## Appendix 19: Framework mappings, used to map the call for evidence data to the final version of the research culture framework

## This appendix shows:

- The version of the framework that the call for evidence was based on;
- The version of the framework that was used during the writing of the report;
- And the ways we mapped the previous framework on to the report version of the framework.

		Beha						
		viou	Over				Mapping (previous	
Sectio	Elemen	r	all				framework	Notes about
n code	t code	code	code	Section	Element	Behaviour	iteration)	mapping
							How research is	
				How research is managed and			managed and	
1	0	0	1.0.0	undertaken	-	-	undertaken	
					Effective research		Effective research	
				How research is managed and	governance and		governance and	
1	1	0	1.1.0	undertaken	management	-	management	
						Mechanisms to ensure		
					Effective research	transparent,		
				How research is managed and	governance and	accountable	Ensuring good	
1	1	1	1.1.1	undertaken	management	governance	governance	
					Effective research		Implementing	
				How research is managed and	governance and	Implementing effective	effective policies	
1	1	2	1.1.2	undertaken	management	policies and processes	and processes	
						Providing open,		
					Effective research	competent and		
				How research is managed and	governance and	effective research	Providing strong	
1	1	3	1.1.3	undertaken	management	leadership	capable leadership	
					Effective research	Providing appropriate,		
				How research is managed and	governance and	safe and accessible	not in old	
1	1	4	1.1.4	undertaken	management	work spaces	framework	

					Achieving the highest		Achieving the
				How research is managed and	levels of research		highest levels of
1	2	0	1.2.0	undertaken	integrity	-	research integrity
							Upholding the
					Achieving the highest	Upholding the highest	highest standards
				How research is managed and	levels of research	standards of rigour and	of rigour and
1	2	1	1.2.1	undertaken	integrity	integrity	integrity
							Being accountable
							for the research
							process and
					Achieving the highest	Being accountable for	confident to speak
				How research is managed and	levels of research	all aspects of the	out without
1	2	2	1.2.2	undertaken	integrity	research process	repercussions
						Being transparent and	Being transparent
					Achieving the highest	honest about all	and honest about
				How research is managed and	levels of research	aspects of the research	all aspects of the
1	2	3	1.2.3	undertaken	integrity	process	research process
							Caring and
						Caring and respecting	respecting the
					Achieving the highest	the participants in and	participants in and
				How research is managed and	levels of research	beneficiaries of	beneficiaries of
1	2	4	1.2.4	undertaken	integrity	research	research
							Considering the
				How research is managed and	Actively promoting		sustainability of
1	3	0	1.3.0	undertaken	sustainability	-	research
							Using sustainable
				How research is managed and	Actively promoting	Using sustainable	approaches to
1	3	1	1.3.1	undertaken	sustainability	approaches to research	research
						Effective use of	
						resources to make the	
				How research is managed and	Actively promoting	research system	not in old
1	3	2	1.3.2	undertaken	sustainability	accessible to all	framework
						Ensuring the efficient	Ensuring the
						use of finances,	efficient use of
				How research is managed and	Actively promoting	resources and	talent, resources
1	3	3	1.3.3	undertaken	sustainability	infrastructure	and infrastructure

						Investing appropriately		
						in talent and		
				How research is managed and	Actively promoting	sustainable	not in old	
1	3	4	1.3.4	undertaken	sustainability	employment	framework	
							Considering the	
						Considering the impact	Impact of research	
						of research on the	on the	
				How research is managed and	Actively promoting	environment and	environment and	
1	3	5	1.3.5	undertaken	sustainability	people	people	
							How research is	
							disseminated and	
2	0	0	2.0.0	How research ensures value	-	-	valued	
							Taking an open	
					Taking an open approach		approach to	Was in Section 1,
2	1	0	2.1.0	How research ensures value	to research	-	research	now in Section 2
						Supporting open,	Using open,	
						collaborative,	collaborative and	
						interdisciplinary and	interdisciplinary	
					Taking an open approach	team science	approaches to	Was in Section 1,
2	1	1	2.1.1	How research ensures value	to research	approaches to research	research	now in Section 2
						Ensuring research is		
						understandable,	Ensuring research	
						explainable,	is understandable,	
					Taking an open approach	reproducible and	explainable and	Was in Section 1,
2	1	2	2.1.2	How research ensures value	to research	accessible	reproducible	now in Section 2
						Engaging and	Involving and	
					Taking an open approach	partnering with	engaging with	Was in Section 1,
2	1	3	2.1.3	How research ensures value	to research	potential beneficiaries	business	now in Section 2
						Co-creating and	Engagement with	
					Taking an open approach	learning with research	research users,	Was in Section 1,
2	1	4	2.1.4	How research ensures value	to research	users and society	society	now in Section 2
						Being open, agile and		
						responsive to new	Being open, agile	
					Taking an open approach	technologies and	and responsive to	Was in Section 1,
2	1	5	2.1.5	How research ensures value	to research	research approaches	new approaches	now in Section 2

							Communicating
2	2	0	2.2.0	How research ensures value	Communicating research	-	research
						Connecting with others	Communicating in
						in accessible and	accessible and
						inclusive language and	inclusive language
2	2	1	2.2.1	How research ensures value	Communicating research	media	and media
						Inspiring curiosity and	Inspiring curiosity
2	2	2	2.2.2	How research ensures value	Communicating research	learning	and learning
						Sharing research, data	Sharing research,
						and other outputs	data and other
2	2	3	2.2.3	How research ensures value	Communicating research	openly	outputs openly
							Acknowledging
							and building on the
						Acknowledging and	research of
						building on the	others/Contributin
						research and	g to knowledge
						knowledge creation of	creation and
2	2	4	2.2.4	How research ensures value	Communicating research	others	teaching
						Open to new forms of	Open to new forms
						communication	of communication
2	2	5	2.2.5	How research ensures value	Communicating research	methods and spaces	methods
2	3	0	2.3.0	How research ensures value	Realising impact	-	Realising impact
						Understanding what	
						value and impact	
						means for different	not in old
2	3	1	2.3.1	How research ensures value	Realising impact	stakeholders	framework
							Advancing
						Advancing discovery	discovery and
2	3	2	2.3.2	How research ensures value	Realising impact	and driving innovation	driving innovation
							Capable of
_	_	_		l           .		Capable of translation	translation and
2	3	3	2.3.3	How research ensures value	Realising impact	and innovation	innovation
						Contributing to	
	_	_		l		knowledge creation and	not in old
2	3	4	2.3.4	How research ensures value	Realising impact	teaching	framework

						Informing policy and	Informing policy	
2	3	5	2.3.5	How research ensures value	Realising impact	practice	and practice	
						Developing a highly-		
						skilled and engaged	not in old	
2	3	6	2.3.6	How research ensures value	Realising impact	workforce	framework	
							How the research	
							workforce is	
3	0	0	3.0.0	How people are supported	-	-	supported	
					Recognition and		Using appropriate	Was in Section 2,
3	1	0	3.1.0	How people are supported	assessment	-	assessment	now in Section 3
						Valuing research		
					Recognition and	wherever it is	not in old	Was in Section 2,
3	1	1	3.1.1	How people are supported	assessment	undertaken	framework	now in Section 3
							Broadening the	
						Broadening the concept	concept of	
					Recognition and	of excellence within the	excellence within	Was in Section 2,
3	1	2	3.1.2	How people are supported	assessment	system research	research	now in Section 3
						Using appropriate		
						qualitative and		
					Recognition and	quantitative	not in old	Was in Section 2,
3	1	3	3.1.3	How people are supported	assessment	assessment methods	framework	now in Section 3
						Valuing diverse	Valuing diverse	
					Recognition and	approaches, methods	approaches and	Was in Section 2,
3	1	4	3.1.4	How people are supported	assessment	and contributions	methods	now in Section 3
						Recognising and valuing		
						the diverse range of		
						competencies needed	Acknowledging	
					Recognition and	for the research	diverse range of	Was in Section 2,
3	1	5	3.1.5	How people are supported	assessment	endeavour	contributions	now in Section 3
						Valuing failure and risk-		
					Recognition and	taking as a healthy	Valuing failure and	Was in Section 2,
3	1	6	3.1.6	How people are supported	assessment	possibility of research	risk-taking	now in Section 3
					Employment and			
3	2	0	3.2.0	How people are supported	conditions	-	No mapping	
					Employment and	Providing transparent,	Providing open,	
3	2	1	3.2.1	How people are supported	conditions	equitable and	transparent and	

				1		competency-based	merit-based	
						recruitment and	recruitment and	
						recognition, recognising	recognition	
						diversity	recognition	
						arreisity	Creating enabling	This was in Section
						Providing structured	environments and	3 of a previous
					Employment and	and varied progression	effective	framework
3	2	2	3.2.2	How people are supported	conditions	routes	hierarchies	iteration
			3.2.2	Trow people are supported	Conditions	Toutes	Creating enabling	This was in Section
						Providing appropriate	environments and	3 of a previous
					Employment and	remuneration and	effective	framework
3	2	3	3.2.3	How people are supported	conditions	employment benefits	hierarchies	iteration
3	2	3	3.2.3	Tiow people are supported	Conditions	Ensuring healthy	illerarcilles	iteration
						working conditions,	Ensuring	
						accommodations and	_	
					Francis was such a sold		appropriate	
1	2	4	224	Have a same and a superant of	Employment and conditions	flexibility based on	working conditions and other benefits	
3	2	4	3.2.4	How people are supported	conditions	ongoing needs	and other benefits	
						Recognising wider		
						contributions to		TI
						research within job		This was in Section
						descriptions, workload		3 of a previous
		_		l	Employment and	models and progression		framework
3	2	5	3.2.5	How people are supported	conditions	criteria	Achieving equity	iteration
						Valuing the full range of		
						experiences, skills and		This was in Section
						contributions of all who	Valuing diverse	3 of a previous
					Employment and	contribute to the	experiences	framework
3	2	6	3.2.6	How people are supported	conditions	research endeavour	/mobility	iteration
						Acknowledging and		
						mitigating effects of		This was in Section
						career breaks and other	Addressing	3 of a previous
					Employment and	disruptions, and	precarity of	framework
3	2	7	3.2.7	How people are supported	conditions	inequalities	employment	iteration
					Embedding professional		Supporting career	
3	3	0	3.3.0	How people are supported	and career development	-	progression	

							Creating enabling	This was in Section
						Valuing continued	environments and	3 of a previous
					Embedding professional	professional	effective	framework
3	3	1	3.3.1	How people are supported	and career development	development	hierarchies	iteration
						Addressing	Recognising	
					Embedding professional	development needs at	development	
3	3	2	3.3.2	How people are supported	and career development	all career stages	needs	
							Providing access to	
						Providing a wide range	professional and	
						of professional and	career	
					Embedding professional	career development	development	
3	3	3	3.3.3	How people are supported	and career development	opportunities	opportunities	
							Creating enabling	This was in Section
						Engaging in regular	environments and	3 of a previous
					Embedding professional	career development	effective	framework
3	3	4	3.3.4	How people are supported	and career development	reviews	hierarchies	iteration
								This was in Section
						Enabling access to		3 of a previous
					Embedding professional	inspiring mentors and		framework
3	3	5	3.3.5	How people are supported	and career development	role models	No mapping	iteration
							Valuing careers	
						Recognising and	within and beyond	
					Embedding professional	awareness of diverse	academia / diverse	
3	3	6	3.3.6	How people are supported	and career development	career opportunities	career paths	
							Ensuring inclusive,	
					Ensuring inclusive and		supportive and	
					healthy working		healthy	
3	4	0	3.4.0	How people are supported	environments	-	environments	
						Ensuring the research		
					Ensuring inclusive and	environment is		
					healthy working	accessible, inclusive and		
3	4	1	3.4.1	How people are supported	environments	equitable for all	Accessible to all	
								This was in Section
					Ensuring inclusive and			3 of a previous
					healthy working	Fostering psychological		framework
3	4	2	3.4.2	How people are supported	environments	safety	No mapping	iteration

[ [					Ensuring inclusive and		Embracing
					healthy working	Embracing and valuing	diversity and
3	4	3	3.4.3	How people are supported	environments	diversity	respectful of all
				- pospession		Zero tolerance of and	
					Ensuring inclusive and	taking action against	Intolerance of
					healthy working	bullying and	bullying and
3	4	4	3.4.4	How people are supported	environments	harassment	harassment
					Ensuring inclusive and	Supporting good	Supports good
					healthy working	mental health and	mental health and
3	4	5	3.4.5	How people are supported	environments	wellbeing	wellbeing
							Promoting work
					Ensuring inclusive and	Promoting balanced,	life balance and
					healthy working	flexible and achievable	achievable
3	4	6	3.4.6	How people are supported	environments	workloads	workloads
				How individuals engage with			
4	0	0	4.0.0	others	-	-	No mapping
					Providing effective		Providing effective
				How individuals engage with	leadership and		leadership and
4	1	0	4.1.0	others	management	-	management
					Providing effective	Providing responsive	
				How individuals engage with	leadership and	and empathetic line	
4	1	1	4.1.1	others	management	management	No mapping
					Providing effective		
				How individuals engage with	leadership and	Providing honest and	Providing honest
4	1	2	4.1.2	others	management	constructive feedback	unbiased feedback
					Providing effective	Valuing and responding	
				How individuals engage with	leadership and	to differences in	
4	1	3	4.1.3	others	management	supporting others	No mapping
					Providing effective		Effective
				How individuals engage with	leadership and	Effective performance	performance
4	1	4	4.1.4	others	management	management	management
					Providing effective		
				How individuals engage with	leadership and	Being effective role	Being effective role
4	1	5	4.1.5	others	management	models and mentors	models
				How individuals engage with			Empowering
4	2	0	4.2.0	others	Empowering individuals	-	individuals

	ĺ					Clear lines of		ĺ
						responsibility,	Clear lines of	
				How individuals engage with		accountability and	accountability and	
4	2	1	4.2.1	others	Empowering individuals	autonomy	responsibility	
						Recognising		
						motivations and		
						ambitions, and	Facilitating	
				How individuals engage with		facilitating professional	professional	
4	2	2	4.2.2	others	Empowering individuals	visibility	visibility	
						Encouraging a culture	Encouraging a	
						of reflection and	culture of learning	
				How individuals engage with		learning from	and healthy	
4	2	3	4.2.3	others	Empowering individuals	experience	competition	
						Enabling creativity and		
						encouraging innovative,	Enabling creative	
						imaginative,	autonomy and	
				How individuals engage with		entrepreneurial	encouraging	
4	2	4	4.2.4	others	Empowering individuals	mindset	innovation	
						Generating confidence		
				How individuals engage with		to speak out without		
4	2	5	4.2.5	others	Empowering individuals	repercussions	No mapping	
						Encouraging all to		
						invest in their		
				How individuals engage with		continuing professional		
4	2	6	4.2.6	others	Empowering individuals	development	No mapping	
				How individuals engage with				
4	3	0	4.3.0	others	Building collegiality	-	Building collegiality	
						Creating welcoming and		
				How individuals engage with		inclusive communities	Creating inclusive	
4	3	1	4.3.1	others	Building collegiality	for all	communities	
						Recognising individual	Recognising	
						and diverse	individual and	
				How individuals engage with		contributions,	diverse	
4	3	2	4.3.2	others	Building collegiality	advocating for others	contributions	

4	3	3	4.3.3	How individuals engage with others	Building collegiality	Engendering a sense of identity and belonging for all	Engendering a sense of identity and belonging
						Proving access to	Proving access to
				How individuals engage with		networks and	networks and
4	3	4	4.3.4	others	Building collegiality	communities	communities
						Recognising that	
				How individuals engage with		individuals' behaviours	
4	3	5	4.3.5	others	Building collegiality	shape cultures	No mapping