

HREiR Action plan template - January 2019 to April 2021

013-HRERWG121120

Details

Institution name:	University of Warwick	The institutional audience* for this action plan includes (complete or delete, as appropriate):	
Cohort number:	8	Audience	#
Date of submission:	May-21	Research - focussed staff	x
		Postgraduate researchers	
		Research and teaching staff	x
		Teaching focussed staff	x
		Technicians	
		Clinicians	x
		Professional support staff	
		Other (please provide numbers and details):	

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Obligation	Action from UoW Action Plan (Jan 2019 to April 2021) - Referenced accordingly	Success measure (SMART)	Progress update (to be completed for submission)	
Environment and Culture				
Institutions must:				
ECI1	Ensure that all relevant staff are aware of the Concordat	Ensure that the research active community and senior managers have knowledge and an understanding of the responsibilities of the principles of the Concordat.	Informed community who work together for mutual benefit and embed good practice into everyday business.	Signatory letter completed and submitted by the Vice Chancellor. Notification and approval at the University Executive Board Meeting. Presentations given on the revised Concordat at the Research Staff Forum and meetings with the Chair of Faculties to facilitate discussions with the departments in their disciplines. Web page developed and a communication plan in place - https://warwick.ac.uk/services/ris/research_integrity/code_of_practice_and_policies/research_code_of_practice .
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	ACTION 1.1: The new HR Management System due to be launched in 2018 was delayed until 2019 and will provide detailed recruitment/selection and retention information to inform the University and departments of the workforce profile with regard to RAS roles. With the data this can lead to streamlining and improved processes/policies and procedures.	Improved RAS recruitment/selection and retention through enhanced data analytics facilitating informed decision making.	HR Information Management System (Success Factors) launched for existing staff records in 2019 – Recruitment Module to be developed and launched on system later. New Recruitment Strategy and Policy developed in July 2020. A new post of a HR Strategy Director (and small team) was developed and appointed to early 2020, to develop and implement socially inclusive approaches to talent attraction, succession planning, promotion, progression, retention and leavers, to enhance the employee experience and the Warwick employer brand. The post holder will be reviewing end-to-end recruitment and selection processes, including the development of the recruitment and selection module on the HR Management System which is now in the development stage (some of these actions will appear on our new Action Plan). Due to Covid-19, and the knock on effects to the University's business and finances, a recruitment freeze was introduced (for all but critical roles). As such recruitment data for 2019/20 is lower than previous years. For Teaching and Research, Teaching Focussed, and Research Focussed posts there has been a slight decrease in applications (8342 in 2019 to 7258 in 2020) with 135 applicants being offered roles. The University currently employs 803 research focussed staff (480 male: 323 female); 1150 Teaching and Research staff (803 males: 347 female); 585 Teaching focused staff (287 male: 298 female; and 78 clinical staff (47 male: 31 female).
		ACTION 1.2: Recruitment reflects local, national and international demographics. Highlighting data on protected characteristics. Highlighting and improving gender and race demographic distribution in relation to Charter Marks	Improved recruitment of a diverse workforce. Metrics: Annual Workforce Equality Monitoring Report to report on statistical trends to measure increase/decrease of personal characteristics of staff.	Annual Equality Monitoring Report produced and discussed at University strategic committees (including Social Inclusion Committee, The Senate and Council). All workforce is monitored by protected characteristics – age, gender, disability, race, sexual orientation and religion/belief. Data below is for: Research staff (includes Research Focussed; Teaching and Research; Teaching Focussed and Clinical): Disability: 88 disclosed disabilities out of population of 2616 Race: 547 (21.6%) BAME, 1815 (71.5%) white (total staff 2616). • 1029 (40.5%) non-UK – 390 (37.9%) BAME, 639 (62.1%) white. • 1333 (52.5%) UK – 157 (11.8%) BAME, 1176 (88.2%) white. There is data collection for sexual orientation and religion/belief but these are not split by role as numbers are small. (Numbers may not equal total number as there are some staff who opt not to declare)
		ACTION 1.4: Improved and timely communication to new starters on benefits for disclosing personal information. Encouragement for existing staff to take the opportunity to update personal information when the new HR Management system is launched in 2019. Timely communication and agreement with staff around recording and disclosure.	Increased disclosure rates which are reported in the Annual Equality Monitoring Report and discussed at strategic committees.	Campaign hosted in 2020 in consultation with a number of relevant Staff Taskforces and Networks to improve and encourage positive language around disability disclosure and gender identity disclosure to make data collection more inclusive. A webpage was created to disseminate information as to why it is important to disclose protected characteristics and what the benefits are both to individuals and the institution. Warwick's workforce population continues to increase each year both in terms of numbers and diversity. Gender balance is fairly even across the whole workforce and in Research staff (includes Research Focussed; Teaching and Research; Teaching Focussed and Clinical) numbers have risen from 1517 males in 2018 to 1617 males in 2020 and 921 females in 2018 to 999 females in 2020. Disability: 88 disclosed disabilities out of population of 2616. BAME: 565 disclosed as BAME out of population of 2616. There is data collection for sexual orientation and religion/belief but these are not split by role as numbers are small.
		ACTION 6.2: Create a measurable objective on Equality and Diversity that will be embedded into all six goals of the University Strategic Plan.	All six goals of the University Strategy to have Equality and Diversity elements.	This action has been superseded with a new University Strategy 2030 with aspirations in core purposes of Research and Education which will be underpinned by four top level strategic priorities. Innovation, Inclusion, Regional Leadership and International. A new Social Inclusion (SI) Strategy has been launched with a comprehensive implementation plan which doubles up as Warwick's SI/Equality Objectives 2020 – 2024. The aim of the SI strategy is to create a community where differences of culture and identity are celebrated, where differences of opinion are welcomed and respected and where prejudice and social unacceptable behaviours of any kind are never tolerated. At the heart of our approach will be a major drive to increase the diversity of our student and staff population and to remove barriers to education and employment, particularly, but not only, for those from lower socioeconomic groups, ethnic minority communities and disabled people. See SI Strategy: https://warwick.ac.uk/services/sg/si/strategy
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	ACTION 6.4: Ensure ED&I is embedded into all policies and procedures and training and development, i.e. examples/scenarios. Provision of resources and participation from institutional representatives to the Charters.	Continued success in Charter Mark submissions. Metrics	Athena SWAN Institutional Silver Award Holder. 7 Silver AS Departments and 11 Bronze AS departments. Submitting for the Race Charter Mark in July 2021. Ranked 123 out of 500 organisations in the 2019/2020 Stonewall Workplace Equality Index. Submitting for the Business Disability Forum Standards in May 2021. Working towards the West Midlands Combined Authority Thrive at Work Wellbeing Charter Mark. Accredited with the Positive Allies award (HIV) and taking part in a pilot scheme of Workplace Mental Health Support for the Midlands. Director of Wellbeing and Safeguarding appointed in 2019. New Wellbeing Strategy developed and published. Working Group formed to look at workload models. New Warwick values and principles for dignity and respect formulated and published in 2019/20. New Report and Support Platform introduced in 2020 to make reporting of bullying and harassment easier and a triage team employed to provide appropriate support for resolution. Dignity contacts available for informal discussions.

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ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	ACTION 6.3: Ensure that ED&I appears as an "above the line" agenda item at all relevant university committees, including Senate and Council. Also See ACTION 6.4.	Council and Senate membership to have an appreciation of all equality and diversity activities. Continuing implementation of this action.	A Review of Council Effectiveness carried out by Advance HE took place in 2020 and gave particular attention to ensuring that membership of the Council itself was diverse, and this has paid off in terms of ensuring excellent gender balance and recent improvements to both ethnicity and age. It was recognised that whilst progress has been made the University should still strive to continue to pay attention to this aspect of Governance. Reports from the Social Inclusion Committee (held termly) are delivered to both Senate and Council meetings.
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity			R&IS maintain an up to date website with all information on research integrity standards. This is accessible for all researchers on https://warwick.ac.uk/services/ris/research_integrity/ Training is provided by the University through its mandatory Epigeum online courses. A new module was launched in October 2020 and since then 171 individuals have passed the course. Of these 68 have completed the full version and 103 the concise version. Previously, 2,821 individuals completed the Epigeum course of which 1,190 completed the full version and 1631 the concise.
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	ACTION 6.2: Create a measurable objective on Equality and Diversity that will be embedded into all six goals of the University Strategic Plan. Also see ACTIONS 1.2, 1.10, 3.1 and 6.4.	All six goals of the University Strategy to have Equality and Diversity elements.	This action has been superseded with a new University Strategy 2030 with aspirations in core purposes of Research and Education which will be underpinned by four key strategic priorities - Innovation, Inclusion, Regional Leadership and International. In consultation with stakeholders, a new Social Inclusion (SI) Strategy has been launched with a comprehensive implementation plan which doubles up as Warwick's SI/Equality Objectives 2020 – 2024. The aim of the SI strategy is to create a community where differences of culture and identity are celebrated, where differences of opinion are welcomed and respected and where prejudice and social unacceptable behaviours of any kind are never tolerated. At the heart of our approach will be a major drive to increase the diversity of our student and staff population and to remove barriers to education and employment, particularly, but not only, for those from lower socioeconomic groups, ethnic minority communities and disabled people. An annual review of progress is made and reported to key strategic university committees and published on the University website for further engagement with stakeholders.
Funders section not relevant to Institutional Action Plan				
Managers of researchers must:				
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	ACTION 1.10: University to continue to provide appropriate Learning and Development training on how to conduct PDRs, and to update, monitor uptake of PDRs by RAS. To continue to embed quality expectations with existing RAS through objective setting including during PDRs, and to give RAS an opportunity to reflect on past performance as well as to look forward to new objectives. Measuring and monitoring the impact and impact of PDRs to facilitate improvements for RAS. See ACTIONS 1.5 and 3.5.	Annual increase in the number of RAS participating in PDRs.	All Managers can access training (face to face or online) on how to conduct Personal Development Reviews with their teams. The framework of the PDR form contains questions on Equality and Diversity to prompt conversations between managers and staff. All managers are given access to a number of ED&I resources, which are a mix of blended learning. Each manager reports to their individual departments on the number of PDR meetings that they have held with staff and an overall development plan is formed by the department, who then liaise with the Organisational Development Office to inform of future learning and development requirements, noting any equality issues. The last full PDR process took place in 2019 and 79.7% of colleagues across Warwick took part, this was a 9% increase on the previous year's PDR. Due to Covid-19, a shorter check-in PDR process was conducted in 2020, but focussed on wellbeing of staff.
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See ACTIONS 1.6 and 1.10.		Managers of research staff are fully conversant with research ethics and professional conduct and impart this knowledge to their research staff and encourage them to attend relevant learning and development courses. Research Integrity training is signposted at Induction and ethical review has been included in Ideate system for grant applications. Warwick introduced a new all Staff Welcome Hub in Jan 2020 which directs colleagues to the essential training to be completed at Induction appropriate to each staff cohort.
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	ACTION 3.8: Continue to ensure that all new RAS are invited to attend the Research Staff Forum to engage and network with other RAS and to act as a consultation mechanism on research initiatives. To increase the membership and include RAS Network leads. Also see ACTIONS 1.4, 1.6, 2.2 and 2.3.	Continued participation by RAS in the forum.	The Research Staff Forum enjoys active membership from across the academy and professional services. The frequency of the Research Staff Forum was increased in 2020 as colleagues indicated that they valued extra contact during the Covid-19 pandemic, and this was reflected in the number of attendees doubling during this time. A Research specific engagement survey was opened up in May 2020 to provide a voice to RAS colleagues to understand their specific issues and who and what might be best to support them during these difficult times. The PVC-Research personally attended a feedback session. Actions included; extending timelines for probation and promotions processes and reassurance that the Promotions framework is flexible enough to recognise the impact of Covid-19.
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	ACTION 2.2: Promote to RAS taking maternity/adoption/ paternity and other long term leave what support is in place for them (including the availability of mentors) to support them with the transition back into the workplace. Continue to promote the option of 'Keeping in Touch' (KIT) Days. Collate feedback, sharing benefits and considering recommendations.	Informed staff. Increase of uptake of mentors to assist with the transition back into the workplace. Number of RAS taking up the opportunity of KIT days.	All Managers of Research Staff with their Departmental Administrators are able to inform their teams on university processes/policies, such as maternity and flexible working (as well as information on said policies being available on the University web pages). Since 2018, 77 research/teaching staff have taken advantage of 127 KIT days. Maternity support has been extended to PhD students.
		ACTION 2.3: Improve communications to encourage positive attitudes towards flexible working, by providing case studies for the web pages to demonstrate the benefits to both the individual and the University on flexible working.	More consistency with how flexible working requests are dealt with across the university.	A number of Case Studies on Career Development/Promotion, Flexible Working and Industry HE collaborations have been developed and promoted on the RIS and Organisational Development webpages. https://warwick.ac.uk/services/od/research-active-staff/case-studies/

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ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	ACTION 7.2: Monitoring, evaluating and improving the provision for research active staff in a dynamic and demanding research environment.	Successful collaborations, Showcasing, Profile Warwick	R&IS engage closely with departmental groups such as ECR forums, and through Dept Research Committees to identify and respond to new support needs. Examples of this includes support of the CoA fund; support of internal funds (IAA, SF, GCRF, Wellcome Trust Translational Partnership etc.) supporting collaboration across the faculties by sharing opportunities to relevant scientists, running processes to support compliance with funder caps on submissions; arranging mock interviews; provision of training; supporting industry days. R&IS staff work closely with a broad range of internal stakeholders to help facilitate and improve service provision for the RAS community. Examples include IAS (training opportunities, co-funding and funding to support workshops that will support the development of networks), OD (signposting for the provision of training schemes to support Fellowship applications). We work closely with HR and Finance teams to address queries relating to research programmes. For example, R&IS staff work closely with the Library, particularly in relation to the development of data management strategies, and discuss research projects with the Public Engagement team, as well as encouraging academic colleagues to contact them directly, in order to identify innovative forms of disseminating research and engaging with non-academic audiences. In Arts, R&IS staff work closely with the Faculty's Academic Technology team to assist colleagues in the design and implementation of digital strands in research projects, and more broadly to consider the ways in which technology can enhance research in the humanities. This has proved particularly important in the run up to the City of Culture year, and we hope to build on the momentum thus generated in order to support RAS in what has become an essential facet of a successful academic career.
Researchers must:				
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	See ACTIONS 1.4 and 3.8.		
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	ACTION 1.6: Training and development opportunities of new RAS starters, e.g. Research Data Management, Research Integrity and Respect/Dignity at Warwick.	Number of RAS taking training opportunities (both qualitative and quantitative data).	Warwick is committed to creating a culture of inclusion and respect for all staff. Specific interventions to support this include : 1)The annual Personal Development Review process has been enhanced and colleagues are expected to discuss dignity, respect and inclusion and their personal contribution to this agenda as part of the review process, this was introduced in 2018 2)The Warwick biennial Pulse staff survey has a section designed to assess perceptions of 'fairness and respect', 'leadership commitment to creating a culture of respect', and collect data on numbers of colleagues 'subject to bullying and harassment or discrimination' 3)In 2019 Warwick introduced 5 Guiding Principles designed to clearly state expectations regarding interactions in person and online for the Warwick community, these have been promoted to Staff and Students. All students are asked to complete a Warwick Student Values Moodle as part of their enrolment / re-enrolment process, in 2019 - 4442 students engaged with the Moodle and in 2020 13,071 students engaged , showing a three-fold increase and user feedback indicates that 90% strongly / agree that they now 'understand their rights and responsibilities as member of Warwick University,' . Discussions are now taking place about mandating this course for 2021. See E60 for training data
ECR3	Take positive action towards maintaining their wellbeing and mental health	See ACTIONS 2.2 and 3.8.		
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	See ACTION 6.4		
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See ACTIONS 3.8 and 7.2.		

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Employment																																																																																																																																																		
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	ACTION 1.3 Monitoring the composition of diversity of recruitment panels. Ensure new Chairs of Panels undertake training and others refresh training every 3 years. See ACTIONS 1.1, 1.2 and 1.5.	Diversity of recruitment panels. Number of people trained and number of people retrained	<p>Training of Recruitment Panel Chairs incorporates both face to face sessions and online moodle training. There are three core Moodles for all staff involved in recruitment with an additional Moodle and face to face session to be completed by Panel Chairs: Since Between October 2018 and Jan 2020, 70 staff attended face to face panel chair training. In January 2020 the training was moved to a blended format and since then 73 colleagues have completed the Moodle and 41 have attended the face to face training.</p> <p>All Departments make efforts to ensure that recruitment panels are gender and ethnicity balanced as far as is possible without placing unnecessary burden on under-represented groups. Some Departments such as PaS have gone further and now require gender equal recruitment panels.</p> <p>Departments have been able to access reporting on interviewers completing the online Moodle on Unconscious Bias training via Organisational Development. WBS provide an example of how this data is used, the HR team in WBS analyse the take up of training and follow up with Section Heads and Head of Groups to ensure they are all up to date with the training. They also flag the moodles to new starters, and completion of the training is noted as a pre-requisite to taking part in a panel, they have also developed a 'tips and procedures' document which is used as a reminder for all those on the interview panel. WMG have encouraged all staff to undertake recruitment training for key staff and this was highlighted and checked in their 2019 PDR process. They are now about to launch a communications campaign to increase uptake further, and may make it mandatory for interviewers to undertake the training in order to sit on recruitment panels.</p> <p><i>Academic Staff Recruitment Stages (Applied, Shortlisted, and Offered) by Gender</i></p> <table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="3">Female</th> <th colspan="3">Male</th> <th colspan="3">Prefer not to declare</th> <th colspan="3">Total</th> </tr> <tr> <th>A</th> <th>S</th> <th>O</th> <th>A</th> <th>S</th> <th>O</th> <th>A</th> <th>S</th> <th>O</th> <th>A</th> <th>S</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>Clinical</td> <td>41</td> <td>14</td> <td>0</td> <td>33</td> <td>12</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>75</td> <td>27</td> <td>0</td> </tr> <tr> <td>Level 4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Level 5</td> <td>392</td> <td>68</td> <td>9</td> <td>198</td> <td>24</td> <td>8</td> <td>5</td> <td>1</td> <td>0</td> <td>595</td> <td>93</td> <td>17</td> </tr> <tr> <td>Level 6</td> <td>1143</td> <td>187</td> <td>27</td> <td>2183</td> <td>312</td> <td>55</td> <td>98</td> <td>5</td> <td>1</td> <td>3424</td> <td>504</td> <td>83</td> </tr> <tr> <td>Level 7</td> <td>837</td> <td>108</td> <td>15</td> <td>1496</td> <td>113</td> <td>15</td> <td>92</td> <td>12</td> <td>2</td> <td>2425</td> <td>233</td> <td>32</td> </tr> <tr> <td>Level 8</td> <td>89</td> <td>14</td> <td>1</td> <td>251</td> <td>25</td> <td>0</td> <td>21</td> <td>1</td> <td>0</td> <td>361</td> <td>40</td> <td>1</td> </tr> <tr> <td>Level 9</td> <td>42</td> <td>8</td> <td>0</td> <td>151</td> <td>18</td> <td>0</td> <td>6</td> <td>1</td> <td>0</td> <td>199</td> <td>27</td> <td>0</td> </tr> <tr> <td>Other</td> <td>52</td> <td>11</td> <td>0</td> <td>122</td> <td>30</td> <td>2</td> <td>3</td> <td>1</td> <td>0</td> <td>177</td> <td>42</td> <td>2</td> </tr> <tr> <td>Total</td> <td>2596</td> <td>410</td> <td>52</td> <td>4434</td> <td>534</td> <td>80</td> <td>228</td> <td>22</td> <td>3</td> <td>7258</td> <td>966</td> <td>135</td> </tr> </tbody> </table>	Grade	Female			Male			Prefer not to declare			Total			A	S	O	A	S	O	A	S	O	A	S	O	Clinical	41	14	0	33	12	0	1	1	0	75	27	0	Level 4	-	-	-	-	-	-	2	0	0	2	0	0	Level 5	392	68	9	198	24	8	5	1	0	595	93	17	Level 6	1143	187	27	2183	312	55	98	5	1	3424	504	83	Level 7	837	108	15	1496	113	15	92	12	2	2425	233	32	Level 8	89	14	1	251	25	0	21	1	0	361	40	1	Level 9	42	8	0	151	18	0	6	1	0	199	27	0	Other	52	11	0	122	30	2	3	1	0	177	42	2	Total	2596	410	52	4434	534	80	228	22	3	7258	966	135
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		ACTION 1.7: Examine recruitment processes to ensure a good pipeline of entrants at FA6, FA7 and FA8 for RAS.	Annual increase in the numbers of RAS at FA5, FA6, FA7 and FA8 being recruited. Reporting data on gender split, ethnicity and grade and job titles.	The forward facing action plan references work on a future Talent Strategy and actions within our new Social Inclusion Strategy Action Plan, which includes creating a talent pipeline for PhD / RAS colleagues.																																																																																																																																														
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	ACTIONS 1.5, 1.6, 1.10, 2.2, 2.3 and 3.5		Academic departments all have their own dedicated induction process, including mandatory sessions on Health and Safety, Wellbeing and University/Departmental Policies and processes. There is a central University Welcome Hub and the University also runs termly 'Welcome to New Staff' Induction sessions, these were continued in on-line format during Covid lockdowns. At these sessions senior leaders present and discuss the University strategy and projects, signpost benefits, development opportunities and general support, colleagues can also raise any questions they have. In 2019 - 170 colleagues attended the Central Welcome meeting, this reduced to 76 in 2020 as recruitment was temporarily place on hold during Covid-19, increasing back up to 111 new starters so far in 2021.																																																																																																																																														
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	ACTION 1.8: Progression routes for RAS at FA6, FA7 and FA8 who can then benefit from the implementation of the new academic promotions process from the 2018/19.	Annual increase in the numbers of RAS at FA6, FA7 and FA8 being promoted. Reporting data on gender split, ethnicity and grade and job titles.	Through Athena SWAN initiatives such as 'Demystifying the Promotion Process' which ran from 2013, and subsequent sharing of best practice in departments, staff are better informed about, and supported through, the academic promotions process. Since 2017, following a revision to the academic promotions process, we have witnessed a 100% success rate for women who applied for Professorial promotion and for 2019/20 we have seen a 93% success rate for women promoted to Reader. Of these, 13% declared as BAME and 7% declared a disability. In response to the impact of the Covid-19 pandemic we introduced a system of promotions advisers to support those (dominantly women) who had been adversely impacted by periods of lockdown, and promotions deadlines were extended.																																																																																																																																														
		ACTION 1.9: To proactively promote and communicate the new Warwick promotions process to ensure staff are aware of the process and its timeframe, criteria and the required paperwork, so that staff can prepare themselves for promotion.	Increased numbers of successful promotions.	In 2018 we held 2 'Demystifying the Promotions Process' sessions: – 93 places were booked, however due to other commitments there was some 'drop outs' and 53 attended the actual events. In 2019 45 places were booked with 33 attending on the day. In 2020 we ran 2 online sessions in October – 73 signed up for the first and 119 signed up for the second, with actual attendance being in the region of 80% on each event, this figure will include some Professional Services colleagues who need to have an understanding of the Promotions Process, but it does indicate a strong increased in number of colleagues wanting to learn about Promotions at Warwick.																																																																																																																																														

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E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	ACTION 4.2: The University to offer a range of Leadership and Management Development courses to equip RAS with key skills in leading/managing teams to meet project requirements	Uptake on leadership and management programmes. Feedback from attendees. Annual Impact Report.	RAS networks operated during 2018-2019 and 2019-2020. These gave RAS colleagues the opportunity to set up and lead a small network thereby developing leadership skills. RAS also have access to the University's Coaching and Mentoring Scheme, and can gain leadership skills by volunteering as a coach/mentor. (see 3.6 overlap) Aurora The University has supported 10 female research active colleagues to attend Advance-HE's Aurora female leadership development programme, (5 during 2018-19 and 5 during 2019-20). Unfortunately the University was unable to support any staff to attend Aurora during 2020-21 due to the financial impact of Covid-19. During 2018-19 and 2019-20 several RAS-only leadership development workshops were provided; •Leadership in Action (2-days) •Leadership Follow-up (1 day) •Effective Collaboration (2 days) •Preparing for Leadership (2 days). These workshops accommodated staff with different levels of leadership experience. Number of RAS participating across all these programmes: 2018:49 2019:45 2020: 19 (programme changed during 2020-21 – see below) All OD leadership and management development was reviewed during 2019-20 and a new provision implemented in September 2020. This took an inclusive approach to leadership development, offering programmes to colleagues regardless of role or grade. Programmes include: •Preparing to Manage – 1 day workshop for any staff member aspiring to be a team leader or for those who have started to undertake some line management tasks on a limited, temporary basis. •Leadership Essentials – a 5 day programme for any people manager who would like to learn the essential skills and knowledge for leading people. A cohort was reserved for RAS only colleagues, this has been oversubscribed so a second
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	ACTION 2.1: Share case studies from RAS who have successfully applied for promotion and to promote these case studies on the website to demonstrate different job roles and routes (noting that case studies may need to be anonymised).	Promotion of successful case studies from different individuals to encourage and give confidence to others seeking promotion. Metrics on one to one support and/or promotion pairings.	A number of Case Studies on Career Development/Promotion have been developed and promoted on the RIS and OD webpages. https://warwick.ac.uk/services/od/research-active-staff/case-studies/
		ACTION 3.3: The University to continue to offer a range of Leadership and Management Development courses to equip RAS with key skills in leading/managing teams to meet project requirements.	Uptake on leadership and management programmes. Feedback from attendees. Annual Impact Report. Data on Leadership and Management Development Opportunities and support provided and reported on.	We offer a range of opportunities, constantly reviewing and improving provision based on stakeholder feedback, See details for EM1 / Action 3.7 in cell E60 below. In addition to this Warwick has supported 10 RAS colleagues to attend the Aurora Female Development programme.
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	ACTION 1.11: To address the issue that RAS employed on fixed term contracts and who are funded by external contracts (other than Research Councils) are not explicitly afforded time to engage with career development activities.	That all RAS, regardless of funder are given time for career development activities. Sharing case studies and/or best practice.	Allocating time for career development activities rest with the individual academic departments, however RIS runs a number of training and information sessions to support RAS. RIS arranges visits by key research funders to talk about their strategies, calls and how to apply for their grants, including tips for RAS. In addition, there are always opportunities for QA in the sessions we arrange. Funder invited includes, for example Royal Society, BBSRC, EPSRC, Wellcome Trust, and ESRC. In addition RIS have arranged UKRO visits and other EU grants training to train RAS and provide opportunity to explore and discuss EU opportunities, alongside specific faculty level sessions on applying for European Research Council grants. Furthermore RIS staff have provided training specifically for ECR (contract research staff) on the funding opportunities that are available for them, as they are restricted in what they can apply for being without a permanent contract, and more general training sessions on the funding landscape for ECRs. Training has also been provided to eligible ECRs on the UKRI Future Leaders Fellowship scheme, Leverhulme Early Career Fellowships, British Academy fellowships, ESRC New Investigator Grants. More generally, training is offered for new starters of all levels on the UK funding landscape, RIS procedures, the internal websites, and where to find all the relevant information etc.

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E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	ACTION 7.1: Alignment and promotion of RAS career opportunities.	Awareness and support of strategy initiatives affecting RAS.	A number of Case Studies on Flexible working have been developed and promoted on the RIS and Organisational Development webpages.
		ACTION 7.2: Monitoring, evaluating and improving the provision for research active staff in a dynamic and demanding research environment.	Successful collaborations, Showcasing, Profile Warwick	RIS engage closely with departmental groups such as ECR forums, and through Dept. Research Committees to identify and respond to new support needs. Examples of this includes support of the CoA fund; support of internal funds (IAA, SF, GCRF, Wellcome Trust Translational Partnership etc.) supporting collaboration across the faculties by sharing opportunities to relevant scientists, running processes to support compliance with funder caps on submissions; arranging mock interviews; provision of training; supporting industry days. RIS staff work closely with a broad range of internal stakeholders to help facilitate and improve service provision for the RAS community. Examples include IAS (training opportunities, co-funding and funding to support workshops that will support the development of networks), LDC (signposting for the provision of training schemes to support Fellowship applications). We work closely with HR and Finance teams to address queries relating to research programmes. For example, RIS staff work closely with the Library, particularly in relation to the development of data management strategies, and discuss research projects with the Public Engagement team, as well as encouraging academic colleagues to contact them directly, in order to identify innovative forms of disseminating research and engaging with non-academic audiences. In Arts, RIS staff work closely with the Faculty's Academic Technology team to assist colleagues in the design and implementation of digital strands in research projects, and more broadly to consider the ways in which technology can enhance research in the humanities. This has proved particularly important in the run up to the City of Culture year, and we hope to build on the momentum thus generated in order to support RAS in what has become an essential facet of a successful academic career.
		ACTION 7.3: Monitoring, evaluating and improving the provision for RAS in a dynamic and demand research environment.	Successful collaborations, Showcasing, Profile Warwick	Monash Alliance provides funding for research project, and since 2016 45 projects have been funded, including 4 major awards, 8 accelerator projects, 32 seed funding or catalyst grants and 1 sandpit. In addition at least 7 projects funded through other routes have involved Monash partners - for example one project is working with Monash test instal 16 telescopes to observe gravitational wave sources. 8 telescopes are being installed at Monash and 8 in the Northern hemisphere at La Palma. The presence of arrays in both Northern and Southern hemisphere allow continuous observation. The Eutopia Project is an alliance of 6 European Universities committed to delivering open, innovative and inclusive higher education in Europe. Through the Alliance Warwick has secured funding for Research Fellowships through the IAS. A study is being carried out on Research, Innovation and Open Access and will include opportunities to collaborate in projects through systems set up as a result of the project.
		ACTION 6.1: Formalise a process for assessing the values and ED&I standards of partner institutions, where our RAS and students go to work on our behalf where we have members of University staff.	Warwick RAS are treated with the same standards at partner institutions as they are at Warwick.	Warwick/Monash Alliance: This global partnership continues to harness collective strengths to empower our research and education to meet complex global challenges. This Alliance enables staff to spend time between the two organisations and therefore equality implications, diversity and respect are paramount to the partnership. Both institutions are committed to fostering safe communities that celebrate diversity, uniqueness, respect for difference and value contributions from all staff and students. Regular Monash website reviews and collaboration have enabled Warwick to monitor Monash's progress against their Diversity and Inclusion Framework (which is linked to their strategic plan). The two institutions share best practice and replicate successful initiatives, such as Mentoring and Shadowing Programmes. Monash continue to be supported by Warwick (as a critical friend) on their Athena Swan journey. Monash now hold a <i>Silver award from the Australian Workplace Equality Index for LGBTQUA+ workplace inclusion as well as being</i> recognised by the Workplace Gender Equality Agency as an Employer of Choice for Gender Equality. These accreditations similarly match Warwick's equality standards and are used as a measure to ensure Warwick staff who travel to work at Monash on assignments are treated with the same standards and respect as they would receive at Warwick. The Alliance Intensive Study Programme brings together undergraduates across the Monash Warwick Alliance for a wide range of cross-departmental modules and supports short-term, alternative student mobility. A second round is now open for some modules, with the chance for more students to join the AISP community.
Funders - section not relevant to Institutional Action Plan				

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Managers of researchers must:																																																										
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	ACTION 3.7: Development and delivery of a range of courses to develop transferable skills, delivered through embedded learning and development, in order to stay competitive in both internal and external job markets.	Provision and take up of a number of courses to aid RAS development.	<p>A diverse range of courses has been offered since 2018 (see data in Action 3.3 above) including:</p> <ul style="list-style-type: none"> •academic writing •career development •publication strategy planning •research data management •coaching and mentoring skills •public engagement •leadership skills •effective collaboration •panel chair training •dignity and respect •unconscious bias. <p>In addition RAS have access to the full suite of the University's Open Programme of development events, video and e-learning programmes and access to the Coaching and Mentoring Scheme.</p> <p>The table below shows information relating to RAS attendance at the above courses where available - data below</p> <table border="1"> <thead> <tr> <th>Theme</th> <th>Total no. events 2018</th> <th>Total no. attendees 2018</th> <th>Total no. events 2019</th> <th>Total no. attendees 2019</th> <th>Total no. events 2020</th> <th>Total no. attendees 2020</th> <th>Jan - end April 2021</th> <th>Comment increase / decrease across the years noting of course impact of Covid on 2020</th> </tr> </thead> <tbody> <tr> <td>Academic writing</td> <td>15</td> <td>81</td> <td>25</td> <td>163</td> <td>12</td> <td>87</td> <td>36</td> <td>More than 100% increased from 2018 to 2019 – 2020 affected by Covid</td> </tr> <tr> <td>Career development</td> <td>18</td> <td>41</td> <td>12</td> <td>37</td> <td>13</td> <td>73</td> <td>30</td> <td>In spite of Covid significant increase from 2019 to 2020</td> </tr> <tr> <td>Research data management</td> <td>3</td> <td>9</td> <td>3</td> <td>9</td> <td>3</td> <td>7</td> <td>No RDM workshops ran</td> <td>Steady</td> </tr> <tr> <td>Public engagement events</td> <td>9</td> <td>98</td> <td>4</td> <td>22</td> <td>1</td> <td>3</td> <td>No Public Engagement workshops ran</td> <td>Drop seen but renewed focus to be provided by Institute of Engagement</td> </tr> <tr> <td>Leadership skills programmes (includes LIA, Leadership follow up and Effective collaboration)</td> <td>3</td> <td>49</td> <td>3</td> <td>63</td> <td>1</td> <td>19</td> <td>No Leadership Workshops ran</td> <td>2018 – 2019 saw a healthy increase, 2020 provision was impacted by Covid. 2021 is seeing a good level of interest in provision and a new member of staff will join OD team in 2021 to focus solely on development support for RAS colleagues.</td> </tr> </tbody> </table>	Theme	Total no. events 2018	Total no. attendees 2018	Total no. events 2019	Total no. attendees 2019	Total no. events 2020	Total no. attendees 2020	Jan - end April 2021	Comment increase / decrease across the years noting of course impact of Covid on 2020	Academic writing	15	81	25	163	12	87	36	More than 100% increased from 2018 to 2019 – 2020 affected by Covid	Career development	18	41	12	37	13	73	30	In spite of Covid significant increase from 2019 to 2020	Research data management	3	9	3	9	3	7	No RDM workshops ran	Steady	Public engagement events	9	98	4	22	1	3	No Public Engagement workshops ran	Drop seen but renewed focus to be provided by Institute of Engagement	Leadership skills programmes (includes LIA, Leadership follow up and Effective collaboration)	3	49	3	63	1	19	No Leadership Workshops ran	2018 – 2019 saw a healthy increase, 2020 provision was impacted by Covid. 2021 is seeing a good level of interest in provision and a new member of staff will join OD team in 2021 to focus solely on development support for RAS colleagues.
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EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	See ACTIONS 1.3, 1.5, 1.6, 2.2, 2.3 and 1.10		
		ACTION 2.4: R&IS to work with academic departments to inform RAS of fellowships and funding opportunities. Recording by R&IS Research Strategy and Development Managers (RSDM) and Officers (RSDO) training, learning and development and one to one support provided; number of applications and success rates.	Increased number of Fellowship applications/ success. Metrics on one to one support, learning and development, number of applications and success rates.	The University subscribes to Research Professional which is accessible to all staff and provides them with a comprehensive up to date list of funding opportunities, which can be targeted to their specific research interests. RIS offers support in using research professional where required by a RAS. The University has a strong central research office (RIS) that works with academic managers to support applications and facilitate their success, providing departmental specific advice to researchers. The team works closely with Directors of Research to tailor support to the needs of individual colleagues, as well as briefing on wider developments in the funding landscape. Funding opportunities are circulated to departments through forums, departmental calendars and other platforms accessible to all staff such as regular newsletters, whilst targeted emails are sent to RAS for specific funding opportunities. To further facilitate researchers in identifying the most appropriate funding to realise their teams research ambition, the RIS team combines workshops (typically focussed around a specific theme, funding call, or career stage) with attendance at departmental research committees and meetings with individual researchers to discuss their research plans and identify potential funding schemes (in parallel to, rather than as part of the PDR process). Where departments have in-house research development staff, RIS support them in identifying and advertising funding opportunities and identifying potential candidates for Fellowships, encouraging and supporting applications. To support researchers build the quality of their proposals and ensure competitiveness, RIS staff provide one to one support with RAS to conduct reviews of application documentation to add value and make more competitive, set up mock interviews, assist with honing responses to reviewer feedback, and provide guidance throughout the application process. RIS also support in the implementation of Faculty-level peer review systems to provide feedback to applicants prior to submission; this has prove to be of great benefit in strengthening and building the quality of proposals. In the past 2 years there has been an increase in number and value from 49 successful fellowship awards to a value of £9m in 2018/19 to 76 awards for a value of £21m in 2019/20. RIS and departments support preparation and costings of external awards and fellowships to facilitate success. RIS supported academic departments to submit 1,999 research applications in 2019/20, with a total value of £456.4m. There were £152.2m of awards across 719 projects, split between £3.1m (Arts), £134.6m (Science, Engineering and Medicine), and £14m (Social Science) in 2019/20.
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See ACTIONS 1.1, 1.2, 1.3, 1.7, 1.8 and 1.9		
EM4	Actively engage in regular constructive performance management with their researchers	See ACTIONS 1.10 and 3.5.		
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See ACTION 7.2		
Researchers must:				
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See ACTIONS 1.4, 1.5, 1.6, 1.10, 6.3 and 7.2		
ER2	Understand their reporting obligations and responsibilities	See ACTIONS 1.4, 1.6 and 7.2		
ER3	Positively engage with performance management discussions and reviews with their managers	ACTION 3.5: Personal Development Reviews to enable discussions about career development/progression between RAS and managers. See ACTION 1.10.	Increased uptake of PDRs by RAS per job role.	As noted above we have seen an increase of 9% in engagement with the PDR between the 2017/18 and 2018/19 cycle, no formal PDR was held in 2020, due to Covid. We are planning a light touch approach for summer 2021. The forward facing action plan outlines the proposal for a reformatted PDR from 2021/22 onwards.
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	ACTION 3.8: Continue to ensure that all new RAS are invited to the Research Staff Forum to engage and network with other RAS and to act as a consultation mechanism on research initiatives. To increase the membership and include RAS network leads. See ACTION 7.2	Continued participation by RAS in the forum.	

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Professional and Career Development				
Institutions must:				
PCD11	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	ACTION 3.1: Continuously review University support structures to ensure the best possible support for researchers at all career levels, by consulting with the Research Staff Forum and ensuring appropriate communication channels across campus. Providing a range of one to one/face to face/online resources or workshops for RAS. See ACTIONS 1.6, 1.11, 3.7 and 4.2	Increased numbers of RAS taking up career support training. Statistics provided. Impact Report and/or Case Studies. Improved career and general support resources which RAs can access.	<p>From 1 January 2018 – end December 2019 a one-day 'Managing your research and academic career' workshop was offered. Engagement with this training was: 2018: 25 participants 2019: 27 participants In 2019/21 this was replaced by a new modular / flexible 'Career 5 Series' programme to support career development of RAS. This comprises 5 face to face/online workshops around key career themes and the opportunity for one-to-one and group coaching. It aimed to offer a more flexible approach to career development, offering staff the option to choose the modules most relevant to them. Feedback has indicated that this programme has been valuable, particularly to early career researchers:</p> <p>"The workshop has exceeded my expectation and given much more detail of goals to work to." "The webinar exceeded my expectations and enabled me to identify transferable skills and experience which would be valued by an employer outside my current role." "This webinar has given me confidence in the skills and knowledge I have and to push myself forward to try new challenges." "It will enable me to transfer my skill set to other departments and project."</p> <p>Moving to the modular approach has resulted in significantly improved levels of engagement. Across the 5 modules during 1 Jan – 30 Oct 2020 66 participants took part, this shows an increase of 153% when compared to the 'Managing your research and academic career' workshop engagement. 30 RAS colleagues have attended the sessions in 2021 up to the end of April 2021. .</p> <p>Career development initiatives are promoted through the RAS newsletter, emails and webpages.</p>
		Action 2.4: R&IS to work with academic departments to inform RAS of fellowships and funding opportunities. Recording by R&IS Research Strategy and Development Managers (RSDM) and Officers (RSDO) training, learning and development and one to one support provided; number of applications and success rates.	Increased number of Fellowship applications/ success. Metrics on one to one support, learning and development, number of applications and success rates.	The University subscribes to Research Professional which is accessible to all staff and provides them with a comprehensive up to date list of funding opportunities, which can be targeted to their specific research interests. RIS offers support in using research professional where required by a RAS. The University has a strong central research office (RIS) that works with academics to support applications and facilitate their success, providing departmental specific advice to academics. The team works closely with Directors of Research to tailor support to the needs of individual colleagues, as well as briefing on wider developments in the funding landscape. Funding opportunities are circulated to departments through forums, departmental calendars and other platforms accessible to all staff such as regular newsletters, whilst targeted emails are sent to RAS for specific funding opportunities. To further facilitate academics in identifying the most appropriate funding to realise their research ambition, the RIS team combines workshops (typically focused around a specific theme, funding call, or career stage) with attendance at departmental research committees and meetings with individual academics to discuss their research plans and identify potential funding schemes (in parallel to, rather than as part of the PDR process). Where departments have in-house research development staff, RIS support them in identifying and advertising funding opportunities and identifying potential candidates for Fellowships, encouraging and supporting applications. To support academics build the quality of their proposals and ensure competitiveness, RIS staff will provide one to one support with RAS to conduct reviews of application documentation to add value and make more competitive, set up mock interviews, assist with honing responses to reviewer feedback, and provide guidance throughout the application process. RIS also support in the implementation of Faculty-level peer review systems to provide feedback to applicants prior to submission; this has proven to be of great benefit in strengthening and building the quality of proposals. In the past two years there has been an increase in number and value from 49 successful fellowship awards to a value of £9m in 2018/19 to 76 awards for a value of £21m in 2019/10. RIS and departments support preparation and costings of external awards and fellowships to facilitate success. RIS supported academic departments to submit 1999 research applications in 2019/20, with a total value of £456.4M (b) There were £152.2M of awards across 719 projects, split between £3.1M (Arts), £134.6M (Science, Engineering & Medicine), and £14M (Social Sciences) in 2019/20.
		ACTION 3.2: Career paths for researchers highlighted and showcasing different roles and grades.	Case studies available on the web as well as information provided on the OD's website. Feedback from RAS.	A number of Case Studies on Career Development/Promotion have been developed and promoted on the RIS and OD webpages.

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		ACTION 3.4: The University to continue to offer a range of career development support, through workshops, courses and one to ones, to equip RAS with key skills to key transferable skills for their career development.	Uptake on career development provision, including feedback from attendees. Data on one to one support provided and reported on.	The new Career Development 5 series has been well received, colleagues appreciating the modular focussed approach. The pitch seems most apt for early and mid career, and provision is being currently being developed to pilot with mid/ late career cohort later this term. Quotes from participants highlighting the benefits are included at E73, PCD1, and are shared on our RAS website to provide peer advocacy for provision. The Doctoral College runs an annual workshop for PGRs on pursuing non-academic careers. Through its Researcher Development programme PGRs have access to sessions such as – ‘Building your PhD profile: for now and your career’, ‘Researcher Development Framework for Career Planning’, ‘Careers in a Pandemic - what do employers want?’, and ‘Selling yourself in Academia - How to win at academic interviews’. Other sessions in the programme help to build skills for careers and the sessions are run such that individual students can discuss their own needs.
		ACTION 3.9: Provision of clear career guidance to all taught and research students, as well as application advice, mock interviews and workshops. Following feedback from a student survey in 2018 we will: (a) Increasing ‘hub & spoke’ delivery, in terms of both physical space and services offered centrally/in collaboration with departments; (b) Reviewing how we communicate our services to students; (c) Broadening our offer, both in scope (e.g. . range of employers) and scalability (e.g. online services); (d) Reviewing academic, personal and professional skills needs and provision across the University for UG and PGT students.	Feedback from students; Case studies; Employability statistics. Data on number of courses; one to ones, number of attendees and the different types of workshops that are offered.	All students may access bookable appointments through My Advantage. Events and activities are promoted through our weekly careers newsletter and social media. Post-COVID all provision has been on line and it’s been possible to access all employer Fairs, skills workshops and presentations so we have increased our reach and the possibilities for students to access more of our online offer sooner. Some specific careers activities have taken place in WMG due to the large proportion of PGTs and engagement with these activities has been very positive. Similarly some specific engagement with PGT and SIM, PhD and PAIS and PGT Cultural and Theatre Policy studies Depts. and students. Support through provision for International students through Esther de Perlaky’s work has seen very positive engagement of International PGT students. Access to PGR Careers resources can be found here https://warwick.ac.uk/services/careers/help/pgr All academic departments complete and annual PhD provision review document. Careers and employability support for PGRs was added for the first time for the academic year 19/20. Subsequent discussions with departments have demonstrated that while discipline specific is highly valued and best delivered by departments, they would welcome more central support with generic careers support especially on non-academic careers. Careers and employability is a strategy priority for the Board of Graduate Studies and we are actively seeing ways to address this with departments and central services.
		ACTION 3.10: Provision of clear career guidance to all RAS, as well as application advice, mock interviews and workshops. Provision of learning and development support via one to ones, workshops and coaching.	Feedback from RAS; Case studies and metrics	All students can access online careers support, webinars and appointments.
		ACTION 3.11: To continue to develop and promote the Shadowing Programme to enable more RAS to participate and gain leadership skills.	Ensure appropriate % of engagement of RAS participation rates. Tracking succession data and impact. Data and metrics	The ‘How Warwick Works’ scheme supports the career development of RAS at Professor, Reader or Associate Professor level, who are in a leadership role. It enables 12 participants per year to shadow a more senior academic colleague to gain insight into operating in a leadership role at Warwick. It increases participants’ knowledge of the broader environment in which Warwick operates, decision making processes and of strategic issues. It also supports networking, profile raising and increased confidence. Number of research active colleagues participating: 2018: 11 2019: 9 2020: 11 2021: 12 . In 2021 both the PVC for Research and two Deputy-PVC for Research volunteered to be shadowed as part of the programme.
		ACTION 4.1: Supporting RAS to increase their awareness and develop initiatives for sharing impact and/or public engagement opportunities. Measuring and monitoring impact.	Sharing best practice; Data and metrics	
		ACTION 4.3: Continue to support RAS networks to assist with career and personal development, thereby building a research community and to meet university strategic objectives.	Annual Impact Report; Number of networks supported.	RAS networks operated during 2018-2019 and 2019-2020. This gave RAS the opportunity to set up and lead a small network thereby developing a range of skills including leadership, organisational, assertiveness, creativity, presentation and chairing meetings. In addition the networks provided opportunities to network with colleagues from different departments, identify potential collaborations and to share and gain knowledge.
		ACTION 4.4: A growing number of post-doctoral staff are keen to enhance their teaching skills and achieve recognition for this through HEA fellowship – there has been growing demand for support particularly within the Science Faculty.	Number of successful HEA submissions.	Associate Fellow applications through APP EXP 1 person in 20/21 2 people in 19/20 . Impacted by covid-19, so numbers significantly impacted.
		Action 5.2: To promote the RDF Concordat to RAS staff by signposting and embedding the competences in learning and development provision.	Increased awareness and ensuring our provision is mapped to research competency framework.	Concordat promoted at RSF meetings, as well as on RIS webpages. OD links training and signposts relevant career development sessions and resource tools.

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		<p>ACTION 5.3: Develop mechanisms for identifying, developing and supporting research leaders to head up new large-scale research initiatives and funding applications. Promotion of the initiatives through case studies/showcasing opportunities. Measuring and monitoring impact.</p>	<p>Increased number of research initiatives and funding applications/successes. Metrics</p>	<p>Warwick continues to support and encourage academics to participate in large and strategic research initiatives. For example, Warwick is a key collaborator in the £32m ESRC Productivity Institute, and co-directs the new National Innovation Centre for Rural Enterprise. Warwick is also a Theme Lead for the EPSRC UK Energy Research Centre. RIS supports multi-organisation bids to a variety of calls, working with PIs and CoIs coordinating the applications e.g. Quantum Technology Programme, and supports bids for interdisciplinary Centres such as WISB. RIS supports collaborative work with industry through contracts negotiation and information giving sessions (e.g. Polymer Club talk). RIS work closely with WV and PIs to explore IP filing, and to support academics seeking to translate their research. Warwick was recently awarded a Wellcome Translational Partnership award; staff from RIS and Warwick Ventures are active members of the Partnership Steering Committee, Partnership Management Committee, and Organisation Group. Recently the partnership delivered a training event for Warwick researchers which included talks from researchers actively involved in translating their research, followed by presentations on the partnership and internal and external opportunities for funding. Noting the points above, RIS are supporting the development of a translational ecosystem and working with RAS to recognise the commercial potential of their research. RIS works collaboratively with other professional services departments to ensure input of appropriate expertise in to research applications and grants, thereby supporting RAS to submit strong high quality applications. Large initiatives and opportunities are promoted in a number of ways. The ESRC IAA has the Regional Engagement Stream which provides funding to work with regional organisations and applicants are encouraged to liaise with the Regional Strategy and Partnerships team. ESRC IAA also funds VIBE (Venture into Business Engagement) which is delivered by Warwick Ventures - this is designed for PhDs and ECRs and intended to support them build external collaborations. KTPs can support engagement with organisations and industry, regionally and nationally and Warwick current has 12 awarded KTPs active across SEM and WBS. RIS plays a central role in obtaining and negotiating these partnerships, with a dedicated member of staff working in this area. FSEM host an annual 'industry day' where they invite key industry stakeholders to network with Warwick academics in similar fields, building opportunities for collaboration and research. Impact is monitored on an ongoing basis depending on need (i.e. KPIs, testimonials, web data, interviews, feedback forms, download data, policy recommendation take up etc.). Researchers are encouraged to use WICS (Warwick Impact Capture System) to store all data relating to impact generation. Early engagement with the RIS Impact Team to support impact measurement is encouraged in order to maximise opportunities for evidence gathering.</p>
		<p>ACTION 5.4: Continue to provide assistance with generating impact and a commercial return from research. Warwick will be hosting the British Science Festival 2019, in partnership with The British Science Association. This is one of Europe's longest-established science festivals, and is aimed at an adult audience with a broad but non specialist interest in science. RAS from Warwick and across the UK, will present, discuss and debate cutting-edge science from across the scientific disciplines.</p>	<p>Increase in commercial return and reputation of Warwick RAS</p>	<p>RIS signpost academics to colleagues in Warwick Ventures where there is a commercial possibility relating to the outputs of their research, which can take the form of traditional spinouts, licensing opportunities, in addition to social enterprise and toolkits. Colleagues from WV sit on IAA committees in order to help identify potential funding proposals. RIS staff are responsible for the costing and contracting of research programmes and ensure maximised return and protection of both background and foreground IP and securing appropriate return in the form of revenue shares. RIS work closely with WV to check contract terms and arrangements around patents and licencing.</p>
PCDI2	<p>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers</p>	<p>ACTION 1.10: University to continue to provide appropriate L&D training on PDRs, and to update, monitor uptake of PDRs by RAS. To continue to embed quality expectations with existing RAS through objective setting including during PDRs, and to give RAS an opportunity to reflect on past performance as well as to look forward to new objectives. Measuring and monitoring the data and impact of PDRs to facilitate improvements for RAS. See ACTIONS 1.8, 1.9 and 3.1.</p>		<p>PDRs for 2019-20 were suspended in light of the pandemic, however managers were encouraged to hold PDR 'check-in' conversations with staff during autumn 2020. These were intended as a holistic conversation to discuss staff wellbeing, achievements and priorities as well as future training, development and support. Guidance and resources were provided for line managers.</p> <p>Within the first week, the Check-In webpage received 2123 hits, and had more than 6000 hits during the overall PDR Check-In window (up to 17th November 2020). It is not possible to identify RAS-specific engagement with the webpage. Informal feedback comments received have been positive:</p> <ul style="list-style-type: none"> • Clear, great talking points which enables the conversation to flow naturally • Enables the staff member to feel they were supported and to talk about areas that don't always arise in a 1-2-1 • Liked the less formal approach. It enables me as a line manager to recognise the huge impact the pandemic is having and a chance for staff to say how they are feeling and genuinely be supported.

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PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	See ACTIONS 1.6, 3.1, 3.4, 3.7, 3.10, 7.2 and 7.3.		
		ACTION 3.6: Encourage participation by RAS in coaching and mentoring schemes available through LDC (general schemes, HoDs provision, WLP). Providing a range of learning and development initiatives, i.e. on-line and face to face.	Feedback from attendees to identify whether the schemes have aided RAS in identifying and progressing their career path. Data on participation rates. Coaching and Mentoring Scheme – statistics RAS 1:1 Support – Impact Report	The University has run a Coaching and Mentoring Scheme since 2016, this is a voluntary scheme open to all colleagues. There have historically been low levels of engagement with the scheme by RAS colleagues. In January 2021 the scheme was closed as part of a review to decouple coaching and mentoring service; recognising the different skills sets and purpose of these development interventions. The improved mentoring scheme has launched in February 2021 and to date 3 RAS mentors have been enrolled. Warwick Medical School has its own mentoring scheme which is run by the Head of Academic Career Development. Mentoring is compulsory for staff on probation and all academic staff are encouraged to have a mentor. Engagement in this scheme is as follows: 2018: 10 mentees 2019: 16 mentees 2020: 9 mentees and 3 mentees in 2021 Specialised coaching with an external coach is offered to support career development and academic writing. During 2018 and 2019 research colleagues also had access to an internal Organisational Development specialist for individual personal and professional development coaching. Engagement levels were: Academic writing coaching: 2018: 8 2019: 13 2020: 5 2021: 2 Career Development coaching: 2018: 16 2019: 10 2020: 10 2021: 1 Personal and professional development coaching: 2018: 10 2019: 10 2020: 10 2021: 1
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	See ACTIONS 1.6, 1.11, 3.3, 3.4, 3.7, 4.2, 4.3 and 4.4.		
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support	See ACTIONS 3.4, 3.6, 3.7, 5.3 and 7.3.		
		ACTION 5.1: To bring together universities that have demonstrable excellence in education, research and policy formation from across Europe to collaborate on the creation of innovative solutions to some of Europe's most intractable scientific and social challenges. Sharing practice and showcasing various initiatives.	Demonstration of excellence in educating, research and policy formation. Discovery of innovative solutions to scientific and social challenges. Metrics	Promotion of four funds that initiate new projects or strengthen existing collaborations with our international partners. International is a cornerstone of our University strategy. Our overarching aim is to make a positive contribution to the world and its complex challenges, growing our reputation as one of the world's exceptional universities through global recognition of our research and education excellence. We believe in the value of building mutually beneficial partnerships and are proud to work with our international partners to create new knowledge, solve problems through research and provide truly global education opportunities.
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	See ACTIONS 1.10, 3.2, 3.5 and 7.2.		<u>International is a cornerstone of our University strategy. Our overarching aim is to make a positive contribution to the world and its complex challenges, growing our reputation as one of the world's exceptional universities through global recognition of our research and education excellence.</u>
				We believe in the value of building mutually beneficial partnerships and are proud to work with our international partners to create new knowledge, solve problems through research and provide truly global education opportunities.
Funders - section not relevant to Institutional Action Plan				

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Managers of researchers must:				
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	ACTION 3.5: Personal Development Reviews to enable discussions about career development/progression between RAS and managers. See ACTION 1.10.	Increased uptake of PDRs by RAS per job role.	
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	See ACTIONS 1.10, 3.1, 3.4, 3.6, 3.9, 5.3, 7.1, 7.2 and 7.3.		
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	See ACTION 1.11.		
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	See ACTIONS 1.6, 3.3, 4.2 and 7.1.		
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See ACTIONS 1.6, 3.3, 4.2 and 7.1.		
Researchers must:				
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	See ACTIONS 1.6, 1.11 and 2.1.		
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	See ACTIONS 1.6, 3.6, 3.9, 3.11, 4.3, 7.1 and 7.2.		
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	See ACTIONS 1.10, 2.1, 4.4 and 5.2.		
PCDR4	Positively engage in career development reviews with their managers	ACTION 4.3: Support RAS Networks to assist with career and personal development, thereby building a research community and to meet university strategic objectives. See ACTION 1.10.		
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See ACTIONS 1.8, 3.3, 3.8, 3.11, 4.1, 4.2 and 4.3.		
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	See ACTIONS 4.1, 5.3 and 5.4.		

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g.

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Theme	Total no events 2018	Total no attendees 2018	Total no events 2019	Total no attendees 2019	Total no events 2020	Total no attendees 2020	Comment increase / decrease across the years noting of course impact of Covid on 2020
Academic writing	15	81	25	163	12	87	More than 100% increased from 2018 to 2019 – 2020 affected by Covid
Career development	18	41	12	37	13	73	In spite of Covid significant increase from 2019 to 2020
RDM	3	9	3	9	3	7	
Public engagement events	9	98	4	22	1	3	
Leadership skills programmes (includes LIA, Leadership follow up and Effective collaboration)	3	49	3	63	1	19	