Researcher Development Concordat/ HR Excellence in Research Award Action Plan (2022 - 2025) May 2025 update.

Code	Obligation	Action	Deadline	Responsibility	The targeted impact of the action (success measure)	Progress to date. AY2023-24	Any proposed new actions, include timeframe for the actions
Environment and Culture 1							
Wellbeing and mental health 1.1							
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.							
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	a. The University has embedded a commitment to a culture of positive mental health and wellbeing in Strategy 2030. Enabling this includes the Framework for a University Wide Approach to mental Health and Wellbeing with workstreams of Healthy Study, Healthy Work, Wellbeing Support and Community Wellbeing. b. The University promotes and supports a robust Performance and Development Review process which support the agreement between staff and line managers on the activity and objectives, for all aspects of the role, for the coming period. The process includes the identification of capability development to achieve the objectives and any agreement on growth development of objectives. c. Explore ways to communicate and demonstrate the value and importance of research work as an integral part of the university.	a.b.2022/23 & 2023/24 c. Jun 23	a.b. People Services c. PVC Research& Sr research leaders.	**Workload (CEDARS)** Q16.5 'allocation of additional work beyond contracted workload' 2023 58% (2021 48%, UK2023 50%); GCU staff survey 2025: I willingly put in extra effort in order to help the organisation 85% **Institution environment** Q44.6 your working environment supports your mental health and wellbeing 2023 51% (2021 52%, UK2023 45%); GCU Staff survey 2025: I am satisfied with the overall comfort of my physical working environment 65% & The University provides a good level of support for my physical and mental wellbeing 40% **Deliverable:** improved experience of workload management and work-life balance. Research activity is recognised as valued part of the academic role with clear workload allocations	a. Completed. The framework supports the development of resources, services and training and development opportunities, open to all staff, to equip and empower our people with the knowledge, skills and confidence to recognise and appropriately support students, colleagues and peers who are struggling with their mental and physical health. An internal audit of staff wellbeing was carried out during autumn 2024 and reported in January 2025. The audit findings were categorised as low risk, with the audit findings reflecting "the University's dedication to maintaining and enhancing staff wellbeing through established frameworks and strategic alignment, reflecting an ongoing commitment to fostering a supportive and healthy work environment." The University has participated in a number of national mental health and wellbeing campaigns where activities and services have been promoted to students and staff. This includes:	The work on the achievement of the University Framework for a University Wide Approach to mental Health and Wellbeing is monitored through University committee structures in accordance with agreed governance. Any new actions and development will be approved through the relevant committees. People Services policies are reviewed annually to ensure they remain in line with legislation and regulations, and addressing Concordat obligations. A short-life working group on Staff Absence has been established to identify key issues and barriers to the effective management of attendance, understand the underlying causes of absence, and explore practical ways to address and overcome them. Actions identified by the group include changes to how absences are categorised, a pilot project to trial workplace stress risk assessment approaches, and policy development to better support staff with disabilities.

					consistent across the university. Workload model is rolled out and embedded within university PDAR system.	• University Mental Health Day, World Mental Health Day, and Time to Talk Day. • We continue to engage with the Student Minds University Mental Health Charter (UMHC) and have been successful in retaining our status as award holders for 24/25. • An event was held on 20th March 2025 as part of the ongoing Spotlight On… Mental Health series funded by Santander Universities, which took the form of a panel discussion to explore the importance of conversations to our mental health. b. Staff and line managers have access to training and development on the PDAR process and the effective development of SMART objectives and development plans. The PDAR cycle and training opportunities are promoted University wide and supplemented by focused comms, via the Graduate School, to the Research Community c. Importance of research work as an integral part of the university is being recognised through ongoing Executive's engagement with Sr research leaders, Research Centres and Academic Schools/depts.	
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	a. Further roll out of SAMH mental health awareness training b. Continued Promotion of existing Employee Assistance Programme (EAP)	Jun 23	People Services	**CEDARS Management of researchers** Q26 Managerial CPD undertaken: Mental health and Wellbeing 2021 68% (2020 44%); Not asked in GCU Staff Survey 2025 **Deliverable:** increased uptake of mental health and wellbeing CPD.	a. Completed. Delivery of mental health and wellbeing training across the University, including: • Neurodiversity Celebration week, March 2024 with training, conversation café and network. • Applied suicide intervention skills training (ASIST) delivered. May 2023 26 attendees; September 2023 24 attendees. b. Ongoing. Continued promotion of EAP and associated app.	.
ECR3	Ensure researchers take positive action towards maintaining	a. Develop and embed the Emotionally Demanding Research Network to support researchers	a. Aug 23 b. Mar 23	Graduate School	**CEDARS Professional & career management** Q31.9 Researcher CPD uptake: Mental health and	Completed. EDRN (Emotionally Demanding Research Network) supervisor and PGR workshops delivered by Graduate School	25/26 continue to promote EDRN to new PGRs/ECRs and ensure relevant external activities are promoted to the Network.

	their wellbeing and mental health.	undertaking challenging research topics. b. Provide forum and opportunity to share practice and improve wellbeing.			Wellbeing 2023 77% (2021 68%) UK2023 (54%); Not asked in GCU Staff Survey 2025 **Deliverable:** well developed, supportive network enabling researchers at all levels to safely undertake challenging research in an environment of mutual support and understanding	promoted to the Network via the new MS Teams space. (28 participants): • Managing Challenging Conversations, 26 April 2024; • Listening Skills for Conducting Semi-structured or Un-structured Interviews, 14 January 2025 and 28 May 2025; • Reasonable Adjustment Plans for Disabled PGRs, 27 February 2025. b. Completed. MS Teams space created for communication, making connections and the sharing of resources.	
Bullying and harassment 1.2							
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.							
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	a. Revise Staff Conflict and Complaints Policy and Guidance (in response to experiences learned following the implementation of the Report and Support Reporting Tool). b. Explore and implement solutions that will improve the experience of researchers related to discrimination, bullying and harassment. Include this exploration as an integral part of the cross-uni WG exploring discrimination, bullying and harassment improvements to the staff experience* c. Raise awareness of GCU's mechanisms for reporting bullying/harassment and provide training and support for people in accessing and using these mechanisms.	22/23	a. People Services b. People Services c. People Services	**CEDARS Bullying and harassment:** Q48.3 trust HEI to investigate reported incidents fairly and take appropriate action 2023 56% (2021 60%) UK2023 (56%); Not asked in GCU Staff survey 2025 **Deliverable:** reduce bullying and harassment and when it does arise, an ability to deal with it, with trust and support in the university's policies, processes and practice. New (research) staff policy and guidance to improve reporting of complaints and conflict, enabling increase in trust of process.	a. Completed. New Equality, Diversity and Inclusion (EDI) Strategic implementation plan which is bringing together all aspects of EDI work, including addressing discrimination, bullying and harassment was approved by People Committee in May 2024 and Court in June 2024. b.Ongoing. December 2022 EDI Staff Survey provided some insight into staff experiences (particularly in relation to race and gender equality) - further work required at University and local School/Dept level (e.g. focus groups). UPDATE May 2025: Institute is committed to Race Equality Charter (REC) action plan (2025-2030). The REC actions include: • working with the Glasgow Hate Crime Partnership; • creating a network of Race Discrimination First Responders, • recruiting an expert panel of investigators;	The EDI Campaigns group will include promotion of the Report and Support tool as part of campaigns and awareness raising. EDI group will carry out an ongoing review of the tool.

						• mandatory training on race and EDI for grievance panel members; • reviewing policies on how discrimination complaints are handled. A programme of work on preventing and responding to gender-based violence (GBV) has included the following. • enhancing our casework approach to supporting and investigating complaints of GBV; • bespoke and specialist briefings and training for different stakeholders (staff and students). • Completed. Report and Support tool is communicated at key points throughout the year. New Equality, Diversity and Inclusion (EDI) Strategic implementation plan which is bringing together all aspects of EDI work, including addressing discrimination, bullying and harassment was approved in October 2024 and is a key supporting part of the University's Strategy 2030. The EDI infrastructure has been refreshed to support the plan – from the creation of an EDI Steering Group to strengthening the role of School and Departmental EDI Leads, all with an aim of supporting the implementation of the Plan. New EDI Campaigns group established to provide strategic steer for smaller working groups who are responsible for operation of individual campaigns and events (e.g. Black History Month, Neurodiversity Celebration Week, Mental Health Week). c. Ongoing. Report and Support tool is communicated at key points throughout the year. Promotion of Report and Support tool has led to an increase in reports (from 65 in 2023-24 to 125 in 24/25).	An EDI Operational Plan used to engage with Schools and Departments on EDI priorities and action plan. Work underway to develop policy and training for staff on new employment regulations on proactive duty to prevent sexual harassment in the workplace.

Equality, diversity and inclusion 1.3							
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.							
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	The following actions are part of the People Services Operational Plan 2022-23 for all staff. Research managers are included within this population. a. Embed EDI in staff leadership development programmes. b. Facilitate staff involvement in training and development. c. Communicate policies and guidance. d. Support the design and delivery of awareness days/events/campaigns as part of a wider initiative. e. Embed Disability Confident commitments. f. Lead on the tackling racism recruitment recommendations and Research Concordat. g. Support implementation of tackling racism recommendations and Advance HE Race Equality Charter. h. Support implementation of institutional and School Athena Swan action plans including continuing to deliver the Advance HE Aurora Leadership Programme, and supporting in-house CPD programme to support the university's Gender Action Plan and maintenance of Athena SWAN Silver Award.	a.b.c.d f g h 22/23 e23-24	People Services	**CEDARS Management of researchers** Q26 Managers undertaken training; EDI 2021 60% (2020 96%); GCU Staff Survey 2025 Equality and fairness scored 73%; The University values diversity and is inclusive of different perspectives 64% **Deliverable:** EDI as inherent part of leadership model at GCU, increased uptake of EDI training.	a. Ongoing. EDI is a core part of the People Managers Pathway Programme (Developing Others). PMP EDI content supplemented with 'Inclusion in Practice' webinar series. b. Ongoing. Broader EDI development is part of the Skill Boosters online resources, and reinforced by GCU specific projects – BIG Project (cultural awareness), EDI in the Curriculum project, Digital Accessibility project, and Student Wellbeing and Disability teams. c. Ongoing. New policies (e.g. Staff Carers Policy) are communicated via the regular channels for staff (intranet, staff newsletter). b,d. Programme of work led by the LGBTQIA+ staff network has commenced, includes programme of briefings, training for staff and awareness raising campaigns. e.New Disabled Staff Network has been formed to provide those with lived experience input to inform recommendations and actions to improve disabled staff experience. New Equality Outcomes 2025-2029, and work of the Short Life Working Group on Absence, is co-ordinating the development of a staff disability policy, and guidance on reasonable adjustments for staff. f. & g. Race Equality Charter awarded in December 2024,	f. & g. Deliver Advance HE Race Equality Charter action plan h. Deliver Athena Swan action plan at Institute and Department level; continue to monitor progress and accreditation. A wider learning and development plan for staff (mandatory, compliance etc) is being developed and will strengthen the current approach once approved by University Executive Board.

						implementation of 5-year action plan (2025-2030) now commenced. h. Ongoing- led by GCU institutional and School–level Athena Swan leads. Aurora programme continues to be supported by People Services.	
Employment 2							
Recruitment and induction 2.1							
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.							
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Develop online Welcome/Induction pack for Research Staff to connect with local ECR network and wider GCU opportunities	Sept 23	Graduate School and DARE	**CEDARS Induction** Q20 Usefulness of Induction: 2023 agree at GCU level 58% (2021 52%, UK2023 48%); at department/school level 70% (2021 59%, UK2023 62%); local level 79% (2021 63%, UK2023 67%). GCU Staff Survey 2025: I am clear about what is expected from me in my role 79% **Deliverable:** online resource connected to all relevant aspects of GCU provision for ECRs, allowing a better induction experience.	Completed. New ECRs receive a welcome email from the Graduate School with information on Concordat, HREiR (HR Excellence in Research) and invited to join the ECR network (added to a mailing list where opportunities for researchers are advertised). Completed. Research Staff section of Graduate School website launched with further details of Staff Researcher Development opportunities, DARE group and links to other useful resources (Pure, library support for research). https://www.gcu.ac.uk/research/graduateschool/researcherdevelopment/workshops/researchstaff	To collaborate with People Services and RKES to develop a research specific induction pack. Enabling new research active academic staff to engage with relevant departments at an early stage and begin to network in their community. All new research staff to be paired with a research-buddy.
Recognition, reward and promotion 2.2							
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.							
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	a. Carry out data analysis to check equity of progression/promotion/regrading across protected and other key characteristics (e.g. mode – pt/ft etc) b. Develop the policy and process for the designation of staff as Sig Res and embed it within GCU's reward and promotion pathways	a. 22/23 b. July 24	a. People Services b. RIO	**CEDARS Career progression** Q19.1 promotion pathways are clear 2023 48% (2021 44%, UK2023 50%); Q19.2 equitable opportunities for career progression 2023 49% (2021 42%, UK2023 44%); Q19.4 redundancy processes are clear 2023 19% (2021 20%, UK2023 23%); GCU Staff Survey 2025: I believe I can progress in my career at	a. Completed. The University's provision of the 'Promotion Scheme for Academic & Research Roles'; there is University reporting on academic promotions outcomes through the 'EDI lens' after every promotions round is complete. New promotions pathway for research staff introduced in 2025. This scheme offers promotion opportunities for researchers in various roles, including Researcher 1A, Research Fellow, and Senior Research Fellow, with corresponding pay grades.	To review new promotions pathway for research staff (introduced in 2025). To introduce new Professor banding scheme to recognise and reward outstanding achievements beyond the requirements of current roles.

					the University 53%; The University values diversity and is inclusive of different perspectives 64% **Deliverable:** improved understanding of promotion pathways and perception of promotions as merit based, with data on progression checked for equity on gender and other key characteristics.	b. Completed. Code of Conduct for REF2029 approved by Senate and process to identify staff with significant responsibility for research (SRR) communicated widely with HoDs and staff.	
People management 2.3							
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.							
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	a. Explore why only 50% of researchers find appraisals useful and implement solutions for this to be improved* b. PCDI2 Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers* c. Recognise and value the importance of regular discussions on activity, outputs, barriers and successes as informal appraisal opportunities informed by the formal PDAR appraisal.	a.b.c22/23	a.b. People Services. c. Research managers & staff researchers	**CEDARS staff appraisal** Q24 Usefulness of staff review/appraisal 2023 58% (2021 49%, UK2023 55%); GCU Staff Survey 20205: I am satisfied with the level of recognition I receive 56%; I am satisfied with the frequency and quality of feedback from my manager 69% **Deliverable**: improve appreciation of staff reviews.	a,b,c Completed. Annual review awareness and skills sessions for both managers and staff delivered as part of PDAR cycle and embedded in People Manager training.	People Services are aiming to drive up engagement in CDP for all staff including researchers. This workstream includes identifying CPD expectations for key categories of staff and setting a minimum level of hours for annual CPD. In addition, monitoring and reporting on CPD engagement levels will support a process of driving a culture of professional development which is a key strand of the Great Place to Work strategic implementation plan. People Managers' Pathway continues to promote meaningful career development, effective engagement in performance review and the celebration of individual and team successes as key ways to build high quality people management.

EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Design and implement line manager training to support any changes to guidance/process to maximise understand/implementation of policy/guidance changes	Jun 23	People Services and Graduate School	**CEDARS Professional & career development** Q33 Managerial CPD undertaken: Managing Others 2021 32% (2020 24%); Not asked in GCU Staff Survey 2025 **Deliverable:** managers informed and empowered via CPD opportunities, leading to better researcher environment	People Managers Pathway (new L&D for line managers) rolled out with access open to all People Managers, including those responsible for researchers. The feedback is positive and the content reflects the challenges for those working in a research environment. The AdvanceHE leadership programme has been promoted and attended by research leaders.	New RKES Researcher Development programme to collaborate with People Services to explore options to offer bespoke training for managers of researchers. A programme is being developed for strategic and senior leaders within the University. The programme is in the early stages of development but is likely to launch in the Autumn of 2025.
Professional and Career Development 3							
Championing professional development 3.1							
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.							
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	a. Enhance the design and delivery of the DARE to Lead core RD programme for ECRs and mid-career researchers. b. Facilitate engagement of School local ECR networks in developing and communicating their School RD programmes and sharing their best practice cross-university. c. Develop online DARE Hub with relevant RD info and events and hub for staff communities. d. Embed the Academic Writing programme of workshops and writing retreats for research staff. e. Extend the programme to include a range of flexible timetabling and one to one research writing development opportunities for research staff (writing for journal publication) f. Recognise and value the importance of protecting time and encouraging researchers to link with at least one research group/Centre; for research/line managers to participate in research group/centre activities and for research group leads to develop their activities to meet the needs of their members.	a. Mar 23 b. Jun 23 c. Nov 22 d,e 22/23 – 23/24 f. Jun 23	a.b.c.Graduate School, RIO, DARE d.e. Graduate School f.Research groups/ Centres, Research leaders/ Managers (EC1)	**CEDARS Professional & career development** Q40 CPD areas low uptake: Open Research: 2023 29% (2021 22%); UK2023 31%) Career Management: 2023 28% (2021 17%); UK2023 15%) Communication and Dissemination 2023 50% (2021 56%, UK2023 43%); GCU Staff Survey Growth and development 65% **Deliverable:** DARE Hub to coordinate and promote opportunities for ECRs. Engagement cross-university in building a network of ECRs. Increased uptake of CPD around publications for research staff and a supportive environment to develop ECRs. A research community that is connected, engaged and supports each other through research groups/Centres and mentorship of research leaders/line managers.	a. Completed. DARE has been replaced by Institute wide Research Culture Sub-committee (RCSC) which reports to University Research Committee, and responsible for developing meaningful strategies to manage and enhance people, culture and environment (PCE), supporting Strategy 2030, and preparations for REF2029. b. Completed. New RCSC membership includes diverse representation from across the institute including, staff and students, academic and research support staff, all grades. ECR Crucible leadership training programme for research leaders of the future to work with policymakers, practitioners, third sector, media & the public delivered annually. This competitive 3-day programme culminated in a visit to the Scottish Parliament and meeting with policymakers c. Completed. DARE promotion and communication by social media, GS website and online presence has improved to be sufficiently dynamic and current.	Promote People, Culture and Environment (PCE) Framework at GCU, and implement new Culture roadmap. New Research Development Toolkit being developed. New Refreshed role for senior PGRT and PGRTs for each school with revised responsibilities, and responsibility for PGR training and development. Introduction of the PROPEL programme to support mid-career researchers as they move from independent researcher with experience of leading small projects towards leading larger or more complex projects which require a range of additional knowledge and skills including building innovative collaborations.

						d.e. Programme of support around Academic Writing successfully implemented. f. All PGR students linked with a research group and access to support.	
Career development support and planning 3.2							
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.							
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Explore solutions to providing researchers access to professional advice on career management, across a breadth of careers: research related, as well as more broadly, including opportunities outside Higher Education.	23-24	Careers	**CEDARS Professional & career development** Q35.3 aware of support institution provides for your career and professional development 2023 50% (2021 45%, UK2023 55%); GCU Staff Survey 2025; I am satisfied with my opportunities to learn and grow 63%	Ongoing. The Careers Service is working in conjunction with key stakeholders to identify ways of providing targeted specialist advice and support to researchers in their career management. Completed. Student Life delivers induction sessions to PGRs to outline core services that students have access to - includes careers and wellbeing support. In 2024/2025 Student Life delivered a career planning and wellbeing programme which was open to PGRs and ECRs. The course included: • CV writing • Interview techniques • Goal setting • Action planning • Developing professional networks • Confidence building • Supporting your Wellbeing "Self-Care for researchers' Ongoing. Career Pathways information is available on Connected intranet. Also, researchers' line managers are expected to advise their staff on career development, and to have knowledge of professional bodies/organisations they could point staff to for further advice.	New SLWG initiated to establish what support PGR students require for career development. Toolkit to be launched 25/26.
Research identity and leadership 3.3							

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.							
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	a. The provision of time to develop their research identity and broader leadership skills is part of the response to ECI3 b. The Performance and Development Review process includes the identification of capability development to achieve the objectives and any agreement on growth development of objectives. b.Provide researcher development opportunities and mentoring in the development of research identity and leadership skills and research funding processes.	a. 22/23 – 23/24 b. Nov 22; Aug 23	a.People Services b.GS, Sr research leaders, RIO	**CEDARS Professional & career development** Q35.7 have time to develop research identity 2023 33% (2021 33%, UK2023 43%); Q35.8 have time to develop leadership skills 2023 42% (2021 38%, UK2023 42%); Not asked in GCU Staff Survey 2025	a. Staff and line managers have access to training and development as part of PDAR process and the effective development of SMART objectives and development plans. The PDAR cycle and training opportunities are promoted University wide and supplemented by focused comms, via the Graduate School, to the Research Community. b. Graduate School led workshops for researchers take place on a regular basis. Full list of training delivered in 24/25 listed in Appendix 1. In summary: • 18 workshops on Leadership Development (PCD14) • 3 EDRN related (ECR3) • 16 sessions on "How to be an Effective Doctoral Supervisor" series • 8 sessions on Writing for Publication series	Significant organisational change has let to transformation of the Graduate School into the new Researcher Development directory, sitting within the new RKES. Work is ongoing with the RCSC to develop and new RD Framework and toolkit
Diverse careers 3.4							
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.							
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Benchmark and monitor the % of ECRs that are undertaking: a. supervisor workshop series offered by the GS b. the opportunities to develop teaching skills and undertake the AHE teaching certificates offered by the Academic Development and Student Learning. c. the UHATCH programme or participating in the masters workshops on social innovation skills, entrepreneurship and commercialisation of research ideas offered by RIO/UHATCH.	a, b. Apr 23 c. Aug 23	a. GS b.ADSL c. RIO	**DATA Professional & career development attendance** The % of ECRs undertaking these development opportunities is benchmarked. The % is increased with the interventions of encouragement to engage put in place.	Ongoing. 24/25: 48 ECRs attended supervisor training workshops b. Ongoing. 2 researchers exiting from 2nd year of PgCAP in 24/25, and 1 progressing from PEC SSL (24/25) to second year of PgCAP in 25/26. 23/24, 4 researchers undertook the PgCAP c. The employment opportunities to ECRs will be developed further, including entrepreneurship and moving between different sectors.	Encourage ECRs to join supervisory teams and undertake supervisor training. Promote PgCAP to new researchers Cross-institution seminar series, ECR network, and researcher development framework in development to enhance cross-disciplinary working and research community.

PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Provide development opportunities for Managers as mentors within the GS researcher mentor scheme that raise awareness of their role in exploring and preparing researchers for a diversity of careers.	Jun 23	Graduate School	**CEDARS Professional & career development** Q35.2 manager encourages you to consider wide range of future career options within and beyond academia. 2023 33% (2021 38%, UK2023 38%); Not asked in GCU Staff Survey 2025	Ongoing. The University has been reaccredited with the Scottish Mentoring Award in recognition of the mentoring opportunities available as part of a number of initiatives, including the Advance HE Aurora Leadership Development Programme for women. Mentoring will continue to be offered within Aurora, as part of the PROPEL programme and as requested by mentees. HE Graduate School also offers a Research Staff Mentoring Programme: https://www.gcu.ac.uk/research/graduateschool/researcherdevelopment/mentoring	Promote opportunities with SGSSS/ESRC Post Doc Fellowship competition, and support ECRs/post PhDs to become applicants to maximise successful outcomes.

Abbreviations	
ADR	School Associate Dean of Research
ADSL	Academic Development & Student Learning Dept
DARE	Developing Academic Researcher Excellence Steering Group
E&D	The Equality and Diversity Forum
GCUL	GCU London School
GS	The Graduate School
GSBS	Glasgow School for Business and Society
PDAR	Performance and Development Annual Review
PGRT	Postgraduate Research Tutor
PGCAP	Postgraduate Certificate in Academic Practice
PS	People Services
RD	Researcher Development
RIO	Research Innovation Office
SCEBE	School of Computing, Engineering and Built Environment
SHLS	School of Health and Life Sciences
UEG	University Executive Group
URC	University Research Committee
PEC SE	Post Experience Certificate in Student Engagement
PS	People Services

RD	Researcher Development
RIO	Research Innovation Office
RKES	Research and Knowledge Exchange Services

Appendix 1: Graduate School led workshops for researcher development (24/25)

EDRN related (ECR3)

- Managing Challenging Conversations, 26 April 2024
- Listening Skills for Conducting Semi-structured or Un-structured Interviews, 14 January 2025 and 28 May 2025
- Reasonable Adjustment Plans for Disabled PGRs, 27 February 2025

Leadership related (PCD14)

- Post-PhD jobs: Where to look and how to apply, 14 March 2024 and 8 May 2025
- Research Staff Mentoring Programme April – November 2024
- Mentoring and Coaching Skills, 26 April 2024
- Writing for a Grant Application, 3 July 2024
- Publish Your First Paper, 26 September 2024
- Career Planning and Wellbeing Series (5 workshops), November 2024
- Crafting Neuroinclusive Feedback, 05 November 2024
- Reflective Writing as a Tool for Professional Development, 12 November 2024
- LinkedIn for Researchers, 3 December 2024
- Introduction to Peer-review, 10 December 2024
- Mastering the Chair: Conducting the Viva Voce Effectively, 9 April 2025
- Getting Started with Narrative CVs, 24 April 2025
- Leadership Skills, 29 and 6 May 2025
- The Innovative Researcher, 27 and 29 May 2025
- Project Management, 25 June and 22 July 2025

How to be an Effective Doctoral Supervisor series (delivered four times April 24, August 24, January 25 and May 25)

- HBEDS 1: Inducting your Research Student
- HBEDS 2: Establishing Roles and Working Practices
- HBEDS 3: Supervising the Research Process
- HBEDS 4: Supporting, Motivating and Developing Students

Writing for Publication Series

- Write-Time! Publications Session 1: Finding the right journal, 06 May 2025
- Write-Time! Publications Session 2: Writing strong Introductions, 13 May 2025
- Write-Time! Publications Session 3: Writing about Methodologies & Methods, 14 May 2025
- Write-Time! Publications Session 4: Tables, Figures, Equations and Code, 20 May 2025
- Write-Time! Publications Session 5: Writing about results and your discussion, 03 June 2025
- Write-Time! Publications Session 6: Writing strong Conclusions, 05 June 2025
- Write-Time! Publications Session 7: Writing a good paper abstract, 10 June 2025
- Write-Time! Publications Session 8: Introduction to peer-review, 12 June 2025