

Recruitment and Selection

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
1.1-1.4	Enhancement of the Recruitment and Selection Policy to embed Ulster's values outlined in the Five & Fifty Strategy. Work has commenced to develop methodologies to embed these values.	Human Resources People & Culture Led by Deputy Director, HR	It is University practice that all HR Policies are reviewed on a regular basis to maintain a consistently high standard of delivery.	Review to be completed by April 2018. Revised documentation, to include guidance on embedding values, to be developed and in use by 1 July 2018.
<ul style="list-style-type: none"> There is a new policy to include allowance for a 'named investigator' on projects. This allows current employees (even with a gap in employment) to be a named researcher so that they don't have to go through the recruitment process. This is beneficial for Contract Research Staff (CRS) as it will mitigate some cases of precarious employment. This policy is included in the new Guidance Notes for Principle Investigators (PIs). The new policy was formally approved by the Research & Impact Leadership Team at its meeting on 29 April 2019. Each recruitment exercise is monitored by a Resourcing Partner in the People & Culture Directorate. The Resourcing Partner will monitor compliance with the code as part of normal quality assurance arrangements. 100% of recruitment panel members underwent recruit training to ensure that the right panel compositions and to ensure fair selection methods are used throughout the recruitment process. In order to help build the employability and enhance the CVs of early career researchers the University has established a Researchers Pool. For contracts of less than four months PIs can also hire from Ulster University's 'Researcher Pool'. PhD researchers are invited to be added to this pool on the submission of the PhD. A focus of the new dedicated CRS web page [refer to point 13 of the 2019/2021 action plan for more information] will be to make more CRS aware of the Researcher Pool so that they can ensure they are added and benefit from the opportunities this provides. Guidance Notes for PIs also includes a new emphasis on the responsibility of PIs in helping CRS develop into independent researchers. Specifically, highlighting the RIGOUR and SOARING programmes discussed in this document. 				

Doctoral College

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
2.1, 5.4, 5.5	Further implementation and uptake of Ulster's new Professional Researcher Development Curriculum across all constituent groups of research staff.	Ulster Doctoral College Led by Dean of Postgraduate Research and Doctoral Programme Manager (for PhD researchers)	Ulster's PRDC aligns to VITAE's Researcher Development Framework. For Doctoral College PhD researchers we will offer the Researcher Development Programme in line with the Vitae framework. Doctoral candidates and Contract Research Staff will be actively encouraged and supported to complete a personal skills audit in order to develop an individualised development plan. They will have access to the Researcher Development Programme which will include a range of opportunities to develop subject specific and professional transferable skills and attributes which will enhance their employability.	This will be measured in alignment with the Key Performance Indicators for Professional Services in the Five & Fifty Strategy. Academic Year 2017/18: Up to 100 new PhD researchers to undertake skills audit and individual development plan in conjunction with supervisors. Measured by annual review meetings. Academic Year 2017/18: All Doctoral candidates will be offered up to 10 Researcher Development sessions each year. We expect at least 300 PhD researchers will avail of this training. Measured by attendance numbers and feedback mechanisms.

The new Researcher Development Programme (RDP) for PhD Researchers in was established in September 2017, designed and delivered by the Doctoral Development Manager in the Doctoral College. This new RDP, based within the newly established Doctoral College (2017) is aimed at PhD Researchers and is informed by and mapped to the Vitae Researcher Development Framework (Vitae, 2010). The Programme and its subsequent development was informed by a range of survey feedback, consultations with colleagues and annual reports by PhD Researchers.

Training Needs Analysis and Personal Training Plans

A Training Needs Analysis (TNA) and Personal Training Plan process has been in place for some time – up until December 2018 this was an offline process undertaken as part of the PhD Researcher Initial Assessment, and subsequently their Annual Report, processes. All PhD Researchers were required to complete the TNA and Personal Training Plan before progressing on to the next stage therefore all PhD Researchers completed a TNA and a Plan.

This offline process has been replaced with an online process via the new web-based administrative system, PhD Manager. PhD Manager contains a section on 'Training and Development' and includes a Training Needs Analysis (TNA) that is mapped to the Vitae Researcher Development Framework domains and sub-domains. The TNA is devised in a way so that it directly generates a Personal Training Plan based on the skills identified by the PhD Researchers as well as the priority level assigned to the skill. The Personal Training Plan then links through to the relevant events and online provision provided by the Researcher Development Programme (each event is tagged according to the relevant domain and sub-domain in the Vitae Framework. The Training Log records all training and development activity. **To date, 428 Training Plans have been completed and 336 Training Plans are in progress.**

All PhD Researchers are expected to complete a TNA, in consultation with their Supervisor(s) before their Initial Assessment (i.e. in the first three months). The guidance is that they should expect to undertake at least 10 days researcher development activity per year – researcher development activity is broadly defined and includes attendance at workshops, attendance at conferences, completion of online training and delivering papers or posters at a conference.

Researcher Development Programme - Engagement by PhD Researchers

In 2017-18 the Researcher Development Programme offered a range of face to face workshops across all four campuses as well as two strands of online provision: Epigeum and University of East Anglia Online Training Series. A total of 120 sessions (both face to face and online) took place in 2017-18 and were open to all PhD Researchers. We had a total of 1175 places filled.

In 2018-19 the Researcher Development Programme offered 220 workshops (and online sessions) across four campuses with 1789 places filled.

Selected feedback on the Researcher Development Programme:

- *In the last year there have been a lot of changes to the Researcher Development Programme. This is exciting. I think now there are good few forums to engage with other researchers especially for a part-time student like me.*
- *Keep up the excellent work. It very much feels like there is a real enthusiasm for PhD researchers at Ulster, which is in no doubt down to the dedication of staff in the Doctoral College. There is a constant focus on researcher activities and our personal development, which is very encouraging. Initiatives like SUAW are a fine example of enshrining the fundamentals of research in a collegiate and supportive environment. I also used the online sessions with the University of East Anglia and am so grateful for the ability to access them.*
- *I find the Researcher Development website helpful and well laid out, the staff diligent and supportive and the programme itself exceptionally well designed. I have only attended training that I expect to find useful; yet this has resulted in my taking a large number of training sessions and I have not been disappointed by any of them.*
- *All these initiatives and workshops are very helpful. I will be taking part in the Festival for PhD Research and this will be my first conference presentation. I am very glad that Ulster University are hosting this festival as the environment where i will be presenting for the first time will be familiar to me and this is very good, especially for novice researchers. Thank you.*
- *I have found the Researcher Development Programme website, workshop sessions, and further initiatives excellently planned and organised, with all the relevant information easily accessible and well presented. The workshop sessions, in particular, have been an invaluable way of creating new contacts with other researchers, while also building further knowledge and confidence regarding life as a first-year researcher.*

Additional elements to the Researcher Development Programme included:

- Enhanced two-day Induction Programme for all new PhD Researchers (80%+ attendance rate)
- First Steps to Teaching and Learning: accredited award resulting in Associate Fellowship of the Higher Education Academy (HEA) (approx. 100 PhD Researchers gained AFHEA status in 2018-19).
- PhD Researcher-Led Initiatives (five events delivered in 2018-19)
- Partnership with CELT to enhance the international PhD Researcher experience
- Festival of PhD Research (100 PhD Researchers presented, chaired and presented posters and over 300 PhD Researchers attended)
- Three Minute Thesis (3MT®) competition at Ulster (24 entrants in 2018, 17 entrants in 2019)
- Access to RIGOUR, SOARING and Impact Development Series
- Access to UCommunicate and RTE Brainstorm
- Access to Summer School on Statistics (from 2019)

Access to the RDP has been made available to CRS on request. However, the CRS workshop (9 April 2019) revealed that many CRS are unaware of they have access to these events. To address this, the dedicated CRS web page will provide information on the RDP and the process by which CRS can gain access to this training.

The Doctoral College have also been instrumental in helping to develop the framework for a mentoring scheme that connects CRS with PhDs in the Institute of Nursing and Health Research. The pilot of this scheme is discussed under section 4.5 of this document.

Principle Investigators

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
2.3	<i>Leading an Effective Research Project Team</i> Programme for Principal Investigators (with Contract Research Staff Project Team members) to be delivered on each campus, commencing Spring 2018.	Staff Development People & Culture Led by Head of Staff Development	The purpose of the <i>Leading an Effective Research Project Team</i> Programme is to enable Principal Investigators to lead, manage and develop an effective research project team.	Each Contract Research Staff member to have completed a Local Induction and an Annual 1-1 Performance Development and Review. Evidenced via <i>Local Induction and Performance Development & Review Annual Activity Report</i> from Deputy Director HR. The People & Culture Director will report annually on the % of Contract Research Staff who have completed an Annual Performance Development & Review and agreed a Personal Development Plan, and take appropriate action to maximize participation.
<p>The re-structuring of the staff development team has meant that this has not yet been actioned. A new hire is being made in June 2019 and as the new people development team is recruited this action will be implemented. [Refer to point 3 of the 2019/2021 action plan for more information on specifically how this will be implemented]</p> <p>An outcome of the CRS workshop (9 April 2019) was that there has been inconsistent practice in terms of how PIs facilitate the professional and career development of CRS. This will be addressed by the changes to the Guidance Notes for PIs, which now includes emphasis on helping CRS develop into independent researchers and is discussed in the first section of this document, as well as more detailed support for PIs around their responsibilities in terms of career development.</p> <p>Following the success of the CRS workshop, which provided CRS with a platform to direct feedback to senior leadership in the University on actions that might help support their career development, we will be making a commitment to organise two CRS events involving the HR Excellence in Research implementation group, the Research Concordat Co-ordinator and CRS per year. Crucially, there will be a significant career development component to these events. [See point 12 of the 2019/2021 action plan for more information]</p>				

Research Communications Training

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
2.6	<p><i>Further roll out of the Research Communications training</i> https://www.ulster.ac.uk/research/our-research/researchers</p>	<p>Department for Research & Impact Led by Head of Innovation & Impact and Faculty Impact Manager</p>	<p>This pilot initiative was targeted at ECRs during academic year 2016/17, but given the high level of demand for this successful initiative across the research community, this initiative will be further rolled out to all research communities.</p>	<p>Additional high quality Talking Head videos describing some of their current research projects selected from Ulster's four strategic themes listed below.</p> <ul style="list-style-type: none"> • Social renewal • Healthy Communities • Sustainability • Creativity & Culture <p>Academic year 2017/18, all 18 Research Directors to nominate 1 researcher for each Unit of Assessment for REF; at least 25% of participants to be CRS. Academic year 2018/19, all 18 Research Directors to nominate 1 researcher for each Unit of Assessment for REF; at least 30% of participants to be CRS. Training will commence at the start of each academic year. Success will be recognized every November in the annual Research Communication Awards which will be held:</p> <ul style="list-style-type: none"> • November 2017; • November 2018; and • November 2019.
<p>Between 2017 and 2019 all 18 Research Directors have nominated a researcher to do a talking head video. These videos are featured on both the university website (https://www.ulster.ac.uk/research/our-research/researchers) and youtube page https://www.youtube.com/channel/UCKtFXQ_bD2_7gwTgiw59vTA/videos). Of 44 talking head videos, 9 are PhD researchers (20%) and 11 are CRS (25%). To further show the value we place on research staff we have expanded the scope and added new categories to the annual Research Impact Awards.</p> <p>Following the success of the pilot initiative 'UCommunicate' was established. UCommunicate is the annual training programme aimed at academics and researchers, to enhance skills and networks for communicating research to new external audiences for impact generation. More information can be found here: https://www.ulster.ac.uk/internal/research/researchimpact/training/ucommunicate.</p> <p>UCommunicate 2018: 9% of participants were CRS. UCommunicate 2019: 11% of participants were CRS.</p>				

The 2018 UCommunicate attracted 23 participants across the four faculties. Each participant completed a training programme with Bespoke Communications in advance of a recorded piece to camera in Coleraine Campus TV studio. The training equipped participants with the skills to showcase their research succinctly to a non-specialist audience, and also to deliver a TV interview in a studio setting.

The 2019 UCommunicate piloted a new format programme; a one-day conference was delivered to 65 academics, researchers and PhD researchers on 28th February. The theme was *'the researcher as the catalyst for change'*; keynotes were delivered by a Financial Times editor and a senior representative from the NI Human Rights Commission. A panel consisting of key Ulster academics with a record of impactful media and policy engagements and the Head of News BBC NI also took place. An additional session on media interviews was delivered by broadcaster Sarah Travers.

Events have been designed with access for CRS in mind. For example, the Impact 30 series keeps talks limited to 30 minutes so CRS can attend during a busy working day. CRS unlikely to have time to attend longer events. This point also feeds into equality and diversity in terms of family friendly working hours. There has also been a gender balance in terms of speakers at these events. Moving forward, these opportunities will also be added to the CRS web page to make it clear that they have access to these training opportunities.

Participant feedback on UCommunicate:

How would you rate the event?

Excellent: 55%

Very Good: 20%

Good: 25%

What did you like?

- Excellent range of speakers; useful workshops; valuable panel discussion
- Excellent speakers. Good timekeeping. Relevant and highly timely
- The quality of the speakers. Their coalface experience is worth a hundred talks by internal staff. Also excellent catering.
- The event was very well organised with short relevant presentations and workshops. I was also impressed by the range and quality of the speakers/contributors.

What did you dislike?

- The 2nd speaker was extremely hard to hear and without supportive overheads therefore couldn't understand. The sound and forum was very poor.
- The Hub venue had terrible acoustics. Hard to hear from the rear of the seating. Early start time made the first session difficult to attend coming from Coleraine/Derry.
- Nothing. It would be good to have copies of the slides used in the session, although I appreciate it is not always possible to get these in advance.
- The venue and format. It was hard to hear speakers clearly. The seating was arranged in quite a formal way, I think it would have been better in a round table format in a better room which would make it more engaging

RIGOUR

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
3.5	<i>Ulster will continue to develop and deliver RIGOUR, its bespoke Research Income and Grant Opportunities for Ulster Researchers programme.</i>	Department for Research & Impact Led by Head of Research Development and Head of Research Management	RIGOUR aims to give academics and researchers at Ulster a competitive edge by providing an insight into what the funding panels are seeking when they review applications and how to write applications to address funder requirements. RIGOUR workshops run on a monthly basis and will focus on three main themes throughout the 2017/18 academic year: 1. Preparing your proposal; 2. How to be successful with external funding (including key learning experiences from staff who have already been through the process); 3. Relationship building/collaboration.	Academic year 2017/18 – a total of 10 events will be held; target 300 attendees in total. 40% of attendees will be CRS (an increase of 3% from 2016/17). Academic year 2018/19 – a total of 10 events will be held; target 300 attendees in total. 45% of attendees will be CRS.

RIGOUR (Research Income Grant Opportunities for Ulster Researchers) is a programme intended to act as a platform to stimulate a better understanding of funder requirements; the elements of an application; including impact and costing, as well as providing practical input from academics who have been successful with grant applications. The programme relies upon participants to develop their proposals in their own time between the sessions.

A total of 8 events have been held since 1 August 2018 and these seminars covered global funding opportunities, how to communicate impact, as well as what happens when you receive an award. For the academic year 2017/18 a total of 11 events were held. Below is a list of events at which CRS attendance has been recorded:

- UKIERI Visit (28 August 2017)
- NIHR Fellowship Awards (13 October 2017)
- Horizon 2020 Health, Demographic Change and Wellbeing Workshop (28 February 2018)
- EPSRC Visit (2 March 2018)
- Global Funding Opportunities Workshop (15 May 2018)
- NICHS Workshop (20 June 2018)
- European Funding Opportunities before and after Brexit, UKRO and DfE Visit (12 October 2018)
- Research Grant Applications a Simple Recipe (28 November 2018)
- GCRF Pump-Priming Workshop for current projects (22 January 2019)
- H2020 Secure Societies Challenge Event (31 January 2019)

Average CRS participation across these events = 17%

To raise CRS participation RIGOUR will be promoted on the new CRS web page as well as the new Guide to Research Support Services that will be given to all new research staff (see the below point 3.5 SOARING). Additionally, the CROS survey (from May 2019 onwards) will contain an additional question for CRS specific feedback on the RIGOUR programme. This feedback will feed into planning of events across the RIGOUR and SOARING training programmes over the academic year 2019/20.

SOARING

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
3.5	<i>Ulster will launch SOARING at the start of academic year 2017/18. SOARING (Significance and Originality in Academic Research: Interpreting New Guidance) is a new support programme focused on further strengthening of Ulster's research outputs by increasing their quality and REFability.</i>	Department for Research & Impact Led by Head of Research Performance	SOARING aims to provide researchers with insight into what peer review and REF panels are seeking when they review research outputs, and how their research outputs can be maximised to address these requirements. Through a series of panels, workshops and support information, the programme will provide a platform to stimulate a better understanding of what it means to produce internationally excellent and world-leading outputs. These workshops and events cover topics including Tactics for success; Getting more from your outputs; Applying REF standards; How to do world-class research; and Working across disciplines.	Academic year 2017/18 – a total of 10 events will be held; 5% of attendees will be CRS. Academic year 2018/19 – a total of 10 events will be held; 10% of attendees will be CRS.
<p>SOARING events for 2017/18 attracted 6% CRS. SOARING events for 2018/19 attracted 16% CRS.</p> <p>In addition to the sessions list above, there have been events on what makes a 2, 3, 4 star paper; developing journal, citation and publishing strategies; signposting and importance of the abstract. Content of events is focused on ECRs so it is relevant to CRS. From January to August 2018 there were 4 events and from September 2018 to March 2019 there were 11 events. A general finding, through verbal feedback and the previous CROS survey, has been that CRS find it hard to get permission to attend events. To address this the SOARING team are exploring the possibility of recording video of SOARING events for CRS who are unable to physically attend [see point 6 of the 2019/2021 action plan for more information]. Additionally, the CROS survey (from May 2019 onwards) will contain an additional question for CRS specific feedback on the SOARING programme. This feedback will feed into planning of events across the SOARING and RIGOUR training programmes over the academic year 2019/20.</p> <p>Freda Casey (Research Engagement Officer) has produced a Guide to Research Support Services for all new research staff. This is particularly required for those who do not receive an induction for short term staff. Every month this will be sent to all new starters. It includes information on RIGOUR, SOARING, the Impact development series, citations strategy, sabbatical leave, mentoring programme, distinguished research awards, supervision development programme, REF 2021, PURE, Open Access, Researchfish, Impact Tracker, Research Professional. Additionally, all CRS will be made aware of the research support web page: https://www.ulster.ac.uk/research/our-research/support via the new CRS webpage.</p>				

INSPIRE

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
3.5	<i>Ulster will launch INSPIRE at the start of academic year 2017/18. INSPIRE (Industrial, Social and Political Impact: Rethinking Excellence) is a new support programme designed to help academic researchers to develop skills to create impact from research, and will provide strategies and tactics for maximising the reach and significance of the impact of Ulster's research excellence.</i>	Department for Research & Impact Led by Head of Innovation & Impact and Faculty Impact Manager	INSPIRE aims to introduce academic researchers to the concept of impact and experience a planning methodology to deliver it. These bespoke workshops will build the relevant skills for academics at any stage in their careers and participants will gain methods and approaches for designing impact into research projects; embedding strategic communication in the research process; and evidencing impact. INSPIRE workshops will be held regularly, they will be aligned to Ulster's four research themes and will focus on the following topics: 1. What is research impact and why is it important? How to generate impact from different disciplines. 2. Maximising Your Impact; how to develop effective impact pathways; how to maximize the significance and reach of impact 3. Evidencing impact; Vertigo Ventures Impact Tracker: helping you plan for and report social, economic and environmental impact	Academic year 2017/18 – a total of 10 events will be held; target 300 attendees in total, 25% of attendees will be CRS. Academic year 2018/19 – a total of 10 events will be held; target 300 attendees in total, 30% of attendees will be CRS.

INSPIRE was rebranded as the 'Impact Development Series' in January 2018. Since its establishment; over 17 events/workshops have taken place across the four campuses to over 400 academics, researchers, PhD researchers and professional services. More information on the series can be found here: <https://www.ulster.ac.uk/internal/research/researchimpact>

Below is a list of events from the impact development series at which CRS attendance was recorded:

- Fast Track Impact (Sept 2018)
- Fast Track Impact (March 2019)
- Intro to impact tracker (2018)
- Impact 30 (November 2018)
- Impact 30 (December 2018)
- Impact 30 (February 2019)
- Impact 30 (March 2019)

Average CRS participation across these events = 16%

To raise CRS participation in the impact development series will be promoted on the new CRS web page as well as the new Guide to Research Support Services that will be given to all new research staff.

Feedback from the events suggests that these have been generally successful. Below is feedback from anonymous forms given out at Impact 30 sessions:

Some positive comments / observations from the feedback forms

- Very informative and engaging content and delivery.
- I have just engaged with a multi-disciplinary research team and I have a better understanding as to how I can build an impact case study.
- Liked the idea of building in impact tracker into KTP workplan.
- Good advice to think widely, collaboratively and keep building your impact evidence base / evidence of impact.
- Change in staff team was very interesting. Connecting with new staff member – the personal touch was very interesting.
- Presentation reinforced important distinction between dissemination and impact.
- The importance of archiving more carefully and being proactive in terms of securing testimonials.
- Learnt the importance of planning an impact strategy well in advance of the research.
- Good length of time – engaging using real-world knowledge.
- Excellent – simple presentation on a complex, highly relevant topic.
- Thank-you, best hour I've spent in a while.

Some negative comments / observations from the feedback forms

- Poor signage on campus.
- More chairs needed.
- A lot of noise outside.
- Very well delivered but hard to relate to my own research.

Mentoring

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescale
4.5	<i>Ulster will launch a formal Staff Mentoring Scheme academic year 2017/18</i>	Department for Research & Impact Led by Head of Research Performance	To support the continued professional development of its staff, Ulster University is implementing a formal Staff Mentoring Scheme whereby staff can sign up to be mentors and mentees and they will be matched according to their expertise/research interests.	Semester 1, academic year 2017/18, Ulster to recruit 12 mentors; each will mentor 3 staff by the end of the academic year (36 in total); 9 of which will be CRS. Academic year 2018/19, Ulster to recruit 18 mentors; each will mentor 3 staff by the end of the academic year (54 in total); 18 of which will be CRS.
<p>To support the continued professional development of its staff, Ulster University is implementing a formal research and impact Staff Mentoring Scheme whereby professorial, reader and senior staff can sign up to be mentors and others mentees. Staff will be matched based on area of research that requires mentorship and will be matched by faculty matching panels. Mentorship arrangements commenced May 2019. They will last for 6 months. Meetings will happen every 2nd month and last 60-90 minutes.</p> <p>The launch of the mentoring scheme in May 2019 has seen 112 mentors and 114 mentees registered. Of these 114 mentees 27 are CRS. Considering that the above target suggested 9 CRS mentees in Semester 1 and 18 CRS mentees in Semester 2, CRS recruitment to this programme has been successful. Moving forward, we will seek to maintain these CRS numbers, rather than increasing them, and seek feedback after 6 months on the efficacy of this mentoring programme.</p> <p>Additionally, Deborah Muldrew is a CRS in the Institute of Nursing and Health Research, who has organised the pilot of a scheme for CRS to mentor PhD researchers in collaboration with Lisa Thompson in the Doctoral College. Below is a summary of the pros and cons of this scheme:</p> <ul style="list-style-type: none"> • Key stakeholders: leadership in the school and the doctoral college. Deborah underwent mentorship training under Claire Madden. A contract for CRS mentors and terms of reference have been developed and could be replicated for other schools. Mentoring is beneficial for CRS as adds to 'research leadership' skills of CV. It is also beneficial to the PhD researcher to get support from a CRS who is at a closer career stage to them than their supervisors. • There have been problems. Mainly poor uptake from the PhD side. Slight issue is that could be seen as stepping on supervisors toes. CRS are not another supervisor but mentors. Need to make this clear if rolled out. This type of mentorship is fairly common at other institutions and a roll out would have to be part of a broader cultural change. It is probably happening unofficial already so this is really about formalising and accrediting the mentor relationship. <p>Moving forward we will look to pilot this scheme in other schools. [See point 9 of the 2019-2021 action plan for more information]</p>				

DAR

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
3.6, 3.8	<i>'Facilitating an Effective 1-1 Performance Development & Review' practical and interactive workshop and online learning resources will be available for all managers (from January 2018 when the new 5&50 professional support structures are in place).</i>	Staff Development People & Culture Led by Head of Staff Development	The 1-1 Performance Development & Review will involve the Line Manager discussing and agreeing a Strategic (i.e., shorter and longer term development objectives aligned to 5&50) Professional Development Plan with each of their team members (including Contract Research Members of Staff).	Number of workshop sessions held per annum from 2018/19. 2 workshops per annum. Number of participants attending workshops per annum from 2018/19. 20 attendees per workshop. The People & Culture Director will report annually on the % of Contract Research Staff who have completed an Annual Performance Development & Review and agreed a Personal Development Plan, and take appropriate action to maximize participation.
<p>A project has just been kicked off (Thursday 4 April) to facilitate a full review of the DAR process within the University. This will be led by the new Organisation Design and Change team. The aspiration is to run a pilot in 2019 to roll out in 2020. Data from 2017 staff survey found that roughly half of staff had even had a DAR conversation. The creation of the People & Culture Directorate is a response to the previous, inconsistent practice.</p> <p>For some colleagues, the current DAR process works well. For many others, the feedback received (including in the 2017 staff survey) is that DAR does not deliver effective quality conversations. In 2019, the People & Culture Directorate will lead on a full review of DAR, consulting colleagues across the University, and looking for opportunities to improve the way we as an organisation approach performance and development conversations.</p> <p>Moving forward, we will ensure that CRS are aware of the DAR they can expect to receive and what to do if they are not being supported. The CRS webpage will include this information [See point 13 of the 2019/2021 action plan for more information].</p>				

Equality

Concordat Clause	Action Description	Lead	Additional Comments	Success Criteria and Timescales
Principle 6	<i>The University is a member of the Equality Challenge Unit's Race Equality Charter and is currently preparing its application for a Bronze Charter Award. Ulster will apply for a Bronze award by 2020.</i>	Led by University Secretary	Race equality is a priority within Ulster's Equality, Diversity and Inclusion Strategy. The Race Equality Charter sets out to improve the representation, progression and success of black and minority ethnic staff and students.	The University's application for a Bronze Charter Award will be submitted in July 2018. Success will be evident through the achievement of this Charter. Improved representation, progression and success of black and minority ethnic research staff.
<p>The application for a Bronze Race Equality Charter (REC) Award has not been made due to restructuring. At present, the focus has been maintaining compliance with NI legislation. There are plans to expand the equality team with a number of new roles, at which point plans will be established for developing an REC application. According to the University diversity statistics (6 February 2019) the employment category 'Research' includes 24.65% BME staff (https://www.ulster.ac.uk/hr/employee-benefits/equality-diversity/key-equality-data). This is higher than all of the other employment categories combined. With this in mind, a priority is to establish a dialogue with BME CRS about their experiences. This will be actioned using the CROS survey (led by Raymond Bond, the Research Concordat Co-ordinator) and by the commitment to organise two CRS events involving the HR Excellence in Research implementation group, the Research Concordat Co-ordinator and CRS per year. [See points 11 and 12 of the 2019/2021 action plan for more information]</p> <p>Beyond the focus on race equality, the University implemented its Third Equality Scheme in May 2017, is implementing its third Disability Action Plan in May 2019, following the 6-year review of effectiveness of the disability action plan (https://www.ulster.ac.uk/hr/employee-benefits/equality-diversity/strategies-and-action-plans). The University joined Stonewall Diversity Champions Northern Ireland Programme in March 2019.</p> <p>The University renewed its Bronze Athena Swan Award in April 2017 and the following schools have also received Athena Swan awards in the 2017-19 period:</p> <ol style="list-style-type: none"> 1. The School of Pharmacy and Pharmaceutical Sciences obtained an award in the April 2017 round 2. The School of Sport obtained an award in the April 2017 round 3. The School of Biomedical Sciences obtained an award in the November 2017 round 4. The School of Geography and Environmental Sciences obtained an award in the November 2017 round <p>The below schools also hold Athena Swan Awards from before 2017:</p> <ol style="list-style-type: none"> 1. The School of Nursing obtained an award in the April 2015 round (<i>note that the result of the recent application is due to be announced in May</i>) 2. The School of Engineering obtained an award in the November 2015 round 3. The School of Computing and Intelligent Systems obtained an award in the November 2015 round 4. The School of Health Sciences obtained an award in the April 2016 round 5. The School of Computing and Mathematics obtained an award in the November 2016 round 6. The School of Psychology obtained an award in the November 2016 round 				