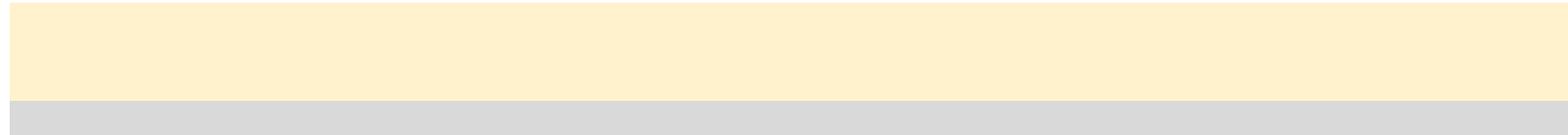




EC13	Promote good mental health and wellbeing through the effective management of workloads and people.	a) Ensure the application of research-contract teaching hours is equitable and consistent across the institution, while taking into account discipline-level practices - conduct a review of ECR teaching practices in all Schools, building on a proposal from the RS Reps Group, to include a survey to DRaKEs/ECR Leads and recommended next steps. (see ECR5a)	NoNoNoNoNo
		b) Conduct an audit of Schools to gauge levels of informal supervision and teaching, coordinated by SRMs, to establish a framework for appropriate tasks and a best practice model of formal recognition for such activities to be rolled out to all Schools. Options to explore include workload allocation and certification.	
		c) Ensure the Dignity and Respect policy, Employee Assistance Programme, Staff Wellbeing Hub, Report and Support Tool and other resources are signposted in University, SRS and School onboarding, online resources and comms.	
		d) Seek feedback in staff surveys on satisfaction relating to workload allocation, to inform any changes required to promote fairness.	
		e) Raise awareness of staff wellbeing plan and wellbeing offer available to all UoS staff.	

E11 Ensure open, transparent and merit-based recruitment, which attracts excellent researchers using fair and inclusive selection and appointment practices.	a) Regularly monitor and respond to feedback on the recruitment process, including the new Welcome Pack No introduced in October 2023. Collect information on role in any future surveys on the recruitment / onboarding process, to provide data specific to researchers. b) Within the scope of the Pay and Conditions Review, which will consider a relocation policy (including the ability to attract global talent), explore a clear and consistently applied visa loan policy to provide support with visa costs, a barrier to recruitment of excellent overseas researchers. c) Monitor and report on completion of mandatory recruitment training on LearnUp on to ensure compliance, through introduction of auto-enrolment for any staff who are identified as being involved with recruitment, monitored by OD and reported to H&S termly.
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E14 Provide effective line and project management training opportunities for managers of researchers, heads of



	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	Ensure 10 days' CPD is both promoted and allocated by embedding into the ADR and promotions processes, PiManager training and manager and researcher onboarding at all levels.	Yes	Sep-26	- OD Asst Dir, HR Asst Dir, DeSRS, DRSD, RD Mgr, DRAKES, HoS	Increase % of researchers who undertake 5-10 days CPD per year, to at least 25% by 2025 (CEDARS 2023 Q42: 16%), with no researchers taking 0-1 days CPD (35%), and % of researchers taking CPD days improving across the scale (0 - 16%, <1 - 19%, 1-2 - 28%, 3-4 - 21%, 5-9 - 8%, 10 - 2%, >10 - 6%).	
PCDM3							
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.	Through the annual ECR Symposium celebrating and showcasing early career research, provide researchers with a platform to develop skills and share knowledge peer to peer, encouraged by ECR Leads or equivalent, DRAKES, managers and RS Reps. See PCDM3 above - also applies to researchers.	Yes	Jul-24	- RD Mgr, RC Con	Feedback and attendance from ECR Symposium and other Summer of Research events shows increased researcher engagement from all 10 Schools. (ECR Symposium 2023: 121 bookings, 103 attendances. Dragons' Den: 11 applications from 5 Schools)	See PCDM3 success measure.
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	a) Include RDF, development plans and career support in PiManager training.	Yes	Sep-25	- DeSRS, DRSD	Increase year on year % of PIs regularly undertaking PiManager training once introduced, across all Schools/Faculties, with a target for the first six months set once training framework is established.	UoS is moving to a Faculty structure, clustering together Schools by discipline. It is unclear at this stage where monitoring of PiManager training will sit, so Heads of School and Senior Research Managers are both included (c).
		b) Ensure that training on the ADR process at institution and School levels includes references to research-contract staff and their particular circumstances.		Spr-25	- OD Asst Dir, HoS		
		c) Improve promotion of relevant support and training, including CO Managers Toolkit, Management Essentials workshops and LearnUpOn e-learning modules, ensuring they are signposted via University and School/Faculty comms and webpages, and redesigned SRS webpages for researchers.		Sep-24	- Staff Comms Manager, SRS Info Coord, HoS, SRMs	Improve engagement with Manager Toolkit and completion rates of relevant LearnUpOn modules, with a target of 30% of PIs/managers by 2026 (<1% of current PIs/managers have taken a LearnUpOn management module, Nov 2023).	
PCD16	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	a) Continue to monitor engagement of PIs/managers and researchers with the new ADR process, and report annually to the relevant committees at School and institutional level.	Yes	Dec-24 then annually	- OD Consultant, HoS	Engagement with ADR process and promotions among a) researchers and b) PIs/managers improves year on year (2023 data will be used as baseline).	
		b) Set a minimum expectation of 1:1s (see EM4c) and explore mechanisms for monitoring and reporting at School and institution level.		Sep-25	- DeSRS, HR Asst Dir	Increase % of researchers having regular formal career development reviews with their manager (CEDARS 2023 Q36: 29%), who find regular reviews useful (Q37: 59%) and whose managers provide clear, constructive and timely performance feedback (Q33.3: 52%).	
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	See EM4 (constructive performance management).					
PCDR4	Researchers positively engage in career development reviews with their managers.	See ER3/EM4 (constructive performance management).					
PCD13	Ensure that researchers have access to professional advice						

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.

PCDM4

