

Concordat to support the career development of researchers: University gap analysis and action plan to support implementation

Our Vision for 2015

By 2015 we will be an established top 50 university known for the quality of our teaching and learning and with a particular commitment to education for employment.

Our research strength will be concentrated in specific subject areas, but will be world class and designed to promote solutions that have a positive impact on the quality of life, solutions to questions of public policy, and contribute to the knowledge economy.

We will be known for the quality and range of our partnerships with the professions, business, industry and government.

Refreshed Corporate Plan 2011-2013

The University's Corporate Plan demonstrates its commitment to the management and development of staff through the People Strategy, which reflects our belief that business and people principles must go hand-in-hand if the University is to be seen as an attractive employer which is able to successfully recruit, retain and develop its staff in an increasingly competitive market.

The University is committed to supporting the principles of the Concordat to ensure a highly valued research workforce who are central to the vibrant research environment and success of the University.

Gap Analysis

The University's Research and Knowledge Transfer Committee established a Concordat Working Group to examine the principles of the Concordat as a framework to consider institutional policies and practice and to develop a University response. The Working Group brought together a range of relevant stakeholders including researchers, research managers, staff developers, HR specialists and research support specialists from across the four Faculties and Central Departments. The faculty representatives consulted widely within their faculties, and formal responses were received.

The group mapped the University's current practice against the Concordat principles, identifying areas of good practice and also further areas for consideration and development in our ongoing responsibility and commitment to our research and knowledge transfer staff.

This document outlines the conclusions of the Working Group

- a) the policies and practice already in place
- b) actions for further development
- c) considerations for managers and researchers - further support and information available to University researchers

Where reference is made to "researchers", the University considers this to encompass all types of researchers regardless of their career status and also our knowledge transfer staff who contribute to the wider research and innovation agenda.

Monitoring and review

The University's response to the Concordat and Action Plan were reviewed and approved by the University's Executive Group in July 2012.

The Pro-Vice Chancellor (Academic) has overall responsibility for the Concordat Action Plan. Implementation will be overseen by a renewed Concordat Working Group, comprising representatives from the research community, Human Resources, the University's Innovation and Professional Development Team, and the Research and Innovation Office.

Concordat Working Group Membership

- A Chair from within the membership, who should be an active researcher with knowledge and experience of training and development for researchers at all stages of their careers.
- A representative from each Faculty, who should be active researchers with an understanding of the training and development needs of researchers. Representatives will not cover the full range of research disciplines, but should be able to represent the interests of their Faculty as required.
- One member with knowledge of the training and development needs and requirements of post-graduate research students.
- One member with knowledge of academic CPD and professional development
- Ex officio
 - People Development Manager, Human Resources
 - Research Development Manager, Research and Innovation Office
 - Business Manager, Research and Innovation Office
 - Research Training and Development Advisor, Research and Innovation Office, who shall also be Secretary
- A representative drawn from the University's postdoctoral research staff
- A representative drawn from the University's postgraduate research students

Membership for 2012/13

- **Professor Doug Cleaver (Chair)**, Head of Materials and Fluid Flow Modelling Group, MERI Head of Postgraduate Research (ACES) and Chair of Research Degrees Sub-committee
- **Professor Lisa Hopkins**, Professor of English and Head of Graduate School (D&S)
- **Professor Ann Macaskill**, Professor of Health Psychology (D&S), Head of Research Ethics, and institutional lead on Epigeum Research Leadership Development Group
- **Professor Nicola Woodroffe**, Head of BMRC (H&WB)
- **Professor Susanne Tietze**, Head of Research Doctoral Programmes (SBS)
- **Dr Sally Bradley**, Senior Lecturer Innovation and Professional Development (QESS)
- **Rebecca Fielding**, People Development Manager (HR)
- **Dr Anita Gurney**, Research Development Manager (RIO)
- **Dr Sarah Smith (Interim Secretary)**, Business Manager (RIO)
- **To be appointed (Secretary)**, Research Training and Development Adviser (RIO)
- **TBC**, postdoctoral researcher
- **TBC**, postgraduate research student

a) Current University policies and practice

RECRUITMENT AND SELECTION

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

Sheffield Hallam University aims to recruit researchers through a fair and equal process. The University is committed to the recruitment and retention of excellent staff and, wherever possible, seeks to develop staff skills, knowledge and experience in order to retain valuable skills.

Excellence and diversity in recruitment

Recruitment details including role profiles, person specifications and job adverts are designed to attract and recruit researchers who will make an appropriate contribution to the advancement of research as defined in the Corporate Plan.

A range of robust policies, practices and processes are in place to ensure fairness and transparency in the recruitment of researchers; these are supported and promoted by the HR Directorate. These include clearly defined role profiles and person specifications for every role, along with advice and guidance from recruitment specialists. Academic benchmark role profiles are based on the JNCHES nationally agreed profiles.

The University has clear guidelines on the constitution of all appointment panels to ensure fairness and consistency. The constitution of appointment panels should be in accordance with equal opportunities policy and practices and should, as far as possible, be representative of the diversity of the local community. For the appointment of research staff this includes senior managers and two members of the project team. It is strongly encouraged for all members of the appointment panel to have attended the University's recruitment and selection training course provided by the HR Directorate. All unsuccessful candidates are offered feedback.

Fixed-term contracts

The University supports an environment where the reliance on fixed-term contracts is reduced to provide a greater security of employment, to promote the retention of excellence researchers and to enable flexibility in careers. Commitment by the University to the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 promotes equal treatment of staff and access to opportunities regardless of whether on a fixed-term or permanent contract.

Pay and grading

Research posts are graded in accordance with the pay and grading structure for the University, with HR guidance to ensure equality and transparency.

RECOGNITION AND VALUE

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

The University's vision is to be known for the quality of our research, for the proportion of our externally generated research income and for our impact of our research on the quality of life, solutions to questions of public policy and our contribution to the knowledge economy.

We aim to create an innovative research environment within the University and use our skills to support innovation externally, working with organisations and companies to achieve economic and social transformation.

Equal Treatment for all researchers

The University believes that excellence will be achieved through recognising the value of every individual. The appraisal process can help to create an environment that respects the diversity of all staff and enables them to achieve their full potential. Research staff are expected to undertake an annual appraisal as an integral part of the annual planning process; appraisals will review performance, set out clear objectives and a future development plan. For research staff the appraisal should have an overview of the Faculty's plans and priorities as they relate to the individual being appraised. Appraisal workshops for both appraisees and appraisers are available to ensure understanding of guidelines and to prepare for the appraisals.

Support for continuity of employment

The University supports researchers, where possible, to ensure continuity of employment. Where resources allow, managers are encouraged to use bridging funds between funding sources to support researchers. However, researchers may need to be considered for redeployment from time to time. It is recognised that researchers have a body of experience and expertise which will enable them to continue to contribute to the success of the University, given opportunity to do so. The University will make all reasonable efforts to enable staff in a voluntary or compulsory redeployment situation to continue their career with the University. For redeployment to be successfully achieved staff, in return, are expected to undertake appropriate retraining and to exercise flexibility in considering available opportunities.

Fixed-term research staff are excluded from redeployment periods following expiration of contract, on the grounds of objective justification as provided by the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. These staff may, however, invoke entry onto the redeployment register up to three months prior to their contract expiry date, providing they have a minimum of six months service, at the date the contract is due to end.

Pay progression

Pay progression can be achieved by annual increments on the single pay spine, in accordance with the Framework Agreement. Once a member of staff achieves the top of their pay band, there is an opportunity to apply for contribution pay through transparent, established University processes.

Career development

Movement between roles and career paths is encouraged across the institution and supported by an approach to vacancy management which promotes the consideration of internal candidates and redeployees in advance of external applicants, where appropriate. All role profiles, including generic role profiles for research posts, are published on the intranet and clearly state the expectations of the role at each grade, giving staff the opportunity to understand the general skills and experience they would need in order to progress their careers.

There is no automatic progression for researchers through the payscales other than the routes described in other sections e.g. re-grading process when a researcher can demonstrate that they have consistently been operating at a higher level and that there is a requirement of the role to do so. All re-grading requests require senior management sign-off.

The other route is via promotion when a research vacancy at a higher level becomes available and an existing researcher applies for this position and is successful.

SUPPORT AND CAREER DEVELOPMENT

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

Sheffield Hallam University is committed to the development of research capability and careers. University-wide training courses provide development opportunities for researchers at all stages of their career. The University encourages researchers to engage in professional development including the wide range of development opportunities at the University.

Development opportunities within the University

The University has a range of internal development opportunities available to staff and students involved in research. Within the appraisal process researchers, in collaboration with their managers, are encouraged to identify the training, development and support that will best help achieve the roles objectives including career development aspirations.

A broad spectrum of courses is available in the University, covering personal and professional development, research and knowledge transfer skills. The following is not an exhaustive list but provides a sample of development opportunities available.

HR Directorate: supports professional and personal development

- Personal effectiveness: a suite of courses designed to develop personal effectiveness and to help develop working relationships and communication skills
- Self awareness: a range of activities to support staff in developing self awareness
- Career lifecycle: induction, career choices, and application and interview preparation
- Leadership and management development: designed to equip senior staff with leadership and management skills
- Development schemes: enables staff to study part-time on the University's undergraduate and postgraduate courses, programmes or units without having to pay tuition fees. With the exception of those on casual contracts, all staff, including part-time and temporary staff are eligible to apply

Student and Learning Services: supports professional development and CPD for academic and learning support staff, the development of IT skills and expert advice on information resources

- Accredited and non-accredited CPD and development activities for academic and learning support staff
- Advice and guidance around learning, teaching and assessment, and sharing of effective good practice
- Online IT self-help resources and 1:1 guidance

- Referencing and using RefWorks
- Guidance on information resources available to researchers
- Information literacy

- Expert help with researching your discipline area

Research and Innovation Office: supports research and knowledge transfer skills

- Research funding and grant writing
- Researcher mobility schemes
- Introduction to the Research Excellence Framework
- KTPs and KT Funding
- Commercialisation and IP

As part of the University's commitment to research integrity, a number of good practice research guides are available.

During 2012/13, the Research and Innovation Office will recruit to a new post of Research Training and Development Advisor to provide additional support in researcher development across the University.

Graduate Studies Team: researchers and supervisor skills training

- Supervisor Development Programme: to support new staff with limited research supervisor experience
- Research degree examiner workshop: to support staff with responsibility for or an interest in responsibility for, research degree student examinations
- Epigeum: Research skills on-line training covering Intellectual property, publications, research ethics, project management, career planning,
- Managing your Principal Investigator, presenting and networking

Facilities Directorate: training and developing people in order to meet business objectives and as a recognised 'Investor in People' (IiP)

Development opportunities within Faculties: within each of the four Faculties, all new staff attend a local induction to deliver a tailored induction programme and provide an introduction to the Faculty in the context of the wider University. Research Centre staffing policies provide individual support and mentoring to research staff. Support can include specific funding for research activities (e.g. writing publications and grant applications) and mentoring support from more senior colleagues. Further research support and development sessions are held at Research Centre away days and Faculty conferences.

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

As above

Researcher responsibility

The University's appraisal guidance clearly highlights that appraisal is a joint process between managers and staff. The recently revised appraisal guidance supports and encourages this approach, with a focus on quality. It is a condition that all staff have an appraisal at least once per year and the University Executive Group have been tasked with ensuring that this happens.

Professional Development

The Student and Learning Services Directorate works in partnership with Faculties and Directorates to deliver a CPD scheme that reflects the steady movement towards professional recognition in the University based upon the UK Professional Standards Framework and other standards. The scheme establishes a strong and systematic connection between the provision of professional development opportunities, the definition and dissemination of good practice, appraisal and Peer Supported Review. Guidance and information are available on how staff can achieve professional recognition through Sheffield Hallam University's own internal accreditation process under the authority of the Higher Education Academy.

Researcher input into policy and practice

The University governance process ensures that the interests of researchers are represented on key policy and strategy committees. Research staff are able to influence policy through key representatives (e.g. Heads of Research Centres) but importantly through active membership. Researchers (including post graduate research students) are represented on the following research governance committees:

- Research and Knowledge Transfer Committee
- Research Ethics Committee
- Research Degrees Committee

Mentoring

The University has a mutual mentoring scheme that is open to leaders and managers across the organisation. At a local level, Research Centres assign early career researchers a more senior research mentor; typically this will not be a line manager but a more experienced colleague who can advise on issues such career options, research networks and information, grant applications and professional development activities.

RESEARCHERS' RESPONSIBILITIES

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

Sheffield Hallam University recognises that responsibility for professional development of research staff is shared between the University and the researcher and provides appropriate institutional structures to support development whilst encouraging researchers to take responsibility for their own development. The University provides support to researchers *via* a programme of CPD activities, Research and Innovation Office support and various other career and personal development available across the organisation.

Exploitation of knowledge

The University's Research and Innovation Office is dedicated to supporting research and knowledge transfer, providing advice on all aspects of research funding, enabling the commercialisation of intellectual property and developing a spirit of enterprise in students and staff. The Technology Transfer Team helps researchers to develop their ideas into commercial applications and assists in the exploitation and management of commercially valuable Intellectual Property *via* licensing, industrial relationships, or spin out companies. Outputs from projects will be protected and exploited through well-established University mechanisms.

Research integrity

The recruitment process aims to recruit research staff who have the capability and commitment to develop and progress, and ongoing line management encourages this behaviour.

The University's research policy is to sustain programmes of excellent and ethical research. The Research Ethics Policies and Procedures ensures good practice and that research undertaken at the University which involves direct contact with patients or healthy participants, or the secondary use of existing human and animal materials or specimens, or where there may be other ethical issues, should be subject to ethical review. The following guidance documents have been produced and are available on the staff intranet:

- Ethical aspects of Research using Information and Communication Technology
- Researcher Safety: guidance for risk assessment
- Safeguarding Children in Research Contexts
- Principles of Good Research Practice for Peer Reviewers
- Principles of Good Research Practice for authorship
- Insider Research Guidelines
- Guiding Principles for Access to Staff and Students at Sheffield Hallam University by External Researchers

Career management

The appraisal process clearly places the responsibility for personal and career development with the appraisee and encourages them to consider and request development based on this premise. The recently revised appraisal guidance supports and encourages this approach.

As part of the new appraisal guidance it is strongly recommended that managers conduct regular 1:1 meetings and mid-year reviews with their staff to discuss ongoing activities and personal development.

The Careers and Employment Service run a series of hands-on workshops that are designed to help post graduate students address the generic aspects of undertaking a PhD and reflect the skills identified in the Development Needs Analysis for Research Students. The Career Management Skills Programme addresses the themes of career planning, personal skills analysis, applying for jobs and interview techniques. In addition post graduate students can book 1:1 appointments with careers advisers to discuss any career related issue. A dedicated web resource "Careers Central" provides specific information for research students and recent graduates.

A range of career support is available via the human resources department including:

- career confidence course
- career anchors tool
- mid-career course
- online resources

DIVERSITY AND EQUALITY

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

The University is committed to developing an inclusive culture in which there is a high quality, vibrant and fair learning experience for all; and recruiting and developing talented people from diverse backgrounds.

Policy and legislation

The University, in meeting the requirements of the Equality Duty, will ensure that Equality Principles are embedded and strategically aligned to the aims and objectives of the refreshed Corporate Plan.

The publication of Equality Priorities is a key requirement of the Public Sector Equality Duty. Our initial equality priorities have been developed in line with the objectives set out in the refreshed Corporate Plan, and have been established by evaluating and analysing our current data in relation to protected characteristics, understanding sector-wide issues, and by understanding the further work we need to do to develop our systems and processes in order to embed equality and diversity into our planning and performance monitoring processes.

The University's equality priorities are available at <http://www.shu.ac.uk/university/overview/diversity/>

Equality and diversity drive our success

Our aim is to maintain a diverse workforce who work together in an environment that values difference and ensures individual talents are fully utilised to achieve the University's goals.

We aim to create a welcoming working environment in which

- people can achieve their potential and perform well
- there is no bullying, harassment or discrimination
- there is equality of opportunity
- all decisions are based on merit

We will do this by

- providing support, information, training and guidance for all staff
- taking appropriate actions to redress any gender, racial or other imbalances in the workforce
- dealing with issues of harassment and bullying promptly
- developing effective processes for monitoring and reviewing equality data
- ensuring that all staff are aware of their responsibilities and that they take action to challenge inappropriate or unacceptable behaviour.

We ensure people are familiar with equality and diversity requirements through a mandatory online diversity module which has been available since 2005 and is an accessible, clear module for all employees. It aims to ensure people are familiar with equality legislation, understand the broader issues regarding equality and diversity and their rights and responsibilities as University employees.



Positive about disability

The symbol is awarded by Jobcentre Plus to employers who have made commitments to employ, keep and develop the abilities of disabled staff. This is reviewed on an annual basis to ensure that the University still meets the criteria and commitments of the scheme. All applicants who meet the minimum criteria (based on the person specification) for a job vacancy and have declared their disability are guaranteed an interview and considered on their abilities.

Athena SWAN Charter

The University acknowledges the difficulty that some staff may encounter in progressing their careers. In July 2010 the University achieved the Bronze award for the Athena SWAN Charter 'Women in Science, Engineering and Technology'; an accompanying action plan outlines key actions in relation to addressing the equality and diversity principle of the Concordat. For example, in areas where there is a low percentage of women applicants, job adverts and information packs should place greater emphasis on rewards and benefits, especially in relation to flexible working (this action is to apply to all vacancies). Some individual Departments and Research Centres are now working towards silver awards.

Flexibility in the work place

Sheffield Hallam University has a 'Right to Request Flexible (Parents and Carers) Policy' which has been developed in line with the Flexible Working (Procedural Requirements) Regulations 2002. The University recognises the advantages of a balanced approach to work and family life. Managers are therefore encouraged to view a request for flexible working under this policy in a positive manner and endeavour to accommodate a request for flexible working wherever this is feasible.

University job vacancies are offered on a job-share basis unless it is determined by a robust business case that this would not be appropriate for a specific post.

Maternity/Parental/Adoption/Paternity leave policies

The University is committed to the provision of maternity, adoption and paternity leave and offers additional provision beyond statutory rights.

In addition the University allows 'time off for dependents', together with the option of taking unpaid leave at a manager's discretion. 'Keep in Touch' days and meetings are promoted widely across the University to ensure those on maternity/ adoption/ paternity leave do not lose touch with the Institution and/ or developments in their area of work.

Safe environment

The University is committed to maintaining a safe and friendly environment for all staff and students. Harassment or bullying in any form will not be tolerated. Our policy on harassment and bullying is in place to ensure the protection of staff and students from all forms of harassment and bullying including sexism and racism.

Training and Development

We ensure all external providers provide equality and diversity statements to demonstrate their commitment. We monitor dates, times and locations of learning and development events to ensure they are inclusive and offer materials in different formats if required. All our courses reflect, or are compliant with, the Equality Act. Courses such as management development, appraisal, coaching, and assertiveness have an underpinning commitment to equality and diversity and this approach is embedded in the training.

The University aims to support people throughout their career through induction, individual personal and career development, annual appraisals and management and leadership development. In addition to our standard development programme we offer bespoke development to support managers and teams address a range of themes and issues such as support for organisation restructures, team development and coaching.

IMPLEMENTATION AND REVIEW

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

The University recognises the value of reviewing progress in implementing the Concordat at an institutional level and also by contributing to UK reviews. The University has undertaken a systematic review of its policy and practice to confirm that it meets the Concordat principles and has identified actions to further implement the Concordat and to further improve the career development of our researchers.

Monitoring equality and diversity

An Equality and Diversity Board, chaired by the University Secretary and Registrar, has been constituted and is responsible for coordinating the annual review of equality and diversity. This cross-institutional group monitors all relevant Equality Act 2010 alignment and implementation plans.

Management Information and sharing of good practice

The University recognises the importance of gathering information about career development. In July 2010 researchers were encouraged to take part in a Vitae funded study led by Loughborough University titled "Straight talking: tools and resources to support the role of non-specialist advice in career conversations for researchers". The aim of the project was to determine the role of social contacts and networks in the career development of research staff with a view to producing guides for universities and researchers. Data gathered through this study will be invaluable in understanding the experiences of researchers at the University and allow the University to respond more effectively to researcher needs.

The University recognises the value of responding to national surveys both in terms of providing information to allow benchmarking but also as an additional to ensure appropriate implementation of the Concordat locally.

The University recognises the value of Vitae as a dedicated resource of expertise and encourages researchers and research managers to use vitae as a source of information to ensure effective implementation of the Concordat.

The University ensures that staff with research contracts are clearly identified as a cohort within institutional HR data systems and are returned accurately to HESA staff returns. The University currently uses data from the Employee Opinion Survey (EOS) to help inform decisions in relation to policy development and practice. The 2008 EOS showed that 62% of research staff who responded agreed or strongly agreed that there were adequate opportunities for career development within the University.

Staff developers seek informative feedback from researchers as a way of assessing training but also to identify the future training needs of researchers. A University wide system "My View" was launched in 2010 that provides individual access to personal information together with on-line booking for staff development opportunities. This ensures records are kept of an individual's development and that feedback can be collected via My View to ensure effective feedback. This will be a valuable resource to develop training and allocate resources efficiently.

b) Action Plan

Concordat theme	Action	Lead	Timescale
1 RECRUITMENT AND SELECTION	1.1 Develop guidance on the naming of individual researchers on grant applications to promote the retention of excellent staff.	Human Resources	December 2012
	1.2 The University's Redeployment Register represents a register of skills and capabilities of all staff, including researchers, nearing the end of their contracts. The University should ensure that due consideration is given to the transferable skills of R&KT staff when identifying potential opportunities for redeployment, including options outside of research where appropriate.	Human Resources	Complete
2 RECOGNITION AND VALUE	2.1 The University is developing a career framework for academic, research and professional support staff. The University should ensure that this framework reflects the needs of research and knowledge transfer (R&KT) staff at all stages of their career, and that this is communicated in particular to early career researchers. The framework should include identification of appropriate development interventions.	Human Resources	Framework by Dec 2013 Launch from Jan 2014
	2.2 The University has agreed to invest into joining Epigeum's development group for a research leadership module. This will provide an online training framework for early to mid-career researchers.	Academic leads for Epigeum module: Head of Research Ethics and Chair of RDSC	Resources available 2013
	2.3 Develop tailored development for senior research leaders, providing support in key areas of leadership and management responsibilities. This would support succession planning, career development and effective leadership.	Human Resources	2014
	2.4 Ensure that information on career pathways and related policies, processes and opportunities is readily available and communicated to all staff.	Human Resources	Framework by Dec 2013 Launch from Jan 2014
	2.5 Examine the results of the 2011 Employee Opinion Survey, and future surveys, to explore whether there are any specific areas for consideration relating to research staff.	Faculty PVCs	Dec 2012 (and later surveys)
	2.6 Consider participation in the Careers in Research Online Survey. The survey gathers data about working conditions, career aspirations and career development opportunities for	PVC (Academic)	Next survey spring 2013

Concordat theme	Action	Lead	Timescale
	research staff.		
	2.7 Ensure research managers understand their responsibilities for the management of researchers.	Heads of Research Centres	2012/ ongoing
3&4 SUPPORT AND CAREER DEVELOPMENT	3.1 Develop an online resource to signpost career pathway information, to support the University's R&KT environment and reinforce the University's commitment.	Research and Innovation Office (with Creative Services)	Sept 2013
	3.2 Ensure that post-graduate research students can access research support information on the staff intranet	Human Resources	Complete
	3.3 At the outset of their employment, provide researchers with guidance setting out the provisions for career management and development. This should include principles of personal career management, and be reinforced through staff appraisal.	Human Resources	Framework by Dec 2013 Launch from Jan 2014
	3.4 Ensure that the development of the University Attributes Frameworks for all staff takes into account the needs of the R&KT community, and that the final framework encompasses R&KT staff.	Human Resources	July 2013
	3.5 The University's Professional Development Policy and Framework for Academic and Learning Support Staff should be promoted to researchers as assisting with preparation for academic practice.	Heads of Research Centres	Annual appraisals/ ongoing as required
	3.6 The Epigeum course will include a module on managing a research career. The University should additionally explore the provision of independent career advice to researchers, particularly the prospect of employment beyond their immediate discipline base.	Human Resources/ Careers Service	Report by July 2013
	3.7 Consider training and placements for R&KT staff to broaden awareness of other fields and sectors	Heads of Research Centres	Ongoing
	4.1 Promote the use of mentoring as a mechanism for career development and enhancement. Communicate the advice and guidance that HR can provide to Research Centres.	Human Resources	Dec 2013
	4.2 Ensure that the University's appraisal framework is fully and consistently implemented, with all staff receiving an annual appraisal	Heads of Research Centres	Complete

Concordat theme	Action	Lead	Timescale
	4.3 Ensure that the University's appraisal framework and guidance is designed to meet the needs of all staff, including researchers	Human Resources	Complete
	4.4 Encourage participation in the University's Leadership Series	Heads of Research Centres	Annually
5 RESEARCHERS' RESPONSIBILITIES	5.1 Explore the possibility of collecting destination data and career profiles of researchers to support career decisions.	Human Resources	Dec 2013
6 DIVERSITY AND EQUALITY	6.1 Review the Athena SWAN Charter and ensure implementation of actions and recommendations	Equality & Diversity Team	Ongoing (Bronze renewal April 2013)
7 IMPLEMENTATION AND REVIEW	7.1 The Concordat Working Group will continue to monitor progress and review implementation	PVC (Academic)	Formal internal review Oct 2014
	7.2 Examine the data gathered from the "Straight Talking" project to inform future development to support the career development of researchers.	Research and Innovation Office	July 2013

c) Considerations for managers and researchers

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

Recruitment and retention policies	https://portal.shu.ac.uk/departments/HRD/recruitment/Pages/home.aspx
Advice from the Recruitment and Reward Team	

It is the responsibility of managers to

- ensure an up-to-date understanding of the University's recruitment and selection processes
- ensure that all members of the panel have attended the recruitment and selection training course
- encourage staff to update skills in aspects of recruitment such as interviewing

Researchers are recommended to

- be a pro-active in approach to job searching; review job descriptions carefully and identify skills that may need to be developed
- understand how best to market yourself and use HR career development sessions available
- access support from the Research and Innovation Office for development/support with grant applications

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

Policy on the redeployment of staff	https://portal.shu.ac.uk/departments/HRD/polproc/redeployment/Pages/home.aspx
Support and guidance on the appraisal process	https://portal.shu.ac.uk/departments/HRD/development/appraisal/Pages/home.aspx
Policy, information and guidance on pay progression, contribution pay and re-grading	https://portal.shu.ac.uk/departments/HRD/pay/Pages/home.aspx

It is the responsibility of managers to

- undertake an annual appraisal for all research staff
- use the appraisal as an opportunity to develop research staff and encourage them to think about their careers
- access University support and training where appropriate
- examine the University's redeployment policy and ensure this is used effectively to support researchers

Researchers are encouraged to

- understand the University's HR strategy and how this relates to appraisal, pay, progressions and development opportunities
- ensure you engage fully with the appraisal process to consider your skills and future career development

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

Signposting to staff development opportunities within central directorates	https://staff.shu.ac.uk/
Epigeum on-line training	http://shuspace.shu.ac.uk/
Development opportunities offered by the Faculties are available on the individual Faculty intranet sites	https://staff.shu.ac.uk/faculties.asp

It is the responsibility of managers to

- use the appraisal process as an opportunity to develop researchers
- encourage researchers to think about their careers and associated development needs available both internally and externally to the University

Managers are encouraged to

- review the induction that early career researchers are given at Faculty and Institution level to ensure it is fit for purpose

Researchers are encouraged to

- reflect on existing skills and competencies, identify gaps in skills and attributes and how you can use University courses to develop these. Keep a personal development plan as part of the appraisal process and use this process to discuss future career development
- discuss with colleagues and mentors the range of career options both within and outside HE
- devote time to professional development activities, including taking on new responsibilities
- broaden your skills in knowledge transfer, outreach, public engagement and teaching

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

Support and guidance on the appraisal process	https://portal.shu.ac.uk/departments/HRD/development/appraisal/Pages/home.aspx
Academic professional development	https://staff.shu.ac.uk/sls/QESS/qe/
Information on corporate governance	https://staff.shu.ac.uk/university_secretariat/
HR pages on personal development	https://portal.shu.ac.uk/departments/HRD/development/Pages/home.aspx

Managers should

- familiarise themselves with the professional development policies and frameworks
- ensure that researchers have access to the full range of CPD opportunities

Researchers are encouraged to

- ensure researchers are represented by inputting into institutional policy and practice through joining or establishing committees, networks and societies
- as above in principle 3

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

Support available from the Research and Innovation Office	https://staff.shu.ac.uk/enterprise/
Careers Central	http://careerscentral.shu.ac.uk/

Managers should

- encourage researchers to establish a professional profile and network related to their career aspirations
- guide researchers to appropriate external sources of information available such as the Vitae website
- guide researchers to the services available from within the Faculty and central departments at the University

Researchers should

- abide by University ethics policies and procedures and supporting guidance on research issues such as publication, review and data retention

Researchers are encouraged to

- access support from the Research and Innovation Office relating to the exploitation of research outputs
- reflect on existing skills and competencies, identify gaps in skills and attributes and how you can use University courses to develop these.
- contribute fully to the appraisal process and keep a personal development record as part of the appraisal process and use this process to discuss future career development
- engage with cross-faculty research networks
- set up post-doctoral research societies/community

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

University Equality and Diversity information	http://www.shu.ac.uk/university/overview/diversity/ https://portal.shu.ac.uk/departments/HRD/equality/Pages/home.aspx
Athena Swan Charter	http://www.shu.ac.uk/university/diversity/athena-swan/
Flexible Working Policy	https://portal.shu.ac.uk/departments/HRD/polproc/flex/Pages/home.aspx
Dignity at Work Policy	https://portal.shu.ac.uk/departments/hrd/polproc/dignity/Pages/home.aspx

Managers are encouraged to

- refresh their knowledge of the University's policy and practice relating to diversity
- to consider the diversity of the research team and think about any actions that could be taken to support and improve it
- to view a request for flexible working under the University policy in a positive manner
- to endeavour to accommodate a request for flexible working wherever this is feasible

Researchers are encouraged to

- consider if benefit could be sought from additional flexibility or support around working practices
- participate in surveys that explore University practice around any issues relating to career development and wellbeing

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

Managers should

- encourage research staff to contribute to studies such as the University's Employee Opinion Survey
- provide feedback on experiences of implementing the Concordat to the University
- provide constructive feedback to staff developers who provide development opportunities to research staff

Researchers are encouraged to

- engage in institutional or national surveys, focus groups and other projects both internally and externally to the University
- provide constructive feedback on staff development course to enable the University to improve and adapt sessions to meet researcher needs
- maintain a web presence on external Research Centre/Departmental websites