HR Excellence in Research: Four Year external Review
Updated Action Plan - September 2018

1.   **Actions Related to Recruitment & Selection and Recognition & Value (Concordat Principles 1 & 2)**
    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.*

2016 Actions	Lead	2018 Progress	
The Code of Practice document and webpage will be checked in September 2016, for the start of academic year 16/17 and subsequently at the same time in future years, to ensure content is relevant and up to date. The document will also be reviewed alongside the updated University Strategic Plan 2016-21 and against all other relevant University initiatives when necessary, such as the HR Excellence in Research Award and Athena SWAN. An institutional question on awareness/use of the CoP in Edinburgh will be included in the 2017 CROS & PIRLS surveys. **Success Measure**: Increased awareness and use via CROS & PIRLS institutional question, with 50% of respondents stating they know about it.	IAD	**1a**	**COMPLETE AND ONGOING:** Updated with Health & Safety Information February 2017, to make it clear what the responsibility of the Principal Investigator is. Changes highlight that Principal Investigators must know and understand the requirements of both the University and their own School's Health & Safety policy and procedures. It is a way to emphasise that the responsibility lies with them as Principal Investigators. **CROS & PIRLS Institutional Question *'Are you aware of the University's 'Code of Practice for the Management and Career Development of Research staff'?'*** CROS RESULTS – YES: 22% PIRLS RESULTS – YES: 58% This has allowed us to see that awareness is high with Principal Investigators, but we need to do more work around raising awareness of the Code of Practice to Research Staff. This may be an exercise in supporting the Principal Investigators in how to use the Code of Practice with their research staff at appraisals and meetings.
Phase 2 of the Annual Review project began in Spring 2016, the project is supporting Quality Conversations in Annual Review and will complete in September 2016. Staff within the University of Edinburgh will have access to a set of indicators for quality checking annual review conversations based on the agreed principles; which will be published on the University website. Aim to trial and embed the tools in 3 pilot areas November 2016. Post pilot the process will be evaluated and roll out to interested areas of the University will begin in August 2017. **Success Measure**: Numbers of departments implementing a cascade model, referrals to HR for annual review support increasing, and requests for	HR	**1b**	**COMPLETE:** Cascade model reviewed and replaced with more information being made available online across the University. Open access and therefore not restricted by the resource implication of central function and less requirement for Learning & Development interventions. Updated information on indicators of a quality review included on the website, which enables process to be managed locally. (https://edin.ac/2OxGFE8). Review of support offered in relation to Annual Review currently underway as part of a wider review of the core learning and development offering (reduction of open booking courses with more targeting specific audiences, increase in signposting to online resources – further information detailed below). Completion rates of Annual Reviews are continuing to be monitored and submitted to Court. Most recent figures for completion are:

L&D interventions around Annual Review increasing. Increase the annual review completion to a 98% average across all College and Support Groups. In addition respondents of CROS and PIRLS to report appraisals with 85% and 98% of respondents reporting they have had an appraisal respectively. This will be evaluated in June 2018.			<table><tr><td>Year\Area</td><td>CSG</td><td>USG</td><td>ISG</td><td>CAHSS</td><td>CSE</td><td>CMVM</td></tr><tr><td>2016/17</td><td>1,620</td><td>444</td><td>555</td><td>1,760</td><td>1,673</td><td>2,127</td></tr></table> Annual Review is being reviewed as part of the HR Transformation Project (https://edin.ac/2JaNOHb). **Research Surveys:** Respondents who reported that they had an appraisal in CROS and PIRLS 2017 is comparable to the 2015 surveys. <table><tr><td>CROS</td><td>2015</td><td>2017</td><td></td><td>PIRLS</td><td>2015</td><td>2017</td></tr><tr><td>Yes</td><td>75%</td><td>76%</td><td></td><td>Yes</td><td>95%</td><td>96%</td></tr><tr><td>Return Rate</td><td>318</td><td>322</td><td></td><td>Return Rate</td><td>200</td><td>132</td></tr></table> *Response to the question: Have you been appraised/reviewed in the past two years?*
New procedural guidance will be created with respect to annual reviews to ensure alignment of strategic plans to individual performance objectives and to ensure a more coordinated approach within a School/Department whereby reviewers have all the required information to carry out a quality annual review conversation, as per the agreed principles. The guidance will be available by the start of the review period starting 1st August 2016. Post pilot the process will be evaluated and roll out to interested areas of the University will begin in August 2017. **Success Measure**: Increase in numbers of departments implementing a cascade model, and qualitative reports of clearer line of sight between University strategy and Annual Review. This will be evaluated in June 2018.	HR	1c	**COMPLETE:** As above (1b). Updated information is available on the website (https://edin.ac/2OxKNnE) and return rates are continuing to be monitored across the University with devolved responsibility at College / Support Group level. New webpages created for Academic Staff '*Academic staff being reviewed*' (https://edin.ac/2rxV2ze) to highlight things to consider when preparing for Annual Review.
A set of appropriate resources will be made available through HR to support Departments/Schools to improve the quality of annual review conversations	HR	1d	**COMPLETE AND ONGOING:**

where they fall short of the required standard. Materials will be available from end September 2016 and will be embedded with monitoring of use and update throughout 2016/17. **Success Measure:** Increase in number of departments/staff accessing resources and reporting these as useful through evaluation.			As above (1b). Central resources are being reviewed as part of core offering. Local HR teams providing bespoke support for their areas as required.
Additional 2016 - 2018 Principle 1 & 2 outcomes, not in original action plan but achieved in the timeframe			**Lead**
Review of the central Learning and Development (L&D) induction offering across the University which identified: • Support available is primarily delivered through face-to-face sessions. The Welcome Event and Introduction to Professional Services introduce senior leaders who talk through the history, challenges being faced and the governance structure of the organisation. • Feedback from new starts includes them wanting more support on understanding the organisation, how it works and how decisions are made rather than information they could have gathered online. • Attendance at the Introduction to Professional Services sessions vary and many are cancelled due to low attendance. • There is little guidance for individuals and line managers on what their role is within their induction. • Learning and Development host a webpage with basic links and forms. • Other universities and companies use websites and online learning to fill this gap ensuring any face to face to focus on talking about how the individual can fit into the University, what measures of success are and how to navigate the culture. A proposal has subsequently been created for actions to be taken in 2018-20 to address these findings and is detailed below.			HR L&D
To support the next generation of academic research and innovation leaders we have appointed over 250 Chancellor's Fellows in the past 5 years. These prestigious awards are aimed at early career individuals of the highest potential and attainment who have begun to establish a reputation for the highest quality research at the forefront of their discipline and who have a commitment to learning and teaching at university level. Applications from International candidates have been particularly welcome and our recruitment strategy has had this focus in mind. We have invested in three cohorts of highly prestigious 5-year tenure track fellowships focussed on different thematic research and innovation areas. We have committed to support individuals looking to return to research after a career break for family, caring or health reasons. These tenure-track Chancellor's Fellowship programmes have recruited research innovation leaders of the highest quality.			HR Resourcing
Introduce a University-level strategy to support public engagement with research and a team to support the implementation of the strategy. The strategy was approved in March 2018 and is now published - https://edin.ac/2KKsmKG. A 1.5 FTE central operational team to support the strategy's implementation was appointed on an open-ended basis in January 2018. The University's Public Engagement Strategic Coordination Group was assembled and met for the first time in February 2018. Research-facing pages were launched on the IAD website in June 2018 (https://edin.ac/2OxArnB).			Assistant Principal Community Relations with IAD

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Actions 2018 – 2020 | Principal 1 & 2 (including Success Measures)	Date	Lead
Code of Practice: we will wait until the update of the Concordat to Support the Career Development of Researchers is completed (expected September 2018), we will then look to see if we need to update the Edinburgh Code of Practice to reflect any changes. Following this a process to increase awareness/use of the Code of Practice with Research Staff and Principal Investigators in Edinburgh will be put in place through the following measures: • Printed copies will be made available to send out to researchers/PIs and will be available at workshops i.e. at our '*Get Connected*' Induction event - https://edin.ac/2ASNvP2. • A slide will be made available to tutors, to include in workshops (where appropriate). • Additional short 'how to guides' will be created to support PIs using it with their researchers. • HR L&D will add this to their appraisal webpage – https://edin.ac/2rxV2ze. **SUCCESS MEASURE:** Increase in researcher awareness of the Code of Practice from 22% in 2017 to 40% in 2020, via researcher survey question.	June 2020	IAD / HR
Promote widely at University of Edinburgh the updated Concordat to Support the Career Development of Researchers to research staff, highlighting the importance of the document to researchers, the commitment from the University and linking it to our own Code of Practice for the Management and Career Development of Research Staff. **SUCCESS MEASURE:** 80% of staff at our Get Connected Events engage with revised concordat via facilitated session.	January 2019 – January 2020	IAD
As outlined in the University Strategy for Supporting Public Engagement with Research, integrate public engagement into the academic workload model. **SUCCESS MEASURE:** Time allocation reported (target to be determined once initial discussions on workload allocation complete, after September 2018).	December 2019	IAD in partnership with University Departments
As outlined in the University Strategy for Supporting Public Engagement with Research, increase the volume of public engagement with research activities recorded on PURE. **SUCCESS MEASURE:** Influencing the development of PURE to facilitate the capture of PE activity (target 100%)	October 2019	IAD working with SRS and IS
As outlined in the University Strategy for Supporting Public Engagement with Research, create a public portal for the University's webpages. **SUCCESS MEASURE:** Growth in the University's wider public's access information about research as measured through data analytics.	December 2018	CAM and SRS (Edinburgh Local)
Review of University Induction Provision to implement the following proposals: To move the majority of content from face to face sessions to a central website. This will allow individuals to access the right information when they require it. In addition, the Welcome Event will be built on.	2018/19 Academic Year	HR L&D

1. Welcome event. Run every quarter and will support the individual to understand the culture of the organisation, challenges being faced and measures of success for individuals and the University. There will also be the opportunity to speak to experienced members of staff and have their questions and concerns addressed.
2. Induction website for essential resources and information. To introduce the organisation and provide guidance for the individual to make their induction the best it can be. The current webpage attracts 1666 views per year so this is a strong platform to build on. Available in three sections:
   - *Organisation.* An overview of the heart and soul of the University. This will include what the strategic priorities are, its values, how it is viewed by others, how decisions are made and the governance structure. This will include videos of senior leaders explaining key themes running across the University e.g. student experience, equality and diversity and wellbeing.
   - *Support Available*. Information on support available for staff's professional development and wellbeing and guidance on how staff can make their own induction successful.
   - *Line Manager Guidance.* Updated line manager including practical tools, hints and tips and models of good induction.

Co-ordinate other induction reviews across University to ensure a consistent approach is taken

SUCCESS MEASURES:
- A minimum of 60% of new staff accessing relevant online resources
- 100% of new staff are invited to central induction events with a minimum of 60% attending an event or accessing relevant resources
- 80% of respondents to evaluation rate the central induction events as good or very good
- 80% of respondents rate central induction events as a worthwhile use of their time

2. Actions Related to Support and Career Development (Concordat Principles 3 & 4)

3. *Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.*
4. *The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.*

2016 Actions	Lead	2018 Progress	
Coaching will be offered to the research leader programme cohorts, this will be reviewed in Spring 2017. **Success Measure:** Interest in and uptake of available coaching places, with number of researchers offered coaching increasing by 50% by 2018.	HR & IAD	2a	**REPRIORITISED, COMPLETE AND ONGOING:** Coaching was offered to our Ingenious Women (IW) Leadership Programme participants, in May 2018. The reason for this change in audience follows on from the IW programme which ran January – March 2018, and the specific request from this cohort for coaching, following action planning. There has been an increase in our available coaches – 2 coaches in 2017 to 5 in 2018 – from the IAD, Interface and HR L&D; a change in staffing resulted in 2 new IAD staff completing a coaching qualification (ACCP), allowing them to become 'Acorn Accredited' coaches, and new coaches sourced (e.g. Interface and HR). The offer of coaching was sent to 30 researchers, who attended the 2018 IW programme. 9 academic researchers (Research Fellows, Senior Lecturer, Lecturers and Chancellor Fellows) were involved in coaching from May 2018, and this will be an ongoing level of support offered by the IAD. In addition to this, 25 career 1-1 reviews were also held with the IW 2018 cohort. This was carried out by one of the IW Facilitators from April – July 2018 as a way to support their cohorts' continuing professional and career development.
Continue to use and promote the RDF and Vitae to the academic research staff community via visual representation on the IAD website and in courses, where relevant, and support researchers who are interested in getting an individual subscription to the RDF planner. **Success Measure:** Increase in use and awareness of the RDF at Edinburgh, measured through CROS & PIRLS response to question about 'understanding of RDF' in CROS 2017, from 18% in 2015 to 25% in 2017, and web analytics.	IAD	2b	**COMPLETE AND ONGOING:** The RDF is promoted to the academic research staff community via our webpages (https://edin.ac/2JmvGuq/https://edin.ac/2JiF16s) and research staff brochure (https://edin.ac/2MRemQB). Both webpage and brochure have information on the RDF and include all our workshops mapped to the RDF. We also highlight the RDF in relevant IAD communications – Newsletter, Twitter, Blog, online guides, and as part of our talk at the '*Get Connected*' induction event for new research staff and academics. Our resource for RDF-based skill mapping, developed back in 2016, designed to allow researchers to use the RDF Domains to identify current skills and plan their development is still available on our website. Training Needs Analysis: https://edin.ac/2HeVSXm

			HR L&D have recently updated their webpages and now have a link to the RDF from their webpages, for academic staff. https://edin.ac/2wuaz8d Success measure achieved with increase in awareness in CROS 2017 increasing to 23%.
Plans to provide more support for mentors as part of our mentoring connections programme. We are also working on development videos, for both mentors and mentees, which cover more in-depth topics such as setting goals and objectives, ending relationships, etc. These will be available for staff use by October 2016. **Success Measure:** Increased awareness and support for mentoring and specifically what being a mentor entails, measured as part of the 12-month evaluation. Target set of having 10% of mentees from research staff.	HR with IAD	2c	**COMPLETE AND ONGOING:** There are a range of resources available on the mentoring connections web pages including videos on effective goal setting, mentoring agreements and winding up the mentoring relationship. https://edin.ac/2Kbqied. These are available to all staff and are signposted on matching. At 12-month evaluation (January 2017), 79% of mentors felt adequately or extremely well supported in relation to training and ongoing support. 41.7% of mentees matched in 2018 are in academic roles.
HR Learning and Development are working on a project signposting appropriate development for academic leadership roles. This project is part of a wider programme looking at career progression. Due to complete end December 2016. **Success Measure**: Highlight and profile academic leadership roles across the University so that more staff can develop leadership skills. Evaluate impact of signposting including uptake and usage of guidance, and report of value for staff. Initial launch December 2016, initial impact evaluation June 2017. Target of increasing attendance by 10% year on year for understanding and preparing for academic leadership roles.	HR	2d	**COMPLETE & ONGOING:** HR L&D have revised their webpages to provide guidance to staff in all roles (including academic leaders) on planning their development. Enabling staff to establish role requirements of current roles and roles they are aspiring to through use of existing information, with specific reference to the grading / re-grading and promotion procedures, guidance and criteria for academic staff and the researcher development framework. Leadership Programmes are being reviewed and actively marketed to all relevant staff across the University, including guidance for ensuring academic leaders are represented on all cohorts where possible.
HR Learning and Development have developed an online toolkit (http://edin.ac/1VUnHZG). This is an online resource which enables all staff, particularly those in leadership and management roles, to quickly find relevant information and practical advice to help them deal with different situations they may be facing in the workplace. Providing support for operational performance issues, like time management, difficult	HR	2e	**REPRIORITISED, COMPLETE & ONGOING:** The *Online Toolkit* has been promoted in a variety of ways as part of the core offering and usage has increased as follows: | Year	2016	2017
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Active Users	467	1119	

conversations or effective recruitment, through to more strategic issues, like innovation, developing strategies or partnerships. The online development toolkit provides a range of resources, such as infographics, checklists, exercises, and 'how to' guides. HR L&D plan to map it to the Leadership and Management Development Framework in October 2016. Data will be collected to build a picture of how staff are using this resource to help to direct resources. **Success Measure:** Increasing awareness and support available for leaders and managers. Target set for 10% of staff group to access these resources each month.			Initial mapping to the workshops took place in 2016 with further mapping to the LMDF taking place following this. Subsequently the LMDF has been replaced with updated webpages (https://edin.ac/2OyuKpI). Review of the core L&D offering has resulted in the purchasing of 10 additional online modules via the *GoodPractice Online Development Toolkit*. Online resources are being identified from a number of sources including GoodPractice & Lynda.com, and grouped into relevant topics to assist all staff including leaders and managers in identifying relevant development opportunities to meet their need.
5-year refresher courses will be developed for the CMVM PI Briefing course. Work will start on the format and content of the refresher courses in January 2018. **Success Measure**: Design of refresher course.	IAD and CMVM	2f	**ONGOING:** A number of Principal Investigators in CMVM are still to go through the PI Briefing course (re-named March 2018 to '*Managing your Research Teams*') for the first time, attendance on this course will continue to be managed over the years. The refresher course will be branded as '*Managing your Research teams Part 2*' with a portfolio of courses available and participants able to choose smaller workshops such as Equality and Diversity, Grievance and Difficult Conversations. A survey will be created and sent out to all participants of the course over the last 5 years, to see what they would like to attend.
The IAD are working on piloting a Researcher Development brochure of the support it offers to research staff. The brochure outlines and describes the professional and personal development training and support offered by the IAD for research active staff. It also includes links to other support available, including extensive IAD support for learning and teaching roles, along with information for PhD supervisors and Principal Investigators. (http://edin.ac/2cIujeO) The IAD will monitor the requests for this brochure and any feedback in May/June 2017 to plan for the next academic year. **Success Measure:** Increased visibility and awareness of the Researcher Development Programme in Schools	IAD	2g	**COMPLETE AND ONGOING:** The researcher development brochures have proved very popular and successful. The brochure has allowed us to become more visible within schools with c.500 brochures requested in Academic year 17-18 from various schools, research staff societies and requested for researcher events. In Academic Year 18/19 we have increased our print run, to meet demand. Web analytics also show that the online version of the brochure was clicked 662 times, with a spike in September 2017 (Start in Semester 1). Web analytics of our webpages: The IAD updated and restructured their webpages in December 2017, so it is difficult to get a clear picture between the two academic years from our web analytics. We can see that between August 2016 – August 2017 we had 12,383 page views on our 'course list' page, with fewer page views between August 2017 – August 2018 (9,019). The re-structure of our

and Colleges, measured by web analytics and request for brochures.			webpages resulted in different routes to accessing our workshops, so not all researchers will go through our 'course list' page anymore; researchers can access our workshops via our different '*themed*' webpages, through our '*at a glance calendar*' and via '*RDF mapped workshops*'. The main Research Staff landing page has more page views between August 2017 – August 2018 (2,752) than the previous year (1,834). The brochure and webpages also include updated '*Eligibility information*' for our workshops, to allow research staff to identify which training is appropriate for their stage/role. The Research staff webpages update included adding in new sections, grouping information by themes and links to relevant resources developed by the IAD or external consultants that will be useful for researchers' development.
IAD and the Library Research Support in Information Services will work together to over academic year 16/17 to build on the work around PURE and ensure that all staff can use it to record information relevant to their career development and academic achievements. **Success Measure:** Increased use and support for using PURE as a recording tool.	IAD and Library Research Support in Information Services	**2h**	**COMPLETE AND EMBEDDED:** Correct use of PURE has been discussed in numerous sessions organised by IAD including: • Staff and student training on Scholarly Communications and Publishing • Staff and student training on research data management • Introductory sessions for new research staff (Get Connected Induction Event) • Training for emerging research leaders. PURE is now well embedded as the University's main tool for recording research activities, as well as related research impacts.
The Careers Service and the Institute for Academic Development have developed a new resource to showcase the academic career journey from PhD student to group leader or head of institute. The resource is a collection of video case studies from individuals at the University of Edinburgh who are at different stages of the academic career journey and across a range of disciplines. The case studies show the challenges and rewards of an academic career, and the personal qualities and experiences that can be influential in helping individuals to progress an academic career. In addition, the videos demonstrate the type of support provided by PhD supervisors, research group leaders, and other academic	IAD with Careers	**2i**	**COMPLETE AND ONGOING:** The Academic Career Journey case studies has been promoted to research staff through newsletters, our brochures, induction events, careers workshops and talks. No feedback has been received via website but through use in careers workshops the case studies are a good resource to use and prove popular to staff. The webpages are getting views with almost 1000 views on the webpages in a year. The development of more text based case studies, and case studies in AHSS, are in process. These will be based upon the existing case studies and the feedback and interest received. Time has been given to let the existing case studies bed in, in order to see if changes needed to be made. In addition to these online resources, The University of Edinburgh Careers Service, in collaboration with other Universities (listed below), also ran two online courses for research students and research staff. The MOOC '*Career Management for Early Career Academic Researchers*' aims to support researchers to explore their career options and make career plans. Through a series of articles,

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colleagues that has helped the individuals progress their academic career. The Careers Service and IAD will promote these to postgraduate taught, doctoral and academic staff in academic year 16/17 and will consider including more.

Success Measure: Review impact of resource via the feedback option on the webpage: www.ed.ac.uk/careers/academic-careers-edinburgh and increase text based case studies by 50%, with a focus on CAHSS

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videos, discussions, and reflective exercises, researchers are encouraged to consider what they want out of a career; to explore the academic career path and many other career options; and to increase their confidence in job search and applications. More than 1000 research students and research staff from across the UK and beyond engaged with the first course in March 2018 and over 800 in June 2018 and feedback has been positive:

"This course has been fantastic, particularly as I am at a stage where I am finishing my PhD and was worrying about what comes next. I didn't realise a lot of the things about academic and non-academic career paths, and have found the self-reflection tasks invaluable."

"The course is impeccably designed, perfectly structured and neatly organised."

"My motivation to take control of finding my future career has increased exponentially from the day I started this course."

The MOOC is a collaboration between the University of Glasgow, University of Edinburgh, and University of Sheffield, and has been developed by careers professionals who are experienced in working with research students and research staff.

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The Career Development support on offer from the IAD and Careers was reviewed in April 2016, in response to the CROS survey where 56% said they wanted more training in career management. The outcome is career management workshop support has been expanded, with new workshops added, and that support is being open up to a wider researcher audience. Career development consultations and other careers support will now be open to academic research-only staff and early career academic teaching staff.

Success Measure: Career development support will be monitored and reviewed in April 2017, this will be done by looking at feedback, ensuring people are satisfied and we are meeting expectations.

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IAD with Careers

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COMPLETE:

Career development support was reviewed by Careers Service in April 2017. In consultation with the IAD changes were made to workshop frequency, length and in some cases audience (those looking for an academic career vs those that would like an alternative career) and also based on CROS responses.

117 research staff engaged with the Careers Service from 1st August 2016 – 31st January 2017 through workshops & career consultations (44 CMVM, 21 CAHSS, and 52 CSCE). During this time period attendance at the careers workshops and consultations remained consistent, with 79 research staff attending workshops and 38 individual career development consultations taken up.

Feedback from workshops:
From scoring system of 1 (low) to 5 (high), % choosing 5 or 4 in response to questions:
- 96% (28 out of 29) were 'happy with content and style of the workshop' (1 scoring a 3)
- 84% (16 out of 19) said 'course will be of direct benefit to me as consider career' (3 scoring a 3)
- 90% (9 out of 10) said their 'understanding of the subject has improved' (1 scoring a 3)

Requests for feedback were sent out to all staff who had a career consultation with 12 responding.
- 100% would recommend the service to other research staff
- 100% had their expectations either fully (67%) or mostly (33%) met

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			• 100% had either applied the advice given or taken specific actions as a result of the discussion (83%) or intended to (17%) *"..... did a great job in showing me which areas I should be paying more attention to. As a result I was much better prepared for the actual interview."* *"Through the careers consultation I was made more aware of the wide range of courses offered by IAD, and now plan to attend the Innovation school course. Overall, the consultation was extremely useful."* *"The careers advisor helped me with general themes relating to my specific queries and gave me advice on where to get more information. She also helped me think about my interests and goals more broadly, with the result that I am now considering a wider range of career options. I would have preferred a more in-depth analysis of my CV after listening to my reasoning and plans."* *"I had no clear goals about what I wanted, and was hoping to just explore some options, as such it was very difficult for my expectations to be met (as I wasn't clear on them myself)."* The response to the '*training in career management*' question in the CROS 2017 survey, remains consistent with the 2015 survey, with 60% stating they would like to undertake, training and other continuing professional development activities in this area. All other areas where researchers have been asked if they are encouraged to engage, take ownership, plan and record their career development are higher in 2017 survey. The expanded careers workshops now on offer from the Careers Service include a CV Briefing – Non-academic workshop. In addition to the University's career workshops, the IAD piloted a course '*Making the most of your Postdoc: Strategies for Independence'* which proved extremely popular with researchers. This is now part of the IAD Research Staff core programme.
A new partnership between The University of Edinburgh and Lynda.com will ensure that all staff and students have access to a comprehensive library of online video courses. This service will be promoted by the IAD to all our research staff to ensure that we help to develop a digital culture within the University and support staff and students to improve their digital skills for work, study and life. Full launch will be in September 2016, with ongoing engagement activities	IAD and IS	2k	**COMPLETE:** • We now have 10,881 users across the University – 7,702 of which are students (UG: 3,781, PGT: 3,024 and PGR: 897) and 3179 members of staff • Over 429,364 videos have been watched, which works out as 29,733 hours of content • IS regularly promote the service to staff and students at Welcome events, library visits, online announcements and via social media (@lyndauoe) • IS run training events to teach staff and students how to use Lynda.com and are always happy to pop out and visit departments, schools or groups who would like to learn more about the service.

and support from October 2016 onwards. **Success Measure:** Usage of Lynda.com, as reported by Information Systems (IS) based on their high level target of 5000 active users within the first 12 months			• IS are in the process of updating their Playlist Centre where staff and students can go to view playlists curated by other members or staff and students. Anyone can submit their own playlist to feature in the Centre by using the submit playlist button at the top of the page. • IS have also launched a brand new e-newsletter for Lynda.com users. Issue one of Learning with Lynda.com at The University of Edinburgh launched in January 2018 with issue two due out later.

Additional 2016 - 2018 Principle 3 & 4 outcomes, not in original action plan but achieved in the timeframe	Lead
The IAD researcher development team continue to review the support and training offered to research staff. In Academic Year 2017/18, the core programme was reviewed and refreshed to include new workshops that support researchers' personal, professional and career development. These included workshops focussed on publishing and open access, fellowships, managing research data, leadership, collaboration, writing and presentations skills, with the introduction of online lunchtime workshops, which have proved very popular. https://edin.ac/2ysaTjv	IAD
The IAD collaborated with EI (https://www.ed.ac.uk/edinburgh-innovations) on an event for academics with a full day consisting of two workshops: '*Consultancy for your career*' run by EI and '*Networking skills for Academics*' run by IAD. 15 people attended the consultancy workshop and 10 attended the networking workshop. This collaboration with EI was developed to help equip research staff with the skills, networks and experience to broaden their career opportunities and to help them prepare for the ISCF that will be a critical funding stream in the future.	IAD / EI
The researcher development team hosted two summer interns (2017 & 2018) who have both worked on developing online guides to further support researchers' professional and career development. The intern in 2017 created two new guides for researchers: '*Beginning your research position at Edinburgh*' (https://edin.ac/2ziBzb0) and '*Being a researcher at Edinburgh: thriving in your research position*' (https://edin.ac/2Kf9F1V) – with the latter having a focus on being resilient. These guides involved interviewing research staff and creating case studies, activity sheets and general signposting to useful information. The 2018 intern worked on creating a 'Fellowship' guide aimed at early career researchers, to help them appreciate the expectations on fellowship applicants so they can plan ambitious and relevant career development plans.	IAD
The IAD researcher development team has been working on improving and developing the research staff webpages (content and structure). With this in mind the development of 'online guides/resources' based on our workshops/themes/training support, started in January 2018, complementing other online provision (Lynda and HR GoodPractice subscription) with tailored materials.	IAD
New pages on the research staff webpages with information on producing research outputs was created in May 2018. This was added to our new web section '*Good practice and conduct in research*' and the aim of the new webpages is to support academics in developing the relevant professional skills required for producing quality research outputs, and to support them in preparing for REF 2021. Links on this page also include support in the University in this area, from other support groups; the RSO, IS (scholarly communications team) with links to the University's REF wiki. https://edin.ac/2ryMOXD	IAD/ GASP
Support and training for research supervisor's forms one work stream of the Senate Researcher Experience Committee (REC) led programme of work (Excellence in Doctoral Education and Career Development programme). This programme started in January 2017 and is ongoing. Key achievements to date include the launching of a research supervisors network, the roll-out of an enhanced network of workshops and events for supervisors over 2017/18 and the creation of dedicated webpages.	IAD

Review of the central Learning and Development websites resulting in streamlined access to information, reducing the number of pages by 76% in September 2017. Removal of duplicate information to enable all staff including Researchers to more easily identify the centrally available resources relevant to them. Increased linking to IAD website to enable academic and research staff to identify most suitable development option available.	HR L&D

Substantial review of evaluation across all workshops offered centrally to identify requirements of staff to inform the review of the core offer to ensure this is fit for purpose. Findings from evaluations were:
• Recognised skills gaps across the University in performance management and meaningful management conversations
• Requirement for learners to access resources as and when they need them
• High no show and late cancellation rate on oversubscribed workshops
• Feedback from people managers highlighted key areas for development:
    o Understanding Management Style
    o Delegating Work
    o Coaching Skills
    o Performance Conversations
    o Developing Your Team
Review of core offer of workshops available to staff, clarity on target audience and outcomes of course to enable staff to clearly identify most suitable development options for them. Further proposals created to address the results of the evaluation to be achieved 2018-20 as detailed below
	HR L&D

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Actions 2018 – 2020 | Principle 3 & 4 (including Success Measures)	Date	Lead
Develop more online careers content for 24/7 access to resources for people who cannot access workshops, or to supplement workshops. The IAD will focus on getting resources developed on the following: • Career options for researchers • Academic career progression (or planning for an academic career) • Academic job applications • Non-academic job applications **SUCCESS MEASURE:** Resources developed, made available on the website, and widely publicised to researchers. Evidence of use through analytics (web page clicks and time spent). Continued development of the Academic Career Journey video resources.	Summer 2020	IAD
Development of online resources/guides for research staff, based around popular workshops and themes. These will be openly available on our webpages for researchers to access at their convenience. These resources give value in two ways (i) researchers can access the support they need by either attending the workshop of if this isn't possible, downloading the online resource; (ii) researchers can see selected content of popular workshops and make informed decisions about their value and relevance. **SUCCESS MEASURE:** 10 further online guides/resources/infographics created for our core offering - workshops and support. Web stats indicating they are accessed regularly.	September 2019	IAD
Managing your Research Teams Part 2 – development of a portfolio of courses available for participants attending a follow-up course. **SUCCESS MEASURE:** Development of course based on responses from survey and developments in the 2018 Concordat Review, pilot course ran in Academic Year 2019/2020.	March 2020	CMVM with IAD
In order to support the wellbeing of our researchers, the IAD will provide information to our researchers on all the support available in the University. This will be via slides to use in workshops, a single page handout and an online resource for download. The slides will be sent to all external and internal workshop leads to integrate into their workshops. **SUCCESS MEASURE:** Integration of this material is confirmed by all workshop lead tutors.	June 2019	IAD
In January 2018, the Senate Researcher Experience Committee (REC) approved the creation of a short life task group to look into the creation of a Continuing Professional Development (CPD) Framework of research supervisors. This work includes benchmarking, linking up with HEA teaching accreditation schemes, promotions criteria, investigating online learning for supervisors and assessing the needs of internal and external supervisors. It will report in January 2019. **SUCCESS MEASURE:** The drafting and launching of a CPD framework for research supervisors through 2018/19. Implementation through 2019/20. Implementation via IAD/ Colleges and Schools.	The design and implementation of online training for supervisors over 2019/20.	IAD
Review of central core offering to address results of evaluation and ensure it provides access to effective development in leadership, managing others and self-development: Creation of Toolkits that provide the learner with access to relevant content that has been curated for their specific learning need. Review of the workshops offered to ensure they add maximum value with a focus on practical skills and relevant discussions. Introduction of conversation skills	2018/19 Academic Year	HR L&D

workshops to enable staff across the University to have the skills to have meaningful conversations that cover all management interactions, providing time and space to observe, practice skills, receive feedback and reflect on real life application. Introduction of Facilitated Networking sessions to create discussion groups of relevant staff to share experiences, challenges, successes and scenarios that they are facing providing an opportunity to build networks across the University and share best practice. **SUCCESS MEASURES:** - 20% of the staff population accessing the content - 80% of respondents to the evaluation survey will rate the resources as useful or very useful - Less than 10% no show / on the day cancellation to workshops - 90% of workshops running at full capacity		
Creation of a University Leaders Forum to establish a community of leaders across the University, to encourage collaboration, communication and commitment in addressing strategic challenges. Objectives: • To bring together the senior leadership of the University to address current issues and challenges • To unify the University leadership around shared objectives and priorities • To help ensure consistent communication of key strategic messages • To encourage improved cascade of communication throughout the University • To build ownership of and commitment to key strategic activities **SUCCESS MEASURES:** • 80% attendance by leaders across all parts of the University at all 3 initial meetings • 85% of respondents to evaluation survey identify this as a productive use of their time • Activity continues beyond third scheduled meeting in most productive way as identified by the group	First meeting August 2018 Actions and Review ongoing through 2018/19 Academic Year	HR L&D

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3. **Actions Relating to Researchers' Responsibilities (Concordat 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.*

2016 Actions	Lead	2018 Progress	

Support from IAD for Research Staff Societies – as a framework for sharing practice and dissemination of information. Continue to work on identifying ways to improve and extend this support.
Success Measure: Ongoing central support for societies.
	IAD	3a	**ONGOING:**
			
			The IAD continue to support Research Staff Societies at the University:
			
			• An annual Breakfast meeting runs each March and this is open to all societies to come and share practice and meet each other. This invite is also extended to Postdoc Champions in the CSCE.
			• The new role of Postdoc Champion in the CSCE has resulted in a number of new initiatives and support for Schools.
			   ○ The School of Biological Science have created the postdoc advisor role and appointed 6 PIs following research staff consultation through focus groups. New Postdoc Information Webpages will communicate developments and support. They are also building a contact list of former postdocs who have gained fellowships or gone into different HE and non-HE roles, for referrals. Future plans include a supplement to the Code of Practice with specific SBS expectations; jointly organized Postdoc Events, with the Research Staff Societies in Biology (BioDocSoc); School funding for postdoc led events/initiatives; and exit survey for postdocs.
			   ○ The IAD supported a collaborative careers symposium organized by the Postdoc Champion in the School of Engineering and his equivalent at Heriot Watt University. This took place at the RSE and included panel discussions from senior academics and industrial scientists covering different career development strategies, perspectives and highlighting various career paths. The symposium successfully built Postdocs awareness of broader career opportunities and highlighted further support and development, giving Postdocs opportunity to reflect on and identify relevant skills
			• The IAD support societies who want to run our core programme events, specifically for their societies, along with promoting any event or initiative they are working on.
			• Talks to schools about the support the IAD can offer to research staff.
			• The IAD paid for a research staff society member to attend the Cambridge National Postdoc Meeting that ran back in September 2017. This was the first National Postdoc Meeting in the UK which attracted more than 50 participants from 18 higher education institutions and research organisations. With the theme of the day being "*Postdocs, Policy and the Future*".
			• The IAD are also in contact with and provide information to the SNI UKRSA Rep.

The IAD will monitor the impact of the newly updated 'Code of Practice for the Management and Career Development of Research Staff'. This document highlights the responsibilities to researchers their managers and the institution on managing the researchers' career and professional development. We will ensure that we identify the impact this document has on the researcher via Research Staff Societies IAD networking events, via CROS & PIRLS 2017 survey results and through informal feedback and school meetings, committees and courses/workshops. This will be reviewed in September 2017; a year after the Code of Practice launched, and meetings have taken place during the academic year and the results from the CROS & PIRLS surveys. **Success Measure**: Increased awareness and use via CROS & PIRLS institution question, with 50% of respondents stating they know about it.	IAD	3b	**COMPLETE AND ONGOING:** Please refer back to 1a
The IAD will continue to support academic research staff in Schools who are looking to deliver their own writing retreats, through our 'facilitator guide', developed by the IAD in September 2015 (Since Sept 2015, this document has been accessed 140 times on our website and the webpage dedicated to writing retreats has had 2792 page views). The IAD has also run two 'Train the Trainer' writing retreats to train staff as facilitators and will monitor requests for 'Train the Trainers' training and review whether it should be part of the IAD's core programme from AY17/18 onwards. **Success Measure**: Continuing support for running writing retreats across the University, including 'Train the Trainers' in the research staff core programme.	IAD	3c	**REPRIORITIESED AND ONGOING:** The IAD ran '*IAD Summer Writing Retreats 2017*' that allowed research and academic staff the opportunity to attend a number and variety of writing retreats; from morning/afternoon, lunchtime, full day to 2 day retreats. It also give them the opportunity and experience of facilitating. The retreats were targeted at those researchers who had attended a writing retreat in the past, who were familiar with the structure of the day and who would be happy to lead. The summer retreats ran during June/July 2017 we ran 11 retreats in total, with 72 participants (31 people) in attendance over the 11 sessions. Feedback was positive and resulted in a number of researchers asking to facilitate sessions for the IAD as part of our core programme. 23 retreats ran again, under this model, in July/August 2018 and 189 participants (43 people) attended Attendees at both summer retreats consist of: Postdocs, Research Assistants, Research Fellows, Chancellors Fellows, Lecturers.

A collaborative event between the IAD and HR L&D will run on 27th September 2016. This will be an event that includes participants who have taken part in the Aurora Programme and the Ingenious Women Programme, over the last 4 years. This event titled *'Stronger and Brighter: building resilience, broadening networks and planning for the future'* will involve input from the Leadership Foundation for Higher Education (LFHE) and some inspirational sessions and a welcome talk from senior women academics. The aim is to encourage researchers to think about building their research, developing resilience, broadening their networks and increasing their capacity to create and develop networking opportunities and thinking about what they will be doing in 5 years' time. 150 participants have been invited. **Success Measure:** This is a pilot event and its success will be reviewed, in terms of the networks that are created and continue, the independent development actions they take and the feedback received.	IAD & HR L&D	3d	**COMPLETE AND ONGOING:** The event attracted 48 attendees, from both the Aurora and Ingenious Women cohort. 94% of respondents agreed that the workshop was either good or very good. An annual Aurora event is held encouraging networking and social learning. • A themed alumnae event for the 2017 and 2018 Aurora cohort and the 2018 Ingenious Women cohort is planned for early 2019. • A wider review of social learning is planned for 2018 – 2020, which includes Aurora alumni.
The University is encouraging academic and learning support staff to develop their teaching practice and obtain recognition by the Higher Education Academy (HEA), through the University's Edinburgh Teaching Award (EdTA) Scheme. The Institute for Academic Development (IAD), plan to develop a programme to explain in more detail how to develop academic practice and gain EdTA / HEA recognition for supervisory activities. The first introductory event is planned for September 2016 in the Little France Post Doc Society programme, followed by an event in IAD in February 2017 to help enable EdTA participants to develop their academic practice. **Success Measure:** Positive response to evaluation question, included in feedback questionnaire sent to	IAD	3e	**COMPLETE:** The IAD developed a workshop for PhD supervisors across the university *'Gaining Teaching Accreditation for Your PhD Supervision'*. The workshop was delivered twice in February and April 2018, with 15 and 10 participants attending, respectively. Plans are in place to include this workshop in the programme. Participants were helped to map their activities, values and knowledge as supervisors onto the UKPSF. A similar workshop targeted at colleagues in medical education was developed and delivered by Simon Riley and Chris Harlow (both University of Edinburgh) in September 2016. The workshops were evaluated positively by participants, with one of the benefits identified as insight into the relevance of supervisory activities to the UKPSF and Edinburgh Teaching Award.

EdTA participants, around awareness of relevance of supervisory activities to EdTA/HEA accreditation.			
The IAD ran a pilot New Network Award in 2016, in addition to the Academic Networking Scheme, to support academic staff to run 'test the water' networking events to assess the level of interest in establishing a new research network. There were 4 applications in 2016 and each event was funded. The events were all successful in achieving their aims. Attendees made new connections based on shared interdisciplinary research interests and were able to contribute to the direction and focus of a future network. The New Network Award will run for another academic year and will be reviewed in more depth at the end of the 2016/17 academic year to assess the impact of the schemes since 2014 and explore if this approach is the most appropriate way to support academic and research staff in building networks across the institution. **Success Measure:** Increase in the number of new networks and an increase in the number of applications to other IAD funding schemes to support them.	IAD	3f	**RESTRUCTURE AND ONGOING:** From 2016– 2017 we funded and supported 5 further 'new networks' via the New Network Award, and applications to other IAD funding schemes were also consistent. As part of our continuous review of our support we identified a degree of overlap in our funding schemes and some confusion about which scheme to apply to. In response, between April – July 2017, the IAD undertook a full review of all the funding schemes which resulted in new routes to funding supported by the IAD. We now run three funding schemes that aim to provide targeted support for a variety of staff and student needs, from one-off events, to the development of networks and communities, to large project awards. More information can be found on our webpages: https://edin.ac/2L2NKev The IAD Action Fund has proved very popular with ECRs, with our small grants allowing researchers to apply for small pots of money monthly, to support small pilot events, and our regular grants an opportunity to apply for a larger amount of money once a year. A review was carried out in June 2018 to ensure the scheme is as effective as it could be, one year on. From this review we identified that since August 2017 19 Regular Grant applications and 30 Small Grant applications have been awarded funding, totalling £47k. • Out of the 19 Regular Awards; 17 were staff applications, totalling £30k • Out of the 30 Small Awards; 14 were staff applications, totalling £7k

Additional 2016 - 2018 Principle 5 outcomes, not in original action plan but achieved in the timeframe	Lead
The IAD have created new video resources for research staff societies, where current and previous society members from across the University provide their insights into what the benefits of research staff societies are, give practical advice on how to set up and maintain a society, and showcase some of the successful events that their societies have run. https://edin.ac/2tX9Kko https://edin.ac/2Oyzxrc	IAD
Technicians Commitment • Technician Steering Group established November 2016 • Technician Commitment signed September 2017 • Surveyed technicians to ask about where they work, what they do and what CPD they have had • Communications created - https://edin.ac/2O7FD1B • Attending external events e.g. IST Conference in September • Meeting technical service managers • Developing the action plan for October 2018 – 2020	IAD & HR L&D

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Actions 2018 – 2020 (including Success Measures)	Date	Lead
WriteFest – The University of Edinburgh is part of a partnership with other Universities in the UK for WriteFest2018; an academic writing month that raises awareness, discussion, and sociability in academic writing. We plan to work closely with IAD colleagues and other support groups and Schools to provide a month of writing support. **SUCCESS MEASURE:** Existing core provision running in November 2018 tagged as *WriteFest 2018*, with new workshops and support developed and 20 blogs produced and twitter presence increased during this month, working closely and collaboratively with contacts around the University. With this being the first time this has run, aim to engage 100 researcher staff and students during the month, through various workshops and support.	November 2018	IAD
2 year review of IAD Action Fund, checking guidelines and web information is still fit for purpose and assessing interest in fund from different Colleges and Schools, and typical applications to develop some online guidance on what could be funded. **SUCCESS MEASURE:** Review of the IAD Action Fund, reviewing evaluations with the aim of developing a guide/web page to provide vignettes of what we can provide funding for with the aim of increasing interest and applications to the fund by 20%.	June 2020	IAD
Development of the Technicians Action Plan: - Develop communications strategy - Hold a launch event in December 2018 - Organise networking meetings - Celebrate technicians achievements - Identify relevant career development opportunities - Modern Apprentices - Review of policies and practices **SUCCESS MEASURES:** Communications strategy created and signed off by March 2019 200 technicians attend the launch event in December 2018 One networking meeting to be scheduled for each quarter of 2019 as a minimum Modern Apprentices to have a talent pipeline by October 2020 Policies and practices to be reviewed by October 2020 Career Development opportunities to be mapped and communicated by September 2019	Launch event December 2018 Additional actions and review throughout 2018/19 Academic Year	IAD & HR L&D
Mentoring connections is looking to move to an open platform to provide staff, students and alumni to have control over the information they share and the individuals they contact to establish mentoring relationships across a wider pool of resources linked to the University. **SUCCESS MEASURES:** Continuous review and stats indicating sign up and satisfaction rates. Initial monitoring of different approaches used and success of these through interactions and attendance at events. Potential to have full autonomy sit with individuals signing up. Target of 100 partnerships made and the timescale to match will be reduced to seven weeks or less.	Summer 2019	Development & Alumni, HR L&D, IAD

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4. Actions Relating to Equality and Diversity (Concordat Principle 6)

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

2016 Actions	Lead		2018 Progress
Longer term plans for Athena SWAN Charter Award. **Success Measure**: Renewal of Athena SWAN Charter Silver Institution award.	HR	4a	**ONGOING:** Submitted for Athena SWAN Institutional Silver renewal in April 2018. Award decision expected late October 2018.
Race Equality Charter action plan was submitted in July 2016, the outcome of this will be reported in the University. The next submission will be in 2019, the University will be monitoring progress towards the success measures within the Action Plan. **Success Measure**: Achievement of the award and implementation of action plan.	Equality, Diversion and Inclusion - HR	4b	**ONGOING AND REPRIORITISED:** We were unsuccessful in achieving a Race Equality Charter award. However, we are developing a set of key priorities in consultation with our BME Staff Network and will expect to deliver on these over the next three years.
The University Equality Outcomes Action Plan will be reviewed and updated in April 2017. **Success Measure:** Progress in equality, diversity and inclusion, which will be reviewed through committee meetings.	HR	4c	**COMPLETE:** Complete and published at https://edin.ac/2ML7xje. Biennial progress reports are also available in same web location.
The Ingenious Women programme ran in April/May/June 2016, the IAD is looking at different ways to evaluate this programme when it runs again in 2018 and this is part of a secondment project in the IAD. There are now new webpages which focus on support for female researchers and include information on this course this, alongside the evaluation, will be reviewed for the next running of the course. **Success Measure:** Raised awareness of support for female researchers and new evaluation tools for 2018.	IAD	4d	**INCOMPLETE AND REPRIORITISED** The success in securing Scottish Government funding to run Ingenious Women across Scotland for early career women in STEM has added an additional dimension to our provision for women researchers. We will review the various IW programmes in 2019.

		4e	**COMPLETE AND ONGOING:**
The University continues to work on projects to promote E&D in the University, such as the Dangerous Women (http://edin.ac/2cvo4ea) and Equal Bite (http://edin.ac/2cvoa5s). They have also developed guidance on 'Caring for carers' (http://edin.ac/2cvoeSK) which outlines the support available to employees who have a caring responsibility so that they can balance work with caring commitments and continue to be effective in their role. The University have been successful in achieving a Carer Positive Employer award recognising its commitment to embedding a culture of support for carers and from September 2016, we will offer face-to-face training on supporting carers in the workplace. The 'Think Working Carer' sessions will be offered to managers and Heads of Departments. **Success Measure:** Continued support and promotion of E&D initiatives across the University.	Equality, Diversion and Inclusion and University departments		The University of Edinburgh International Women's Day Lecture (IWD) ran in 2017 on the 8th March, The theme for the lecture was *'The Importance of Women'* and was celebrated and championed by Dr Catherine Calderwood, Scottish Government Chief Medical Officer. In 2018 it ran on the 7th March, with the theme for the Lecture is *'Investing for everyone – can Finance help close the gender equality gap'* and was be celebrated and championed by Anne Richards, CBE, Chief Executive Officer, M&G Investments, and Vice-Convener of University of Edinburgh Court. https://edin.ac/2HS4IuR Expansion of Inspiring Women online portrait exhibition with Women in History section: https://edin.ac/2Nniok7 EqualBITE is a 'recipe book' which aims to share practical and effective strategies for creating more gender balanced working environments in higher education. The recipes were written by University of Edinburgh staff and students, drawing from their real life experiences. The book was launched on 29th May 2018, where the editorial team, authors, contributors and colleagues got together https://edin.ac/2H8fLP0 https://www.sensepublishers.com/catalogs/bookseries/other-books/equalbite/ We have provided LGBT+ Allies and Role Models training with Stonewall. We have expanded our provision of Unconscious Bias training with workshops to supplement existing online training. We have a newly established Staff Disability Service, provide online training in '*Implementing Reasonable Adjustment*s' and workshops in '*Managing Mental Health at Work'* We are developing a RespectED campaign to promote the Dignity & Respect policy and have developed training for all staff. We provide administrative and financial support to our various staff equality networks. The Staff Pride Network for LGBT+ staff and allies won Stonewall Scotland Network of the Year 2018.
The University will continue to work on ways to strengthen provision of training in research ethics and Integrity. This follows a 2016 CAHSS internal audit of research ethics and integrity, the subsequent appointment (August 2016) of a College Associate Dean for Research Ethics and the	IAD with CAHSS	4f	**COMPLETE AND ONGOING:** The researcher development team created new web information, in April 2018, to collate information on relevant policies, codes of practice, training, guidance and support on research integrity relevant for all researchers at the University of Edinburgh, making them available in one place. The website will be located here: https://edin.ac/2JopBxJ

appointment of a research ethics and integrity intern in CSCE. IAD will work closely with Colleges and Schools and the Research Support Office to identify ways to enhance training and support. This will be facilitated by IAD representation on the Research Ethics and Integrity Review Group (REIRG). A pilot of new research ethics and integrity workshops will take place between October 2016 and June 2017 in the Moray House School of Education. IAD will work in partnership with the School to support facilitation of the workshops. These workshops will be evaluated and rolled out to other schools if appropriate. **Success Measure:** Strengthened ethics and integrity training across the University, with IAD working in partnership with the College.			In September 2017 the IAD bought a three year licence for an '*Introduction to Research Integrity*', an online resource which covers several areas of research conduct. https://edin.ac/2yvKRM1 This is open to all researchers and is designed to help them engage with local ethics processes and reach a common understanding of research integrity. This module will be replaced by a University resource.
The Mentoring Connections programme will be reviewed in June/July 2017 to ensure that we are still meeting the needs of all mentees and mentors and providing the right level of support and resources. The programme is run university wide, but there are also some School run programmes and we will ensure that we can provide support and resources to schools who wish to develop their own programme. **Success Measure:** Increased School engagement.	IAD with HR	4g	**ONGOING** We are currently looking at implementing a new mentoring system for launch late 2018. Resources are available on the mentoring connections website for all staff and schools to access, and we do support Schools who contact us to ask for help with mentoring training.
Review and implement outcomes of The Equality Outcomes Action Plan strategy, which is currently under review and due in April 2017. http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan **Success Measure:** Implementation of outcomes.	Equality, Diversion and Inclusion - HR	4h	**COMPLETE:** Please refer to 4c

Women returning from maternity leave Scheme piloted in CSE July 2016 – Dec 2017, review pilot in 2018 and decide if to continue **Success Measure:** Scheme rolled out to other Colleges	Equality, Diversion and Inclusion - HR	4i	**ONGOING:** Successful pilot being rolled out across the University in September 2018. Will be open to men and women returning from parental leave.
Monitor uptake of training by gender and ethnicity to ensure that training is inclusive and valuable to underrepresented groups. IAD to review systems in place to see if we can obtain this training information. **Success Measure:** The existence of this information to report back to Equality, Diversity and Inclusion	IAD & Equality, Diversion and Inclusion	4j	**ONGOING:** This is something that is still in discussion, and will be reviewed in light of GDPR.
The IAD and RSO aim to support the transition of early-career researchers to independent researchers by working together in 2017 to provide training in obtaining personal Fellowship funding/getting your first Lectureship position. **Success Measure:** Increased support and training for staff on fellowship and academic post applications.	IAD and RSO	4k	**ONGOING:** In addition to collaboration on delivery of workshops, the IAD will publish a guide to fellowships in 2018 (refer back to our additional actions in principle 3&4).

Additional 2016 - 2018 Principle 6 outcomes, not in original action plan but achieved in the timeframe	Lead
A lot of work over the last 2 years was put into projects to promote E&D in the University, this is encompassed in 4e above	EDI - HR

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Actions 2018 – 2020 | Principle 6 (including Success Measures)	Date	Lead
Continue to work towards the Athena SWAN Charter Silver Institution award. **SUCCESS MEASURE:** Successful renewal of Athena SWAN silver Institutional award	October 2018	EDI - HR
Continue the work on the University's Dignity & Respect initiatives, to tackle bullying and harassment. **SUCCESS MEASURE:** Dignity & Respect campaign developed.	September 2018	EDI - HR
Continue to support disabled staff in the University **SUCCESS MEASURE:** Publish 'Support for Disabled Staff' Policy and Guidance	December 2018	EDI - HR
Work in partnership with Schools, Colleges and other professional services to ensure that researchers have access to the resources and support, available in the University, around researcher wellbeing. **SUCCESS MEASURE:** Develop and embed a Research Staff Wellbeing resource to include in all workshops	Introduced over 2018/19 academic year	IAD
Currently the University subscribes to the online module 'Introduction to Research Integrity'. This module will be replaced by a University resource which will be developed over the 2018/9 and 2019/20 academic years as the implications of national initiatives to enhance research integrity emerge. **SUCCESS MEASURE:** Creation of University of Edinburgh Research Integrity online resources	September 2020	IAD
Ingenious Women ran at the University of Edinburgh in 2018 (Jan – March) and through the SFC funding a Scotland wide Ingenious Women programme ran from April – June. This is a biennial programme and will run again in 2020. Due to the recent cohort and the SFC funding a review will be carried out to see how both programmes we received and the impact of these programmes on women at the University of Edinburgh and within Scottish Universities. **SUCCESS MEASURE:** Review of Ingenious Women programme carried out with key recommendations influencing the future programmes.	January – June 2019	IAD
Train@Ed, an EU COFUND project will run for five years from September 2018. This is an ambitious new scheme to train 25 postdoctoral fellows in a cohort with enhanced career development support. The project will be a vehicle for innovation in research staff development and extend the impact of our successful Chancellor's Fellowship scheme. **SUCCESS MEASURE:** Development of a bespoke career development programme for these fellows, then transfer of appropriate elements into core programmes for research staff.	September 2018 – August 2023	IAD

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5. **Actions Relating to Monitoring Progress (Concordat Principle 7)**

   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.

2016 Actions	Lead	2018 Progress	
Include the HR Excellence in Research Award and Vitae badging in more web and online materials **Success Measure:** Increase in web and online materials that contain the badging	IAD	5a	**ONGOING:** The HR Excellence in Research Award and Vitae badging is included on our website, on relevant webpages. We will consider adding the badge to our online resources, as appropriate.
Establish closer working links with the Research Policy Group, updating them on areas of work that are relevant and timely. **Success Measure:** Evidence of areas of work where RPG have been consulted	IAD	5b	**COMPLETE:** RPG approved the postdoctoral research staff development framework *"Taking Control of Your Research Career"* in September 2017 and it is now being discussed with individual schools to find the best approaches for their staff.
Participate in key national surveys in 2017 and continue to communicate and monitor results. **Success Measure:** Aim to increase completion rates by 10%	IAD	5c	**COMPLETE:** The University of Edinburgh ran the CROS and PIRLS national surveys in 2017. Despite targeted promotion, return rates still remain low: | Survey	2015	2017
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CROS	318 (17%)	322 (16%)
PIRLS	200 (25%)	132 (18%)	 The National completion rate for both surveys is also slightly lower in 2017, so takes our slightly reduced completion rate in line with the national picture. We will decide on our approach and plans for the 2019 surveys based on the University's aims and plans for research staff and PIs.

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Actions 2018 – 2020 | Principle 7 (including Success Measures)	Date	Lead
The IAD continues to be part of the Researchers 14 group - a group of Universities, which represent 65% of the research staff community in the UK. The group formed in 2014 and have worked collaboratively on projects and communication, and continue to plan projects and collaborations. **SUCCESS MEASURE:** Ongoing engagement and collaboration with the group, with outcomes supporting University of Edinburgh researchers.	September 2020	IAD
The IAD will host the Project Manager for the MSCA COFUND programme TRAIN@Ed from late 2018. Their work on postdoctoral cohort development and broader career development and management for research staff will be the basis for new approaches in our core programme. The programme will run until 2023. **SUCCESS MEASURE:** Appointment of project manager, development of bespoke development programme, transfer of key elements to core programme.	September 2018 for 5 Years	IAD

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Glossary of Terms and Abbreviations (from Action Plan and 4 page Report)

1	ACCP	Advanced Certificate in Coaching Practice	23	LMDF	Leadership Management and Development Framework
2	CAHSS	College of Arts, Humanities and Social Sciences	24	MOOC	Massive Open Online Course
3	CAM	Communications and Marketing	25	PE	Public Engagement
4	CMVM	College of Medicine and Veterinary Medicine	26	PGCAP	Postgraduate Certificate in Academic Practice
5	CoP	Code of Practice (for the Management and Career Development of Researcher Staff)	27	PIRLS	Principal Investigators and Research Leaders Survey
6	CPD	Continuing Professional Development	28	PURE	University's Research Information System
7	CPD L&T	Continuing Professional Development for Learning & Teaching	29	RDF	Researcher Development Framework
8	CROS	Careers in Research Online Survey	30	REC	The University Senate Researcher Experience Committee
9	CSCE	College of Science and Engineering	31	REIRG	Research Ethics and Integrity Review Group
10	EdTA	Edinburgh Teaching Award	32	RPG	Research Policy Group
11	EI	Edinburgh Innovations	33	RSE	Royal Society of Edinburgh
12	EqIA	Equality Impact Assessment	34	RSO	Research Support Office (formally ERI)
13	GASP	Governance and Strategic Planning	35	RSS	Research Staff Societies
14	GDPR	General Data Protection Regulation	36	SEP	Service Excellence Programme
15	HE	Higher Education	37	SFC	Scottish Funding Council
16	HEA	Higher Education Academy	38	SNI UKRSA	Scotland and Northern Ireland UK Research Staff Association
17	HR L&D	Human Resources Learning & Development (formally UHRS – University Human Resources Services)	39	SRS	Social Responsibility and Sustainability
18	IAD	Institute for Academic Development	40	STEM	Science Technology Engineering and Maths
19	IS	Information Service	41	TSSL	Teaching and Support for Student Learning
20	ISCF	Industry Strategy Challenge Fund	42	UKPSF	UK Professional Standards Framework
21	IW	Ingenious Women	43	UKVI	UK Visas and Immigration (formally United Kingdom Borders Agency)
22	LFHE	Leadership Foundation for Higher Education			