

HREIR Action plan template (2023-26)

All Institutional logo



<b>Institution name:</b>	Northumbria University
<b>Coherent number:</b>	Coherent 1
<b>Date of submission:</b>	18-May-23
<b>Institutional context:</b>	Northumbria is transitioning into a research-intensive modern University with a global reputation for academic excellence. Our REF 2021 submission of 1066 academic staff was triple that of our 2014 submission (343 FTE). The composition of our staff base has changed and we have an inclusive approach to supporting academics early in their research career. We are developing a Research Culture Action Plan which will be led by a new Dean of Research Culture. The action plan supports the University's Values & Behaviours, including the vision that "we are a research-intensive modern University with a global reputation for academic excellence." The RD Concordat actions sit within its broader work to enhance Northumbria's research culture and environment.

The institutional audience* for this action plan includes only those direct beneficiaries, complete or date, as appropriate)			
Audience (direct beneficiaries of the action plan)			
	Research staff	Number of	Comments
	Research staff	175	Fixed term research staff of which 100 are doctorally qualified (74% G6/6, G6/7; G5/1; G4/2)
	Postgraduate researchers (Research and teaching staff)	1006	
	Teaching only staff	106	
	Students	118	
	Contractors	48	
	Professional services staff	164	
	Other (please provide numbers and details)	48	Graduate Tutors (16), RTPs (7), Academic Management (30)

Complete for submission						To be completed only when reporting on action plan			
Deliverable	Action	Current lead (from previous action plan)	Deadline	Responsibility	The target (goals) of the action (Success measure)	Comments (initials)	Progress update	The impact goal of the action (reported separately from the success measure)	Outcome (reporting separately from the success measure)
<b>Environment and Culture</b>									
<b>Research and engagement</b>									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
Work here will align with our Research Culture Action Plan which represents Northumbria University's commitment to supporting and sustaining an inclusive and healthy research culture. The action plan supports the delivery of the University's Research and Knowledge Exchange Strategy 2023-2026, ensuring that alongside the focus on delivery of high-quality research, due consideration is given to the processes and ways in which those outcomes are achieved and the maintenance of a fair, transparent, and equitable culture for all those involved in research. Implementation of the action plan will be monitored by the cross-institutional Research Culture Committee, which reports to Research and Knowledge Exchange Committee. This plan is aimed at our entire research community. This includes those who are - or aim to be - engaged in research or delivering support for research activities. It encompasses staff and postgraduate research students of all disciplines, career stages and professional backgrounds, including those in technical roles or professional services.									
The action plan has four underlying principles, expressing our priorities for research culture, and giving constructive structure to our community engagement and action planning.									
* We enable, create, coalesce, and collaborative activity. We enable researchers to thrive and the right connections to pursue their research in creative and enjoyable ways. At the heart of this are dynamic and supportive groups of researchers and professional staff that meet regularly to exchange ideas, seek feedback, and support each other to produce quality research.									
* We provide a research environment that enables us to conduct and evaluate our research with integrity and fairness. Our research culture and activity should be facilitated by university systems and our behaviour and conduct should be underpinned by fairness and transparency.									
* We support staff to be independent researchers, with the time and skills to produce high quality research. We enable researchers to have time to conduct their research, discuss ideas and gain feedback, and support the research of others.									
* We are committed to the development of an open research culture. To improve visibility, transparency and reproducibility, researchers are enabled to share knowledge generated through the research process.									
We will continue to take awareness of the Researcher Development Concordat through our Performance Development Review (PDR) process, new staff induction and Research Culture communications plan.									
EC1	Ensure all relevant staff are aware of the Concordat.								
	1. Engage with new vice Dean of Graduate School and Dean of Research Culture and new Research Culture Committee to champion and manage Concordat obligations.	No	1. Oct 2023	1. Chair of RDGO	1. Our new Research Culture Committee will have oversight of the work of the Researcher Development Steering Group which directed work on the Concordat. Ensure that Research Culture Committee membership reflects the voice of researchers at all career stages, and includes ED representatives. As well as Faculty membership, there will be representation from the following communities: ECR, Contract Researcher, SABTO, DAME, Disabled.				
	2. Develop a RD Concordat Communications Plan, to include: embedding Concordat message in all Researcher Development Sessions with a standard slide that can be shared across all Professional Support Services that deliver researcher development; adding reciprocal links between RD Concordat and ECR Hub pages and promote at ECR Forum events; reviewing internal and external web resources (slide stamps), online links and information on Concordat.	Yes	2. Mar 2024	2. Replaced by Chair of Research Culture Committee (in May 2023)	2. Researchers will understand what the Concordat means for them. Evidence by CEDARS 2023 2025 Q44 46% have some understanding or know it exists. 2022 CEDARS results show that 78% respondents are aware of the RD Concordat but the was from a small number of respondents 47%				
	3. Revised internal offer for all new staff, to include information on Concordat principles and expectations. See E2 Effective Induction.	Yes	3. Jul 2024	3. Organisational Development and Researcher Skills Development Manager	3. Hold email survey feedback Focus Groups (FG) with ECR Forum members from March 2024 (particularly those on fixed contracts) to consult on refined webpage and identify any understanding of Concordat obligations. Focus Groups outcomes inform website refresh. Evidence by CEDARS 2025 Q19 46% found induction very useful or useful.				
EC2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent and are well-communicated to researchers and their managers.								
	1. Research & Innovation Services advised for Bronie Athena Swan.	Yes	1. Nov 2023	1. Assisted Director Research and Innovation Services (Regional Economic Development)	1. Bronze Athena Swan awarded in RIE. Evidence by CEDARS 2023 - your institution: 70% (Q13-16) trade you fairly in relation to flexible working (2020 64%) 48% (Q15) recruitment new temporary (2020 71%) 70% (Q25-31) language request for flexible working priority (2020 58%) 76% (Q43) to be controlled by equity and diversity (2020 55%).				
	2. Review and extend the and the PolicyGood to Know' action of the ECR Hub to link to research related policy in Service Now, via 'Institutional Priority, Open and transparent (Incentive Scheme).	No	2. Mar 2024	2. Researcher Skills Development Manager	2. Consult ECR Forum through Focus Groups (FG) used in EC1 from March 2024 include a benchmark question in Research Culture pulse survey 2024 research related policies and practices are: 'very to fair', 'equitable and transparent.				
	3. Review new policies relating to promotion, progression, mentoring and apprenticeships to ensure they are fit for purpose.	No	3. Jul 2024	3. HR Manager (RDGO/Research Culture Committee)	3. Policies are widely understood and regularly reviewed by HR. Increased uptake in apprenticeships, evidenced through Departmental reporting to Research & Knowledge Exchange Committee. Everyone who wants a mentor has access to one. Evidence by CEDARS 2025 Q14 To what extent do you agree with the following statement: "The concordat pathways and processes at my institution are clear to the Agree/Strongly Agree 75%".				
	4. Northumbria University is committed to addressing racism and facilitating racial equality. Northumbria has been a signatory to the Race Equality Charter since July 2022 and updated its commitment to the Race Equality Charter in the summer of 2022. A calendar of ED training events and activities will take place over 2023/24. We are using learning from our confidential data alongside qualitative data, and report from consultations with colleagues and students, to create a racial equality action plan. The action plan will be drafted by the end of 2023. See concordat for the full activity of the Race Equality Group.	Yes	4. Jun 2023 and ongoing	4. Race Equality Steering Group	4. Evidence by CEDARS 2023 + 65% Q44 staff at my institution are treated fairly irrespective of any protected characteristics (2020 57%). Our REES is responsible for underpinning a full evaluation of race equality across the institution, developing appropriate actions in response. An Action Plan will be in place by end of 2023, implemented and monitored by REES with an annual progress report.				
EC3	Regulatory review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.								
	1. We regularly monitor feedback on the quality of our research environment through a number of mechanisms including researcher staff (posting ECR Hub, RDGO, ECR Forum, Faculty Researcher Committees.	Yes	1. May 2023	1. Chair of Research Culture: PVC Research & Knowledge Exchange and Research Quality and Culture Manager	1. Research Culture Action Plan consultation commences in May 2023 on appointment of a new Dean of Research Culture. Feedback will inform action.				
	2. We will analyse data collected through external and internal surveys including staff engagement surveys, CEDARS 2023 and PRES 2023. We will also run a Research Culture pulse survey in 2024 to include Concordat related questions.	Yes	2. June 2024	2. PVC Research & Knowledge Exchange, Research Quality and Culture Manager and HR Manager (RDGO/Research Culture Committee)	2. Increase CEDARS 2025 participation rates by 25% (2020 475, 2023 616 respondents). Evidence by CEDARS 2025 + 60% (Q16) value the contributions that you make to institutional policy and decision-making (2020 40%).				
	3. Following the launch of the Research Culture Action Plan, the Research Culture Committee will identify mechanisms of measurement that are relevant to our action. This includes, for example, seeking participant feedback from researcher development training, improving compliance in reporting to research leaders, and using surveys.	No	3. Sept-Dec 2023	3. Chair of Research Culture and PVC Research & Knowledge Exchange	3. To be considered by Dean of Research Culture on appointment.				
EC4	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.								
	1. Consultation on new Research Culture Action Plan.	No	1. May-Jul 2023	1. Dean of Research Culture and Research Quality and Culture Manager	1. Research Culture Action Plan consultation commences in May 2023 on appointment of a new Dean of Research Culture. Action Plan launches in July 2023.				
	2. Evaluate Research Culture Seed Fund project outcomes from 2023/24 (total 162 to scale up new initiatives and best practice across the University).	No	2. Dec 2023	2. Research Quality and Culture Manager and Researcher Skills Development Manager	2. Review Final Reports from all funded projects. (the evidence from the 13 funded projects on what works well and incorporate best practice into activity in 3 Year Concordat Action Plan.				
	3. Map and understand activity of research groups and how they are a mechanism to support ECRs and contract researchers.	No	3. Sept 2024	3. Dean of Research Culture and Research Quality and Culture Manager	3. Best practice is shared across Research Groups through a series of Research Group Leaders workshops (2 per year). Research Groups are seen as inclusive and supportive environment where there are opportunities to have conversations and work with colleagues across of career stages across subject areas. Evidence by CEDARS 2025: Q39 The best included in your immediate research environment/group? >75% Agree/Strongly Agree.				
<b>Wellbeing and mental health</b>									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling manager of leading.									
All areas across the university have a dedicated Health Safety and Wellbeing Representative who play a key role in championing the University's Health and Safety Procedures and Wellbeing Offer.									
We have several Mental Health First Aiders (MHFA) available who are supporting staff who are experiencing mental health challenges. If staff or colleagues are concerned about the wellbeing of a health of others, the Employee Assistance Programme offers free 24/7 confidential support, practical advice (including qualified legal and financial advice) and counselling, for a range of issues including family issues, gambling, domestic abuse, child, childcare, financial, insurance claims, legal, work, drugs and alcohol, relationships, consumer issues, stress and housing.									
Internal resources including support and wellbeing, calendar of events, wellbeing blog, internal coaching network.									
We will continue to take awareness across the research staff population of the activities and resources in place to support their wellbeing and mental health.									
EC5	Promote good mental health and wellbeing through the effective management of workload and people.								
	HR take a range of resources, agendas, toolkits and workshops. Tools: We are committed to a good working environment and support for all staff which includes: Good Work Pledge Employee Assistance Programme Code of Living Support Mental Health First Aiders. We will continue to promote and monitor uptake of resources such as number of staff accessing the Employee Assistance Programme to ensure we have the right balance of activity and support for our community.	Yes	1. Jul 2023	1. Organisational Development Manager	Evidence by CEDARS 2025: *Q27 "Your institution actively promotes the importance of good mental health and wellbeing of staff" 75% Agree/Strongly Agree.				In 2023/24 the Deputy Vice Chancellor is leading a review of workload patterns across academics and those. Once the details are known they will be added as an action in this plan.
EC6	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.								
	1. Stress Management training is completed by all line managers.	Yes	1. Jul 2023	1. Organisational Development and ongoing	1. Current all staff completion rate for Stress Management is 96%. Managers of research staff will be identified, and completion rates reported separately with a target completion rate of 95% set.				
EC6M	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.								
	All Academic Departmental activity under Athena Swan Bronze awards. Departments will continue to ensure the principles are embedded in recruitment processes via Athena Swan action plans.	Yes	1. May 2025 ongoing	1. HR/Departmental Self-Assessment Teams	1. Good practice was maintained towards the advancement of gender equality. All departments under Athena Swan bronze status.				
EC6M	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.								
	No further action We have a Flexible Working Policy in place, the University is committed to allowing and retaining excellent colleagues and believes that the ability to work flexibly, when aligned to business needs, can help support this.				1. The Gender Equality Steering Group is currently working on plans to make application for an Athena Swan transitional Silver award in 2025. While no further action is planned at this time we will monitor through staff surveys. Evidence by CEDARS 2023 2025 Q13 "Your institution treats you fairly in relation to requests for flexible working" 75% Agree/Strongly Agree.				

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<p>ECRS</p> <p>Ensure researchers take positive action towards maintaining their wellbeing and mental health.</p>	<p>No further action: We will continue to raise awareness across the research staff population of the activities and resources in place to support their wellbeing and mental health.</p>			<p>While no further action is planned at this time we will monitor engagement through staff surveys.</p> <p>Evidenced by CEDARS 2023 &amp; 2025 Q34 to which we have you undertaken, or would you like to undertake, being or other continuing professional development? *Mental health and wellbeing &gt;75% Agree/Strongly Agree</p>			
<p><b>Building and harassment</b></p> <p>The aims of these obligations are to minimize bullying and harassment in the research system, backed through progressive policies and various mechanisms to address incidents.</p> <p>Northumbria University seeks to provide a working environment where all staff and students can flourish professionally, academically, and personally. We are committed to being a community that is welcoming, respectful and free from bullying, discrimination, harassment, and intimidation. Our Code of Conduct and Values and Behaviour sets out agreed standards of behaviour and expectations. Our Unacceptable Behaviour Policy and online tool makes it easier for colleagues and students to seek support and/or report their concerns if they experience, or witness, unacceptable behaviour. The Policy and Portal were created in collaboration between the University, Students' Union and the Trade Unions.</p> <p>We will continue to raise awareness across our research staff population of the policies and practices in place to tackle discrimination, bullying and harassment and the support available for those reporting issues.</p>							
<p>ECO</p> <p>Provide a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.</p>	<p>No further action: University has an Unacceptable Behaviour policy, monitoring and reporting tool. This workstream brings together monitoring and policies on tackling bullying and harassment</p>			<p>While no further action is planned at this time we will monitor activity and engagement through staff surveys.</p> <p>Evidenced by CEDARS 2023 &amp; 2025</p> <p>Q27 Please indicate how confident you are in your ability to: - Respond to any issues relating to bullying and harassment &gt;75% Agree/Strongly Agree</p> <p>Q40 To what extent do you agree with the following statements in relation to equality and diversity? I trust that my institution will investigate any reported incident of bullying and harassment fairly and take appropriate action &gt;75% Agree/Strongly Agree</p> <p>Q41 To what extent do you agree with the following statements in relation to bullying and harassment?</p> <p>I am familiar with my institution's mechanisms to report bullying or harassment &gt;75% Agree/Strongly Agree</p> <p>I would feel comfortable reporting an incident of bullying or harassment &gt;75% Agree/Strongly Agree</p> <p>I trust that my institution will investigate any reported incident of bullying and harassment fairly and take appropriate action &gt;75% Agree/Strongly Agree</p> <p>Look for negative trends in Q45 in the last 2 years how you:</p> <p>* Personally felt discriminated against whilst at work?</p> <p>* Reported any incidents of discrimination to you or someone else?</p> <p>* Personally felt bullied or harassed?</p> <p>* Reported any incidents of bullying or harassment to you or someone else?</p>			
<p>ECMS</p> <p>Ensure managers recognize, identify and address incidents of discrimination, bullying and harassment.</p>	<p>No further action: University has an Unacceptable Behaviour policy, monitoring and reporting tool. This workstream brings together monitoring and policies on tackling bullying and harassment</p>			<p>While no further action is planned at this time we will monitor activity and engagement through staff surveys.</p> <p>Evidenced by CEDARS 2023 &amp; 2025</p> <p>Q27 Please indicate how confident you are in your ability to: - Respond to any issues relating to bullying and harassment &gt;75% Agree/Strongly Agree</p> <p>Q40 To what extent do you agree with the following statements in relation to equality and diversity? I trust that my institution will investigate any reported incident of bullying and harassment fairly and take appropriate action &gt;75% Agree/Strongly Agree</p> <p>Q41 To what extent do you agree with the following statements in relation to bullying and harassment?</p> <p>I am familiar with my institution's mechanisms to report bullying or harassment &gt;75% Agree/Strongly Agree</p> <p>I would feel comfortable reporting an incident of bullying or harassment &gt;75% Agree/Strongly Agree</p> <p>I trust that my institution will investigate any reported incident of bullying and harassment fairly and take appropriate action &gt;75% Agree/Strongly Agree</p> <p>Look for negative trends in Q45 in the last 2 years how you:</p> <p>* Personally felt discriminated against whilst at work?</p> <p>* Reported any incidents of discrimination to you or someone else?</p> <p>* Personally felt bullied or harassed?</p> <p>* Reported any incidents of bullying or harassment to you or someone else?</p>			
<p>ECNS</p> <p>Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.</p>	<p>No further action: University has an Unacceptable Behaviour policy, monitoring and reporting tool. This workstream brings together monitoring and policies on tackling bullying and harassment</p>			<p>While no further action is planned at this time we will monitor activity and engagement through staff surveys.</p> <p>Evidenced by CEDARS 2023 &amp; 2025</p> <p>Q27 Please indicate how confident you are in your ability to: - Respond to any issues relating to bullying and harassment &gt;75% Agree/Strongly Agree</p> <p>Q40 To what extent do you agree with the following statements in relation to equality and diversity? I trust that my institution will investigate any reported incident of bullying and harassment fairly and take appropriate action &gt;75% Agree/Strongly Agree</p> <p>Q41 To what extent do you agree with the following statements in relation to bullying and harassment?</p> <p>I am familiar with my institution's mechanisms to report bullying or harassment &gt;75% Agree/Strongly Agree</p> <p>I would feel comfortable reporting an incident of bullying or harassment &gt;75% Agree/Strongly Agree</p> <p>I trust that my institution will investigate any reported incident of bullying and harassment fairly and take appropriate action &gt;75% Agree/Strongly Agree</p> <p>Look for negative trends in Q45 in the last 2 years how you:</p> <p>* Personally felt discriminated against whilst at work?</p> <p>* Reported any incidents of discrimination to you or someone else?</p> <p>* Personally felt bullied or harassed?</p> <p>* Reported any incidents of bullying or harassment to you or someone else?</p>			
<p><b>Equality, diversity and inclusion</b></p> <p>The aims of these obligations are to ensure managers and researchers are trained in areas of, and adopt practices embracing equality, diversity and inclusion.</p> <p>Northumbria University is committed to creating an inclusive culture where we value the diversity of our staff. The University holds a Bronze Athena Swan award in recognition of our commitment to advancing gender equality. We are a Disability Confident Employer, a member of the members of the Race Equality Charter and are participating in the Stonewall Diversity Champion Programme. The University has three core themes for considering equality, diversity and inclusion in the delivery of our work. Our Equality and Diversity Committee looks to how we embed EDI into our core business, take action to eliminate barriers, and foster inclusion and a sense of belonging, for each of our four institutional areas of focus (gender equality, race equality, disability equality, LGBT+ equality) and the other protected characteristics that intersect with them. We include accessible and inclusive events that enable us to promote participation, to bring diversity of thought to our discussion, and also demonstrate our commitment to inclusion. Creating events that are accessible and inclusive also helps to align University activity with our core Equality, Diversity and Inclusion (EDI) themes.</p> <p>Embedding EDI into our core business</p> <p>Taking action to eliminate barriers</p> <p>Fostering inclusion and a sense of belonging</p> <p>We ensure that researchers and their managers complete mandatory training on Equality and Diversity every three years. All staff including managers and researchers are expected to embrace diversity and respect and challenge inappropriate behaviour.</p> <p>There are a number of Staff Equality Networks which have been established to provide an opportunity for colleagues to connect, socialise, and find support, as well as to share experiences and exchange knowledge. They encourage discussion and increase staff involvement in improving equality, diversity and inclusion at the University.</p>							
<p>ECM</p> <p>Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.</p>	<p>1. Review how we handle external restricted bids process and monitor who we support through these routes.</p> <p>2. Monitor Internal Seed Funding successful applicants with an EDI lens</p>	<p>Yes</p> <p>No</p>	<p>1. Jul 2025</p> <p>2. Sept 2023 and ongoing</p>	<p>1. Head of Research Development</p> <p>1. Head of Research Development</p>	<p>1. Benchmark restricted bids applicable EDI profiles in year one. Review in year two</p> <p>2. Continue anonymised peer review for the Internal Seed Funding. Capture and evaluate personal characteristics data, and how schemes are prioritised, to understand who applies and who succeeds and how the schemes support external grant income.</p> <p>Monitor and benchmark EDI profiles of successful applicants in year 1 - to inform adjustments to future rounds for equitable EDI and career stage distribution.</p>		
<p>ECR2</p> <p>Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.</p>	<p>1. EDI related training and policies are highlighted in new staff induction process and links are added to the Researcher Development intranet pages and bulletin</p>	<p>No</p>	<p>1. Jul 2025</p>	<p>1. Researcher Skills Development Manager</p>	<p>Researchers are aware of EDI policies. Evidenced by CEDARS 2023 &amp; 2025</p> <p>Q27 To what extent do you agree - Your institution is committed to equality and diversity? - &gt;75% Agree/Strongly Agree</p> <p>Q40 To what extent do you agree with the following statements in relation to equality and diversity? - &gt;75% Agree/Strongly Agree</p> <p>I am familiar with my institution's mechanisms to report incidents of discrimination</p> <p>I would feel comfortable reporting an incident of discrimination</p> <p>I trust that my institution will investigate any reported incident of discrimination fairly and take appropriate action</p> <p>I think staff at my institution are treated fairly irrespective of any protected characteristics</p> <p>Identify 10 new starters Sept/Oct 2024 &amp; hold 11 interviews reflecting on induction experience, including awareness of EDI training and policies.</p>	<p>Links to EDI Awareness of Concordant and E2 Effective Induction</p>	
<p><b>Research Integrity</b></p> <p>The aims of these obligations are to ensure managers and researchers are trained in areas of, and maintain high standards of research integrity, and are able to report infringements or misconduct.</p> <p>We are registered to the Committee Support Research Integrity, which requires us to have in place an action plan and to report annually.</p> <p>We have implemented a new system for ethical review (hosted and delivered by Informatica). As well as user guides and video resources, we regularly hold drop-ins for both reviewers and applicants. The new ethics online system is available for all staff and students (including London and Amsterdam campuses, and at our partner institutions). Some additional activity underpins the implementation of this new system.</p> <p>*The creation of a College of Ethics Reviews in each Faculty</p> <p>*The use of committee reviews for more complex, high-risk projects</p> <p>*A large step in the processing of ethics applications, and rationalisation of ethics review categories</p> <p>*A significant expansion research ethics and integrity development programmes including online and in-person training</p> <p>*Improved guidance and webpages to support researchers through the ethics processes, including external approvals</p> <p>Over the last year Northumbria has made significant investment in research ethics and integrity training including online training delivered by Ergosum and Nature. Northumbria are also members of the UK Research Integrity Office which have regular online seminars staff and students can attend.</p> <p>All Core Academic staff must complete the mandatory Ethics Training module (incorporating Ethics Review training from January 2020) every three years. We will continue to monitor completion rates to ensure that researchers and their managers are aware of and act in accordance with our Research Integrity and Governance Code of Practice.</p>							

ECM1	Ensure researchers and their managers are aware of and act in accordance with the highest standards of research integrity and professional conduct	1. Work in progress to finalise and publish a Code of Good Research Practice.	Yes	1. Jun 2023	1. Research Integrity and Ethics Manager	1. Publish Code of Good Practice and review effectiveness in Jun 2024	This work is part of the Research Culture Action Plan			
		2. College of Ethics Reviews is developed as a community of practice to share ideas, experiences, and good practice in reviewing ethics applications.	No	2. Jan 2024	2. Faculty Research Ethics Director	2. Publish and guidance on research conduct are current and enable researchers to use best practice in their research.				
		3. Scope the implementation of a Research Integrity Champions programme, to promote and support best practice for the ethical conduct of research.	Yes	3. Jun 2023	3. Research Ethics Committee	3. Recommendation to Research Knowledge Exchange Committee (RAKE) on the value of Research Integrity Champions. Evidenced by 10% increase in positive responses to CEDARS 2023 and 2025 questions relating to research integrity. Q28 Managers - Have you undertaken, or would you like to undertake, training and other continuing professional development? Research Integrity Q24 Researchers - Have you undertaken, or would you like to undertake, training and other continuing professional development? Research Integrity Q27 To what extent do you agree that... Your institution promotes the highest standards of research integrity and conduct? Q28 How would you rate your assessment of current initiatives within the research and innovation system? Improving levels of research integrity. Q42 To what extent do you agree with the following statements in relation to research integrity? I am familiar with my institution's mechanisms to report incidents of research misconduct. I would feel comfortable reporting any incidents of research misconduct. I trust my institution to investigate any reported incidents of research misconduct fairly and take appropriate action. I trust that my institution would take action if appropriate after such an investigation.				
		No further action. This will be covered by the Code of Good Research Practice above (EC1AECM2)				Evidenced by 10% increase in positive responses to CEDARS 2023 and 2025 questions relating to research integrity. Q28 Managers - Have you undertaken, or would you like to undertake, training and other continuing professional development? Research Integrity Q27 To what extent do you agree that... Your institution promotes the highest standards of research integrity and conduct? Q28 How would you rate your assessment of current initiatives within the research and innovation system? Improving levels of research integrity. Q42 To what extent do you agree with the following statements in relation to research integrity? I am familiar with my institution's mechanisms to report incidents of research misconduct. I would feel comfortable reporting any incidents of research misconduct. I trust my institution to investigate any reported incidents of research misconduct fairly and take appropriate action. I trust that my institution would take action if appropriate after such an investigation.				
ECM2	Ensure managers report and address incidents of poor research integrity.	No further action. This will be covered by the Code of Good Research Practice above (EC1AECM2)								
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		No further action. This will be covered by the Code of Good Research Practice above (EC1AECM2) and the University has an Unacceptable Behaviours policy, monitoring and reporting tool.								
ECR2	Ensure researchers act in accordance with employer and further policies related to research integrity.	No further action. This will be covered by the Code of Good Research Practice above (EC1AECM2)								
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ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	No further action. This will be covered by the Code of Good Research Practice above (EC1AECM2) and the University has an Unacceptable Behaviours policy, monitoring and reporting tool.								
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<b>Policy development</b>										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
Over the course of 2023 we have been collaborating to develop a new strategic plan for Northumbria University. This approach builds on the successful engagement to develop the current strategy and we are committed to following our new strategic plan on the basis of a deep and wide consultation with our community of staff, students, alumni, employees and partners. The strategy development process will take place in phases throughout 2023, with plenty of opportunities for members of the Northumbria University community to attend seminars and workshops, input into developing ideas, be part of the on-going conversations, feeding back on proposals and taking part in the launch of the new University Strategy 2024-30 in January 2024 as per the following timeline.										
The process builds on the collaborative work undertaken to develop and launch Northumbria Values and Behaviours. Our Values were introduced in our 2018-23 Strategy and are our guiding principles which outline what's most important to us.										
All researchers (and managers of research) as well as technical and professional support staff have been encouraged to actively engage in the strategy development process.										
Our new Research Culture Committee will be central to how we support and sustain an inclusive and healthy research culture through the implementation of our Research Culture Action Plan. We are now seeking to recruit members for the Research Culture Committee and Responsible Research Assessment Working Group, which reports to the Committee. There will be opportunities for researchers and research managers to advise the part of that Committee or to contribute through Working Groups aligned to policy or best practice themes.										
E17	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.	1. Encourage all staff to engage with University Strategy Development 2024-30 sessions.	No	1. Sept 2023	1. Head of DigiTPVC Research and Knowledge Exchange	1. Researchers are aware of the opportunities to engage with organisational and decision-making processes. Evidenced by participation rates at University Strategy development workshops.				
		2. There is ECR representation on RAKE. Review representation on Departmental / Faculty Committees. Carry out 1:1s with members with ECRs who are already on Committees - what has been the benefit to them, what have they contributed?	No	2. Dec 2024	2. PVC Research & Knowledge Exchange Chair	2. Display ECR representation on Faculty and Departmental Committees at least once ECR on each University Faculty/Departmental Committee				
		3. New call out to join Forum encourage ECRs to get involved as a mechanism to increase ECR voice at Research Culture Committee and RAKE.	No	3. Sept 2023	3. ECR Forum Chair	3. Increased number of ECR Forum members by 10% ECR representation on the Research Culture Committee. Evidenced by CEDARS 2023 and 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75%				
ECM3	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	We will develop and deliver a clear communication plan for research staff and their managers around the new Research Culture Action Plan, including highlighting opportunities to get involved in working groups and key areas of activity.	No	1. Jul 2024	1. Dean of Research Culture and Research Quality and Culture Manager	1. To be decided on appointment of Dean of Research Culture in May 2023. Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75%				
		No further action - we regularly consult with our ECR Forum as well as gaining feedback from our ECR community through ECR representation on our Committee structures.				Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75% Q25 Researchers - What is your level of interest in engaging in the following aspects of the research system? - Participation in institution policy and decision-making >75%				
		1. This work has already begun with the appointment of Dean of Research Culture and the development of Research Culture Action Plan which is call for consultation. We will develop and deliver a clear communication plan for research staff and their managers around the new Research Culture Action Plan, including highlighting opportunities to get involved in working groups on key areas of activity. See also EC1A	No	1. Jul 2024	1. Dean of Research Culture and Research Quality and Culture Manager	1. High participation in Research Culture consultative workshops and focus groups, which will seek feedback from the research community to improve the Research Culture Action Plan and enable the development of new researcher-led policies. Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75% Q25 Researchers - What is your level of interest in engaging in the following aspects of the research system? - Participation in institution policy and decision-making >75%				
ECR6	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	No further action - we regularly consult with our ECR Forum as well as gaining feedback from our ECR community through ECR representation on our Committee structures.				Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75% Q25 Researchers - What is your level of interest in engaging in the following aspects of the research system? - Participation in institution policy and decision-making >75%				
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		No further action - we regularly consult with our ECR Forum as well as gaining feedback from our ECR community through ECR representation on our Committee structures.				Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75% Q25 Researchers - What is your level of interest in engaging in the following aspects of the research system? - Participation in institution policy and decision-making >75%				
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	No further action - we regularly consult with our ECR Forum as well as gaining feedback from our ECR community through ECR representation on our Committee structures.				Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75% Q25 Researchers - What is your level of interest in engaging in the following aspects of the research system? - Participation in institution policy and decision-making >75%				
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		No further action - we regularly consult with our ECR Forum as well as gaining feedback from our ECR community through ECR representation on our Committee structures.				Evidenced by CEDARS 2025 Q15 To what extent does your institution value the contributions that you make to institutional policy and decision-making? >75% Q25 Researchers - What is your level of interest in engaging in the following aspects of the research system? - Participation in institution policy and decision-making >75%				
<b>Employment</b>										
<b>Recruitment and induction</b>										
The aim of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective induction into the organisation.										
Initiations led by managers and each Department/Division also has a dedicated Induction Champion who can provide additional support and information. In addition to our Welcome Event, we also run induction into training and teaching and research and innovation. Drop-in sessions are also available where new staff can learn more about the support and information available. University and local induction and inclusion Toolkit broadly covers our Northumbria Values and Behaviours, Health and Safety, our Code of Conduct (an agreed set of shared principles, standards and expectations to guide our actions and decisions), ECI as well as some practical advice and guidance on life at Northumbria, including information on staff networks.										
All research staff are required to have both a University and local staff induction.										
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	1. Evaluate ECI profile of Sept 2023 Vice Chancellor Fellow (VCF) appointments as a subset of our recruitment process.	No	1. Mar 2024	1. HR Manager (RDSCR/Research Culture Committee)	1. Look at ways to improve the recruitment process to attract more diverse candidates. Any lessons learned fed back into VCF recruitment events and supported to be more broadly across the University. Ensure that Managers are well trained and supported to use open and transparent recruitment. Evidenced by CEDARS 2025 Q27 Managers - Please indicate how confident you are in your ability to: Use inclusive, equitable and transparent recruitment processes >90% Q28 Managers - In which areas have you undertaken, or would you like to undertake, training and other continuing professional development? Recruitment and selection >95%				
		No further action. This will be covered by the Code of Good Research Practice above (EC1AECM2)								



E2	<p>Provide an effective induction, ensuring that researchers are familiar with the committee and any new policies and practices relevant to their position.</p>	<p>1. Review cross University Induction Process (DUP/ acufyRIS) Yes                  2. Work with new VCF cohorts to develop a more holistic approach to induction No                  3. Develop and share induction plan with new starters ahead of start date with a pre-induction pack which includes our obligations to the RCU Consortium No                  4. Improved staff resources and an induction section on the Researcher Development website (incorporating recently updated RIS staff induction resources) No</p>	<p>Jul 2024                  Sept- Feb 2024                  Jan 2024                  Mar 2024</p>	<p>1. Organisational Development Manager and Researcher Skills Development Manager                  2. Organisational Development and Researcher Skills Development Manager                  3. H&amp;D                  4. Researcher Skills Development Manager</p>	<p>1. Benchmark onboarding experience – PVCA Education and Research &amp; Knowledge Exchange to review with HR                  Focus groups with recent new starters across Faculties and Professional Services to improve induction process                  2. Hold focus group 6 months after onboarding cohort                  3. Identify 10 new starters (Sept/Oct 2023) &amp; hold 1:1 interviews reflecting on induction experience. Feedback used to improve experience.                  4. Resources are regularly reviewed and date stamped.                  Evidence by CEDARS 2025                  *2019 When you started with your current employer how useful did you find your induction. Likelihood to leave                  *At institution level &lt;95%                  *At department/faculty level &lt;95%                  *Linked to your current role &lt;95%</p>	<p>Links to ECR2 Awareness of EDI policies and EC11 Aware of Concordat</p>	
<p><b>Recognition, reward and promotion</b>                  The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.</p>							
E3	<p>Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of research circumstances.</p>	<p>Through the Disability Committee Team to will promote the use of responsible metrics in promotion and recruitment criteria. The Responsible Research Assessment Working Group is a group to be established within the RCUA Working Group, as a subgroup of Research Culture Committee. The work of the RRAWG is to:                  - Define criteria for embedding responsible research assessment principles in our research culture, policies and practices (based on latest sector evidence reports and guidance)                  - Work in a transparent and inclusive way to understand current approaches to using performance metrics at Northumbria that align with responsible research assessment principles                  - Make recommendations and develop proposals for implementing responsible research assessment across the University, with particular focus on recruitment, promotion and REF                  - Monitor and report on progress against the plan to Research Culture Committee (and Committee for Research and Knowledge Exchange Committee)                  2. Develop a wide range of examples of academic citizenship, that includes both internal and external opportunities and a wide range of example activities, to provide helpful examples of how to evidence citizenship for progression and promotion. (This action links to Research Culture Action Plan)                  3. Better, transparent celebration of success: publish case studies of recently promoted academic staff across different levels published prominently on websites highlight their contribution to people management.</p>	<p>1. Jul 2025                  2. Sept 2024</p>	<p>1. Research Quality and Culture Manager                  2. HR Manager (RDSD &amp; Culture Committee)</p>	<p>1. RROWG will develop a communications and action plan (see comments)                  2. Academic citizenship is described in this year's Academic Development Review – Case Studies will enhance understanding                  Publish 6 new Case studies 'Academics in colour' on the HR Career Pathway pages from the 2023 promotion round. Highlighting cases of women and BAME colleagues                  Evidence by CEDARS 2025                  Q13 To what extent do you agree you are treated fairly in relation to: Career advancement opportunities &lt;95%                  Q16 To what extent do you agree with the following statements?                  *The promotion pathways and processes at my institution are clear to me &lt;95%                  *My institution has fair and inclusive opportunities for career advancement &lt;95%                  *Promotions at my institution are made on merit &lt;95%</p>	<p>1. RROWG will develop a plan to:                  - Enhance the use of journal-based metrics when assessing the contribution of an individual researcher to performance of an individual research article.                  - Create a short range of activity metrics (alternative metrics) that can be used where appropriate to do so.                  - Review and create new staff generation metrics (alternative metrics) that can be used where appropriate to do so.                  *Raise awareness, deliver training, and offer guidance to researchers and professional support staff to improve understanding of 'responsible metrics' across the University. This could include faculty 'Responsible Research Assessment Champions' who are appointed for responsible research evaluation within departments, research groups and selection panels.                  * Foster a culture of good practice in research assessment and encourage a culture of open communication, including being clear about the criteria used in hiring, tenure and promotion decisions, and recognise that a singular approach won't necessarily work across all departments.</p>	
EM3	<p>Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.</p>	<p>No further action: work to develop Northumbria's Academic Career Pathway was completed during the last Action Plan period.</p>			<p>Evidence by CEDARS 2025                  Q28 Managers have you undertaken, or would you like to undertake, training and other continuing professional development?                  *Continuing professional development reviews &lt;95%                  *Recruitment and selection &lt;95%                  *Equally, diversity and inclusion &lt;95%</p>	<p>Also links to refreshed RQA process through new People and Finance system below PC216, PC204 and PC204</p>	
<p><b>Responsibilities and reporting</b>                  The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.                  Through our Research Culture Action Plan we aim to create a research environment that enables us to conduct and evaluate our research with integrity and fairness. It is important that our policies and guidance on research conduct are current and enable researchers to use best practice in their research. This will be managed and monitored through the Research Culture Committee.                  Awareness of success will include improved responses to questions about research culture surveys.                  Raising awareness of guidance and policies around research are an integral part of our induction &amp; PDA process, training and development offer as well as via our Research Culture Action Plan. The Research Culture Action Plan aims to improve communication and offering greater clarity what is required from researchers at different stages of the research lifecycle as well as improving research administration systems that support the research lifecycle.</p>							
EM2	<p>Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.</p>	<p>No further action: managed through Research Culture Action Plan</p>			<p>Evidence by CEDARS 2025                  Q28 Managers have you undertaken, or would you like to undertake, training and other continuing professional development?                  *Continuing professional development reviews &lt;95%                  *Recruitment and selection &lt;95%                  *Research integrity &lt;95%                  *Equally, diversity and inclusion &lt;95%</p>		
ER1	<p>Researchers ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder.</p>	<p>No further action: managed through Research Culture Action Plan</p>			<p>Evidence by CEDARS 2025                  Q34 In which areas have you undertaken, or would you like to undertake, training and other continuing professional development?                  *Equally, diversity and inclusion &lt;95%                  *Open research (open publication and open data) &lt;95%                  *Research integrity &lt;95%</p>		
ER2	<p>Researchers understand their reporting obligations and responsibilities.</p>	<p>No further action: managed through Research Culture Action Plan</p>			<p>Evidence by CEDARS 2025                  Q40 To what extent do you agree with the following statements in relation to equality and diversity? I am familiar with my institution's mechanisms to report incidents of discrimination. Agree/Strongly Agree &lt;95%                  Q41 To what extent do you agree with the following statements in relation to bullying and harassment? I am familiar with my institution's mechanisms to report bullying or harassment. Agree/Strongly Agree &lt;95%                  Q42 To what extent do you agree with the following statements in relation to research integrity? I am familiar with my institution's mechanisms to report incidents of research misconduct. Agree/Strongly Agree &lt;95%</p>		
<p><b>People management</b>                  The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.                  We are meeting our obligations to people management through our ongoing work on Northumbria's Values and Behaviours. Northumbria's Values (academic excellence, collaboration, inclusivity, innovation and ambidexterity) were launched during our 2018-23 strategy period with our Behaviours co-created by colleagues from faculties and services who worked collaboratively to consider what we like to work for Northumbria, and where we need to continue to transform together to achieve what is important to us.                  * There is now a section in the University's Welcome Centre for all new colleagues to help them understand and embrace our Values and Behaviours.                  Colleagues are asked to consider how they can embrace our Values and Behaviours when reviewing and agreeing their goals in their Performance and Development Appraisal.                  Evidence of the demonstration of our Values and Behaviours is now one of the criteria for academic promotion in the Academic Review Template.                  *The Management Excellence Programme and Learning Office is aligned to the Values and Behaviours, providing development opportunities to support colleagues to embrace our behaviours in the way they work, lead, and manage others.                  *Values and Behaviours are now integral to the way we recognise colleagues for their contributions. The Values are the award categories in our annual Shine Awards, and the behaviours are the nominating criteria.                  Through our Manager's Hub we want to support our people managers to be the best manager they can be and assist colleagues what great management means to them. They told us that the best managers are great listeners, empathetic, and collaborative. They offer recognition, feedback and adopt a coaching style. They communicate clearly, are confident decision makers and demonstrate integrity, trust, and kindness. Through the Hub we offer a broad range of development opportunities for people managers at all levels across the University. These focus on the development of new skills, such as listening, influencing, and setting goals. Some sessions are designed specifically for the managers, where you will meet with others who are in a similar position to you, whilst others are open to all colleagues, where you will benefit from working with a range of colleagues with different experiences.</p>							
E4	<p>Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.</p>	<p>1. Review Manager's Toolkit to see if there are any gaps or additional resources required. No                  2. Work with VCF Cohort to develop a new Leadership Development Programme linked to the Academy, that can be more broadly rolled out across the University. (Sept-23-July 24) No                  3. Review PI Toolkit and develop new PI stand alone session to include project management and bring training research staff. No                  4. New post aimed roles to support PI's manage large, complex projects. Research Delivery Officer (3), Research Contracts Coordinator (posting between RIS and Legal Services), Due Diligence Coordinator (compliance with Trusted Research agents) No</p>	<p>1. Jul 2024                  2. From Sept 2023 to Jan 2025                  3. Jan 2026                  4. Mar 2026</p>	<p>1. Organisational Development Manager                  2. Organisational Development Manager and Researcher Skills Development Manager                  3. Head of Research Development and Researcher Skills Development Manager                  4. Head of Project Mobilisation and Researcher Skills Development Manager</p>	<p>1. Identify small group of people new to managing people at Northumbria. Small focus groups and 1:1 interviews to identify gaps                  2. Programme co-created with VCF Fellowship Academy                  Seek feedback from VCFs to inform broader University Research Leadership sessions programme                  3. Focus Group with new and experienced PI's to discover 'what does a PI need to know?' - Jan-Mar 2025                  Focus group feedback feeds into session plans - Jul 2025                  PI sessions delivered and feedback sought from attendees - Jan 2026                  4. 1:1 interviews with large award holders on their experience and feedback                  Project mobilisation is showcased, evidenced through time from award to project start in WorkTab.</p>	<p>Evidence through CEDARS 2025                  Q20 Over the past two years (or since taking up your current position if that is more recent) how you participated in staff appraisal/ reviews? Yes &lt;95%                  Q21 How useful did you find your staff appraisal / development review? Useful/Very Useful &lt;95%                  Q22 Managers how confident are you in your ability to manage appraisal / review performance. Confidently/Strongly confident &lt;95%                  Q16 To what extent do you agree with the following statements? The promotion pathways and processes at my institution are clear to me. Agree/Strongly agree &lt;95%                  Q27 Managers how confident you are in your ability to actively support staff in working towards their career aspirations &lt;95%                  Q13 To what extent do you agree you are treated fairly in relation to: Career advancement opportunities &lt;95%                  *Requests for flexible working Agree/Strongly agree &gt;75%</p>	
E5	<p>Ensure that excellent people management is embedded in institutional culture, through annual appraisals, promotion criteria, ethics, and workload allocation.</p>	<p>No further action: A review of academic workload, is being led by our Deputy Vice Chancellor Academic workload plan is in place to ensure research culture, and the 2022 Research Culture Survey staff felt a priority for any work to improve our research culture should be ensuring staff have protected time for research. The Research Culture Committee will give priority to the review and seek opportunities on an ongoing basis to feedback to Human Resources on the implementation of academic workload.</p>			<p>Evidence through CEDARS 2025                  Q20 Over the past two years (or since taking up your current position if that is more recent) how you participated in staff appraisal/ reviews? Yes &lt;95%                  Q21 How useful did you find your staff appraisal / development review? Useful/Very Useful &lt;95%                  Q22 Managers how confident are you in your ability to manage appraisal / review performance. Confidently/Strongly confident &lt;95%                  Q16 To what extent do you agree with the following statements? The promotion pathways and processes at my institution are clear to me. Agree/Strongly agree &lt;95%                  Q27 Managers how confident you are in your ability to actively support staff in working towards their career aspirations &lt;95%                  Q13 To what extent do you agree you are treated fairly in relation to: Career advancement opportunities &lt;95%                  *Requests for flexible working Agree/Strongly agree &gt;75%</p>	<p>This is covered in PC216, PC204 and PC204</p>	
EM1	<p>Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.</p>	<p>No further action: We have in place a People Manager's Toolkit which is a collection of guidance, resources and tools. The University is committed to providing a diverse environment, with fair access to opportunities and benefits, in which all prospective and current colleagues and students are treated with dignity and respect.</p>			<p>Evidence through CEDARS 2025                  Q28 Managers have you undertaken, or would you like to undertake, training and other continuing professional development?                  I have done or would like to do:                  *Continuing professional development reviews &lt;95%                  *Managing staff performance &lt;95%                  *Supporting student researchers &lt;95%                  *Leadership &lt;95%                  *Mental health and wellbeing &lt;95%</p>		



EM	Managers actively engage in regular constructive performance management with their researchers.	No further action: We have launched a new People and Finance system which automates and simplifies many of our tasks and processes and enables colleagues to complete a range of activities in one place. Managers are expected to have regular 1:1s to discuss with team members their current workload and any development needs and agree how they will be met.				<p>Evidenced through CEDARS 2025:</p> <p>Q20 My immediate manager clearly articulates their expectations of me with respect to my role and performance - Agree/Strongly agree +60%</p> <p>Q21 Managers how confident are you in your ability to:</p> <ul style="list-style-type: none"> <li>Manage developmental needs proactively - Agree/Strongly agree +60%</li> <li>Provide effective feedback to individual staff - Agree/Strongly agree +60%</li> <li>Deal with poor performance of staff - Agree/Strongly agree +60%</li> </ul>				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	No further action: We have launched a new People and Finance system which automates and simplifies many of our tasks and processes and enables colleagues to complete a range of activities in one place. This enables us to record annual performance. Development conversations however there is also scope to record career conversations on a more regular basis and managers are encouraged to do this.				<p>Evidenced through CEDARS 2025:</p> <p>Q20 My immediate manager:</p> <ul style="list-style-type: none"> <li>Clearly articulates their expectations of me with respect to my role and performance - Agree/Strongly agree +60%</li> <li>Sticks to expectations and objectives appropriate to my role - Agree/Strongly agree +60%</li> <li>Provides clear, constructive and timely feedback on my performance - Agree/Strongly agree +60%</li> </ul>				
<p><b>Job security</b></p> <p>The aim of this obligation is to improve the job security of researchers.</p> <p>At April 2023, we had 1728 academics and research staff of which 10% (173) are contract researchers (research only) (this is an increase from 0% (0) in 2021 which is low in the sector). The increased in contract researchers is attributed to our successful growth Research Grant Contract Income (PCI), and we are committed to continuing and integrating these staff in our academic departments. The contract only staff were not contacted for staff where their salaries are paid through department on a research grant - when researchers are coming to the end of their contract RIF will contact them to see if they want to go onto the redeployment register where they have priority access to go onto research where their skills match the role.</p> <p>We operate a Research Incentive Fund (RIF) - rewards are calculated at 7.5% of the awarded income to Northumbria (minus partner payments) for each successful research grant. Grants with the increased income to Northumbria of over £25k will be eligible for RIF. Staff holding RIF are able to use this budget to bridge contract researcher salaries between grants.</p>										
ER6	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.	1. Communication plan to ensure staff know that Research Incentive Scheme (RIS) can be used to bridge research associated salary gaps between grant funding.	No	1. Dec 2025	1. Research Quality and Culture Manager and Head of Research Development	<p>1. Evaluate the use of RIF and monitor how it is being used to support fixed term PDRA's - staff and be successful cases. Wherever possible the development of all the ways that RIF can be used to give high quality research, including bridging gaps between research grants for staff employed solely on an externally funded project.</p> <p>2. Interviews across career stages will be carried out and at least 5 published examples of what RIF has been used for - how it has supported individual team research.</p> <p>Evidence of RIF spending profiles including bridging of staff salaries between grants.</p>				
<p><b>Professional and Career Development</b></p> <p><b>Championing professional development</b></p> <p>The aim of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.</p> <p>We have and are continuing to enhance a flexible training and development offer, giving researchers the opportunity to engage with in person workshops, online sessions, video and accredited content which can be accessed as needed. Our training and development offer is open to anyone who enables research can be assessed by researchers, technical and professional staff. We have an Early Career specific content programme, formal training programmes which are annual, contributing to the delivery of at least 10 days CPD per annum for postgraduates. We also have a substantial online training provider content which can be accessed on a self-paced basis.</p> <p>Training is delivered by professional services teams, the academic community and external providers, aligned with the objectives and principles of the Researcher Development Council, the Technician Commitment and other key frameworks.</p> <p>We are broad in our definition of ECR and we welcome those who are new to research but have been here a number of years while focused on teaching and learning or management as well as early career post doctorate staff. We have an ECR Forum and an ECR Hub which is a specifically content page with advice and information for ECRs.</p>										
PCD1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a variety of employment sectors.	No further action managed through Research Culture Action Plan through Principle 3. We support staff to be independent researchers, with the time and skills to produce high quality research.				<p>Evidenced through CEDARS 2025:</p> <p>Q13 You are treated fairly in relation to:</p> <ul style="list-style-type: none"> <li>Career advancement opportunities? - Agree/Strongly agree +60%</li> <li>Access to training and development opportunities? - Agree/Strongly agree +60%</li> <li>Opportunities for leading in internal conferences and external meetings? - Agree/Strongly agree +60%</li> <li>Opportunities for leading in internal conferences and external meetings? - Agree/Strongly agree +60%</li> </ul> <p>Q20 To what extent do you agree that:</p> <ul style="list-style-type: none"> <li>Your manager/supervisor encourages you to engage in personal and career development activities? - Agree/Strongly agree +60%</li> <li>Your manager/supervisor encourages you to engage in personal and career development activities? - Agree/Strongly agree +60%</li> <li>You are aware of the support your institution provides for your career and professional development? - Agree/Strongly agree +60%</li> </ul>				
PCD1	Monitor and report on the engagement of researchers and their managers with professional development activities.	No further action managed through Research Culture Action Plan through Principle 3. We support staff to be independent researchers, with the time and skills to produce high quality research.				<p>Evidenced through CEDARS 2025:</p> <p>Q20 To what extent do you agree that:</p> <ul style="list-style-type: none"> <li>You are aware of the support your institution provides for your career and professional development? - Agree/Strongly agree +60%</li> <li>Q28 During the past 12 months (or since taking up your current position if that is more recent) approximately how many days have you spent on training and other continuing professional development activities? +60% 10 days/More than 10 days</li> </ul>				
PCD1	Managers allocate a minimum of 10 days per year for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	No further action managed through Research Culture Action Plan through Principle 3. We support staff to be independent researchers, with the time and skills to produce high quality research.				<p>Evidenced through CEDARS 2025:</p> <p>Q20 To what extent do you agree that:</p> <ul style="list-style-type: none"> <li>You are aware of the support your institution provides for your career and professional development? - Agree/Strongly agree +60%</li> <li>Q28 During the past 12 months (or since taking up your current position if that is more recent) approximately how many days have you spent on training and other continuing professional development activities? +60% 10 days/More than 10 days</li> </ul>				
PCD1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development per year per year.	1. Review Researcher Development offer based on feedback from programmes and sessions in 2023/4 (content and mode of delivery). Enable researchers to take ownership of their career development.	No	1. Sept 2025	1. Researcher Skills Development Manager	<p>1. Launch new researcher development offer with different modes of delivery to include in person, online and self-paced to enable researchers to own their development and progress at a pace convenient for them. Use inclusive language when advertising to encourage contract researchers and technical staff to sign-up.</p> <p>Monitor improvement in uptake of offer and adjust delivery mode accordingly.</p> <p>Increase capacity and range of offer by working with trusted external delivery partners.</p> <p>2. Researcher Development Bulletin and webpages are seen as the place to go to access professional and skills development.</p> <p>Researchers know where to go to access opportunities that support their career and skills development - 50% increase in uptake of training by the end of the Action Plan.</p>				
PCD1	Review current uptake of development offers.	2. Continue to work with other Professional Support Services that offer Researcher Development to provide a holistic offer (RIS/Agency/CPD/Marketing).	No	2. May 2025	2. Researcher Skills Development Manager	<p>Evidence through CEDARS 2025:</p> <p>Q20 To what extent do you agree that:</p> <ul style="list-style-type: none"> <li>You are aware of the support your institution provides for your career and professional development? - Agree/Strongly agree +60%</li> <li>Q28 During the past 12 months (or since taking up your current position if that is more recent) approximately how many days have you spent on training and other continuing professional development activities? +60% 10 days/More than 10 days</li> </ul>				
<p><b>Career development reviews</b></p> <p>The aim of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.</p> <p>All Northumbria performance and development reviews involve on-going two-way conversations between a colleague and their manager about the individual's performance and development, where progress against performance and development goals is discussed and reviewed. Checks-in conversations take place at least once per semester with key points of discussion being captured using check-in documents on the new HR People and Finance system. The conversations celebrate successes and look to the future. There is also an end of year review to discuss any themes, notes, progress and to set goals for the year ahead. The appraisals and appraises are expected to reach agreement on the content, record and outcomes of the appraisal discussion. Successful PDA depends heavily on the appraiser possessing the necessary skills, knowledge and behaviour to effectively conduct the appraisal discussions. Development workshops and support is available for both appraisers and appraisees. We will continue to provide informal support to research managers on how best to structure career development conversations, and will continue to raise awareness of managers' responsibilities in this area through our bespoke leadership programmes and toolkits.</p> <p>New staff will be supported when they first join the University through their induction and probationary period. This will include setting Probation Goals and having regular check-ins during the probationary period so that there is a clear mechanism for support, assessment, feedback and development.</p>										
PCD1	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	No further action: new resources will be developed following career conversation workshops. (See PCDM1)				<p>Evidence through CEDARS 2025:</p> <p>Q27 Managers indicate how confident you are in your ability to...</p> <ul style="list-style-type: none"> <li>Manage appraisal/review processes effectively - Confidently confident +60%</li> <li>Provide effective feedback to individual staff - Confidently confident +60%</li> <li>Actively support staff in working towards their career aspirations - Confidently confident +60%</li> </ul>				
PCD1	Monitor and report on the engagement of researchers and their managers with researcher career development reviews.	1. Career development conversations monitored through new People and Finance system. (See PCDM1)	No	1. Jul 2025	1. HR Manager (RDSS/Culture Committee)	<p>1. Career conversations are held throughout the year - not just at an annual PDA point.</p> <p>80% of all researchers will have a meaningful personal development and career plan by 2025.</p>				
PCD1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	1. Although PDA process is an annual process. Managers and researchers are encouraged to have regular career conversation dialogues either their waiting for PDA process.	No	1. Sept 2024	1. HR Manager (RDSS/Culture Committee)	<p>1. Hold a series of 'Career Conversation' workshops for managers (at least once per semester).</p> <p>Use feedback to develop a career conversations guide/best practice to emphasise the purpose and process of conducting a career conversation meeting.</p> <p>Managers and their team members create 'check-in' documents to record review meetings at any point in the year through new People and Finance system.</p> <p>Evidence through the People &amp; Finance' system reports and through CEDARS 2023:</p> <p>Q20 Over the past two years (or since taking up your current position if that is more recent) how many days have you spent on training and other continuing professional development activities? +60% 10 days/More than 10 days</p> <p>Q28 Over the past two years (or since taking up your current position if that is more recent) how many days have you spent on training and other continuing professional development activities? +60% 10 days/More than 10 days</p>			Links to PCD1 and PCDM1	
PCD1	Researchers positively engage in career development reviews with their managers.	1. Career conversations monitored through new People and Finance system. (See PCDM1)	No	1. Jul 2025	1. HR Manager (RDSS/Culture Committee)	<p>80% of all researchers will have a personal development and career plan by 2025.</p> <p>Evidence through the People &amp; Finance' system reports and through CEDARS 2023:</p> <p>Q20 Over the past two years (or since taking up your current position if that is more recent) how many days have you spent on training and other continuing professional development activities? +60% 10 days/More than 10 days</p> <p>Q21 If you participate in appraisal/review how useful do you find your staff development/appraisal/review useful? +60%</p>			Links to PCDM1 and PCDM1	



Career development support and planning		The areas of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.			
<p>Our Career Cohort Programme offers a broad range of activities aimed at providing researchers with an range of information and skills to develop their research career as well as providing their cross university networks. At the start of the cohort programme we ask participants to undertake an individual gap analysis based on the Vires researcher development framework domains to identify areas where they feel they need additional support. This is then either covered during the course of the programme or additional internal or external resources are deployed to cover the gaps. The ECR Cohort programme is open to research and technical staff and we often have professional staff to deliver the personal development portions or delivery sessions on the programme.</p> <p>One recent example of this initial 'discovery' session was with a bespoke pilot programme for our Faculty of Business &amp; Law where the participants co-designed the content of the programme based on their collective requirements.</p>					
1	Review Researcher Development Offer from synthesis of feedback from programmes and sessions over last 2 years. Working with all professional teams that deliver researcher skills development to provide a more holistic offer.	No	Sept 2024	1. Researcher Skills Development Manager	1. Improved RD Offer that covers a number of delivery modes including face to face, online and self-paced to ensure maximum engagement. Use inclusive language when advertising to encourage contact researchers and technical staff to sign up. To include sessions on careers outside of academia for Contact Researchers ECRs and PGRs 50% increase in staff uptake of new offer.
	2. Equitable access to improved and standardised Peer Review for grant applications.	No	Sept 2023	2. Head of Research Development	3. Working grant application peer review pilot schemes with 3 Departments. Gather feedback from HxDR, Review Coordinators and other stakeholders by end of May with full roll across University by September 2023. Increase in quality of research applications - evidenced by RGC reporting.  Evidenced through CEDARS 2023: Q29 My immediate manager... supports me in my broader career aspirations - Agree/Strongly agree +70% Q30 To what extent do you agree that: "Your manager/supervisor encourages you to engage in personal and career development activities?" Agree/Strongly Agree +65% "Your manager/supervisor encourages you to consider a wide range of future career options within and beyond academia?" Agree/Strongly Agree +50% "You have discussed your career options with a careers specialist?" Agree/Strongly Agree +35%
PCDR	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	No	July 2024	1. Researcher Skills Development Manager	1. We will have a video resource available that explains all of the ways to evidence the full range of an individual's contributions to excellent research. The video will be used in conjunction with the researcher development programme. Managers will be encouraged to have career conversations throughout the year (We will host a series of Career Conversation workshops for managers too).  Evidenced by CEDARS 2023: Q30 To what extent do you agree that you have a clear development plan? Agree/Strongly Agree +55%
<p><b>Research identify and leadership</b></p> <p>The areas of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identify and leadership capabilities.</p> <p>Our goal for expression of interest to be part of our Research Culture Committee has gone out to our research community including representation from our ECR community. The role of the Research Culture Committee is to lead and sustain an inclusive and healthy research culture. The Committee supports University research through a focus on the ways research is undertaken, ensuring Northumbria provides a research environment that is inclusive, fair and positive for all those involved in research including the faculty body, research support, research participants, partners, collaborators and other stakeholders. The Committee will do this by aligning with existing best practice in the sector, as well as developing initiatives that shape best practice. In discharging this role, the Committee can approve proposed improvements to the University's arrangements relating to research culture, and/or to raise significant matters or those requiring investigation, the committee will consider and endorse matters for consideration and approval by the University Council, or other appropriate body or individual. As well as the opportunity to be a Committee member, the Research Culture Committee will call for our research community, including contact researchers to get involved in the work of the Committee through Working Groups focusing on particular areas of research culture as identified by Committee.</p> <p>One of the guiding principles of our Research Culture Action Plan is that we support staff to be independent researchers with the time and skills to produce high quality research. We enable researchers to have time to conduct their research, discuss ideas and gain feedback, and support the research of others. Through the RC Action Plan we will champion time and space for the professional development of our researchers and encourage managers of researchers to advocate for our development cohort programmes and skills development sessions.</p> <p>All of our interdisciplinary Research Themes (CRTs) and Pools of Research Excellence now have a programme of networking offering the opportunity for researchers across all disciplines to make connections and explore areas where interdisciplinary collaboration can enhance all our research.</p>					
PCDA	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	No			25 people attend our first interdisciplinary workshop on 17th November 2023 'Curious about Career'  Evidenced through CEDARS 2023: Q29 My immediate manager... supports me to develop my research identify - Agree/Strongly agree +85% Q30 To what extent do you agree that... you have time to develop your research identify? - Agree/Strongly agree + 50%
PCDA	Managers identify opportunities, and allow time (in addition to the 10 day professional development allowance) for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their researchers.	No	1. Jul 2025	1. HR Manager (RD&CCulture Committee)	1. Provide annual mentoring of academic emerging with researcher career and skills development activities across all Professional Support Services. Increase in engagement by 50%.  Evidenced through CEDARS 2023: Q30 To what extent do you agree that: "You are aware of the support your institution provides for your career and professional development..." Agree/Strongly agree +65% Q31 During the past 12 months (or since starting up your current position) I have more recent) opportunities for many days have you spent on training and other continuing professional development activities? +50% 10 days/More than 10 days
PCDA	Managers engage in leadership and management training to enhance their personal effectiveness, and provide a positive attitude to professional development.	No			Evidenced through CEDARS 2023: Q28 Managers/teachers assess how you understand, or would you like to undertake, training and other continuing professional development?  I have done or would like to do: "Controlling appraisal/development reviews +90% "Managing staff performance +85% "Supporting doctoral researchers +60% "Leadership +65% "Mentor/mentor and wellbeing +85%.
<p><b>Diverse careers</b></p> <p>The areas of these obligations are to recognise, value and progress researchers for the wide range of career options available to them within and beyond research.</p> <p>Through our Community of Practice we invite researchers and professional services staff to share best practice, network with colleagues at Northumbria and find resources to support policy engagement. We regularly invite external speakers to share their insights from different policy areas such as social and national government departments to look at ways that researchers can contribute research evidence or take up secondments outside of academia.</p> <p>We offer tools and support for writing a compelling fellowship proposal through our Fellowship Ready programme, encouraging our researchers to consider planning a secondment to an external organisation outside of academia where appropriate for the fellowship.</p>					
PCDR	Recognise that moving between, and working across, employment sectors can bring benefits to researchers and support opportunities for researchers to experience this.	No	1. Dec 2024	1. HR Manager (RD&CCulture Committee) and Researcher Skills Development Manager	1. HR Manager and 11 interviewees with colleagues that have entered academia following a successful career in practice. "What are the benefits?" "What additional support could we provide?" Recommendations from Focus Groups to inform enhanced researcher development offer. Post session satisfaction survey +70%. Create 6 case studies/awar portfolios (traditional academic careers as well as from practice into academia) published on the HR.  Evidenced through CEDARS 2023: Q30 To what extent do you agree that your manager/supervisor encourages you to consider a wide range of future career options within and beyond academia? - Agree/Strongly agree +50%
PCDR	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training and secondments.	Yes	1. Sept 2023	1. HR Manager (RD&CCulture Committee) and Researcher Skills Development Manager	1. Mentoring is available to all who want it. A series of informal, interactive sessions for mentors, facilitated by colleagues from the Organisations Development team. By Sept 2024. The forum will allow mentors space to talk about their experience of mentoring, to share best practice, to reflect on mentoring styles and to experiment with new mentoring techniques in a supportive, confidential environment. Learning from these sessions is incorporated into the mentoring FAQs to improve mentoring experience. By Sept 2025. Access to mentoring benchmarked and evidenced via CEDARS 2023 responses to Professional and Career Development question sets.
PCDR	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	No	1. Jan 2026	1. PVC, Research & Knowledge Exchange/Researcher Skills Development Manager	1. More research participation/secondments consider using secondments as an opportunity for deeper collaboration and researcher development. 1-1 interviews with colleagues who have had secondments to understand the benefits. Develop Case Studies (4) of benefits of secondments into other sectors.
PCDR	Researchers consider opportunities to develop their research and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and communication.	No	Dec 2023	1. Research Impact Manager	1. Workshops held to engage colleagues understand how we can grow Northumbria's research impact on policy development and research-informed policy making, locally, nationally, regionally and internationally.
		No	Jul 2024	2. Research Impact Manager	2. Workshops held to share learning from CAPE project and incoming fellowships related to the initiative.
Further hyperlinks and supplementary information (more rows can be added)		Abbreviations and glossary (more rows can be added)			
1				CAPE	Collaboration in Academic Policy Engagement
2				hdx	Head of Department
3				PVC	Pro Vice-Chancellor
4				R&K	Research and Knowledge Exchange
5				RD&C	Researcher Development Strategy Group
6				OD	Organisation at Development
7				MRG	Responsible Research Working Group
8				VCF	Vice-Chancellor's Fellow
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\* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers, staff on teaching and research, or teaching contracts, clinicians, professional support staff, technicians.