HREiR Action plan template (2021-2022)

Institution name:	Edinburgh Napier University	The institutional audience* for this action plan includes:		
Cohort number:	Cohort 2	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	26th Feb 2021	Research staff	62	Our contract research staff are the primary audience and beneficiaries of our Concordat Action Plan
Institutional context:		Postgraduate researchers	252	Some of the initiatives within the Action plan may also benefit our PGR students
		Research and teaching staff	574	Some of the initiatives within the Action plan may overlap with activities for Early Career Academics (such as shared induction activities where appropriate, and mentoring activities)
		Research Technicians	3	We have included 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.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	Send all Principal Investigators and Co-Investigators a copy of the Concordat as part of project set up	monitor for increased awareness of Concordat using CEDARS data - aim for 15% increase in awareness by 2022 (Q43)	Updated Project set up by August 2021. Review of CEDARS data at RI committee (Oct 2021)	External Projects Team (RIE)	**COMPLETED:** Links sent to PI's as part of set up and also highlighted at RIE induction events	There is good awareness of the Concordat at senior levels in the university, as only 10.5% of 'established and senior staff' respondents to CEDARS 2021 had 'never heard' of the Concordat (Q43.1)
		Send all newly employed contract research staff a copy of the Concordat as part of their induction	monitor for increased awareness of Concordat using CEDARS data - aim for 15% increase in awareness by 2022 (Q43)	Updated induction info by August 2021. Review of CEDARS data at RI committee (Oct 2021)	Recruitment team (HR)	**COMPLETED:** Link to Concordat sent to all new starts as part of RIE Welcome information, and is highlighted during induction events	43% of all respondents to CEDARS 2021 had an 'understanding' of the Concordat compared to 25% of respondents to CROS 2019 - **a 18% increase** (Q43.1 v Q16.4)
		Embed commitments to implementing sector Concordats (including Researcher Development, Research Integrity, and Knowledge Exchange) within our new Research Strategy	Explicit reference to Concordats in Research Strategy documents when launched	July 2021	VP R+I	COMPLETED: Our commitments to sector Concordats is integrated into our current Research Strategy	

ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Include research staff and line managers in consultation processes (focus groups/surveys etc.) for any new HR / RIE policies	Feedback from research staff community included in policy development	As policies are reviewed.	HR / RIE	**COMPLETED and ongoing:** Communications about surveys / consultations on research activities are sent to both the academic and research staff lists to ensure both CRS and their LM are aware of opportunities to contribute. Where appropriate, we have also held CRS specific focus groups (e.g. CRS focus groups on our MHW plan in October 2022, workshops for ECRs including CRS on REF activities) to get input from our CRS directly.	
		Regularly review Research staff email distribution list to allow targeted communications to researchers	Distribution lists remain accurate.	Monthly review of new start/leavers information from HR	RIE Office staff	**COMPLETED and ongoing:** Monthly review of email distribution lists carried out by RIE, updating lists for new starts/leavers	
		Create policy on principles of EDI within internal funding competitions, and evaluate internal RIE research funding opportunities in terms of protected characteristics, contract type and employment status	Data available to identify any imbalances that can be addressed relating to protected characteristics	Policy due for Approval - May 2021 RIC meeting. Review of data Dec 2022	RIE	**COMPLETED:** Our Equality, Equity, Diversity and Inclusion in Research guidance was approved by RIC in 2022. Data collection on internal funding competitions has started in AY21/22 and is being analysed for any imbalances in relation to protected characteristics	EEDI framework available from our Policies page.
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Improve signposting of support available to researchers for Mental Health and Wellbeing through tailored communications	monitor for improved feedback on institutional promotion of good Mental Health and Wellbeing using CEDARS data - aim for 10% increase by 2022 (Q41.4a)	August 2021	HR / RIE	**COMPLETED:** A review of communications about MHW was undertaken, alongside focus groups and in March 2021 CRS were invited to join the MHW SIG and to help improve signposting of support	77% of all CEDARS 2021 respondents strongly agreed/agreed that the institution promotes the importance of good mental health and wellbeing of staff compared to 50% in CROS 2019 - **an increase of 27%** (Q41.4 v Q36.3)
		Promote our Health and Wellbeing Plan 2020-21 and 2021-22 to research staff	monitor for awareness of Health and Wellbeing Plan using CEDARS data - aim for 10% increase by 2022 (Q41)	August 2021	HR	**COMPLETED:** Our 2021-22 Health and Wellbeing had contract research staff and their line manager as a key audience	Health and Wellbeing Plan 2021-22 launched in Oct 2021.
		Develop safeguarding policy for research activities	Safeguarding policy approved and communicated to all staff	August 2021	Head of Research Governance	COMPLETED: A new Safeguarding policy was approved and communicated to all staff in 2022.	

Edinburgh Napier UNIVERSITY

hr HR EXCELLENCE IN RESEARCH

| ECI4 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health | Improve signposting of currently available training in EDI, MHW to line managers of researchers | Evidence of engagement from line managers through regular monitoring by HR of event attendance. | September 2021 | HR / RIE | **COMPLETED and ongoing:** During 2021/22 there was ongoing advertisement of training on MHW and EDI for all staff, and targeted communications to LMs of CRS were established at start of AY22/23.

Due to resourcing issues we haven't been in a position to monitor event attendance as planned, but we are reviewing how we may be able to implement this in future. | 93% of established and senior staff respondents to CEDARS2021 were fully confident/confident to be able to respond to any issues relating to Health and wellbeing (Q25.8a) |
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| | | Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat
(which would include training in relation to EDI and MHW for line managers and researchers) | Evidence of engagement from line managers through regular monitoring by HR of event attendance. | December 2022 | HR / RIE | **CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan | |
| ECI5 | Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity | Collaborate with the University Research Integrity Committee's work to implement the Concordat to Support Research Integrity | monitor for increased awareness of Research Integrity Concordat using CEDARS data - aim for 20% increase by 2022 (Q43) | August 2021 | Research Integrity committee / RIE | **COMPLETED:** The Research Integrity committee carried out a self-assessment against the RI Concordat and continues to implement the RI Concordat.

The Head of Researcher Development sits on the RI committee helping to create a link between researcher development and RI activities, including collaborations on training in ethics and research integrity. | 34% of all respondents to CEDARS2021 'had an understanding' of the RI Concordat compared to 25% in CROS 2019 - **an increase of 9%** (Q43.2 v Q16.5) |
| | | Promote our online training modules in Research Ethics | Evidence of increased engagement with online training modules through Moodle user data. | December 2022 | Head of Researcher Development | **COMPLETED:** Information about online resources for Research Integrity have regularly been included in newsletters to researchers; we also now include information about these courses at Induction events as well. | We have seen steady growth of participant numbers on the online courses, and 150 people have now accessed the modules. |
| | | Promote resources available as an institutional member of the UK Research Integrity Office | monitor for increased awareness of Research Integrity Concordat using CEDARS data - aim for 20% increase by 2022 (Q43) | September 2021 | University Research Integrity Committee | **COMPLETED:** We established regular communications about UKRIO workshops; we ran a bespoke workshop on Research integrity for ENU staff in May 2021 with further workshops in 2022. Info about UKRIO has been added to RIE webpages to highlight our membership benefits. | 66% of all respondents to CEDARS indicated 'an understanding/know it exists' for the Research Integrity Concordat compared with 54% of all respondents to CROS2019 - an increase of 12% (Q43.2 v Q16.5) |

ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Run CEDARS in 2021 and report on findings to Research and Innovation Committee	Improved engagement with CEDARS as compared with response rate of CROS (36% in 2019)	November 2021 / November 2022	Head of Researcher Development	**COMPLETED:** We ran CEDARS in 2021 and reported the results to our Research and Innovation Committee	The CEDARS response rate in 2021 was 25% which is a decrease from CROS participation in 2019 - informal feedback from researchers suggested this was due to survey fatigue and ongoing challenges due to the Covid-19 pandemic. We are reviewing our communications strategy ahead of CEDARS in 2023 to try and increase engagement.
Managers of researchers must:							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	as per ECI4 - Improve signposting of currently available training in EDI, MHW to line managers of researchers	Evidence of engagement from line managers through regular monitoring by HR of event attendance.	September 2021	HR / RIE	**COMPLETED:** During 2021/22 there was ongoing advertisement of training on MHW and EDI for all staff, and targeted communications to LMs of CRS were established at start of AY22/23. Due to resourcing issues we haven't been in a position to monitor event attendance as planned, but we are reviewing how we may be able to implement this in future.	93% of established and senior staff respondents to CEDARS2021 were fully confident/confident to be able to respond to any issues relating to Health and wellbeing (Q25.8)
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	as per ECI5 - Promote our online training modules in Research Ethics	Evidence of engagement with online training modules through Moodle user data.	December 2022	Head of Researcher Development	**COMPLETED:** Information about online resources for Research Integrity have regularly been included in newsletters to researchers; we also now include information about these courses at Induction events as well.	We have seen steady growth of participant numbers on the online courses, and 150 people have now accessed the modules.
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	as per ECI4 - Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat (which would include awareness of relevant policies and processes to address poor behaviours)	Evidence of engagement from line managers through regular monitoring by HR of event attendance. monitor for improved feedback from researchers on institutional culture using CEDARS data	December 2022	HR / RIE	**CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Promote awareness of Flexible working policies with line managers of research	monitor for improved feedback from researchers on flexible working using CEDARS data - aim for 10% increase (Q25)	December 2021	HR / RIE	**COMPLETED:** Due to the ongoing impacts from the covid-19 pandemic there has been a strong focus on flexible working (considering different work patterns and a balance of on-campus and working from home for example). The university ran a 6-month hybrid working trial which ended in Dec 2022, and the results are now being reviewed by HR and the University Leadership Team.	80% of established and senior staff respondents to CEDARS2021 feel 'fully confident/confident' in managing flexible working requests (Q25.1)

ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	as per ECI2 - Include line managers of researchers in consultation processes (focus groups/surveys etc.) for any new RIE / HR policies	Feedback from line managers included in policy development	As policies are reviewed	HR / RIE	**COMPLETED and ongoing:** Communications about surveys / consultations on research activities are sent to both the academic and research staff lists to ensure both CRS and their LM are aware of opportunities to contribute. Discussions at both School and University Research Innovation Committees have also allowed LM of CRS to contribute to policy development. Were appropriate, we have also held specific focus groups for LM of CRS (e.g. focus groups on our MHW plan in October 2022) to get input from our LM of CRS directly.	
Researchers must:							
ECR1	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	Evidence of engagement of researchers at all career stages in mentoring schemes	July 2022	Research staff / RIE / DLTE	**CARRIED FORWARD:** Building on the success of our Covid-19 mentoring scheme with QMU, a further pilot scheme was run in The Business School in 2021/22. The planned rollout of the university wide programme was delayed due to staffing issues, so current mentoring requests are currently managed on an individual basis by RIE/HR.	
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	as per ECI5 - Promote our online training modules in Research Ethics	Evidence of engagement with online training modules through Moodle user data.	December 2022	Research Staff / Head of Researcher Development	**COMPLETED:** Information about online resources for Research Integrity have regularly been included in newsletters to researchers; we also now include information about these courses at Induction events as well	We have seen steady growth of participant numbers on the online courses, and 150 people have now accessed the modules

		Improve awareness of policies relating to Research Integrity, and EDI through promotion at induction events, and through webpage information	monitor for increased agreement about institutional promotion of RI using CEDARS data - aim for 20% increase by 2022 (Q41.2a)	December 2021	Research Staff / RIE	**COMPLETED:** In person induction events were re-established in 2022 (after being online during lockdowns) and include information about RI and EDI, including our staff networks and other initiatives to integrate EDI. We also increased the number of training events relating to research integrity, drawing on our membership of the UKRIO to have external contribution to our training. Webpages within RIE have been simplified and have clearer signposting of relevant internal policies.	77% of all CEDARS2021 respondents 'agreed strongly/agreed' that the our university promotes the highest standards of research integrity and conduct (Q41.2) 83% of all CEDARS2021 respondents 'agreed strongly/agreed' that our university is committed to EDI (Q41.3) which is similar to the response in 2019 (82%) and is 5% above the sector CEDARS2021 data at 77%.
ECR3	Take positive action towards maintaining their wellbeing and mental health	as per ECI3 - Promote our Health and Wellbeing Plan 2020-21 and 2021-22 to research staff	monitor for awareness of Health and Wellbeing Plan using CEDARS data - aim for 20% increase by 2022 (Q42)	August 2021	Research Staff / RIE	**COMPLETED:** Our 2021-22 Health and Wellbeing launched in Oct 2021 and had contract research staff and their line manager as a key audience.	82% of all CEDARS2021 respondents strongly agreed/agreed that they took positive action to maintain their mental health and wellbeing (Q42.5)
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Promote awareness within research community of reporting mechanisms for unacceptable behaviours	monitor for improved feedback on institutional culture in CEDARS data - aim for 10% increase in all section 4 questions by 2022 (Q37.1 to Q37.4)	December 2022	Research Staff / HR / RIE	**COMPLETED:** Our 'Report and Support' system has continued and has been promoted via a range of key channels including staff and student newsletters – we were aware of the increased risks associated with the stresses due to the pandemic lockdowns, and wanted staff and students to know where they could safely reach out to for support. HR continue to highlight the 'Dignity at work policy' at induction events and other communication channels.	69% of all CEDARS2021 respondents 'strongly agreed/agreed' that they were familiar with how to report an incident of discrimination (Q37.1), and a similar percentage would feel comfortable reporting an incident (Q37.2)
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	as per ECI2 - Include research staff in consultation processes (focus groups/surveys etc.) for any new HR / RIE policies	Feedback from research staff community included in policy development	As policies are reviewed.	Research staff / HR / RIE	**COMPLETED and ongoing:** Communications about surveys / consultations on research activities are sent to both the academic and research staff lists to ensure both CRS and their LM are aware of opportunities to contribute. Were appropriate, we have also held specific focus groups for CRS (e.g. CRS focus groups on our MHW plan in October 2022, workshops for ECRs including CRS on REF activities) to get input from our CRS directly.	
Employment							
Institutions must:							

EI1	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 contract research staff	Development of pre-interview information for candidates.	December 2021	HR	**CARRIED FORWARD:** this was reprioritised and will be carried into our next action plan	
		Reference commitments to Concordat in recruitment literature	Recruitment advertisements make clear connections to our commitments to the Concordat	December 2021	HR	**CARRIED FORWARD:** this was reprioritised and will be carried into our next action plan	
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Review local induction processes to ensure consistency of practice across schools	monitor for improved feedback on induction in CEDARS data - aim for >65% in Q20	December 2021	HR	**ONGOING:** Due to impacts on working patterns due to the covid pandemic, our induction process has been through some unanticipated changes during this timeframe. During periods of lockdown, university inductions and local inductions were predominantly carried out online. In May 2022 we moved back to having in person induction events, and we are seeing an increased engagement with inductions since then.

Plans to review local induction processes will be carried over to our next action plan. | It appears that there have been improvements at an institutional and departmental level for the usefulness of the inductions, while local inductions have dipped compared to CROS2019 data.

64% of CRS respondents to CEDARS2021 found the institutional induction 'very useful/useful' compared with 31% in 2019 (v.useful/useful) (Q20.1 v Q21.1)

71% of CRS respondents to CEDARS2021 found their departmental induction 'very useful/useful' compared with 23.1% in CROS2019 (Q20.2 v Q 21.2)

64% of CRS respondents to CEDARS2021 found their local induction 'very useful/useful' compared with 79% in CROS2019 (Q20.3 v Q21.3) |
| | | Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat. (which would include support for line managers to understand induction requirements) | Evidence of engagement from line managers through regular monitoring by HR of event attendance. | December 2022 | HR / RIE | **CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan | |
| | | Provide guidance to researchers about contract types (fixed term / open ended / open ended subject to funding) | monitor for improved feedback on induction in CEDARS data - aim for 10% increase (Q17) | December 2021 | HR / RIE | **CARRIED FORWARD:** this was reprioritised and will be carried into our next action plan | |

		Run workshops as part of the Researcher Development programme to improve awareness of external research environment and its impact on research staff (funders policies and T+Cs, REF, Concordats, Government R+D roadmap, Research culture and integrity)	Evidence of engagement from researchers through regular monitoring by HR of event attendance.	December 2022	RIE	**COMPLETED:** We continued to run a full programme of Researcher Development events in 2021 and 2022, both online and increasingly in person as researchers returned to campus. Since Sept 2020 we have had over 850 attendees at workshops; topics have covered the funding landscape (including seminars with external funders such as The Carnegie Trust and Leverhulme), REF results, research impact and engaging with the media, understanding the publication landscape, open access publications, research integrity, career planning.	
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	monitor engagement with Research promotion framework during AY 2020/21	Data from promotion round on applications/success rate	August 2021 and August 2022	HR / RIE	**COMPLETED:** There were successful applications for research promotions in both 2021 and 2022 - with 4 researchers promoted to Senior Fellow during these 2 years.	
		Collaborate with DORA implementation group to establish merit-based recognition	Development of policies on DORA implementation	December 2022	RIE	**ONGOING:** The Head of Research Governance has been involved in workshops with panellists for our promotion process to highlight the need for responsible use of research metrics during the decision making process. Presentations on DORA principles have also been given to our senior leadership team to help embed DORA into our recognition processes.	Timeline of DORA activities
		Explore the adoption of CReDiT taxonomy for authorship contributions	Decision on adoption of CReDiT within University Code of Practice on Research Integrity	August 2021	RI Integrity committee / RIE	**COMPLETED:** The Code of Practice on Research Integrity was revised in 2022 and has added more guidance on authorship discussions. It references to the UKRIO guidance and COPE as external reference points to guide discussions on authorship contributions. Authorship discussions are included in the Supervisory agreement drawn up between PGR students and their supervisory teams, and COPE/CReDiT are highlighted as useful taxonomies for authorship.	

		Explore models of independent support (in addition to that provided by line managers) for researchers applying for promotion (for example 1:1 developmental mentoring, peer mentoring during promotion applications)	Engagement of researchers with mentoring programmes. Data from promotion round on applications/success rate	August 2022	RIE / HR / DLTE	**COMPLETED:** 'How to Stand Out' workshops covering topics such as the promotion frameworks, responsible metrics and using narrative, mentoring and preparing to apply for promotion have been running since AY2021. Workshops were held during 2022 to encourage female staff to apply for promotions, and we continue to hold ENRoute mentoring circles to help researchers applying for HEA fellowship.	There were successful applications for research promotions in both 2021 and 2022 - with 4 researchers promoted to Senior Fellow during these 2 years.
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	as per ECI4 - Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat (which would include Project management training)	Evidence of engagement from line managers through regular monitoring by HR of event attendance. monitor for improved feedback from researchers on institutional culture using CEDARS data - aim for 10% increase (Q26/33)	December 2022	HR / RIE	**CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan	
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	Embed revised MyContribution process across university and monitor engagement of researchers with the review process	Evidence of increased annual reviews for research staff	September 2021	HR	**COMPLETED and Ongoing:** Revisions to MyContribution were made during AY20/21 with a streamlined mechanism for updating annual objectives. Annual data is now being collated on CRS engagement with the MyContribution process, and HR colleagues have discussions at departmental level to understand any barriers to engagement. Engagement with appraisals is very varied between Schools (with some reporting a 25% completion rate through to other Schools showing 100% completion for CRS). Work is ongoing with HR and Schools to increase these rates.	From CEDARS2021 only 56% of CRS respondents had an appraisal compared to 72% at sector level (although 57% of those who had not had an appraisal said they were a recent recruit).
EI6	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	Establish data set on contract type, length of contract, re-contracting, transfers to academic contracts, and EDI characteristics of research staff and regularly report on trends	Definition of data required for reporting and establishment of regular reports. Review of data trends at Research and Innovation Committee.	August 2021 to establish data set. December 2022 for trends analysis	HR	**CARRIED FORWARD:** this was reprioritised and will be carried into our next action plan	

		Create a mechanism to broker between research staff at end of contract with staff applying for funding to identify 'named researcher' opportunities	Implementation of brokering process. Increased redeployment of researchers at end of contracts as measured by HR data / CEDARS	August 2021 to establish mechanism. December 2022 for review of effectiveness	HR / RIE Schools	**ONGOING:** During the pandemic, there was a focus on minimising the impact on contract research staff; with Covid funding from Scottish Funding Council used to support ongoing employment for many of our researchers whose project had to paused due to lockdowns. At a local level, some schools now have processes in place to identify CRS towards the end of contract and other projects that might have employment opportunities for the CRS. This practice is working well in 2 Schools so we are aiming to embed this practice in the other Schools. We are also working to scope the data collection and analysis needed to monitor redeployments.	
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	Maintain research staff representation at university Research and Innovation Committee	Engagement from research staff representative at RIC meetings - 6 per year	December 2022	Research and Innovation Committee	**COMPLETED:** We have maintained CRS representation at our Research Innovation Committee and there is a standing item for the reps to raise issues from the CRS community. This process is creating an effective route for CRS to feed into policy making and for CRS to be kept up to date with activities across the university.	
		Offer Research Staff opportunity for representation on School level Research and Innovation Committees	Evidence of research staff representation on School level Research and Innovation Committees	December 2022	School Research and Innovation Committees	**ONGOING:** Contract research staff are represented at School level committees, and central opportunities have been openly communicated to the research staff list. RIE will continue to work with the School Heads of Research to ensure that CRS are represented in key groups and committees as new memberships are appointed.	

		Offer Research Staff opportunities to be involved in Research Centres/Institute decision making process as new structures established	Evidence of research staff engagement with development of new research structures	December 2022	Head of Research - Research Structures	**ONGOING:** The university has formed 14 new research centres over the last two academic years; bringing together staff from different Schools. During the formation of the new Research centres CRS, PGR students and ECRs have all been invited to participate and contribute to the development of these new structures. The new centres are all at different stages of development but many are holding regular seminars, workshops and meetings to which all members are invited to participate - with the aim of developing joint funding bids, supervision teams and interdisciplinary projects.	
		Share good practices of researcher representation and involvement in decision-making across the Schools	Examples of models of representation shared across Schools	July 2021	Heads of Research / Deans	**COMPLETED:** Discussions at the University Research Innovation Committee have been used to share models of representation used in different parts of the university to share ideas and good practice.	
Managers of researchers must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	as per ECI4 - Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat	Evidence of engagement from line managers through regular monitoring by HR of event attendance.	December 2022	HR / RIE	**CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan	
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	Provide coherent signposting of relevant policies for easy access by line managers	Central repository of relevant polices and Codes of Practice relating to research and research staff	September 2021	RIE	**COMPLETED:** A RIE policy page holds all relevant documents approved by the University Research Innovation Committee and is signposted during induction events and at other training events.	
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	as per ECI4 - Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat (which will include support on writing job adverts, developing essential and desirable criteria for research roles, interview techniques to support transparent and fair recruitment)	Evidence of engagement from line managers through regular monitoring by HR of event attendance.	December 2022	HR / RIE	**CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan	
EM4	Actively engage in regular constructive performance management with their researchers	Engagement of line managers of researchers with revised MyContribution review processes	Evidence of an increase in MyContribution reviews being carried out with researchers	August 2022	HR	**COMPLETED:** HR have run regular training events for line managers on how to carry out an annual review process.	80% of established and senior academic respondents to CEDARS2021 were 'fully confident / confident' in managing the review process (Q25.4)

EM5	Engage with opportunities to contribute to relevant policy development within their institution	as per ECI2 - Include research staff and line managers in consultation processes (focus groups/surveys etc.) for any new HR / RIE policies	Feedback from line managers included in policy development	As policies are reviewed	HR / RIE	**ONGOING:** Communications about surveys / consultations on research activities are sent to both the academic and research staff lists to ensure both CRS and their LM are aware of opportunities to contribute. Were appropriate, we have held CRS specific focus groups (e.g. CRS focus groups on our MHW plan in October 2022, workshops for ECRs including CRS on REF) to get input from our CRS directly.	
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Researchers engage with inductions and online information regarding institutional and sector policies	Evidence of engagement from researchers with induction events through attendance monitoring by HR - aim for >80% attendance at university induction events by 2022	December 2021	Researchers / HR / RIE	**COMPLETED and ongoing:** During 2021 inductions continued to be delivered online for new staff at the university, and in May 2022 the induction events moved back to being in person. They are now being run every month and we are now seeing increased engagement as people become more comfortable with in-person events. We are continuing to encourage all new CRS staff to engage with the university induction events.	During AY2021-22 we had 38% of new CRS attending a university induction (6/16).
ER2	Understand their reporting obligations and responsibilities	Explain reporting obligations and responsibilities during induction process	Induction process completed in a timely manner	December 2021	Researchers / HR / RIE	**COMPLETED:** Induction events and supporting documentation introduce the various sector concordats that set out obligations and responsibilities for researchers.	
ER3	Positively engage with performance management discussions and reviews with their managers	Engagement of researchers with revised MyContribution review process	Evidence of an increase MyContribution reviews being carried out with researchers	August 2022	Researchers / HR	**ONGOING:** MyContribution is covered during induction events and in our onboarding information for new staff. Annual data is now being collated on researcher engagement with the MyContribution process, and HR colleagues have discussions at departmental level to understand any barriers to engagement. Engagement with appraisals is very varied between Schools (with some reporting a 25% completion rate through to other Schools showing 100% completion for CRS). Work is ongoing with HR and Schools to increase these rates.	From CEDARS2021 only 56% of CRS respondents had an appraisal compared to 72% at sector level (although 57% of those who had not had an appraisal said they were a recent recruit) - Q21. This also represents a drop from CROS2019 where 64% of respondents had an appraisal within the last 2 years (Q13).

ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Engagement of researchers with relevant working groups	Evidence of research staff engagement through membership of working groups including WGs for new research structures.	December 2022	Researchers / RIE / HR / Schools	**ONGOING:** invitations and communications about opportunities are communicated through different channels including the research staff list. CRS representation on RIC has allowed research community views to be fed into discussions about the new research centres, and the centres memberships include CRS, PGRs and ECRs.	
Professional and Career Development							
Institutions must:							
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 process	Statement on professional development available for all researchers and line managers. Include reference to professional development for researchers in recruitment materials. monitor engagement with Professional Development through HR attendance data, MyContribution and CEDARS data (aim for >60% staff having +6 days by 2022, Q35)	December 2021	RIE / HR	**CARRIED FORWARD:** The researcher development team have gathered examples of relevant activities but due to staffing issues we have not been able to complete an institutional statement as yet. This will be carried forward to our next Action plan. We hope that agreeing an institutional statement on types of activities might encourage higher engagement with CPD.	CEDARS2021 showed only 23% of all respondents had engaged with more than 5 days training/CPD, although the percentage that had engaged with no training had dropped compared to CROS2019 data (now 14% with no CPD engagement compared to 21% in 2019; Q35 v Q25).
		Create training and development programme to support researchers involved in Knowledge Exchange	KE training programme launched for AY21/22. monitor engagement from researchers through HR attendance data	August 2021 for programme launch. Report on engagement July 2022.	Head of KE / Head of Researcher Development	**COMPLETED:** Through collaboration with other Scottish Universities, KE development events have been offered through the Converge Challenge in 2021 and 2022. Training has been made available on commercialisation of research, and entrepreneurship for social enterprise. This work is continuing into 2023 through a further workshop series on KTPs for Napier staff.	https://blogs.napier.ac.uk/rie/edinburgh-napiers-building-knowledge-transfer-partnerships/
		Develop guidance on costing development time into funding applications to support the 10 days professional development pro rata per year	Guidance available to all PIs involved in funding applications.	January 2022	External Funding Team / Business Engagement Team	**CARRIED FORWARD:** This action will be carried over with the development of an institutional statement on the range of activities that would be relevant to the 10 days CPD.	
		Offer access to Vitae's Researcher Development Framework online planner to all research staff and their line managers	Evidence of engagement with Vitae online planner - through licence data.	June 2021	RIE	**COMPLETED:** Licences are available to researchers and LM and the opportunities are mentioned at induction events.	Of our 288 current licences, 15 have been registered to members of staff (4 CRS and 11 academics/LM).

		Increase completion rates of exit interviews to allow robust data sets to be developed on career destinations of researchers	Evidence of increased completion rates for exit interviews	January 2022	HR	**ONGOING:** Exit interviews continue to be offered as staff leave the university, but work continues to increase the uptake of the interviews.	
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Develop a programme of training for Line Managers of Researchers highlighting requirements within Concordat (which would include training in relation to career development support for researchers)	Evidence of engagement from line managers through regular monitoring by HR of event attendance.	December 2022	HR / RIE	**CARRIED FORWARD:** due to staff resourcing issues, this will be carried into our next action plan	
		Develop guidance for Line managers to support career conversations within MyContribution process (suitable activities for the 10 days development time, research career paths, opportunities to gain new skills/experience beyond the current project)	monitor for improved feedback on career support in CEDARS data - aim for 10% increase by 2022 (Q25)	December 2022	HR / RIE	**ONGOING:** Guidance for line managers was developed by HR by Sept 2021 and is available online and includes examples of research objectives. The guidance is discussed at regular MyContribution training sessions available for LMs. As we work on developing our institutional statement on the 10 days CPD we will adapt the guidance for LMs.	87% of established/senior respondents to CEDARS were 'fully confident/confident' in supporting their researchers in working towards their career aspirations (Q25.3). 60% of established and senior staff respondents to CEDARS2021 had attended training on conducting appraisals (Q26.1)
		Connect career plans with MyContribution conversations	monitor for improved feedback on career support in CEDARS data - aim for 10% increase by 2022 (Q25)	August 2022	HR / RIE	**COMPLETED:** The MyContribution process is designed to focus on career plans as well as development needs and immediate objectives. Guidance and training on MyContribution has been developed by HR for all line managers.	85% of CRS respondents to CEDARS2021 'agreed strongly/agreed' that their Line manager supported them in their broader career aspirations (Q28.5.a)

		Pilot and evaluate a model of independent line management (where line manager is not project PI) within SHSC, and share experience with other Schools	Evaluation data of pilot.	January 2022	Head of Research - Research Structures / Head of Researcher Development	**COMPLETED:** A pilot model of independent LM was carried out in one School with a senior academic staff member working with CRS alongside their LM. This academic provided support on the career development of researchers. This allowed focused support around career development, accessing opportunities and considering career pathways. During the 15 months of the trial there were no redundancies from the CRS cohort as the pilot allowed the School to redeploy or provide continuity of contracts. There were some challenges around PI's views of the additional LM role focused on career which improved as understanding of the pilot increased; and it was acknowledged that there were significant workload issues to ensure it was effective.	The pilot will now be discussed with the other Schools to see if there are opportunities to use this model more widely.
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Review Researcher Development programme provision for research staff considering employment in different sectors	Increased provision of training on career development and employment in non-academic jobs.	August 2021	RIE	**COMPLETED:** We have collaborated with QMU to deliver in-person and online career workshops aimed at our researchers and have increased the number of events on career planning and working beyond academia. We have 5 career focused workshops planned for AY2022-23.	Over 80 attendees signed up for five different career workshops in 2020-21, and over 60 attendees signed up for six career workshops in 2021/22.
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Build longer term mentoring programmes (after pilot in 2020).	Uptake of mentoring opportunities by research staff. Evaluation data of mentoring programme	December 2022	RIE / HR	**CARRIED FORWARD:** Due to staff resourcing our planned launch of a university scheme was paused in 2022. Currently, individual requests for mentoring are matched by HR/RIE.	
		Create a mechanism to broker between research staff looking for opportunities to develop leadership skills and initiatives/working groups being established across the university.	Engagement from researchers in cross-university activities. monitor for improved feedback on support for developing leadership in CEDARS data (aim for 10% increase by 2022 (Q30)	December 2022	HR / Schools	**CARRIED FORWARD:** this was reprioritised and will be carried into our next action plan	Only 38% of CRS respondents to CEDARS2021 strongly agreed/agreed that they had time to develop leadership skills (Q30.8)

		Run Research Leadership development programme	Evidence of engagement from researchers through regular monitoring by HR of event attendance. monitor for improved feedback on support for developing leadership in CEDARS data - aim for increase of 20% by 2022 (Q33)	December 2022	RIE / HR	**RESCHEDULED:** We have a leadership programme for CRS and ECRs scheduled for Spring 2023 which will have two in-person workshops alongside six online modules and 1:1 coaching for participants. We will carry out an evaluation of the pilot iteration, and aim to run the programme on a yearly basis.	
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	Increase involvement of research staff in Business Engagement activities, including involvement in external competitions, Innovation Vouchers, and involvement in business start ups.	Evidence of engagement of researchers with BE team activities	March 2022	Business Engagement team (RIE)	**ONGOING:** The BE team support development of business engagement activity by helping all research active staff with advice, business development, contract support and negotiations. During 2021/22 they have developed a new Innovation Hub - designed to broker interactions between external organisations and our research community.	https://innovationhub.napier.ac.uk/
		Collaborate with Knowledge Exchange Concordat activities to increase skills training for researchers to work across sectors	Increased provision of training for researchers to work across sectors	August 2021	Head of KE / Head of Researcher Development	**COMPLETED:** Through collaboration with other Scottish Universities, KE development events have been offered through the Converge Challenge in 2021 and 2022. Training has been made available on commercialisation of research, and entrepreneurship for social enterprise. This work is continuing into 2023 through a further workshop series on KTPs for Napier staff. Our KE Concordat Action Plan has identified training and development as one of its 5 priorities for AY22/23.	
PCDI6	monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Use MyContribution process to monitor and report on engagement of researchers with professional development activities and review learning records	Learning records capture involvement in professional development activities. Evidence of development reviews in MyContribution data.	August 2022	HR	**COMPLETED:** Data from the MyContribution annual review process is monitored by HR and was shared with RIE in Oct 2022. This data was used to inform our Researcher Development programme and allows us to gather feedback from the research community on their development needs and activities.	
Managers of researchers must:							

PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Line managers should arrange regular career development reviews with their researchers	Evidence of an increase in MyContribution reviews being carried out with researchers	August 2022	Line managers	**COMPLETED:** Annual data is now being collated on researcher engagement with the MyContribution process, and HR colleagues have discussions at departmental level to understand any barriers to engagement. Engagement with appraisals is very varied between Schools (with some reporting a 25% completion rate through to other Schools showing 100% completion for CRS). Work is ongoing with HR and Schools to increase these rates.	
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	Encourage researchers to engage with relevant support such as mentoring schemes, training programmes. Schools should support line managers to engage as mentors in university programmes.	monitor for improved feedback on career support in CEDARS data - aim for 10% increase by 2022 (Q30)	December 2022	Line managers	**ONGOING:** We continue to make sure communications about opportunities and training events are targeted to the research community, with both CRS and LMs being sent regular updates.	92% of CRS respondents to CEDARS2021 'agree strongly/agree' that their manager encourages them to engage in personal and career development (Q30.1)
PCDM3	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	Encourage and support researchers to identify relevant professional development activities and help protect researchers time to engage with such activities	monitor for improved feedback on career support in CEDARS data - aim for 10% increase by 2022 (Q30)	December 2022	Line managers	**ONGOING:** HR have increased the support for LMs around the MyContribution process - making sure that it is used to identify development needs for staff.	77% of CRS respondents to CEDARS2021 'agree strongly/agree' that they have time to develop their research identity (Q30.7)
PCDM4	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	Cascade and advocate for opportunities for researchers to get involved in university initiatives that allow researcher to develop their leadership skills.	monitor for improved feedback on leadership development in CEDARS data - aim for 10% increase by 2022 (Q30)	December 2022	Line managers / Schools	**ONGOING:** invitations and communications sent about opportunities are sent to both academic and research staff lists, however there is further work to support researchers with the time to get involved in different initiatives (connecting to having a university statement regarding the 10 days CPD)	Only 38% of CRS respondents to CEDARS2021 'agreed strongly/agreed' that they had time to develop leadership skills (Q30.8)
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Target line managers of researchers for attendance at leadership training	Evidence of engagement from line managers in leadership training programmes	August 2022	Line managers / HR	**RESCHEDULED:** We have a leadership programme for CRS and ECRs scheduled for Spring 2023 which will have two in-person workshops alongside six online modules and 1:1 coaching for participants. We will carry out an evaluation of the pilot iteration, and aim to run the programme on a yearly basis. HR are also reviewing development events for LMs, including leadership skills.	
Researchers must:							

PCDR1	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	Researchers encouraged to engage with available career opportunities and record this involvement through MyContribution / personal learning record	Evidence of increased time spent on personal development. monitor for improved feedback on career support in CEDARS data - aim for 10% increase by 2022 (Q30)	August 2022	Researchers / HR	**ONGOING:** HR have regular communications about MyContribution and the connection to career planning, and HR monitor engagement with the annual review process.	While 92% of CRS respondents to CEDARS2021 'agree strongly/agree' that they are encouraged to engage in personal and career development (Q30.1), we are some way from having all CRS engage in 10 days of CPD. The majority (62%) of CRS respondents to CEDARS2021 had between 1-4 days of CPD per year.
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	Researchers encouraged to engage with mentoring programmes (both as mentees / mentors as appropriate)	Evidence of engagement of researchers at all career stages in mentoring schemes	December 2022	Researchers / RIE / HR	**ONGOING:** Building on the success of our Covid-19 mentoring scheme with QMU, a further pilot scheme was run in The Business School in 2021/22. The planned rollout of the university wide programme was delayed due to staffing issues, so current mentoring requests are currently managed on an individual basis by RIE/HR.	
PCDR3	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	Researchers offered access to Vitae's RDF online planner to build portfolio of evidence	Evidence of engagement with Vitae online planner through licence data.	August 2022	Researchers / RIE	**COMPLETED:** Licences are available to researchers and LM and the opportunities are mentioned at induction events.	Of our 288 current licences, 15 have been registered to members of staff (4 CRS and 11 academics/LM).
PCDR4	Positively engage in career development reviews with their managers	Researchers offered career development reviews as part of MyContribution process	Evidence of an increase in MyContribution reviews being carried out with researchers	August 2022	Research Staff / HR / RIE	**COMPLETED:** All staff receive regular communications about taking part in MyContribution and HR monitor completion rates across departments. In 2022 HR developed specific monitoring processes for CRS engagement with MyContribution.	
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Researchers encouraged to engage with opportunities to develop research identify and leadership skills	Evidence of involvement of researchers in cross-university initiatives	December 2022	Researchers / RIE / HR / Schools	**ONGOING:** HR and RIE continue to communicate with CRS on training events and opportunities to be involved in	85% of CRS respondents to CEDARS2021 'agreed strongly/agreed' that their Line manager supported them to develop their research identity (Q28.3.)

| PCDR6 | Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation | Target communications to researchers about training / seminars in these areas and encourage participation where relevant | Evidence of research staff engaging with KE/PE activities | August 2022 | Researchers / RIE | **COMPLETED:** We use targeted emails to researchers to highlight Public Engagement and Knowledge Exchange events and opportunities, and also have cascading mechanisms via research staff rep and Heads of Research and our Public Engagement leads in each School.

We have also increased our use of Twitter and our RIE blog as additional channels of communication to our target audiences. | From CEDARS2021 data, 8% of CRS had been involved in commercialisation, 21% in public policy development, 31% in KE, and 31% in PE (Q34.1 - 34.4) |

* The 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 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.