University of Central Lancashire
UCLan
Where opportunity creates success

UNIVERSITY OF CENTRAL LANCASHIRE: CONCORDAT TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCH STAFF

Reflection on 2018-2020 Action Plan

This document is a reflection on the actions and activities proposed for 2018-2020 as reported in the previous update. The actions have been listed under the new Concordat Area and Issue which is most appropriate. Table 1. Provides a guide of what information is where and what it relates too. The Outcomes listed in this document should, if relevant be continuing in the 'Actions and Forward Plan for 2022' document. A list of acronyms is also provided below.

Acronyms used:

CPD - Continuing Professional Development

CPR - College of Professors and Readers

ECR - Early Career Researcher

ED - Executive Dean

FDR - Faculty Director of Research

FREIC - Faculty Research, Ethics, Integrity Committee

HoS - Head of School

HRERWG - HR Excellence in Research Working Group

PRC - Professor and Reader Committee

RDSG - Researcher Development Steering Group; which has evolved from HRERWG

RDU - Researcher Development Unit

SRfR - Significant Responsibility for Research

SRL - School Research Lead

SRLs - School Research Leads

UCLan - University of Central Lancashire

URIC - University Research and Innovation Committee

Table 1. Explanation for use of the table below.

Concordat Area and Issue - Recruitment and Selection

A1. Members of the research community understand researchers are chosen for their ability to advance research

Action stated for 2018-2020

In this box, the relevant action reported in the last annual report is cited.

Given measures of success

In this box, details on what success looks like for this action is stated.

Progress during 2018-2020

In this box, the actions delivered by August 2020 will be named.

Outcome

In this box, the next steps are stated. These reflect on the current results, what will continue, change or be discontinued.

   (A) Recruitment and Selection

A1. Members of the research community understand researchers are chosen for their ability to advance research

Action stated for 2018-2020

The newly agreed Research Strategy sets out the themes and structures to further research at UCLan, and researchers will be selected to contribute and achieve these aims. This ensures we have maximum research activity, outputs and impact in our key research areas and that individuals have the right infrastructure to grow at UCLan. The Career Researcher Pathway will support the strategy, ensuring development and career planning and support and reflect the aims for UCLan. The newly formed Researcher Development Steering Group (RDSG) will review and develop provision.

Given measures of success

(i) Greater emphasis on supporting researchers to deliver research.

(ii) Resources will be focussed in areas of delivery and development.

(iii) The RDSG will be active in the review of provision.

(iv) Career pathways are available to support the strengths and interests of the academic, e.g. (i) Teaching and Learning, (ii) Research and (iii) Innovation and Enterprise.

Progress during 2018-2020

(i) Through the work completed for the production of the Code of Practice (CoP) for REF2021 there is continued use of the application of the SRfR definition. SRfR is Significant Responsibility for Research and recognises the activity and deliverables which describe a research active member of staff and as such SRfRs have a minimum of 0.2FTE on their workload for research. Approximately 442 FT (which is a combination of Teaching & Research and independent Research only) academics have been assigned as having SRfR. These people have 0.2 FTE on their workload for research and the University is in the process of providing information on what the expected deliverables for that time are, recognising the importance of non-quantitative metrics and activity such as esteem factors alongside the recently published policy of responsible use of research metrics.

 (ii) Alongside the formation of the 2 Research Institutes in 2017, the University approved 11 Research Centres. The 13 entities (https://www.uclan.ac.uk/research/index.php) will be used as vehicles to help support and grow researchers within the University, providing a network and support system where research is the primary focus. The majority of internal funding available between 2018-2020 for research was focussed on the Research Institutes and Research Centres. When reviewing academics who have SRfR, 268 staff are not associated with a Research Institute or Research Centre out of a research population of 572. Time will be spent reviewing the situation and considering how those people outside of the Institute and Centre framework are supported. Their first point of contact for support will be their line manager and/ or the School Research Lead.

(iii) RDSG was established with representatives from different Faculties.

 (iv) The various career pathways for academics were promoted and a number of people promoted to Professor and Reader through the 3 pathways, 1 of which is research. Applicants apply by focussing attention on one particular pathway or by referencing a core pathway with links to a second. The majority of applicants reference research either as their sole criteria or as a secondary eg. teaching and learning, and research. In 18/19, 9 Professors (6 research focussed) and 10 Readers (4 research focussed) were appointed. No application round was offered during 19/20.

Outcome

(i) UCLan will be submitting less than 100% of academic staff to the REF20-21 exercise. In compiling the submission, it was noted that a number of staff had had research hours but had produced limited outputs. Detailed work has started on how to make appraisal more effective when discussing research activity and ambition and looking at the support and guidance which can be provided to individuals to enable them to achieve their research aspirations. Relevant documentation and guidance have been provided to SRLs, HoS, FDRs and EDs during summer 2020.

(ii) Whilst still in their infancy, work will continue with the Research Institutes and Centres to embed a supportive environment to guide members in their activities. Membership of the institutes and Centres will be reviewed and criteria for continuing membership will be developed. Support for those staff not currently within a Research Institute or Research Centre will be identified and reviewed.

(iii) The RDSG has been established and has supported the production of the HREiR submission rather than reviewing provision. Time will be spent on reviewing and informing provision going forward.

(iv) The opportunity for promotion to Professor and Reader is advertised and support and guidance provided by HR for applicants is available on the HR website and through face to face meetings.

A2. Recruitment and selection processes are informative, transparent and open to all qualified applicants.

Action stated for 2018-2020

Guidance provided to applicants specifies the process for shortlisting, interviewing and appointment and is clear and transparent. Roles are always advertised on our intranet, and if no internal candidates come forward, then posted on the external internet page. Any queries can be directed to HR for response.

Given measures of success

All new posts follow the agreed HR procedure ensuring no complaints with respect to process not being followed.

Progress during 2018-2020

HR processes were followed for all new appointments. At shortlisting and interview stages, unsuccessful candidates are able to request feedback. All internal candidates are offered feedback.

Outcome

In line with the University's Policy on Responsible Use of Research Metrics, all new JDs and PSs will be reviewed in light of the use of discriminatory statements such as, 'high impact factor journals'.

A3. Person and vacancy specs must clearly identify the skills for the post, and these must be relevant to the role.

Action stated for 2018-2020

UCLan's leadership development encompasses selecting and developing your team. UCLan has established organisational values embedded within each person specification, supported with advice for recruiting managers on how to assess the values. HR Business Partners regularly review JD/PS to ensure relevance and standards are applied.   All JD/PS to conform to UCLan standards. By 2020 all appointments will have tested the UCLan values at selection.

Given measures of success

(i) UCLan organises a new starters workshop which includes a discussion of the values. In this period 553 colleagues participated. Values are listed on person specs and managers are advised to ask about the values at interview stage.

(ii) All new posts are reviewed and assessed via the HERA (Higher Education Role Analysis) initial role analysis process to check role, grade and skills.

Progress during 2018-2020

Guidance was issued in 2017 to recruiting managers to test the values at interview. 100 academic job descriptions and person specifications were reviewed by 31 July 2020 and 93 of those requested evidence of the UCLan values. As the values are included amongst the essential criteria on person specifications, candidates were expected to reference their understanding of these within their application and recruitment panels have the opportunity to question these further at interview, having been given sample questions. In addition, the application criteria for titles via PRC has academic citizenship as essential which provides an opportunity for candidates to link back to the values.

Outcome

(i) The values are prominent around the University and are evidenced on JD/PSs.

(ii) Academic citizenship is becoming more prominent and work will be undertaken to promote the value of all activities which contribute to academic citizenship e.g. committee membership, reviewer activities. This will help to promote their importance and the necessity to test for them at interview and thus through the JD and PS.

A4. Recruitment and progression panels should reflect diversity as well as a range of experience and expertise. Recruitment & selections panels should have received relevant recent training. Unsuccessful candidates should be given appropriate feedback if requested.

Action stated for 2018-2020

Recruitment and selection practice is being enhanced through the People Plan projects which ensure decision makers are trained in unconscious bias, assessing UCLan values, and giving feedback. Development in these areas is available through blended learning - in workshops and via online courses. This principle is promoted during every selection activity.

Given measures of success

Recruitment and progression panels will have:

(i) been trained and be of mixed gender

(ii) completed recruitment and selection training, and

(iii) completed unconscious bias training.

Progress during 2018-2020

(i)   100% of selection panel members were trained in recruitment and selection, and diversity in the workplace. Not all recruiters have undertaken unconscious bias training.   In this period, 319 have taken Unconscious Bias Mandatory Training and 212 Staff have completed Recruitment and Selection Training since 1st August 2018.

(ii)   A new Equality, Diversity and Inclusion Director was appointed in July 2020 and he has been approached about how to engage people with unconscious bias training. A plan is in progress.

(iii)   All unsuccessful interview candidates are offered feedback, as set out in the recruitment and selection policy.

Outcome

(i) Additional effort required to promote and engage decision makers in unconscious bias training. This will be undertaken with the newly appointed Director of Equality, Diversity and Inclusion.

(ii) Review the EDI composition of selection panels in comparison to the University EDI composition to determine if the composition varies for research positions.

A5. The level of pay or grade for researchers should be determined according to the requirements of the post and be consistent with pay or grading in the organisation as a whole.

Action stated for 2018-2020

Grade is always determined by the job role and the level of pay within that grade is determined by previous salary level evidenced on appointment. Requests for additional salary beyond this are scrutinised by the HR Business Partner and if the request does meet the objective requirements to attract additional pay, it is approved. The grade of posts is determined using the HERA process.

Given measures of success

(i) Minimum requests for grade review after employees have been appointed will demonstrate that the level and type of work required for a role has matched the grade of role advertised.

(ii) All requests for higher starting salaries will only be approved once HR have received evidence of prior earnings and this is referenced in starting the salary and market rate supplement guidance– https://msuclanac.sharepoint.com/sites/HumanResources

Progress during 2018-2020

We can only report on the people who were successful with an additional salary request. There were 3 successful requests for additional salary in 2018/19 and 2 in 2019/20. The panel chairs must complete a form explaining the rationale in line with starting salary guidance. HR will either compare the external market or if matching salary request proof of previous earnings.

The team in HR has been expanded to ensure timely HERA assessment can take place and the common principles applied.

Outcome

Current practice is maintained which ensures all grades are appropriate for the requirements of the post.

Concordat Area and Issue

    (B) Recognition and Value

B1. Value and afford equal treatment to all researchers. In particular, the development of researchers should not be undermined by the instability of employment contracts.

Action stated for 2018-2020

The University Appraisal scheme includes a commitment to develop researchers beyond the life of their current contract. Furthermore, the Career Researcher Pathway will ensure that irrespective of the length of contract, all staff will have the same access to development opportunities to support career mobility. HR continue to systematically review all fixed term contracts to ensure correct application of the regulations.

Given measures of success

All fixed term contracts are reviewed and where appropriate transferred to indefinite contracts.

Progress during 2018-2020

(i)   A new HR Dashboard has been agreed and is being prepared to give data to managers of all their fixed term contracts coming to an end, together with information on starters, leavers, progression, absence and other HR data. This will help managers undertake their responsibilities for all employees.

(ii)   A new resource was developed and is now available to help researchers apply their transferable skills to applying for new positions. The careers service continues to be available, and 78 academic colleagues accessed the careers service in the past 12 months.

(iii)   HR dashboard in place and discussed monthly with managers to ensure attention is given to fixed term contract holders in good time.

(iv)   Those on fixed term contracts, are contacted 3 months before the end of their current contract to discuss next steps and are placed on the redeployment register to ensure they have prior notification of all opportunities within the University, and are given the opportunity to apply. Those on the redeployment list are given priority for all vacancies at the same grade or lower.

Outcome

(i) Career development e-learning is now available on the research web pages and access to the UCLan Careers Service is available.

(ii) The Careers Service developed a careers resource specifically for researchers in July 2020. This online resource highlights the career development options that a researcher should think about when it comes to their career development. There have been 11 views so far, but this resource will be publicised to researchers via the research networks/training sessions/one to ones - link to the resource below: https://www.youtube.com/watch?v=52QZzpXB8x0&feature=youtu.be

(iii) Fixed term contract holders are given access to redeployment opportunities which are announced prior to opportunities going to internal advertising and then external advertising.

B2. Everyone involved should be committed to improving the stability of employment conditions for researchers. Implementing and abiding by the Fixed Term Employee Regulations.

Action stated for 2018-2020

The University Appraisal scheme includes a commitment to develop researchers beyond the life of their current contract. Furthermore, the Career Researcher Pathway will ensure that irrespective of the length of contract, all staff will have the same access to development opportunities to support career mobility. HR continue to systematically review all fixed term contracts to ensure correct application of the regulations.

Given measures of success

All fixed-term contracts are reviewed annually, and all contracts made permanent where possible.

Progress during 2018-2020

(i) The security of employment suite of policies agreed in 2020 have been applied in the restructures of 2020, and in all fixed term contract situations during this period. The appraisal scheme explains that longer term career plans should be discussed and supported, for all researchers no matter how long they have been at UCLan. Since 2018 all fixed term contract requests are scrutinised by a senior panel to determine need.

(ii) Fixed term contracts are now reviewed monthly by HR Business Partners and HoS, using data from iTrent, and will be included in the planned 'HR dashboard' mentioned above. Number of people transferred to indefinite contracts between 1 Aug 2018 and 31 July 2020 is 100.

Outcome

All fixed term contract requests are scrutinised by the finance business partner, the HR business partner and finally by a senior panel to determine need. If the new request meets Fixed Term Contract regulations it can be agreed, after which it will go into the monthly review cycle to ensure they are still compliant.

B3. Research managers participating in active performance management. This includes career development guidance and supervision. Research managers should be aware of, and understand, their responsibilities for the management of researchers. Training should be provided including equality and diversity training, to achieve this. Consideration given to how research managers performance in these areas is developed assessed and rewarded.

Action stated for 2018-2020

As noted in A3 above, managers of research staff are being supported in development initiatives to ensure their currency in issues affecting researchers; both internally in terms of development and CPD opportunities, and externally, ensuring that researchers maintain career mobility. Furthermore, the re-configured Faculties each now have Faculty Director of Research who can co-appraise researchers with the researcher's line manager, to ensure fullness of support.

Given measures of success

(i) Feedback through networks/school research leads, to bring them together as a group to link into each school.

(ii) Research managers participate in performance management.

(iii) Research managers undertake EDI training.

Progress during 2018-2020

(i) FDRs feedback via FRIECs in relation to training and development. From 2019-2020, 10 meetings have taken place from the Faculties of Science & Technology, Health and Wellbeing, Creative and Cultural Industries, Clinical and Biomedical Sciences and the Lancashire School of Business and Enterprise. Within these meetings, it was highlighted that the faculties had received a number of requests for leadership development training. Research Services through the Researcher Development Unit were looking at delivering a number of masterclasses in this area going forward in 2020/2021, but also specific training could be delivered to the faculty dependant on interest.

(ii) FDRs feedback development requests to Research Services, where the staff member may require more/different development. Research managers understand and are equipped in their role of active performance management which is assessed via the staff survey responses.

(iii) Staff Survey findings across all academics in January 2019 states;

83% had an appraisal discussion in past 12 months

77% found it useful

77% are happy with the frequency of their 121 meetings

74% get feedback on their performance from their manager

77% say their manager is supportive of their career goals

(iv) An Appraisal workflow has been developed to help determine how researchers can be supported in progressing in their career and those who may not wish to pursue a career in research can identify alternative opportunities.

(v) The Researcher Development Portal has contact information where staff can submit requests for additional/other training and development.   At present no requests have been received via this resource for future training and development.

(vi) 792 staff have undertaken Diversity in the Workplace Mandatory Training between 01/08/2018 and 31/07/2020.

Outcome

(i) The importance of research being discussed at appraisal has been a point of discussion for the last 12 months. There is work starting on ensuring the right people are in the appraisal to support the individual who are research active. This may mean a School Research Lead or Faculty Director of Research or a Director of a Research Institute or Centre that the appraisee is a member of, is present alongside the line manager at appraisal.

(ii) there is a recognition that some Heads of School and other line managers would benefit from discussions and training in the career of a researcher. Written guidance was provided in summer 2020.

(iii) the Appraisal workflow for researchers will be finalised and discussed with appraisers, for promotion and implementation in September 2021 round.

(iv) Promote the ability to submit training and development requests through the Researcher Development Portal.

B4. Organisational systems capable of supporting continuity of employment for researchers.

Action stated for 2018-2020

Aim to agree the security of employment HR policy cluster in 2018 which brings together the policies for fixed term contracts, redeployment, redundancy avoidance and terminations.

Given measures of success

Security of Employment policies agreed and implemented.

Progress during 2018-2020

(i) The Security of Employment policy cluster took a year to agree with the trades unions and was in place for December 2019. In terms of the numbers of research staff who have been made permanent in the last 2 years there are 4.

(ii) Data is not available for the number of researchers who were offered redeployment or secured further different employment at UCLan.

(iii) The method used for reviewing Fixed Term Contracts is a monthly report which is populated by iTrent to the Heads (of department) and the HR Business Partners. HRBP's then discuss with the Heads as part of their regular meeting agenda. It has been recently established the review of the FTCs are monthly previously they were on an adhoc basis.

(iv) The number of FTC as of 31st July 2020 was 371. Number of people transferred to indefinite contracts between 1 Aug 2018 and 31 July 2020 is 100. This includes all staff not just academic researchers.

(v) A Redundancy Avoidance Committee' was established at the start of cost reduction work in 2019, and researchers are represented on this panel by UCU.

Outcome

This area is complete. The security of employment policies (redundancy avoidance) with the union involvement was completed in November 2019.

B5. Transparent pay progression in accordance with agreed procedures.

Action stated for 2018-2020

The national pay spine applies to all research posts up to Reader and Professor. The criteria for Reader and Professor are published on the Intranet. The information demonstrates what is required to progress in the new promotion routes of Teaching and Learning, Innovation and Enterprise as well as Research. UCLan is recognising the 3 strands Research, Innovation and Enterprise and Teaching and Learning for Reader and Professor in the promotion of these opportunities and offer workshops to help staff prepare for application.

Given measures of success

(i) The criteria for progression are published regularly and reviewed and the information available on the HR intranet pages.

(ii) Applications reflect the composition of staff at UCLan with no bias shown for any particular group.

Progress during 2018-2020

(i) In total, applications for 14 Professors and 26 Readers were received in the 2018/2019 round. Of which 9 Professors were successful under the following routes (Research, Innovation & Enterprise, Teaching & Learning): 6 Professors under the Research Route, 2 Professors from the Innovation & Enterprise route, and 1 Professor from the Teaching & Learning route. In the Reader category, 4 Readers were successful under the Research Route, 2 under the Innovation & Enterprise route, and 4 under the Teaching and Learning route for the 2018-2019 round.

(ii) Applications are considered against the relevant pathway criteria by the Committee which includes one external professor.   Strong applications are sent on for external review by their applicants named referees and an independent chosen by the ED. Unsuccessful applicants receive clear feedback from the Committee and must meet with their line manager to discuss their development needs against this feedback.

(iii) There were no promotions round for Professors and Readers in 2020 due to cost reduction work.

(iv) For grades below Professor, individuals progress through the pay increments within their grade annually.

Outcome

(i) Progression criteria are accessible to all and support is in place to help colleagues demonstrate their evidence.

(ii) Professor/Reader Committee have all undertaken unconscious bias training.

B6. Researchers offered opportunities to develop their own careers. Clear career frameworks for early stage researchers outlined in organisational HR strategies. Researchers have access to additional pay progression. Transparent promotion procedures.

Action stated for 2018-2020

HR and Research Services initiatives around the promotion of information around career opportunities and pathways significantly increase researcher's autonomy and freedom in terms of self-directed career development. The Career Researcher Pathway will be a mixture of masterclasses, workshops, lectures and be delivered through a range of media. Furthermore, the launch of the Academic Professional Apprenticeship (APA) route (January 2019) will further enhance frameworks for development.

Given measures of success

(i)   Promotion of APA for gaining of the Fellowship of the HEA is promoted to staff.

(ii) Details of how to apply for additional pay progression is outlined on the HR website.

(iii) Promotion procedures are clear and available on the internal HR website.

(iv) Where possible Schools and Faculties offer increased research time on workloads for new staff, e.g. ECRs to enable them to establish their research activity at UCLan.

Progress during 2018-2020

(i) The training and workshops offered during 2018 to 2020 are for staff to support them to achieve their research aspirations and expectations. There are a diversity of approaches ranging from the traditional classroom training sessions, masterclasses, workshops, 1-2-1s and 'drop-in' sessions. Where possible UCLan academics have been invited and have accepted offers to deliver sessions.

(ii) Academic Research Induction

In response to feedback, the 'Academic Induction for Researchers' event for 2019/2020 has been delivered as a set of 1-hour modules between February 2020 and June 2020. Previously the material was delivered in a full 1-day session. The modules cover the work undertaken and support offered by the 5 Units within Research Services, plus a session delivered by Innovation & Enterprise on Intellectual Property Rights. The first module was a session by the Director of Research Services, who briefly introduced the work of the Service and how research is funded by the University and by UKRI referring to the dual support system. Over the 2019-2020 period there have been 8 modules run with an attendance of 84 people.   By contrast in 2018, only three sessions took place with a total attendance of 29 people.

(iii) Grants and Funding Unit (GFU)

During 2018-2020, 67 courses/events were offered with a total attendance of 171. The courses that are offered are around Deciphering the funding opportunity, Project Costings, How to submit an external bid, and How the Grants and Funding Unit can support researchers etc.   These events focus on 'How to' questions but also respond to external Calls to support those developing proposals e.g. EPSRC: New Horizon Information Events.   In addition to fixed training and workshop sessions, GFU offer 1-2-1 meetings to support staff in setting up and using their access to the Funding Opportunities portals: GrantFinder and ResearchProfessional and Training Gateway. During 2018-2020, 83 1:1's took place from the Grants and Funding Unit relating to accessing funding portals.

(iv) Masterclass information

The Grants and Funding Unit delivered two Masterclass sessions in 2019-2020. Developing your research proposal took place in December 2019 and had 25 people attend. In March 2020, a session on Deciphering the funding opportunity took place with 21 people attending.

(v) Research Governance Unit (RGU)

The Research Governance Unit provides a comprehensive training programme for all researchers at all levels in relation to Ethics and Integrity training. They provide both face to face and an online training provision. In 2018-2020, there has been 4 sessions of Research Ethics & Integrity Training with a total attendance of 100. There were 12 sessions of Obtaining Ethical Approval training with an attendance of 122. There have been 30 sessions of Reviewer training with a total attendance of 86 people and Chairs Training with 4 sessions and 13 people attending.

The RGU use Epigeum as an online training programme (reporting from this system has only been available from October 2019) which covers Becoming an Ethical researcher (4 modules within it, which are: Ethical Research, Underpinning Values for Ethical Research, Ethical Concerns associated with different forms of research, Ethical Concerns associated with different research methods and activities). There have been 98 people who have completed the Ethical Decision making modules, 74 people completed the Underpinning Values for Ethical Research, 73 people who have completed the Ethical Concerns associated with different forms of research, and 70 people who have completed Ethical Concerns associated with different research methods and activities.

There is also an online Research Ethics in practice (4 modules within it, which are: Working with Human Participants, Understanding Ethical Approval, Working with Ethically challenging circumstances, Working ethically in a global environment). There have been 60 people who have completed the Working with Human Participants module, 49 people completed the Understanding Ethical Approval, 45 people completed Working with Ethically challenging circumstances, and 46 people completing Working Ethically in a global environment.

The total attendance for the face to face and online training provision is 843 over the period 2018-2020.

There have been 15 Ethics Panel Meetings which cover all faculties, with a total attendance of 216. 2 Joint Ethics Panel Meetings, with an attendance of 59, 6 sessions of the Chairs Forum with an attendance of 57. The RGU is also involved in AWERB with 11 sessions taking place and 147 attendance, The Human Tissue Working Group with 9 sessions and 88 attendance and the Bio Medical Steering Group with 9 sessions taking place with a total attendance of 82 people.

(vi) **Scholarly Communications Unit (SCU)** During 2018-2020, 26 courses/events were offered with a total attendance of 86. The courses that are offered are around Where to publish, Research Data Management, Open Research Essentials, How to Publish and Academic Research Induction Sessions.

(vii) **Research Excellence Unit (REU)**

The Research Excellence Unit has run monthly REF Open sessions to keep people up to date with progress towards the REF submission. The Impact team has also provided drop-ins and 1-2-1 training for individuals or small groups. During 2018-2020, 64 courses/events were offered with a total attendance of 554. The courses that are offered are around REF open sessions, Impact Tracker, Making an Impact and Academic Research Induction Sessions.

(viii) **Researcher Development Unit (RDU)**

During 2018-2020, 36 sessions have taken place around Career Development for Researchers, One to one sessions, Academic Research Induction Sessions, Faculty and School Away days, engagement with Faculty and Schools in relation to researcher development, Inaugural professorial lectures, and the Research at Uclan Conference with a total attendance of 527.

(ix) The new Academic Professional Apprenticeship scheme was launched in Jan 2019. All 50 participants are Lecturers or Senior Lecturers with less than two years HE teaching experience. Both the research and the teaching route of the APA were approved for delivery at UCLan in 2018. As it is contractual that all academics involved in teaching gain Fellowship of the HEA, all staff complete the teaching and learning APA route and not the researcher route.

(x) Initially it was anticipated that there would be a 'researcher' route for the APA, but it has been difficult to determine who this route would be aimed at. A consequence of this is that the research route has been suspended currently. However, the standard APA route for new academics does cover research in core modules.

https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/

Outcome

(I) A new organisational strategy will contain high level 'people' objectives, which will be shared in autumn 2020.

(ii) A review of the potential of an APA route for researchers requires reconsideration to identify who the route is aimed at, and the potential to offer such a course.

(iii) Ability to challenge current grade position is provided on the HR website.

(iv) Promotion procedures are clear and available on the internal HR website. It should be noted that if an employee is funded from external funding then they will be appointed at the agreed grade on a fixed term contract.

(C.) Support and Career

C1. Career Development, which is comparable to and competitive with, other employment sectors.

Action stated for 2018-2020

The Researcher Development Unit are working with the team in the Centre for Excellence in Learning and Teaching (CELT)* to develop content from the Career Researcher Pathway into a level 7 academically credit rated specialist route for the second year of the Academic Professional Apprenticeship (APA) scheme - specialist researcher route. In this way - staff within the institution can either undertake the Apprenticeship programme, depending on their level of experience or take them as standalone courses within the Career Pathway. The Apprenticeship programme was validated on September 20th 2018 for delivery in January 2019 and will also give those who complete the award of PgCert Academic Practice.

* CELT name now changed to Centre for Collaborative Learning (CCL)

Given measures of success

(i) Successful launch of completion of the APA (Research route).

(ii) Career advice and support for researchers available.

Progress during 2018-2020

(I) Initially it was anticipated that there would be a 'researcher' route for the APA, but it has been difficult to determine who this route would be aimed at. A consequence of this is that the research route has been suspended currently. However, the standard APA route for new academics does cover research in core modules; https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/

(ii) The Careers Service developed a careers resource specifically for researchers in July 2020. This online resource highlights the career development options that a researcher should think about when it comes to their career development. There have been 11 views so far, but this resource will be publicised to researchers via the research networks/training sessions/one to ones - link to the resource below: https://www.youtube.com/watch?v=52QZzpXB8x0&feature=youtu.be.

Outcome

(I) A review of the potential of an APA route for researchers requires reconsideration to identify who the route is aimed at, and the potential to offer such a course.

(ii) By 1 August 2020, 50 academics have undertaken elements of the Academic Professional Apprenticeship. We found that some were not eligible for apprenticeship funding, so they undertook the PG Certificate in Academic Practice, which has the same content and module assessment.

C2. Development of transferable skills through embedded training.

Action stated for 2018-2020

The training will make use of mentor sessions for real-research activities involving participants; master classes by facilitators expert in the subject areas relevant to the researchers, and also - a range of soft skills programmes intended to develop and deepen the understanding of application in other scenarios e.g. reflective practice, coaching, mentoring.

Given measures of success

(i) Range of masterclasses offered for researchers.

(ii) Continue training offered by areas of Research Services to support local School or Faculty training offered.

Progress during 2018-2020

(i) HR recommend to managers of new staff a buddy to support them in their new role. This is contained in the academic induction booklet which all new academic colleagues receive upon joining UCLan, and on the new starter check list for managers.

(ii) New careers resource added to sharepoint to aid researchers to consider their transferable skills when looking for the next position. Link to the video from the Careers Service re: researcher career development. https://resdevportal.uclan.ac.uk/researcher-career-development-video/

(iii) The recently formed UCLan Research Institutes and Research Centres are tasked with developing the 'whole' researcher. As a result, a number of Institutes and Centres offer mentoring for their colleagues. They are also hosting seminars which can involve external visitors who may be from academia or industry.

(iv) A new resource from the careers service was produced specifically for researchers to apply their transferable skills to applying for their next position. This is available on the researcher development website.

Outcome

(i) Two masterclasses covering field such as Developing your research proposal & Deciphering the funding opportunity have been delivered during 2019-2020. These were attended by 46 researchers.

(ii) The Research @ UCLan event held in January 2020, opened with the PVC for Research and Enterprise interviewing 3 prominent researchers. They discussed their career pathway, the highs and lows, challenges and what they would have told their younger self. This event had an average of 150 attendees from across the University.

(iii) Positive comments were received around the discussion with the three prominent professors. A number of quotes from researchers who attended the event stating they felt the session was "Absolutely brilliant! I have not seen it in an equivalent setting before and it was genuine gold. It can be enhanced further, but the initiative purely based on its originality and value were top". "I really enjoyed hearing about the various routes into academia and the conversations with the professors concerned".

Researchers overall felt the event itself was positive. "Altogether a success worth every penny. What a fantastic initiative, and how well developed, to continue building the research environment at UCLan".

C3. Training, skills and competencies to carry out the funded project. Support to develop the communications and other professional skills to be effective researchers and highly skilled professionals in other fields.

Action stated for 2018-2020

(i) The consolidation of support into Research Services has further underlined the cradle to grave support for researchers who seek funding for their work. Developments planned to enhance this service since the restructure include Masterclasses on successful grant capture; hot-house style workshops; and grant writing retreats for staff involved in subject specific or interdisciplinary projects. These will be provided within the Career Researcher Pathway and also the Academic Professional Apprenticeship (APA) route. The new APA is mapped to the Vitae RDF and will ensure a breadth of professional skills.

Given measures of success

(i) A range of events and opportunities designed to support the diversity of skills and competencies needed to produce effective researchers.

Progress during 2018-2020

(I) A number of different courses are offered by the central Research Services ranging from Ethics and Integrity, to managing finances and costing a project. Alongside open events, there are also 1:1s provided.

Grants and Funding Unit (GFU)

During 2018-2020, 34 courses/events were offered with a total attendance of 171. The courses that are offered are around Deciphering the funding opportunity, Project Costings, how to submit an external bid, and How the Grants and Funding Unit can support researchers etc.   These events focus on 'How to' questions but also respond to external Calls to support those developing proposals e.g. EPSRC: New Horizon Information Events.   In addition to fixed training and workshop sessions, GFU offer 1-2-1 meetings to support staff in setting up and using their access to the Funding Opportunities portals: GrantFinder and ResearchProfessional and Training Gateway. During 2018-2020, 83 1:1's took place from the Grants and Funding Unit relating to accessing funding portals.

Masterclass information

The Grants and Funding Unit delivered two Masterclass sessions in 2019-2020. Developing your research proposal took place in December 2019 and had 25 people attend. In March 2020, a session on Deciphering the funding opportunity took place with 21 people attending.

Research Excellence Unit (REU)

The Research Excellence Unit has run monthly REF Open sessions to keep people up to date with progress towards the REF submission. The Impact team has also provided drop-ins and 1-2-1 training for individuals or small groups. During 2018-2020, 64 courses/events were offered with a total attendance of 554. The courses that are offered are around REF open sessions, Impact Tracker, Making an Impact and Academic Research Induction Sessions.

Research Governance Unit

The Research Governance Unit provides a comprehensive training programme in relation to Ethics and Integrity training for all researchers at all levels. They provide both face to face and an online training provision. In 2018-2020, there has been 4 sessions of Research Ethics & Integrity Training with a total attendance of 100. There were 12 sessions of Obtaining Ethical Approval training with an attendance of 122. There have been 30 sessions of Reviewer training with a total attendance of 86 people and Chairs Training with 4 sessions and 13 people attending.

The RGU use Epigeum as an online training programme (reporting from this system has only been available from October 2019) which covers Becoming an Ethical researcher (4 modules within it, which are: Ethical Research, Underpinning Values for Ethical Research, Ethical Concerns associated with different forms of research, Ethical Concerns associated with different research methods and activities). There have been 98 people who have completed the Ethical Decision making modules, 74 people completed the Underpinning Values for Ethical Research, 73 people who have completed the Ethical Concerns associated with different forms of research, and 70 people who have completed Ethical Concerns associated with different research methods and activities.

There is also an online Research Ethics in practice (4 modules within it, which are: Working with Human Participants, Understanding Ethical Approval, Working with Ethically challenging circumstances, Working ethically in a global environment). There have been 60 people who have completed the Working with Human Participants module, 49 people completed the Understanding Ethical Approval, 45 people completed Working with Ethically challenging circumstances, and 46 people completing Working Ethically in a global environment.

The total attendance for the face to face and online training provision is 843 over the period 2018-2020.

There have been 15 Ethics Panel Meetings which cover all faculties, with a total attendance of 216. 2 Joint Ethics Panel Meetings, with an attendance of 59, 6 sessions of the Chairs Forum with an attendance of 57. The RGU is also involved in AWERB with 11 sessions taking place and 147 attendance, The Human Tissue Working Group with 9 sessions and 88 attendance and the Bio Medical Steering Group with 9 sessions taking place with a total attendance of 82 people.

Scholarly Communications Unit (SCU)

During 2018-2020 26 courses/events were offered with a total attendance of 86. The courses that are offered are around Where to publish, Research Data Management, Open Research Essentials, How to Publish and Academic Research Induction Sessions.

Researcher Development Unit (RDU)

During 2018-2020, 36 sessions have taken place around Career Development for Researchers, One to one sessions, Academic Research Induction Sessions, Faculty and School Away days, engagement with Faculty and Schools in relation to researcher development, Inaugural professorial lectures, and the Research at Uclan Conference with a total attendance of 527.

Research Institute & Centres – Writing Retreats

(ii) The newly formed UCLan Research Institutes and Research Centres have offered writing retreats.

The Institute of Citizenship Society and Change ran a writing retreat on the 15th and 16th July 2019 with 17 people attending. They also ran a virtual Twitter writing group, which involved people coming together at UCLan, with around 5 to 10 people engaging in each session which ran from December 2018 to March 2019.

The Centre for Sustainable Transitions ran a writing retreat to support ECRs (and other members) with regard to their REF outputs by organising a workshop, 1) to write paper drafts with available research materials, 2) to review them by experienced researchers in order to target some papers for REF standards 3* quality and above.

Research Institute & Centres - Support for Researchers in funding & publication activities.

Lancashire Research Institute For Global HEalth and Wellbeing (LIFE) support researchers to develop a research career. They have embedded processes and policies in place which enables this to happen. For example, LIFE fund research assistants and associates (ECRs) to work in RWGs. It is their expectation that the ECR is included as an applicant on the external funding application, where the funder will allow, and where they have significantly contributed to the development of the application. If this is not possible due to the funders criteria, they are named within the application. The same approach is taken for publications. This allows the ECR to gain experience of bidding, writing applications, forming partnerships as well as expanding their CVs. If successful, the ECR will work on the project that they have been involved in developing from the start rather than being brought in once an award is made. The tangible outcomes from this are inclusion of ECRs in key publications, external funding awards, sustainable posts and development of research careers rather than working on other people's awards where there is funding.

Outcome

(i) During 2019-2020 there were increasing requests for Leadership training for researchers. Following academic restructures, there is now leadership programmes for academic managers running this year. Executive Deans, Heads, Deputies and Principal Lecturers are planned to cover most research managers. Readers and Professors will be invited to join specific sessions.

(ii) There is a need to offer a more overt module on being a Principal Investigator and running an internal and external research project.

C4. Access to professional, independent advice on career management.

Action stated for 2018-2020

Careers staff are now represented on the Researcher Development Steering Group. This group, chaired by the Director of Research Services, meets as a minimum once per semester, and is represented by a broad range of career researchers in addition to Faculty Directors of Research, Researcher Development and HR. With its remit to ensure ongoing provision of the most relevant support to researcher career development, any request for enhanced careers service delivery can be reviewed and implemented. Furthermore, the Research Networks referenced above, will feed into this group, and may report outside of it. In this way it is hoped that all views may be captured and represented and responded to.

Given measures of success

(i) Career staff actively engaged in the RDSG.

(ii) Online careers guidance package now available

Progress during 2018-2020

(i)   The RDSG have met eight times during 2019-2020. The Leadership and Development Manager from HR and the HR Manager responsible for promotion and staff changes are members of the RDSG.

(ii)   There have been eight meetings of the RSDG which have taken place in the last two years. The representation of the group is as follows:

- Director of Research Services & Interim Director of Innovation & Enterprise (Chair)
- Researcher Development Unit Training Officer (Minutes)
- Representative of Faculty of Science & Technology
- Representative of Faculty of Health & Wellbeing
- Representative of Faculty of Creative and Cultural Industries
- Representative of Faculty of Clinical and Biomedical Sciences
- Representative of Lancashire School of Business & Enterprise
- Early Career Researcher
- Leadership and Development Manager (Human Resources)
- Human Resources Manager x 2

(iii) The Careers Service continues to be available, and 78 colleagues accessed the careers service during the past twelve months. A new resource is available to researchers to help them apply their transferable skills to new roles.

Outcome

(i) Promote access to the careers service which is available to all colleagues.

(ii) Attendance at the RSG has been limited, but a Teams site was set up to keep all informed. With the University restructure during 2019-2020, there is a need to review the membership for the 2020-2021 work programme.

(iii)Capture use and evaluate effectiveness of provision via careers service feedback mechanisms.

C5. Clear systems that help researchers to plan their career development. Assist researchers to make informed choices about their career progression by ensuring policies and processes for promotion and reward are transparent and clearly stated.

Action stated for 2018-2020

Please refer to the APA Scheme, Career Researcher Development Route, Progression routes for researchers details above. Additionally, the Professor and Readers scheme continues annually - with 11 Professors and 15 Readers appointed in 2017, and 51 applications have been received for the current round in 2018.

Given measures of success

(i) Academics enrol for the APA scheme.

(ii) Promotion to Reader and Professor is enabled.

(iii) Appropriate information is available on the intranet to support academics in their career development.

Progress during 2018-2020

(I) 50 colleagues participated in the Academic Professional Apprenticeship since inception

(ii) The promotion route to Reader and Professor is detailed on the internal website. In 2018-2019, 9 Professors (6 research focussed) and 10 Readers (4 research focussed) were appointed. No application round was offered during 19/20.

Outcome

(i) Promote access to the careers service which is available to all colleagues.

(ii) Researcher development webpages seamlessly connect with careers pages in HR SharePoint.

C6. Research managers provide effective research environments for training and development of researchers, encouraging CPD. Planned induction programme for researchers.

Action stated for 2018-2020

All Research managers, Faculty Directors of Research, and those involved in research networks will be appraised of all opportunities for CPD. This will be communicated via the updated website, once the Career Researcher Pathway is launched, and via the Research Newsletter, scheduled for launch January of 2019. Training is ongoing via HR

at the current time for all managers, emphasising the importance of developing all staff within their area, and this will be assessed via interim and annual appraisals, and reported up using the appropriate metrics. New Academic Professional Apprenticeship in January 2019.

Given measures of success

(I) Establishment of supportive forums for the different career stages of a researchers/ academic.

(ii) Continued support of the CPR (College of Professors and Readers) group.

(III) Promotion of CPD offers to research managers.

(iv) Attendance at the Academic Researcher Induction programme.

Progress during 2018-2020

(i) The research networks cover each career stage of researcher. We have our ECR network group with 141 members, MCR network with 60 members, and our CPR group with 146 members. Our CPR group has had 16 events over the period of 2018-2020 with 275 attending. The ECR group has had in 2020, 4 events with 44 people in attendance. The MCR group had its welcome event in August 2020 with 17 people in attendance.

Two forums were established during 2019-2020. The First, the ECR forum held four sessions in 2020, and covered topics such as Impact, Responsible Metrics, Project Costings for Research, and Finding Funding. The attendance at these events varied from 5 to 21 people.

On the 4th August, the Mid-career forum held its first meeting. 17 people attended. The PVC for Research and Enterprise gave an overview of research and forward strategy and the Director of Research Services talked of the importance of the forum. The floor was then opened for a general Q&A within which what they wanted from the forum was discussed.

(i) All networks to have a web presence and include information about the network, dates of future meetings and events, and how to join.

Link to the Researcher Development Portal - https://resdevportal.uclan.ac.uk/

Link to the ECR Section on the Portal https://resdevportal.uclan.ac.uk/front-page/faculty-based-events/early-career-research-network-1/

Link to the MCR Section on the Portal - https://resdevportal.uclan.ac.uk/front-page/faculty-based-events/mid-career-research-network/

Link to College of Professors & Readers section on the portal - https://resdevportal.uclan.ac.uk/front-page/faculty-based-events/college-of-professors-and-readers/

(ii)There is a Researcher Development blog on the internal intranet pages which provides information about news and events in relation to Researcher Development. The Researcher Development webpages on the internal Research Services intranet site, link into Human Resources and the Researcher Development portal and careers information so researchers can access this information at any time.

Link to the Researcher Development Portal - https://resdevportal.uclan.ac.uk/

Link to the Researcher Development Blog - https://intranet.uclan.ac.uk/ou/rio/RDUBlog/_layouts/15/start.aspx#/default.aspx

(ii) The Academic Researcher Induction programme went modular for 2019-2020 to encourage greater attendance. 8 modules were offered, and 84 people attended the sessions. The topics included were: Research Services an Introduction, Grants & Funding Unit, The Research Excellence Framework, Research Excellence Unit - Impact, Research Governance Unit, Scholarly Communications Unit, Researcher Development Unit, and Innovation & Enterprise. The modular approach has worked as it has enabled people to attend at their own pace and can pick up new starters at any point.

In the 2019 staff survey, academic colleagues reported.

74% get feedback on their performance from their manager

77% say their manager is supportive of their career goals

Engagement activities with schools/faculties over 2019-2020.

Engagement activities started in 2019 and have been a successful way to engage the research community. in 2019, 5 events took place with a total of 32 participants. In 2020, 6 events took place with 10 people.

School/Faculty Away Days

Attendance at school/faculty away days has been limited in 2019-2020 with only 2 events taking place with approximately 50 people.

The RDU Portal

Unfortunately, the portal currently does not have software installed to monitor usage. However, this is something that is to be rectified later this year. Google analytics is due to be installed onto our careers portal so that we can monitor usage.

Outcome

(i)   The ECR is working, with engagement from the group. The future focus will be on building membership and reaching a balance between providing what they want to know and providing updates on items of relevance to them.
(ii) The Mid-career forum is in its infancy and the next 12 months will be about building their confidence in the forum and of engaging with it.
(iii) Work will continue with the CPR group.
(iv) Greater emphasis and effort will be focussed on developing the right research environment at UCLan. Much of this work will focus on PGRs, and the Research Institutes and Centres, and generally promoting the great work achieved by UCLan academics and students.
(v)   Monitoring usage of the Researcher Development Portal.

(vi) To create a new webpage on the RS intranet site, which can link into HR and the RD portal and careers information.

This webpage is currently under construction. Feedback has been received from the College of Professors and Readers regarding content. This feedback will be looked at and the web pages amended accordingly. The web pages are due to be completed by the end of September 2020. Link to Human Resources Staff Development pages where the new resource for researchers will sit.

C7. Articulation of skills that should be developed to support career progression.

Action stated for 2018-2020

All CPD is being mapped not only to the RDF, but also to the Academic Professional Apprenticeship standards, so that staff not only know and recognise the standards for performance but can also use the training they have done to accumulate professional credit/recognition/accreditation.

Given measures of success

Good participation and engagement in courses and training offered across the wider requirements of a researcher career and associated careers.

Progress during 2018-2020

(i) 50 colleagues have participated in the Academic Professional Apprenticeship.

(ii) Researcher Development Activities – Future Leaders

The RDU presented at Future Leaders specific applicant events three times within 2019-2020. These events took place in November and December 2019, and July 2020. At these events the RDU talks about the importance of the concordat to support the career development of researchers, how integrating the RDF framework into their career development plans can help with mapping skill sets or areas they need support with. They also discuss the RDU Portal/Blog/ development activities that can enhance their current skill set and how these resources can aid their Future Leader applications. At the November event there were 8 people who attended, 5 were lecturers, 2 senior lecturers, and 1 a post-doctoral research assistant. At the December event there were 4 people who attended, 1 was a Lecturer, 1 a Senior Research Fellow, 1 Senior Lecturer, and 1 a Research Fellow. The July event had 4 people in attendance, 2 were Senior Lecturers, and 2 were of a Lecturer grade.

The RDU also provides written support about the resources and development opportunities available to researchers that maybe beneficial to include in their applications. The RDU has provided written support to 11 researchers from November 2019 – July 2019. November 2019 (1 – Innovation & Enterprise), March 2020 (1 – Physical Sciences & Computing), April 2020 (1 – School of Pharmacy), May (1 – School of Pharmacy, and 1 from School of Forensics), June 2020 (1 – School of Journalism, 1 – Physical Sciences and Computing), July 2020 (2 – Community Health & Midwifery and 1 – Physical Sciences & Computing).

One to one development sessions with Future Leader applicants.

This one to one session focus on the importance of the concordat to support the career development of researchers, how integrating the RDF framework into their career development plans can help with mapping skill sets or areas they need support with. Discussions take place around the RDU Portal/Blog/ research networks and what development activities they require or what is available at the university which may enhance their Future Leader applications.   Four sessions have taken place in 2020. June 2020 – 1 Forensics, 1 Physical Sciences & Computing, 1 Journalism. July 2020 – 1 Stroke Research Team.

Researcher Development Engagement activities with schools/faculties around Researcher Development.

April – May 2019 - 4 x 1 Session with FETs (Approximately 10 people in attendance) in the Faculties of Health & Wellbeing, Science and Technology and Lancashire School of Business and Enterprise to explore researcher development and showcase the RDU portal.

May – October 2019 - 5 Meetings held with individual Heads of School and their Research Leads to discuss career development for researchers in their school. Schools involved were: Engineering, Physical sciences and Computing, Psychology, Nursing and Forensic Sciences.

September 2020 - Meeting with ICSC lead members (2 people in attendance) re: linking researcher development activity with their Institute.

School/Faculty Away Days

June 2019 – Attendance at the School of Engineering Away day to discuss career development for researchers and the concordat. (Approximately 30 people)

October 2020 - Attendance at the ICSC to discuss career development for researchers and the concordat. (Approximately 20 people)

Working in Faculties/Schools

September 2020 – RDU working in the Faculty of LSBE operating a development support drop-in session.

November 2020 - RDU working in the School of Pharmacy operating a development support drop-in session.

(iii) Academic Research Induction Sessions

The Academic Researcher Induction programme went modular for 2019-2020 to encourage greater attendance. The RDU have delivered two sessions in 2020 (March – 5 people attended all of which were ECR's, and June 8 people attended of which 7 were ECR's and 1 was MCR) This session focussed on the researchers understanding their responsibilities within the Concordat to Support the Career Development of Researchers. Understanding what the HR Excellence in Research Award is and the importance for researchers and institutions. Identify ways of driving their own development and career, how to access the Researcher Development Portal, and recognise how the RDU can help researchers in their role. The modular approach has worked as it has enabled people to attend at their own pace and can pick up new starters at any point.

Outcome

(i)   Vitae Researcher Development Framework promoted.
(ii) HR support and Research Services support webpages connect seamlessly.
(iii) Case studies collected and presented where researchers share their own top tips regarding career development.
(iv) Continue the design of masterclasses on career progression.

(v)   Continue to offer the Academic Researcher Induction programme as a modular programme throughout the year.

C8. Researchers are aware of local and national career development strategies.

Action stated for 2018-2020

The development planned for the Research Newsletter will have a section dedicated to 'Events' and opportunities from a broad range of professional organisations, comprehensively representing and covering academic areas within the University. This will also be added to the online calendar of external events that is under development for research staff and will hopefully augment and enhance existing systems.

Given measures of success

(ii)   Development in careers for researchers and researchers career development is promoted to relevant staff.
(iii)   Relevant opportunities and information are promoted to staff.

Progress during 2018-2020

(i) The launch of the research newsletter did not take place as planned for January 2019. However the RDU publicises regularly (via e-mail) to the research community (all level researchers) information around development opportunities that are taking place both internally and externally to the organisation (Such as REF, Open access, Impact, Professorial lectures, Sense about Science, any Vitae information). Below are examples of material and opportunities promoted to researchers around career development strategies.

April 2020

External – Coding demonstrations for Social Science Research

External - Online international research conference

Internal – Article -n Researchers striking the balance between Teaching & Research.

May 2020

External – UKRI survey – Impact of COVID 19 on researchers and the UK research base.

External – Open book publisher sessions

Internal – UCLan research data survey for researchers

June 2020

Internal – The changing research picture at UCLan for BAMME colleagues.

Internal – Webinar – COVID 19 – Public Health insights and perspectives

July 2020

External – Resources around Journal Publishing

External – UK Research & Development Roadmap survey

Internal – Impact Training

Internal – Responsible Metrics

Internal – Vitae – Concordat to support the career development of researchers.

Internal – Academic Induction Programme 2020/2021

Internal - Ideas and suggestions for ECR programme 2020/2021

Internal - Ideas and suggestions for MCR programme 2020/2021

Internal – Mentoring Programme for Researchers

Internal – Schedule of CPR meetings 2020/2021

August 2020

Internal – Resource - Writing for Publication

External – Vitae 3MT & Vitae Researcher Development Conference

Blog Publicity

April 2020

External – Webinar - best practice research

May 2020

Vitae chat on mental health of researchers

Live – Vitae chat on Twitter

Wellbeing & mental health resources

June 2020

Impact of COVID 19 researchers and the UK research base.

Responsible metrics training session.

Academic Induction sessions.

July 2020

External - Guide to publishing

August 2020

External – webinar warming up respondents for response rates.

External - Vitae 3MT & Vitae Researcher Development Conference

Microsoft Teams Publicity

June 2020

Mentoring programme for researchers

Welcome Event for Mid-Career Researchers

July 2020

Presentations from the MCR Welcome event

Academic Research Induction Sessions 2020/2021

Ideas and suggestions for ECR programme 2020/2021

Ideas and suggestions for MCR programme 2020/2021

UK Research & Development Roadmap survey

RDU Portal News

July 2020

Vitae – Researcher Development Conference

Vitae chat on Mental Health of researchers

Outcome

- (I)   Ensure appropriate internal webpages are maintained with information.
- (II)   Promotion of changes in local and national career development strategies. E.g. promotion during 2020-2021 the requirements of the Concordat for Research Development.
- (III)   Ensure new Research strategy for beyond 2020 refers to career development of researchers and the strategy to support it.

C9. Research Managers should actively encourage researchers to undertake CPD activity so far as is possible during the project.

Action stated for 2018-2020

(i) In addition to existing systems and protocols as recorded in years 2013 and 2015 - the addition of the Career Researcher Pathway and Academic Professional Apprenticeship scheme - as well as the research networks - will not only provide additional opportunities for managers to direct staff to but will also provide peer to peer support and learning. Staff will be able to participate in any of the research focussed modules, even if they are not registered for the APA programme.

Given measures of success

(i) Active engagement in all CPD offerings within the University and support for participation in external engagement opportunities.

Progress during 2018-2020

Staff have engaged in Research Services CPD offerings 2,952 times during 2018-2020.

Outcome

(i)   To continue to offer CPD internally and to promote external opportunities to staff

(ii)   To produce during 2020-2021 a series of case studies explaining what CPD people have engaged with, internal or external and how it has helped them with career development.

C10. Appraisal systems for researchers.

Action stated for 2018-2020

Maintenance of the existing Appraisal system. HR annually ask managers for feedback which can then be addressed for the future appraisal schemes and improvements made.

Given measures of success

(i)   All researchers have an appraisal discussion annually and regular one-to-one meetings.
(ii) Researcher appraisal record form available as an alternative to the generic appraisal form

Progress during 2018-2020

(i) Staff Survey findings across all academics in January 2019 states.

83% had an appraisal discussion in past 12 months

77% found it useful

77% are happy with the frequency of their 121 meetings

74% get feedback on their performance from their manager

77% say their manager is supportive of their career goals

Consultation taken place to refresh appraisal to align with emerging strategy in autumn 2020

(iii)   Guidance was issued to HoS and appraisers of researchers to help conduct more proactive discussions to help drive support and attainment of targets and deliverables.

Outcome

(i)   Next staff survey is January 2021 to assess impact of appraisal for researchers
(ii) Appraisal scheme is refreshed to tie more strongly to organisational strategy and enable team level objectives.
(iii) Staff who are not reaching appraisal targets are supported proactively to achieve.
(iv) Those staff who have started on a research route but have had difficulty in delivering the required outputs are supported to develop strengths in other areas of the University's remit.

C11. Preparation for academic practice i.e. teaching and administration.

Action stated for 2018-2020

Please refer to the detail around the development of the UCLan APA Scheme, Career Researcher Development Route, Progression routes for researchers details above. This in particular, with its core mapped to the APA standard for pedagogy and administration, will enhance the already existing support for new members of teaching/research staff.

Given measures of success

Appropriate numbers enrolling and completing either the APA route or the PgCert Academic Practice.

Progress during 2018-2020

(i) Centre for Excellence in Learning and Teaching offered development programmes to all academics during this period.

68 attended the Associates Programme/ D1

60 attended a one-day introduction to teaching practice

150 attended the one-day Teaching and Learning Conference

50 participated in the Academic Professional Apprenticeship Programme.

(ii) New appointees are guided to one of the pathways to gain Fellowship depending on experience. Holders of Assoc FHEA, and FHEA are shared with School Heads annually and plans made at School level to ensure the correct category of membership is held by each post holder.

Outcome

(i) The hours needed to complete the PGT and APA equivalent are provided on staff workloads.

(ii) All researchers with contracted teaching hours are working towards, or hold, Associate Fellowship or Fellowship of HEA.

C12. Training when researchers are engaged in supporting learning and teaching.

Action stated for 2018-2020

Please refer to the detail around the development of the UCLan APA Scheme, Career Researcher Development Route, Progression routes for researchers details above. This in particular, with its core mapped to the APA standard for pedagogy and administration, will enhance the already existing support for new members of teaching/research staff

Given measures of success

(i) Appropriate numbers enrolling and completing either the APA route or the PgCert Academic Practice.

(ii) Number of academics holding Associate Fellowship of the Higher Education Academy.

Progress during 2018-2020

(i) Centre for Excellence in Learning and Teaching offered development programmes to all academics during this period.

68 attended the Associates Programme/ D1

60 attended a one- day introduction to teaching practice

150 attended the one- day Teaching and Learning Conference

50 participated in the Academic Professional Apprenticeship Programme.

(ii) At 31 July 2020 652 colleagues hold Fellowship and 130 colleagues hold Associate Fellowship of the HEA.

Outcome

(i) All researchers with contracted teaching hours are working towards, or hold, Associate Fellowship or Fellowship of HEA.

C13. Researchers should have input to policy and practice through appropriate representation at staff meetings and management committees.

Action stated for 2018-2020

 Maintenance of the existing system plus the introduction of the PVC Research Strategy Group which will in time have representation from the ECRs, Mid-career and the Profs and Readers Group. The Research strategy was available for consultation via the Intranet and all encouraged to complete a feedback survey. The University already has a full complement of democratic and deliberative decision-making committees e.g. Faculty Research and Innovation Committees, as well as University Level Research and Innovation. Elections to all committees of the Academic Board are held, and teaching and research and professional staff encouraged to stand. Full details are available in the University's Governance Manual.

Given measures of success

(I) Representative of researchers at various career stages in appropriate Committees and Groupings.

(ii) When relevant, university wide surveys conducted to enable all staff to contribute enabling input from their perspective.

Progress during 2018-2020

Representation on an ongoing basis through the university governance system via local committees & networks. On the Faculty Research Innovation Committees, we currently have 27 researchers (18 Professors, 7 Readers, 2 Research Fellows). The Pro Vice Chancellor Research Strategy Group have representation from 5 Faculty Directors of Research, 1 representative from the College of Professors & Readers, 1 representative from the Early Career Research Network, and approximately 13 nominated faculty significant researchers. Academic Board have representation from 2 Professors and the University Research & Innovations Committees have representation from 6 Faculty Directors of Research, and 6 School Research Leads.

(ii) Employment policies and practice is influenced via well-established formal committees and researchers have the option to be represented by UCU or Unison.

Outcome

Continue to ensure effective representation on committees and Groups and on strategy and policy development by continuing dialogue and support for the ECR, Mid-career and CPR networks.

C14. Availability of mentors in providing support and guidance for CPD.

Action stated for 2018-2020

In addition to the University's longstanding Mentor scheme, a recent initiative requested by Researchers is nearing completion after the use of focus groups between April and August and will be launched in November of 2019. This is the Mentoring for Researchers by Researchers, initiative. Training for Mentors and Mentees will be offered for those without prior experience, and a database of Mentors, with areas of interest, preferred mentee topics etc., will be developed alongside the new system. This will be evaluated after the first twelve months.

Given measures of success

An operational scheme which provides mentors for mentees which has good feedback from users.

Progress during 2018-2020

Initially work was completed to use the already established central mentor programme offered by HR and adapt it for researchers. This was operated on a flexible basis and if anyone asked for a mentor through HR then their requirements and needs were identified, and an appropriate individual found. This was operated at a very low-key level. This approach has been progressed further, where people were invited to offer themselves as mentors. This availability was recorded on UCLan Knowledge which is the internal portal which houses the interests and expertise and professional roles of academics and professional staff. This was promoted across the academic staffing body. Through the promotion of the opportunity to act as a mentor, 38 people came forward to volunteer for this role. We are in the process of linking 2 people with mentors. Progress has been slow with this initiative as there was a personnel change (twice) with the Head of Researcher Development In addition to the Central Mentoring scheme, Faculties, School, Institutes and Centres provide their own mentor scheme, some on a formal basis and others more informally.

(ii) **Research Institute & Centre Information on Mentoring**

The Centre for Digital Life has encouraged ECRs to apply for funding through the small grants scheme. To date there have been five ECRs who have applied and there are three applications pending approval. The process requires that ECRs work with another researcher and in this way the Centre is supporting ECRs by mentoring both in research design but also in research reporting.

The Centre for Global Development have been providing ongoing support and mentorship for ECRs who are writing papers/developing bids/applications. For instance, senior members have been assisting an ECR in the Medical School preparing a bid for the MRC. Two ECRs have been supported to apply for GCRF-QR funding for the 2020-21 round. One senior member is supporting an ECR in his bid to become a UKRI potential future leader fellow.

The Centre for Engineering have research mentors working with them on a part-time basis. They will support our "Moving-up" programme which is directed towards: improving the success of grant applications through mentorship and connection with Russell Group universities. Increasing the average REF star rating of output again through mentorship of staff who will benefit through the feedback from a "critical friend".

(iii) The HR scheme has matched 100% of mentees with mentors during this period, although the number of researchers included in this was very small, less than 10.

Outcome

(i) To promote further the mentor scheme to potential mentors and mentees.

(ii) Actively use case studies to promote the availability of the central scheme.

 (D). Researchers Responsibilities

D1 & D2 Researchers should develop increased capacity for independent, honest and critical thought. Researchers should develop their ability to transfer and exploit knowledge.

Action stated for 2018-2020

The addition of mandatory researcher training in Intellectual Property Rights and ways in which to exploit research e.g. commercial application/patent creation. This is provided by the Innovation and Enterprise Service. All research staff must undertake this training, and attendance is monitored and reported on by HR to line managers. Researchers are required to upload outputs e.g. publications on the institutional repository, CLoK and to also engage with the UCLan Data Repository and also gain and use an ORCiD identifier. The Scholarly Communications Unit within Research Services supports this through training and 1:1 sessions.

Given measures of success

(i)   Opportunities provided for staff to engage in and develop independent and critical thought.

(ii)   Training and support provided to aid researchers in transferring and exploiting knowledge.

Progress during 2018-2020

Through the Academic Research Induction programme staff are advised of UCLan expectations plus the support and systems available to support Open research and IPR development and protection. Last year 6 modules were offered to staff, and 53 people attended.

IP information

The IP & Commercialisation team provide an institutional wide service to identify, protect, Exploit, commercialise and defend research developed by UCLan by encouraging continuous professional development for research active and early career research staff in the areas of Intellectual property and Commercialisation. Programmes are delivered in line with the roadmap via a comprehensive intranet platform through a blend of:

Flexible comprehensive on-line materials:

https://msuclanac.sharepoint.com/sites/IntellectualPropertyandCommercialisation/ During this period 359 staff members have accessed the intranet site (unable to tell you who these people are as it does not provide this data).

Learning guides and informative workbooks:

https://msuclanac.sharepoint.com/sites/IntellectualPropertyandCommercialisation/SitePages/Research.aspx

 Interactive IP learning *resource:* https://msuclanac.sharepoint.com/sites/IntellectualPropertyandCommercialisation/SitePages/TrainingAndQuiz.aspx During this period 60 research staff members have completed the training.

***Video recordings of workshops and access to presentation materials*:**

https://msuclanac.sharepoint.com/sites/IntellectualPropertyandCommercialisation/SitePages/IntellectualProperty.aspx During this period 43 research staff members have attended workshops.

1:1 Training

During this period 91 research staff members have attended 1:1 meetings to receive advice, guidance and training.

Research2Market Programme
https://msuclanac.sharepoint.com/sites/Research2Market

This programme includes:

- **Research2Market Commercialisation Bootcamp**

- To date the team have delivered 1 cohort on the 2-day programme comprising 47 research staff members. This also includes 7 medical/clinical research staff from Lancashire health NHS Trust (UCLAN Partner trust)
- **Research2Market Commercialisation Fund**
- **Of the 47 attendees on the programme, 26 applications where received for the R2M innovation fund (a competitive application process)**
- Research2Market IP Etiquette Programme

Group Workshops and events:

The programme of events and workshops are delivered by both the internal team and external specialists on focused areas of IP and commercialisation. https://msuclanac.sharepoint.com/sites/IntellectualPropertyandCommercialisation/SitePages/Events.aspx To date 56 members of staff have attended workshops.

New starter Group IP training workshops: To date the team have delivered these sessions to 70 members of staff.

(ii) **SCU Information**

The number of researchers that have uploaded CLoK deposits between 1/1/2018 and 18/8/20 is 5077. This is total number of deposits irrespective of who did them. The number of researchers that have engaged with the UCLan Data Repository and the deposits during 2018-—2020 is 41. There are currently 942 staff members that have gained use of an ORCiD identifier in the last two years.

(iii) **Research Institute & Centre Information**

In addition to the central events, research groups and the UCLan Research Institutes and Research Centres offer a seminars series and writing retreats to support staff development and engagement. During 2019-2020, 84 seminars were offered across the main Research institutes and Research Centres with 10 writing retreats taking place.

Outcome

(I) increased number of staff accessing the IPR training and registering disclosures with the IP team.

(ii) Increased attendance at various seminar series and also increased number of staff providing seminars both internally and externally around their research work.

D3. Researchers should conduct and disseminate research in an honest and ethical manner.

Action stated for 2018-2020

The University has fully implemented the Concordat for Research Integrity, and maintains an annual reporting system as required, and published on their Ethics website. Full training is in place both face to face and online; and each of the three Ethics Review Panels, and the University Committee, are responsible for implementing and leading with best practice. Furthermore, Faculty Ethics Committees are being reintroduced in September of 2018, to ensure that best practice already evidenced at

doctoral student and research staff level, is cascaded down to UG and PGT student practice. Additionally, the Ethics and Integrity Unit has recently secured funding for a further three posts, to ensure that all aspects of integrity e.g. ethics, GDPR, NHS/GSCC/BPS compliance are complied with and demonstrated at every level.

Given measures of success

(I) Research Integrity and Ethics training is mandatory for role specific staff.

(ii) Appropriate information is available for staff to help determine the ethics of their research activity.

(iii) the process for reporting research misconduct is easily accessible and confidential.

(iv) Members of ethics committees and review panels are appropriately trained and supported.

Progress during 2018-2020

The Research Governance Unit provides a comprehensive training programme for all researchers at all levels. They provide both face to face and an online training provision. In 2018-2020, there has been 4 sessions of Research Ethics & Integrity Training with a total attendance of 100. There were 12 sessions of Obtaining Ethical Approval training with an attendance of 122. There have been 30 sessions of Reviewer training with a total attendance of 86 people and Chairs Training with 4 sessions and 13 people attending.

The RGU use Epigeum as an online training programme (reporting from this system has only been available from October 2019) which covers Becoming an Ethical researcher (4 modules within it, which are: Ethical Research, Underpinning Values for Ethical Research, Ethical Concerns associated with different forms of research, Ethical Concerns associated with different research methods and activities). There have been 98 people who have completed the Ethical Decision making modules, 74 people completed the Underpinning Values for Ethical Research, 73 people who have completed the Ethical Concerns associated with different forms of research, and 70 people who have completed Ethical Concerns associated with different research methods and activities.

There is also an online Research Ethics in practice (4 modules within it, which are: Working with Human Participants, Understanding Ethical Approval, Working with Ethically challenging circumstances, Working ethically in a global environment). There have been 60 people who have completed the Working with Human Participants module, 49 people completed the Understanding Ethical Approval, 45 people completed Working with Ethically challenging circumstances, and 46 people completing Working Ethically in a global environment.

The total attendance for the face to face and online training provision is 843 people over the period 2018-2020.

There have been 15 Ethics Panel Meetings which cover all faculties, with a total attendance of 216. 2 Joint Ethics Panel Meetings, with an attendance of 59, 6 sessions of the Chairs Forum with an attendance of 57. The RGU is also involved in AWERB with 11 sessions taking place and 147 attendance, The Human Tissue Working Group with 9 sessions and 88 attendance and the Bio Medical Steering Group with 9 sessions taking place with a total attendance of 82 people.

The university was one of the first adopters of the Global Code of Conduct for Research in Resource-Poor Settings which aims to stop the export of unethical research practices to low- and middle-income countries. https://www.globalcodeofconduct.org/ The Research Centre for Global Development delivered training to all their 53 members in December 2019 in the use of the GCC to ensure equitable research collaborations.

Outcome

(i) University agreed to make the research integrity and ethics training mandatory for role specific staff.

(ii) Attendance at the mandatory training has been good with excellent engagement.

(iii) A mentoring system has been put in place for new ethics reviewers to support them in the process.

D4. Researchers should be aware that the skills and achievements required to move on from research position may not be the same as the skills and achievements which they displayed to reach that position.

Action stated for 2018-2020

Maintenance and continued evaluation of current practice plus the publication of the career pathways which will clearly articulate the expectations for developing through the career levels. Furthermore, the Career Research Pathway "Portal" allows staff to search for CPD via RDF domain, Job Role or particular topic. By using Job Role - they can then determine what skills set is indicated as being required at each level, and thus better understand the requirements for career progression - evidenced in a transparent way.

Given measures of success

(i)   Information regarding requirements of roles with respect to skills and knowledge should be available to staff through documentation or by networking opportunities.
(ii) People are confident to plan their next steps with respect to achieving their next role.

Progress during 2018-2020

The RDU Portal helps researchers plan their development and career progression in a number of ways, by capturing all development opportunities and events that the RDU are aware of from the various services and faculties across the university, and presents them in one easy to find, accessible location. The portal provides links with the Vitae Researcher Development Framework as a benchmark for professional practice, expertise and excellence. The portal also provides researchers with links, resources and references to help our researchers be the best they can be in their current role and those in the future. The portal is set out into 4 areas: Personal Development Planning, Development Activity & Events, Getting the most out of your development and career, and UCLan Research Forums.

The Personal Development Planning section is linked directly with the Vitae Researcher Development Framework and acts as a search engine for all development activity. Each of the academic descriptors on the framework has been mapped to the training and development activity and events available to researchers. This allows researchers to search by their individual domains of the framework and development activity linked to these is presented.

Development Activity & Events - provides the researcher with a comprehensive list of the activity and events available across the University. It has a basic search engine that will allow you to search for events by key words – e.g. writing – which will pull up all the various training events with a writing theme, with details of when and where these are taking place, where and how you should book, and other vital details. The activities are those provided by Services as well as Faculty Based events, where researchers can look specifically at those hosted by their own area or browse what is going on within other faculties of the University. It also includes professional external events and this listing will grow as people advise us of their professional interests.

Getting the most out of your development is designed to help researchers identify, plan and drive their own personal Research development and career progression. By working through each of the sections, researchers can consider what development means to them and what activity would be the most beneficial to them. It also directs researchers to tips, techniques and further resources to help researchers plan and manage their career development and progression.

UClan Research Forums provide researchers with the necessary information about what research forums are available, the current programme of events, and contact information.

In September 2020, the RDU are developing with Human Resources, intranet web pages which are specifically designed for the research community to access in relation to researcher development. These intranet web pages would be for all levels of researchers and research managers to access. The web pages would include all information on policies, procedures, and resources available to the research community. Researchers would be to access grade criteria and role profiles to enable their own CPD.

Outcome

A lot of work has been undertaken on the Researcher Development Portal. The next stage will be to promote this valuable resource to academics, alongside the Vitae Researcher Development Framework.

D5. Researchers should recognise that their primary responsibility for managing and pursuing their career is theirs. Seek out opportunities for learning and development.

. **Action stated for 2018-2020**

The expanded Pathways scheme and newly formed Research Services will yield further opportunities for staff; and the expanded network by virtue of the new researcher networks - will increase the opportunities for dialogue.

Given measures of success

(i)	Greater engagement in training and development opportunities offered both internally and externally to UCLan.
(ii)	Good evaluations of the training and development opportunities offered.
(iii)	Training and development opportunities match the current issues of the day.

Progress during 2018-2020

(i) 78 colleagues accessed the careers service during 2019/2020

(ii) Academic staff have accessed 3882 HR provided learning events/activities between 01/08/2018 and 31/07/2020

(iii) 2,952 colleagues accessed portfolio of training delivered by Research Services in relation to development training over the last 2 years.

Outcome

(i)   Promote the recording of all CPD by researchers in order to demonstrate the 10 days per year we are working towards. Work colleagues and with the itrent developments to achieve this.

(ii)   Undertake a formal review of all training and development offered to staff.

D6. Research managers should encourage CPD. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated. Researchers encouraged to record their CPD for presentation to future employers.

Action stated for 2018-2020

(i) The University is currently looking to purchase Vitae's Planner programme, which will be made available to all researchers to record their activities. This will enable them to produce reports of experience matched to the RDF domains, and thereby prioritise areas that require further development. It will also yield evidence of their practice to support career mobility.

Given measures of success

(i)   Staff record their CPD activity on itrent, with the possibility that in the future this information can automatically be added to an electronic appraisal form.

Progress during 2018-2020

The RDU portal has an option for staff within it for getting the most out of your development. This section of the portal allows staff to identify, plan, and drive their personal research & career progression. A guide to adding personal learning to iTrent has been developed and promoted via the Staff Development webpages; - How to add personal learning to Itrent.

Outcome

(i)   Promote the recording of all CPD by researchers in order to demonstrate the 10 days per year we are working towards.

(E) Diversity and Equality

E1. & E2 Organisation takes positive steps to promote equality and to develop specific schemes and action plans to address specific issues of under-representation or lack of progression. Recruitment and retention of researchers from the widest pool.

Action stated for 2018-2020

Staff survey equality data from January 2018 survey shared with Equality and Diversity Executive Group. New governance arrangements for Athena Swan, Race Equality, Stonewall and other charter marks.

Given measures of success

(i)   Athena Swan Bronze Award regained.
(ii)   Opportunities seen to be open to all where appropriate.

Progress during 2018-2020

Equality and Diversity Executive Group consider survey outcomes - Latest EDI staff survey report is here:

https://msuclanac.sharepoint.com/sites/StaffSurvey/SitePages/Staff-Survey-2019.aspx

The Staff Survey results in January 2019 were split by gender, race, age, contract type, and shared with the Equality, Diversity and Inclusion Manager. Key equality issues for the University:

(ii) Colleagues who are Part Time and Fixed Term are less likely to say they have had an individual appraisal / review / probation discussion in the last 12 months. Colleagues who say they have a disability are more likely to say they have felt discriminated against at work in the last 12 months. Colleagues who are Black / African / Caribbean / Black British are less likely to say they believe UCLan is committed to equality of opportunity for all staff.

(iii) The governance of the charter marks changed again during this period due to restructures. A new EDI Director was appointed in July 2020. Athena Swan Bronze Award was regained in April 2020 and continues to be held in the Faculty of Health and Wellbeing.

Outcome

(i) Collate the actions from Athena Swan, staff surveys and HR Excellence in Research to ensure co-ordination.

E3. Address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately affect some groups.

Action stated for 2018-2020

Research undertaken as part of the Race Equality work identified barriers to progress at certain levels for black and minority ethnic staff. A response is being planned to target support, encouragement and development for staff in this group. Also, the theory is being tested that women are not getting the equivalent research time as men, which anecdotal evidence supports.

Given measures of success

Athena Swan Bronze submission and action plan shared and work started.

Progress during 2018-2020

(i) Identify any improvements or suggestions by research staff around obstacles to progression in relation to equality & diversity for the last 2 years. What actions came out of the investigation for research time for men and women?

(ii) In preparation for REF 2021, we have peer reviewed research outputs internally and externally for originality, significance and rigour since 2015/16. Gender disparity favours men (10–16% difference), while the eligible population remains gender-balanced.

(iii) 2019 staff survey found 75% of male responders 'have the opportunity for personal growth and development' and 77% of female responders agreed.

Outcome

(i)   Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a more transparent and equitable environment (Athena Swan Action 5.1.8).

(ii)   Working is being conducted around BAME population and their likelihood to start and complete a postgraduate research programme.

E4. & E5 - Respond flexibly to requests for changes to working patterns and resist instant refusals based on 'we don't do it this way here'. E5   Account taken of researcher's personal circumstances. Change policies or practices that directly or indirectly disadvantage such groups.

Action stated for 2018-2020

100% of requests for flexible working or changes to working patterns decided within the published timescales. Numbers for formal process in past 12 months dealt with by HR was 16. Of this number, 16 accepted and 0 declined. Staff have access to shared parental leave, flexitime, flexible working requests, leave for compassionate reasons and many other options. Posters promoting the benefits of employment at UCLan circulated.

Given measures of success

All flexible working requests are accommodated or resolved within published timescales.

Progress during 2018-2020

(i) The HR Department was unable to state the number of flexible working requests received this year.

(ii) In the 2019 Staff Survey, 92% of women and 93% of men responded positively to the statement "Flexible working is supported in my School/Service". Two pulse surveys were carried out between March and July 2020, each had over 1000 responders and to the question 'How are you finding the current ways of working' (at home and online) most people responded positively and there was no marked gender difference. Academics highest score was 5 out of 7 (1= struggling,7= great).

Outcome

(i)   Set flexible working principles to apply in all areas to aid consistency.

(ii)   HR to systematically record flexible working requests.

E6. & E8. Transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity reflected in selection and evaluation committees. E8. Measures exist for discrimination, bullying or harassment to be reported without adversely affecting careers of innocent parties.

Action stated for 2018-2020

Equality Impact Assessments are no longer undertaken when a policy is ready for implementation but is embedded during the development stage. This is a positive step forward and ensures all HR policies respect people in all personal circumstances. Appraisers are encouraged to hold regular one-to-one discussions to better understand each member of staff to treat each according to their needs. 83% of staff survey responders had an appraisal discussion in past twelve months. Research shows an increase in appraisal participation is needed for part time and fixed term staff.

Given measures of success

(i)   Staff are aware of the relevant University policies.

(ii)   Alternative platform for reporting bullying/harassment or discrimination concerns is launched.

Progress during 2018-2020

(i) The 2019 staff survey reported no responses which were statistically significantly lower for full time fixed term responders, however there was one question which did show a more negative response for part time fixed term responders; Q3-1 Have you had an individual appraisal / review / probation discussion in the last 12 months.
79% of full-time fixed term responders had had an appraisal in the past twelve months
66% of part time fixed term responders had had an appraisal in the past twelve months. Whilst only the part time responders show statistical significance, when compared to full time indefinite contract holders where 88% reported that they had had an appraisal, there is still worked to do for all fixed term contract holders.

(ii) Report and Support platform launched in April 2019 and 6 colleagues have used this to report concerns around bullying/harassment or discrimination.

Outcome

(i)   As the success measure was not achieved, improving the experience of fixed term contract holders and appraisal remains an objective. In the staff survey 2022 there will be no statistically significant differences in appraisal experience between full time and part time fixed term contract holders.

(ii)   Report and Support platform exists for reporting concerns.

E7. Transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity reflected in selection and evaluation committees.

Action stated for 2018-2020

Building on existing good practice, unconscious bias training is available for all recruiting managers.

Given measures of success

Selection decision makers have completed unconscious bias training.

Progress during 2018-2020

Some good progress made towards all decision makers being trained. 319 colleagues have taken Unconscious Bias Mandatory Training since 01/08/2018. 212 colleagues have taken Recruitment and Selection Training since 01/08/2018. 792 have taken Diversity in the Workplace Mandatory Training since 01/08/2018.

Outcome

(i)   Active engagement of decision makers in unconscious bias training.
(ii) All staff complete the Diversity in the Workplace Mandatory Training

E9. Measures exist for discrimination, bullying or harassment to be reported without adversely affecting careers of innocent parties.

Action stated for 2018-2020

Trade Union reps have undertaken an introduction to mediation. Routes for reporting are advised in the policy. Early dispute resolution schemes are in development to support allegations and investigations.

Given measures of success

(i)   Early dispute resolution scheme in place.
(ii) Staff are aware of the bullying and harassment policy and how to report issues.

Progress during 2018-2020

(i)   Two colleagues have undertaken mediation training in the last 2 years, adding to the pool of trained mediators.
(ii) Report and Support was introduced in April 2019 for all students and colleagues to report bullying/harassment or discrimination. By 31 July 2020 there had been 6 colleagues making a total of 10 reports of concerns.
(iii) HR committed to adopting 'early dispute resolution' and devised a plan, which was then placed on hold whilst the Service concentrated on the cost reduction activity. It is planned to restart in Autumn 2020.
(iv) In the 2019 staff survey 5% of responders said they were currently experiencing bullying/harassment, which is 1% above the sector norm. 8% of responders had felt discriminated against in the past 12 months, 2% better than the sector norm.

Outcome

(i) Continue to implement the early dispute resolution scheme.

(ii) Raise manager awareness of the scheme options.

E10. Consideration of participation in schemes such as Athena Swan Charter, the Juno project, and other initiatives.

Action stated for 2018-2020

Existing awards are maintained and more submitted in line with UCLan plan.

Given measures of success

(i) Athena Swan Award regained.

(ii) Action plan on track for Athena Swan Bronze at Faculty Level.

Progress during 2018-2020

Institutional award of Bronze was regained in April 2020, and the Faculty of Health and Wellbeing retain their Bronze Award also. The University continued its Stonewall Champion status and is a committed supporter of the Race Equality Charter Mark. A new Director of EDI was appointed in July 2020 to bring together award action plans and provide director level resource for the first time.

Outcome

(i) Athena Swan action plan is on track.

(F). Implementation and Review

F1. Undertake regular review of progress in implementing the principles of the Concordat via a Steering Group.

Action stated for 2018-2020

A Research Development Steering Group (RDSG) has been re-established for 2018 onward, comprising Head of Research Services, HR, Researcher Development, Faculty Directors of Research, and representatives of research across the board from each Faculty (3). The role of this group is to agree the action plans, monitor progress, ensure communication of the work and connecting the many activities across UCLan which contribute to the concordat. This group will also benefit from insight from the Profs and Readers Network, as well as the other networks (ECR, Midterms researchers) that are being brought about at the time of the creation of this document.

Given measures of success

(i)   Steering group meets regularly, and objectives are progressed to successful solutions.
(ii) The activities of the Steering group are reported and discussed at relevant University Committees.

Progress during 2018-2020

(i) A Researcher Development Steering Group has been established to look at action plans, monitor progress, ensure communication of the work & connecting many of the activities across UCLan which contribute to the Concordat.

The RDSG have met eight times during 2019-2020. The Leadership and Development Manager from HR and the HR Manager responsible for promotion and staff changes are members of the RDSG.

There have been eight meetings of the RSDG which have taken place in the last two years. The representation of the group is as follows:

- Director of Research Services & Interim Director of Innovation & Enterprise (Chair)
- Researcher Development Unit Training Officer (Minutes)
- Representative of Faculty of Science & Technology
- Representative of Faculty of Health & Wellbeing
- Representative of Faculty of Creative and Cultural Industries
- Representative of Faculty of Clinical and Biomedical Sciences
- Representative of Lancashire School of Business & Enterprise
- Early Career Researcher
- Leadership and Development Manager (Human Resources)
- Human Resources Manager x 2

(ii) Publicity/Events around the Concordat

The Researcher Development Unit run three times a year a session on career development for researchers. Within this session, the Concordat to support the Career Development of Researchers is spoken about alongside the Researcher Development Framework. Researchers are also aware of the Concordat through the RDU Portal, Blog, one to one development discussions. Future concordat specific events for researchers are planned for 2020/2021 to ensure that all researchers/managers are aware of this document.

Outcome

(i) To introduce for 20/21 that the revised concordat is taken to all relevant research committees at School and Faculty levels. Researcher representatives on those committee's feedback information about the new concordat, or the RDU attends Faculty and School meetings to inform researchers of updates relating to the concordat.

(ii) To host events specifically around the revised concordat for all researchers at all levels. This will raise the profile of the new Concordat and highlight the responsibilities of all stakeholder and enable participants to hear how the University can help them, but also listen to their needs and requirements. The 3 Research Networks will be targeted: ECR, Mid-Career and CPR, as will the Research Institutes and Centres

(iii) To run a survey for researchers about the concordat, so that information can be obtained on how many researchers are aware of the concordat and their responsibilities as researchers but also the institutions responsibilities, plus what their needs are and their ideas to help embed the Concordat into day to day working. Potentially use the CEDAR's (Culture, Employment and Development in Academic Research) Survey.

Needs to fit somewhere

Action stated for 2018-2020

(i) The Early Career Researcher Network has been the first of new informal networks to be developed and the Mid-Career Research Network is in the consultation phase. These networks will enable recruitment and selection processes to be shared and understood by the research community. There is already a well-established Readers and Professoriate group that will also receive direct mailings. Additionally, a Research Newsletter has been proposed, and is currently under consultation for delivery commencing January 2019.

Given measures of success