HREiR and RDC Action Plan (2021-23)

hr
HR EXCELLENCE IN RESEARCH

	Details			
Institution name:	**University of Dundee**	**The institutional audience for this action plan includes:**		
Cohort number:	**3**	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	**9th of November 2021**	Research staff	578	
Institutional context:	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. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.	Postgraduate researchers		
		Research and teaching staff	437	
		Teaching-only staff	659	
		Technicians	350	
		Clinicians		
		Professional support staff	673	
		Other (please provide numbers and details):	N/A	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
Environment and Culture									
Institutions must:									
ECI1	Ensure that all relevant staff are aware of the Concordat	Information will be added to the current University advert templates to highlight the University's commitment to the revised Researcher Development Concordat (RDC). With the new OneUniversity (IU) system there will be specific Research templates. A statement about the Researcher Development Concordat will be added to the induction checklist highlighting that it is applicable to researchers (and their academic line managers).	In this year's CEDARS results, 22.9% of research staff claimed "some understanding" of the RDC. This is slightly lower than the national average of 27.26%. Our aim will be to close this gap as measured by 2023 CEDARS responses, with the target to be 30% of research staff claiming some understanding of the RDC. .	31-Aug-22	HR			New	
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Develop a research specific element of the Manager's Toolkit being introduced by HR, including guidance on the relevant issues. Use this resource to highlight and promote	Completion rate of OSaRs will be reported to the CDRS committee on an annual basis. 2020 completion rate for Research Staff was 85%, we will look to increase this to 90% in the forthcoming year.	31-Dec-21	OPD/HR				P2.1 P6.8
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	The introduction of a revised probation policy - previously identified as a priority in earlier gap analysis - to allow for researchers to understand how their role has an impact strategically and operationally at the University and allow them to understand the expectations placed upon them to support an acceptable level of performance. Ongoing communication of the flexible working policies to promote a good worklife balance and awareness raising of the University Support Services available such as Counselling, Occupational Health, Chaplaincy, etc by encouraging Schools to include information on support facilities in Newsletters and on television screens throughout the building to promote a healthy workforce. Improve access to relevant training on the part of managers of researchers including by more effective monitoring and targeting of communications. Refer to ECI4 and EM1 below.	Roll out of a new probation policy which will aim to ensure that researchers have a clear understanding of how their role fits into the University strategy and vision, including the RDC vision. Initial assessment of the success of this policy will be qualitative, via engagement with representative bodies of researchers, e.g. Research Staff Forum, relevant RSAs. Researcher-specific data on probation completion is presently unavailable centrally, but will be compiled and monitored. Awareness of flexible working practices and Support Services among researchers will be assessed qualitatively using relevant channels and via questions in regular pulse surveys.	30-Jun-22	HR				P6.9

ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health	The Online Equality, Diversity, and Inclusion (ED) training modules will be updated to improve content and learning format. This resource will be launched and promoted to all staff within the University, including managers of researchers. Levels of engagement with this new training resource will be monitored on a continual basis to ensure that managers of researchers are engaging with the mandatory EDI training. Follow up communication to remind staff to complete the training will be sent. The completion data will be registered at the University PODCo Meetings. Where completion rates of mandatory online EDI training are unusually low, EDI will work with individual Schools to determine why this is and identify bespoke communications strategies to better communicate the mandatory nature of the training. Comms measures will be dynamically adapted in line with ongoing review of completion data and recommendations from PODCO and other relevant committees. OPD will continue to provide workshops relevant to equality, diversity and inclusion, wellbeing and mental health, and to monitor new training needs in these areas and schedule or adapt provision accordingly as part of normal business.	Update of EDI online training modules will be complete end of May 2022 with launch to take place in June. Managers of research staff will be identified and completion rates reported separately. A target of 90% of this group will have completed the EDI training within 12 months of the new module being launched.	June 2022/yearly	EDI			P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	As of February 2021 all Academic Staff who supervise research degrees must complete the online Research Integrity training as part of their accreditation and research staff with day-to-day supervisory responsibility are also strongly encouraged to complete this training. Promotion and implementation of Concordat to Support Research Integrity: The CEDARs survey showed that 84% of research staff agree that the University promotes the highest standards of research integrity. However, only 18% of research staff stated they were aware of the underpinning Concordat to Support Research Integrity. The Concordat will therefore be promoted to research staff through Research Integrity Leads and at research staff induction.	Annual reporting of supervisor uptake: Target (2021): 50% Target (2022): 70% Target (2023): 80% Increase positive responses from research staff regarding awareness of Concordat in CEDARS 2023 by 20%. Annual Statement on research integrity including number of formal investigations of research misconduct	Yearly	Research Governance and Policy Sub Committee			P6.1
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	This is part of normal business.			VP-Research			P6.10 P7.5
Funders must:								
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies							P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers							New
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions							P6.6
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	Refer to ECI4			EDI			New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Refer to ECI5			Research Governance and Policy Sub Committee			New
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	Refer to ECI3			EDI/H&S/OH			P6.9
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Refer to ECI3			HR			New

ID	Action				Responsible				Status
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	This is part of normal business.			VP-Research				New
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	Refer to ECI4			EDI				New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Refer to ECI4 and ECI5			HR				P5.3
ECR3	Take positive action towards maintaining their wellbeing and mental health	Refer to ECI3			H&S/OH				New
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	This is part of normal business.			EDI				P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	This is part of normal business.			CDRS				P3.13
Employment									
Institutions must:									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Existing training in recruitment and selection will be promoted to managers of researchers via relevant communications channels including the new research specific content on the Manager's Toolkit (refer to ECI3, EM1). HR will continue to offer training and support in the i-grasp system for recruitment.	Last year, no researchers attended recruitment and selection training. The aim for the coming year will be for at least four managers of researchers to have attended.	30-Jun-22	HR				P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	In addition to the University level staff induction, Schools which do not currently hold their own formal induction events will be encouraged and supported to do so. A School level induction will be piloted in the School of Medicine in October 2021. This experience will be shared with Deans/managers of other Schools. Attendance data and feedback from participants at these inductions will be captured and used to assess their effectiveness.	In CEDARS responses for 2021, 69.9% of researchers said that their induction at "departmental, unit or faculty level" had been useful or very useful, while 13.2% said that no induction had been offered. In 2023 CEDARS responses, we will aim for 80% of researchers reporting useful or very useful inductions and to at least halve the number who say they were not offered an induction.	31-Aug-22	HR				P3.6
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	This is not an area of current focus. Between 2019 and 2021, the University carried out a review of promotion criteria (see backward looking report).			HR				P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	OPD will continue to fund (up to a maximum of) 5 places on the Advance HE Research Team Leadership in Changing times (RTLCT) programme on an annual basis, through a competitive application process. Level 1/2 evaluation will be undertaken post-programme and Longitudinal evaluation twelve months later. OPD will increase the communication and publicity material to the research community around the opportunities for RTLCT. OPD will conduct a training needs analysis with regard to line and project management training for managers of researchers.	Success will be measured by monitoring the number of applications to the RTLCT programme from research staff. A target of up to 5 research staff will annually apply for and be successful in their application. 5 individuals represent 0.9% of eligible staff, remaining at the level from previous years. The quality and number of applications for RTLCT will be reviewed in 2021/22 using a panel of research and learning specialists. Satisfaction levels with this programme will be measured through feedback and longitudinal evaluation. This data will inform 2022/23 development targets for research staff. OPD Partners will use this data to determine whether this programme still meets the needs of our staff is offered in future years. To ascertain the training needs of managers of researchers, OPD will hold 2-3 focus groups, launch a survey, and put out a call for submissions of evidence with information gathering to be completed by April 2022.	Yearly 1 April 2022	OPD				P2.3

EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Deans and School managers will be encouraged to perform strategic performance reviews to ensure staff perform to the best of their abilities. HR will provide a managers' checklist for line managers of research staff to engage with their team openly and fully during OSaR discussions ensuring that all topics such as training and development, working practices, REF preparedness, etc are covered.	Within the next 18 months, over 50% of Schools will have completed a Strategic Performance Review. Managers' Checklist will be completed by December 2021.	21/12/2021 1/3/2023	HR					P2.6 P6.3 P6.4
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	In CEDARS responses, 60% of researchers indicated that they were "not very confident" or "not at all confident" that they receive guidance on institutional redeployment processes. Paperwork relating to end of research contracts will be reviewed to ensure that language relating to redeployment is more clearly communicated. Schools will be engaged with to ensure uniform practice in relation to researchers receiving renewal paperwork when they near the end of contracts. Fixed term contracts will be continuously reviewed by way of the monthly Collective Consultation meetings with the Campus Unions (this is part of normal business).	Aim for 5% improvement in self reported researcher confidence in understanding of institutional redeployment processes in 2023 CEDARS responses. .	21-Dec-21	HR					P1.3 P2.1 P2.2
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	This is part of normal business.			VP-R /ACG					P3.13
Funders must:										
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies									P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security									New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression									P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels									New
Managers of researchers must:										
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Draw up a list of current managers of researchers which will be used for targeting promotion of training and for measuring uptake. Encourage participation of line managers of researchers in existing management training, including OSaR conversations, HR for Managers etc.	Data on managers of researchers will be collated by the end of November 2021 and will enable effective monitoring of participation by managers of researchers in relevant training and development activities, creating baselines for future success measures. Present data suggests limited attendance by researchers at management workshops. Aim for six researchers to attend HR for Managers (from 2 last year) and twelve to attend OSaR conversations (from 8 last year).	30-Nov-21	HR					P2.3
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	This is part of normal business.			RIS					P2.2
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Refer to EI1.			HR					P6.3
EM4	Actively engage in regular constructive performance management with their researchers	Refer to ECI2			HR					P2.3
EM5	Engage with opportunities to contribute to relevant policy development within their institution	This is part of normal business.			VP-Research					New
Researchers must:										
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Refer to EI2			HR					New
ER2	Understand their reporting obligations and responsibilities	This is part of normal business.			VP-Research					New
ER3	Positively engage with performance management discussions and reviews with their managers	This is part of normal business.			HR					P5.6

ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	This is part of normal business.			CDRS				P5.2
Professional and Career Development									
Institutions must:									
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	A review and update of the researcher development policy will take place in the academic year 2021/22 to better reflect the Principles of the revised RDC and support and promote researchers engaging in a minimum of 10 days professional development pro rata per year. This updated policy will feed into and inform the development of a new Statement of Expectation for research staff and managers of researchers (refer to PCDI2).

The newly worded policy will be cross referenced on the following websites: (OPD, RIS, DA, and New Staff SharePoint meaning that every new research staff member is signposted to the new policy in their first week. Existing research staff will be targeted via a newsletter aimed specifically at promoting this newly worded policy and this will be distributed no more than one month following approval. Readership of researcher focus newsletters is currently 25% which we will aim to maintain. The new policy will also be promoted on relevant social media (e.g. OPD's researcher development Twitter account).

OPD and CDRS will monitor CEDARS data to determine whether researchers are engaging with the 10 days CPD time allocation as promoted through the revised Researcher Development Policy. This data will be reported to the CDRS committee on an annual basis as part of the CEDARS analysis and report and new actions developed as | The draft of the new Researcher Development policy will be submitted to CDRS which includes research staff and key stakeholders from research-aligned teams. Success of this specific action will be determined by its approval by this committee following consultation.

Among respondents to CEDARS 2021 48% of research staff reported that they undertook 3 or more days of continued professional development. Our overarching aim in revising and promoting the RD policy will be to increase this number to 55% by CEDARS 2023. | June 2022

July 2023 | OPD | | | | P3.1 P3.3 P5.5 |
| PCDI2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers | To promote better understanding among managers of researchers as to how to conduct an effective appraisal, a Statement of Expectation for research staff and managers of research staff reflecting the new wording of the RDC will be developed to provide guidance on how to engage researchers in positive career conversations and support them in accessing opportunities for training and development. The statement will be publicised within the research staff community.

We will continue to monitor CEDARS data regarding satisfaction of research staff with appraisals, and will develop additional actions as required.

Refer also to ECI2. | According to CEDARS data, 61.4% of full time research staff at the University of Dundee who had undertaken appraisals found them "useful" or "very useful". This contrasts slightly unfavourably with national aggregate CEDARS data in which 65.35% of researchers gave the same answers. Our aim in developing and publicising the Statement of Expectation will be to close this gap, with a target of 67% of full time research staff reporting useful appraisals.

The Statement of Expectation described in the previous column will be developed on the following timeline:

- Late June 2022 - OPD partner to submit first draft of SoE to CDRS for approval. CDRS is a steering group which includes research staff and key stakeholders.
- July 2022 - CDRS to consult on working of SoE and identify required changes, with aim of final approved version by end of July
- August 2022 - publicity actions in relation to SoE. Specifically:

- The new Statement of Expectation will be posted to the OPD website and the New Staff SharePoint meaning that every new research staff member is signposted to this in their first week.
- Existing research staff will be targeted via a newsletter aimed specifically at promoting this new Statement of Expectation and this will be distributed no more than one month following approval (i.e. before the end of August 2022).
- The newsletter will also be promoted via OPD's researcher development Twitter account. | June 2022

August 2022/Yearly | OPD | | | | P3.10 |
| PCDI3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers | The Careers Service continue to offer one-to-one appointments with professional Careers Advisers to all researchers. A promotional campaign will be developed to further publicise this service which will involve cross promotion of the core message that the Careers Service offers a service for research staff in multiple channels including University Internal Comms, Researcher Focus newsletter and other relevant channels.
At present, the Careers Service do not collect data on the staff type of staff who attend one on one careers advice sessions. As an interim measure, we will therefore seek to collect accurate historical data on attendance by researchers at careers advice sessions by cross referencing with data available in HR Systems. This action will be complete by the end of November 2021. | Previously unavailable data on attendance by research staff at one on one careers advice sessions will be obtained by end of November 2021. This data will be used to create a baseline for a substantial improvement in uptake by the end of the 2022-2023 academic year. | 01-Mar-22 | Careers | | | | P3.1 |
| PCDI4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills | Refer to EI4. | Refer to EI4. | | OPD | | | | P3.11 P3.14 |

Code	Action	Detail	Success measure	Date	Responsible				Principle
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	The Careers Service and OPD will begin the process of creating a business case for hiring a new careers advisor specialised in research careers.	The success measure for this action will be the delivery of a post approval process form setting out the case for a specialist careers advisor to Planning Resource Group by August 2022.	30-Sep-22	Careers Service/OPD				P3.2 P3.4
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Monitoring and reporting on engagement of researchers with professional development activities and reviews is part of normal business. A list of managers of researchers will be drawn up and used to monitor attendance by staff in this category. (Refer to EM1).			HR				New
Funders must:									
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning								P3.7 P3.9
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes								New
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit								New
Managers of researchers must:									
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	OPD will further look into developing or commissioning dedicated training on supporting the career development of researchers.	OPD will monitor numbers and feedback for career development workshop, if demand can be established. Success measure will be establishment of new workshop as regular content in OPD programme in future years.	21-Dec-21	OPD				P2.3
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	Refer to PCDI5			Careers Service/OPD				P3.4 P3.8 P5.5
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	Refer to PCDI1 and PCDI2.		June 2023	OPD				New
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 endeavors	This is not currently a priority.			VP Research				P3.6 P3.9 P5.5
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	This is part of normal business.			OPD				New
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	The relevant OPD partner will, in consultation with the research community, look into introducing regular online drop in sessions to offer guidance for researchers on professional development opportunities and resources. Refer also to PCDI1 and PCDI2.		Jun-23	OPD				P5.5

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	The two University mentoring schemes, TRAM and PDM, support the professional and career development of researchers. The PDM scheme can support researchers to identify careers beyond academia. www.dundee.ac.uk/opd/mentoring OPD will promote both mentoring schemes to researchers via the research staff newsletters, published quarterly, in addition to bespoke communication to researchers when the schemes launch as well as at induction. Refer to PCDM2 - the process of investigating the needs analysis of a researcher specific Careers Adviser will take this into consideration.	Mentoring matches on TRAM cycle 15 will be complete by e/o October 2021. Partnerships on cycle 4 of PDM will be complete by March 2022 (launches mid-academic term). 104 research and academic staff were involved in partnerships across the two schemes in 2020/21, the aim is to at least maintain this level of participation due to the ongoing challenges of remote working during covid-19 pandemic. Advertising and targeted promotion to research staff will be conducted via a newseltter, speaking at a town hall (upwards of 300 staff in attendance) and through Twitter. Both University mentoring schemes, TRAM and PDM will continue to run and be open to, and advertised to, researchers. OPD Partner in charge will review and report on engagement with both mentoring schemes at the end of year report. Briefings both online and face to face are available for both schemes, with 100% of new participants accessing the materials. TRAM welcomes the seventh HEI joining the scheme this cycle, meaning there is a greater capacity for networking and interdisciplinary working. Refer to PCDM2.	Yearly	OPD				P3.8
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	Refer to PCDI5			Careers				P5.5
PCDR4	Positively engage in career development reviews with their managers	See PCDM1, ECI3			HR				P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	This is part of normal business.							P5.5
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	RIS will develop a Commercialisation and IP training workshop for researchers and academics, offered and promoted via OPDs Researcher and Academic Development programme. OPD will offer significantly expanded training in the area of public engagement over the coming year.	The workshop will aim to significantly increase researchers' confidence in commercialising their work. This will be measured by longitudinal feedback (12 months after the initial workshop) to assess transformative impact. The training will be reviewed on an annual basis by the trainers. In area of public engagement success will be measured by future retention of new provision based on positive attendance and feedback.	21-Dec	RIS				P5.2

* 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. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

KEY:

ACG	Academic and Corporate Governance
CDRS	Career Development for Research Staff Committee
CEDARS	Culture Environment and Development of Academic Research Survey
CS	Careers Service
CfE	Centre for Entrepreneurship
ED&I	Equality Diversity and Inclusion
EIA	Equality Impact Assessment
HR	Human Resources
HRE	HR Excellence in Research Success Measure Reference
OPD	Organisational and Professional Development
OSaR	Objective Setting and Review (appraisal)
PDM	Professional Development Mentoring scheme
PODCO	People and Organisational Development Committee
REF	Research Excellence Framework
OPDP	Orgnisational and Professional Development Partner
RSF	Research Staff Forum
TRAM	Teaching, Research and Academic Mentoring scheme
UEG	University Executive Committee
VP-Research	Vice-Principal (Research, Knowledge Exchange and Wider Impact)