

# HREiR Action plan template 2023-2026

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| <b>Institution name:</b>      | <b>Edinburgh Napier University</b>  |
| <b>Cohort number:</b>         | <b>Cohort 2</b>   |
| <b>Date of submission:</b>    | <b>27 January 2023</b>  |
| <b>Institutional context:</b> | <p>Edinburgh Napier University is the #1 Modern University in Scotland (THE World University Rankings 2023) and a Top 10 UK Modern University (Times/Sunday Times GUG 2023). We have over 21,000 students studying with Edinburgh Napier, across our three campuses in Edinburgh, as well as through international and online delivery of our programmes.</p> <p>Our primary audience for our Researcher Development Concordat Action plan has always been our contract research staff. We currently employ 72 contract research staff (CRS, at Jan 2023). This includes Research technicians, Research Assistants, Research Fellows, Post-doctoral research associates, Senior Research Fellows, and Principal Research Fellows. We have 46 members of staff who act as Line Managers for our contract researchers (LM of CRS).</p> <p>We have some clear actions already identified in this action plan, and we see this as a live document, to be updated as more detailed actions and measures emerge. Our first steps in 2023 are to scope out our five priority areas, consider our current data and baseline information, alongside developing and piloting initiatives. We will continue to bring updates and discussions about the Concordat Action Plan to our Research Innovation Committee, and will continue to receive feedback from our contract researchers and their line managers, including through running CEDARS 2023, to gain their insights into our priorities and action plan.</p> |

The institutional audience\* for this action plan includes:

| Audience (direct beneficiaries of the action plan) | Number of | Comments   |
|--|-----------|--|
| Research staff                                     | 67        | Our contract research staff are the primary audience and beneficiaries of our Concordat Action Plan  |
| Postgraduate researchers                           | 246       | Some of the initiatives within the Action plan may also benefit our PGR students   |
| Research and teaching staff                        | 714       | Some of the initiatives within the Action plan may overlap with activities for Early Career Academics (such as shared induction activities were appropriate, and mentoring activities).  |
| Technicians  | 5         | We have included Research technicians in the audience for our Action Plan. Distinct initiatives for technicians would be challenging due to the small numbers of staff in this category, and we recognise some of the initiatives within the Action plan may also benefit technical staff as well. |

| Complete for submission  |   |   |          |                |   |                     |                 | To be completed only when reporting on action p                         |  |
|--|---|---|----------|----------------|---|---------------------|-----------------|---|--|
| Obligation   | Action  | Carried over from previous action plan? | Deadline | Responsibility | The targeted impact of the action (success measure) | Comments (optional) | Progress update | The actual impact of the action (reporting against the success measure) |  |
| <b>Environment and Culture</b>   |   |   |          |                |   |                     |                 |   |  |
| <b>Awareness and engagement</b>  |   |   |          |                |   |                     |                 |   |  |
| The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers. |   |   |          |                |   |                     |                 |   |  |
| EC11   | Ensure all relevant staff are aware of the Concordat. |   |          |                |   |                     |                 |   |  |

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| ECI2  | Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.  |   |     |   |          |   |  |  |  |
| ECI6  | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.                         | Run CEDARS in 2023<br>Run Research Culture Survey in 2023<br>Report on findings at Research Innovation Committee  |     | Dec-23  | RIE      | Impact: Running and analysing these surveys provides feedback on the progress of our initiatives<br><br>Measure - To see improved scores on CEDARS in 2023 compared to 2021 data<br><br>Measure - to see improved score in Research Culture survey compared to 2022 data      |  |  |  |
| ECR1  | Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students. | Include research staff at all career stages in mentoring schemes to share experience and practice   | Yes | Launch of mentoring scheme for start of AY23/24 | HR / RIE | Evidence of engagement by researchers at all career stages in mentoring schemes   |  |  |  |
| <b>Wellbeing and mental health</b>  |   |   |     |   |          |   |  |  |  |
| 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.  |   |     |   |          |   |  |  |  |
| ECI4  | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.  | Develop a programme of training for Line managers of CRS highlighting requirements with Concordat (which would include training in relation to EDI and MHW for line managers and CRS) | Yes | Launch for start of AY23/24                     | HR / RIE | Impact: Line managers will be aware of EDI and MHW issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |
| ECM3  | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.   |   |     |   |          |   |  |  |  |
| ECM4  | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.   |   |     |   |          |   |  |  |  |
| ECR3  | Ensure researchers take positive action towards maintaining their wellbeing and mental health.  |   |     |   |          |   |  |  |  |
| <b>Bullying and harassment</b>  |   |   |     |   |          |   |  |  |  |
| 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. |   |   |     |   |          |   |  |  |  |

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| 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. |   |     |                             |         |   |  |  |  |
| ECM3   | Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.  |   |     |                             |         |   |  |  |  |
| ECR4   | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.                                |   |     |                             |         |   |  |  |  |
| <b>Equality, diversity and inclusion</b>   |   |   |     |                             |         |   |  |  |  |
| 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.                                       | as per ECM4 - Develop a programme of training for Line managers of CRS highlighting requirements with Concordat (which would include training in relation to EDI and MHW for line managers and CRS) | Yes | Launch for start of AY23/24 | HR /RIE | Impact: Line managers will be aware of EDI and MHW issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |
| ECR2   | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.  |   |     |                             |         |   |  |  |  |
| <b>Research Integrity</b>  |   |   |     |                             |         |   |  |  |  |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct. |   |   |     |                             |         |   |  |  |  |
| ECI5 / ECM2  | Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.   |   |     |                             |         |   |  |  |  |
| ECM3   | Ensure managers report and address incidents of poor research integrity.  |   |     |                             |         |   |  |  |  |
| ECR2   | Ensure researchers act in accordance with employer and funder policies related to research integrity.   |   |     |                             |         |   |  |  |  |
| ECR4   | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.  |   |     |                             |         |   |  |  |  |
| <b>Policy development</b>  |   |   |     |                             |         |   |  |  |  |
| The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.                                     |   |   |     |                             |         |   |  |  |  |
| EI7  | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.        |   |     |                             |         |   |  |  |  |
| ECM5   | Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.                        |   |     |                             |         |   |  |  |  |
| EM5  | Engage with opportunities to contribute to relevant policy development within their institution.  |   |     |                             |         |   |  |  |  |

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| ECR5   | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.              |  |     |                             |         |   |  |  |  |
| ER4  | Recognise and act on their role as key stakeholders within their institution and the wider academic community.  |  |     |                             |         |   |  |  |  |
| <b>Employment</b>  |   |  |     |                             |         |   |  |  |  |
| <b>Recruitment and induction</b>   |   |  |     |                             |         |   |  |  |  |
| The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.  |   |  |     |                             |         |   |  |  |  |
| E1   | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.                                     | Review pre-interview information for candidates to explain different job families to potential CRS recruits  | Yes | Jan-24                      | HR      | Measure: Development of pre-interview information for CRS candidates  |  |  |  |
|  |   | Reference commitments to Concordat in recruitment literature   | Yes | Sep-23                      | HR      | Measure: Recruitment advertisements make clear connections to our commitments to the Concordat  |  |  |  |
| E12  | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.                               | as per ECM4 - Develop a programme of training for Line managers of CRS highlighting requirements with Concordat (which would include support for line managers to understand induction requirements specific to CRS) | Yes | Launch for start of AY23/24 | HR /RIE | Impact: Line managers will be aware of induction issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |
| <b>Recognition, reward and promotion</b>   |   |  |     |                             |         |   |  |  |  |
| The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.   |   |  |     |                             |         |   |  |  |  |
| <b>PRIORITY AREA #2: RETENTION AND RECOGNITION: we will explore and remove any barriers to retention and recognition of researchers</b>  |   |  |     |                             |         |   |  |  |  |
| <b>PRIORITY AREA #5: PROMOTIONS PATHWAYS: we will ensure contract research staff and their line managers understand the current processes for promotion of research staff and ways to progress towards promotion</b> |   |  |     |                             |         |   |  |  |  |
| E13  | 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. |  |     |                             |         |   |  |  |  |

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| EM3   | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.   | as per ECM4 - Develop a programme of training for Line managers of CRS highlighting requirements with Concordat (which would include support on writing job adverts, developing criteria for CRS roles, interview techniques to support transparent and fair recruitment) | Yes | Launch for start of AY23/24 | HR /RIE | Impact: Line managers will be aware of induction issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |
| <b>Responsibilities and reporting</b>   |  |   |     |                             |         |   |  |  |  |
| The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities. |  |   |     |                             |         |   |  |  |  |
| EM2   | Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.                  |   |     |                             |         |   |  |  |  |
| ER1   | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.  |   |     |                             |         |   |  |  |  |
| ER2   | Researchers understand their reporting obligations and responsibilities.   |   |     |                             |         |   |  |  |  |
| <b>People management</b>  |  |   |     |                             |         |   |  |  |  |
| The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.              |  |   |     |                             |         |   |  |  |  |
| EI4   | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.  | as per ECM4 - Develop a programme of training for Line managers of CRS highlighting requirements with Concordat (which would include project management training)   | Yes | Launch for start of AY23/24 | HR /RIE | Impact: Line managers will be aware of induction issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |
| 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. |   |     |                             |         |   |  |  |  |
| EM1   | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.  | as per ECM4 - Develop a programme of training for Line managers of CRS highlighting requirements with Concordat   | Yes | Launch for start of AY23/24 | HR /RIE | Impact: Line managers will be aware of induction issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |

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| EM4   | Managers actively engage in regular constructive performance management with their researchers.   |   |     |  |          |  |  |  |  |
| ER3   | Researchers positively engage with performance management discussions and reviews with their managers.  |   |     |  |          |  |  |  |  |
| <b>Job security</b>   |   |   |     |  |          |  |  |  |  |
| The aim of this obligation is to improve the job security of researchers.   |   |   |     |  |          |  |  |  |  |
| <b>PRIORITY AREA #1: BARRIERS TO JOB SECURITY - we will work to have a clear, shared understanding of the types and lengths of contracts used to employ researchers and explore the feasibility of other models</b>   |   |   |     |  |          |  |  |  |  |
| E16   | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.  | Provide guidance to CRS and LM about contract types (fixed term / open ended / open ended subject to funding)   | Yes | Jan-24   | HR / RIE | Monitor for improved feedback on induction in CEDARS data - aim for 10% (Q17)  |  |  |  |
|   |   | Establish data set on contract type, length of contract, re-contracting, transfers to academic contracts, and EDI characteristics of CRS and regularly report on trends | Yes | 01/01/2024 to establish data set and then biannual reporting | HR       | Impact: data to base decision on and to be able to evaluate the success of future initiatives<br><br>Measure: definition of data required for reporting and establishment of regular reports. Review of data trends at RIC.  |  |  |  |
| <b>Professional and Career Development</b>  |   |   |     |  |          |  |  |  |  |
| <b>Championing professional development</b>   |   |   |     |  |          |  |  |  |  |
| The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.   |   |   |     |  |          |  |  |  |  |
| <b>PRIORITY AREA #4: VALUING PROFESSIONAL DEVELOPMENT: we will work to ensure contract research staff and line managers understand the requirement for research staff to undertake 10 days of CPD pro rata per annum, and we will work to raise awareness of different types of development for contract research staff</b> |   |   |     |  |          |  |  |  |  |
| 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. | Develop institutional statement on 10 days of professional development, including examples of relevant activities and monitoring processes                              | Yes | Sep-23   | RIE / HR | Impact: increased uptake of CPD opportunities by CRS<br><br>Measure: Statement on professional development available for all CRS and LM.<br><br>Measure: Monitor engagement with CPD through HR attendance data, MyContribution and CEDARS2023 data (aim for >60% of CRS have +5 days of CPD pro rata) |  |  |  |
| PCDI6   | Monitor, and report on, the engagement of researchers and their managers with professional development activities.  |   |     |  |          |  |  |  |  |

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| PCDM3   | Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development. | Develop guidance on costing development time into funding applications to support the 10 days CPD pro rata per year  | Yes | Jan-24                      | External Funding Team / HR | Impact: increased uptake of CPD opportunities by CRS<br><br>Measure: Monitor engagement with CPD through HR attendance data, MyContribution and CEDARS2023 data (aim for >60% of CRS have +5 days CPD pro rata)   |  |  |  |
| PCDR1   | Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.  |  |     |                             |                            |   |  |  |  |
| <b>Career development reviews</b>   |   |  |     |                             |                            |   |  |  |  |
| The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.   |   |  |     |                             |                            |   |  |  |  |
| PCDI2   | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.  | as per ECM4 - Develop a programme of training for Line managers of CRS highlighting requirements with Concordat (which would include training in relation to career development support for researchers) | Yes | Launch for start of AY23/24 | HR /RIE                    | Impact: Line managers will be aware of induction issues and can support staff effectively<br><br>Measure: Evidence of engagement from Line Managers through regular monitoring by HR of event attendance<br><br>Measure: improved score on relevant questions in CEDARS2023 |  |  |  |
| PCDI6   | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.  |  |     |                             |                            |   |  |  |  |
| PCDM1   | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.  |  |     |                             |                            |   |  |  |  |
| PCDR4   | Researchers positively engage in career development reviews with their managers.  |  |     |                             |                            |   |  |  |  |
| <b>Career development support and planning</b>  |   |  |     |                             |                            |   |  |  |  |
| 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.   |  |     |                             |                            |   |  |  |  |
| PCDR3   | Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.   |  |     |                             |                            |   |  |  |  |
| <b>Research identity and leadership</b>   |   |  |     |                             |                            |   |  |  |  |
| The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.   |   |  |     |                             |                            |   |  |  |  |
| <b>PRIORITY AREA #3: ACCESS TO OPPORTUNITIES: we will work to ensure that there is equity of access to opportunities for contract research staff to develop their own research identity and leadership skills</b> |   |  |     |                             |                            |   |  |  |  |

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| PCDI4  | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.   | Launch university wide mentoring scheme  | Yes | Launch for start of AY23/24 | HR / RIE / DLTE                             | Measure: uptake of mentoring opportunities by CRS<br><br>Measure: Evaluation data of mentoring programme  |  |  |  |
|  |   | Create a mechanism to broker between CRS looking for opportunities to develop leadership skills and initiatives/working groups being established across the university | Yes | Jan-24                      | HR / Schools / RIE                          | Impact: increased opportunities for CRS to develop their research identity and leadership skills<br><br>Measure: Monitor for improved feedback on support for developing leadership skills in CEDARS2023 - aim for 10% (Q30)      |  |  |  |
| PCDM4  | Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours. |  |     |                             |   |   |  |  |  |
| PCDM5  | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.  |  |     |                             |   |   |  |  |  |
| PCDR5  | Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills  |  |     |                             |   |   |  |  |  |
| <b>Diverse careers</b>   |   |  |     |                             |   |   |  |  |  |
| 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.   |  |     |                             |   |   |  |  |  |
| 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.   |  |     |                             |   |   |  |  |  |
| PCDR2  | Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.  |  |     |                             |   |   |  |  |  |
| PCDR6  | Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.  | Deliver further KE training as part of our KE Concordat Action plan (see link 1)   |     | During AY22/23              | Head of KE / Head of Researcher Development | Impact: CRS engaged in more KE activities<br><br>Measure: evidence of CRS engagement with KE training events monitored through attendance records<br><br>Measure: evidence of engagement of researchers with KE team's activities |  |  |  |

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Edinburgh Napier  
UNIVERSITY 

  
HR EXCELLENCE IN RESEARCH

\* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.