



University of Essex HR Excellence in Research: 2025-28 Full Action Plan



Details

Institution name:	University of Essex
Cohort number:	10b
Date of submission:	31 October 2025
Institutional context:	The University of Essex is a dual-intensive institution committed to excellence in education and research, benefiting individuals and communities. It operates across three campuses (Colchester, Southend, and Loughton) and supports research through 18 departments across three faculties: Arts and Humanities, Science and Health, and Social Sciences. Research activities span foundational and applied research, knowledge exchange, impact, and business engagement, supported by over 30 research centres and four flagship institutes (Institute for Analytics and Data Science, Institute for Social and Economic Research, Institute of Public Health and Wellbeing, Human Rights Centre), addressing interdisciplinary challenges. We remain connected to research across the region and internationally through key partnerships including Eastern Academic Research Consortium (EARC), Young European Universities Network (YERUN), and Young Universities for the Future of Europe (YUFE).

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	305	This is the primary audience for this action plan.
Postgraduate researchers	1,164	
Research and teaching staff	838	
Teaching-only staff	351	Some teaching-only staff transition to a research contract.
Technicians	217	This is the target group for our institutional Technician Commitment Action Plan.
Clinicians		
Other (provide numbers and details):		

Complete for submission							To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted <u>impact</u> of the action (success measure)	Comments (optional)	Progress update	The actual <u>impact</u> of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture									
Awareness and engagement									
<p>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.</p> <p>Essex already has in place a published commitment to the Concordat available for the whole researcher community on our Staff Directory. The concordat is integrated within recruitment, induction and CPD information, codes of practice, institutional accreditations, charters, awards and quality assurance frameworks to ensure a cohesive approach for researchers at Essex.</p> <p>For the next action plan period, we remain committed to ensure that all researchers—regardless of role, career stage or background—experience a research environment that is equitable, supportive, and enabling, in line with our institutional strategic objectives, Research Strategy and associated action plans. Our focus will be towards evaluating the effectiveness of how the Concordat is communicated to new, early career and research leadership roles to ensure that they are orientated to the support what they need to carry out their roles effectively.</p> <p>Our commitment to the Concordat and understanding of the research environment will be monitored during the next reporting period through an annual process of engagement and awareness monitoring, through a Researcher Experience Survey or pulse survey (during alternate years), followed by focus groups. Each year, survey data collection (May-Jun) will be followed by analysis (Jul-Aug), focus groups (Sep-Oct), reporting and implementation of actions through an annual HREIR annual update (Dec). Formal oversight of this monitoring process will rest with the University's Research Committee, a formal body within the institutional governance structure, chaired by the Pro-Vice-Chancellor (Research).</p> <p>To extend our engagement across the research and research support community, we will develop a Researcher Culture Working Group, which will manage the operationalisation of this annual process. Membership will include early career and experienced researchers in all Faculties, Research and Enterprise Office, People and Culture and Technicians. Researcher contributions will also continue to be sought through Departmental, Faculty and Institutional sharing of good practices through events, networks and/or role-based forums.</p> <p>Targeted termly Faculty Dean Research led communications will be sent to researchers, managers of researchers and research leadership roles during the next reporting period to ensure that researchers are aware of policies, practices and support available in their role. This will also provide an opportunity to provide feedback following Researcher Experience Survey findings.</p> <p>We are also committed to engaging with strategic partners to ensure that we can learn from others to create a positive research environment for our researchers. Promotion of cross-institutional collaboration through the Eastern Arc (EARC) partnership Research Culture Working Group will bring together stakeholders across its four member universities to share best practice and align institutional efforts to inform their commitment to the Concordat and People, Culture and Environment component of REF 2029. Similarly, we are committed to share best practices with how to implement the Concordat with Young Universities for the Future of Europe (YUFE) Alliance institutions that are engaged with EURAXESS (see ER1)</p>									
EC11	Ensure all relevant staff are aware of the Concordat.	A dedicated survey question on awareness of the Concordat will be included in the biennial Researcher Experience Survey (next in 2027), enabling us to benchmark awareness levels across Faculties, roles, and career stages. In addition,	N	Jul 26 Jul 27 Jul 28	People Developer Research Experience Working Group Information and Data Insight Officer	By 2027, at least 80% of research staff will report awareness of the Concordat, with 100% of new staff reached through induction. This will embed the Concordat's principles institution-wide, strengthen research culture, and ensure equity across all Faculties and contract types.			

		<p>a light-touch annual pulse survey will check year-on-year progress.</p> <p>All Senior Role Holders, Heads of Department/Section, and managers of researchers will receive an annual briefing on the Concordat to enable them to embed its principles in day-to-day practice. This will be delivered through updated induction and leadership training materials, targeted communications and reinforced through the annual PDR process. Completion and engagement rates will be monitored to ensure ongoing awareness and accountability.</p> <p>A university-wide communication will be issued each year as part of the Research Integrity and Culture update, reminding staff of the Concordat's principles, institutional commitments, and available resources.</p> <p>University Research Committee will receive an annual report on awareness levels and actions taken to strengthen communication. This will ensure visibility of progress and alignment with wider institutional frameworks (Athena Swan, Race Equality Charter, Technician Commitment, REF Code of Practice).</p> <p>A commitment to the concordat will be embedded in the institutional REF 2029 code of practice which will govern all decisions relating to our REF 2029 submission</p>	N	Sep 26 Sep 27 Sep 28	<p>People Developer</p> <p>Head of Research Development and Impact</p> <p>Open Research Development Librarian</p> <p>Education Development Officer</p> <p>Technical Services Manager</p> <p>Head of Research Governance and Planning</p>	<p>Targeted communication and induction information for new researchers updated annually to inform the Education and Research Induction event, New Heads Induction event, the Essex Doctoral and Postdoctoral College, Newcomers Network, which is a support network for early career researchers, co-run by the Library, Research and Enterprise Office, and UK Data Archive. Postdoctoral staff networking event, and Technicians induction events.</p>			
			N	Oct 26 Oct 27 Oct 28	<p>Faculty Deans Research</p> <p>People Developer</p> <p>Researcher Culture Working Group</p>	<p>Commitment to the Concordat integrated with termly communications sent to researchers, line managers of researchers and research leadership roles (see EC12).</p>			
			N	Dec 26 Dec 27 Dec 28	<p>Head of Academic and Professional Practice</p> <p>Researcher Culture Working Group</p> <p>Faculty Deans Research</p> <p>PVC Research</p>	<p>Research Culture annual report submitted to Research Committee outlining any additional actions for the next reporting year.</p>			
			N	Jul 26	<p>Head of Research Governance and Planning</p>	<p>Commitment to the concordat explicitly included within the institutional REF 2029 Code of Practice</p>			
EC12	<p>Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p>	<p>All researchers, research managers, and senior research leaders will receive termly targeted communications via the REO newsletter, targeted emails, briefings and bulletins, outlining policies, practices, support, and development opportunities.</p> <p>All amendments to open research policies and codes of practice (e.g., REF Open Access, Open Research Position Statement, Author Rights Retention, OER Code of Practice) will be circulated to FDRs for inclusion in termly bulletins, ensuring researchers are fully informed, with updates sent as soon as approved.</p>	N	Feb 26, May 26, Oct 26 Feb 27 May 27 Oct 27 Feb 28 May 28 Oct 28	<p>Faculty Deans Research</p> <p>People Developer</p> <p>Head of Academic and Professional Practice</p> <p>Head of Research Development and Impact</p> <p>Head of Research Governance and Planning</p>	<p>Targeted bulletins and emails sent to researchers, line managers of researchers and research leader roles on a termly basis from Faculty Deans Research.</p> <p>By 2028, at least 75% of Researcher Experience Survey respondents will agree that they are aware of institutional policies and support mechanisms</p> <p>Updates to be circulated to FDRs as soon as amendments are approved for inclusion in the next termly bulletin.</p>	<p>Feedback loop via Faculty Research Committees</p>		

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.	Establish a Researcher Culture Working Group with a terms-of-reference to include responsibility to collect researcher experience data, analyse results, report findings and identify actions to advance our commitment to the Concordat.	N	Mar 26	People Developer Head of Academic and Professional Practice Faculty Deans Research PVC-R Head of Research Development and Impact Head of Research Governance and Planning People Developer	By 2028, we will establish a visible, year-on-year cycle of evidence-based improvement, where the group will enable collection and analysis of data, to identify insights and inform actions, at least, through an annual update to University Research Committee including recommended actions.	Researcher Culture Working Group will have representation from early career and experienced researchers in each of the Faculties, Leadership roles in Professional Services, as well as representation from our institutional Technicians Commitment. Membership will be selected to reflect the University's commitment to equality, diversity, and inclusion, ensuring a broad range of perspectives and experiences are represented. See grey text above for further information related to delivering an annual cycle of conducting surveys, data collection and analysis, engagement, reporting and delivery. Pulse Surveys will be conducted by Jul 26 and 28, and Research Experience Survey by July 2027.			
		Conduct Researcher Experience Surveys and Pulse surveys during alternate years to understand the lived experience of research staff.	N	Jul 26 Jul 27 Jul 28	Head of Academic and Professional Practice Faculty Deans Research PVC R Head of Research Governance and Planning	Employee Voice and Researcher Experience Survey and Pulse Surveys conducted on alternate years, with increased levels of engagement from respondents after each respective survey.				
		The University will conduct annual focus groups with researchers and associated research staff, including Technicians and other identified professional research support roles, to further explore and understand their lived experience. Insights from these discussions will build on findings from the Researcher Experience Survey and/or Pulse Survey to inform continuous improvement and action planning.	N	Oct 26 Oct 27 Oct 28	People Developer Researcher Culture Working Group Head of Research Governance and Planning	Focus Groups conducted annually with members of the Research community, in response to survey findings.				
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a	Departmental and Faculty mentoring good practices shared via termly Director of Research & Impact networking events and role-based support events for Directors of Research and Directors of Impact.	N	Dec 26 Dec 27 Dec 28	Faculty Deans Research Directors of Research People Developer	Departmental or Faculty Mentoring good practices shared during termly Director of Research and Impact networking and role-based support events.	Identification of good practices considered as standard during the agenda setting for these meetings.			

	supportive colleague, particularly to newer researchers and students.				Head of Research Development and Impact Research Governance and Planning Manager	The number of mentoring showcases will be reviewed annually throughout the next action plan period, with trends updated to Research Committee. Researcher Culture Working Group will establish appropriate measures to evidence the scale and impact of Departmental and Faculty mentoring arrangements.	Central support will be made available to support establishment of local mentoring approaches.			
	Engagement with the Newcomers Network will continue to be encouraged among researchers new to the University or new in role, with communications coordinated through the Newcomers Team mailing list.	N	Dec 26 Dec 27 Dec 28	Open Research Development Librarian Newcomers planning team		Increased registration and active engagement of ECRs on mailing list. Increased engagement and membership within the UKRN local network, evidenced through sign-up numbers, monitored event attendance, and participant feedback	Encourage engagement via targeted communications to early career researchers.			
	Promote sign-ups to the UKRN local network mailing list to foster development and collaboration.	N	Dec 26 Dec 27 Dec 28	Open Research Devt. Librarian		Delivery of two UKRN networking or training events per year to mirror the newcomers above.				
	Establish a new training programme on Managing Research Projects and Teams, incorporating content around research culture (see PCDM5).									
	Establish Regular Listening Forums for Early-Career Researchers (ECRs): Implement biannual forums and focus groups to capture ECR experiences, identify challenges, and feed insights into relevant governance structures (e.g., Research Culture Working Group, Faculty Deans of Research)		Feb 2026, in time for Postdoc Networking Event; embedded biannually thereafter Sept 2026 Feb 2027 Sep 2027 Feb 2028	Researcher Development Team Supported by: Education Development Officer People developer Diversity and Inclusion Team		80% of participants report awareness and confidence in addressing workplace behaviours (via post-session evaluation). Training content embedded within existing institutional programmes by end of 2026.	Integration approach and delivery through scheduled programmes rather than standalone sessions.			

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.

The University of Essex is committed to supporting mental health and wellbeing at work and aligns its practices with the principles of the Mindful Employer Charter. We have an extensive provision of wellbeing support through internal and external providers, including our Employee Assistance Programme (with counselling service) and SilverCloud (CBT) programme. We have a Mental Health First Aider roll-out programme, with annual 'booster', and Stress Risk Assessments are completed within every department as needed. A Neurodiversity Staff Support Forum and Guidance on Neuro-Inclusion in the Workplace is also now available for researchers. Established staff networks provide a forum for support e.g. Essex Access Forum (disability); Women's Network

All line managers are required to complete How We Manage at Essex essential training which outlines the statutory obligations and professional standards of a line manager role to support wellbeing and mental health of employees. In addition, line managers are also required to complete Risk Assessment training.

During the last reporting period, we undertook a consultation regarding workload with staff, leading to principles for Workload Allocation Models in Academic Departments. Enhanced flexible working provisions were introduced before legislation in April 2024, supporting researchers in balancing work and personal life and our recruitment practices for all researcher roles encourage consideration of flexible working arrangements before appointment. We have a range of institutional policies and guidance for managers that include Flexible Working, Family Leave, and Special Leave, and a dedicated wellbeing platform (on Moodle) encompassing a wide range of resources for managers on best practice in supporting the health and wellbeing of their staff.

During the next reporting period, line managers will be encouraged to engage with a 'managing wellbeing' event to inform their practice and this will be monitored through the HREIR annual update.

EC13	Promote good mental health and wellbeing through the effective management of workloads and people.	See above (in grey) for existing mental health and wellbeing commitments.								
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		Monitor and promote uptake of wellbeing and mental health support for researchers through analysis of usage data from the Staff Assistance Programme, attendance at wellbeing-related development sessions, and feedback from the Researcher Experience and Pulse Surveys. Insights will be used to identify trends in workload pressures and inform targeted interventions to promote sustainable working practices.	N	Dec 26 Dec 27 Dec 28	People Developer Director of Workplace Health and Wellbeing Head of Staff Data Management Information	Ensure researchers are aware of and make use of wellbeing services, including EAP and Silvercloud, by signposting to resources within termly Faculty Dean Research updates, where appropriate. 100% research managers to have completed stress risk assessment training. Increased positive responses to researcher survey questions focussed on workload management, work life balance and mental health support. Evidence of sustained and appropriate engagement with wellbeing and mental health support by researchers, reflecting increased awareness and accessibility rather than a rise in underlying mental ill health. Progress will be monitored through year-on-year analysis of service uptake, survey feedback on awareness and confidence to seek support, and qualitative insights from focus groups.	Levels of engagement will be integrated in the HREIR annual update submitted to Research Committee			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	Research managers are expected to complete "How We Manage at Essex" essential training annually. Completion will be tracked through the Learning Management System, with central monitoring to ensure 100% participation. The course is reviewed annually, and all managers are required to complete the new version of the course.	Y	Dec 25 Dec 26 Dec 27 Dec 28	People Developer Heads of Academic Department and Section Research Managers	100% of research managers complete How We Manage at Essex with completion rates reported to Council annually.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Establishing regular discussion of health and wellbeing with researchers through appropriate structures e.g. mentoring relationships, departmental/research team meetings	N	Sep 26 Sep 27 Sep 28	Heads of Academic Department and Section Research Managers Academic mentors	100% positive response to survey/focus group questions about proactivity of managers in promoting a healthy work environment, including EAP and Silvercloud.	Researcher Experience Survey and Pulse Survey			
ECM4	Ensure managers fully consider flexible working requests and other appropriate arrangements to support researchers.	Monitor the proportion of research only staff that request flexible working compared to the whole staff population.	N	Dec 26 Dec 27 Dec 28	People and Culture Business Partner People Developer Head of Staff Data Management Information	Research Culture Annual Update to include review of number of flexible working requests by researchers.	Consider survey or focus group questions related to this, depending on insights from levels of engagement.			
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Promote the university's resources and guidance on health and wellbeing, including mental wellness and resilience, through research communications.	N	Feb 26, May 26, Oct 26 Feb 27 May 27 Oct 27 Feb 28 May 28 Oct 28	Faculty Deans Research People Developer Researcher Culture Working Group Heads of Academic Department	100% researchers aware of university resources in survey feedback. Receive feedback on what resources they have used and what has been most useful through pulse surveys and focus groups.				
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.										
<ul style="list-style-type: none"> How We Work at Essex essential training for all staff includes training focussed on discrimination, bullying and harassment, including signpost to policies, guidance and support. This is updated annually, and institutional levels of completion are reported to Council. Essex has a Zero Tolerance of Harassment and Bullying Policy for all staff and students, which is easily accessible through our Staff Directory and reviewed through the EDI annual report that is submitted to Council. We have a Report and Support Service which allows staff and students to report incidents of bullying, harassment, misogyny, and racism. It directs staff to Harassment Support Workers and Employee Relations Managers, ensuring transparency in addressing workplace issues. The University operates a Whistleblowing Policy (Disclosure in the Public Interest), ensuring secure mechanisms for reporting incidents 										

<ul style="list-style-type: none"> • Training on Tackling Misogyny, Sexism, Harassment, and Sexual Violence Against Women: This training includes modules on recognising and addressing harassment and supporting colleagues or students who have experienced abuse. • Focus Groups and Feedback Mechanisms: Focus groups aimed at tackling ageism and neurodiversity have led to actionable changes, such as the creation of a neurodiversity staff support forum and guidance on Neuro-Inclusion in the Workplace Training for Decision-Makers: • Members of panels and committees undertake EDI training, including modules on Recruitment and Selection, to promote equitable outcomes and encourage reporting of incidents. • We have Transparent Processes that have standardised assessment criteria and documentation to promote consistency and mitigate bias in decision-making, ensuring managers are equipped to handle discrimination and harassment issues. 									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	See above (in grey) for existing bullying and harassment commitments.							
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	See above (in grey) for existing bullying and harassment commitments.							
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.	<p>See above (in grey) for existing bullying and harassment commitments.</p> <p>Raise awareness of line manager responsibilities in relation to tackling bullying, harassment and victimisation in the research environment through targeted guidance for all new Principal Investigators and Research Managers (see E12).</p> <p>Strengthen Awareness of Reporting and Support Pathways: Publicise routes for reporting bullying, discrimination, or unfair treatment. Ensure consistent, accessible, and confidential signposting through termly communications and development events</p>	N	Dec 26 Dec 27 Dec 28	<p>Research Culture Working Group</p> <p>Director of Inclusion</p> <p>People developer</p>	<p>Line management responsibilities included in targeted communications to managers from Faculty Deans Research and Inclusion Team, respectively.</p> <p>≥20% increase by 2027 in researchers reporting awareness of support and reporting routes (measured through institutional survey data).</p> <p>Clear and consistent signposting included in all relevant communication channels and researcher-facing events.</p>	<p>Main channels of targeted communication will be through termly Faculty Dean Research and annual people and Culture communications to research managers.</p> <p>Integrate messaging in event briefings, newsletters, and Researcher Development sessions. Coordinate with REO to ensure alignment and visibility across institutional communications.</p>		
Equality, diversity and inclusion									
<p>The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.</p> <p>At Essex, all new researchers undertake annual 'How We Work at Essex' essential training, and manager of researchers will complete Essential Training to ensure that they are aware of their statutory obligations and professional standards. Completion of this training is monitored through probation agreements and PDR and reported annually to Council. All managers undertake our Essential Training for Managers (How We Manage at Essex programme), which includes content related to managing diversity, and equality/diversity in relation to recruitment and selection. We have senior 'Diversity Champions' for all Protected Characteristics, and a range of equality and diversity-related staff networks, including Essex LGBT Alliance, Essex Access Forum, Global Forum, LGBT+ Allies, Women's Network, Parent's Support Network.</p> <p>University of Essex has been committed to Athena Swan and has been awarded institutional bronze since 2014, with the most recent renewal in 2024. 10 Departments have a Bronze Award and 4 have silver. We also received a Bronze Award for the Race Equality Charter since 2023.</p> <p>We have had University of Sanctuary Status since 2020 supporting refugees and people in the asylum system. We hold the MoD Silver Armed Forces Covenant. The University of Essex has also made a public pledge to encourage more young people from Gypsy, Traveller, Roma, Showman and Boater (GTRSB) communities to come to Essex.</p> <p>Following staff consultation through focus groups, we were the first University to sign-up to the Age-friendly Employer Pledge. We also offered enhanced neonatal support ahead of the legislation in April 2025.</p> <p>The University has led a pioneering new project 'Transitions and Transformations: Black Researcher's Journey' aimed at developing a sustainable model of support for Black researchers consisting of a digital platform, training for PGRs and research staff, funding, mentoring, career and professional development opportunities.</p>									

<p>We have also established inclusivity scholarships targeting under-represented groups with 34 to date and continued commitment and oversight of this through the Research Equality Action Plan. The Researcher Development Framework also has a dedicated area related to inclusive research.</p> <p>EDI Leadership: The University led the EDI stream of the YUFE alliance, co-producing the YUFE EDI Strategy and Action Plan and the YUFE Gender Equity Plan with partners, showcasing active involvement in policy development at both institutional and international levels.</p> <p>We remain committed to our charters and awards and will continue to review policies, guidance and staff directory information available for researchers on an annual basis, informed by our annual EDI update to Council and associated action plans.</p>									
EC14 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	Continue our institutional commitment to the institutional and departmental Athena Swan awards.	Y	Nov 28	Director of Inclusion Inclusion Champions	Achieve institutional Athena Swan Silver Award by 2029 and awards as required in the delivery of the People Supporting Strategy. Progress towards achieving Departmental Athena Swan are included in the annual Equality, Diversity and Inclusion report to Council.			
		Continue our institutional commitment to Race Equality Charter.	N	Jun 26 Jun 27 Jun 28	Director of Inclusion Inclusion Champions	Achieve Race Equality Charter recognition in our 2028 renewal			
		Deliver a programme of workshops/round tables on protected characteristics and embedding good practice in research planning, governance and delivery.	Y	Nov 28	Head of Research Development and Impact	At least one workshop delivered during the next reporting period.	Insights from these new workshops will be shared with Research Committee through the Research Culture annual update.		
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Annual review of researcher development information available on the Staff Directory.	N	Annual	Inclusion team People Developer Head of Academic and Professional Practice Head of Research Development and Impact Head of Research Governance and Planning Researcher Culture Working Group	Information for researchers available on the Staff Directory reviewed annually before the start of each academic year.			
		Fully implement the Equality in the Research Environment Action Plan	N	Dec 26 Dec 27 Dec 28	Head of Research Governance and Planning Research Culture Working Group	Actions in the Equality in the Research Environment Action Plan reviewed annually by Research Committee.			
		Deliver a programme of training on EDI in research funding applications, in research projects, and in public engagement with research	N	Jul 26 Jul 27 Jul 28	Head of Research Development and Impact People Developer Research Culture Working Group	Programme delivered and increased levels of confidence demonstrated through participant feedback and Researcher Experience Survey feedback.			
Research Integrity		Encourage greater participation of research staff in the university's networks: e.g. Access Forum through targeted communications (see EC12).							

<p>The aims of these obligations are to ensure managers and researchers are trained in, aware of, and maintain high standards of research integrity, and are able to report infringements or misconduct.</p> <p>At Essex we have departmental Directors of Research and Impact who are responsible for supporting the strategic development of the department's research activity, including excellence in research quality, integrity, intensity and impact. They provide research mentoring and peer support. We have a centrally co-ordinated research governance structure in place with the following institutional policies and practices:</p> <ul style="list-style-type: none"> • A University Code of Good Research Practice is published and an Annual Research Integrity Report for Senate and Council, which is made public. This report outlines all research misconduct cases and their outcomes, ensuring transparency and accountability, aligning with the 2019 Concordat to Support Research Integrity. • Research Ethics is at the heart of what we do at Essex. Robust ethics processes ensure research is conducted according to appropriate ethical, legal, and professional standards. Biennial audits by external members of the Ethics Committee provide assurance of compliance and consistency • All staff with research responsibilities are required to complete bespoke Research Integrity training modules and Responsible Use of Research Metrics Guide (based on the principles of the Leiden Manifesto) are available to researchers. • Essential training for PGR students includes courses on Research Ethics, Data Protection, and Equality, Diversity, and Inclusion. • We have very secure Reporting Mechanisms: The University operates a Whistleblowing Policy and provides clear procedures for reporting misconduct, ensuring researchers and managers can report infringements securely. We also operate a Procedure for the Investigation of allegations of misconduct in Postgraduate Research and a Procedure for the Investigation of Allegations of Misconduct in Research. • We have robust research ethics review processes, including tiered reviews based on research risk, with dedicated Ethics Officers in every academic department. 									
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	See above (in grey) for existing 'research integrity' commitments and actions already in place.							
ECM3	Ensure managers report and address incidents of poor research integrity.	See above (in grey) for existing 'research integrity' commitments and actions already in place.							
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	Staff are asked annually to confirm awareness of the university Code of Good Research Practice, Security Sensitive Material Policy and Open Research Position Statement	N	Jul 26 Jul 27 Jul 28	Head of Research Governance and Planning Research Integrity Manager Heads of Department and Directors of Research	At least 90% awareness of University Code of Good Research Practice and related policy and procedures. The Research Integrity Statement and Research Integrity Annual Report are received by the University Research Committee each October and by Senate in November annually. At least 90% of researchers demonstrate awareness of the University's Code of Good Research Practice and related policies and procedures, as measured through institutional surveys or training completion data by November each year.			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	See above (in grey) for existing 'research integrity' commitments and actions already in place.							
Policy development									
<p>The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.</p>									

At Essex, the researcher community is represented at a senior governance level (including Senate) and has opportunities to engage with decision-making. They are represented by UCU union, which the university has a formal recognition agreement with. During the next reporting period, Terms of Reference for University Research Committee and University Ethics Committee will be reviewed to ensure representation of research only staff in decision making.

Researchers are involved in co-production of strategies and policies, including:

- Key strategy and policy documents, such as the Research Strategy (2019-2028), Enterprise and Innovation Sub-Strategy, Research Equality Action Plan, and Technician Commitment Action Plan, were developed through extensive consultation and co-production with the Essex research community, including PGR students and non-HEI external partners.
- Focus groups with staff have informed the development of policies such as the Neuro-Inclusion in the Workplace guidance and the Age-Friendly Employer Pledge, demonstrating active engagement with researchers in policy development.
- EDI Leadership: The University led the EDI stream of the YUFE alliance, co-producing the YUFE EDI Strategy and Action Plan and the YUFE Gender Equity Plan with partners, showcasing active involvement in policy development at both institutional and international levels.
- We actively involved researchers in the 2022-24 academic calendar and framework consultation through departmental meetings, Faculty fora, Senate, and working groups—ensuring their input shaped key decisions. This process recognised their role in balancing academic responsibilities and influencing institutional policy
- Since 2024, Directors of Research and Directors of Impact are able to observe University Research Committee.
- Faculty Research Committees provide a forum for discussion and influence over research-related policy decisions.
- Transitions and Transformations Project: The Black Researcher's Journey project (£860k funding) has supported the development of policies and initiatives to tackle inequalities and barriers for Black students to access postgraduate research.

E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	Consider giving a post-doc representative observer status at Research Committee meetings. See ECI6 regarding establishment of a Research Experience Working Group.	N	Jul 26	PVC Research University Research Committee Head of Research Governance and Planning Head of Academic and Professional Practice	Research Committee to consider whether a Postdoc representative could observe Research Committee.			
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Researcher Experience Focus Groups used to inform research policy development See ECI6 regarding establishment of a Research Experience Working Group.	N	Jul 26 Jul 27 Jul 28	Head of Research Governance and Planning Policy and Engagement Lead Researcher Culture Working Group Faculty Deans Research Head of Research Development and Impact	Researcher Experience survey and focus group data used to inform research and people policy.			
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See above (in grey) for existing 'policy development' commitments and actions already in place.							
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See above (in grey) and ECM5 for existing 'policy development' commitments and actions already in place.							
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	See above (in grey) for existing 'policy development' commitments and actions already in place.							

Employment

Recruitment and induction

The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.

Recruitment
Open, transparent and merit-based recruitment is at the heart of our recruitment processes at Essex, and we operate in line with the requirements as a YUFE partner, including open internal and external advertisements; consistent/ standard application approach for all roles; pre-defined and consistent job descriptions/job criteria. Every interview panel member is required to complete Recruitment and Selection essential training.

Our recruitment templates for academic staff also include criteria recognising diverse experiences, such as professional practice development, IP exploitation, and spin-out company establishment. They also outline the requirement for standardised assessment criteria and documentation to promote consistency and mitigate bias in decision-making processes, ensuring fair and transparent recruitment.

<p>Induction and role-based support New staff are offered induction, networking and training sessions. All research staff are invited to attend central Education and Research induction events (delivered twice a year) which includes a welcome from the Vice Chancellor, Pro Vice Chancellors Research and Education, as well as senior role holders related to research. The Newcomers Programme offers training sessions primarily targeted at Early Career Researchers (ECRs), helping them integrate into the research environment. Senior research roles such as Heads of Department, Directors of Impact and Research and PGR Directors are expected to attend role-based support events which support their transition into the role.</p> <p>During the next reporting period, all research roles on grades 7 and 8 will be invited to a Postdoctoral development networking event, and Principal Investigators will be recommended to complete the new Managing Research Projects and Teams programme.</p> <p>PGR students have dedicated welcome events for all years of study, alongside training and networking opportunities that are aligned with Vitae's Researcher Development Framework.</p>									
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	See above (in grey) for existing 'recruitment and induction' commitments and actions already in place.							
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	<p>All early career researchers on grades 7-8 will be invited to attend a Postdoctoral development and support networking event.</p> <p>All Principal Investigators that are successfully awarded a grant will receive a targeted communication to signpost them to support, guidance and resources for managing research projects and teams.</p> <p>Review departmental induction and onboarding processes for researchers and technicians to ensure consistent integration into research communities and alignment with Concordat principles. Findings to inform updates to induction materials and manager guidance</p>	<p>N</p> <p>N</p> <p>N</p>	<p>Nov 25 Nov 26 Nov 27 Nov 28</p> <p>Dec 26 Dec 27 Dec 28</p> <p>Jul 27</p>	<p>People Developer Education Development Officer</p> <p>Faculty Deans Research Head of Research Development and Impact Open Research Development Librarian People Developer Head of Research Development and Impact Researcher Culture Working Group</p> <p>People Developer Researcher Culture Working Group</p>	<p>All research staff on grades 7 and 8 will be invited to attend the networking event.</p> <p>Separate information will be sent to all targeted staff and their line manager.</p> <p>Improved consistency and clarity of induction processes across departments, evidenced by feedback from new starters and updated induction resources within the reporting period.</p> <p>Proportion and number of Principal Investigators that receive the communication and levels of their engagement with support for research managers will be reviewed and monitored through the HREIR annual update submitted to Research Committee.</p> <p>Targeted guidance developed for difference researcher career stages and communicated to all researchers starting in a new role.</p>	<p>This will include signposting to the university's new Essex Doctoral and Postdoctoral College.</p>		
<p>Recognition, reward and promotion</p> <p>The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.</p> <p>At Essex we have clear procedures, guidance and processes for research staff to demonstrate their achievements in order to gain reward and promotion. The guidance is kept under review annually and will continue to be reviewed in response to Researcher Experience Survey and focus group feedback. Decisions about additional remuneration are made by formal committee decision, and outcomes are monitored to ensure fairness and equity across protected characteristic groups. The decisions for promotions are reviewed by the University Executive Committee and Senate, and the decisions for additional incremental progression reported to ratified by the Remuneration Committee. There is established promotion criteria consistent across every role (with incremental steps from early career through to professor). We will continue to monitor, support and advise managers at all levels to follow the established University policies and procedures for equitable recruitment, supporting researchers with career progression and additional reward mechanisms.</p> <p>Since 2022, all permanency applications by research only staff have been successful since 2022 and there have been no promotions for all academic staff.</p> <p>Guidance is also available to support transition from an ASE to ASER contract. This enables teaching-focused staff to develop their research profiles and transition to research-active roles, supporting the development of their research identity.</p>									

E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	See ECI4 regarding completion of How We Manage at Essex. See ECI2 regarding research managers receiving targeted support, such as targeted Career Development Pathways support for managers.								
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	See ECI4 Role Based Support programme for New Heads of Academic Department, Directors of Research and Impact, PGR Directors to support research leaders to be effective in their role and fulfil their duty of care.	N	Sept 26 Sept 27 Sept 28	People Developer Head of Academic and Professional Practice Education Developer Faculty Deans Research	Each role-based support programme is reviewed annually with findings communicated to the appropriate Faculty Dean. This will include qualitative and quantitative feedback from participants.				
EM4	Managers actively engage in regular constructive performance management with their researchers.	See ECI6 regarding delivery of a Researcher Experience Survey	N	Nov 26 Nov 27 Nov 28	Research Experience Working Group People Developer Policy and Engagement Lead Head of Research Governance and Planning	Researcher Experience Survey and Pulse Survey responses show an increase in frequency and effectiveness of PDRs year on year.				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	See ECI6 regarding delivery of a Researcher Experience Survey	N	Nov 26 Nov 27 Nov 28	Research Experience Working Group People Developer Policy and Engagement Lead Head of Research Governance and Planning	Year-on-year increase in proportion of researchers reporting participation in PDRs and positive evaluation of clarity, feedback, and actionable outcomes through the Researcher Experience Survey.				
Job security										
<p>The aim of this obligation is to improve the job security of researchers.</p> <p>We recognise sector-wide financial pressures affecting job security and are committed to supporting staff through clear communication, wellbeing resources, and targeted guidance. Managers are being trained in effective change management to ensure uncertainties are handled transparently and consistently.</p> <p>We have an established commitment to the use of appropriate contract types in the University's People Supporting Strategy, with annual reporting to the People, Culture and Inclusion Advisory Group.</p> <p>We have implemented a redeployment policy to extend fixed-term contracts and retain talent. Between 2021-24, 689 academic and professional services fixed-term contracts were extended, ensuring continuity and job security for researchers and staff whose individual posts were coming to an end.</p> <p>Efforts have been made to move researchers from fixed-term to open-ended contracts. For example, in 2021-22, 19 members of fixed-term staff (7 research-only staff and 12 professional services staff) on the ESRC-funded <i>Understanding Society</i> project were transitioned to permanent contracts, recognizing the long-term nature of the funding.</p> <p>In 2024, the proportion of research staff on fixed-term contracts is 17.5%, significantly lower than the sector average of 30% (data from HESA Statistics). This demonstrates the institution's commitment to improving job security for researchers.</p> <p>Employee Voice staff survey and Researcher Experience surveys are used to assess the effectiveness of job security measures and identify areas for improvement. During the next reporting period these findings will be communicated to Research Committee through the HREIR annual update.</p>										
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	Monitor trends related to redeployment and contract type of research only staff.	N	Dec 26 Dec 27 Dec 28	People Developer People and Culture Business Partner Head of Staff Data Management Information	Research Culture Annual Update to include analysis of trends related to redeployment and contract type of research only staff.				
Professional and Career Development										
Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										

<p>A University of Essex Researcher Development Framework has been co-designed with our researcher community and implemented since 2021, to ensure that colleagues have a consistent level of support and focus for their researcher development at all career stages, aligned to Vitae's Researcher Development Framework (RDF). The RDF, launched in 2021-22, provides support in four key areas: enhancing professional skills, securing resources for research, managing and leading research projects, and public engagement, knowledge exchange, and impact. This can be accessed on our Staff Directory, with playlists of support for difference career stages and access to internal and external resources, networks, programmes and events.</p> <p>Discussion of professional career development is embedded in the structure of our PDR process.</p> <p>Our institutional Essential Training Policy outlines expectations for all managers to support direct reports to engage with professional development activities with no time limit – as this will be discussed and agreed through PDR. Generous research leave policies provide staff on academic research contracts one term of leave for every six terms worked, enabling time for professional development and research activities.</p> <p>Mentoring and coaching are available at departmental, faculty, institutional, and cross-institutional levels. For example, the Eastern Arc Mentoring Scheme has supported over 230 colleagues since 2021, with 94% reporting that the experience met their expectations. University of Essex also became a member of BA Early Career Research Network in September 2025 and had 35 members within a month of joining.</p> <p>A Carers Support Fund is available for PGR students and researchers to attend training and professional development activities.</p> <p>PGR students can access over 300 research (internal and externally delivered) career training courses through the Proficio framework, mapped to the Vitae Researcher Development Framework (RDF). Each PGR student is entitled to up to £2,500 worth of training, ensuring structured support for professional development.</p>										
PCD11	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	See above in grey regarding our institutional approach to professional and career development.				researcher engagement in professional development monitored annually and reported to Research Committee				
PCD16	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	Annual Review of Researcher Development Framework submitted annually to Research Committee including a progress update for the HREIR.	Y	Nov 26 Nov 27 Nov 28	Head of Academic and Professional Practice Faculty Deans Research Head of Research Development and Impact Head of Research Governance and Planning	Annual Review of the Researcher Development Framework submitted to Research Committee, following consultation with Faculty Deans Research. Increased levels of engagement with internal development opportunities for early career researchers, research managers and technicians Increased engagement with external development opportunities including YUFE4Postdocs, YUFE Open programme of support, YUFE leadership programmes, Eastern ARC Open development programme, and Eastern ARC mentoring programme. Increased engagement of research managers with internal management and leadership programmes including Future Leaders, Strategic Leaders Engagement of researchers in our new 'managing research project and teams' programme				
PCDM3	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.	See above in grey regarding our institutional approach to professional and career development.								
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days	All early career researchers on grades 7-8 will be invited to attend a Postdoctoral development and support networking event (see E12). To support researchers to take ownership of their careers and					This will include signposting to the new Postgraduate and Postdoctoral College			

	professional development pro rata per year.	<p>identify opportunities to work towards their goals.</p> <p>Newcomers Research Week will be hosted annually, providing all researchers with opportunities to attend training on areas of the research lifecycle with which they feel less confident.</p> <p>By 2028, a range of asynchronous training materials will have been developed covering topics of open research and research visibility.</p>	N	Jan 26 Jan 27 Jan 28	Open Research Development Librarian	Newcomers programme delivered annually targeting Early Career Researchers and Postgraduate Research researchers.			
			N	Jul 28	Open Research Development Librarian	Training materials developed. Relevance and impact monitored to ensure effectiveness.			
Career development reviews									
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.									
Guidance and training is available for reviewers and reviewees to have PDR and career planning conversations, alongside coaching skills development workshops for managers. All researchers are required to have at least one PDR per year.									
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	See above in grey regarding our institutional approach to professional and career development.					Discussion of Career development embedded in PDR process		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	<p>See ECI6 regarding levels of engagement demonstrated in the Researcher Experience Survey.</p> <p>See PCDI6 regarding levels of engagement reported in the annual review of the Researcher Development Framework.</p>							
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	See ECI6 regarding levels of engagement demonstrated in the Researcher Experience Survey.					Discussion of Career development embedded in PDR process		
PCDR4	Researchers positively engage in career development reviews with their managers.	See ECI6 regarding levels of engagement demonstrated in the Researcher Experience Survey.					Discussion of Career development embedded in PDR process		
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.									
Promotion criteria are transparent for all research roles with an indication of the type of evidence needed to demonstrate these successfully. Conversations are available with managers and mentors to discuss research related career development ambitions. The Research Development Framework includes modules to support career development, including professional skills, funding your research, managing and leading research projects, and knowledge exchange and impact.									
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<p>See above in grey regarding our institutional approach to career development support and planning</p> <p>See EC1 regarding raising awareness of the Essex Doctoral and Postdoctoral College.</p> <p>See EI2 regarding support and networking events for Postdoctoral researchers.</p> <p>See EC12 regarding targeted communication to researcher roles.</p> <p>See EC13 regarding targeted surveys to researchers to understand their lived experience.</p> <p>See ECM3 regarding targeted wellbeing support for managers.</p>							

		See E12 regarding targeted support for Principal Investigators.								
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 above in grey regarding our institutional approach to career development support and planning.								
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.										
The RDF provides structured support for researchers to manage and lead research projects. During the next reporting period, the YUFE Research Leadership Programme will continue to be promoted to researchers, alongside the Managing research projects and teams programme. These will build on the foundational How We Manage at Essex essential training course for all managers.										
During the next reporting period, managers of researchers and research leaders will receive targeted support, from the Faculty Dean Research, outlining development opportunities alongside policy, practice and process developments. Directors of Research, Directors of Impact and PGR Directors will also continue to receive access to an internally delivered role-based support programme.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	See above in grey regarding our institutional approach to research identity and leadership. See E14 regarding YUFE Research Leadership and Managing a Research Project and Team programmes. Deliver role-based support events for Directors of Research and Directors of Impact, and PGR Directors.	N	Sep 26 Sep 27 Sep 28	Faculty Deans Research Head of Academic and Professional Practice People Developer	Increased confidence and skills for Directors of Research and Directors of Impact through role based support feedback, pulse surveys and/or focus groups. Researcher Experience Survey responses positive in relation to research leadership and management.				
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.	See above in grey regarding our institutional approach to research identity and leadership.								
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	See above in grey regarding our institutional approach to research identity and leadership. See EC12 regarding targeted support for managers of researchers. See EC14 regarding wellbeing and mental health training and support for managers. See ER1 regarding How We Manage at Essex Essential Training for all managers.								
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Encourage researchers to engage with the YERUN network through targeted communications (see EC12). Deliver the YUFE work package on research collaborations, encouraging early career researchers to engage with the networking and development opportunities it offers See above in grey regarding our institutional approach to research identity and leadership.	N	Dec 25 Dec 26 Dec 27 Dec 28	Dean of Partnerships (Research) Deputy Director of Partnerships (Europe) Head of Research Development and Impact	Increased number of University of Essex researchers engaging with the YERUN network and actively supporting or leading YERUN projects. Increased number of University of Essex researchers engaging with the online research collaboration platform. Early Career researchers engaging with the YUFE networking and development opportunities.				

Diverse careers										
<p>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.</p> <p>Essex has led a pioneering project, 'Transitions and Transformations: Black Researcher's Journey', aimed at improving access into research and diversifying and enhancing routes into a range of careers for Black researchers (see Equality, Diversity and Inclusion).</p> <p>Mentoring opportunities are possible through the Eastern ARC mentoring scheme, YUFE and YERUN networks. Alongside these, the new Centre for Public and Policy Engagement acts as a hub for dissemination of good practice, and provides training where Specialist teams support knowledge exchange, impact, and commercialisation. Our cohort of Public Voice Scholars are a resource for sharing best practice in public engagement with research.</p> <p>The University of Essex is the UK's top-ranked institution for Knowledge Transfer Partnerships, offering researchers an opportunity for direct engagement in organisations across sectors.</p> <p>In line with our strategic priorities around interdisciplinarity and partnership working, industry or other non-higher education research experience is recognised in recruitment and promotion criteria (see Employment above).</p> <p>Staff can apply for up to two years unpaid leave to work in another sector. Since 2021, 6 staff have taken unpaid leave of 12-24 months for research career transition purposes, for example, in the Banque de France and Global Survivors Fund. Our promotion criteria encourage staff seeking promotion to highlight collaboration with external organisations, either public sector or commerce/industry to further knowledge exchange activities.</p>										
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	See above in grey regarding our institutional approach to diverse careers. Integrate opportunities for career porosity and cross-sector experience (mentoring, secondments, unpaid leave, spin-outs) at least once a year within termly communications sent from Faculty Deans Research (see ECI2).			Head of Research Development and Impact Faculty Deans Research Directors of Research Directors of Impact	Increased engagement in the University's development offers focused on engagement with sectors beyond academia.				
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.	If available, promote YUFE4Postdocs scheme with research leadership roles as part of targeted communications (see ECI2). See above in grey regarding our institutional approach to diverse careers. See EM4 regarding effective deliver of PDRs by managers and ER3 regarding effective engagement with PDRs by researchers.	N	Dec 25 Dec 26 Dec 27 Dec 28	Deputy Director of Partnerships (Europe) UoE YUFE Alliance Policy Board Member for Staff Development and Recruitment	Increased number of YUFE4Postdocs with University of Essex as lead and supporting institution.	Scheme is currently closed and will be dependent on the scope of the next phase of the YUFE project.			
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.	See above in grey and PCDI5 regarding our institutional approach to diverse careers.								
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.	See above in grey regarding our institutional approach to diverse careers.								

* 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.

Further hyperlinks and supplementary information
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Abbreviations and glossary
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