# University of Exeter - HR Excellence in Research: 10 Year Review 2021

A review of the University’s HR Excellence Award was undertaken in 2021 to assess the continued performance in meeting its obligations under the Concordat and to gauge progress against actions arising from the review in 2018.

# 1 Governance, the voice of researchers and research culture

Since 2018 a multi-disciplinary group, the Researcher Concordat Steering Group, has helped co-ordinate activities to support the HREiRA and our Researcher Concordat obligations. Governance and membership of this strategic group has changed to ensure a greater voice for ECRs, direct connection to the Research & Impact Executive Group (RIEG) and a greater focus on research culture. Membership now comprises representation from: Research Services; Human Resources (People Development); Doctoral College (DC); Equality, Diversity & Inclusivity; the Early Career Researcher Community; a DORA Champion; Academic Development.

## 1.1 Researcher Development & Research Culture

Since the last review the research at the University and Researcher Development team has undergone a number of significant changes:

* We have a new DVC Research & Impact (Professor Neil Gow) who has developed a new Research and Impact Strategy which informs all our work;
* The Researcher Development team has been renamed “Researcher Development & Research Culture” to recognise a renewed focus on the research community and the culture that is required to maximise our research power and support our researchers;
* This team has been restructured with Dr Chris Wood in the position of Head, Cate Bennett as the Researcher Development Manager (Research Staff) and Becky Euesden as the Engaged Research and Communications Officer (Responsible Metrics).

## 1.2 Unified development and end-to-end provision

## The two strategic development services, People Development (PD) and Researcher Development & Research Culture (RD&RC) now also work closely together formally through the newly formed People Development Directors Group (PDDG), contributing to a joint workplan, chaired by our Director of Research Services and featuring the Professional Services Directors, Heads of, and key staff from, all three development services, academic representation and co-opted members from other areas of the university. This demonstrates a significant increase in commitment to supporting our research community, further develops our research culture and commitments to the Concordat.

Close collaborative working has enabled RD&RC and PD to devise a high-level map of end-to-end development to support researchers at all stages of their career (see Appendix 3) and leadership opportunities (see Appendix 4).

# 2 Impact of the pandemic

There were several activities, provisions and initiatives across the above services, that were impacted by the pandemic. In particular, training and development and related support activities had to be either immediately adapted or moved online. We had no alternative but to postpone some activities, whilst developing new areas in response to the pandemic. We were also immediately proactive in terms of focused communications and feedback, to and from, our PGR and ECR communities.

**2.1 Planned activity that we were able to adapt and immediately move online**

* [PGR Development Programme](http://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/training/) – all sessions were moved online or adapted to online provision.
* [ECR Development Programme](http://www.exeter.ac.uk/doctoralcollege/early-career-researchers/development/) – all sessions were moved online or adapted to online provision.
* [Research Showcase](http://www.exeter.ac.uk/doctoralcollege/events/research-showcase/) – which provides an opportunity for us to promote the up-and-coming talent of Exeter's research base and gives postgraduate and ECRs the opportunity to develop their presentation, communication, and impact skills was adapted to run as an online version - consisting of ‘Images of Research’, ‘3 Minute Thesis’ and ‘Tweet you research/ Tweet Your Thesis’.
* [Researcher-led Initiatives](http://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/initiativeawards/) (RLIs) - are peer-led, funded (by RD&RC) activities intended to enable PGRs and ECRs to be creative, proactive, and empowered, through the process of initiating, designing, managing, and delivering new professional development activities for their peers that will develop the skills and experience needed to progress their careers. These were adapted, in the main (c. 50%), to run as online alternatives. For the current academic year and in light of ongoing pandemic restrictions, we instigated an alternative which is based around developing an engaged research culture, building the PGR/ECR community, EDI and wellbeing online. Applications were encouraged on a rolling basis, until the 19th of May ’21, with each application being assessed on an individual basis. Funding was made available for applications of up to £1000 per award to pay for external facilitators/speakers to support projects, events and initiatives based around the above themes. As part of the application process, entrants were also asked to demonstrate the cross-College/interdisciplinary demand for, and interest in, their proposal and as such collaborative applications have been encouraged. Currently, we have funded 10 applications, with another 2 applications that are in progress, representing £7.5k worth of funding. Initiatives have covered areas such as ‘*STEM reimagined through Humanities: PGR/ECR network*’, ‘*Building a cross-college ECR community through Diversity, Inclusion, Cohesion and Equality (DICE) training*’, ‘*What’s Next for Period Drama?*’, ‘*Bringing science to life on the screen*’, ‘*Culture. minority ethnic researchers, and mental wellbeing*’, ‘*Posthuman voice: educating and training voices in practices of well-being together*’ and ‘*The Black Teacher's Book Club’*.
* [GW4 Crucible](https://gw4.ac.uk/gw4-crucible/) - brings together 30 competitively selected future research leaders from 4 institutes (Universities of Bath, Bristol, Cardiff and Exeter) to explore how they can enhance their careers, by working with researchers in other disciplines. Focus is based on how their research can have greater impact and how they can build their careers, over a series of three residential workshops, known as ‘labs’. Participants explore working in an interdisciplinary and collaborative way and have the chance to connect with expert guest speakers, enhancing their professional networks and visibility. In 2019-20 labs 1 and 2 ran before COVID-19 and the final lab 3 was replaced with an online alternative that included guest speakers, webinars and chat rooms. The 2020-21 version of Crucible has been successfully run entirely online. At the end of each Crucible there is an opportunity for participant ECRs to apply for dedicated seed funding to take forward collaborative research projects that have come out of their discussions.
* 1-to-1 coaching sessions – our dedicated careers coach (Kate Foster) has provided all of her coaching sessions online during the pandemic and has also provided web-based resources and links to the wider careers service and across the GW4 collaboration.

## 2.2 Activity which had to be postponed

* The ERIC (Exploring Research in Cornwall) Conference - in Penryn, which is annual had to be postponed as it was a traditional face-to-face conference. However, several aspects were encapsulated as part of the new online ‘Research Showcase’.
* Some RLIs - were very much based on conference type events (c. 20%) had to be postponed or cancelled. But an alternative online version of the initiative was developed as described in 2.1, above.

## 2.3 New activities which have been developed

* Specific PGR and ECR coms - related to the evolving COVID-19 situation, with a dedicated supporting DC web page, complete with FAQ’s.
* Support for PGRs and ECRs with working from home - as part of our continuing training and development support online we expanded our existing webinar programme to include additional sessions on topics such as Writing, Wellbeing and Project Management to provide guidance and support on continuing research remotely.
* Daily writing groups online - ‘Shut Up and Write!’ sessions ran from 10 am – 12 pm to provide structure and motivation for those writing. These are also supported with afternoon writing sessions, which were arranged in response to popularity/requests (see 2.4, below). We also developed new ‘Focus On’ online sessions which are specifically related to helping researchers with desk-based activities and conducting aspects of their research, from home.
* Researcher Development PGR ‘Team’ - to complement our ‘live’ events, we have also set up a Microsoft Teams online space to share advice, tips and resources.
* [Researcher 'Hang Outs'](https://doctoralcollege.cmail19.com/t/r-l-jhhkkdud-omxabj-yd/) - were provided as initial online support for social interactions from the Doctoral College, running twice a week on Tuesday and Fridays. These provided a chance for both PGRs and ECRs to get together and interact around issues that were not related to their research. Each session had a different focus and we welcomed suggestions from the PGR and ECR cohorts. These were quickly replaced by enhanced activities from within the ECRNs.
* ECR specific online training – to complement the ‘Focus On’ series, we launched specific webinars based on ‘Writing 4\* Papers’, ‘Writing Targeted Grant Proposals’, ‘Peer Reviewing’, ‘Imposter Syndrome’ and ‘What Editor’s Want’.
* ‘PGR Pulse Check’ surveys – replaced the Postgraduate Research Experience Survey (PRES), for the 19’-’20 academic year. This allowed us to have more control of the wording of questions and focus on how the University responded and supported PGRs, during the pandemic. We ran a total of 3 ‘PGR Pulse Check’ surveys which not only give us a more accurate view of how we were supporting our PGRs, they also allowed us to make changes to how we were responding, as we moved forward during this challenging time. We returned to PRES in 2021.
* ECR Liaison Forums – were moved fully online and have brought together ECRs from both the Exeter and Cornwall based communities, for the first time.

## 2.4 Impacts

Although effects of the COVID-19 global pandemic were significant, we were able to respond rapidly and subsequently witnessed an increase in Researcher Development engagement of 56% from within the PGR community, compared to our activities prior to the pandemic. In total, we engaged 63% of our PGR population, a 14% increase when compared to ‘18’19. PGR Engagement with our ELE pages also saw a highly significant increase of 70%, compared to the previous academic year.

96% of attendees to all sessions said that they would ‘recommend them to a fellow researcher’, with an average session rating of 4.5 out of 5.0.

For our ECRs programmes, we witnessed well over 1,000 engagements in ‘19’20, which is a c. 20% increase on the previous academic year. This data also represents a significant improvement in the amount of ECRs who engaged with online sessions delivered for both PGR and ECR audiences, at the start of our response to COVID-19.

Taken together, the PGR and ECR engagements reflect how successful our transition to online training has been in response to the pandemic. We also witnessed a significant increase in engagement from the Cornwall based campuses, as we moved online.

Our community related events have been extremely successful, for example our peer-led ‘*Shut Up and Write!*’ groups continued to have a substantial impact throughout the pandemic. Uptake has been sector-leading; we are now running up to 24 sessions a week and in the first six months of 2021 witnessed over 5,000 engagements. The usefulness of these has been reflected in feedback relating to how these have helped to maintain a sense of community for our researchers during the pandemic, for e.g. “*It’s a year since I joined @ExeterDoctoral online Shut Up and Write! Less a writing group than a chosen family, SUAW kept me going thru #lockdown2020 and has become one of the joys of my life. Will be ever grateful for the friends I’ve made and continue to make as part of this community*”. This work on writing groups and podcasts has also been featured on the ‘Excellence in Education’ blog.

Adaptation of our initiatives has also been successful, with our RLIs being restructured so that applicants are also asked to demonstrate the cross-College/interdisciplinary demand for, and interest in, their online proposal. As such, collaborative applications have significantly increased (as detailed above in 2.1).

# 3 Key achievements and progress against the strategy

There has been significant progress against all of the actions in the Action Plan. While the key achievements are highlighted here, the Action Plan now includes a “Progress” column against each action detailing what has been achieved, against each item. These are referred to in this section.

## 3.1 Feedback from our research community

The Doctoral College supports both PGRs and ECRs, who represent a critical part of the Universities world class research and are at the heart of the University’s research culture. Our active researcher networks (ECRNs), ECR Liaison Forums and online ‘Hubs’ allow us to engage with and receive feedback from these communities as well as linking reps with our strategic boards (see Appendix 5) to:

* Develop world-class researchers – through generic research-related skills acquisition, team-working and networking opportunities.
* Ensure our researchers are globally competitive, and effective in their research.
* Advice on labour-market informed employability and career management options, both within and beyond academia.
* Ensure that our researchers have a ‘voice’ across the University and are involved in the development of strategy to support this cohort or researchers.

The Researcher Development web pages draw together different aspects of support through training and development, online training, funding, initiatives, competitions, supporting the ECRNs and strategic representation. Our ECRNs are designed to help support our research communities. They also serve to help raise awareness of new developments in a particular field or provide an opportunity for collaborative problem solving. They link to Vitae, GW4 and UKRSA which offer further development opportunities for both ECRs and PGRs. These activities are linked together via our PGR web pages and ‘ECR Hub’, which is a dedicated online portal that has been continually updated prior to, and throughout, the reporting period.

Our ECR Liaison Forums have continued to develop and act as a route for PGRs and ECRs within the ECRNs to feed into University strategy. These termly meetings feed ‘too and from’ several strategic boards, including the Research and Impact Executive Group, Doctoral College Management Group, Positive Working Group, Concordat Steering Group and the Equality and Diversity Board (see Appendix 5). The associated ECR ‘Liaison Forums’ have their own dedicated webpages which includes details of membership, the ‘terms of reference’, agendas and meeting notes. We have also expanded the Liaison Forums so that there is representation dedicated to the needs of both our Exeter and Cornwall based campuses, ensuring that relevant and appropriate concerns/issues/requests are being fully represented at the University governance level. Our ECRs have also contributed to the institutional response to the draft of the revised ‘Concordat’.

The Doctoral College Researcher Development team are responsible for ensuring the sustainability, promotion and effectiveness of the ECRNs as well as generic training for researchers. It is recognised by the various strategic boards and the University Management that they are of explicit value to the ‘inclusivity’ of the PGR and post-doctoral cohorts and contribute to University wide wellbeing, positive working environment and Athena SWAN agendas. We continually revise our ‘HR Excellence in Research’ action plan based on feedback from the above.

The revised and continually enhanced Researcher Development web pages draw together different aspects of support through training and development, online training, funding, initiatives, competitions, supporting the ECRNs and strategic representation.

## 3.1.1 The voice of researchers

**ECR Networks – Embedding the ECR Voice and Enhancing Research Culture**

The University has organically grown several ECR networks (ECRNs), in part supported by the Doctoral College and our Researcher-led Initiatives scheme, across most disciplines and all academic colleges. This has helped to embed the voices of ECRs and PGRs within department development (e.g. EDI and inclusivity groups) and has led to direct departmental funding to some sustain some networks.

A relatively unique feature of Exeter is its multiple campuses, some of which are geographically separated from the main campus by hundreds of miles; a result of this is a degree of heterogeneity within campuses, colleges and disciplines relating to the specific needs of ECRs. To help improve the co-ordination across the networks and understand the shared requirements of ECRs across the University, the networks hold termly meetings of interested ECRs and network leads, known as ECR Liaison Forums (ECRLFs).

Through the ECRLFs, ECRs have been given a voice at senior working groups within the University, including the Research and Impact Executive Group (RIEG), our senior research board, chaired by the DVC Research. Having ECR representation at RIEG provides ECRs at the University a voice to senior staff and strategic initiatives, enabling ECR views to help shape policy and processes. It’s through this combined grass-roots development of networks by ECRs, and ‘buy in’ from senior staff that ECRs have seen significant inclusion in University policy making, including the new Research and Impact strategy and the revised ‘Concordat’.

From 2020, this has been further streamlined with more strategically related issues being taken from the ECR Liaison Forums to a newly formed ECR Steering Group, chaired by the Dean of the DC. This group will then report directly to dedicated ECR and PGR focused RIEG meetings and will allow more time at the ECRLFs for networking etc. This will ensure that the ECR community at Exeter continues to take an active role in the strategic support of the cohort whilst helping to enhance the associated research culture of the University.

**ECR Liaison Forums**

Our ECR Liaison Forums (ECRLFs) represent a fantastic opportunity for ECRs to meet and discuss what their community needs are from the University. The forums typically meet four times a year (now online) and also have representation on the Research & Impact Executive Group, The Exeter Academic Steering Group, The Concordat Steering Group, the Equality and Diversity Group and the Positive Working Group (see Appendix 5) to take ideas and requests forward across the University. The ECRLFs are feed from feedback from the individual Early Career Researcher Networks (ECRNs) that are spread across academic colleges. The 13 ECRNs are designed to help support our ECRs and to help raise awareness of new developments in a particular field - new tools, processes, leaders, training programs, and services. They act as an opportunity for collaborative problem solving and to get advice from other ECRs, as well as to feed cohort needs and concerns up, via the representation on strategic boards. Moreover, they link to Vitae, GW4 and UKRSA which offer further development opportunities for both ECRs and PGRs. These activities are linked together via our PGR web pages and ‘ECR Hub’, which is a dedicated online portal that is continually updated.

Our ECRLFs have continued to develop and act as a route for PGRs and ECRs within the ECRNs to feed into University strategy. They feed ‘too and from’ several strategic boards, detailed above. The ECRLFs have their own dedicated webpages which include details of membership, the ‘terms of reference’, agendas and meeting notes. We have also expanded the ECRLFs so that there is representation dedicated to the needs of both our Exeter and Cornwall based campuses, ensuring that relevant and appropriate concerns/issues/requests are being fully represented at the University governance level. These combined activities, we believe reflect exemplary practice, in terms of ECR representation for the sector.

**DORA/Research Culture Workshops**

One of the most important things we can do across the University to help ensure that our research is thriving and successful, is to cultivate and develop an appropriate supportive and nurturing culture, for all our researchers. As such, and as a first step to realising this goal, we have invited colleagues from all of our academic departments, as well as key members of professional services staff to participate in a series of detailed, online, facilitated workshops. Each workshop is bespoke to individual academic departments and we have worked with our research leads (e.g. DVC Research, Director of Research Services, ADRs and DORs) to encourage participation. So far, there have been c. 25 individual workshops, which have engaged over 300 members of research staff from ECRs through to research leaders. This has produced in excess of 3,000 separate comments and ideas for action planning and prioritising ideas to enhance the way we work, support each other and develop our research culture. These workshops compliment the wider ‘Big Discussion’ consultation that is taking place across the University, led by the VC and will influence our emerging Research & Innovation strategy.

The highly interactive nature of the workshops has provided a vital opportunity for us to ‘take stock’, via group discussions and virtual ‘breakout rooms’ and engage in a facilitated reflections of what we do well in relation to our research culture in general. We have also considered the associated commitments and what we collectively feel should be important aspects of a fully supportive research culture across individual departments and the University more widely. These have been very open discussion with no pre-conceived ideas, representing a chance to get our researchers input into where we should focus our activities, prioritise and start to action plan; ensuring we are fully supporting our researchers and associated commitments at both the departmental and institutional levels to build a strong, inclusive and supportive research culture.

## 3.1.2 CROS, PIRLS and CEDAR Surveys

CROS was run in 2019 and response rates for the survey fell slightly from 239 in 2017 to 187 in 2019, out of c. 700 ECRs. 47% of respondents felt that in general the University both recognised the contributions that they made as a researcher.

Other headline results from the survey indicated that: (i) 56% agreed their contributions to grant and funding applications were recognised, (ii) 44% agreed their contributions to knowledge transfer and commercialisation activities were recognised, (iii) only 31% agreed their contributions to managing budgets and resources were recognised, (iv) only 25% agreed their contributions to peer reviewing were recognised, (v) 77% agreed their contributions to publications were recognised, (vi) 57% agreed their contributions to public engagement with their research were recognised, (vii) 39% agreed their contributions to supervising and managing staff were recognised, (viii) 46% agreed their contributions to supervising research students were recognised and (ix) 41% agreed their contributions to teaching and lecturing were recognised.

Overall, in terms of overall trend ‘swings’ there was slight decrease, compared to 2017, with responses being c. 10% more towards disagree.

PRES also ran in 2019, where the response rate for the survey rose from 44% (2018) to 47% (2019).

Headline results from the survey, included: (i) overall satisfaction rates were largely the same as the previous year at 81%, (ii) the highest performing College was Humanities with 85.4% overall satisfaction, (iii) the lowest was the College of Social Science and International Studies with 75.8%, (iv) the College of Engineering, Mathematics and Physical Sciences was the only college to improve its overall satisfaction score, having increased their satisfaction score by 1.8%, compared to 2018, (v) the Business School was the college that saw the greatest fall in overall satisfaction, with a drop of 7.5%.

For PRES, the University ranked the same for overall satisfaction (81%) as the rest of the Russell Group Universities. As detailed in 2.3, above PRES was replaced in 2020 with three ‘PGR Pulse Check’ surveys, which enabled us to respond more quickly to pressures resulting from the developing pandemic situation.

During 2020, the University of Exeter actively engaged with and promoted the CEDARS survey, being one of the first HEIs to commit to taking part nationally. The survey was open internally at Exeter, from the 22 June to the 31 July. This launch date was specifically chosen to allow ECRs and research leads to have some time to come to terms with working within a new ‘COVID-19’ environment and reflect on these changes to working conditions when completing the survey. We received 436 responses to the survey (out of 3025 nationally, 14%). The Head of RD&RC was invited to join the national Vitae CEDARS steering group and accepted in early January 2021.

Initial data revealed several findings of interest. Whilst 82% of respondents agreed that they have access to training and development opportunities and 58% agree that they have opportunities to take part in decision making, 34% do not feel there are often sufficient opportunities to do so. Moreover, whilst 52% agree that there are opportunities for promotion and progression at Exeter, a third of respondents disagree. This roughly correlates with the responses to equitable opportunities for career progression. Finally, the initial data sets also suggest that there are significant concerns about workload allocation and the majority of respondents do not feel they have a role to play in institutional policy and decision making. These results, when fully analysed, will be fed into other institutional groups e.g. the Exeter Academic Review and RIEG.

The 2021 CEDARS was opened on the 10 May, receiving 5% engagement within the first 5 days. The survey will close on the 30 June and results we be reported via DCMG and RIEG. The current response rate is c. 9%, with just under 200 respondents out of a total possible of 2,333.

## 3.2 PGR Researcher Development Provision

**3.2.1 Induction and mandatory training**

All new PGRs are required to attend an induction, even if progressing from Undergraduate or Master’s Study at Exeter. The sessions are designed to provide new researchers with essential information to help them throughout their research degree and network. For distance-based researchers (and during the ongoing pandemic) there is an online webinar alternative.

All PGRs also have to complete ‘*Mandatory Training*’ as part of their induction process. This consists of the following: (i) Information Governance and Security, (ii) Research and Integrity, (iii) Health and Safety and (iv) Equality and Diversity. It recommended that these should be completed in the first two weeks of starting at the University and they are delivered as online course available from the RD&RC ELE pages.

Additionally, all new PGRs are required to attend a half-day of Health and safety training, irrespective of subject. This covers topics such as an introduction to H&S, risk assessments and fire safety. If applicable some researchers also have to attend a second half-day of training, which concentrates on COSHH, radiation and lasers.

**3.2.2 PGR ‘essentials’ training**

We then have a series of training that we consider to be ‘*Researcher Development Essentials*’, which represent the ‘core’ of our programme and consists of both online and face-to-face versions, based around: (i) Getting started – things I wish I knew when I started my research degree, (ii) Planning ahead: developing yourself and your skills – introduction to the Researcher Development Framework and Training Needs Analysis, (iii) Starting your thesis: preparing for your literature review, (iv) Project managing your research degree, (v) Working effectively with your supervisors, (vi) Manging research relationships, (vii) Maintaining moment and focus after your upgrade and (viii) Preparing for your *viva* – which includes Q&A panel sessions

This is then supplemented with our ‘*Career Development Essentials*’, which takes researchers through all stages of the career development cycle and is enhanced with 1-to-1 careers consultations through the University ‘Career Zone’: (i) Resilient career planning – looking at both beyond and within academia, (ii) Building networks, (iii) Mapping and marketing your skills (iv) Applying for postdoctoral funding, (v) Beyond your research degree – a seminar series, with talks from doctoral graduates of all disciplines – giving insights into career paths open to PGRs (vi) Career mentor scheme, (vii) Career Fairs and (viii) eXepert scheme – PGRs are placed in contact with relevant alumni to receive advice about progressing in a chosen career

## 3.2.3 Other training available through the main RD Programme

## The rest of the Researcher Development Programme is [detailed from this link](https://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/training/), which has the following sections and associated subject areas: (i) Data (3 courses and links to further support), (ii) Sharing your research (8 courses), (iii) Writing (8 courses) and ‘Write Fest’ and dedicated support groups for writing, (iv) Teaching – with links to LTHE, ‘The Brilliant Club’ and Widening Participation

We also then have the following available for continued support: (i) Research Showcase – including ‘Tweet Your Thesis’, ‘3 minute Thesis’ and ‘Images of Research’ competitions, (ii) Researcher-led Initiatives – peer supported training and networking opportunities, (iii) GW4 links, (iv) Wellbeing links and (v) Library support for researchers.

All of the above content has been carefully tailored to the key stages of the PhD life-cyle and is fully mapped against the Vitae Researcher Development Framework. All sessions and webinars are evaluated for quality and consistently score above 90% in terms of ‘would you recommend to a fellow researcher’. All sessions have supporting materials on our dedicated [Exeter Learning Environment](https://vle.exeter.ac.uk/course/view.php?id=6718) (ELE) and the vast majority is also available as saved webinars, particularly aimed and developed for distance-based researchers.

The entire programmes are put together in consultation with our PGRs via PGR Liaison Forums and meeting with research leads. As such the programme is very much ‘demand driven’ and ‘peer led’. We also cross reference this with evaluative feedback from our sessions and surveys such as PRES and ‘PGR Pulse Checks’. This combination ensures we are offering sessions that our PGRs want and that sessions are well attended.

## 3.3 Dedicated careers support

We have a dedicated ECR Careers Coach who offers a variety of services to help ECRs steer their professional futures in the direction they want it to go in. They also offer sessions on PGR carers support as detailed above, in 3.2.2.

All our ECRs have access to 1-2-1 careers appointments where they can discuss issues such as their next steps and career options, CV and application preparation, and interview techniques. Appointments are accessible face to face (on all campuses) or virtually.

Additionally, ECRs have access to ‘[Profiling for Success](https://www.teamfocus.co.uk/establishment/university-of-exeter/)’ an online self-assessment tool, that can be used to further understand more about: (i) How their abilities relate to individual career choices, (ii) their learning style and how they can become a more effective learner and (iii) their preferences and how these relate to their strengths and possible areas for future career development.

## 3.4 PGR and ECR Mentoring

PGR mentoring has still proved to be a challenge, both in terms of development and getting active participation from within the individual academic colleges (all schemes are voluntary). However, we have successfully trialed, both a peer mentoring/buddying framework and admin system for PGRs in the CMH and across the Cornwall campuses. Supported administratively, from the DC, this has worked very well for a small group of researchers who refined the mechanics of how this would work, developed support materials/guidance and promoted a series of small workshops for new mentors/buddies.

In summary, a group of 10-12 PGRs currently meet once a week, providing a chance for them to catch up with each other, get advice, pose solutions and celebrate success. This had been taking place approximately for 3 months before the COVID-19 restrictions and has been continuing online, organically during the pandemic. A total of 12 mentees (10 PGRs, 2 ECRs) applied and received mentoring this way.

Based on this model, we propose extending the scheme so that PGRs from other colleges can form their own groups. Key aspects would be setting these groups up so that they are formed within 12 months of key stages of the PGR degree, whilst not mixing first and third years; whose needs are quite different from each other. They should be constituent of a similar research fields, so they can share tips about analysis etc. and groups should be allocated based on the frequency they wish to meet and their overall availability.

The first meeting should be the chance to develop an informal agreement about how they would run, for example, being clear about confidentiality and what behaviors are acceptable within the peer group.

During the late summer of ‘21 will be running more pilots, using the above model with current PGRs, to determine if this format is truly adaptable across a range of disciplines. We are not intending to facilitate at this stage, so these support is not too formally dictated, whilst recognising that this may be an option, if the groups don’t connect organically.

We are also considering some options for more formal mentorship systems, such as helping PGRs through the upgrade process or preparing for *viva*. These groups will mainly be around more general aspects of support in these specific areas and advice.

We have been running formal schemes for mentoring for staff since 2016, managed centrally by People Development since 2018 using a database, communication and matching system called SUMAC. There are two schemes currently, (I) ‘One Step Beyond’ for academic mentoring and (ii) a Professional Services mentoring scheme. We also support cross-institutional mentoring for particular initiatives (e.g. the GW4 Elevate programme for BAME women) and are seeking to expand such opportunities in the future. We offer training to all our mentors which is a pre-requisite for signing up to our schemes.

During 2020 we also piloted “Micro-mentoring” opportunities for ECRs and PGRs whereby mentees could receive a short, single 1 or 2-hour session focusing on a range of tangible, related topics. 6 mentors volunteered and were trained by the PD team.

## 3.5 DORA & Research Culture

The University signed the Declaration on Responsible Assessment (DORA) in June 2020, with the aim to improve the ways in which the output of our scientific research is evaluated. A number of themes run through its recommendations:

* the desire to eliminate the use of journal-based metrics, such as Journal Impact Factors, in funding, appointment, and promotion considerations;
* the need to assess research on its own merits rather than on the basis of the journal in which the research is published; and
* the need to capitalize on the opportunities provided by online publication (such as relaxing unnecessary limits on the number of words, figures, and references in articles, and exploring new indicators of significance and impact).

In signing the declaration we are committing, when assessing our research, to consider the value and impact of all of our research outputs (including datasets and software) in addition to research publications, and consider a broad range of impact measures including qualitative indicators of research impact, such as influence on policy and practice.

Also, we aim to ensure we are explicit about the criteria we use in the future in regards to hiring, tenure, and promotion decisions, clearly highlighting, especially for ECRS, that the scientific content of a paper is much more important than publication metrics or the identity of the journal in which it was published.

We have established a network of DORA Champions in our Colleges and Services who are gathering opinions and helping embed the commitments into our daily working lives. This group is lead by an institutional lead, Prof. Mat Collins. The DORA principles and related discussions have also formed an integral part of our Research Culture workshops, see 3.1.1 above.

These activities are co-supported by the Open Access team who manage the institutional repository, administers central open access funds (including the Institutional Open Access Fund, UKRI and Wellcome Trust funds) and provides research data management support. They also provide information on publishers’ agreements that are currently in place, such as ‘Transformative Agreements’, where the cost for open access publishing has been already paid, so it’s available for all our researchers regardless of funds being available or not. Training is also provided, for researchers from all career stages, that is advertised on their webpage and in the Weekly bulletin and they welcome requests from small groups of researchers or to attend departmental meetings.

The Open Research team are working closely with the Researcher Development & Research Culture team to provide training tailored to ECRs and PGRs and are happy to have 1-2-1s with researchers. These two teams also work closely together regarding responsible metrics to explore how open access to publications and open data can be useful to recognise and reward researchers’ efforts in making their research openly available and reproducible, as well as data stewardship activities. All the DORA values and principles such as openness, transparency and reproducibility are promoted through our Open Research team, with an aim to facilitate researchers achieving increasingly responsible use of metrics. They promote and align open research with our research culture to shift the focus towards a responsible research approach and contribute to the knowledge exchange and research career development.

Finally, a new ‘Engaged Research & Communications Officer (Responsible Metrics)’ was recruited in April ‘21, an appointment that was delayed by the pandemic. Their extensive comms experience and knowledge of the agenda will help us to move forward with this important area. The post is currently funded by a Wellcome Trust ISSF grant, with an aim to move to central University funding as the post develops.

## 3.6 Research mentorship in general

A mentoring scheme for academics was established in 2015 and PD took over the management of this in 2018, formalising it’s deployment by investing in specialist software SUMAC to help with application and matching. To support this scheme we have rolled out comprehensive training – the table in Appendix 2 shows that 45 researchers have undertaken this training since 2018.

Despite these improvements, feedback from our Research Culture Workshops with every department shows us that there remains a gap in mentorship demand and supply. Early research suggests there are two issues: firstly, the lack of mentoring being undertaken and secondly, the quality of the mentoring that does happen. We are now exploring ways of resolving both issues, given that we already have a system in place that might simply need boosting in some way.

## 3.7 A strategies for Research Leadership Development

3.7.1 Leadership Landscape

All leadership and management development (as curated by People Development and Researcher Development & Research Culture) is now mapped in our [Leadership Landscape](https://www.exeter.ac.uk/media/universityofexeter/humanresources/learninganddevelopment/Leadership_Landscape_April_2021.pdf): an interactive PDF that maps out all our leadership and management provision to strategic objectives and level of expertise. This is constantly revised and is exploring an Education Leadership strand alongside the existing Research Leadership strand.

3.7.2 New People Managers

In addition to the below, we are currently working on resources to support colleagues who are new to people management, building on the existing (and highly regarded) [Induction for People Managers,](https://www.exeter.ac.uk/staff/development/coursedetail/?code=10396) jointly delivered by People Development and HRBPs/HRAs. We aim to support academics new to leadership roles through carefully curated resources, mentoring and focused development opportunities as part of an induction programme into the role.

3.7.3 BAME Women Leadership

The “[Elevate](https://www.exeter.ac.uk/inclusion/support/training/elevate/)” leadership programme, aimed at BAME women working within the GW4 university alliance group, has now started with seven Exeter delegates and has received very good feedback so far. Significantly, Exeter is co-ordinating cross-institutional mentoring for this programme.

3.7.4 Leadership Difference

Three out of four cohorts of the [Leadership Difference](https://www.exeter.ac.uk/staff/exeteracademic/yourdevelopment/leadershipdevelopment/leadershipdifference/) academic development programme, based on self-awareness and personal impact, scheduled for the 20/21 academic have now completed. 40 delegates have been selected from around 50 applicants this year, including a special cohort of research leaders in response to a specific demand.

All Colleges have academics enrolled in the programme. There is a good representation across all job families and grades. The full range of academic leadership roles are represented on the programme, this year with a large proportion of Directors (eg Directors of Research) enrolled. The number of academic leaders to have gone through the Programme now totals over 70, with a waiting list in operation.

A Leadership Difference ‘Alumni CPD Programme’ is also nearing completion.This programmereinforces the training received by previous Leadership Difference cohorts. The programme focuses on developing strategies for navigating current challenges, again with a strong focus on peer support. The new programme includes a resilience self-evaluation which leads to 1:1 and group coaching sessions and optional bite-sized topical development series based on Leading in Uncertainty.

3.7.5 Engage Series

The Engage Serieshas proven hugely successful. There are now four Engage forums:

* [HoD Engage](https://www.exeter.ac.uk/staff/exeteracademic/yourdevelopment/leadershipdevelopment/hodengage/), in its second academic year, has met 11 times in the past year, with an average attendance of 34 HoDs – Chaired by Janice Kay
* DoE Engage: Launched 20/21, meets monthly, average attendance 50 DoEs, Chair Tim Quine
* DoG Engage: convened March 2021, 42 DoGs present, Chair Mark Goodwin
* DoR Engage: Most recently launched, monthly dates scheduled, Chair Neil Gow

Next steps include further utilization of associated SharePoint sites to support information sharing, discussions and signposting post events and aim to provide more development opportunities on the back of identified key themes/priorities. We are also conducting research to evaluate the forums to date and identify future session topics.

3.7.6 Mentoring and coaching – ‘Coaching Conversations’ Internal Coaching Network

We have a successful mentoring programme ([One Step Beyond](https://www.exeter.ac.uk/staff/development/mentoringcoaching/mentoring/)) that provides support for all academic staff, many of whom are leaders. We are about to launch an internal coaching network to offer further support to all academic leaders. This will begin by piloting with Participants of the Leadership Difference and ILM courses, who will be offered a 1 hour post course coaching session to be used as a learning reinforcing, goal setting and commitment to action opportunity.

3.7.7 UHR Award Winners

The above Academic Leadership Programme has now been nationally recognised, winning a UHR award in the category of ‘Business Effectiveness and Organisational Performance’ Against some top shortlisted Universities. Judges’ praised the evidence based, collaborative approach to the programme, with the following comments:

*The winning entry was described by the judges as a really good example of a project that was fundamental to addressing business effectiveness in HE because it’s about standards, consistency, experience and ambition. It underpins organisational performance and strategy and demonstrates the university’s transformational, research-led approach to engaging and developing its academic leaders through a new Academic Leadership Development programme. The entry included strong evidence of how this initiative has delivered benefits for individuals and the wider institution through increased staff engagement in learning and development initiatives. […] [It] is a great example of an embedded academic leadership development programme with positive impact across a high number of staff in a short space of time, and increased engagement scores, change management and people management.* ***Developing academic leadership is fundamental for all HEIs******and underpins organisational performance and ultimately the effectiveness of the business;*** *it creates culture change that drives business effectiveness and performance and this is a really good example, transferable to other universities.”* Further information about the award can be found at: [https://www.uhr.ac.uk/awards/awards-2021/](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uhr.ac.uk%2Fawards%2Fawards-2021%2F&data=04%7C01%7CJ.J.Button%40exeter.ac.uk%7Ccb39b569358f4ebabdc008d9156021ac%7C912a5d77fb984eeeaf321334d8f04a53%7C0%7C0%7C637564324912930838%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=RbjvlBQti%2FNU41hTHJuxyZR3rk31LpcrxKAUl8zDhNI%3D&reserved=0)

3.7.8 ECR Research Leadership Development Programme

We havedeveloped a bespoke ‘Researcher Leadership Development Programme’ for ECRs, in consultation with an externally provider. The programme has initially run from April to July 2021, for a ½ day a week, covering a 12 weeks period for 25 late stage PGRs and ECRs.

 Selection to participate in the programme was via a formal selection process, where:

* An application form needed to be completed requiring signed agreement by the candidate’s manager/supervisor to release them for the entirety of the course;
* A first sift was then conducted to check baseline eligibility;
* A final selection panel of three (our external consultant, the Dean of the Doctoral College and the Director of Research) scored the applications, selecting those to participate.

The programme allows the participants to undertake a self-assessment exploring their strengths and development areas over twelve facets of leadership. Participants frame these in the context of their objectives and use three methods for creating growth over the programme. Firstly, they tackle a series of challenges tailored to their development areas, chart their progress through the online learning log. Secondly, they explore their strengths and use these to create a leadership mantra designed to help them with future challenges. Finally, they seek feedback from peers on the same twelve facets to build up a fuller picture of their leadership profile. The participants’ progressing through this are fully supported by the external consultant.

Development during the programme is supported through the use of the online Resilient Leaders Development Programme (RLDP), which includes a self-assessment process and development work using challenges, feedback and strengths to promote growth. Alongside this, a group project runs through weeks 4-10.

## 3.8 ECR Researcher Development Provision

In the period 2018-2020 there were 103 different courses on offer through the Researcher Development team. **These are listed in Appendix 1** along with attendance.

In addition, a further 183 development opportunities covering a wide range of topics were available from all development services and were accessed by all research staff. **Appendix 2 lists all those attended** during 2018-2020.

It is important to note how all this data reflects the impact of the pandemic. The calendar years reported include the pandemic year 2020 and shows the incredible effort deployed to improve engagement despite the difficult circumstances. For the Researcher Development courses alone there has been a steady increase over the period:

**Development provided by Researcher Development and Research Culture:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **2018** | **2019** | **2020** | **Total for Reporting Years** |
| **Total number of researchers attending** | 293 | 402 | 447 | 1,142 |

For all other opportunities (ie those curated by People Development and available to all staff) the story is more complex as the range of opportunities has changed so much and provision for researchers concentrated in the Researcher Development and Research Culture team. Totals for all other development show a picture that is coloured by several strategic activities.

**Development provided by all other services:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **2018** | **2019** | **2020** | **Total for Reporting Years** |
| **Total number of researchers attending** | 1455 | 407 | 403 | 2,265 |

Firstly, in 2018 the University launched a series of workshops about the new finance system that were only attended in that year (509 delegates). Also 2018 was the last year IIB operated separately and offered specific development (187 delegates). Together these account for 696 places that were not available in 2019 or 2020.

People Development also curate a large number of self-directed learning resources including our LearnSmart resource and LinkedIn Learning (the latter since 2020) and we have seen a large number of staff taking advantage of these resources. Unfortunately, we do not have job family data to be able to report on these accurately.

## 3.9 Wellbeing

Since 2019, there is now a dedicated Wellbeing Support role within the Doctoral College for PGRs and Early Career Researchers. This role represents *just one of a series of resources that researchers can go to a*ccess support. The purpose of this role is to provide guidance, advice and signposting on a wide range of issues relating to researcher's welfare, health, personal problems, support for study plans and options for academic progression. The role is part of the wider Wellbeing Services team, supporting the whole researcher's community including, Streatham, Penryn and St Lukes. Usually based on the Streatham campus three days a week (Monday, Thursday & Friday), St Lukes one day per week (Tuesday) and Penryn one day per week (Wednesday). During the pandemic meetings have been held via Teams, or telephone.

All researchers appointments with the Wellbeing Support officer are confidential and are not recorded on student/employment records. There is a pre-agreement process if another colleague, or member of academic staff, such as supervisor/pastoral tutor is also required for these meetings. There is a self-referral process for PGRs, and ECRs are also able to access the University-wide wellbeing services, available to all staff.

PGR supervisory teams can also refer, asking that the Wellbeing Support officer gets in touch with individual students to discuss possible support, or the PGR Support team will refer, again asking the Wellbeing Support to get in touch with students to arrange a convenient time to meet and check that everything is ok, or if you would benefit from accessing support. Meetings can be a one off, or further meetings can be arranged, if appropriate and useful.

Recognising the importance of wellbeing for successful researchers, we also run a number of wellbeing sessions as part of the ‘Researcher Development Essentials’ strand of the Researcher Development programme, see 3.2.2. above.

In collaboration with colleagues in wellbeing, we have developed a number of sessions that dealt explicitly with wellbeing issues in research, particularly during the pandemic. These were:

* **Working from home** – acknowledging the wellbeing and productivity challenges of working from home, and introducing you to strategies that can help
* **Maintaining momentum and focus after your upgrade** – dealing with the ‘post-upgrade slump’ and supporting your to maintain momentum and enthusiasm for your research
* **Being a mindful researcher** – embedding mindfulness and cognitive empathy in to your research practice, and relationships with yourself and others
* **Encountering imposter syndrome** – exploring the common and ‘public feeling’ of being a fraud and not belonging in academia

Colleagues in the wellbeing team also run practitioner-led sessions exclusively for PGRs:

* Managing stress
* Mindfulness
* Confidence and resilience

The Writing strand of the PGR RD programme also supports research wellbeing, with our writing groups providing a regular forum to connect and work with other PGRs – whether than is face-to-face or online, reducing isolation and building community, see 2.4 above. Additionally, there are a number of other externally provided wellbeing support services on offer to PGRs and ECRs:

* [**Spectrum.Life**](https://www.exeter.ac.uk/staff/wellbeing/spectrum/) is a employee assistance programme which is also open to PGRs. They provide a confidential telephone, video and live chat counselling service to help with stress, anxiety, depression, relationship issues, bereavement and more. It is easy to access through our online portal, is flexible and provides choice and clinically approved resources to help researchers manage their health and wellbeing at work and at home. This is a confidential service and information about who has used it, is not fed back to the University.
* [**SilverCloud**](http://www.exeter.ac.uk/wellbeing/support/self-helpandpeersupport/onlineselfhelp/silvercloud/) offers secure, immediate access to online Cognitive Behavioural Therapy programmes, tailored to individuals specific needs. The programme has shown high improvement rates for depression, anxiety and stress and also has a programme on body image. CBT helps researchers identify and change thought and behavioural patterns that have a negative influence on how they are feeling, helping them to make changes for the better.
* [**Together all**](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Faccount.v2.togetherall.com%2Fregister%2Fstudent&data=02%7C01%7Ccj261%40exeter.ac.uk%7Cbdb982131ecb4d23627308d86b641709%7C912a5d77fb984eeeaf321334d8f04a53%7C0%7C0%7C637377424949288384&sdata=3VDIfznH4Cf7V56PNjln%2FFmgI8bD3UvcNk8LykTY6zA%3D&reserved=0) provides a safe, anonymous online support where researchers can share experiences anonymously with their peers experiencing similar difficulties. They can also access professional support with trained healthcare professionals in addition to wellbeing courses and tools to help self-manage their wellbeing.

Display Screen Equipment (DSE) Self Assessment

The DSE self-assessment is a checklist for staff and students to use to ensure that their IT workstations are set up to the best of their ability, to reduce the risk of pain and ill health that can be associated with the use of DSE. Everyone is required to carry out a DSE self-assessment to ascertain whether assistance is required.

Eye Care Vouchers

All ECRs and PGRs have access to a free eye care voucher (every two years), which allows them to get a free eye test with Specsavers. To get a voucher, they need to complete the DSE self-assessment form, at the bottom of which, there is a direct link to Specsavers where you can request a voucher.

Online support wellbeing apps available include:

* [**Calm: Meditation to Relax, Focus and Sleep Better**](https://www.calm.com/) - Calm is a leading wellbeing app for mindfulness and meditation to bring more clarity, joy and peace to daily life. Our researchers can enjoy a calmer mind with guided meditations and experience more restful sleep with Sleep Stories. Calm is the perfect meditation app for beginners, but also includes hundreds of programs for intermediate and advanced meditators and gurus. Guided meditation sessions are available in lengths of 3, 5, 10, 15, 20 or 25 minutes so researchers can choose the perfect length to fit with their schedule.
* [**Headspace: Guided Meditation and Mindfulness**](https://www.headspace.com/headspace-meditation-app) - the guided meditations in Headspace are suitable for all levels of experience.
* [**SilverCloud**](https://doctoralcollege.createsend1.com/t/r-l-juhkuhx-l-m/) - is also available online, as well the facilitated service described above.

## 3.10 Management of Provision – Working with Colleges and external partners

Our Researcher Development provision draws together different aspects of support through training and development, online training, funding, initiatives, competitions, supporting the ECRNs and strategic representation. Our ECRNs are designed to help support our research communities. They also serve to help raise awareness of new developments in a particular field or provide an opportunity for collaborative problem solving. The Researcher Development team now works in close collaboration with People Development, Academic Development and the Open Access teams and the ECRNs to link to Vitae, GW4 and UKRSA which offer further development opportunities for both ECRs and PGRs. Governance of these collaborations is monitored via the newly formed Concordat SG, the Exeter Academic SG, RIEG and the People Development Directors Group. The latter has been specifically implemented to ensure that these activities are cutting across and aligned to all of the above stake holder groups. All of the steering groups have ECR representation, as detailed in Appendix 5. The Researcher Development team sits within the wider joint Research Services and IIB division to ensure our researchers are fully supported and aware of research and business-related opportunities and developments. Further details of how some of these stakeholder groups are governed is detailed in the following sub-sections.

## 3.11 Education Development

One of the most significant achievements with regards PGRs who deliver significant teaching is the creation of the Postgraduate Teaching Assistant (PTA) role. This new staff contract gives PGs access to all staff resources for the first time and better clarifies their role in their College with regards commitment to teaching. There are currently 560 PTAs contracted.

As noted in the Action Plan (section 6.9) there has been terrific engagement with our educational development programmes, particularly since the new arrangements in 2019 that has a combined LTHE1+2 programme came into force.

## 3.12 Exeter Academic and curation of provision

All development for the Exeter Academic stakeholder group is curated in several ways:

1. **Doctoral College**. The [Researcher Development Programme](https://www.exeter.ac.uk/doctoralcollege/early-career-researchers/traininganddevelopment/rdprogramme/) is curated and managed by the Researcher Development & Research Culture team within the Doctoral College for ECRs (a similar programme is available for PGRs). This training and development programme is specifically designed for Early Career Research staff (i.e. staff on research contracts on grades E to G), across all campuses of the University of Exeter. All of the courses on the programme have been mapped against the national [Researcher Development Framework](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework) (RDF), a tool that helps you consider your professional development as a rounded researcher. Most of our courses address multiple domains and sub-domains. All course bookings are administered via [iTRENT,](http://www.exeter.ac.uk/staff/development/courses/) allowing participants to maintain a full training record and reflect against development conversations with their PIs/Line-managers as part of the ePDR process. The Researcher Development & Research Culture team also fully administer the ‘Research and Innovation Essentials Series’ which has been created to distil essential information that all research staff (from ECRs to research leaders) need to know about the research grant lifecycle, from application to grant management, including what support researchers can draw upon to get the best possible outcome. The Essentials Series was created to meet the requirements of various career stages and offers an opportunity to meet members of Professional Services and Academics that specialise in specific areas of the research lifecycle to discuss how they can support our research staff at these various career stages.
2. **Exeter Academic**. The [Exeter Academic](https://www.exeter.ac.uk/staff/exeteracademic/) initiative embraces everything to do with being an academic at the University of Exeter. This includes, role profiles, probation, promotion, progression and development. The [development aspect](https://www.exeter.ac.uk/staff/exeteracademic/yourdevelopment/) is divided currently into a number of different areas that explore different aspects of personal and professional development and includes a section dedicated to [researchers](https://www.exeter.ac.uk/staff/exeteracademic/yourdevelopment/researchdevelopment/).
3. **People Development and iTrent**. People Development curate and manage [development opportunities for all staff](https://www.exeter.ac.uk/staff/development/). Their comprehensive coverage is open to anyone and includes a large number of [online resources](https://www.exeter.ac.uk/staff/development/#tab5) alongside an [extensive catalogue](https://www.exeter.ac.uk/staff/development/courses/) of opportunities on the staff iTrent system.

## 3.13 GW4

We also work closely with the [GW4](https://gw4.ac.uk/about-gw4/), an alliance comprising of a consortium of four of the most research-intensive and innovative universities in the South West: Bath, Bristol, Cardiff and Exeter. This is the only research alliance to collaborate across England and a devolved administration. Working with other organisations, industry, and society, GW4 aims to enhance research collaboration; address global, societal, and industrial challenges; and inform policy at national and international levels.

The GW4 Alliance was initially formed in 2013 and officially launched at the House of Commons in October 2014. The GW4 Alliance is funded by the member universities to promote collaboration and innovation. GW4 builds research capacity, at scale, to tackle global challenges and provide a rich environment in which to develop the researchers of tomorrow. GW4 is focused on developing priority research themes in response to global challenges facing society today also develops flagship research communities and innovation.

All of the partner institutes share their training and development resources across the four Universities and our PGR students are able to take part in specific training (as described below) at each institute, as they so wish. Moreover, the GW4 provides travel bursaries to PGRs. Specifically, there is also a GW4 Early Career Symposia Scheme to create a space for postgraduate researchers and early career researchers to showcase their research, develop their management skills, and raise their profile. They can also access the GW4 Research Communities programme, designed to build research communities of scale and capability to deliver a step-change via collaborative working across the institutes.

To help with making the career progression step to academia there is the GW4 Crucible. This brings together around 30 competitively selected future research leaders to explore how they can enhance their career by working with researchers in other disciplines, how their research can have greater impact, and how they can develop their careers. Over a series of three online workshops, known as ‘labs’, the researchers explore working in an interdisciplinary and collaborative way, and have the chance to connect with expert guest speakers, enhancing their professional networks and visibility. There is also a chance for participants to collaborate and apply for ‘seed funding’ to support the collaborations formed during the Crucible.

We have also instigated the Elevate programme across the GW4 in this reporting period, which is aimed at staff (who identify as women) in professional services and academic roles, who wish to hone their level of self-awareness and personal insight in order to develop their personal leadership style and influence. The programme aims to address the underrepresentation of BAME women at more senior levels in the sector. Elevate is led by serial entrepreneur and recent lecturer at Goldsmiths, Yvonne Field with a team of co-facilitators, Dr Peggy Warren and Jamie Schearer-Udeh. This creative programme acknowledges and celebrates the history, culture and diverse lived experience of participants and will encourage participants to reflect, explore and grow through connecting and building solidarity together.

It is both a personal and professional development programme and will be focused on Academic staff (grades G-K) and Professional Service staff (grades E-K).

Elevate creates a safe space where leadership concepts and ideas are introduced whilst exploring strategies that support the navigation of systemic practices which have tended to historically fix the professional identities of BAME women. The programme is further supported by a mentorship scheme and a ‘graphic harvest’ which captures formative feedback from participants throughout the programme.

# 4 2021 – 23 HR Excellence in Research Action Plan and priorities for the future

The top priorities are identified below. While there will be others that will come and go depending on our agile response to things like the continuing pandemic, these are the priorities that will attract the most resource and time.

## 4.1 Unification with Researcher Concordat action plan

Following guidance from the HREiRA team, we have created our new action plan mapped to the new Researcher Concordat principles rather than continuing those from our previous action plans. This will avoid the need to have a complicated mapping system back to Concordat principles.

Where there are significant overlaps or duplication which results from this exercise we will note this in the Action Plan. Initial inspection suggests the new Action Plan will be simpler, more easy to understand and to quickly see our priorities but with more contextual actions against each item.

## 4.2 Consolidate end-to-end provision

The “current state” diagram in Appendix 3 will be explored in more detail, working with a wide range of stakeholders. In particular we will focus on:

* **Research leadership** from PGR Supervision through to leading research strategy. The approach highlighted in section 3.8 above will be tested fully by obtaining support at the highest level and piloting new approaches. Investment from both the Doctoral College and People Development will be co-ordinated to maximise both coverage (ie topic) and opportunity (ie for all grades, job families and levels).

There will be a particular focus on PGR Supervision to engage those who are in most need and especially ECRs who are very early career but have supervision responsibilities.

* **The role of mentorship**. This will support moves to maybe formalise mentoring for early career staff and also increase the prominence (and expectation) of mentoring as a key component for senior job roles, perhaps to include a component of progression.
* **Education training**. Currently the mix of LTHE and PGCAP certification for PGRS and ECRs who also teach and the APP model for academics in E&R job family is confusing and there is some resistance to the APP programme as it stands. The APP Research theme offer will be explored in more detail which may help across the piece.
* Building on **coaching** check-ins from our internal coaching network for early career researchers and provision of professional coaching for senior researchers.
* Reviewing the researcher development and IIB essentials portfolio – building on successes, addressing gaps and working with People Development and the Exeter Academic to ensure a broad coverage is maintained and effectively curated.
* Addressing issues around **PGR access** to and booking on courses and mandatory training.

## 4.3 Support for career development

The Wellcome Trust report (2020) ‘What Researchers Think about the Culture they Work In’, found that 36% of researchers surveyed were considering leaving research in the next three years to move to another sector. Similarly, HEPI (2020) found that 67% PhD students want a career in academic research but only 30% stay in academia three years on. Results from the 2019 Postgraduate Research Experience Survey (PRES) also revealed that whilst 76% of PGRs who responded to the survey reported receiving training to develop their research skills during their programme, only 31% reported receiving advice on their career options. Feedback from our PGRs via PRES, PGR Liaison Forums and PGR Executive meetings have also consistently highlighted the importance of increased careers support for PGRs.

As such, we are proposing that a 1 FTE specialist PGR Employability and Careers Consultant post be funded to ensure compliance with the Concordat and meet the needs and expectations of PGRs. This post would be lined managed by the Student Employability and Development Manager (SEAS) and matrix managed by the Head of Researcher Development and Research Culture, (Doctoral College).

We are requesting the funding required to create a specialist Employability and Careers Consultant post to work specifically with PGR students. PGR students need dedicated and specialist support to develop their employability and enhance their career management skills within an increasingly competitive jobs market, whether they are seeking roles in academia or beyond. Support is also required for alumni who decide to career change from academia, or any other sector, via our *Careers Forever* support, which alum are entitled to access for life.

For ECRs we have a dedicated Careers Coach to help steer their professional futures in the direction they want it to go in, including: (i) 1-2-1 confidential appointments - ECRs have access to 1-2-1 careers appointments with our dedicated Researcher Development Careers' Coach with whom you can discuss issues such as your next steps and options, CV and application preparation, and interview preparation. Appointments are accessible face to face (at all campuses) or virtually and (ii) [**Profiling for Success**](https://www.teamfocus.co.uk/establishment/university-of-exeter/)- is an online self-assessment tool, that can be used to further understand more about How abilities relate to individual career choices, learning styles and to become a more effective learner and preferences and how these relate to strengths and possible areas for development.

## 4.4 Early Career Researchers

We aim to continue to offer and improve researcher leadership development opportunities by exploring options to develop a suite of programmes tailored to meet the varying levels of experience within the ECR community e.g. targeted training for those who have just moved from PhD to post doc. We will work collaboratively with GW4 in this area, through initiatives such as ‘Leadership in Action’. We will be strengthening out links with the Exeter Academic to support the development of the leadership landscape in relation to ECRs. Using Research Culture funding we will be evaluating the success of 360 appraisal, Insights and the use of Lego Serious Play, to gauge whether these should be incorporated into the leadership suite of programmes. Other priorities for development, include:

* Developing learning opportunities around project management skills.
* Sourcing opportunities for bespoke statistics training, inside and outside of the University.
* Continuing the exploration of how action learning sets can be introduced into the ECR community; currently being explored through HAAS.
* Providing ongoing support to strengthen ECRNs through working with leads and through University wide ECRN meetings.
* Focussing on personal and team wellbeing; topics may include imposter syndrome, emotional intelligence, growth mind-set, co-coaching, informal and formal mentoring, NLP, developing a positive research culture.
* Creating an online resource portal for ECRs on SharePoint and accessed via the ECR Hub. Working with ECRs to develop the resource. Exploring the viability of developing a knowledge and skills bank to support peer learning.
* Continuing to develop the ECR Hub so that it becomes a portal for ‘all things ECR’.
* Further developing the core programme to complement the Research and Innovation Essentials Series.
* Continuing to develop a robust ongoing evaluation process to include reviewing core themes identified by the ECR Career Coach.
* Offering development opportunities via various forms of delivery; remote, face to face and self-directed.

## 4.5 Postgraduate Researchers

We will be working with research assistants to conduct a detailed qualitative analysis of feedback data from 2015 to the present day to identify strengths and areas for improvement. Other priorities for development, include:

* Focus on developing projects that combine training and community building – i.e. SUAW, PGR book club
* Moving to a digital first training model, and looking at blended approaches to all face-to-face training
* Continuing to build our online resources
* Continue to develop working in partnership with PGRs, developing resources and teaching on the programme.

## 4.6 Research Culture

We will continue to support our responsible metrics ‘Champions’, to help develop and promote the DORA agenda and initiate the development of a dedicated RC toolkit to assist researchers with funding applications and identify common goals and values. This toolkit will include: policy statements, video/animations to highlight the key issues and gain buy in, training and policy documentation review (recruitment/promotion), example interview questions, example job descriptions, guidance on how to sift applicants without relying on metrics, FAQs and case studies. Other activities which go beyond the generic position statement to useful tools which help guide decision making are also being considered e.g. a RM Matrix and Guidance on managing online research profiles (working with our Open Access team, see 3.5, above).

The outputs from our RC workshops will be fully analysed to be followed by ‘deep dive’ workshops across the academic colleges based on key themes; these will be focused towards ECRs and researcher-leaders, in particular, to see where we need to prioritise and on what. Results will be shared across departmental meetings, DCMG, RIEG and the People Development Directors Group, for consideration in future policy development and inclusion in our evolving R&I strategy.

In terms of PGR and ECR inductions, we will aim to make these more inclusive and accessible, for e.g. all year round for PGRs who start outside of the traditional start times of September and January. We hope to move the information giving part of induction online for PGRs (to mirror ECR inductions) with face-to-face sessions more interactive and focused on meeting others.

To enhance our wellbeing support we will be promoting the healthy living agenda, further focus on prevention using the ‘5 steps to wellbeing’ rather than having an over reliance on crisis point interventions. This will be complemented by extending out peer support and mentoring activities, university-wide to further aid the promotion of healthy wellbeing, see 3.4 above.

Mandatory training will be moved to a more accessible system with better access characteristics and reporting. We hope this will dramatically improve engagement in this area.

Communications will have more of a focus on sharing the experiences of our PGRs and ECRs, not just as a student or member of staff, but things colleagues also want to share socially. We hope this will make our communications more personable and easier to read.

## 4.7 Connected and co-ordinated development

The work of the PDDG and RD&RC Ops group outlined in section 1.3 will continue and we will further consolidate our working practices. The ultimate goal will be to share more resources across the three development teams. This creates agility, builds resilience and increases career opportunity for the team members. The impact on our research community will be significant with more opportunities, more variety, greater co-ordination and improved communication.

**Appendix 1 Researcher Development provision for all research staff**

| **Course title** | **Number of delegates each year** |  |
| --- | --- | --- |
| **2018** | **2019** | **2020** | **Total** |
| Researcher Development : 2nd Gene Expression & Synthetic Biology Symposium | 19 |  |  | 19 |
| Researcher Development : An introduction to data analysis in Python | 5 |  |  | 5 |
| Researcher Development : An Introduction to Open Access WEBINAR | 1 | 1 |  | 2 |
| Researcher Development : An Introduction to the Git Ecosystem for Version Control and Code Sharing | 28 |  |  | 28 |
| Researcher Development : Applied Bayesian Modelling | 6 |  |  | 6 |
| Researcher Development : Applying for Postdoctoral Funding (HASS) | 8 |  | 8 |
| Researcher Development : Beyond Exeter: Networks for Early Career Researchers | 16 |  |  | 16 |
| Researcher Development : Beyond Your Research Degree | 1 |  | 1 |
| Researcher Development : Bioinformatics User Forum 2019 (Processing and analysis of High-throughput sequencing data) | 9 |  |  | 9 |
| Researcher Development : Biosciences ECRN - Success and Survival in Science | 8 |  |  | 8 |
| Researcher Development : Careers in Climate | 11 |  |  | 11 |
| Researcher Development : Concordat Briefing Session | 4 |  | 4 |
| Researcher Development : Creative Communications Seminar Stories of dementia-developing a strategic dissemination strategy using film and social media - SEMINAR | 16 |  |  | 16 |
| Researcher Development : Creative Communications Seminar: Getting your research known: Using Altmetrics to record interest in your research | 9 |  | 9 |
| Researcher Development : Creative Communications Workshop Developing a strategic dissemination strategy using film and social media - WORKSHOP | 9 |  |  | 9 |
| Researcher Development : Creative Communications: Sharing through play-Creating a board game to communicate your research - WORKSHOP | 6 |  |  | 6 |
| Researcher Development : Creative Communications: Sharing through play-The use of board game as a potential dissemination strategy - SEMINAR | 8 |  |  | 8 |
| Researcher Development : Creative Communications: Using Wikipedia to disseminate your research - Seminar & Workshop | 2 |  | 2 |
| Researcher Development : Creative research communication | 1 |  |  | 1 |
| Researcher Development : Data Hive Doing Quality Qualitative Analysis | 2 |  |  | 2 |
| Researcher Development : Data management plan writing webinar | 13 | 13 |
| Researcher Development : Data Protection and the GDPR | 4 |  |  | 4 |
| Researcher Development : Don't Loose the Plot Let's Western Blot | 9 |  | 9 |
| Researcher Development : Effective Data Visualisation Taster Session plus Q&A | 14 | 14 |
| Researcher Development : Engaging writing 101-reaching public and policy audiences | 26 |  | 26 |
| Researcher Development : ExeterEnergy Seminar Series | 9 |  |  | 9 |
| Researcher Development : Focus on-Blogging | 4 |  | 4 |
| Researcher Development : Focus on-making research videos | 1 |  | 1 |
| Researcher Development : Focus on-Podcasting your research | 4 |  | 4 |
| Researcher Development : Focus on-publishing your thesis as a book | 5 |  | 5 |
| Researcher Development : Focus on-Twitter |  | 13 |  | 13 |
| Researcher Development : Focus on-visualising your data | 7 |  | 7 |
| Researcher Development : Getting Grants (HASS) | 2 |  |  | 2 |
| Researcher Development : Getting Grants (Science, Technology, Engineering, Maths, Medicine) | 5 |  |  | 5 |
| Researcher Development : Getting Grants (STEMM) | 19 | 5 |  | 24 |
| Researcher Development : Good Practice in Research | 7 | 14 |  | 21 |
| Researcher Development : Good Practice in Research (HASS) | 1 |  |  | 1 |
| Researcher Development : Good Practice in Research (STEMM) | 1 |  |  | 1 |
| Researcher Development : Good Statistical Practice Training (Exeter Clinical Trials Unit) | 13 |  |  | 13 |
| Researcher Development : How do I manage my research data | 2 | 6 | 21 | 29 |
| Researcher Development : How to Make your Research Less Boring - The Brilliant Club | 2 |  |  | 2 |
| Researcher Development : How to prepare a strong RLI funding application | 11 |  | 11 |
| Researcher Development : Interdisciplinary Working - How to Bridge the Gaps | 19 |  | 19 |
| Researcher Development : Introduction to ArcGIS | 2 |  | 2 |
| Researcher Development : Introduction to Machine Learning | 8 | 6 |  | 14 |
| Researcher Development : Introduction to MATLAB | 5 |  | 5 |
| Researcher Development : Introduction to NVivo | 6 |  | 6 |
| Researcher Development : Introduction to Python | 3 |  | 3 |
| Researcher Development : Introduction to R |  | 19 |  | 19 |
| Researcher Development : Introduction to Spatial Data and Analysis | 8 |  | 8 |
| Researcher Development : Leadership for Supervisors |  | 52 | 52 |
| Researcher Development : Leading in Uncertain Times | 7 |  | 7 |
| Researcher Development : Leading Online Collaborations | 13 | 13 |
| Researcher Development : Lets be positive about negative results | 22 |  |  | 22 |
| Researcher Development : Maintaining Wellbeing for Researchers | 1 |  | 1 |
| Researcher Development : Maximising the value of research outputs - a research funder perspective | 29 |  | 29 |
| Researcher Development : Multimedia Research Communication | 7 |  | 7 |
| Researcher Development : Networks approaches for Healthcare Applications | 14 |  | 14 |
| Researcher Development : NPAW Giant Coffee Event |  | 14 | 14 |
| Researcher Development : Nvivo for Intermediate Users | 4 |  |  | 4 |
| Researcher Development : Open science and reproducibility | 8 |  | 8 |
| Researcher Development : Peer Reviewing Research Papers | 11 |  |  | 11 |
| Researcher Development : Peer Reviewing Research Papers - WEBINAR | 28 | 17 | 45 |
| Researcher Development : Project Managing Your Research From Home | 19 | 19 |
| Researcher Development : Python for scientific research | 3 | 11 |  | 14 |
| Researcher Development : Q Methodology Training | 1 |  |  | 1 |
| Researcher Development : Reproducible and Open Science Workshop | 12 |  |  | 12 |
| Researcher Development : Research and Environment Strategy including REF | 2 |  |  | 2 |
| Researcher Development : Research Excellence Framework - what this means for you and your research | 1 |  |  | 1 |
| Researcher Development : Research information reporting systems and policies: what you need to know | 9 |  |  | 9 |
| Researcher Development : Research Strategy and Environment | 1 |  |  | 1 |
| Researcher Development : Resilience |  |  | 7 | 7 |
| Researcher Development : Resilient Career Planning |  | 23 | 23 |
| Researcher Development : Resilient Career Planning in Uncertain Times | 12 |  | 12 |
| Researcher Development : RISE (Research Inclusion in Social Evolution) Symposium | 14 |  | 14 |
| Researcher Development : Search Engine Optimization (SEO) for Researchers | 2 |  |  | 2 |
| Researcher Development : Sensitive Interview Training | 15 |  |  | 15 |
| Researcher Development : Shut Up and Write | 3 |  |  | 3 |
| Researcher Development : Social Media 101-strategies to maximise your research impact online | 23 |  | 23 |
| Researcher Development : Social media for early career advancement | 13 |  | 13 |
| Researcher Development : South American Archaeology Meeting at Exeter - SAAME 2019 | 7 |  |  | 7 |
| Researcher Development : SPSS - Intermediate - Three Part Session | 4 |  |  | 4 |
| Researcher Development : Statistical Modelling in R | 9 |  | 9 |
| Researcher Development : The Academic Woman | 3 |  |  | 3 |
| Researcher Development : The Academic Woman: Inspiring Women Seminar Series | 17 |  |  | 17 |
| Researcher Development : 'The Avocado Dialogues': Developing research skills for participatory methodologies | 2 | 2 |
| Researcher Development : The Brilliant Club Recruitment Event | 1 |  | 1 |
| Researcher Development : The Computational Biology Symposium 2018 | 4 |  |  | 4 |
| Researcher Development : The Concordat and What it Means | 18 | 18 |
| Researcher Development : Top Tips for Managing Your Career | 35 | 35 |
| Researcher Development : Understanding body language | 34 | 34 |
| Researcher Development : Visualisation and Data Wrangling in R | 15 |  | 15 |
| Researcher Development : What is Open Access? | 1 |  |  | 1 |
| Researcher Development : Workshop on Multiple Criteria Decision Making (MCDM) | 12 |  |  | 12 |
| Researcher Development : Write a Journal Article using IMRAD | 1 |  |  | 1 |
| Researcher Development : Write a Journal Article using IMRAD Webinar | 1 |  |  | 1 |
| Researcher Development : Write Club | 2 |  |  | 2 |
| Researcher Development : Writing 4\* Research Papers | 12 |  |  | 12 |
| Researcher Development : Writing 4\* Research Papers - Webinar | 40 | 35 | 75 |
| Researcher Development : Writing Groups for Early Career Researchers | 149 | 149 |
| Researcher Development : Writing Targeted Grant Proposals | 2 |  |  | 2 |
| Researcher Development : Writing Targeted Grant Proposals - Webinar | 62 | 26 | 88 |
| Researcher Development: Peer Reviewing Research Papers | 4 |  | 4 |
| **TOTALS** | **293** | **402** | **447** |

# Appendix 2 All University development opportunities attended by Research staff (R and E&R job family)

| **Course title** | **Number of delegates each year** |  |
| --- | --- | --- |
| **2018** | **2019** | **2020** | **Total** |
| Academic Development: Assessment, Marking and Feedback for Engineering | 31 |  |  | 31 |
| Academic Development: Academic and Personal Tutoring | 24 | 9 | 5 | 38 |
| Academic Development: Doctoral Supervision: Navigating the Examination Process | 7 |  |  | 7 |
| Academic Development: Doctoral Supervision: An Exploratory Workshop | 9 |  |  | 9 |
| Academic Development: Getting Started with Teaching Essentials | 5 |  |  | 5 |
| Academic Development: PGR Exams Process Workshop |  | 1 | 2 | 3 |
| Academic Development: PGR Pastoral Tutoring Workshop | 8 | 8 | 6 | 22 |
| Academic Development: PGR Supervision Workshop |  | 15 | 8 | 23 |
| Academic Development: PGR Supervision Roundtable | 23 |  |  | 23 |
| Academic Development: Writing Spaces | 18 | 17 |  | 35 |
| Academic Leadership Development Programme |  |  | 22 | 22 |
| ASPIRE PRP Guidance Session | 31 | 36 | 1 | 68 |
| ASPIRE PRP Guidance Workshop (AFHEA) |  |  | 2 | 2 |
| ASPIRE PRP Guidance Workshop (FHEA) |  |  | 5 | 5 |
| ASPIRE PRP Guidance Workshop (SFHEA) |  |  | 9 | 9 |
| ASPIRE PRP Writing Surgery |  | 8 |  | 8 |
| ASPIRE Writing Retreat | 12 |  |  | 12 |
| Being a Leader (ILM Level 5 Module) |  |  | 1 | 1 |
| Bitesize Learning: Attending and Managing Meetings | 2 | 6 | 2 | 10 |
| Bitesize Learning: Autistic Spectrum Conditions at Work |  |  | 2 | 2 |
| Bitesize Learning: Coaching Yourself-Regain Focus | 1 |  |  | 1 |
| Bitesize Learning: Creating a Positive Online Presence | 1 |  |  | 1 |
| Bitesize Learning: CV and Application Forms |  |  | 4 | 4 |
| Bitesize Learning: Depression at Work |  |  | 1 | 1 |
| Bitesize Learning: Fatigue at Work |  |  | 1 | 1 |
| Bitesize Learning: How to Conquer Procrastination |  | 1 |  | 1 |
| Bitesize Learning: How to Make Your Event/ Workshop Fun | 2 |  |  | 2 |
| Bitesize Learning: How to Train Self Confidence | 2 |  |  | 2 |
| Bitesize Learning: Interview Skills and Techniques |  | 2 | 2 | 4 |
| Bitesize Learning: Menopause at Work |  | 1 | 2 | 3 |
| Bitesize Learning: Mental Health Awareness during remote working |  |  | 1 | 1 |
| Bitesize Learning: Muscle & Joint Pain at Work |  |  | 1 | 1 |
| Bitesize Learning: Networking Skills and Techniques | 4 | 3 | 4 | 11 |
| Bitesize Learning: Outlook Tips and Hints | 1 | 1 |  | 2 |
| Bitesize Learning: Personal Resilience During Remote Working |  |  | 2 | 2 |
| Bitesize Learning: Supporting the Mental Health of Your Team During Remote Working |  |  | 2 | 2 |
| Bitesize Learning: Updating Your CV | 1 |  |  | 1 |
| Career Confidence for Researchers |  |  | 44 | 44 |
| Coaching and Mentoring - Quality Conversations | 2 | 6 | 4 | 12 |
| College of Medicine and Health - The Exeter Academic Event | 8 |  |  | 8 |
| Communicating Effectively in Meetings | 2 | 1 |  | 3 |
| Community Challenge | 10 |  |  | 10 |
| Conflict and Assertiveness | 6 | 6 |  | 12 |
| Cultural Awareness | 2 |  |  | 2 |
| CV and Application Forms |  | 1 |  | 1 |
| Data Visualisation : How to Effectively Communicate with your Data | 4 | 1 | 4 | 9 |
| Developing Your Team | 1 |  | 1 | 2 |
| Doctoral Supervision v.1 | 47 | 5 |  | 52 |
| Effective Note-Taking |  | 1 |  | 1 |
| Emergency Response and Business Continuity (Introduction) | 1 |  |  | 1 |
| Engaging teaching - working with school pupils - (1 & 1/2 day session) | 1 |  |  | 1 |
| Finance: Purchase Cards Changeover to HSBC |  |  | 17 | 17 |
| Finance: T1 Expenses 20 Minute Workshop | 21 | 1 | 9 | 31 |
| Finance: T1 Introduction and Overview for Staff and Students |  | 6 | 18 | 24 |
| Finance: T1 Purchasing and Receipting Goods and Services | 6 | 1 | 9 | 16 |
| Fire Competency Training and Walk Through | 6 |  |  | 6 |
| Future Finance - Approving and Delegating Work in T1 v.1 | 13 |  |  | 13 |
| Future Finance - Chart of Accounts in T1 (for Finance Services only) v.1 | 2 |  |  | 2 |
| Future Finance - Introduction to the Technology One Finance System T1 v.1 | 207 | 4 |  | 211 |
| Future Finance - Logging a New Research Project Idea or Aspiration in T1 v.1 | 12 | 1 |  | 13 |
| Future Finance - Managing a Budget in T1 - Part 1: Roles and Responsibilities v.1 | 15 |  |  | 15 |
| Future Finance - Managing a Budget in T1 - Part 2: Approvals and Delegating v.1 | 11 |  |  | 11 |
| Future Finance - New T1 Finance Codes v.1 | 35 | 1 |  | 36 |
| Future Finance - Ordering Goods and Services in T1 v.1 | 11 | 2 |  | 13 |
| Future Finance - Reconciling a Purchase Card in T1 v.1 | 1 |  |  | 1 |
| Future Finance - Sales Invoices & Credit Notes in T1 v.1 | 2 |  |  | 2 |
| Future Finance - Submitting Expenses Using T1 v.1 | 125 | 3 |  | 128 |
| Future Finance: T1 Approvals | 2 |  |  | 2 |
| Future Finance: T1 Coding for Finance Services Teams | 1 |  |  | 1 |
| Future Finance: T1 for Research Academics | 5 |  |  | 5 |
| Future Finance: T1 for the Research Lifecycle - Post Award | 1 |  |  | 1 |
| Future Finance: T1 Help Sessions | 5 |  |  | 5 |
| Future Finance: T1 Introduction & Budget Holder Overview for Academic Budget Holders | 15 |  |  | 15 |
| Future Finance: T1 Introduction & Budget Holder Overview for Professional Services Budget Holders | 15 |  |  | 15 |
| Future Finance: T1 Overview for Administrative Staff | 1 |  |  | 1 |
| Future Finance: T1 Purchase Card Holders (All Staff) | 20 |  |  | 20 |
| Future Finance: T1 Submitting Expenses | 10 |  |  | 10 |
| Getting the Most Out of Your PDR |  | 4 | 2 | 6 |
| Handling Challenging Conversations | 1 |  |  | 1 |
| Health and Safety: CoSHH for Laboratory Users | 10 | 16 | 6 | 32 |
| Health and Safety: COSHH for Laboratory Users (Refresher) | 7 | 2 | 1 | 10 |
| Health and Safety: Fieldwork Practical Workshop | 9 | 4 |  | 13 |
| Health and Safety: Fire Marshal and Evacuation Officer | 3 | 2 | 5 | 10 |
| Health and Safety: Fire Marshal Requalification | 4 | 2 |  | 6 |
| Health and Safety: Fire Safety | 2 |  |  | 2 |
| Health and Safety: Laboratory Spillages | 4 | 10 |  | 14 |
| Health and Safety: Ladder Safety |  | 3 |  | 3 |
| Health and Safety: Laser Safety Training | 13 | 6 |  | 19 |
| Health and Safety: Laser Safety Training (Refresher) | 15 |  |  | 15 |
| Health and Safety: Outdoor First Aid (First Aid for Fieldwork) | 15 |  |  | 15 |
| Health and Safety: Outdoor First Aid REFRESHER (First Aid for Fieldwork) | 5 | 5 |  | 10 |
| Health and Safety: Person in Charge (PiC) |  | 1 |  | 1 |
| Health and Safety: Risk Assessment | 2 | 2 |  | 4 |
| HoD Engage: The Heads of Department (HoD) Leadership Engagement Events |  | 23 |  | 23 |
| IIB Essentials: An Introduction to Building Relationships with Businesses and Organisations | 18 |  |  | 18 |
| IIB Essentials: An Introduction to Engaging and Influencing Policy Makers | 7 |  |  | 7 |
| IIB Essentials: Consultancy and Contract Research | 15 |  |  | 15 |
| IIB Essentials: Degree Apprenticeships | 1 |  |  | 1 |
| IIB Essentials: Exeter SETsquared Startup Incubation, Business Acceleration and Spinout Support | 6 |  |  | 6 |
| IIB Essentials: Impact: The What, Why, and How | 21 | 3 |  | 24 |
| IIB Essentials: Impactful Public Engagement with Research | 7 |  |  | 7 |
| IIB Essentials: Innovate UK Funding Streams | 16 |  |  | 16 |
| IIB Essentials: Intellectual Property and Commercialisation | 10 |  |  | 10 |
| IIB Essentials: Knowledge Transfer Partnerships | 12 |  |  | 12 |
| IIB Essentials: Pathways to impact in UKRI Grant applications | 19 |  |  | 19 |
| IIB Essentials: Regional Funding Streams | 10 |  |  | 10 |
| IIB Essentials: Regional Research, Development and Innovation Hubs | 4 |  |  | 4 |
| IIB Essentials: SETsquared Exeter: Supporting Research, Commercialisation, Spinouts and Startups | 14 |  |  | 14 |
| IIB Essentials: The Industrial Strategy | 19 |  |  | 19 |
| IIB Essentials: Using Twitter for Research Influence and Engagement | 8 |  |  | 8 |
| ILM Programmes: Induction & Assessment Workshop |  | 1 |  | 1 |
| Impact and Influence | 1 | 3 |  | 4 |
| Induction for People Managers |  | 2 | 4 | 6 |
| Introduction to Higher Education - Today's Universities: Tomorrow's Issues | 2 |  |  | 2 |
| Introduction to Personal Resilience | 7 | 1 |  | 8 |
| Introduction to Project Management v.1 | 5 |  |  | 5 |
| Laboratory Leadership Course (EMBO) | 14 |  |  | 14 |
| Leading and Managing People Remotely |  |  | 18 | 18 |
| LEAN Process Improvement |  | 1 |  | 1 |
| LTHE Exam Board | 4 |  |  | 4 |
| Manager's Guidance for COVID-19: Skills for Supportive Conversations |  |  | 39 | 39 |
| Managing a Project |  | 3 |  | 3 |
| Managing Mental Wellbeing and Stress at Work | 7 |  |  | 7 |
| Managing Performance & Absence | 1 | 1 |  | 2 |
| Maternity Leave - Before and After | 13 | 10 |  | 23 |
| Mental Health Awareness - Supporting Students |  |  | 7 | 7 |
| Mental Health Awareness Course | 3 | 3 |  | 6 |
| Mental Health First Aid (2 day course) | 9 | 4 |  | 13 |
| Mental Health First Aid (2 day course) for Academic Personal Tutors | 7 |  |  | 7 |
| Mental Health First Aid (HEI 1 Day course) | 11 | 7 |  | 18 |
| Mentoring Skills & Techniques | 30 | 5 | 10 | 45 |
| Microsoft Excel 2013 - Charts and Tables |  | 1 |  | 1 |
| Microsoft Excel 2013: Advanced |  | 2 |  | 2 |
| Microsoft Excel 2013: Intermediate (Level 2) | 2 | 1 |  | 3 |
| Navigator Programme | 2 |  |  | 2 |
| PDR and Mentoring Skills for Academic Leads | 21 | 9 | 14 | 44 |
| PDR and Mentoring Skills for Academic Leads (Physics) | 14 |  |  | 14 |
| PDR Training for Academic Leads (Psychology) | 3 |  |  | 3 |
| PDR Training for Academic Leads (UEBS) | 4 |  |  | 4 |
| PDR Training for Academic Leads (UEMS) | 9 |  |  | 9 |
| PDR Training for Reviewers (Professional Services) | 1 | 3 | 3 | 7 |
| PDR Training for Reviewers of Research Staff | 26 | 13 |  | 39 |
| Personal Presence and Impact | 6 |  |  | 6 |
| Planning and Monitoring Work (ILM Level 2 Module) |  | 3 |  | 3 |
| Positive Mindset Toolkit: Find the Calm |  |  | 4 | 4 |
| Positive Mindset Toolkit: Mindfulness |  |  | 5 | 5 |
| Positive Mindset Toolkit: Stay Connected |  |  | 7 | 7 |
| Presentation Skills | 1 | 1 |  | 2 |
| Radiation Protection Supervisor Refresher Training | 2 | 1 | 2 | 5 |
| Retirement: Planning for Retirement in the Next 10 Years | 1 | 2 |  | 3 |
| Selection, Interviewing and Unconscious Bias | 6 | 6 |  | 12 |
| SharePoint Site Owners v.1 | 2 | 7 |  | 9 |
| SITS: Introduction to SITS | 1 |  |  | 1 |
| Springboard | 14 | 5 |  | 19 |
| Students' Consumer Rights v.1 | 4 | 1 |  | 5 |
| Supporting Students: Mental Health, Wellbeing, and the HWSS Procedure v.1 | 7 |  |  | 7 |
| Taking Control of your Career | 3 | 1 | 5 | 9 |
| TEL: ELE Support Drop-in |  | 1 |  | 1 |
| TEL: Introduction to ELE |  | 3 | 1 | 4 |
| TEL: Using Video in Teaching |  | 1 |  | 1 |
| The Aurora Programe |  | 19 | 13 | 32 |
| The Leadership Difference: The New Programme for Academic Leadership and Management Development |  | 13 | 17 | 30 |
| Tier 4 Overview | 1 |  |  | 1 |
| Using Laboratory Gases Safely | 3 |  |  | 3 |
| Welcome to the University (Virtual Event) |  |  | 49 | 49 |
| Welcome to the University: Cornwall Based Staff | 5 | 1 |  | 6 |
| Welcome to the University: Exeter Based Staff | 38 | 35 |  | 73 |
| **Grand Total** | **1748** | **809** | **991** | **6684** |

# Appendix 3 End-to-end researcher development map



**Appendix 4 Leadership & Management Development Lanscape at Exeter**



**Appendix 5 Flow diagram of communications and links between the ECR networks, liaison forums and strategic boards**

