**HREiR Action plan template for institutions (add dates)**

Your institution’s logo

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|  |  | **Details** |  |  |  |  |  |  |  | | |  | | |
|  | **Institution name:** |  | |  | **The institutional audience\* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):** | | | | | | | | | |
|  | **Cohort number:** |  | |  | **Audience (direct beneficiaries of the action plan)** | | | **Number of** | | **Comments** | | | | |
|  | **Date of submission:** |  | |  | Research staff | | |  | |  | | | | |
|  | **Institutional context:** |  | |  | Postgraduate researchers | | |  | |  | | | | |
|  |  | Research and teaching staff | | |  | |  | | | | |
|  |  | Teaching-only staff | | |  | |  | | | | |
|  |  | Technicians | | |  | |  | | | | |
|  |  | Clinicians | | |  | |  | | | | |
|  |  | Professional support staff | | |  | |  | | | | |
|  |  | Other (provide numbers and details): | | |  | |  | | | | |
|  |  |  |  |  |  |  |  |  |  | | |  | | |
| ***Complete for submission*** | | | | | | | | ***To be completed only when reporting on action plan*** | | | | | | |
|  | **Obligation** | Action | Carried over from previous action plan? | Deadline | Responsibility | The targeted impact of the action (success measure) | Comments (optional) | Progress update | The actual impact of the action (reporting against the success measure) | | | Outcome (ongoing/carried forward/no further action) | | |
| **Environment and Culture** | |  |  |  |  |  |  |  |  | | |  | | |
| **Awareness and engagement** | | | | | | | |  | | | | | | |
| The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers. | | | | | | | |  | | | | | | |
| ECI1 | Ensure all relevant staff 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. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| **Wellbeing and mental health** | | | | | | | |  | | | | | | |
| The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working. | | | | | | | |  | | | | | | |
| ECI3 | Promote good mental health and wellbeing through the effective management of workloads and people. |  |  |  |  |  |  |  |  | | |  | | |
| ECI4 | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health. |  |  |  |  |  |  |  |  | | |  | | |
| ECM3 | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health. |  |  |  |  |  |  |  |  | | |  | | |
| ECM4 | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers. |  |  |  |  |  |  |  |  | | |  | | |
| 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. | | | | | | | |  | | | | | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| ECM3 | Ensure managers encourage reporting and addressing incidents of discrimination, 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. |  |  |  |  |  |  |  |  | | |  | | |
| **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. | | | | | | | |  | | | | | | |
| ECI4 / ECM1 | Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. |  |  |  |  |  |  |  |  | | |  | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related 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. | | | | | | | |  | | | | | | |
| ECI5 / ECM2 | Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct. |  |  |  |  |  |  |  |  | | |  | | |
| ECM3 | Ensure managers report and address incidents of poor research integrity. |  |  |  |  |  |  |  |  | | |  | | |
| ECR2 | Ensure researchers act in accordance with employer and funder policies related to research integrity. |  |  |  |  |  |  |  |  | | |  | | |
| 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. | | | | | | | |  | | | | | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution. |  |  |  |  |  |  |  |  | | |  | | |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. |  |  |  |  |  |  |  |  | | |  | | |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community. |  |  |  |  |  |  |  |  | | |  | | |
| **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. | | | | | | | |  | | | | | | |
| EI1 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices. |  |  |  |  |  |  |  |  | | |  | | |
| EI2 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position. |  |  |  |  |  |  |  |  | | |  | | |
| **Recognition, reward and promotion** | | | | | | | |  | | | | | | |
| The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression. | | | | | | | |  | | | | | | |
| EI3 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances. |  |  |  |  |  |  |  |  | | |  | | |
| EM3 | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers. |  |  |  |  |  |  |  |  | | |  | | |
| **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. |  |  |  |  |  |  |  |  | | |  | | |
| ER1 | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder. |  |  |  |  |  |  |  |  | | |  | | |
| ER2 | Researchers understand their reporting obligations and responsibilities. |  |  |  |  |  |  |  |  | | |  | | |
| **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. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| EM1 | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care. |  |  |  |  |  |  |  |  | | |  | | |
| EM4 | Managers actively engage in regular constructive performance management with their researchers. |  |  |  |  |  |  |  |  | | |  | | |
| ER3 | Researchers positively engage with performance management discussions and reviews with their managers. |  |  |  |  |  |  |  |  | | |  | | |
| **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. |  |  |  |  |  |  |  |  | | |  | | |
| **Professional and Career Development** | | | | | | | |  | | | | | | |
| **Championing professional development** | | | | | | | |  | | | | | | |
| The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it. | | | | | | | |  | | | | | | |
| PCDI1 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors. |  |  |  |  |  |  |  |  | | |  | | |
| PCDI6 | Monitor, and report on, the engagement of researchers and their managers with professional development activities. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| **Career development reviews** | | | | | | | |  | | | | | | |
| The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews. | | | | | | | |  | | | | | | |
| PCDI2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. |  |  |  |  |  |  |  |  | | |  | | |
| PCDI6 | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews. |  |  |  |  |  |  |  |  | | |  | | |
| PCDM1 | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually. |  |  |  |  |  |  |  |  | | |  | | |
| PCDR4 | Researchers positively engage in career development reviews with their managers. |  |  |  |  |  |  |  |  | | |  | | |
| **Career development support and planning** | | | | | | | |  | | | | | | |
| The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience. | | | | | | | |  | | | | | | |
| PCDI3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| **Research identity and leadership** | | | | | | | |  | | | | | | |
| The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities. | | | | | | | |  | | | | | | |
| PCDI4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
| PCDM5 | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. |  |  |  |  |  |  |  |  | | |  | | |
| PCDR5 | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills |  |  |  |  |  |  |  |  | | |  | | |
| **Diverse careers** | | | | | | | |  | | | | | | |
| The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research. | | | | | | | |  | | | | | | |
| PCDI5 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. |  |  |  |  |  |  |  |  | | |  | | |
| 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. |  |  |  |  |  |  |  |  | | |  | | |
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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. | | | | | | | | | | | | | | |
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| **Further hyperlinks and supplementary information**  **(more rows can be added)** | | | |  | **Abbreviations and glossary**  **(more rows can be added)** | | |  | | |  | | |  |
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**Logo

Description automatically generatedHREiR Award action plan template for funders (add dates)**

Your funder’s logo

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

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| ***Complete for submission*** | | | | | | | | ***To be completed only when reporting on action plan*** | | | | | | |
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| **Environment and Culture** | |  |  |  |  |  |  |  |  | | |  | | |
| **Awareness and engagement** | | | | | | | |  | | | | | | |
| The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers. | | | | | | | |  | | | | | | |
| ECF1 | Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies |  |  |  |  |  |  |  |  | | |  | | |
| **Wellbeing and mental health** | | | | | | | |  | | | | | | |
| The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working. | | | | | | | |  | | | | | | |
| ECF2 | Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers |  |  |  |  |  |  |  |  | | |  | | |
| **Equality, diversity and inclusion** | | | | | | | |  | | | | | | |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion. | | | | | | | |  | | | | | | |
| ECF3 | Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions |  |  |  |  |  |  |  |  | | |  | | |
| **Employment** | | | | | | | |  | | | | | | |
| **Job security** | | | | | | | |  | | | | | | |
| The aims of these obligations are to improve the job security of researchers. | | | | | | | |  | | | | | | |
| EF1 | Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies |  |  |  |  |  |  |  |  | | |  | | |
| EF2 | Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security |  |  |  |  |  |  |  |  | | |  | | |
| EF3 | Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression |  |  |  |  |  |  |  |  | | |  | | |
| EF4 | Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels |  |  |  |  |  |  |  |  | | |  | | |
| **Professional and Career Development** | | | | | | | |  | | | | | | |
| **Championing professional development** | | | | | | | |  | | | | | | |
| The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it. | | | | | | | |  | | | | | | |
| PCDF1 | Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning |  |  |  |  |  |  |  |  | | |  | | |
| PCDF2 | Embed the Concordat Principles and researcher development into research assessment strategies and processes |  |  |  |  |  |  |  |  | | |  | | |
| **Diverse careers** | | | | | | | |  | | | | | | |
| The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research. | | | | | | | |  | | | | | | |
| PCDF3 | Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit |  |  |  |  |  |  |  |  | | |  | | |
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