Culture Network model designed, with input from researchers across the University, approved, and launched. CEDARS survey demonstrates over 60% of managers feel the institution values their contributions to institutional policy and decision-making.			
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	In addition to formal committee structures, researchers actively invited to contribute to the new University-wide Research Culture Network.	Jul. 25	RED, URIC	Research Culture Network model designed, with input from researchers across the University, approved, and launched. Quality of opportunities to engage: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups.			
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Researchers actively invited to contribute to the new University-wide Research Culture Network.	Jul. 25	RED, URIC	Research Culture Network model designed, with input from researchers across the University, approved, and launched. Quality of opportunities to engage: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups.			
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	Researchers actively invited to contribute to the new University-wide Research Culture Network.	Jul. 25	RED, URIC	Research Culture Network model designed, with input from researchers across the University, approved, and launched.			
		Promote, through criteria for promotion and associated faculty promotion workshops, the inclusion of involvement with - and where appropriate leadership in - research culture, policies, and processes.	Nov. 25	HR	Increase in numbers of promotion applicants referring to involvement with - and where appropriate leadership in - research culture, policies, and processes.			

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.

Ref	Obligation	Action	Date	Responsible	Success measure	Notes		
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Review implementation and undertake continual monitoring of our new (approved 29th October 2024) Recruitment and Selection Policy.	Oct. 25	HR	Recruitment panels act in accordance with the new Recruitment and Selection Policy. Evidenced by data on composition of panels, including shortlisting and interview stages.			
		Continue to undertake equal opportunities monitoring in relation to recruitment and selection activity and take remedial action where necessary.	On-going	HR	University submits application for Level 3 of the Government's Disability Confident Scheme in 2027, demonstrating our continued commitment.			
		Begin work towards applying for Level 3 of the Government's Disability Confident Scheme in 2027.	Jun. 27	EDI (HR)	CEDARS survey demonstrates over 85% of managers feel confident in their ability to use inclusive, equitable and transparent recruitment processes.			
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	All new starters to attend central induction and undertake mandatory training.	Ongoing	OD/ line managers	The majority of new starters attend central induction and undertake mandatory training in a timely manner after commencement.			
		Introduce new practice of automatically enrolling new starters on the next available induction session after their commencement in post.	Sep. 25	OD	New starters survey sent out to all new starters after one month in post. Over 70% of new starters report finding induction activities effective.			
		Managers of researchers to complete induction checklist when planning and delivering local inductions.	Ongoing	HR and Line Managers	CEDARS survey demonstrates over 60% of researchers agree that institution level induction is useful, and over 70% of researchers agree that departmental/faculty/unit level induction is useful.			
		Re-instate the one month new starters survey (to include a section specific to research staff)	Sep. 25	OD				

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.

Ref	Obligation	Action	Date	Responsible	Success measure			
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.	Undertake an annual review of the University's conferment process (for promotion to Associate Professor, Reader and Professor across three pathways, Research, Knowledge Exchange and Learning & Teaching) to ensure continuous improvement.	Jan 26 and ongoing	Conferment Panel and HR	Data on applications, success rates, EDI, and process analysed. Evidence based amendments made to conferment process as part of continued annual improvements.			
		Development of more transparent career progression frameworks for Research Only staff.	Jul. 25	HR, RED, URIC	Holistic review completed and new policies and processes rolled out. Clear and equitable process for research-only staff progression designed and implemented. CEDARS survey demonstrates over 60% of researchers agree that promotion pathways and processes at my institution are clear.			
		Holistic review of reward, recognition and career pathways for Academic staff to be undertaken as part of the Culture and Leadership strategic project (Academic Workforce workstream).	Mar. 27	HR	CEDARS survey demonstrates over 50% of researchers agree that the institution has fair and inclusive opportunities for career advancement.			

| EM3 | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers. | Deliver training for all staff involved in the Faculty moderation stage (new for the 24/25 conferment round) of the conferment process to ensure it is inclusive, equitable and transparent. | May. 25 | HR | Training delivered to Faculty Executive Boards. Increase in numbers of women and global majority staff assessed at the moderation stage as suitable for conferment consideration.

CEDARS survey demonstrates over 50% of researchers agree that the institution has fair and inclusive opportunities for career advancement. | | |

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.	In addition to HR policies and procedures covering all aspects of the employment cycle, review success of new PGSCs in adding greater structure to working in accordance to grant funding. New Research and Enterprise Directorate to offer greater support to PIs and Managers through the post-award team.	Jul. 25 Oct. 25	Associate Deans for RKE and PGSCs RED	Qualitative feedback and reflection from discussion at PGSCs. Explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups.		
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	In addition to HR policies and procedures covering all aspects of the employment cycle, review success of new PGSCs in adding greater structure to working in accordance to grant funding. New Research and Enterprise Directorate to offer greater support to PIs and Managers through the post-award team.	Jul. 25 Oct. 25	Associate Deans for RKE and PGSCs RED	As EM2		
ER2	Researchers understand their reporting obligations and responsibilities.	In addition to HR policies and procedures covering all aspects of the employment cycle, review success of new PGSCs in adding greater structure to working in accordance to grant funding. New Research and Enterprise Directorate to offer greater support to PIs and Managers through the post-award team.	Jul. 25 Oct. 25	Associate Deans for RKE and PGSCs RED	As EM2		

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.	Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties. Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers.	Jul. 25 Sep. 26	CPO and reporting to CRDDS OD and RED	Effectiveness of new training offer: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from research managers and leaders through discussion at CRDDS.		
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.	University-wide Academic Workload Model Steering Group has been established to look at workload across the University towards a new workload model. Undertake an annual review of the University's conferment process (for promotion to Associate Professor, Reader and Professor across three pathways, Research, Knowledge Exchange and Learning & Teaching) to ensure continuous improvement. Development of more transparent career progression frameworks for Research Only staff. Holistic review of reward, recognition and career pathways for Academic staff to be undertaken as part of the Culture and Leadership strategic project (Academic Workforce workstream). Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/ completion rates.	Sep. 26 Jan 26 and ongoing Jul. 25 Mar. 27 Sep. 26	Academic Workload Model Steering Group Conferment panel and HR HR, RED, URIC HR HR	Data on applications, success rates, EDI, and process analysed. Evidence based amendments made to conferment process as part of continued annual improvements. Clear and equitable process for research-only staff progression designed and implemented. Effectiveness of management of researchers: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from researchers and managers through discussion at CRDDS. CEDARS survey demonstrates over 80% of mangers feel confident in their ability to manage and provide feedback for appraisal/review processes effectively. CEDARS survey demonstrates over 70% of researchers agree their manager clearly articulates their expectations concerning role and performance. CEDARS survey demonstrates over 60% of researchers agree their manager provides clear, constructive and timely feedback on their performance. CEDARS survey demonstrates over 60% of researchers agree their manager supports them to develop their research / professional identity. CEDARS survey demonstrates over 50% of researchers agree their manager supports them in working towards promotion opportunities. CEDARS survey demonstrates over 50% of researchers agree their manager supports them in their broader career		
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties. Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers.	Jul. 25 Sep. 26	CPO and reporting to CRDDS OD and RED	The majority of managers have undertaken mandatory training. Effectiveness of management of researchers: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from researchers and managers through discussion at CRDDS. CEDARS survey demonstrates over 60% of managers have undertaken, or would like to undertake, training and/or CPD in the following areas: Communication and engagement; Equality, diversity and inclusion; Leadership; Managing others; Open research (e.g. open publication and open data); Project management; Research integrity; Supervision.		
EM4	Managers actively engage in regular constructive performance management with their researchers.	Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/completion rates.	Sep. 26	HR	Effectiveness of management of researchers: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from researchers and managers through discussion at CRDDS. CEDARS survey demonstrates over 70% of researchers agree their manager clearly articulates their expectations concerning role and performance. CEDARS survey demonstrates over 60% of researchers agree their manager provides clear, constructive and timely feedback on their performance.		
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/ completion rates. Revise and re-launch the Line Manager Expectations document	Sep. 26 May 25	HR OD	90% of all staff to have participated in an annual appraisal, demonstrated by institutional data and CEDARs survey. CEDARS survey demonstrates over 60% of researchers find their appraisal useful.		

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. | Develop a University policy on the use and management of fixed-term contracts (to include redeployment).

Include a more detailed analysis in quarterly reporting on the use of fixed-term contracts (and extensions) and consideration of appropriate action to address any issues identified. | Jul. 26

Jul. 26 | HR

HR | Implementation of new policy and detailed reporting on fixed-term contracts on a quarterly basis to PCC results in a decrease of short (less than six months) FTCs.

CEDARS survey demonstrates over 50% of researchers feel their future at the institution is secure. | | |

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.

Ref	Obligation	Action	Timescale	Responsibility	Success measure
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.	Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties. Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers. Further promote engagement with institutional research events, including the new annual two-day research showcase and celebration, "Beyond Futures", established in 2024.	Jul. 25 Sep. 26 Jul. 25	CPO and reporting to CRDDS OD and RED RED	Quality of new training offer: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from research managers and leaders through discussion at CRDDS. In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Professional and Career Development will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). CEDARS survey demonstrates over 60% of researchers have undertaken, or would like to undertake, training and/or CPD in the following areas: Communication and engagement; Equality, diversity and inclusion; Leadership; Managing others; Open research (e.g. open publication and open data); Project management; Research integrity; Supervision. CEDARS survey demonstrates over 50% of researchers agree they have time to develop their professional identity.
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	Begin recording professional development engagement by staff group (e.g. RO; T&R). Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers.	Sep. 26 Sep. 26	OD OD and RED	The majority of researchers and research managers engage with professional development activities annually. Effectiveness of new training offer: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from research managers and leaders through discussion at CRDDS.
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	Professional development needs and use of self-managed research activity time (SMRSA) discussed as part of appraisal process with development needs discussion led by researcher and data collated by OD to inform Learning & Development offer. Refreshed mandatory training to reinforce the need for managers to encourage professional development discussions. Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/completion rates.	Dec 25 and then annually Sep. 26 Sep. 26	OD, Line Managers OD HR	All appraisees have the opportunity to discuss there professional development needs with their line manager as part of their appraisal. In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Professional and Career Development will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). CEDARS survey demonstrates over 50% of researchers agree they have time to develop their professional identity.
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.	Professional development needs and use of self-managed research activity time (SMRSA) discussed as part of appraisal process with development needs discussion led by researcher and data collated by OD to inform Learning & Development offer. Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/ completion rates.	Dec 25 and then annually Sep. 26	OD, Line Managers HR	The majority of researchers engage with professional development activities annually as evidenced by institutional data. CEDARS survey demonstrates over 50% of researchers spend at least 10 days per year on training and other continuing professional development activities.

Career development reviews

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

Ref	Obligation	Action	Timescale	Responsibility	Success measure
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	The majority of managers to complete mandatory training (which will be refreshed to reflect the move to an online system) which includes how to undertake effective appraisal discussions. Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties. Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers. Ensure clear expectation that all managers will appraise all staff reporting to them on an annual basis (included in the Line Managers Expectations document) and that where the manager is not research-active that a suitable senior, research-active member of staff will also be involved in the review.	Spring 25 then ongoing Jul. 25 Sep. 26 May 25 and ongoing	OD/line managers CPO and reporting to CRDDS OD and RED OD/line managers	The majority of line managers have attended mandatory appraisal training session. 90% of all staff to have participated in an annual appraisal, demonstrated by institutional data and CEDARs survey. Effectiveness of new training offer: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from research managers and leaders through discussion at CRDDS.
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	Begin recording appraisal engagement by staff group (e.g. RO; T&R). Expand the demographic questions in the annual (and any pulse surveys that may be taken in the interim period) staff survey to enable analysis of results by staff groups (e.g. T&R and RO).	June 25 Jun. 26	OD OD	Appraisal engagement recorded by staff group. Monitor and report to PCC on appraisal completion rates by staff group in annual Learning and Development report. 90% of all staff to have participated in an annual appraisal, demonstrated by institutional data and CEDARs survey.
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Refreshed mandatory training to reinforce the need for managers to encourage career development discussions in appraisals. Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/completion rates.	Sep. 26 Sep. 26	OD HR	90% of all staff to have participated in an annual appraisal, demonstrated by institutional data and CEDARs survey, and this includes a career development discussion. CEDARS survey demonstrates over 60% of researchers find their appraisal useful. In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Professional and Career Development will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO).
PCDR4	Researchers positively engage in career development reviews with their managers.	Move from a locally stored document appraisal system to a fully online system, which will allow tailoring of the questions to better meet the needs of research active staff and will enable more efficient recording and reporting of data on uptake/completion rates. Refresh the non-mandatory training session for staff on how to get the best from their appraisal and promote this when the new online appraisal system is launched.	Sep. 26 Sep. 26	HR OD	Appraisee training session refreshed and re-launched. In 2025 the University's staff survey question set is being re-designed. Questions within the key area of Professional and Career Development will be used to establish a baseline measure in relation to this obligation. We will increase our scores in this area from the baseline, and the new demographic questions will allow us to analyse results by staff group (e.g. T&R, RO). 90% of all staff to have participated in an annual appraisal, demonstrated by institutional data and CEDARs survey, and this includes a career development discussion. CEDARS survey demonstrates over 60% of researchers find their appraisal useful.

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.

Ref	Obligation	Action	Timescale	Responsibility	Success measure
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.				

Ref	Obligation	Action	Date	Responsibility	Success measure		
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.	Annual appraisal for research staff to include review of evidence from Elements system. Refreshed mandatory training to reinforce the need for managers to encourage career development discussions.	Sep. 26 Sep. 26	HR, Line Managers, Researchers OD	80% of researchers have an Elements profile. CEDARS survey demonstrates over 50% of researchers agree they have a clear career development plan.		

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.

Ref	Obligation	Action	Date	Responsibility	Success measure		
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Develop a new training offer for researchers aligned to career stage, with uptake and attendance monitoring built in to one system to capture all activity and to include training for managers of researchers. A new university-wide Research Culture Network to include opportunities for researchers to actively lead research culture in the University. Professional Development needs and use of self-managed research activity time (SMRSA) discussed as part of appraisal process with development needs discussion led by researcher and data collated by OD to inform Learning & Development offer.	Sep. 26 Jul. 25 Dec 25 and then annually	OD and RED RED, URIC OD, Line Managers	Effectiveness of new training offer and Research Culture Network in supporting research identity: - explored qualitatively through annual research environment culture focus group. At least 15 representative research staff from across the University to participate in the annual focus groups. - feedback from researchers through discussion at CRDDS. CEDARS survey demonstrates over 60% of researchers agree their manager supports them to develop their research / professional identity. CEDARS survey demonstrates over 50% of researchers agree they have time to develop their professional identity.		
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	A new university-wide Research Culture Network developed in 2025 to build on the findings of the HREinR gap analysis, review good practice, and design a holistic hub and spoke model. This will form a critical part of developing research identity. Introduce a recognition scheme for engagement with training to increase attendance. Increase number of opportunities for researchers engaged with research identity and leadership programmes (e.g. Aurora programme; Lord Paul Fellowships). Launch new research and knowledge exchange awards as part of Beyond Futures Festival.	Jul. 25 Sep. 26 Sep. 26 Jul. 25	RED, URIC OD, HR, CRDDS RED RED	The majority of researchers and research managers engage with professional development activities annually. Applications increase for UoW research development programmes and fellowship opportunities.		
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Undertake a University wide training needs review and review of training offered by Organisational Development (HR), the Research and Enterprise Directorate, and Faculties. Introduce a recognition scheme for engagement with training.	Jul. 25 Sep. 26	CPO and reporting to CRDDS OD, HR, CRDDS	CEDARS survey demonstrates over 70% of managers have undertaken, or would like to undertake, training and/or CPD in managing others.	Continue to support managers and developing leaders to engage with externally run research leaders programmes.	
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Introduce a recognition scheme for engagement with training to increase attendance. Increase number of opportunities for researchers engaged with research identity and leadership programmes (e.g. Aurora programme; Lord Paul Fellowships). Launch new research and knowledge exchange awards as part of Beyond Futures Festival.	Sep. 26 Sep. 26 Jul. 25	OD, HR, CRDDS RED RED	As PCDM4		

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.

Ref	Obligation	Action	Date	Responsibility	Success measure		
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.						
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.						
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.						
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.						

* The 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.