

Northumbria University Action Plan to implement the Concordat to Support the Career Development of Researchers

October 2012

1. Introduction

The Concordat to Support the Career Development of Researchers¹ is an agreement between the funders of UK academic research (Research Councils UK) and the institutions that employ researchers (Universities UK) which sets out the expectations and responsibilities of each stakeholder in researcher careers – researchers themselves, their managers, employers and funders. It aims to increase the attractiveness and sustainability of research careers in the UK and to improve the quantity, quality and impact of research for the benefit of UK society and the economy.

The Concordat contains 7 key principles for the support and management of research careers, under 6 headings. These are:

Recruitment and Selection

Principle 1 - Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

Recognition and Value

Principle 2 - Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

Support and Career Development

Principle 3 - Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Principle 4 - The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

Researchers' Responsibilities

Principle 5 - Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

Diversity and Equality

Principle 6 - Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

Implementation and Review

Principle 7 - The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Northumbria University fully endorses the Concordat and is committed to implementing its principles throughout the institution **as part of the growing commitment to supporting and increasing our research profile.**

This document describes our progress towards this, and sets out our Action Plan towards implementation. Section Two describes the process followed by the university in carrying out a gap analysis to identify where action was needed, and the actions agreed to address those gaps. Section

¹ The Concordat and related information can be found at <http://www.vitae.ac.uk/policy-practice/505181/Concordat-to-Support-the-Career-Development-of-Researchers.html>

Three outlines current top level university policies that already demonstrate our commitment to researcher career development. Section Four shows the current range of measures in place to support the career development of researchers, some of which have been introduced in response to our gap analysis. Finally, Section Five is our Action Plan, showing the actions from 2012 onwards that will enable us to significantly increase our support for researcher careers.

2. Developing Our Concordat Action Plan and Gap Analysis

Since the launch of the Concordat, Northumbria has engaged in a variety of activities to promote the Concordat's objectives, to develop the university's implementation of the Concordat's principles and to put into place our own Action Plan. **This has been timely in taking place alongside a clear step change in how the university regards research, with strategic objectives adopted to achieve significant growth in research.**

Immediately following the launch, an exercise was conducted to map the Concordat principles against university policies and procedures, in order to identify areas for improvement. A 'gap analysis' was carried out, which included consultation with all academic Schools to discuss what action would be needed to satisfy the Concordat's requirements and to inform the development of our Concordat Action Plan. A Concordat Working Group was established to support the development of the Action Plan and to embed the Concordat principles into institutional practice. This Group comprised senior academic staff, principal investigators (PI), early career researchers and contract research staff from across the Schools, as well as staff from Research and Business Services² and Human Resources.

The initial gap analysis identified a number of key issues, notably:

- a lack of accepted university-wide role definitions for early career researchers and research active staff
- insufficient focus on research in the Postgraduate Certificate in Academic & Professional Learning (PCAPL) offered to staff
- a wide variation across the institution in how workload was allocated to staff to undertake research
- people management of contract research staff (including performance management, training and mentoring) was not found to be sufficiently robust throughout the university.

Following this work, Northumbria's first draft Concordat Action Plan was produced in 2011, and included actions relating to the following:

- the development of role profiles for researchers
- reviewing practices around the redeployment of staff on fixed-term contracts
- training and development for research mentors and managers
- participation in the Careers in Research Online Survey
- review of the university induction process for research staff
- professional development for research staff
- representation of research staff in school research and innovation committees
- and the promotion of equality and diversity in recruitment and career management of research staff.

This Action Plan was developed by the Concordat Working Group and approved by the Vice-Chancellor's Executive Group. Various initiatives across the university have been introduced since the Action Plan was approved, addressing many of the issues raised.

- The university-wide induction for all academic staff now includes presentations on how the university regards research as a priority, and on the specific support that is provided for staff to develop their research activities and careers.

² This department was known as Research, Business and Innovation at that point.

- A more structured and monitored approach is now being taken to staff appraisal after the university-wide Staff Survey in 2011 found appraisal take-up was lower than expected. This will address concerns about people management of contract research staff and training and development for research mentors and managers.
- Workload allocation has been reviewed by HR, and was addressed in the 2011 university staff survey. The academic workload model highlighted in the university's Vision 2025 addresses this issue (see section 3 below).
- The university recognises that people prefer to engage with staff development opportunities in ways that suit their own priorities and schedules, which is not always compatible with fixed training sessions. An online Leadership Attributes programme has therefore been developed as a more flexible leadership programme targeted to both current and aspiring leaders, including researchers.
- An Equal Pay Audit has been carried out which looked at the pay differentials among different categories of research staff. This found discrepancies in the pay of male and female research staff, which is being addressed by HR.
- Equality and diversity principles are thoroughly embedded in the recruitment processes followed by the university, and all staff involved in recruitment must undertake training in this area.
- The university's Redeployment Register seeks to identify suitable alternative employment for all staff approaching the end of a fixed term contract, including research staff, and ensures that fixed term contract holders are given the opportunity to apply for any vacancies they could be suitable for, prior to the post being advertised. This process is applied consistently across the university, managed centrally by HR.

In May 2011 the university took part in the national Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey (PIRLS) for the first time. The results have provided further input into the development of our Action Plan from researchers themselves, including early career researchers. Some additional points identified in the CROS results – some of them reinforcing the initial gap analysis findings – are:

- inconsistency in research staff's experience of recruitment and selection, including the level of induction received and the provision of key information as a new staff member.
- a lack of understanding among some CROS respondents of university policies relating to HR and staff development
- some ambivalence across the research community over how well respondents feel staff are recognised and valued
- Specific training needs identified for research staff, and a need for a more focused approach to identifying career development needs and opportunities

A number of further initiatives have emerged in addition since the first Action Plan draft was produced. These are referred to in Section Five.

3. Corporate Support for Researcher Career Development

Vision 2025

In 2012, Northumbria University set out a new 'Vision 2025' to guide its transformation into a research-rich, business-focussed, professional university with a global reputation for academic quality. Vision 2025 aims to see Northumbria sitting within the upper quartile of the UK higher education sector by 2025. The vision for research is to produce world-leading and internationally excellent research, ranked in the UK top 30 for research in a majority of our academic areas. Since inspiring, research-excellent and entrepreneurial staff are the key building block of academic quality, investment will be made in attracting, developing and retaining talent. Measures to be introduced

include an increasing proportion of staff who hold a doctoral qualification, and in the proportion of professors among academic staff. The university intends to introduce a default workload allocation of 40% of academic staff time dedicated for research, and to be known for its development of early-career researchers.

Vision 2025 clearly demonstrates Northumbria's support for the Concordat and strong commitment to supporting the career development of researchers. Due to the nature of the Northumbria workforce and its development as an institution, the university regards this commitment as something which applies to all academic staff and not just those pursuing careers only in research. The university employs around 1,300 academic staff and encourages them all to engage in research even though for many staff this is not something they have undertaken in the past. Within the overall academic staff figures, there are nearly 90 individuals on research only contracts, as well as around 30 Graduate Tutors employed to combine their first lecturing post with undertaking a PhD. The university also has several Knowledge Transfer Partnerships associates, transferring research expertise developed in this institution to partners in other sectors.

Beneath the broader context of Vision 2025, more specific support for the career development of researchers is set out in the university's Corporate Strategy and underpinning strategic plans, and put into practice through the structures, processes and programmes in place within the faculties and services. These strategies are currently under review as part of the implementation for Vision 2025, and in light of the restructuring of the university from eight academic schools to four faculties. This Action Plan will be reviewed as the new strategic documents and the new structure become formalised.

The current Corporate Strategy 2009-14 contains five *Core Principles and Values*, which are:

- Academic Excellence
*We are committed to the best teaching, research and knowledge exchange.
We are determined to set global horizons and world class standards. We will encourage initiative, academic freedom, critical independence and innovation in the creation of new knowledge and its application.*
- Community
We will enhance the wellbeing and personal and professional development of every staff member and student. We will work with organisations and communities, regionally, nationally and globally to promote a culture of mutual respect, collegiality, trust and cooperation.
- Inclusivity
We are committed to equality of access to all our opportunities and services – practising and promoting fairness and mutual respect and providing appropriate solutions to different needs and expectations.
- Integrity
We will practice ethical, consistent and responsible behaviour – promoting a culture of honesty and fair access through initiatives and processes that are open and transparent.
- Professionalism
We will strive to make our services effective, efficient and customer-focused – seeking value for money, having regard for the environment and making sustainable use of Northumbria's human, physical, technological and financial resources.

Specific objectives within the Corporate Plan that support and promote the career development of researchers include:

- Provide a high-quality research environment with enhanced training, development and career opportunities for all staff and students, embedding the ethos of academic enquiry and knowledge creation.
- Provide an environment in which individuals find recognition and opportunity which establishes the university as a recognised employer of choice.

The operational plans that sit below these higher level strategic objectives include a plan for Research, which identifies a number of commitments with regard to the development of research careers: the enhancement of support for current staff, support and mentoring for new academic appointees to develop their research activities, provision of research training for early career staff and a requirement that teaching loads are reduced where possible in the first two years of an academic appointment in order to allow time the development of research activity.

The strategic

1. Do we make enough of the replacement of PCAPL with HEP and the major upgrading of research as an element in PD?
2. Should we say anything about the rising profile of research activity (as illustrated by numbers in dry run of 2008, or rise in bidding, or entries into NRL?) all illustrating an enriched research active environment for ECRs?
3. Ditto rise in RSL (increase in investment from £36k in 2009/10 to £180k 2012/13).
4. PRIPs and ARR as heightened elements in university research management?
5. Concordat RWG – should it have someone from HR?
6. ECR Forum: chaired by PVC, include nominee from URIC, plus as given in draft?

4. Current Support for the Career Development of Researchers

A wide range of measures are already in place to support staff in developing their research careers, many of which have been developed in order to overcome problems identified in the gap analysis. The different components of support are divided below into five areas: Recruitment, Induction and Retention; Research Training and Development; Developing Good Research Practice; Growing Research, Innovation and Impact; and Monitoring and Improving Our Performance. However, it is recognised that there is a degree of overlap across the different areas.

RECRUITMENT, INDUCTION AND RETENTION

Equality and Diversity

Diversity and inclusion have always been very important to Northumbria, and all staff are required to attend Equality and Diversity training as part of the core training requirements. This covers legislation, the university's policies, decision making and behaviour. Attendance at an appropriate training session is also required for those taking part in selection panels and carrying out appraisals, and for staff with a line management role, including those managing research staff. Equality and Diversity training is available either as a workshop session or on-line.

Staff Induction

All new staff are required to attend the half-day university induction, whose aims and objectives are: to introduce new staff to the university and their role in it; to explain the principal goals and functions of the university; to help new staff understand their part in the working of the whole organisation; to enable them to settle in to their new employment with ease and maintain their enthusiasm for the job; and to encourage them to become fully productive as quickly as possible. The induction includes presentations from Pro Vice-Chancellors including the PVC (Research and Innovation) and from Research and Business Services on the support provided for research and innovation, career development, postgraduate supervision and public engagement activities.

Local induction is also part of our core (required) training, and is designed to introduce new staff to the university and their role in it and ensure their effective integration into the organisation for the benefit of the individual, the manager, the team and the university. Key elements include: orientation

& organisational context; explanation of the principal goals and functions of the university; provision of health & safety information; explanation of terms and conditions of employment; information about the university's history, services, culture and values; clarification of the job requirements, setting standards and agreeing objectives, and identifying development needs to support the achievement of those objectives.

Graduate Tutor Scheme

The Graduate Tutor Scheme was established in 2005 to develop talented individuals with the potential to become academic staff. Initiated by Newcastle Business School, this was the first UK scheme of its kind to provide opportunities for successful candidates to study for a PhD and be fully integrated into the research community, whilst being supported to develop teaching and learning experience. In 2007 the scheme was shortlisted for the Times Higher Education Supplement award for outstanding support to early career researchers. It has since been adopted across Northumbria University and at other institutions.

RESEARCH TRAINING AND DEVELOPMENT

The university provides an extensive staff training and development programme, and encourages and supports all employees to achieve their current and future career aspirations. This includes a training and development programme in addition to other programmes and initiatives.

Research Staff Training and Development programme

The university provides a Research Training and Development programme as part of its broader People Development service. This offers a variety of sessions not specific to any discipline for all levels of academic and support staff involved in research and consultancy. Areas covered include Bidding and Funding, Dissemination and Outcomes, Ethics, Project and Data Management, Research Methods and Innovation. Courses provided centrally are complemented by more discipline-specific training provided within the Schools. A training course on research support and administration for research administrators based in the university's faculties is currently being developed for launch during 2012-13. An on-line programme of courses was available prior to the 2012-13 academic year through the university's research support web pages, provided by an external organisation, Epigeum, which complemented face-to-face provision. The ongoing provision of this resource is currently under review.

Members of the Policy and Development Team within Research and Business Services attend events organised by Vitae and other bodies as appropriate in order to keep up-to-date with training opportunities and developments and to improve the Northumbria Research Training and Development programme.

Postgraduate Certificate in Higher Education Practice (PG HEP)

PG HEP was introduced in 2011-12 as a development programme in higher education teaching and research practice for new academic staff, **and represents a major upgrading of the research component of professional development for academic staff.** The module on Research and Innovation is worth 20 out of 60 credits, and covers research ethics, funding and bidding, project management and academic publishing. Training material has been developed by a team led by Human Resources, but with substantial input from Research and Business Services and appropriate academic staff. The five workshop sessions are delivered by a combination of HR, Research and Business Services and academic staff, as well as external trainers where needed. This Certificate has enhanced the training previously provided as the PCAPL course, which primarily focussed on teaching and learning and was found in the Concordat gap analysis to form a barrier to research career development.

As a result of a very positive response to the PG HEP workshop on bidding for funding, this session has already been made available as part of the wider research training and development programme.

University Research Forums

The university holds informal monthly cross-disciplinary and cross-school research forums, which aim to reflect issues and topics where research originating from diverse disciplinary bases might be taken further in collaboration. This can provide a valuable opportunity for early career researchers to develop networks beyond their direct colleagues as well as think about collaborative development of research bids.

Annual Research Conference

The university holds an annual Northumbria Research Conference, the third of which took place in May 2012. The conference showcases and celebrates recent and ongoing research across the institution and is open to all staff to attend. The conference is well-attended across the academic staff base, and is strongly supported by the Pro Vice-Chancellor (Research & Innovation). It provides a safe environment for those inexperienced at presenting conference papers to do so in front of a supportive audience. The conference also features a PhD researcher poster session, with prizes awarded for the best posters.

A review of university conferences as a whole has confirmed that the Research Conference will continue to be supported in the future.

DEVELOPING GOOD RESEARCH PRACTICE

The university regards good research practice as an essential dimension of the researcher's role. Whilst guidance in some areas of research practice is still in development, research ethics in particular is an area that has been given prominence at Northumbria for several years.

Research Ethics

The university has developed a robust structure for managing research ethics policy and the decision making process for ethics approval. This benefits research staff in that there is a clear research ethics framework that must be adhered to, with specific requirements, expectations and obligations identified. In 2010-11 it was agreed by the university to provide mandatory research ethics training for all academic staff, in order to ensure all research activity is carried out or supervised by staff with at least a minimum level of understanding of the ethical considerations that affect research.

The management of research ethics in the university also supports career development through the annual Research Ethics Audit carried out across the university. This process provides an opportunity, for academic staff with some experience of dealing with research ethics, to enhance their knowledge by taking part in a panel outside their own research area.

Research Data Management

The university is currently in the early stages of developing policies and processes to support and encourage good practices in research data management. This work flows from research undertaken by one of our research teams, and partly in response to the requirements of research funders. Training and tools are currently available to research students, and this will be rolled out to academic staff starting in the academic year 2012-13.

GROWING RESEARCH, INNOVATION AND IMPACT

The university's Corporate Strategy 2009-14 places a high priority on increasing our research profile and setting challenging targets for growth during the Strategy period. These targets have led to a much stronger research culture and support for research, with clear benefits for the development of research careers.

Central Support for Research and Innovation

Following a restructuring in 2011 of the central department now known as Research and Business Services, support for research at the university is now much better resourced than it was, including investment in additional staffing to support the research and innovation needs of the growing number of research active academic staff. Research and Business Services supports academics in areas including:

- Identifying funding opportunities and developing bids
- Developing opportunities for innovation and commercialisation
- Achieving impact from research beyond academia, through public and regional engagement
- Updating on university and sector-wide policy developments
- Facilitating the compliance of grant holders with funder requirements
- Monitoring and managing the pre- and post-award processes related to research income

Personal Research and Innovation Plans (PRIPs)

In 2011-12 the university introduced a new on-line tool, the Personal Research and Innovation Plan (PRIP), to support the individual planning of research-related activities over the forthcoming 12 months. This underlines the university's position that all staff should be regarded as potentially research active, by bringing the planning and resourcing of research into the annual planning cycle of the institution and encouraging all academic staff to take part in this exercise. Benefits to early career researchers include the fact that the PRIP helps ensure their research activities are planned and the time needed to undertake them is taken into account in workload planning, whilst ensuring their research is made more visible as a result of the PRIP being agreed with line managers.

Local Support for Early Career Researchers

At local level, the university supports Early Career Researchers (ECRs) to develop their research portfolio and research experience in a number of ways, including:

- Mentoring of ECRs by more experienced staff
- Funding to support bid development and pilot projects
- A reduced teaching and administration load to enable development of research
- Peer reviewing of ECRs' funding bids and research outputs
- Ensuring ECRs are placed on research student supervisory teams as a career development opportunity
- ECRs encouraged to present at internal seminars in order to share work with colleagues
- Discipline-based training to complement centralised provision
- Some schools have an ECR Working Group to identify areas for support and action
- ECRs can generally apply for support such as research sabbaticals and funding that are open to all staff

How these different mechanisms operate across the university's faculties and research groups varies from faculty to faculty. Developing more consistency of local support across the university is one of the actions identified in our Action Plan below,

MONITORING AND IMPROVING OUR PERFORMANCE

The university is committed to improving its performance in meeting the objectives of the Concordat, and therefore takes seriously the need to monitor progress in developing and implementing our Action Plan.

Participation in National Surveys of Research Staff

The university took part for the first time in 2011 in the Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey (PIRLS). Whilst the participation rates

were disappointing, the results have been considered by the University Research and Innovation Committee, and a commitment made to take part again when the surveys are next run, in 2013, whilst pursuing a higher participation rate. The results have been used to enhance the findings of the earlier gap analysis in identifying further steps to be taken to support our Concordat Action Plan.

Concordat Working Group

The Concordat Working Group led the development of the first draft of our Action Plan. The Working Group was inactive during the period when the initial actions were being carried forward. It has been reinstated in order to drive forward the development and implementation of the revised Action Plan, and now comprises the following members:

- Chair: PVC (R&I)
- 1 Executive Dean
- 1 Associate Dean (Research)
- 2 staff on teaching and research contracts, at least one of them a research leader
- 2 researchers – at least one of them an ECR
(academic staff members to span all 4 Faculties)
- RBS Research Development Manager
- Assistant Director of RBS (Research or Innovation)
- HR representation (E&D?)

Terms of Reference

To review work done to date

To monitor progress and drive completion of actions in the Action Plan

To develop further actions as necessary

ECR Forum

A cross-university Early Career Researchers Forum is being established in order to facilitate interaction among researchers outside their usual networks, enable ECRs to identify issues of concern and draw these to the attention of relevant colleagues, and ensure that researcher perspectives inform decisions made in the university that affect them. The Forum will be asked to monitor and contribute to further development of the implementation of the Concordat Action Plan. Other activities will be determined by the Forum itself.

Terms of Reference

To meet at least three times per academic year

To provide critical input into the implementation of the Concordat Action Plan

To advise Research and Business Services and HR regarding training needs for ECRs

To liaise with Research and Business Services in relation to other policy developments that affect the Career Development of Researchers, including the REF

To liaise with Faculty research leaders and administrators regarding local career development support

Governance and Reporting relating to the Concordat Action Plan

The Concordat Action Plan sits within the remit of the University Research and Innovation Committee, which meets three times each academic year and itself reports to the Academic Board. Operationally, the Research Advisory Group, which meets monthly and comprises the PVC (Research and Innovation) and all Associate Deans for Research, will take a more direct interest in the implementation of the Action Plan. The Concordat Working Group will provide reports to both bodies as appropriate, especially in relation to specific milestones such as to report on training outcomes, the results of the CROS survey and the level of ECR submission to the REF, and to Vitae as required.

This document to be submitted for approval by the University Executive on 16th October 2012.

**5. How we intend to improve our support for the career development of researchers:
Our Action Plan, 2012 onwards.**

Area of Work	Action	Comments/Notes	Concordat Principle(s)	Responsibility	Additional input	Completion Date
<i>Recruitment, Induction and Retention</i>						
	Review consistency of recruitment and selection process across institution	Arises from CROS results	1, 2	RBS Policy & Development	HR	31/12/12
	Review support provided for research staff with contracts close to expiry	Arises from CROS results.	1, 2, 3, 4, 7	RBS Policy & Development	HR; Faculties	31/12/12
	Review research elements of induction provided to new staff	Arises from CROS results.	1, 2	RBS Policy & Developmen	HRt	31/10/12
	Review appraisal arrangements for research staff.	Arises from CROS results.	1, 2, 4, 5	HR	RBS Policy & Development	31/12/12
	Develop induction pack for all new academic staff identifying key information, opportunities, expectations and obligations with regard to research.	To overcome shortcomings identified in CROS results.	1, 2, 4	RBS Policy and Development	HR	30/3/13
	Develop research-specific local induction framework to be used at Faculty level and below		1, 2	RBS Policy and Development	Faculties, HR	30/3/13
	Develop career development framework, based on Vitae Researcher Development Framework, to identify competencies required for subsequent grades.	To be taken forward within People Development Team	1, 2, 4	HR	RBS Policy and Development	30/06/13
	Develop 'Northumbria Research Staff Management Principles' document, in line with the Concordat, to clarify roles and responsibilities for all PIs and line managers		1, 2, 6	RBS Policy and Development	HR, Faculties	31/12/13
	Develop process to support research staff to develop necessary skills and experience to enable progression in to a permanent opportunity		1, 2, 6	RBS Policy and Development, Faculties	HR	30/6/13
	Develop process to identify permanent employment opportunities for contract research staff		1, 2, 6	RBS Policy and Development, Faculties	HR	31/12/13

Research Training and Development						
	Review and update current research training and development programme in light of feedback and consultation.		2, 3, 4	RBS Policy & Development	HR	31/10/12; 31/7/13; 31/7/14
	Carry out ongoing review of research training provision across the university	Long-term aim of coordinating provision, cross-promotion and reduction of duplication	4, 5	RBS Policy & Development	Graduate School, HR, Library, IT	31/7/13
	Further develop Postgraduate Certificate in Higher Education Practice (PG HEP) research module		2, 3, 4	HR	RBS	31/10/12; 31/7/13; 31/7/14
	Consult with research staff via ECR Forum on training gaps.		2, 3, 4	RBS Policy & Development	HR, Graduate School	30/9/12; 31/7/13
	Adapt PG HEP workshops for wider access		2, 3, 4	RBS Policy & Development	HR, Graduate School	31/3/13
	Review licence arrangement with Epigeum and agree with other university services on which Epigeum courses to offer	Discussions taking place October/November 2012	2, 3, 4	RBS Policy & Development	Graduate School, Business and Innovation Support, HR, IT	30/11/12
	Develop process for including less experienced staff on Research Ethics Audit Panels as development opportunity		2, 3	RBS Policy & Development	University Research Ethics Committee	31/1/13
	As part of university restructure, ensure research staff are included in Faculty-level research and innovation committees		2, 4, 5	University Research and Innovation Committee	Faculties	31/7/13
	Develop training for research leaders and managers, in liaison with Vitae	Research Policy Officer to attend Vitae workshop on this topic, October 2012	4, 5	RBS Policy & Development	HR, Graduate School	Developed 31/12/13; pilot during 2014 for launch Sept 2014
Developing Good Research Practice						
	Complete programme of mandatory research ethics training		2, 3, 5, 6	RBS Policy & Development	HR	31/7/13
	Adopt university policy on Research Data Management and provide training to staff	.	2, 3	RBS Policy & Development	University Research and Innovation Committee; Information and Communication Management	Training deadlines 31/7/13, 31/7/14, 31/7/15. Final 31/5/15 deadline to

					Research Group	comply with EPSRC requirement.
	Update Research Handbook to include guidance on good research practice		3, 5	RBS Policy & Development		31/3/13
	Update Research Ethics and Governance Handbook to take account of changes since last revision		3, 5	RBS Policy & Development		30/11/12
<i>Growing Research, Innovation and Impact</i>						
	Review and improve PRIP system and integrate with university appraisal and planning processes		1, 2, 3, 4, 5	RBS Information Systems	RBS Policy & Development, HR	31/3/13
	Review, update and improve Research Careers and Staff Training and Development pages on RBS website.		1, 3	RBS Policy & Development	RBS Information Systems	30/9/12
	Develop a mentoring programme to train academic staff as mentors, to ensure all early career staff have access to a trained mentor		1, 2, 3, 4	HR	RBS Policy & Development	31/7/13
	Work with faculties where research activity has been more limited to develop strategic plans to better grow, support and embed research		2	RBS Policy & Development		31/7/14
	Work with faculties to develop more consistency in the mechanisms provide to support researcher career development at local level		1, 2, 4, 5, 6, 7	RBS Policy & Development	Faculties	31/12/13
<i>Monitoring and Improving Our Performance</i>						
	Establish university-wide ECR Forum			RBS Policy & Development		31/10/12
	Identify all ECRs in university for purposes of REF submission		2, 7	REF Operational Support Team	HR	31/10/12
	Develop robust mechanism for recording ECR status of all staff, including new recruits		2, 7	HR	RBS Policy & Development	31/7/13
	Take part in 2013 CROS and PIRLS surveys	Identify ways to increase participation rates		RBS Policy & Development		30/6/13
	Analyse and follow through CROS and PIRLS results			RBS Policy & Development	URIC	30/11/13
	Begin process towards Athena Swan			RBS Policy &	HR; Relevant	Bronze Award

	accreditation			Development	Faculties	31/7/13; Silver Award 31/7/14
	Review relevance and take-up of leadership attributes programme for researchers		4, 5, 7	HR	RBS Policy & Development	31/12/13
	Review this Action Plan in light of changes to university strategic documents		7	RBS Policy & Development	University Research and Innovation Committee	31/12/12; 31/7/13; 31/12/13
	Review this Action Plan in light of the university restructuring into faculties		7	RBS Policy & Development	University Research and Innovation Committee	31/3/13; 31/9/13