

CONCORDAT ACTION PLAN - v2.0 (JUNE 2014)

Concordat theme	Action	Lead	Timescale
1 RECRUITMENT AND SELECTION	1.3 Receive a biannual management information report on starters and leavers. This could include researcher, lecturer and senior lecturer posts and contain details of those applying, short-listed and appointed; by captured protected characteristics, working commitment and contract status. Data on the quantity of jobs externally and internally advertised, plus those going to those on redeployment, could also be included. Explore alignment with Athena-Swan reporting.	Human Resources	Winter 2014/15, then biannually
	1.4 Update recruitment and selection training package to focus more on unconscious bias training.	Human Resources	Spring 2015
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 and may involve further integration of the RDF/RDF Planner into University structures.	Human Resources (with Research and Innovation Office)	Winter 2015/16
	2.5 Undertake EOS 2014, CROS 2015 and PIRLS 2015 to measure progress in enhancing the career satisfaction of the University's researchers and identify new priorities for action.	Research and Innovation Office (with Human Resources)	Spring 2015
	2.7 Ensure research managers understand their responsibilities for the management of researchers, particularly those circulated in a new statement of expectations. Consistency of appraisals will be a particular focus, including new supplementary guidance for appraisers with research and impact prompts and advice on encouraging the use of the RDF/RDF Planner.	Research and Innovation Office (with Human Resources)	Summer 2015
	2.8 Introduce a clear progression pathway/formalised research career structure above grade 8 (reader role).	Human Resources	Summer 2015
	2.9 Ensure the delivery of the staffing/people aspects of REF UoAs' strategies, which cover training and development of researchers and succession planning, by incorporating these into faculty planning.	Assistant Deans of Research	Spring 2015
3&4 SUPPORT AND CAREER DEVELOPMENT	3.5 Deliver a comprehensive learning and teaching CPD programme, which addresses the range of researchers' needs and assists in equipping them for academic careers.	Quality Enhancement and Student Success	Review Autumn 2015
	3.7 Promote placements for researchers as an opportunity to broaden their awareness of other fields and sectors. This could involve capturing examples of good practice and monitoring uptake of schemes such as industrial fellowships.	Heads of Research Centres	Review Autumn 2015

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	3.8 Introduce a centrally co-ordinated, strategically-aligned, researcher development programme for all researchers.	Research and Innovation Office	Review Autumn 2015
	3.9 Embed online Epigeum courses into researcher development to provide blended development, whereby pertinent and timely delivered sessions are complemented by a coherent range of 'on demand' offerings.	Research and Innovation Office	Spring 2015
	3.10 Review inductions received by new research-active staff, including ways to increase the research focus and to improve engagement by making them more relevant and appealing.	Research and Innovation Office (with Human Resources)	Summer 2015
	4.4 Ensure senior research leaders can access leadership development alongside their teaching equivalents, providing support in key areas of leadership and management responsibilities. This would support succession planning, career development and effective leadership.	Human Resources	Winter 2015/16
	4.5 Encourage formal mentoring within the research community, including promotion of central schemes for more senior staff and support of local schemes for more junior researchers.	Research and Innovation Office (with Human Resources)	Review Spring 2015
5 RESEARCHERS' RESPONSIBILITIES	5.2 Promote HEA associate fellowships, fellowships, senior fellowships and principal fellowships, including through research-based cases.	Quality Enhancement and Student Success	Review Autumn 2015
	5.3 Embed the Concordat for Engaging the Public with Research, particularly the principle that researchers are enabled to participate in public engagement activities through appropriate training, support and opportunities. Capture and share good practice examples of public engagement from within the University.	Research and Innovation Office (with Corporate Affairs)	Winter 2015/16
	5.4 Encourage the involvement of ECR reps in faculty, as well as University-level, governance structures. Develop a transparent selection process for reps involving calls for expressions of interest and explicit selection criteria.	RCSC (Faculty Leads)	Summer 2015
	5.5 Introduce Research Environment Champions (0.1 FTE roles) as dedicated conduits between researchers locally and governance structures.	RCSC	Spring 2015
6 DIVERSITY AND EQUALITY	6.2 Act on the recommendations of the REF 2014 Equality Impact Assessment and undertake a full investigation to uncover the reason(s) for and initiate interventions to address the matter of female researchers not putting themselves forward for consideration in the REF (the mismatch between the eligible pool and those considered).	Women Professors' Group (with Equality and Diversity Team)	Spring 2015
7 IMPLEMENTATION AND REVIEW	7.1 The Concordat Working Group will continue to monitor progress and review implementation.	RCSC	Biannual meetings; Jan 2017 external review

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	7.3 Publish annual reports of progress against this action plan on the University's external website. Capture the achievements of the RCSC and raise its profile with researchers, as well as detail what it will be doing next.	RCSC	June 2015, then annually

N.B. - this action plan is reviewed biannually, so further actions for 2016 will be added in due course

Completed Actions

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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	Completed - January 2013
	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	Completed - June 2014
2 RECOGNITION AND VALUE	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	Completed - January 2014
	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	Combined with 4.4 - June 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	Combined with 2.1 - June 2014
	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 research staff.	PVC (Academic)	Completed - August 2013
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)	Completed - September 2013
	3.2 Ensure that post-graduate research students can access research support information on the staff intranet.	Human Resources	Completed - January 2013
	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	Completed - April 2013
	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	Not being taken forward - will use RDF instead - January 2014

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	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 (with Careers Service)	Completed - August 2013
	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	Completed - January 2014
	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	Completed - January 2013
	4.3 Ensure that the University's appraisal framework and guidance is designed to meet the needs of all staff, including researchers.	Human Resources	Completed - January 2013
5 RESEARCHERS' RESPONSIBILITIES	5.1 Explore the possibility of collecting destination data and career profiles of researchers to support career decisions.	Human Resources	Completed - January 2014
6 DIVERSITY AND EQUALITY	6.1 Review the Athena SWAN Charter and ensure implementation of actions and recommendations.	Equality and Diversity Team	Completed - September 2013 (Next Bronze renewal April 2016)
7 IMPLEMENTATION AND REVIEW	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	Completed - August 2013