

HR Excellence in Research: Backward Action Plan – January 2021 – January 2023

Principle 1 & 2					
<ol style="list-style-type: none"> 1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research. 2. Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research. 					
NO.	ACTION	SUCCESS MEASURE (SMART TARGET)	COMPLETE BY	LEAD	2022 UPDATE
1	Activities towards maintaining our Healthy Working Lives SILVER Award and strive towards our GOLD application to include development of <i>Staff Pressure Points</i> Calendar to better target campaigns efficiently which will be included within an annual Wellbeing Programme; and review and increasing mental health and wellbeing presence on social media including new UOA Staff Facebook page	<p>Pressure Points Calendar and campaign</p> <p>Alignment with Wellbeing calendar published on UOA website</p> <p>Maintain HWL Silver Award Application for Gold HWL application</p>	<p>April 2021</p> <p>Annually in September each year</p> <p>February 2021 and February 2022 respectively</p>	Wellbeing Team	<p>The annual wellbeing calendar was developed and published on the website aligning the activities and campaigns to support staff mental health and wellbeing.</p> <p>Regular communication via the staff ezine and the staff wellbeing Facebook have continued to keep staff informed and raise awareness about mental health and wellbeing issues.</p> <p>Unfortunately, the HWL Award programme has been phased out by Public Health Scotland and the award accreditation ended in August 2022 after being paused in April 2020 due to the pandemic. The work through our wellbeing strategy and action plan has allowed us to continue to support and enhance our workplace wellbeing</p>

		Increased presence on UOA social media sites, with minimum twice weekly posts regarding mental health and wellbeing.	January 2021		objectives
2	Develop a 5-year Wellness Strategy incorporating Mental Health and launch to staff via Staff ezine.	10% of staff to have accessed Strategy in first 6 months of launch	January 2021	Wellbeing Team	<p>The Wellbeing Strategy was launched in October 2021 and set out our approach over the next 4 years to supporting our community to maintain positive wellbeing; manage problems and support the prevention of mental and physical ill health, reinforcing the Aberdeen 2040 commitment to care for the wellbeing of our diverse community. It is underpinned by the Mental Health and Wellbeing Policy and the Management of Work Related Stress Policy.</p> <p>All staff can access the strategy via the website while several awareness sessions have been delivered throughout schools over the past 18mts to showcase the work that that is being done.</p>

3	<p>Implement mandatory Workplace Race Training as follows:</p> <ol style="list-style-type: none"> i. Face to face leadership training for UMG (Senior Management, Heads of School and Directors of Professional Services) ii. Face to face training for key, front-facing professional service staff whose roles are likely to have to deal with race-related issues iii. Online training for all staff 	<p>For all training programmes:</p> <ul style="list-style-type: none"> • 80% of staff found the training useful • 80% of staff said the training had challenged them to make one change in their behaviour <p>In addition, for UMG training, that training outcomes would feed into the development of the Race Equality Strategy (see below)</p> <p>75% completion rate for online training completion by Sep 2022.</p>	<p>UMG: May 2021 Professional Service Staff: Sep 2021 Online to all staff: Sep 2021</p>	<p>Organisational Development</p>	<p>Frontline staff engaged in race literacy training in March 2021. SMT and UMG engaged with specific training on leading an antiracist university. All staff were offered race literacy training in March 2022 and online training is also available. Feedback received by Challenge Consultancy from the participants was positive with 94% (138 respondents) reporting that the course was <i>very easy/easy</i> to understand, 86% (127) found the course <i>very relevant</i> for their work, 77% (113) found the pace and the length of the course <i>about right</i>, 99% (145) and 96% (141) considered the trainer and training methods, respectively, as <i>very good/good</i>.</p>
4	<p>Work with Advance HE to develop a Race Equality Strategy, associated action plan and communications and engagement plan with a view to applying for Race Equality Charter recognition</p>	<p>Strategy published Application for Race Equality Charter Bronze award submitted</p>	<p>Dec 2021 July 2022</p>	<p>Race Equality Strategy Group</p>	<p>Strategy published and available here. Strategy launch was supported by extensive communications across the institution. A new action plan is being developed action plan, building on the existing action plan, which enables us to achieve our ambitions to become an antiracist university. Application for Race Equality Charter Bronze award</p>

					Submission has been delayed until 2023/24 as we had the opportunity to review timelines with Advance HE and agreed that we would benefit from further time to undertake the work, including the data analysis and action planning, so as to get full benefit from the REC. Outcome of the REC survey have been published across the institution.
5	Complete 4-year review of UOA Public Sector Equality Duty Report and consultation process to develop Equality Outcomes for 2021- 2025. The UOA Equality and Diversity Advisor will liaise with the Postdoctoral Committee to ensure ECR views are included in the development of the outcomes.	Report and Equality Outcomes published on UOA website	April 2021	Organisational Development (formerly HR Specialist Services)	The University's Equality Outcomes 2021-2025 were agreed through wide consultation. An interim report on the Outcomes will be included as part of the PSED interim report 2023.
6	Review shortlisting procedures with a view to establishing a baseline from which to improve the gender and ethnic minority breakdown of candidates	Review and establish baseline and set improvement target of 20% Develop and launch shortlisting guidance as part of the Recruitment & Selection policy to support more equal candidate breakdown	Dec 2021	HR Partners	A new Recruitment and Selection Policy was launched in July 2022. The Policy places a significant focus on EDI matters and incorporates new positive action strategies for increasing the representation of racialized groups in the University. The University's Antiracism Strategy was launched in October 2022 and sets out high-level priorities for addressing under-

					representation in the University including at senior levels. A review of the new policy and the impact of the changes made will be undertaken in 2023.
7	<p>Undertake an in-depth review of the promotion process for academic roles, to include a review of the academic career tracks, the promotion-assessment criteria for each track, and the associated guidance and submission documentation.</p> <p>Develop and undertake an awareness campaign to enhance understanding of opportunities and available routes for promotion for ECRs using results of the Nov 2020 staff survey to get better feel for what the issues are.</p> <p>This action will inform our planning for the revised Concordat.</p>	<p>New promotions process launched to academic community</p> <p>Increase number of applications for promotion by ECRs by 10%</p>	<p>Dec 2021</p> <p>Feb 2022</p>	HR Reward and Systems team	<p>A Promotion Review Working Group was established and work undertaken during 2021/22 to develop a revised Academic Promotion Policy and Procedure and Framework of Criteria which have been approved via the University's consultation/governance structure.</p> <p>Work continued in late 2022/early 2023 to implement the revised process with a launch date of December 2022. This included briefing opportunities for all academic staff and providing staff with a longer period to consider submission of their application for promotion.</p>
8	Undertake a review of Annual Review processes in line with revised Concordat.	Actions to be developed and aligned with revised Concordat action plan.	Dec 2021	Organisational Development and HR Partners	The review of Annual Review will be aligned with the Regrading Review, the new academic promotions process and the review of Professional Services career progression, which have been and will be significant pieces of work.

					This action is moved to 2023/24.
9	Develop a Health Cash Plan and a Dental Plan	30 employees signing up in the first 18 months to each plan	In place for academic year 2021-22	Organisational Development	Pushed forward to 2023/24 due to resourcing in the Reward and Benefits area.
10	Following lessons learned during Covid-19, launch a Homeworking Policy to increase flexibility of the workplace, flexibility of the working day for those with caring commitments and to increase the support available to staff who are working from home.	80% of respondents to School, department and institutional surveys and other feedback mechanisms agree that UOA provides a suitably flexible work environment for them	November 2022	HR Partners	<p>A Homeworking Policy was launched in 2021, with a significant uptake of hybrid working opportunities. A review of the Policy was undertaken in December 2022. Initial findings show that 93% of respondents across the University felt that the flexible working arrangement in place improved their work-life balance and 88% felt these arrangements increased their personal wellbeing</p> <p>In the Race Equality Charter staff survey (2022), more than 80% of staff reported that they are aware of the flexible working/hybrid working options available to them, agreed that they can take advantage of flexible working, are confident that requests of flexible working would be granted where possible and considered their manager to be supportive of flexible working.</p>

11	Implement new biennial Staff Survey in November with external provider, Capita, supported by a comprehensive communication plan to encourage staff engagement	Success Measure: 2020 Survey – aiming for at least 50% Nov 2020	Launch November 2020; Analysis by February 2021	Organisational Development	Staff Survey 2020 carried out in Nov 20 with 60% response rate. Staff Survey 2022 carried out in Nov 22 with 51% response rate. Staff Survey 2022 carried out by Peachy Mondays as Capita no longer in the survey market.
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Principle 3 & 4

3. Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.
4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

No.	ACTION	SUCCESS MEASURE (SMART TARGET)	COMPLETE BY	LEAD	2022 UPDATE
1	Develop and launch a new ILM Project Management Programme	15 attendees in year 1 80% positive feedback from attendees	December 2020	Organisational Development	Rolled out April 2019. Two cohorts per year for UoA staff with capacity between 8-10 participants on each course. Feedback exceptionally positive with participants valuing the practical applicability of the course.
2	Introduce a series of 'bridging the gap' training videos targeted towards Early Career Researchers to aid in their skills development around engaging with industry to complement the virtual and on-campus activities and guidance already on offer. The themes cover the 'how' and 'why' of working with industry and how to establish networks and build relationships and will be available to staff to access in a self-directed learning style. These will be rolled out Q4 2020.	70% use of available seats over trial period	These will be rolled out Q4 2020.	Research & Innovation (Impact and Knowledge Exchange team)	This was rolled out in January of 2021 at the beginning of another national lockdown. Understandably engagement was very low, stagnant at 5%. This action will not be taken forward in its current state.
3	Host the PCST (Public Communication of Science & Technology) conference in 2021 (delayed from 2020 due to Covid-19); delivery potentially online depending on current restrictions to afford our researchers a unique opportunity to network and develop skills in issues around science and society, including tackling difficult subjects, talking with the media, exploring issues around ethics and integrity.	Aberdeen researchers involved in submitting abstracts and /or activities – up to 4% of activities/sessions involving UOA researchers. Increased networks	May 2021	Research and Innovation (PERU/CPD)	The PCST conference took place online 25-27 May 2021. 11 members of UOA staff reviewed abstracts 12 members of UOA staff, including 7 ECRs, registered to the conference. 6 members of UOA staff presented and/or hosted a session 3 staff were members of the

					<p>organizing committee and heavily involved in the social and engagement activities</p> <p>1.5% activities/sessions involving researchers</p> <p>Public-facing activities were cancelled due to the conference being online.</p> <p>The PCST 2025 Conference will be hosted in Aberdeen and UOA is leading the Local Organising Committee.</p>
4	Building on the increased flexibility offered by online Researcher Development workshops, engagement with this provision will be significantly increased from the in-person workshops held before lockdown.	100% increase in attendance across workshops.	Dec 2021	Research and Innovation (Researcher Development)	Between Jan 21 and May 2023 there have been 141 courses with an average attendance of 73%.
5	Re-design a series of cross-school interdisciplinary PI Training Events with contributions from across Professional Service Directorates	80% positive feedback from attendees	Dec 2021	Research and Innovation (Grants Academy)	Interdisciplinary research training moved from the Grants Academy to our new Interdisciplinary Centres at the beginning of 2022. Seventeen workshops and events have been held altogether, with 425 researchers attending. Engagement and discussion has been very positive across sessions, and feedback within the room has been acted on to decide the content of future sessions.

6	Investigate why men on research only contracts are more likely to leave profession compared to women in STEMM, AHSSBL areas via focus groups and exit interviews with employees preparing to leave conducted.	Report to EDIC and action plan devised	December 2022	HR	The University has renewed the Exit Survey to enable additional analysis of the results to be undertaken. Exit interviews are available to all staff who request one.
7	Introduce a robust process, guidelines, training and details of underrepresented groups for job roles to support Heads of Schools and departments to identify potential internal female candidates for jobs	Increase in internal female candidates applying for promoted posts by 8%.	December 2022	HR	This is being progressed through the Academic Promotions Review Group and through School and institutional Athena Swan action plans Recruitment data will be analysed on an annual basis to monitor progress
8	Develop and include a feedback questionnaire for probationary staff to gather feedback with a view to bringing forward and actioning recommendations to enhance the support provided to probationary staff during their 3-year probationary period.	Using feedback prepare enhanced guidelines for probation process 80% of new probationers are happy with the probation mentoring received	Dec 2021 Dec 2022	HR Partners	This work will be undertaken in 2022/23.
9	To minimize bias during the promotion process and increase awareness amongst staff of the UOAs commitment to a transparent and fair promotion process	Unconscious Bias Observers will sit on all promotion panels Athena Swan survey results 80% of respondents have stated that they feel the promotion process is fair and transparent.	Rolled out in academic Year 2021-22	Organisational Development	The academic promotions process has been fundamentally reviewed. A new process was launched in Dec 2022, with EDI considerations having been discussed by the Promotions Review Working Group.

Principle 5**5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.**

No.	ACTION	SUCCESS MEASURE (SMART TARGET)	COMPLETE BY	LEAD	2022 UPDATE
1	Review best practice and develop a mentoring approach to support ECR applicants for Research Fellowships	All schools to have adopted mentoring programme	September 2021	Research and Innovation (Grants Academy and School Directors of Research)	Fellowship Applications Support Process developed and made available September 2021. A majority of Schools have adopted this process.
2	Applying to Marie Skłodowska-Curie actions (MSCA) for funding for Aberdeen to lead a European Researchers Night in autumn 2021 (date to be confirmed subject to Covid-19 restrictions) to provide opportunities for researchers to develop engagement skills	Application submitted and funding awarded. At least 1/3 of UOA Staff Engagement is ECRs	January 2021 Autumn 2021	Research and Innovation (PERU)	Explorathon 2021 Application was submitted under the Horizon 2020 funding call on 12 January 2021. The bid was successful. Aberdeen led a consortium of Scottish Universities to deliver a suite of activities in September 2021. We delivered a hybrid programme – in line with what were then current regulations on social distancing. We reached over 51,909 members of the public and involved 313 researchers – of whom over 1/3 rd were ECR.

3	<p>Enhance the current provision of online information sessions providing training and raising awareness of the newly established Scholarly Communications services. Includes open access, open data and open research. We will continue to work with other teams such as Digital Research to reach the widest audience and provide a joined-up service. Intention is to add to the program in 2021 taking account of feedback from the academic community to offer an enhanced programme of training that meets the needs of researchers.</p>	80% positive feedback	December 2021	Digital and Information Systems (Library - Scholarly Communications)	<p>In 2022 the Open Research Team was rebranded, widening services beyond open access. A series of successful events were held to mark International Open Access Week in October with a conversion rate of bookings to attendance of 83%. This has helped to raise awareness of open research and the profile of the team, laying the foundations for a comprehensive training programme to run in 2023 and onwards. Webpages have been reviewed and restructured, and work continues to improve the information available there. Positive feedback on both has been received, from internal and external audiences. Further action - The project team will continue to work on a training schedule and materials for 2023/24 and onwards and to increase academic engagement with open research as part of the communications and engagement plan which is currently in progress.</p>
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4	The Open Science Working Group Network Leads will recruit and train a group of Open Research Champions, to act as points of contact within Schools and to promote and support Open Research practices. The Champions will undergo a three-module certification course to equip them for this work.	At least three Champions will be trained	December 2022	Digital and Information Systems (Library-Scholarly Communications)	Due to COVID and restraints on resources the Information Champions plan was not actioned. This will be reconsidered as part of the wider strategy on Open Research training and communications and engagement.
5	Launch a new online Research Integrity Training Course (6 modules) and associated communication and engagement plan for all research active staff (and PGR students) and for professional service staff with a role in supporting research.	Completion rate of 75% for ECRs within one year of launch	Launched to staff by February 2021	Research and Innovation (Research Policy & Strategy)	Completion rate currently at 59% for ECRs. This action is carried over into our forward plan.
6	Re-focus the 'Conversations On' networking events to be more challenged in response to more specific, national and global themes brought to us external partners. E.g., the NHS have asked for an event to focus on best ways to address demand for NHS services in light of Covid-19. ECRs are involved in all stages of a Conversations On event and are encouraged to actively participate in discussions.	3 x 'Conversations On' events with external partners to co-create an action plan each year	December 2022	Research and Innovation (Grants Academy)	Two Conversations On events were held during the period, on Inclusive Ageing and Women's Health. 44 researchers attended.

7	Extend the 'Research Bites' series of lunchtime training for 2020-21 to include topics that provide training on general skills and a focus on themes related to Research Data (GDPR, Altmetrics, Open Access, Open Data, Open Research and Data Management and Digital Support) and Knowledge Exchange., Industry Impact and Public Engagement.	80% positive feedback from attendees	September 2021	Research and Innovation (Grants Academy)	Fifty-one ResearchBites sessions were held, with 891 attendees. Engagement and discussion have been very positive across sessions, and feedback within the room has been acted on to decide the content of future sessions. Following the appointment of a Senior Research Development Executive, another review of this provision will be undertaken in 2023/24, in consultation with School Directors of Research.
8	Implementation of San Francisco Declaration on Research Assessment (DORA).	Launch of detailed implementation plan and guidance.	December 2021	Research and Innovation (Research Policy & Strategy) and Digital and Information Systems (Library)	<p>Guidance on the responsible use of research metrics in in progress with some content available to researchers. Training & engagement programme will be established for 2023/24 and onwards.</p> <p>Institutional policy on responsible use of metrics in in final stages of Senate approval. DORA embedded in revised recruitment guidance and informing revision of promotions procedures; DORA information sessions offered to each School early in 2023 onwards. To date 5 sessions have been delivered with 90 attendees in total</p>

Principle 6**6. Diversity and Equality must be promoted in all aspects of the recruitment and career management of researchers.**

No.	ACTION	SUCCESS MEASURE (SMART TARGET)	COMPLETE BY	LEAD	2022 UPDATE
1	Following the School of Psychology's Silver award, develop a protocol incorporating lessons learned and feedback from the Athena Swan Panel to support Schools applying for Silver Award.	Protocol in place (including guidance, support, and dates for internal mock panels) to support Schools; 3 Schools to submit for silver	February 2021 December 2022	Organisational Development	<p>Schools have continued to be supported to achieve awards. The University successfully renewed its institutional Bronze award in Nov 2021.</p> <p>The School of Psychology has shared its learning with Athena Swan leads across the Schools. The successful application and the feedback the School received from the panel was shared with all Schools for further input and guidance.</p> <p>The School of Law submitted at silver level in September 2022 (outcome to receive) and the School of Biological Sciences submitted at Silver level in November 2022 (since awarded in April 2023). Three Schools are submitting for a silver award in 2022/23.</p>

2	The move to online training provision and the increased flexibility this has offered staff has resulted in increased attendance at online training courses compared with their on-campus counterparts; all researcher development training will continue to have an online option when a full return to campus is permitted which aligns with our commitment to inclusivity (e.g., for research active staff with additional caring responsibilities) as outline in our 2040 strategy	All Researcher development training will be available online. 80% positive feedback from attendees	Ongoing	Research and Innovation (Researcher Development)	All Researcher Development training/development has been offered as hybrid or as separate online and in person events from 2021 onwards. The redevelopment of the Postdoc Development Centre and development of a resource hub will support continuous improvement. Feedback has been positive in sessions with good engagement from and between participants– and through follow up conversations however collecting quantifiable feedback forms has been challenging as response rates for completion of online feedback forms has been very low.
3	Launch an in-house Leadership programme for early career staff, initially to women and then to other underrepresented groups	30 women attending in first year of operation 80% positive feedback from attendees	December 2022	Organisational Development	A Women’s Development Programme is planned for development in 2023/24 to complement the Aurora Programme run by Advance HE and supported by the University. 50 Staff participated from 2020 to the recent 2022/23 cohort
4	Monitor whether the disruptions from Covid-19 disproportionately impact on specific groups of researchers (e.g., gender/part time working) by analysis applications, awards patterns, and submission of manuscripts for publication as indicators.	Report to EDIC to develop an action plan to address any inequalities identified	Twice per year	Research and Innovation (Research Policy and Strategy)	There were concerns raised nationally that restrictions would impact on researchers differently, depending on the discipline/nature of their research, overall workloads and personal circumstances and particularly by gender. An initial assessment on the impact of the COVID-19

					<p>pandemic was presented to the Research Policy Committee, Senior Management and the Equality, Diversity and Inclusion Committee (EDIC), along with an Equality Impact Assessment presented to the REF steering group. This provided a useful baseline for ongoing monitoring. It was noted that there was an 88 % increase in the share of awards by female researchers in 2019/20 during lockdown months.</p> <p>As a result of the data, the following measures have been implemented</p> <ul style="list-style-type: none"> • Continued monitoring of grant performance by gender and other protected characteristics • Support for flexible and family friendly working across Schools • Adjusting expectations of research performance, particularly for staff with caring responsibilities and unusually high workload due to the current essential focus on teaching preparation – annual reviews will be an opportunity to discuss where COVID-19 has impacted and what future mitigation and support will be needed
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					<ul style="list-style-type: none"> • Prioritising research leave or other ways of prioritising time for research for staff affected by COVID-19 restrictions and the move to blended learning • Membership of EDIC to include Vice Principal Research
5	Establish a team of trained Parental Mentors in support of staff returning from parental leave and promote the Parental Mentor Scheme	<p>Team established</p> <p>100% of people going on parental leave are aware of this support available on their return</p> <p>75% of people using parental mentoring have found it useful/very useful</p>	<p>February 2021</p> <p>March 2021</p> <p>November 2022</p>	Organisational Development	<p>The University's mentoring scheme offers staff the opportunity to be closely matched with a mentor who has relevant lived or professional experience. Mentoring specifically for Parents and Carers was rolled out in November 2020. We trained 5 members of the Parents and Carer's Network to become mentors and have updated all relevant documents to signpost this to those returning to work from parental leave. Alongside this we have established a Women's Development Network in 2020 to support female colleagues and the existing Parents and Carer's network as another support mechanism.</p>
6	The UOA participated in a Scottish wide research project on Gender Based Violence (GBV), facilitated by the University of Strathclyde and linked to the ESHE Toolkit. As a part of the project, we carried out surveys and focus groups aimed at exploring			HR Partners	The GBV and Sexual harassment Policy was launched in November 2021 and will be reviewed as part of the University's preparedness for applying for

	<p>GBV issues experienced by staff and students. This consultation enabled identification of key priority areas for the GBV working group:</p> <ul style="list-style-type: none"> • Develop a new, comprehensive policy and accompanying procedures supporting the statement of commitment • Develop awareness training for staff and students and highlight sources of support. 	<p>Publication of new UOA GBV Policy and Procedures</p> <p>Work with AMOSHE to develop training programme; 80% positive evaluation from participants</p>	<p>April 21</p> <p>June 2021</p> <p>Dec 21</p>		<p>the Emily Test Charter in 2023. Training has been delivered by Rape Crisis Grampian and on the LISTEN risk assessment tool for supporting disclosures of GBV and sexual harassment. Formal evaluation of the training has not been undertaken as yet but informal feedback has been very positive demonstrated but the continuing increased broad demand for the training.</p>
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<p>Principle 7</p> <p>7. The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.</p>					
No.	ACTION	SUCCESS MEASURE (SMART TARGET)	COMPLETE BY	LEAD	2022 UPDATE
1	<p>Complete Equality Impact Assessment for REF 21 for consideration by SMT and develop recommendations for next assessment period</p>	<p>Submit Equality Impact Assessment to funding councils and publication to UoA</p>	<p>July 2021</p>	<p>Research and Innovation (Research Policy and Strategy)</p>	<p>Recommendations and lessons learnt from REF2021 have informed discussions of the Research Culture Task and Finish Group which reported in 2022 and whose recommendations are currently being implemented. As part of project that visualizes research grant performance by discipline/school, we have also visualized grant performance by protected</p>

		Develop action plan and recommendations for forward strategy	Dec 2021		characteristic and career stage to enable better informed discussion around EDI in research and to develop targeted and focused support.
2	Complete Equality Impact Assessment for funding associated with projects impacted by Covid.	Submit Equality Impact Assessment to funding councils and publication to UoA Develop action plan and recommendations for forward strategy	July 2021 Dec 2021	Research and Innovation (Research Policy and Strategy)	Completed and dispatched to SFC by their deadline. See above
3	Forward actions associated with this principle will be developed as part of our work on the revised Concordat. It will include the formation of the Concordat Steering Group, formal consultation with Schools and relevant professional services, and the development of our action plan which will include actions from the gap analysis already undertaken.	Concordat action Plan approved by University Court	July 2021	Research and Innovation (Researcher Development)	New Concordat Action plan is in place and governance structures agreed. A change in institutional governance structures means that the plan is approved by Senate rather than Court. Senate approved the Concordat Action plan in February 2023.