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.

Environment and Culture

To ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and well communicated to researchers and their managers:

- Conduct regular all-staff, CEDARS/Knowledge Exchange Charter surveys to collect feedback on the Concordat, research knowledge exchange environment and culture; developing and implementing action plans as appropriate in response to arising issues or opportunities.
  
  *Objectives*
  
  - At least 70% of research staff agreeing 
  
  *Evidence*
  
  - At least 70% of research staff agreeing 
  
  *Commentary*
  
  - At least 70% of research staff agreeing

- Ensure all relevant staff are aware of the Concordat.
  
  *Objectives*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Evidence*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Commentary*
  
  - 100% awareness of the Concordat amongst all research staff.

- Institute professional support staff and practitioners relevant to researchers to ensure that they are inclusive, equitable and transparent, and compliant with funder expectations.
  
  *Objectives*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Evidence*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Commentary*
  
  - 100% awareness of the Concordat amongst all research staff.

- Ensure researchers are actively contributing to the development and implementation of a support, for researchers, for researchers, and for researchers.
  
  *Objectives*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Evidence*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Commentary*
  
  - 100% awareness of the Concordat amongst all research staff.

- Promote mental health and wellbeing through the effective management of workplaces and people.
  
  *Objectives*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Evidence*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Commentary*
  
  - 100% awareness of the Concordat amongst all research staff.

- Promote mental health and wellbeing through the effective management of workplaces and people.
  
  *Objectives*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Evidence*
  
  - 100% awareness of the Concordat amongst all research staff.
  
  *Commentary*
  
  - 100% awareness of the Concordat amongst all research staff.


ECP2: Ensure researchers and their managers are aware of, and in accordance with, the highest standards of research integrity and professional conduct.

- **Action:** All out and online participation in all Research Integrity Office online training courses for staff and research students.
- **Target:** All researchers and research managers.
- **Deadline:** Year 1, 2, 3
- **Responsible by:** IOU/PT, Research Managers
- **Impact:** Increased awareness of research integrity, 90% of researchers trained by 2025.
- **Evidence of promotion and uptake of: “Reduce and Support” tool.


ECR1: Conduct regular monitoring of reports to specifically report upon these actions.

- **Impact:** Increased awareness of research integrity and research culture to staff in a sensitive handling incidents.
- **Evidence of promotion and uptake of: “Report and Support” tool.


ECR2: Ensure managers and researchers are in accordance with employer and funder policies related to research integrity.

- **Impact:** Increased awareness of research integrity and research culture to staff in a sensitive handling incidents.
- **Evidence of promotion and uptake of: “Report and Support” tool.


Research Integrity

- **Impact:** To raise awareness of research integrity and research culture to staff in a sensitive handling incidents.
- **Evidence of promotion and uptake of: “Report and Support” tool.


Ensuring managers and researchers are effectively trained in relation to whistleblowing and mental health.

- **Impact:** To reduce the stigma around discussing research integrity creating and implementing new processes to specifically report upon these actions.
- **Evidence of promotion and uptake of: “Report and Support” tool.


Research Integrity

- **Impact:** To reduce the stigma around discussing research integrity creating and implementing new processes to specifically report upon these actions.
- **Evidence of promotion and uptake of: “Report and Support” tool.


<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECP1: Promote healthy working environment through effective policies and practice for training, discrimination, bullying and harassment, including providing appropriate support for those reporting incidents.</td>
<td>Ensure managers and researchers are effectively trained in relation to whistleblowing and mental health.</td>
<td>Yes</td>
<td>Year 1 PT</td>
<td>IOU/PT</td>
<td>(Measure: Number of individuals completing the modules.)</td>
<td>Increase awareness of research integrity, 90% of researchers trained by 2025.</td>
<td>Evidence of promotion and uptake of: “Report and Support” tool.</td>
</tr>
<tr>
<td>ECP2: Ensure researchers and their managers are aware of, and in accordance with, the highest standards of research integrity and professional conduct.</td>
<td>All out and online participation in all Research Integrity Office online training courses for staff and research students.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>IOU/PT</td>
<td>(Measure: Number of individuals completing the modules.)</td>
<td>Increase awareness of research integrity, 90% of researchers trained by 2025.</td>
<td>Evidence of promotion and uptake of: “Report and Support” tool.</td>
</tr>
<tr>
<td>ECP3: Update Terms of Reference for the University Research, Integritiy &amp; Governance (URG) - Research Managers.</td>
<td>Update Terms of Reference for the University Research, Knowledge Exchange and Ethics Committee to include specific responsibilities for the promotion and monitoring of research integrity and culture, and incorporate into routine insurance reporting.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>IOU/PT</td>
<td>(Measure: Specific responsibility included in the Research, Knowledge Exchange and Ethics Committee Terms of Reference.)</td>
<td>Increase awareness of research integrity and research culture to staff in a sensitive handling incidents.</td>
<td>Evidence of promotion and uptake of: “Report and Support” tool.</td>
</tr>
<tr>
<td>ECP4: Ensure managers and researchers are in accordance with employer and funder policies related to research integrity.</td>
<td>Ensure managers report and address incidents of poor research integrity.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>IOU/PT</td>
<td>(Measure: Document outline managers responsible created.)</td>
<td>Increase awareness of research integrity and research culture to staff in a sensitive handling incidents.</td>
<td>Evidence of promotion and uptake of: “Report and Support” tool.</td>
</tr>
<tr>
<td>ECP5: Ensure managers and researchers are effectively trained in relation to whistleblowing and mental health.</td>
<td>Conduct regular monitoring of reports to specifically report upon these actions.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>IOU/PT</td>
<td>(Measure: Number of individuals completing the modules.)</td>
<td>Increase awareness of research integrity, 90% of researchers trained by 2025.</td>
<td>Evidence of promotion and uptake of: “Report and Support” tool.</td>
</tr>
</tbody>
</table>
**Policy development**

The aims of these obligations are to ensure an understanding of the key drivers for the development of processes to ensure positive change and to encourage researchers to contribute to the development of policies for the University's research culture.

<table>
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<tr>
<th>Obligation</th>
<th>Action</th>
<th>Acceptance against relevant strategic plans</th>
<th>Deadline</th>
<th>Responsibility</th>
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<th>Progress update</th>
<th>The actual progress made by the University (baseline performance met or otherwise)</th>
<th>Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>027</td>
<td>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.</td>
<td>Yes</td>
<td>Year 1,2,3</td>
<td>IOU/PT</td>
<td>Increased engagement in University research culture - baseline response rate 50% in Year 1, increasing 10% yoy.</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
<tr>
<td>028</td>
<td>Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within the institution.</td>
<td>Yes</td>
<td>Year 1,2,3</td>
<td>IOU/PT</td>
<td>Increased engagement in University research culture - baseline response rate 50% in Year 1, increasing 10% yoy.</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
<tr>
<td>029</td>
<td>Encourage researchers and their managers to contribute to policy development aimed at creating a more positive research environment and culture within the institution.</td>
<td>Yes</td>
<td>Year 1,2,3</td>
<td>IOU/PT</td>
<td>Increased engagement in University research culture - baseline response rate 50% in Year 1, increasing 10% yoy.</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
<tr>
<td>030</td>
<td>Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within the institution.</td>
<td>Yes</td>
<td>Year 1,2,3</td>
<td>IOU/PT</td>
<td>Increased engagement in University research culture - baseline response rate 50% in Year 1, increasing 10% yoy.</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
</tbody>
</table>

**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.

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<tbody>
<tr>
<td>031</td>
<td>Ensure open, transparent and merit-based recruitment of all researchers, using fair and inclusive selection and appointment processes.</td>
<td>Yes</td>
<td>Year 1,2,3</td>
<td>PT</td>
<td>Considered eligible for the position and selected based on the total points.</td>
<td>No</td>
<td>Year 1,2</td>
<td>No</td>
<td>Year 1,2</td>
</tr>
<tr>
<td>032</td>
<td>Provide an effective induction ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU</td>
<td>50% of staff are aware of responsible research metrics policy (new CEDARS question)</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
<tr>
<td>033</td>
<td>Provide clear and transparent merit-based recruitment policies and processes for development and promotion pathways that recognize the key drivers for the development of researchers’ contributions and the diversity of personal circumstances.</td>
<td>Yes</td>
<td>Year 1,2,3</td>
<td>IOU/PT</td>
<td>Significant deviations in progression for staff with protected characteristics is investigated, underlying causes identified and addressed.</td>
<td>No</td>
<td>Year 1,2,3</td>
<td>No</td>
<td>Year 1,2,3</td>
</tr>
<tr>
<td>034</td>
<td>Manage contract terms and conditions with researchers during recruitment and maximize employability and sustainability of researchers.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU</td>
<td>60% of researchers have up-to-date mandatory training records.</td>
<td>No</td>
<td>Year 1,2,3</td>
<td>No</td>
<td>Year 1,2,3</td>
</tr>
</tbody>
</table>

**Recognition, reward and promotion**

The aims of these obligations are to ensure the fair and transparent recognition of researchers as part of their career progression.

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<tbody>
<tr>
<td>035</td>
<td>Support, Leadership, Unconscious Bias and any other mandatory training and implement action plans to improve compliance ratings on request.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU/PT</td>
<td>50% of staff are aware of responsible research metrics policy (new CEDARS question)</td>
<td>No</td>
<td>Year 1,2</td>
<td>No</td>
<td>Year 1,2</td>
</tr>
<tr>
<td>036</td>
<td>Monitor completion of Equality &amp; Diversity, Wellbeing &amp; Support, Leadership, Unconscious Bias and any other mandatory training and collect feedback on their effectiveness in their management and leadership practice.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU</td>
<td>No</td>
<td>Year 1,2</td>
<td>No</td>
<td>Year 1,2</td>
<td>No</td>
</tr>
</tbody>
</table>

**Support and development**

The aims of these obligations are to ensure an understanding of the key drivers for the development of processes to ensure positive change and to encourage researchers to contribute to the development of policies for the University's research culture.

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</thead>
<tbody>
<tr>
<td>037</td>
<td>Conduct an annual Equality Impact Analysis of end-to-end processes for career progression.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU/PT</td>
<td>Significant deviations in progression for staff with protected characteristics is investigated, underlying causes identified and addressed.</td>
<td>No</td>
<td>Year 1,2</td>
<td>No</td>
<td>Year 1,2</td>
</tr>
</tbody>
</table>

**Encouragement and engagement with the wider academic community**

The aims of these obligations are to ensure an understanding of the key drivers for the development of processes to ensure positive change and to encourage researchers to contribute to the development of policies for the University's research culture.

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</thead>
<tbody>
<tr>
<td>038</td>
<td>Engage with opportunities to contribute to relevant development within the institution.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU</td>
<td>50% of staff are aware of responsible research metrics policy (new CEDARS question)</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
<tr>
<td>039</td>
<td>Provide opportunities for researchers to participate in development of policies that drive positive change at their institution.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU</td>
<td>50% of staff are aware of responsible research metrics policy (new CEDARS question)</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
<tr>
<td>040</td>
<td>Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within the institution.</td>
<td>Yes</td>
<td>Year 1,2</td>
<td>IOU</td>
<td>50% of staff are aware of responsible research metrics policy (new CEDARS question)</td>
<td>Yes</td>
<td>Year 2,3</td>
<td>Yes</td>
<td>Year 2,3</td>
</tr>
</tbody>
</table>

**Conduct an annual Equality Impact Analysis of end-to-end processes for career progression.**

The aim of these obligations is to ensure an understanding of the key drivers for the development of processes to ensure positive change and to encourage researchers to contribute to the development of policies for the University's research culture.
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.

- Develop Research & Knowledge Exchange web resource to support researchers, mapping to the Researcher Development Programme frameworks.
- Year 1, 2, 3
- Yes
- Year 2
- IOU
- PT
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funders.

- Develop Research & Knowledge Exchange web resource to support researchers, mapping to the Researcher Development Programme frameworks.
- Year 1, 2, 3
- Yes
- Year 2
- IOU
- PT
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

Researchers understand their reporting obligations and responsibilities.

- Establish baseline in Year 1 and increase by 10% yoy.
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

Researchers positively engage with performance management discussions and reviews with their managers.

- At least 60% of researchers answering agree/strongly agree to the questions around annual performance management discussions.
- Year 2/3 - promotion and monitoring of 10-day uptake.
- Year 1 - consultation with researchers, development of policy and recording mechanisms.
- Year 1 - development
- Year 2 - evaluation and review
- 100% of researchers are aware of resource and find it useful.

Managers actively engage in regular constructive feedback discussions with their researchers.

- At least 60% of researchers answering agree/strongly agree to the questions around appraisal discussions were useful in the last 12 months on the 2023 CEDARS & Staff survey.
- Year 2/3 - promotion and monitoring of 10-day uptake.
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

Managers undertake relevant training and development opportunities that they can manage researchers effectively and fairly in their role.

- At least 60% of researchers answering agree/strongly agree to the questions around researchers feel that career progression processes are available, support and are clear.
- Year 2/3 - promotion and monitoring of 10-day uptake.
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

Researchers ensure that they work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.

- Develop Research & Knowledge Exchange web resource to support researchers, mapping to the Researcher Development Programme frameworks.
- Year 1, 2, 3
- Yes
- Year 2
- IOU
- PT
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

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- At least 60% of researchers answering agree/strongly agree to the questions around annual performance management discussions.
- Year 2/3 - promotion and monitoring of 10-day uptake.
- Year 1 - consultation with researchers, development of policy and recording mechanisms.
- Year 1 - development
- Year 2 - evaluation and review
- 100% of researchers are aware of resource and find it useful.

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- At least 60% of researchers answering agree/strongly agree to the questions around appraisal discussions were useful in the last 12 months on the 2023 CEDARS & Staff survey.
- Year 2/3 - promotion and monitoring of 10-day uptake.
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

Managers undertake relevant training and development opportunities that they can manage researchers effectively and fairly in their role.

- At least 60% of researchers answering agree/strongly agree to the questions around researchers feel that career progression processes are available, support and are clear.
- Year 2/3 - promotion and monitoring of 10-day uptake.
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.

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.

- Develop Research & Knowledge Exchange web resource to support researchers, mapping to the Researcher Development Programme frameworks.
- Year 1, 2, 3
- Yes
- Year 2
- IOU
- PT
- Year 1 - development
- Year 2 - evaluation and review
- 50% of researchers are aware of resource and find it useful.
<table>
<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Current state</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>The targeted 'yes' for action</th>
<th>Notes and Carried over (if any)</th>
<th>Comments (if any)</th>
<th>Progress update</th>
<th>The success measure (optional)</th>
<th>Outcome (expected long-term impact and/or further actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCDR1</td>
<td>Research Managers should conduct at least four rounds of career planning and mentoring discussions in line with the Researcher Development Concordat.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Managers</td>
<td>Yes</td>
<td>Minimum of 60% of researchers answering 'agree'/strongly agree to the questions around having a clear career plan &amp; managers encouraging a wider range of career pathways.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>FCDR2</td>
<td>Researchers positively engage in career development activities with their managers.</td>
<td>Yes</td>
<td>Year 2</td>
<td>ECRs/Researchers</td>
<td>Year 2</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>ECRs/Researchers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>FCDR3</td>
<td>Develop and implement a career planning system/framework that can be used by ECRs/Researchers to plan and record their CPD.</td>
<td>Yes</td>
<td>Year 2</td>
<td>ECRs/Researchers</td>
<td>Year 2</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>ECRs/Researchers supporting 10-day uptake in Year 2.</td>
<td></td>
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</tbody>
</table>

**Career development and planning**

The aims of these obligations are to promote researchers’ career development planning through tailored support and gathering evidence of professional experience.

**FCDRH**

Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.

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<th>The targeted 'yes' for action</th>
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</tr>
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<tr>
<td>FCDRH1</td>
<td>Support researchers to link up with business through researchers to engage with businesses.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Leaders</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>FCDRH2</td>
<td>Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their achievements.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Leaders</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>FCDRH3</td>
<td>Support development of future research leaders through Research HE development programmes or similar.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Managers</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
</tbody>
</table>

**Research, identity and leadership**

The aims of these obligations are to provide researchers with opportunities to progress in their careers by developing their research identity and leadership capabilities.

**ICDS**

Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers experienced in these.

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<tr>
<td>ICDS1</td>
<td>Analyse and extend researcher monitoring programmes, including collating ECRs/Researcher views.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Leaders</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>ICDS2</td>
<td>Provide support for researchers embarking on new professional development initiatives, for the researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their achievements.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Leaders</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>ICDS3</td>
<td>Support development of future research leaders through Research HE development programmes or similar.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Leaders</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>ICDS4</td>
<td>Researchers to seek out and engage with opportunities to develop their research identity and broader leadership skills.</td>
<td>Yes</td>
<td>Year 1, 2, 3</td>
<td>Research Leaders</td>
<td>Yes</td>
<td>At least 60% of researchers answering 'agree'/strongly agree to the questions around aligned guidance and mentoring. 3 participants in Year 1 rising to 6 in Year 2.</td>
<td>Yes</td>
<td></td>
<td>Research Managers supporting 10-day uptake in Year 2.</td>
<td></td>
</tr>
<tr>
<td>Obligation</td>
<td>Action</td>
<td>Carried over from previous action plan?</td>
<td>Deadline</td>
<td>Responsibility</td>
<td>Comments</td>
<td>Progress update</td>
<td>Outcome (ongoing/carried forward/no further action)</td>
<td></td>
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<tr>
<td>Further hyperlinks and supplementary information (more rows can be added)</td>
<td>Abbreviations and glossary (more rows can be added)</td>
<td><strong>AKTP</strong></td>
<td>Accelerated KTP</td>
<td><strong>CEDARS</strong></td>
<td>Continuing Engagement and Development of Academic Research Staff</td>
<td><strong>CPD</strong></td>
<td>Continuing Professional Development</td>
<td><strong>CPR</strong></td>
<td>College of Professors &amp; Readers</td>
<td><strong>EIGU</strong></td>
</tr>
</tbody>
</table>