

HREiR Action plan template (2022-2025)

Add institutional logo



HR EXCELLENCE IN RESEARCH

Details

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| Institution name: | The University of Salford |
| Cohort number: | 1 |
| Date of submission: | September 2022 |
| Institutional context: | <p>The University of Salford was one of the first UK universities to participate in the HR Excellence in Research Award, first receiving this in 2010. Our recent focus, through the University's People Plan 2020+ has been on three areas, where we have made notable changes and improvements: 1) Ensuring wellbeing is at the heart of everything we do; 2) Developing a more inclusive and diverse place to work and study; 3) Deliberately focusing on development, performance, reward and recognition for all.</p> <p>Recently, there have been significant changes for our research strategy and support. In July 2021 we launched the University of Salford Innovation Strategy 2021-26, which sets out our goals for research, knowledge exchange and enterprise success and leadership, and unifies our activities under the banner of innovation. Over the strategy period we will deliver on 5 priority areas, two of which explicitly relate to our commitment to the Concordat: 'Developing creative research and enterprise leaders' and 'Transforming our culture'. To support the delivery of our strategy we have created a new directorate of Research & Enterprise (R&E), supported by our Pro-Vice Chancellor Research and Enterprise. Our action plan for 2022-25 is aligned to this future vision allowing us to refresh all areas, continuously improving the support for our researchers.</p> |

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 | 27 | Note - UoS terminology for this group is 'ECRs' throughout this plan |
| Postgraduate researchers | N/A | |
| Research and teaching staff | 838 | Note: Of this group, managers of research staff have targeted actions |
| Teaching-only staff | N/A | |
| Technicians | 50 | |
| Clinicians | N/A | |
| Professional support staff | N/A | |
| Other (please provide numbers and details): | | Note: The primary beneficiaries of the Researcher Development Concordat at the University of Salford are those employed to conduct research - particularly those early in their career, this includes postdoctoral researchers, research associates, research assistants, early career research and research fellows. |

| 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 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. | | No | July 2023 | Researcher Development Manager (R&E) | 100% of new ECRs are aware of the concordat and our commitment to researcher development (as this is discussed in 1:1 meetings and regularly through comms to the ECR Network). | | | | |
| ECI2 | Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers. | | No | July 2023 | Researcher Development Manager (R&E), Governance and Policy Manager (R&E) | 100% of new ECRs are aware of policies relating to them and their activities through induction and know where to find the information in future (and who to contact with questions). | | | | |
| 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. | | No | July 2025 | Researcher Development Manager (R&E) | Participation of the research community in the survey - aiming for 25% of ECRs to participate. Areas identified as receiving less positive feedback to be prioritised in future updates of this action plan. Target of 70% of respondents stating they are mostly or fully recognised for their activities under Section 2 of the survey; target of 80% of researchers agree or strongly agree with questions in Section 3 about professional development. | | | | |
| 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. | | No | April 2023 | Researcher Development Manager (R&E) | RDWG is established by April 2023; membership is established; meeting dates are set for 23-24. | | | | |
| 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. | | No | December 2023 | Researcher Development Manager (R&E) | Through a focus-group approach with our ECR Network, determine through discussion (annually) whether all participants from the ECR Network feel their wellbeing is supported at the university and provide existing resources where researchers raise issues. 80% of ECRs to feel supported in wellbeing matters. | | | | |
| 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. | | No | As ECI3 | As ECI3 | As ECI3 | | | | |
| 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. | | | | | | | | | | |

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| 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. | In ECR induction and through regular comms via Teams, signpost to university policies (report and support process). Set up specific Sharepoint page for ECR wellbeing and mental health support. RDM to undertake mental health first aider training to be able to confidently support ECRs with these issues and signpost to appropriate support. | No | March 2024 | Researcher Development Manager (R&E) | Regular increase in page views for ECR development activities and wellbeing resources as researchers navigate to new content provided (10% increase over a 90 day period). | | | | |
| 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. | | | | | | | | | | |
| 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 | Provide annual calls for funding specifically targeted to ECR/returners to research (e.g. Reignite your Research) and provide discretionary funding open all year to all researchers. Ensure this is clearly communicated via Teams/Sharepoint as an ECR opportunity (as this is also available to academics). | No | From September 2022 | Director of Research & Enterprise | All ECRs and researchers who have experienced equality-related situations to have the opportunity on an annual basis to access dedicated funding from R&E's internal budget. (Continue activity started in 21-22 and ensure the same or similar funding schemes are available annually). | | | | |
| 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. | Signpost new starters to ethics and integrity training course through new ECR induction. | No | December 2023 | Governance and Policy Manager (R&E) | 100% completion for new staff within 12 months of start date (as is currently required for PGRs). | | | | |
| 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. | Undertake a review to determine the relevance of each existing committee to ECR interests. As part of ECR induction and regular Network comms highlight opportunities to participate in relevant committees and working groups. | No | September 2024 | Researcher Development Manager (R&E) | All relevant committees/working groups have ECR representation. | | | | |
| 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. | As ECI6 and EI7 - we will participate in future iterations of CEDARS and formalise our committee supporting researcher development. | No | As ECI6 and EI7. | As ECI6 and EI7. | As ECI6 and EI7. | | | | |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution. | As ECI6, ECM5, ECR5. Relaunch the Researcher Development Working Group reporting to Research & Enterprise Committee (a committee of University Senate). | No | As ECI6, ECM5, ECR5 | As ECI6, ECM5, ECR5 | As ECI6, ECM5, ECR5 | | | | |
| ECR5 | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | As ECI6, EI7, EM5, and ECM5. Signposting to the committees available and encouraging their contributions. | No | As ECI6, EI7, EM5, and ECM5. | As ECI6, EI7, EM5, and ECM5. | As ECI6, EI7, EM5, and ECM5. | | | | |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community. | Encourage active participation of ECRs in the Network through attendance at meetings and contribution to surveys and online discussions. | No | September 2024 | Researcher Development Manager (R&E) | At least one third of the ECR community participating actively in the Network activities. | | | | |
| 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. | Linked to EC1 and EC2. Redevelop the ECR induction to include a specific series of activities relating to R&E support for fixed-term contract staff. Develop a more comprehensive sharepoint site with targeted resources and community within the Teams site. Include the option of individual meetings with RDM. | No | December 2024 | Researcher Development Manager (R&E) | 100% of new ECRs to complete the induction programme and checklist within their first year of employment. | | | | |
| 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. | | | | | | | | | | |
| | Provide clear and transparent merit-based recognition, and promotion pathways that recognise the full | | | | | | | | | |



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| E13 | 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. | As part of developed academic induction programme, include specific resources for managers of ECRs and dedicated community support through a Teams site. Pilot a new training session based on existing Salford Managers programme with content based around: engaging people management, managing performance and career conversations, developing and enabling your team, attracting and recruiting and retaining the right people. | No | July 2025 | Researcher Development Manager (R&E) / HR Organisational Development team | All managers included in Teams community with 100% completion of training for new Managers within 12 months of start date. | | | | |
| ER1 | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder. | E12 | No | As E12. | As E12. | As E12. | | | | |
| ER2 | Researchers understand their reporting obligations and responsibilities. | As E12. | No | As E12. | As E12. | As E12. | | | | |
| People management | | | | | | | | | | |
| The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews. | | | | | | | | | | |
| E14 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. | As EM2. | No | As EM2. | As EM2. | As EM2. | | | | |
| E15 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation. | | | | | | | | | |
| EM1 | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care. | As EM2. | No | As EM2. | As EM2. | As EM2. | | | | |
| 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. | | | | | | | | | | |
| E16 | 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. | | | | | | | | | | |
| PCD11 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors. | ECR Network to provide regular opportunities for ECRs to undertake training and development via a range of formal and informal experiences. | No | September 2023 | Researcher Development Manager (R&E) | Provide an annual programme of development and support of at minimum 10 days per year around a range of topics relating to personal and professional development including support provided internally and externally. | | | | |
| PCD16 | Monitor, and report on, the engagement of researchers and their managers with professional development activities. | As for E12 monitoring induction participation. Record engagement of all ECRs in development opportunities. | No | March 2025 | Researcher Development Manager (R&E) | 50% of all ECRs engaging across the development programme and all providing positive feedback of their experiences. | | | | |
| 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. | As for PCD16. | As for PCD16. | As for PCD16. | As for PCD16. | As for PCD16. | | | | |
| 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. | New starters at ECR level complete a tailored version of the academic staff 3-year research plan with the RDM as part of induction. | No | September 2023 | As E12. | As E12. | | | | |
| Career development reviews | | | | | | | | | | |
| The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews. | | | | | | | | | | |



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| PCDI2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | As PCDR1. | | As PCDR1. | As PCDR1. | As PCDR1. | | | | |
| 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. | As PCDI2. Support new starters to develop their future plans through the 3-year research plan process. Send out comms in advance of PDR milestones to encourage meetings. | No | As PCDI2 | As PCDI2 | 80% of ECRs undertaking PDR with their managers. | | | | |
| PCDR4 | Researchers positively engage in career development reviews with their managers. | As PCDM1. | As PCDM1. | As PCDM1. | As PCDM1. | | | | | |
| 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. | Create a sharepoint site for ECR careers support with new content created at Salford and links out to other resources, e.g. Prosper (University of Liverpool). | No | July 2024 | Researcher Development Manager (R&E) | 50% of all ECRs attending specific career development sessions. | | | | |
| 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 active staff to create profiles on our new research information system (Worktribe) scheduled for launch in Dec 2022 to demonstrate their track records. (This also has the functionality to export information in a cv format). | No | July 2023 | APRIS Project Support Officer (R&E) | All new ECRs to attend the mandatory training to acquire access to the system and set up a detailed profile within their first 6 months. | | | | |
| 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. | Provide leadership development workshops for ECRs consisting of individual and peer-group activities on an annual basis. | No | March 2025 | Researcher Development Manager (R&E) | A minimum of 5 ECRs undertake the leadership training programme each academic year and provide feedback on the tangible benefits for their careers. | | | | |
| 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. | Pilot a training experience for ECRs who informally help PGRs/undergraduates to learn about managing and supporting others, taking elements from existing PGR supervisor training workshops delivered to academic staff. | No | July 2024 | Researcher Development Manager (R&E) | A cohort of ECRs who support PGRs/undergraduates to participate in the first training with 80% of attendees giving positive feedback about the experience and describing how they will put their learning into practice. | | | | |
| PCDM5 | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development. | | | | | | | | | |
| PCDR5 | Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills | As PCDI4. Participation in new leadership development programmes aligned to ECR needs. | No | As PCDI4 | As PCDI4 | As PCDI4 | | | | |
| 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. | As PCDI3. | As PCDI3. | As PCDI3. | As PCDI3. | As PCDI3. | | | | |
| 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. | ECR Network to be provided with 1 group coaching session per year of their employment to reflect on their career development and progression. | No | January 2025 | Researcher Development Manager (R&E) | 50% ECRs attending career development/coaching sessions and using their learning to update their 3-year career plans. | | | | |
| 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. | Signpost to Impact development sessions as part of the new academic staff development programme. | No | December 2023 | REF, KEF and Impact Manager (R&E) | Minimum of 5 ECRs attending impact/knowledge exchange workshops each year and developing their understanding of the forms of impact and how to evidence their activities. | | | | |
| | | Signpost to public and community engagement activities happening across the institution that researchers can get involved with. | No | July 2025 | REF, KEF and Impact Manager (R&E) | Minimum of 5 ECRs contributing to public and community engagement events or development of resources/blogs to showcase their activities to be disseminated internally and externally. | | | | |

* 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) | |
| 1 | HREiR Action plan, Vitae 2020 |

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| Abbreviations and glossary (more rows can be added) | |
| ECR | Early Career Researcher |

