

HREIR Action plan template (2023-26)



Details	
Institution name:	University of Portsmouth
Cohort number:	8
Date of submission:	19/5/23
Institutional context:	The University of Portsmouth is a modern university with a growing research base and a reputation for excellence, recognised by its strong placing in various league tables. In 2020, following a period of consultation with all staff and many stakeholders, we launched our new University Vision 2030, and University Strategy 2020-25. Our REF 2021 submission evidences significant growth in the number of research active staff, research income and further development of our research environment. We are ranked third of all modern post-92 universities in the UK for research power, which measures the quality and quantity of research submitted into the exercise. Our REF submission included 1,407 research outputs and 54 impact case studies across 16 subject disciplines and involved 603 academic staff. At any given time, the University employs 100-120 Research Staff, depending largely on the number and type of externally funded research grants and contracts.

The institutional audience* for this action plan includes (only include direct beneficiaries, complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	108 (as of March 2023)	
Postgraduate researchers	N/A	
Research and teaching staff	N/A	1785 academic staff HESA 21/22
Teaching-only staff	N/A	
Technicians	N/A	
Clinicians	N/A	
Professional support staff	N/A	
Other (please provide numbers and details):	N/A	

Complete for submission							To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Enviro									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
EC11	Ensure all relevant staff are aware of the Concordat.		Q2 2024	RIS, DD Env. & Strategy & Director RIS	Scoping: Carry out a consultation, through the Researcher Development Group and wider stakeholders, on the possible benefits and implications of including technicians as beneficiaries by January 2024. If it is agreed to include technicians, a working group to be established to identify actions and intended impact by March 2024. Identified actions will be completed by Q3 2026 and will be measured through focus groups and relevant staff survey questions.	Priority area: Developing research talent: Recruitment, development, progression and next job	Consultation carried out March 2024 with the Chief People Officer (HR) - Since the creation of this action plan, the University signed up to the Technician Commitment , and it was agreed that, to avoid duplication, they would not be named as a direct beneficiary of the concordat. The Technician Commitment is led by HR with a full action plan in place, as required by being a signatory of the commitment. There are actions contained within the Technician action plan that directly align with the concordat obligations and the institutional leads for both will work together to best deliver these actions - in particular, those relating to career progression pathways, access to mentoring and skills training. - As part of the change of the Researcher Development Group (RDG), to the Research Culture Development Group (RCDG) in September 2024. Technician reps were added to the membership and therefore, are now embedded in the communications and work of this group, which includes informing training and development plans, processes and activities, as well as communication on events/training/updates to then share onwards with the Technician community. - All technicians receive the welcome induction email from the Department of Research and Innovation signposting them to key support and development opportunities and are able to access any training or support offered to researchers or research enablers. - All Technicians in relevant research support roles are now included in as a target audience for CEDARS survey as part of the research enablers group of staff and therefore their responses inform action plans from the survey.	Actions to support Technicians are now being fully implemented through the Technician Commitment. Work has been undertaken between the Lead of the Technician's commitment and the lead on the HREIR action plan to work collaboratively on actions that complement both action plans - i.e., recognition, awards and training of both Technician and Contract Researcher communities. These are now embedded in commitments from both leads to progress as part of their 'business as usual'.	No further work required through this action plan as being met through the Technician Commitment group.
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.		Q2 2025	RIS, DD Env. & Strategy & Director RIS	By the end of year 3, key concordat requirements to be embedded in all centrally led funding schemes, and in at least 2 Faculty schemes.	Priority area: Culture . The impacts of this will occur outside of the period, however, as part of this action we will identify how we are going to track them.	On exploration of existing practice and processes, it was identified that institutional and local research funding is open to all contract researchers and opportunities to access this funding is communicated to them as part of all academic staff communications. Support mechanisms are in place locally to ensure that, whenever relevant, contract researchers are included in new funding opportunities. The new 'Connected Researcher' newsletter, specifically for contract researchers, has a section around funding and will include information on any central funding (eg. Enhancing Research Culture Funding) and how contract researchers can apply either to central or faculty funds.	CEDARS 2025 - 84% of research staff agree/agree strongly that there are opportunities to collaborate with colleagues/peers environment/group. 80% agree/agree strongly that there are opportunities to secure funding to sustain roles - 27% research staff in the reporting period have been successful in securing one or more follow-on contracts at the University. 10% have secured a permanent post at UoP. 4 contract researchers have been promoted to Associate Professor and 3 to Professor within the reporting period. The new Contract Researcher online Teams Group promotes relevant funding opportunities directly to all research staff. Updates on funding are also now embedded in the new Connected Researcher newsletter and R & I updates that are shared directly with Contract Researchers	No further action required through the HREIR process.
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.		I) annually from Q1 2024 II) Q2 2024	I) RDG II) RDG	I) One pulse survey administered in the years when CEDARS is not running, to gain current feedback from researchers, and key findings shared with RDG for consideration and agreement of resulting actions including timelines. II) Analysis shared with RDG for consideration and agreement of resulting actions including timelines and targets where appropriate	Priority area: Culture .	I) Pulse survey administered for contract researchers in April 2024. Findings from CEDARS 2023 used to inform questions for this survey. Findings from pulse survey shared at June 2024 RDG meeting. Another pulse survey delivered in 2025 as part of a review of the Research and Innovation Staff Development Programme (RISDP) to assess and review training offer specifically. II) CEDARS administered in March 2023 and May 2025. In CEDARS 2023, the target audience was solely Contract Researchers and their managers. Analysis of responses was completed and shared with Researcher Development Group in June 2023 and used to inform follow up questions for pulse survey in April 2024. Results discussed again in September 2023 against the sector aggregate results with actions included as part of the RDG action log and again in February 2024 where a proposal was discussed. (NB. The managing department then underwent a complete reset and restructure that started in March 2024 and was finalised in September 2024, further work on the analysis of CEDARS 2023 responses was halted as a result). CEDARS 2025 - analysis of the survey was undertaken and a full report shared with the Research Culture Development Group in October 2025 for comments and input. Separate analysis of free text comments also undertaken. Recommended actions identified from both and prioritised to inform the 2026-2029 HREIR award action plan and the Research Culture Pillars action plans 2026-2028. These priority actions are fed upwards to the University's USTARC group to align with actions arising from the institutional staff survey and the Race Equality Charter survey, as part of wider institutional strategic priorities action planning. Findings specifically related to training and development have been used to inform a review of the Research and Innovation Staff Development Programme and the development of new R & I Training pathways, alongside the move to Docebo as the new institutional training platform. Due to the success and excellent response rate, the Research Culture lead was asked to speak at a Vital event , sharing how we administered CEDARS and what we are doing with the results.	I) 106 contract researchers were sent the pulse survey - 15 responses. Main findings shared with RDG. Responses informed welcome scheme for overseas staff, fed into work being carried out to develop support for open research, work on contracts and training offered. II) CEDARS 2023 - shared with all 110 Contract Researchers and their managers. Total responses 225, Contract Researchers 30%RR - outcomes used to inform RDG actions and RISDP training plan CEDARS 2025 - opened up to all 106 Contract Researchers, all academics, and research enablers, 562 total responses 49% overall response rate, Contract Researchers, 65% RR. Blog here - outcomes to be used in 2 ways, as detailed in the CEDARS analysis report.	Ongoing - outcomes from CEDARS have informed actions in the next action plan, and wider institutional actions plans (such as the Research Culture Pillar Action Plan.) We are committed to continuing to administer CEDARS (or equivalent), every 2 years, alongside the Institutional Staff Survey and focussed pulse surveys as shown in the KPIs listed in the 2026-2029 action plan
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.		Q3 2024	RIS, Director CPD	Welcome scheme in place and process established to support all new non-UK research staff. 70% of participants in scheme report that they benefitted from the scheme captured through focus group or survey.	Priority area: Culture .	Taking into account feedback received via pulse survey, and group discussions, and the support already in place locally through faculties and schools, there were two actions prioritised to enhance the support for researchers from outside the UK: 1. Signpost staff to support via an individualised induction e-mail 2. Collate support and guidance onto a single webpage - this webpage signposts non-UK staff to all the support available through the university as a whole and it was not deemed necessary to put in place anything additional at that point in time. However, CEDARS 2025 survey response identified that there is a gap in support with Visa requirements.	All new staff receive an induction email from DRI to outline the support available to them centrally. This includes signposting to the webpage specifically aimed at Non-UK researchers, which signposts onto the who university-wide support. Webpage has been included as part of a new site dedicated to enhancing research culture in the University. Further work will now be undertaken with HR to take forward the issue raised around support with Visas.	No further action as part of this action plan. Visa action has been taken outside of this process.
Wellbeing and mental health									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.		-	-	-	-	-	-	-
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.		-	-	-	-	-	-	-
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.		-	-	-	-	-	-	-
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.		-	-	-	-	-	-	-
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.		-	-	-	-	-	-	-
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practices for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.		-	-	-	-	-	-	-
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.		-	-	-	-	-	-	-
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.		-	-	-	-	-	-	-
Equality, diversity and inclusion									
The aims of these obligations are to ensure managers and researchers are trained in, aware of- and adopt practices enhancing equality, diversity and inclusion.									
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.		-	-	-	-	-	-	-



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PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	Conduct focus groups to understand why there is a difference between 'no shows' at training events between male and female academic staff. (Outcome from analysis of EDI data (events))	Y	Q4 2023	RIS EDI group	Focus group engaging at least 5 female academic staff and survey of all no shows from AY 2022/2023 to be conducted by Q4 2023. Actions to resolve identified and implemented by Q2 2024 with the aim of reducing the non-attendance of female staff.	Priority area: Developing research talent: Recruitment, development, progression and next job. Action for PCDI1 also addresses this obligation. Outcome from analysing data from last period. The only difference in protected characteristics is what is being addressed here. All other aspects showed no significant differences.	There were 44 female no-shows to training events in AY 2022/2023. All were invited to a focus group carried out - 3 attended. Feedback provided was that they would benefit from training sessions being planned a year in advance but they also recognised that this also means that, when training is booked months in advance, other work or caring commitments may arise in that time. A pulse survey was also sent to all contract researchers - this survey asked for feedback on preferred modes, timings and length of training as well as specifically asking what barriers there may be to attending a session, once they have booked on. Feedback received from the survey identified that less than 10% of no-shows were related to caring responsibilities, 18% were related to illness and 65% were due to workload issues and clashes. Actions put in place as a result have been to explore more options for creation of recorded sessions to be accessed as and when an individual is able (this is not deemed a suitable alternative for many of our training sessions that require interactivity, networking and live discussions) and to make sessions shorter in length, thus requiring less time away from work on a particular day. These will be supported through the R & I pathways. It has also been recognised that no-shows are an issue with training across the institution, (as well as across the sector for Researcher Development) not just a research/researcher-specific issue, and further exploration is being undertaken to explore this as part of the wider institutional research culture work.	During 2022/2023, 58% of all attendees in training were female (total 275 attendees) and 46% of all no-shows were female staff. During 2024/2025, 62% of all attendees in training were female (total 423 attendees) and 66% of all no-shows were female staff. It is clear there is more to be done around preventing no-shows, and exploration of practice across other HEIs has identified the following possible solutions, although there are often other implications of these approaches: <ul style="list-style-type: none"> - Some university training providers explicitly have no-show or cancellation policies for researcher development activities because of demand and the negative impact of people registering but not attending, including researchers who repeatedly miss training without cancelling facing restrictions on future bookings. - Introducing a non-attendance fee - the University has previously had this in place, but removed it as the cost and time to manage it outweighed any benefit. - Making some sessions mandatory and access to research funding or support being dependent on attending these mandatory sessions. - Reviewing how sessions are advertised with regards benefits and value for the individual. As this discussion has been raised in RCDG, this action is now being taken forward as part of that group.	Ongoing - outcomes from these actions have informed actions against obligation 12A in new action plan.
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	Design through consultation and then deliver specific training for PIs on how to support their Research Staff to excel and progress	N	Q2 2025	RIS, DD Env. & Strategy	At least 10 PIs participate in specific training and in co-creation of resources/templates for others to use. PIs feel better equipped to support RS in their careers. Follow up at 12 and 24 months to measure impact through focus groups and CEDARS question 11 - If currently a manager of researchers how confident are you in your ability to actively support staff in working towards their career ambitions and Q13 To what extent do you agree with the following statements? My immediate manager supports me in my broader career aspirations.	Priority area: Developing research talent: Recruitment, development, progression and next job. PCDM1, PCDM4, PCDM2	'Obligations as a Manager of Research Staff' training event was combined with a 'Supporting your Research Staff to Excel and Progress' and was delivered twice: May 2025 in person (11 attendees) and July 2025 online (21 attendees). Training included importance of recognising the 10 day development time and how to best support researchers through career development conversations. Resources were collected, collated and developed and shared via a new webpage for Career Planning and Development .	Feedback from attendees: 90% rated the training as 4/5 or 5/5. 'Everything was very useful'. 'I will notify my research staff of the Vitae (RDF) and the Prosper resources.' CEDARS 2025 question 15 - If currently a manager of researchers how confident are you in your ability to actively support staff in working towards their career ambitions - 93% stated they are confident or fully confident and Q17 To what extent do you agree with the following statements? My immediate manager supports me in my broader career aspirations. - 71% agree or strongly agree. Qualitative feedback from focus groups and surveys suggests that there is still more that can be done to support with upskilling of managers around career porosity, career planning and supporting the 10 day development entitlement.	Ongoing - outcomes from these actions have informed actions against obligations 12A, 14A and 15B in new action plan.
PCD16	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	This is carried out as part of the institutional reporting on PDRs	-	-	-	-	-	-	-	-
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	No action required - this is embedded into institutional practice and requirements for PDRs.	-	-	-	-	-	-	-	-
PCDR4	Researchers positively engage in career development reviews with their managers.	No action required - this is embedded into institutional practice and requirements for PDRs and message will be driven through drop in sessions and via Research Staff Forum.	-	-	-	-	-	-	-	-
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCD13	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Launch a post-doc 'drop-in' service for advice, guidance and signposting of and to career development and management support.	N	Q4 2023	Director of CPD	Drop in service is communicated to all current researchers and then to all new joiners as part of the research staff induction package (including links to internal resources and relevant training events) that all receive when joining UoP. Impact on this service will be collected via satisfaction survey	Priority area: Developing research talent: Recruitment, development, progression and next job.	A monthly, 2 hour long, drop-in service was launched January 2024 - in a range of locations across the university, alternating with online drop ins. Over 7 x 2 hour drop-in sessions, only 8 researchers accessed them. A review of questions and issues that were raised by the staff attending these sessions were as follows: <ul style="list-style-type: none"> - 4 had questions around contracts - these were signposted to the relevant HR business partner for their faculty - 1 had a question around research planning and development - reminded of the 10 day development and signposted to speak to their line manager - 2 had a question around access to funding - signposted to Grants Officer - 1 had a question about networking - signposted to Networking and Profile Building training programme Due to this extremely limited uptake, drop ins were paused, with alternative support offered instead: <ul style="list-style-type: none"> - content was added to the Contract Researcher Hub webpage to provide more guidance on contracts and redeployment - Time is being built on to the end of certain training and induction events to allow for 1:1 questions 	Feedback from individuals was that they found the 1:1 drop ins very useful, even when they were unable to get a direct answer to their question from the drop in lead but it was not deemed feasible to continue with drop ins in that format. CEDARS 2025 feedback suggests that this support may not be required - 81% state that they agree/strongly agree that their line manager supports them to develop their research identity, 71% in broader career aspirations, 89% encouraged to engage in career development activities, 71% encouraged to consider wide range of career options (10% don't know or N/A). We continue to build in opportunities for 1:1 support through online teams chat, staff networks, time allocated in training and focus groups.	No further action - support now embedded into business as usual.
PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	See E16	-	-	-	-	-	-	-	-
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCD14	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	I). Delivery of research staff cohort programme. II). Developing networking skills for researcher careers. Delivered in partnership with Researchers14.	Y	Q4 2024	RIS, Director of CPD	I). Minimum of 25 Research staff to have engaged in programme with 75% feedback that they feel better equipped for future careers. Captured through pre and post cohort survey. Follow up at 12 and 24 months post programme to measure impact. II). At least 5 UoP research staff participate and 3/5 report that it has benefited their career/professional development.	Priority area: Developing research talent: Recruitment, development, progression and next job. Link to postdoc pool action.	I) 23 research staff have engaged in the Contract Researcher Cohort Programme - a programme that is delivered annually, piloted in 2024 and fully delivered in 2025. It combines 3 full day workshops, with access to internal mentoring and external, individual career coaching, programme is now being incorporated into the new R & I training pathways. II) The Networking and Profile Building programme is a jointly developed and delivered online training programme between 14 HEIs across the UK. It consists of 6 separate sessions to develop academic and non-academic networks and skills in growing collaborations and is delivered by academic and researcher development staff from across the 14 institutions. Attendees get to practice networking skills with researchers from across a range of institutions. The UoP Training and Research Culture Manager co-delivers on the programme and also has engaged a number of colleagues to support panel discussions held in the sessions. To date, since Sept. 2023, there have been 4 runs of the programme with 29 members of UoP research staff having accessed the programme.	I) 100% of attendees who fed back on the programme stated that the programme provided valuable support for their future careers. This has been a really supportive programme and I'm grateful to the organisers for this. The coaching opportunity was great and I have made a contact via my mentor that I would not have gained. Thank you. II) Anonymised feedback was collected by the programme leads, so we are unable to identify which were from UoP, but overall feedback shows that 93% of attendees would recommend the programme to others. 'The practical advice given in the social networking session was really helpful & seeing a good example of a profile. It was also helpful to hear the different opinions of the panel speakers in their own journeys.' The workshops were high quality. I recommended them to early career researchers.' CEDARS 2025 - 81% state that they agree/strongly agree that their line manager supports them to develop their research identity, 71% in broader career aspirations, 89% encouraged to engage in career development activities, 71% encouraged to consider wide range of career options (10% don't know or N/A).	No further action - this training will continue to be delivered and has been embedded in the institutional in new R & I training pathway plans.
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	The action described for PCD12 also addresses this obligation.	-	-	-	-	-	-	-	-
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	All managers are required to access the institutional Inclusive Leadership programme and/or other mandatory training, in addition to other specific training actions identified through this plan.	-	-	-	-	-	-	-	-
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills	This forms part of PDR discussions - no requirement for additional action	-	-	-	-	-	-	-	-
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										



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PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to researchers and support opportunities for researchers to experience this.	<p>I). Undertake exploratory work to look at potential learning points from KTP programmes that can be applied to postdoc professional development and careers support.</p> <p>II). Apply Research Staff lens to these two KEConc actions: - Empower staff with the skills, guidance and environment to build new and existing relationships with external organisations - Develop a (i) online KE resources and (ii) a cohort-based approach to KE development, (iii) enhanced KE presence at staff induction</p> <p>III). Upskilling Research Staff on research impact</p> <p>IV). Engagement with the Enterprise Programme for the benefit of Research Staff</p> <p>V). Deliver awareness raising sessions and supporting resources for skills development in preparing Narrative CVs/Resumé for Researchers</p>	<p>Q3 2025</p> <p>Q4 2025</p> <p>Q2 2026</p> <p>Q4 2025</p> <p>Q2 2024</p>	<p>RIS, DD Innov & external partnerships</p> <p>RIS, DD Innov & external partnerships</p> <p>Research Impact Manager Innovation Centres Director RIS, Grants Officer</p>	<p>I). Identify learning points from KTPs and work with a sample of Research Staff to explore how they could be applied to their support mechanisms by Q3 2024. Create a resulting action to enhance careers support to be completed by Q3 2025, measured either targeted surveys or focus groups for those accessing the support.</p> <p>II). Engage a minimum of 10 research staff in KE Concordat actions and use feedback to develop further resources to support Research staff. Feedback captured through pre and post cohort survey. Follow up at 12 and 24 months to measure impact.</p> <p>III). Up to 25 research staff receive training over the period. Research staff feel more confident about addressing/approaching research impact in their own practice. Captured through pre and post cohort survey, also CEDARS question 44 How would you rate your knowledge and understanding of the concordat for the Advancement of Knowledge Exchange to capture awareness & confidence in KE. Follow up at 12 and 24 months to measure impact. CEDARS 2025 Question 33: 'How would you rate your knowledge and understanding of the following UK sector initiatives or frameworks?'</p> <p>IV). At least 5 Research Staff participate in the Enterprise Programme over the 3 year cycle, and that 3/5 of these confirm that it has improved their knowledge and confidence in enterprise and innovation as a possible career direction/opportunity.</p> <p>V). Engage at least 10 Research staff, who feel more confident about using narrative CVs in their own practice. Captured through pre and post cohort survey. Follow up at 12 and 24 months to measure impact.</p>	<p>Priority area: Impact through KE. Relevant to these clauses: PCDI5, PCDM2, PCDR2, PCDR6</p>	<p>I). Exploratory work delayed due to departmental reset and subsequent creation of new KTP team. Work carried out Sept.2025 to identify learning points from KTPs. Learning points have been fed into consultation on new concordat action plan 2026-2029, Research Culture Action plan and plans for development and delivery of R & I Training pathways, all of which have included consultation with, and input from, contract researchers themselves, research staff network representatives and managers of researchers. Main learning points relevant to contract researchers were regarding the value of soft skills development, use of LinkedIn to grow networks and access to independent mentors. All learning points and resulting actions detailed here</p> <p>II). More than 150 research staff have been engaged in KE concordat actions, including accessing training and 1:1 support to empower them with the skills, guidance and environment to build new and existing relationships with external organisations. This has been realised through the following: i. Development of a suite of online KE resources ii. A cohort-based approach to KE development - through the delivery of the Networking and Profile Building Consortium training - a key strand throughout this training is engaging and building relationships with non-academic partners and institutions and inclusion of Enterprise and Innovation content and speakers built into the Contract Researchers' Cohort programme iii. enhanced KE presence at staff induction, through input from Research and Innovation Development Managers (RIDMs) on engaging non-academic partners and collaborators.</p> <p>III). Research impact support has been enhanced by now 2 dedicated members of staff in post. These staff provide 1:1 support, training and workshops, and create resources and updates across all elements of impact. 8 impact training workshops have been delivered between Sept 2023 and Dec 2025, alongside regular 1:1 support sessions delivered by the Impact team who sit within the Department of Research and Innovation. 39 contract researchers have been supported over the period - 24 have attended an impact workshop and 6 have received 1:1 support. A comprehensive set of resources and toolkit has been produced covering 10 different impact areas and is continually updated within the UoP google drive as well as a suite of further guidance and resources on the DRI intranet site, including case studies.</p> <p>IV). The institutional Enterprise Programme ceased delivery end of AY 2022/2023 with a single workshop being delivered in 2025 - with 3 contract researcher attendees. In its place, the University was the lead partner in the UKRI project 'Bridging the Gap - A vision for shared TTO for Wessex' project which supported staff to develop enterprise skills and, as part of this, 7 research staff and managers were supported in their enterprise skills. In addition, as part of the central R & I support reset and restructure, a new Commercialisation team was created and has since grown to provide 1:1 support and training. Enterprise and Commercialisation will be included as a new R & I training pathway.</p> <p>V). 2 sessions delivered and one session recorded for others to access, alongside a comprehensive online webpage created with resources accessible at any time. 16 contract researchers engaged in one of the two training sessions delivered.</p>	<p>1785 academic staff HESA 21/22</p>	<p>I) Exploratory work carried out with KTP team October 2025. Five key learning points from KTPs were identified with 6 relating actions. All actions have been fed into the appropriate groups/stakeholders for progressing.</p> <p>II) online KE resources developed and included on DRI intranet to include: - cohort-based programme - enhanced KE presence at staff induction -new Research staff induction session includes input on KTPs and IP and commercialisation. These are also to be included in a new R&I commercialisation training pathway as part of the R&I training pathways plan.</p> <p>III). 20 members of Research staff who have been directly supported have been named on a potential REF Impact Case Study and therefore are more confident about addressing/approaching research impact in their own practice. 'Just wanted to say thank you for taking the time to present to us. The feedback I've received so far was very positive. Thanks for the impact folder, particularly the examples that are roughly relevant to an engineering school. They will certainly be helpful for the current ICS authors.' 'The training was extremely useful, timely and much appreciated.' 'Thank you both for holding the impact workshop for our faculty. The workshop was really well received - evidenced by the many questions/discussions afterwards. Also lots of new ECRs attended and it gave them a much better understanding of what 'impact' in the REF actually is.'</p> <p>CEDARS question 44 How would you rate your knowledge and understanding of the concordat for the Advancement of Knowledge Exchange to capture awareness & confidence in KE - this question no longer appears in CEDARS.</p> <p>IV). Attendees on the Enterprise Programme workshop rated their confidence in Enterprise and Innovation an average of 3/5 at the start of the programme and 4/5 by the end of the session. CCF-RED programme - Before the start of this programme, 35% attendees rated their confidence in enterprise and innovation as a 3/5 and 45% as a 4/5. By the end of the programme, 73% rated their confidence as 4/5 and 27% as 5/5. Results of the KEF exercise in 2025 showed that Portsmouth is rated either at or above the national average in four of the KEF criteria, including 5 out of 5 in 'Research Partnerships' and 'IP and Commercialisation', and 4 out of 5 in 'Local Growth and Regeneration', 'Working with Business', and 'Working with the Public and Third Sector'.</p> <p>V). This session will be included in the new R&I training pathway for Contract Researchers. Captured through pre and post cohort survey. Feedback on session -100% attendees, stated that they felt more confident in using narrative CVs. This workshop filled some important knowledge gaps for me, and helped me to compose a comprehensive list of information that I can include in my narrative CV.'</p>	<p>Ongoing - outcomes of this action have informed actions in new action plan, specifically within Obligations 14A, 15A and 15B. In addition, work is being taken forward as part of the Research Culture Engagement and Collaboration Pillar and Supporting and Developing Pillar.</p>
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	<p>I) Create an alumni group for ex research staff and develop engagement group</p> <p>II) Deliver the 'Mentoring Circles' project to upskill managers of researchers in facilitating mentoring circles.</p>	<p>Q2 2025</p>	<p>RIS & Alumni Team/HR</p>	<p>I) Recruit at least 10 RS alumni to a UoP alumni group, and involve up to 3 in specific activities that support the existing cohort of employees.</p> <p>II) Mentoring circles project is delivered with 75% of managers of researchers engaged through the project stating they feel confident in facilitating mentoring circles with their staff.</p>	<p>Priority area: Developing research talent: Recruitment, development, progression and next job. The actions described for PCDI5 & PCDI2 also address this obligation</p>	<p>I) This action was deemed to be not a priority to support centrally and was not progressed as initially planned. In addition, there is no institutional way of collecting contact details of those who leave UoP, or for them to sign up to be part of an alumni group. Instead, access to visiting alumni takes place at a local, informal level, related to specific discipline needs, enabled through individual relationships with staff who leave UoP. These opportunities have been facilitated through ICG (e.g. an alumna former ICG director will give a talk at the end of the year) and School of Sports Science where alumni have been invited into share their experiences outside of UoP and/or academia. 'We don't have a formal setup for this. However, most faculty, informally, remain in contact with alumni.'</p> <p>II) Mentoring Circles project delivered - 30 managers were upskilled to lead and facilitate mentoring circles within their own areas. An additional 4 training sessions have been delivered for those outside of the project, upskilling a further 46 managers (as well as contract researchers and PGR students). These sessions continue to run centrally as well as within schools/departments. A suite of resources, including a handbook, was also developed to support staff post-training.</p>	<p>I) No delivery/impact to report on</p> <p>II) From the training delivered through the Mentoring Circles project, 100% of attendees gave the training 4/5 or 5/5. 'Thank you for providing this training opportunity. We are often asked to mentor without being upskilled in mentoring. The training received will enable me to lead a mentoring circle and also enhance my practice as a 1:2:1 mentor.' 'the more interdisciplinary we can be, the better, and honestly I thought this was all just excellent, thank you!' As part of the project, attendees were also asked to input to suggestions for future training and resources and these have been taken forward as part of the RISDP review and/or wider research culture work on supporting and developing staff. The work is also being taken forward alongside work to develop a Research Mentoring scheme and with HR colleagues on wider institutional mentoring frameworks. CEDARS 2025 feedback - 93% of managers of researchers feel confident/fully confident in supporting their staff towards career aspirations, 64% have undertaken leadership training. Mentoring is still deemed a priority to support and enhance. Work is being undertaken to work alongside HR on an institutional approach, alongside delivering a research-specific offer.</p>	<p>Ongoing - a linked action related to mentoring is included in the new action plan under obligation 14A.</p>	
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	<p>Engaging with University wide plans for mentoring to ensure relevance to Research Staff & developing on the 2021-23 action to explore mentoring, sponsorship and advocacy particularly linked to EDI (a working group has been set up by RDG) (also to incorporate recommendation from Hidden Assets programme for peer mentoring alongside Research Staff)</p>	<p>Q4 2024</p>	<p>RIS, Director CPD</p>	<p>Working with HR, opportunities identified to include Research Staff as a specific audience within the new institutional approach to mentoring. Pilot project exploring upskilling sponsors and sponsees delivered, to include representation from research staff and their managers.</p>	<p>Priority area: Developing research talent: Recruitment, development, progression and next job. The actions described for PCDI5 also address this obligation.</p>	<p>Work on this action was substantially delayed due to institutional reset and capacity of HR teams.</p> <p>- During this time, work was undertaken to map all existing local mentoring schemes in place across the academic departments and collate all resources into a 'one stop shop' for Support for Mentoring for mentees and mentors to access support, guidance and useful templates. These pages now sit as part of our Research Culture site, under the Supporting our R & I Community section.</p> <p>- Work is now progressing centrally, alongside HR and EDI teams, with opportunities identified to include Research Staff as a specific audience within the new institutional approach to mentoring being developed. This work includes exploration around sponsorship and advocacy and aligns to wider research culture work on supporting under-represented groups. In addition, we are working to develop an institutional mentor/mentee matching platform - to enable researchers in schools with no mentoring scheme to access mentors, or those who already have mentors to access additional and/or mentors from outside their own discipline - thus extending knowledge and skills beyond their own faculties/areas.</p> <p>- The Hidden Assets programme was delivered to 'increase representation of ethnically diverse staff in senior roles, enhance career progression, and ensure leadership accountability for change.' The approach used in this project to provide 1:1 coaching and mentoring to deliver tangible impact on career development and progression for key groups of staff is being taken forward as part of wider research culture work and will support individuals who have had a break from research (due to caring responsibilities or illness) or those who wish to 'start or restart' their research careers.</p> <p>- As part of the Contract Researcher Cohort Training Programme, delivered in 2024 as a pilot programme and delivered again in 2025, all 23 attendees received 1:1 mentoring alongside access to 3 hours of external, professional career coaching. This programme has now been incorporated into a Contract Researcher R & I training pathway with delivery commencing Autumn 2025.</p> <p>In addition, the following are examples of what has been delivered locally for contract researchers, aligned directly to their needs/discipline: - ICG (which houses 20% of all contract researchers across the institution) has a mentorship scheme for research staff, where an independent mentor is assigned to all new incoming research staff. - In Saik - each Prof is linked to a group of researchers to support with grant writing and build teams - SoC - Researchers present updates on their work at school R&I meetings and feedback is provided. - SMAP - Monthly "Postgrads and Postdocs" Lunch Meetings are organised in collaboration with the School Research Staff Representative and the School Postgraduate Research Student Representative, that bring together postgraduate researchers with research contract staff to encourage social contact, informal support and mentoring, sharing ideas and techniques, and work in progress. Some of these sessions include training (e.g. on referencing and typesetting software relevant to Mathematics and Physics) and/or discussion of particular research topics. These have been funded by a mixture of School funds and University-level research culture fund.</p>	<p>CEDARS 2025 responses on mentoring - 51% have a research mentor with 32% saying they would like one. - 80% say they have frequent opportunities to discuss their research with other researchers in their area. - 66% say their working environment supports their mental health and wellbeing</p> <p>Feedback on mentoring through cohort programme - 'Mentoring is a good way to share thoughts and discuss challenges with someone in my field to help me boosted my confidence and broadened my perspective.' 'It was very useful to help me settle into my role and feel valued.' There still remains a third of contract researchers who would like a mentor but feel they have no access to one. Further actions in the next action plan will aim to resolve this.</p>	<p>Ongoing - a linked action related to mentoring is included in the new action plan under obligation 14A and forms a key strand of the new research culture action plan.</p>	
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	<p>The actions described for PCDI5 also address this obligation.</p>								

* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.