

Principle 1

Recruitment and Selection

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

Proposal	Benefit	Action	Measure	Progress Update
<p>1.1 Appoint a cohort of 35 Vice-Chancellor's Fellows to join us in September 2019.</p> <p>These permanent roles have unique, attractive terms aimed at recruiting and nurturing ECRs in their first permanent academic role.</p>	<p>The cohort of new Vice-Chancellor Fellows (who will be mainly ECRS) will strengthen the university's research profile and activity.</p>	<p>Appoint 35 high quality Vice-Chancellor's Fellows who are either aligned with our areas of existing strength or will support Northumbria in growing research capacity in other areas related to our disciplines.</p> <p>Manage and track the progress of the successful candidates, ensure that as ECRs they are effectively supported and developed with appropriate mentoring and development opportunities.</p> <p>Target Date: September 2019 (appointment); September 2020 (one-year review) Responsibility: HR Manager (Recruitment), Faculty PVCs R&I</p>	<ul style="list-style-type: none"> Recruitment and Selection process is completed on time. High quality candidates are appointed. New colleagues are developed and supported to deliver high levels of performance. Can evidence the university's research profile and activity has strengthened as a result of the new appointments; e.g. increase in the number of staff submitted to REF2021; increase in the number of quality research outputs. 	<p>Completed</p> <p>The 35 roles were offered on a permanent basis with unique, attractive terms. We received significant interest from high quality candidates (1056 applications) for the roles.</p> <p>Following this highly successful recruitment campaign, we made a further round of appointments which doubled the total of Vice-Chancellor Fellows to 70.</p> <p>All current Vice-Chancellor Fellows are doctorally qualified and were submitted to REF2021 which strengthened our overall REF2021 submission.</p> <p>This has had a significant impact on the number of permanent ECRs, and helps supports our intention to keep our contract research staff numbers low. Additionally, our responses from</p>

				<p>CEDARS show that 90% of CEDARS 2020 respondents were on an open-ended contract.</p>
<p>1.2 Develop and deliver a new bespoke research induction for academic and research staff new to the University. Develop an informal ECR welcome event hosted by the ECR Forum to supplement the new research induction.</p>	<p>Provide researchers with both a formal and informal welcome event to introduce them to the research and wider academic community at Northumbria, enabling a smoother transition into what might be their first academic position.</p>	<p>HR and RIS will deliver up to four induction programmes annually that will cover an introduction to research and knowledge exchange at Northumbria. This module will introduce new academic colleagues to Northumbria's research and knowledge exchange strategy, including REF planning, and the research policy landscape. The session will also be focussed on Northumbria's research integrity training and governance, and how the University supports academic colleagues to strengthen NU research outputs by increasing their quality, accessibility and impact of their research outputs. It will also familiarise attendees with institutional processes and support mechanisms around; submitting applications; costing and pricing; and working with business, government and third sector and ways to develop pathways to impact.</p> <p>The ECR Forum Management Group proposes holding a welcome event for new ECRs, including PDRAs and contract researchers, in October 2019.</p> <p>The aim of the event is to introduce ECRs to the research</p>	<ul style="list-style-type: none"> • ECR forum welcome event, including PDRAs and contract researchers, held in October 2019. • NU Research Induction event, including PDRAs and contract researchers, held in November 2019. • Aim to have 80% of new ECRs attend (including the VCF cohort). • Increase in CROS response for induction question +10%. • Use feedback and analysis for future welcome events. 	<p>Completed</p> <p>In 2020 a new university induction, and Research and Knowledge Exchange induction was introduced. This has increased satisfaction levels by over 20% (Institution level induction 53.6 % found useful (CEDARS 2020) compared to 30% in CROS 2019).</p> <p>The ECR Forum Induction Event held on 28 October 2019, including VCF cohort (75% attendance).</p> <p>A related action in 2021-23 plan (EI2) following feedback from ECR Forum and a comparison between our CEDARS score and sector aggregates.</p>

		<p>culture and environment at Northumbria and promote the ECR forum to new colleagues.</p> <p>The event will include:</p> <ul style="list-style-type: none"> • A welcome from the PVC R&I. • Discussion and networking with current Northumbria ECRs <p>Target Date: December 2019 Responsibility: Chair of ECR Forum, RIS Research Policy Manager</p>		
<p>1.3 Support contract research staff in preparing for their next role by delivering career workshops as part of the ECR forum and providing research development training to support the development of future funding applications.</p>	<p>CROS survey response for access to career development and training opportunities was lower than the sector average (69% vs 79%), therefore need to identify specific training for contract researcher staff to support them preparing for their next role inside, or outside of academia.</p>	<p>Deliver Career workshops with internal and external speakers to provide insights into working both outside and inside academia.</p> <p>Provide tailored support to contract research staff from Research Development Team through online resources, face to face workshops, and support for funding applications.</p> <p>Target Date: July 2020 Responsibility: Chair of ECR Forum, Research Policy Manager, Head of Research Development.</p>	<ul style="list-style-type: none"> • Careers workshop for ECRs and contract research staff (aim for 30+ attendees): June 2020. • Development of online and face to face support for contract researchers to develop funding applications (March 2020). • CROS survey response for access to career development and training opportunities + 10% • CROS survey response for undertaking training in career management and developing a career plan + 10% 	<p><u>In Progress</u></p> <p>During 2019/20 the Research Development Team made available the Early Career Workshop programme to all ECRs, including contract research staff which was delivered online. Feedback for this programme was rated as very useful by 80% of attendees.</p> <p>We plan to deliver career workshops (the programme was paused due to the pandemic) throughout 2021/22 and this is documented in an updated action in 2021-23 plan (action PCDI3). Our CEDARS results (14.3% had undertaken training in career management, and 68% would like to undertake it), demonstrate there is a need for this.</p>

<p>1.4 Improve online researcher career development resources and raise awareness of Researcher Development planner.</p>	<p>Provide tools for researchers to use individually and help to develop pro-active career management skills. Raise awareness of Vitae career support materials for researchers and PIs.</p>	<p>Develop specific university intranet webpages with signposts to useful external resources such as VITAE.</p> <p>Explore the value of the university subscribing to Vitae RDF planner organisation membership.</p> <p>Target Date: July 2021 Responsibility: Research Policy Manager</p>	<ul style="list-style-type: none"> • Webpages are relevant and up to date • Positive feedback is received from researchers (monitored through page 'likes') and target 30 unique hits per month. • CROS survey response for undertaking training in career management + 10% • If recommended, organisational membership of Vitae RDF planner is approved 	<p>Completed</p> <p>Intranet webpages were developed under the Research and Innovation Services umbrella to provide signposting to external resources for researchers, and also useful institutional guidance. While monitoring webpages has not been possible, feedback from researchers was very positive, but identified gaps e.g. signposting to ethics webpages. This feedback and our CEDARS results show that there remains a need for better guidance and awareness of research career support (CEDARS 2020 14.3% undertaken career management - compared to 8.3% in CROS 2019).</p> <p>Therefore, an ECR hub is in development on the University Intranet which provides links and information for ECRs and has been designed in collaboration with the latest ECR cohort.</p> <p>It was agreed that the RDF planner was not required as the appraisal process is mapped to the Northumbria Attributes, whilst PGRS record their training online via e-Vision to a planner based on the RDF.</p>
<p>1.5 Implement a career pathway for technical staff.</p>	<p>The career pathway will introduce a clear promotion and framework for individuals and will support the university to plan a sustainable route for developing technicians.</p>	<p>Review current technical roles and responsibilities and make recommendations for improvement.</p> <p>Other actions will be determined based on the recommendations.</p>	<ul style="list-style-type: none"> • Review completed and recommendations taken forward. • Other measures will be determined based on the recommendations. 	<p>Completed</p> <p>A comprehensive review of technical structures and role responsibilities was completed and implemented during 2019/20. New role descriptions and person specifications developed for roles at all levels which clearly set out</p>

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		Target Date: July 2020 Responsibility: Professor John Woodward; HR Manager		the responsibilities and criteria required at each level. The impact of this will be evaluated during the next staff survey.
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Principle 2

Recognition and Value

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.

Proposal	Benefit	Action	Measure	Progress Update
2.1 Support continued development of the University-wide ECR Forum.	Provide a University-wide, cross-disciplinary space for our different ECR communities to develop support mechanisms and raise issues relevant to the different ECR experience at Northumbria.	<ul style="list-style-type: none"> • Refresh the ECR forum management group membership and elect a new chair annually. • Develop the Terms of Reference for the Group to ensure they are fit for purpose. • Plan two events per annum for ECRs on career support open to contract researchers (linked to action 1.3) • Develop two thematic forums per annum to increase networking and development opportunities for ECRs. • Develop and deliver monthly peer writing workshops from October 2019. <p>Target Date: August 2021</p>	<ul style="list-style-type: none"> • To deliver four forums per annum by August 2021. • To review ECR representation at relevant committees and groups. • To develop communication strategies with ECRs e.g. ECR distribution list. • CROS survey response for access to career development and training opportunities + 10% • CROS survey response for undertaking training in career management and developing a career plan + 10% 	<p><u>Completed</u></p> <ul style="list-style-type: none"> • ECR distribution list created and maintained (Sept 2019). • CEDARS survey result access to career development and training 76% (from 69% in 2019) • CEDARS results undertaking training in career management 14.3% (from 8.3% in 2019) and developing a career plan 42% (from 46% in 2019). • Writing Retreats held: 15 October 19, 20 Nov 19, 17 Dec 19, 22 Jan 20, 25 Feb 20. Average number of ECRs who turned up at these events was 10 - 20. • ECR Forum ToR were reviewed and membership updated in January 2021. <p>Additional ECR Forums were paused due to Covid-19 and are due to resume in September 2021.</p>

		Responsibility: Chair of the ECR forum, RIS Research Policy Manager		
2.2 To deliver a Scholarly Publications programme of training.	<p>1. Empower ECRs (both those new to research and those who have just completed a doctorate) to identify high quality journals in their discipline to publish in and raise their research profile and employability.</p> <p>2. Develop professional networks to support academic publishing and dissemination for those new to research.</p> <p>3. Support for individuals to begin article for publication.</p>	<ul style="list-style-type: none"> To develop and deliver a scholarly publication training programme, including: <ul style="list-style-type: none"> Publication masterclass with key Publishers and journals e.g. Nature, Elsevier. Facilitated writing workshops Develop peer support 'write clubs'. <p>This represents a significant new investment in research training and development for our ECR staff (up to £10K over two years), who are either new to Northumbria, or who have had a career in teaching and learning and are new to research.</p> <p>Target Date: September 2020 Responsibility: RIS Research Policy Manager</p>	<ul style="list-style-type: none"> Deliver a scholarly publications training programme to all nominated academic staff by September 2020. We will run six cohorts of 10-20 for ECRs depending on departmental requirements. Analyse feedback and from attendees to build on future training. As this is a significant financial investment in researchers, we aim for 85% positive feedback for the sessions. 	<p>Completed</p> <p>Instead of an internal publications programme Northumbria has invested in two external training programmes for researchers.</p> <p>1) Nature Masterclasses for Researchers: 131 users on this programme. Positive feedback has meant that we are investing once more in this programme and increasing the modules available.</p> <p>2) Three separate workshops have been arranged for Humanities, Arts and Social Science ECRs over May and June 2021 on Research Communication, Monograph publishing, and Peer Review.</p>
2.3 Analyse data collected through surveys (University Staff Survey 2018, CROS and PIRLS 2019) to monitor the engagement levels of academic colleagues and to increase responses to all surveys.	<p>The outcomes of the analysis will help us to understand overall levels of satisfaction, motivation and pride, and the factors which are contributing to it so that areas of concern can be addressed.</p>	<p>Cross reference the analysis of the University Staff Survey 2018 data against the analysis of the 2019 CROS and PIRLS data.</p> <p>Identify any areas of concern that need further consideration which are not already being addressed.</p> <p>Follow up with focus groups/ facilitated sessions with academic colleagues. Improve awareness of CROS and PIRLS and increase future</p>	<ul style="list-style-type: none"> An increase in participation rates for CROS/PIRLS 2020 by 10%. Undertake analysis of CROS/PIRLS 2019 results. Hold focus group (2x with minimum of 15 attendees) with each audience (contract researchers and PIs), to define follow up on actions from analysis of results. Actions are identified which are relevant to research staff and communicate 	<p>In progress</p> <p>Action paused due to Covid-19 and an updated action is included in the 2021 - 23 action plan (see action EC16).</p>

		<p>participation through targeted campaigns e.g. 'you said, we did'.</p> <p>Target Date: September 2020 Responsibility: HR; Research Policy Manager</p>	<p>effective changes as a result of CROS and PIRLS surveys to increase awareness and participation.</p> <ul style="list-style-type: none"> • Update action plan as appropriate. • Increase in responses to CROS and PIRLS Surveys 2020 by +10%. 	
<p>2.4 Implement a Research Data Management Policy and research data management training open to all research staff groups.</p>	<p>To develop staff's research and professional skills. Research Data Management policy remains fit for purpose</p>	<p>Research Data Repository procurement process for Figshare is near completion; implementation process is ongoing:</p> <ul style="list-style-type: none"> • Data repository pilot planned for May 2019 • Research data management drop-ins scheduled once a month from October 2019. • Research data management session to be delivered as part of Researcher Development Programme in 2019/2020. • Development of more extensive online interactive training on Research Data Management and Data Protection is expected to be complete in June 2019. <p>Target Date: October 2020 Responsibility: Head of Library and Learning Services</p>	<ul style="list-style-type: none"> • Figshare pilot workshops and launch of live platform. • RDM training online, monitor completions (40% academic staff, 50% PGR by March 2020) and feedback. • Delivery of Researcher Development Programme sessions. 	<p><u>Complete</u></p> <ul style="list-style-type: none"> • The Figshare live platform launched in September 2019. • In light of teaching guidelines relating to Covid-19 the entire programmes for semesters one and two were delivered virtually via Blackboard Collaborate. <p>Semester 1</p> <ul style="list-style-type: none"> • Six sessions were delivered over a four-week period in October and November 2020: • Preparing for your literature review • Search strategies and staying up to date for your literature review • Mind mapping for researchers • Copyright essentials for researchers • Measuring research impact for your literature review • Introduction to research data management (recordings of this session and on managing personal data are also available via Blackboard) <ul style="list-style-type: none"> • Fifteen sessions were delivered, and the total number of participants was 395.

				We also provided monthly specialised drop-ins via Blackboard Collaborate in the following areas: Bibliometrics, Copyright advice, Open access publishing, Return to research, Research Data Management.
2.5 Undertake a review of Northumbria's research culture, including; examining reward and recognition for collaborative research (e.g. Co-I accreditation), good research practice, and communication and engagement mechanisms with research staff.	To generate an empowered research culture by identifying best practice in Faculties and Departments for reward and recognition systems, and support for development of, and engagement with researchers at all career stages.	<ul style="list-style-type: none"> Analyse information from Staff Survey and CROS and PIRLS 2019 for areas improvement and further dialogue with researchers. Undertake four Faculty based research culture workshops – based on the Royal Society template. Identify and share areas of good practice. Identify areas for development and develop action plan for addressing issues (including any identified in CROS & PIRLS 2020). <p>Target date: January 2021 Responsibility: Deputy Director, Research and Innovation Services</p>	<ul style="list-style-type: none"> Undertake three research culture workshops – based on the Royal Society template Feedback to Faculties via FRAKES. Implement and share areas of good practice identified. Increase in Staff Survey response; how optimistic staff are about their opportunities for career progression +5%; how the University recognise and appreciates good performance +5%; 	<p><u>In progress</u></p> <p>A pilot research culture workshop was undertaken with ECRs in the Faculty of Health and Life Sciences in November 2018. However, due to the Coronavirus pandemic research culture workshops were paused.</p> <p>A new action has been outlined in the action plan 2021 - 23 (ECM5).</p>

Principle 3

Development

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

Proposal	Benefit	Action	Measure	Progress Update
<p>3.1 To undertake a GAP analysis of the researcher development offer across Research and Innovation Services, based on Vitae Researcher Development Framework.</p>	<p>The GAP analysis will identify areas missing from the Academic and Research Development Training Programme, and plan appropriate training, guidance or support to plug those gaps for researchers at all career stages including ECRs, PDRAs, and contract researchers.</p>	<ul style="list-style-type: none"> • To complete a GAP analysis of the researcher development, offer across Research and Innovation Services, based on Vitae Researcher Development Framework. • Identify gaps and provide/ develop appropriate training and guidance materials for researchers at different career stages. • Develop online training materials using Articulate software. <p>Target Date: September 2020 Responsibility: RIS Research Policy Manager</p>	<ul style="list-style-type: none"> • Publication of new programme in September. • Monitor attendance numbers for each course (compulsory programmes 90% attendance rate; non-compulsory programmes we aim for a minimum of 12 attendees per session). • Web hits for online training and resources. We aim for 30 individual hits per month with an increase to 50 individual hits per month, after the resources have been online for six months. • Positive feedback from course participants (70% positive feedback). 	<p>Complete</p> <p>GAP analysis completed and new programmes developed according to career stage for researchers. Two new programmes developed (See also action 4.1). Web hits unavailable, however a new ECR online ECR hub is in development following ECR feedback,</p> <p>Early Career Researcher Development Programme This programme has 4 x 3.5 hour mandatory sessions – three taught elements and a 4th session for a writing retreat/1:1 surgery with the Research Development Managers. The first cohort took place in November 2019 with 28 participants, the second in February 2020 with 18 participants and the third in November 2020 with 58 participants. The third cohort was the first that took place virtually owing to the Covid-19 pandemic and so there were 4 taught sessions and participants were invited to a 1:1 session</p>

				<p>with their Research Development Manager after the programme was complete. This programme is open to all staff who self-identify as an ECR, including contract research staff, and gives an overview of the research landscape and the expectations of the research councils with regards to applying for funding. We equip attendees with the tools and techniques needed to find and apply for small scale funding</p> <p>Please refer to Action 4.1 for details of attendance for other programmes.</p> <p>Due to Covid-19 standalone sessions have not been scheduled.</p>
<p>3.2 Review the current use of the mentoring scheme to support ECRs including PDRAs, contract researchers and staff with a L&T background). Identify areas of best practice in Departments and develop an approach to drive improvement in other areas.</p>	<p>Mentors are skilled and supported to undertake their role effectively.</p> <p>Early Career Researchers are allocated an appropriate mentor and feel supported to take responsibility for their own growth and learning and development.</p>	<ul style="list-style-type: none"> • Understand the current position on the number of ECRs who have a mentor. • Hold a forum with our different ECR communities to understand their needs. • Identify areas of best practice in Departments. • Review the content of the training available and, if needed, review and implement ensuring that the responsibilities of the mentor and mentee are clear. <p>Target Date: January 2021 Responsibility: HR Manager; Research Policy Manager; Faculty FPVCs R&I, Heads of Departments.</p>	<ul style="list-style-type: none"> • Early Career Researchers are allocated an appropriate mentor (our aim is for each ECR to have research mentor). • Positive feedback from mentors and mentees (70% positive feedback on scheme). • Colleagues will be supported to take responsibility for their own growth and learning and development. 	<p><u>In Progress</u></p> <p>Ensuring that colleagues are allocated a mentor is one of the key features already implemented as part of the new probation arrangements in September 2019.</p> <p>However, feedback from ECRs shows that mentorship can be patchy, and a review is currently under way to develop a centralised mentor scheme. An updated action has been outlined in the 2021-23 action plan (see PCD14).</p>

<p>3.3 Deliver mental health awareness training and bite-size sessions.</p>	<p>Develop a more resilient workforce and support mechanisms for colleagues.</p>	<ul style="list-style-type: none"> • Delivery of Mental Health Awareness training to staff (1/2-day session). • Six bite size mental health session delivered on the following topics – Anxiety; Depression; Bi-Polar; Psychosis; Suicide; and Panic Attacks <p>Target Date: December 2019 and ongoing Responsibility: HR</p>	<ul style="list-style-type: none"> • Early signs of mental health issues are more easily understood and responded to. • The right number of Mental Health First Aiders are appointed and trained. • Reduction in the number of long-term mental health issues. • Target of over 100 staff trained on mental health awareness per year. 	<p>Complete</p> <p>The bitesize sessions took place in May 19 with a total of 42 attendees. During the pandemic a new session called 'Taking control of your work and wellbeing' was delivered - ran 9 times during 2020 with 55 colleagues attending. Remote working guidance for managers was also updated.: https://www.flipsnack.com/northumbriaod/remote-working-guidance-for-managers/full-view.html</p> <p>In 2020 the wellbeing team ran 24 events relating to Mental Health Awareness, with a total of 133 confirmed attendees. There are now 32 trained Mental Health First Aiders. There were also 15 sessions delivered on Developing Personal Resilience with 77 confirmed attendees.</p> <p>Wellbeing drop-ins now run quarterly - anyone can join an informal virtual drop-in session with the wellbeing team to hear about the wellbeing resources and support available for colleagues.</p> <p>Monthly wellbeing updates have recently been introduced for colleagues. Wellbeing blogs sharing how staff adapted to new ways of working were shared throughout 2020. A Mental Wellbeing Toolkit was created: https://rise.articulate.com/share/KgD6dZOGGDclxMOceFcMIBNL6yJbY48#/#/</p> <p>We will review the impact of this programme and the interventions to help staff, both professional support and academic, during the next staff survey, and via the ECR Forum survey in June 2021. Analysis will be used to inform our HRX</p>
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				gap action plan to identify any future actions.
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Principle 4

Support and Career Development

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

Proposal	Benefit	Action	Measure	Progress
4.1 Further develop the NGLAH (Next Generation of Large Award Holders) programme to tailor it more specifically to the career stage of participants.	By tailoring and developing the NGLAH programme to different cohorts, researchers at each stage of their career including ECRs and those ready for their first research leadership role.	<ul style="list-style-type: none"> Develop the NGLAH programme of training activities around three career stages: <ol style="list-style-type: none"> (1) Preparing for research funding success– (aimed at ECRs and those new to research) (2) Next Generation of Large Award Holders (for experienced researchers, wanting to progress from small to large awards) (3) Fellowship Ready – for future research leaders 	<ul style="list-style-type: none"> We will run a cohort for (1), (2) and (3) annually and aim for 20 attendees in each cohort. Feedback is currently at 90% positive so aim is to maintain this high score. Increase in PIRLS response +10% for; building a research group; support to develop research staff. 	<p>Complete</p> <p>Three new programmes have been developed to support researchers at different career stages. These programmes are open to anyone conducting research.</p> <p>Next Generation Large Award Holders Programme (NGLAH)/Future Research Leaders Programme</p> <p>This programme has 4 mandatory sessions that take place over a 6 hour period. All sessions are collaborative and interactive, and with the option for a number of 1:1 sessions with the Research Development Managers 1 month, 3 months and 6 months post-programme. The first cohort took place in November 2019 with 14 participants, and the second in February 2020 with 11 participants. The third cohort of the newly named Future Research Leaders</p>

		<ul style="list-style-type: none"> • Focus groups with ECRs and research leaders will inform the content of the programmes (complete June 2019). • Programme launch September 2019. <p>Target Date: Cohorts training programmes designed by August 2019 and first cohorts completed September 2020.</p> <p>Responsibility: RIS Head of Research Development</p>		<p>Programme began in May 2021 with a target number of 20 participants. It was felt that the different name would be more attractive to those academics we are trying to reach – those who are ready to make the transition to applying for and managing large research grants (£250k plus). This programme is open to all academic staff who have been a PI on small/medium grant application and want to make the transition to large scale, collaborative research grants. In this programme we discuss making the transition to managing a large-scale project with multiple partners: how to find/work with partners, project management, managing expectations and writing a collaborative bid successfully.</p> <p>Feedback: 100% found the session very useful.</p> <p>Fellowship Ready Programme This programme follows the format of the NGLAH/Future Research Leaders programme – 4 x mandatory taught sessions and then a series of 1:1 session with Research Development Managers (1 month, 3 months and 6 months post programme). The first cohort took place in October 2019 with 10 participants and the second in February 2021 with 27 participants. This programme is open to all academic staff who have been a Principal Investigator on a small/medium research grant and are looking to progress to a large-scale Fellowship application. In this programme we talk about the differences in regard to applying for a Fellowship application (these are very much an individual application rather than having co-investigators), how to craft your application (again using writing tools and techniques but also talking about individuality and personal successes and how to promote</p>
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				yourself in writing) and how to prepare for an interview with the Research Council. Feedback: 80% found the session very useful.
4.2 Review of PGR supervisor training and development of online training materials.	Develop online resources to ensure supervisors are up to date with relevant training and changes in PGR processes or policies. Develop systems for monitoring supervisors training completions to support the competency of supervisors, and the PGR experience.	<ul style="list-style-type: none"> Develop an online training module for PGR supervisors. Pilot module and review feedback and making any appropriate changes. <p>Target Date: January 2021 Responsibility: Graduate School Manager</p>	<ul style="list-style-type: none"> Training module live and available to staff. Monitor completion rates– 75% completion rate by December 2020. Develop training module according to feedback (70% positive feedback, with a 10% increase each year). 	<p><u>In progress</u></p> <p>Due to the Coronavirus pandemic this action was paused.</p> <p>A new action has been outlined in the action plan 2021 - 23 (EM1).</p>
4.3 Develop PGR training and support for PGRs who teach or demonstrate with route to HEA Fellowship.	Ensure PGRs are supported to teach or demonstrate UG and PGT students, and that those students are taught by appropriately qualified lecturers.	<ul style="list-style-type: none"> Develop a comprehensive training programme on lecturing or demonstrating at university for PGRs and route to HEA fellowship. Support the development of peer to peer networks for teaching support. <p>Target Date: January 2021 Responsibility: Graduate School Manager</p>	<ul style="list-style-type: none"> Launch training programme for PGRs who teach or demonstrate. Monitor completion rates and feedback– 80 PGRs per year completion rate by December 2020, with 80% satisfaction rating. Review PRES results for teaching support feedback increase of +15%. 	<p><u>In progress</u></p> <p>Due to the Coronavirus pandemic this action was paused.</p> <p>A new action has been outlined in the action plan 2021 – 23 (PCDR2).</p>
4.4 Development of programme of mandatory research ethics reviewer training.	Ensure staff are up to date with ethics and research integrity training, and that they can complete their roles as reviewers competently and confidently.	<ul style="list-style-type: none"> Develop online training module of reviewer training. Launch pilot in September 2019; review feedback and make any 	<ul style="list-style-type: none"> Develop online reviewer ethics training materials for all academic staff to access and complete training every three years 	<p><u>Complete</u></p> <p>Online reviewer training module completed.</p> <p>Completion rate 89.5% (as of 08 April 2021).</p>

		<p>changes for launch in December 2019.</p> <p>Target Date: December 2019 Responsibility: RIS Research Policy Manager; Faculty Research Ethics Directors</p>	<ul style="list-style-type: none"> Monitor number of staff who have completed reviewer ethics training 2019/20 (80% completion rate) and 2020/21 (90% completion rate). 	Updated action EC15.
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Principle 5

Researchers' Responsibilities

Individual researchers share the responsibility for and need to proactively engage in their own personal and career development, and lifelong learning.

Proposal	Benefit	Action	Measure	
5.1 Development of career stage focused training for academic staff.	Developing career stage focused, cohort training will enable researchers to more easily identify training that is relevant to them, allows them to meet peers, while ensuring that it is fit for purpose and appropriate.	<ul style="list-style-type: none"> Convene Focus Groups (ECRs and experienced academics) to co-develop our future offer. <p>Target Date: July 2019</p>	<ul style="list-style-type: none"> To hold two focus groups and use the feedback to develop cohort-based training packages and other online resources. 	<p>Complete</p> <p>Focus groups held in June 2019 with new initiatives identified which include the Fellowship Ready Programme as well as ongoing 121 support from Research Development Managers for participants.</p>

		Responsibility: RIS Head of Research Development		See Action 4.1 for further details of the researcher development programmes and participant feedback.
5.2 Improve probation arrangements for new staff	<p>New staff understand what is required of them and feel supported and prepared for their role.</p> <p>From the outset objectives and development needs are clearly defined, along with the resources and support the individual can expect.</p>	<ul style="list-style-type: none"> Extend online Performance and Development Appraisal to include Probation Management. Develop online guides and other resources to support colleagues and their managers. Implement online system. <p>Target Date: June 2020 Responsibility: HR Manager</p>	<ul style="list-style-type: none"> Online system and resources are implemented in June 2019. At least 95% of new starters engage with the online system during year 1. Year 2 onwards 100% completion. Positive feedback from new colleagues and their managers. Review after three months and six months and adjust as necessary. CROS response +5% for; 'appraisal process was useful'. 	<p>Complete</p> <p>Review of probation arrangements completed, launched in September 2019. Implementation followed a pilot and feedback gathered was used to develop the materials and other resources needed by managers and new colleagues. New online system captures objectives, development needs, resources and support required and progress reports. HR Managers can also access completion data which was not previously available enabling any concerns to be highlighted and addressed early. Further refinements made during Year 1 based on feedback.</p> <p>This work has had a positive impact on our research staff our results from CEDARS 2020 showing that; that 72% of respondents had completed an appraisal, (compared with 63% for the sector); 77% of respondents were confident in managing appraisal effectively. However, only 41% found appraisal useful so our ECR survey in June 2021 will support us to identify why and evaluate what future actions we can take.</p>
5.3 Provide an enhanced range of online resources and a new programme of in-person briefing and workshop sessions to develop funding applications that can be utilised at all career stages, but with specific support for	By having online resources available, researchers will have information at their fingertips to be able to understand the funding landscape and develop funding applications	<ul style="list-style-type: none"> Develop enhanced online resources for researchers on funding and developing successful grant applications. 	<ul style="list-style-type: none"> Online resources published on RIS webpages. Monitor use of resources (target 30 unique hits per month) and feedback. We will run ten additional workshops or briefing 	<p>In progress</p> <p>Due to the Coronavirus pandemic this action was paused. Currently, an ECR hub is in development on the University Intranet which provides links and information for ECRs and has been designed in collaboration with the latest ECR cohort.</p>

<p>ECRs, PDRAs and contract researchers.</p>	<p>The in-person briefing, and workshop sessions will be designed to respond to funding and collaboration opportunities, enabling timely sharing of knowledge and insights with the researchers.</p>	<p>Target Date: Enhanced online resources completed by September 2020 Responsibility: RIS Head of Research Development</p> <p>Target Date: Delivery of annual programme of workshops and briefing sessions. December 2020 Responsibility: RIS Head of Research Development</p>	<p>events each year (approx. 20 briefing events in 2019-20 reaching 300 academic staff).</p>	<p>A new action has been outlined in the future action plan (PCDI3).</p>
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Principle 6
Diversity and Equality

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

Proposal	Benefit	Action	Measure	Progress
<p>6.1 Develop a comprehensive action plan to address Gender Inequality across the university. (Retain Athena SWAN Bronze Award)</p>	<p>Develop University's structures and processes to support Equality, Diversity and Inclusion.</p>	<p>Athena SWAN Bronze accreditation was achieved in October 2015 and we are in the process of resubmitting for accreditation at Institutional Bronze Level. Departments are currently preparing to apply separately</p>	<ul style="list-style-type: none"> • Successful re-submission for Athena SWAN institutional award in April 2020. • Ensure adequate representation of researcher and EDI issues 	<p><u>Complete</u></p> <p>The University holds an Institutional Bronze award, a Bronze award for the Faculty of Business and Law, and Bronze awards for the departments of Geography and Environmental Sciences; Psychology, and Nursing, Midwifery and Health, Social</p>

		<p>for Athena SWAN departmental awards.</p> <p>Target Date: April 2020 for resubmission of Institutional application. Responsibility: Athena SWAN University Self-Assessment Team</p>	<p>on Concordat Working Group and Athena SWAN University Self-Assessment Team.</p>	<p>Work, Education and Community Wellbeing, and Sport, Exercise and Rehabilitation.</p> <p>Our CEDARS 2020 results positively reflect this work and show that 81% of respondents had completed ED&I training, and 71% felt the institution is committed to equality and diversity.</p>
<p>6.2 Establish VC Diversity and Inclusion Fund to encourage and support ideas for equality, diversity and inclusion initiatives from staff</p>	<p>New opportunities are created to encourage staff and support staff to develop ideas.</p>	<ul style="list-style-type: none"> • Establish VC Diversity and Inclusion fund. • Use opportunities to promote the fund. • Monitor and encourage applications to the fund from academic staff. <p>Target Date: December 2019 Responsibility: Organisational Development Manager (Equality, Diversity and Inclusion)</p>	<p>Specific measures will be developed after analysis of the first round of applications, and actions related to researchers updated on Concordat action plan.</p>	<p><u>Complete</u></p> <p>The VC Diversity Fund is designed to provide funding for EDI initiatives and activity that will contribute to a culture of diversity and inclusion across the University. We communicated the fund via the intranet and had an overwhelming level of interest and high-quality applications submitted.</p> <p>Following the first round of projects we have updated the process, the end-of-project evaluation form is now sent out when we award the projects – which allows project leads to understand what is needed in terms of evaluating impact.</p> <p>We supported 17 projects in 18/19 and a further 12 projects have been supported this year.</p> <p>The Fund has been recognised as an example of best practice in the 2020 UHR Awards where we were joint runners up in the ‘Equality, Diversity and Inclusion category’.</p>

Principle 7

Implementation and Review

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

Proposal	Benefit	Action	Measure	
7.1 Monitor the implementation of the Action Plan of 2019-21 by progress on relative committees, forums and working groups	Improved staff retention	<p>Engage with research staff on our progress:</p> <ul style="list-style-type: none"> • ECR Forum • ECR Management Group • Concordat Working Group <p>Target Date: Quarterly meetings in 2019/20 and 2020/21 academic years. Responsibility: Chair of the Concordat Strategy Group.</p>	<ul style="list-style-type: none"> • Successful implementation or development of all actions • Meeting dates, agendas and minutes/meeting notes 	<p><u>Complete</u></p> <p>The Group was reconvened with a new Chair and membership in November 2020.</p> <p>The Group is now chaired by the Pro Vice Chancellor for Research and Innovation and includes two ECR representatives from each Faculty and contract research staff representatives.</p>

Northumbria University 2019-21 Concordat Action Plan: Progress to date

<p>7.2 Review the action plan considering any changes to the revised Concordat including gap analysis between current and revised Concordat.</p>	<p>Ensure that the action plan is up to date and reflects the latest principles, and clauses of the Concordat.</p>	<ul style="list-style-type: none"> Review the revised Concordat at the Concordat Strategy Group <p>Target Date: September 2020 Responsibility: Chair of the Concordat Strategy Group.</p>	<ul style="list-style-type: none"> Meeting to review revised Concordat and to update the action plan accordingly. Hold information events (3 per annum) on revised Concordat for academic and research staff. Monitor online guides and webpage hits to measure awareness. 	<p><u>In progress</u></p> <p>First information session held as part of the Northumbria Decolonising Network 17 March 2021.</p> <p>Further information session scheduled in action plan 2021 – 23 (see action EC11).</p>
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Glossary of Terms:

CEDARS: Culture, Employment and Development in Academic Research Survey
CROS: Careers in Research Online Survey
ECR: Early Career Researcher
EDM: Equality and Diversity Manager
FHEA: Fellowship of the Higher Education Academy
HR: Human Resources
NUPRS: Northumbria University Professional Recognition Scheme
ODA: Organisational Development Adviser

PDA: Performance Development and Appraisal
PI: Principal Investigator
PIRLS: Principal Investigator and Research Leaders Survey
PRES: Postgraduate Research Experience Survey
RaKE: Research and Knowledge Exchange Committee
RDM: Research Development Manager
REF 2021: Research Excellence Framework
RIS: Research and Innovation Services