The University of Huddersfield, as a signatory to the Concordat to support the Career Development of Researchers, is in the process of implementing the seven Principles of the Concordat. We have been working on implementing the Concordat since January 2012 and the process is promoted and endorsed by the PVC for Research and Enterprise, Professor Andrew Ball, who champions the Concordat within the University. Much of our work to date has been at the institutional level; through disseminating the Concordat, raising awareness among all staff, seeking the input of research staff, creating appropriate implementation mechanisms, identifying lines of responsibility, reviewing institutional practice and establishing professional development support for researchers.

We are about to embark on a step-change in our implementation process by focussing on the School, Service and academic unit levels in our institution, by working more closely with school champions and encouraging greater researcher engagement; this will enable us to drive the changes we are making deeper into the institution and to better embed the principles of the Concordat. This next phase will begin with discussion papers to the University Senior Management Team in January 2013, involvement at University Research Committee from December 2012 onwards and specific engagement with School Senior Management Teams.

Our approach
The University has four key phases for implementing the Concordat and in identifying areas for actions:

1. **University level** - providing the organisational overview of all University level processes, comprising an institutional audit of existing HR policies and practices affecting research and academic staff, review and revision of HR policies and processes where required, the views of research staff on their experience (via PIRLS and CROS reports). The Concordat Steering Group has representatives from all levels of academic staff across all seven schools, as well as from Services, all of whom will champion and will assist with implementation of the Concordat across the University, and monitor progress on its aims.

2. **Individual level** - informing and involving individual researchers, PIs and senior managers throughout the University, raising their levels of knowledge, engagement with and ownership of the Concordat.
3. **School, service and academic unit level** - embedding the Concordat within the University through School engagement, activity and ownership, and through encouraging greater researcher involvement at this level.

4. **Review** - in order to monitor improvements to the research staff experience and employability, to assess our progress and evaluate the outcomes of our actions, we will undertake periodic reviews (e.g. annually and at other set periods) around all of the above levels. We actively seek feedback from all staff and improving our communication mechanisms is a key priority.

**Background**

The new version of the Concordat, subsuming the EC Charter and Code, was published in August 2008 and the University of Huddersfield has been active in implementing these documents since January 2012. An initial working plan was put into place with the HR Excellence in Research document.

**Management and Governance of the Concordat**

PVC for Research and Enterprise, Professor Andrew Ball is the overall Chair for the Concordat. It is led academically by Dr Abigail Locke who is a Reader at the University and administratively by Mrs Dionne Coburn from Research and Enterprise.

The Concordat Steering Group has, as part of its membership, representations across all 7 academic schools and has academics/researchers from PGR to Dean level, including those responsible for ensuring research strategy at both an institutional and School levels.

At University level it has been supported by:

- Human Resources: Personnel and Staff Development
- Careers
- Students Union
- Research and Enterprise
- CLS

**Our aim**

To ensure that the Principles of the Concordat are applied throughout the institution in an equitable and meaningful way so as to make a genuine difference to the experience and employment prospects of our research and academic staff. It is clear that in order to build capacity as a research led institution; we need to embed more clearly research practices into our everyday work practices.

**Our specific aims are for:**

- All research and academic staff to understand, appreciate and apply the Principles of the Concordat in their working relationships and to apply these principles in all academic units
• All HR processes and policies to be thoroughly and appropriately applied to research and academic staff, without exception
• All research and academic staff to have had the opportunity to build their CVs, to develop their professional skills and to enhance their career prospects
• All PIs/line managers to be supported and enabled to apply the principles of the Concordat to their staff
• Schools/academic units to have identified their research aims and priorities.

How will we achieve this?
We will achieve ‘our target end state’ through carrying out the major tasks detailed below and through a series of subsidiary tasks and projects identified as a result of undertaking these tasks and by employing the following general method:

Major Tasks

1. Benchmark and review the current University condition against the Concordat principles
2. To identify our research and academics staff, and maintain accurate data on recruitment, retention, professional development and employment of staff
3. To conduct ‘gap analyses’ in policy application and procedure, staff knowledge and behaviour, and at the University, School/academic unit and individual levels
4. To consider the outcomes of the ‘gap analyses’ and each of the Principles in detail to identify areas for action at three levels: i) University, ii) School and iii) individuals
5. To act on and improve identified areas for action
6. To raise awareness of and engage research staff, academics staff, PIs, and other relevant University staff in the Concordat
7. To encourage greater involvement of research and academic staff as individuals and groups/associations in the implementation process
8. To develop mechanisms and procedures to communicate, monitor, evaluate and regularly review progress throughout the institution on the above.
The Process
In order to achieve successful implementation of the Concordat, five key projects have been identified. These projects are all essential elements of the Concordat. Each project relates to at least one of the Concordat principles. Each project is intrinsically linked but for the purpose of this report, they are presented individually with a rationale for each.

Research Development Framework (Principles 3, 4&5)
The framework is a comprehensive new approach to enhancing the careers of researchers. It was developed by, and for, researchers, in consultation with academic and non-academic employers. Tasks on this project include:

- Mapping our current PGR and Staff development training onto the RDF (including any Academic School specific provision).
- Performing a gap analysis of current provision in order to determine where we need to develop further
- Benchmarking our current provision against similar institutions but also institutions that have been highlighted as exemplary by Vitae.

Research Staff Association (Principles, 1,2,3,4,5,6 &7)
An RSA is an organisation or group of individuals where research staff (those employed primarily to do research in higher education) represent the interests of their constituency in a range of activities, such as interactions with institutional management and administration, informing institutional policy, facilitating the organisation of training activities or career development sessions for other researchers and providing support for researchers. In practice these groups are often called committees, forums, societies, networks and staff representatives, but all undertake similar activities. Tasks on this project include;

- Research into how other institutions implement these groups
- Consulting with Vitae and the UKRSA team members
Athena SWAN (Principles 1, 2 4 & 6)

The Athena SWAN Charter recognises commitment to advancing women’s careers in science, technology, engineering, maths and medicine (STEMM) employment in higher education. The Charter was launched in June 2005. Any higher education institution which is committed to the advancement and promotion of the careers of women in STEMM in higher education and research can apply for membership.

The beliefs underpinning the Charter are:

- The advancement of science, technology, engineering, maths and medicine is fundamental to quality of life across the globe
- It is vitally important that women are adequately represented in what has traditionally been, and is still, a male-dominated area
- Science cannot reach its full potential unless it can benefit from the talents of the whole population, and until women and men can benefit equally from the opportunities it affords

The university will be applying for an institutional Bronze award in April 2013. If we are to be successful we must:

- Reflect on current practices and challenges, planning activities for the future.
- Use quantitative and qualitative assessment to identify challenges and opportunities.
- Have a plan that builds on this assessment, and lessons from any activities already in place.

Tasks on this project include:

- Collecting the relevant data required for the application
- Reviewing current practice within Stem departments
- Developing an action plan for improved future developments.
- Setting up and developing a Women’s Staff Network.

Induction/Mentoring (Principles 1, 2, 3, 4, 5, 6 & 7).

In order to assist the university in its strategic aims to become a research led institution, a thorough review of induction/mentoring will be conducted specifically with the focus of research planning. This is a multi-faceted area including induction and probation for staff-based PGRs, ECRs, to research planning at all levels and across all Academic Schools. This is a role that is both individual (academic) responsibility, in collaboration with line mangers (through induction/probation and appraisal). We will examine the role of research mentoring in assisting this process. We will work with schools and services in order to ensure clearer research planning and strategy. Tasks on this project include:

- Surveying services and schools on current research induction practice
- Developing a research mentoring scheme for different levels of research career
- Considering the importance of research planning in embedding the research culture within both academic schools, and university as a whole.

HR in Excellence (Principles 1,2,3,4,5 & 6)

The university was successful in 2011 in attaining the HR excellence in Research Award. The award is based on the university’s HR strategy for researchers in terms of issues around reward and remuneration,
contracts, development and promotion. The initial award was granted on the basis of a reflection on current practice and an action plan for further development.

Tasks on this project include:

- Development and implementation of an HR strategy plan in relation to researchers.
- Reflection on progress of action plan (internal review September 2013, external review due 2015).

**Method**

1. We will continue to review existing policies and practices at University level and then facilitate good practice and recommendations down though the organisation
2. We will endeavour to engage individuals throughout the process via formal line management mechanisms, research staff associations and groupings, workshops, briefing sessions and notices, newsletters, meetings, and our internal communications and marketing; seeking to expand and build on the levels of engagement
3. Working groups will be established, by the University, as necessary (e.g. CSG currently has 5 working groups related to each project)
4. Create bodies and networks (such Research Staff associations/groups, Women’s Network,) who will be briefed and/or engaged to provide advice on, input to and promotion of the implementation strategy.
## Key actions of CSG Implementation

<table>
<thead>
<tr>
<th>Principle</th>
<th>Action/recommendation</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle 1 – on Recruitment, selection and retention</strong></td>
<td>• A review of the Institutional Induction Programme is being carried out: we will create modules appropriate for research staff needs</td>
<td>CSG</td>
<td>By June 2013</td>
</tr>
<tr>
<td></td>
<td>• A review of ‘reward’ system (including recruitment and recognition) is underway; initially focused on academic and research staff, but will be extended to all staff.</td>
<td>HR</td>
<td>2012 -2013</td>
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<tr>
<td></td>
<td>• We will establish guidelines for both institutional and school based research inductions</td>
<td>CSG</td>
<td>2012-2013</td>
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<td></td>
<td>• A review of Mentoring Procedures for ECR researchers will be carried out - a pilot of new mentor systems with School of Human and Health Sciences</td>
<td>CSG/SD/HHS</td>
<td>December 2012 onwards</td>
</tr>
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<td></td>
<td>• There will be a review of use of Fixed term contracts and comparison with sector benchmarks</td>
<td>HR</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>• A review will be carried out of training and support for researchers at each level, in line with the Researcher Development Framework. Current SD course provision has been mapped against RDF and a gap analysis has been conducted.</td>
<td>R&amp;E/CSG/SD</td>
<td>2012 onwards</td>
</tr>
<tr>
<td><strong>Principle 2 – Researchers are recognised and valued by employing organisation</strong></td>
<td>• Research planning and audit to become part of the appraisal process. The process (appraisal) will be reviewed. All research and academic staff, beyond probationary period, to receive an annual appraisal.</td>
<td>HR and Schools</td>
<td>Revisit annually</td>
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<td></td>
<td>• There will be a review of the Promotion Process for Academic and Research staff</td>
<td>HR</td>
<td>2012 onwards</td>
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</table>
| | • ‘Action learning sets’ re-established for female staff seeking promotion  
• HR setting up working groups for women already at senior level in order to discuss barriers/help in promotions. | CSG Athena Swan Steering Group | 2012 onwards |
<p>| <strong>Principle 3 – Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</strong> | • Keeping abreast of changes in the field and responding through the continuation of the staff development programme. | SD R&amp;E CSG | 2012 onwards |
| | • Setting up supportive formal and informal networks for research staff. | CSG Athena Swan Steering Group | 2013 Onwards |</p>
<table>
<thead>
<tr>
<th>Principle 4 – The importance of researchers’ personal and career development is recognised and promoted</th>
</tr>
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</table>
| **•** Research planning becomes an integral part of induction/probation/appraisal procedures.  
**•** Appraisal training embeds importance of research planning/evaluation. | CSG/HR/SD | 2013-ongoing |
| **•** Engagement with RDF and other CPD is promoted within the institution (and as part of research planning)  
**•** Careers advice available for developing research staff. | CSG/SD/R&E  
Careers/CSG | 2013 – ongoing  
2013 |

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<tr>
<th>Principle 5 – Researchers share responsibility for and need to be proactive in their CPD</th>
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<tr>
<td><strong>•</strong> The concepts of self-performance and proactive self-management will be supported and promoted via RDF and Staff Development</td>
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</tbody>
</table>
| **•** A range of opportunities will be offered and available to ECRs via the RDF and SD programme, i.e. to develop and lead projects, training initiatives etc. | R&E  
SD  
CSG | On-going |
| **•** There will be on-going collaboration between SD, CSG and R&E to strengthen the University offer to developing research and academic staff | CSG  
R&E  
SD | n/a |

<table>
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<tr>
<th>Principle 6 – On Diversity and Equality</th>
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<tr>
<td><strong>•</strong> We will pay close attention to issues relating to age, gender, role and international staff.</td>
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<tr>
<td><strong>•</strong> Cultural awareness/diversity training will be introduced.</td>
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</tbody>
</table>
| **•** The institution will develop a gender equality action plan and apply for the Athena SWAN award (Bronze). We will work with other academic units to extend Athena SWAN awards. | CSG  
Athena Swan | April 2013 |
| **•** We will create a campaign around ‘Every Researcher Counts’ (Vitae resource) | CSG/R&E | Ongoing |

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<tr>
<th>Principle 7 – Stakeholders will undertake regular reviews of the progress in strengthening the attractiveness and sustainability of research careers in the UK</th>
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<tbody>
<tr>
<td><strong>•</strong> We will encourage research staff to participate in CROS and internal staff surveys when appropriate, and aim to increase the percentage of research staff respondents with each survey</td>
</tr>
<tr>
<td><strong>•</strong> A Concordat Steering Group has been established to communicate, embed, monitor and review progress.</td>
</tr>
</tbody>
</table>
How will we monitor progress?

To monitor our progress we will:

- Openly take feedback from academic and research staff through Concordat champions and other committees, internal researcher associations, Women’s Network and other relevant staff
- Conduct annual reviews of action points and the progress made by the Concordat Steering group
- Undertake bi-annual surveys using CROS or other staff satisfaction survey
- Obtain statistical data and information from Schools and HR on recruitment and selection processes, retention rates, organisation and local induction participants, exit interviews, PPDR and development needs.
- Undertake an institutional review in 2014
- Apply for institutional Athena Swan Bronze award in April 2013
- Review of HR Excellence in Research (Internal Review, September 2013)
The Concordat to Support the Career Development of Researchers: Implementation Summary and Action Plan – April 2011

The University of Huddersfield is committed to becoming a research intensive institution by 2020 and aims to have exemplary levels of support for researchers well before then. In support of these goals we have been implementing the principles of the Concordat as a framework of good practice for the management of all researchers and their careers, including research-only employees on short contracts, part-time staff, and all other research active academic staff. In support of the Research Strategy 2011-2020 a University-wide gap analysis has been conducted over a period of eighteen months with the support of the University Research Group, the Research and Enterprise Directorate and the Staff Development section of Human Resources. The meetings with these stakeholders has involved researchers, senior academic staff, service heads and research administrators, as well as support staff with expertise in skills development and training. Detailed information from 118 research staff has been collected through our participation in the Careers in Research Online Survey (CROS) 2011, which has also produced essential benchmarking data.

The University of Huddersfield is engaged with international initiatives to strengthen career support for research staff through participation in the EU-wide programme that allows UK HEIs to obtain the European Commission ‘HR excellence in research’ badge. The final version of this analysis and implementation plan will support our application to the Commission for acknowledgement of our objectives and award of the ‘HR excellence in research’ logo. Thereafter we will adhere to mandatory self-assessment at least every two years to test and update our action plan through our Concordat Steering Group, with the first internal review taking place in 2012/13. At least every four years we will engage in an external evaluation of our action plan, with the first external review taking place in 2014/15.

We believe that the University of Huddersfield provides an excellent environment in which staff can conduct research and achieve exceptional levels of career and personal development. However, we are continually working to improve and increase the resources available. In recent years several new initiatives have been launched to promote attainment in research and transferable skills and these will continue in the future through strategy-related measures such as reward and recognition schemes and provision of stimulating new environments to promote world class excellence with grand challenge impacts. This will involve the creation and expansion of the Enterprise and Innovation Centre and of a series of internationally-recognised research institutes and centres such as the EPSRC Centre for Innovative Manufacturing in Advanced Metrology and the Institute for Next Generation Accelerators.

(a) Outcomes of the gap analysis

What are we already doing?

<table>
<thead>
<tr>
<th>Recruitment and selection, recognition and value</th>
<th>Concordat principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University’s recruitment and selection policies comply with the European Charter and Code, and are in line with the requirements of the Concordat.</td>
<td>1, 2, 6</td>
</tr>
</tbody>
</table>
A specific and up-to-date recruitment and selection procedure and guidance is available to managers of research staff on the Human Resources website, which is visible externally. The guidance includes advice on the appropriate composition and briefing of recruitment panels as well as on identifying a vacancy, job descriptions and person specification, and on debriefing of unsuccessful candidates.  

There are transparent salary scales which are clearly aligned to grade profiles and all research staff should be paid on the relevant University scales. Pay progression is in accordance with the Framework Agreement.

The University is revising its generic role descriptions for professor and reader, showing the types of duties and responsibilities associated with these different types of post. The descriptors are relevant to people recruiting research staff. They also help research staff to understand, at a general level, the types of experience and responsibilities they would need to gain to be competitive for a research role at a senior level.

The University has published guidance on the appropriate use of temporary contracts including fixed-term contracts and indefinite contracts. All temporary staff have access to training and development programmes whilst in employment at the University.

Regular training on recruitment, selection and appraisal procedures is provided through e-training by Human Resources.

Through Staff Development the University currently offers twenty-three leadership and management development courses and has agreed a Leadership Framework with the Trade Unions. Staff Development supports colleagues in acquiring a coach or mentor to support their development.

<table>
<thead>
<tr>
<th>Support and career development, researchers’ responsibilities</th>
<th>Concordat principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>University incentive schemes, such as the Collaborative Ventures Fund, and joint appointments with business and third sector partners, incentivise and recognise researcher mobility and help to promote a wide variety of career paths.</td>
<td>2,3</td>
</tr>
<tr>
<td>Research staff have the same intellectual property rights as other staff, unless the particular funding body has imposed special requirements. A clear and advantageous new IP policy has recently been agreed.</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>Building on extensive existing provision, planning for the expansion of careers services for research staff and postdoctoral researchers is underway with the Vice Chancellor’s Office and the Careers and Employability Service as part of the development of a prestigious new Learning &amp; Leisure Centre.</td>
<td>3, 4, 6, 7</td>
</tr>
<tr>
<td>Guidance appointments, management skills workshops for researchers and research staff, a career development programme and a career action planning cycle are available from the Careers and Employability Service.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>The University has published clear guidelines concerning ‘Investigating Allegations of Misconduct in Research’. These guidelines emphasise that standards of integrity and honesty must be maintained in all aspects of research and scholarly activities. This procedure identifies how allegations of misconduct in research are reported and investigated and promotes the principles espoused in the United Kingdom Research Integrity Office’s Code of Practice for Research.</td>
<td>2, 3, 5</td>
</tr>
</tbody>
</table>
The University has published guidance for research staff and for their managers relating to induction and career management review (research audit and appraisal) for research staff. Appraisal skills training is provided for appraisers on a generic and bespoke basis on demand. Appraisee briefings are regularly offered to new starters and established staff alike.  

| The University induction events help research staff identify the range of support and training available. |
| University participates in the national Careers in Research Online Survey (CROS), in order to compare and benchmark the experience of its research staff with those in other UK universities. |
| Advice and training in career management is available via a team of Careers Advisers. |
| The University Research Fund affords researchers the opportunity to manage the budget for a research project, to supervise co-investigators and to gain accredited training in the supervision of research students. The terms and conditions of internal research funding require researchers to communicate their findings widely and to realise the public value of their research wherever possible. The criteria for internal research grants afford special recognition of the needs of early career researchers. |
| In addition to routine staff appraisal researchers are assessed through research audit and research project reports, which give detailed guidance on current performance and future direction. |
| The University offers a wide range of development opportunities for researchers through a partnership between the Research and Enterprise Directorate and the Staff Development Unit that includes skills development relating to: project management; dissemination; information management; research development; governance; enterprise; technical research skills and career management. This is complimented via access to a wide range of e-learning modules developed in-house and externally provided e.g. Epigeum, Vitae. |
| Accredited continuing professional development in teaching is available to all members of staff, including researchers. All staff are eligible to sit on School- and University-level committees dealing with policy in teaching and research. |
| All researchers have access to central support in business development, enterprise and enterprise education activities, training and support. The research degree programmes of Master of Enterprise and Doctor of Enterprise are available to research staff at no cost. Entrepreneurial activities and training are recognised and supported at every level within the institution. |

### Diversity and Equality

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<thead>
<tr>
<th>Diversity and Equality</th>
<th>Concordat Principle</th>
</tr>
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<tbody>
<tr>
<td>The University's Equal Opportunity and Diversity Policy is available to all staff via the relevant section of the website.</td>
<td>3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>The University undertakes detailed monitoring of staff and students as required by law, and this includes research staff.</td>
<td>6, 7</td>
</tr>
<tr>
<td>The University has published clear policies on parental leave applicable to all employees, full and part-time, permanent and temporary, subject to the continuous service requirements regarding eligibility. The University is committed to assisting all staff to achieve work-life balance regardless of</td>
<td>6, 7</td>
</tr>
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</table>
their personal circumstances and has flexible working procedures to facilitate this.

All staff, including research staff, have access to the RE COURSE support line. The University has unequivocal policies on ‘Dignity at Work - Good Practice Guide and Procedure on Dealing with Bullying and Harassment in the Workplace’ and ‘Policy & Procedure for Handling the Disclosure of Information in the Public Interest (Whistleblowing).’

Human Resources provide a range of accessible online equality and diversity training courses, which are available to research staff. These include modules on diversity in the workplace, diversity in learning and teaching, equality impact assessment training and equality and diversity in recruitment and selection.

<table>
<thead>
<tr>
<th>What are we continuing to work on?</th>
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<tbody>
<tr>
<td><strong>Infrastructure and Support for Research Staff</strong></td>
</tr>
<tr>
<td>The University provides a range of services and functions to support research staff in their academic research and in their future careers, including:</td>
</tr>
<tr>
<td>- Human Resources teams;</td>
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<tr>
<td>- Careers Advice for Research Staff;</td>
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<tr>
<td>- Staff Development Programme;</td>
</tr>
<tr>
<td>- The Research &amp; Enterprise Directorate;</td>
</tr>
<tr>
<td>Over the last four years in particular we have seen concerted efforts towards a more joined-up approach to supporting research staff. We intend to continue to work to strengthen our collaborations to support researchers and our efforts to communicate this support more effectively. A new resource pack covering the whole of the research infrastructure and support for research staff will be produced by September 2011 and details of this will be provided directly to each individual member of research staff. This will be accompanied by an opportunity to provide further feedback to the Concordat Steering Group. The resource pack will be updated by the Research &amp; Enterprise Directorate on an annual basis in time for the beginning of each academic year, following consultation with the University Research Group.</td>
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<tr>
<td><strong>Lead:</strong> Human Resources, CSG*</td>
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<tr>
<th>Career Paths and Employability</th>
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<tr>
<td>The University of Huddersfield, like all universities, works within an increasingly competitive research funding environment; at the same time external budgetary pressures may result in our having to make significant internal cost savings from time to time. The University is, therefore, mindful of our obligation to promote open, constructive feedback and career support to research staff.</td>
</tr>
<tr>
<td>The University aims to provide all of our research staff with a productive and positive experience of working at Huddersfield, and to support research staff in developing their own competitiveness within all job markets, offering them support, tools and advice that will help them make the most of the opportunities open to them with this University, other academic/research employers and the wider employment market. The development of our Enterprise and Innovation Centre, which should be completed by June 2012, will support the University in this mission. Initiatives within the Research Development Framework will</td>
</tr>
</tbody>
</table>
be launched in the Summer/Autumn of 2011 to provide additional support for enterprise activities and periods of secondment with employers and other research users.

**Lead: University Research Group**

**External influence and change**
The University of Huddersfield engages with many external organisations which support researchers, including Vitae and the European Commission’s HR Strategy Group, as well as employers. The University aims to support our own researchers, and also to help influence the wider national, EU and international environments through active participation in University Alliance and other bodies.

Our specific arrangements in support of a wider range of activities with, and representation on, the governing bodies of external organisations will be published in the guidance for University Research Funding during 2011.

**Lead: University Research Group**

**(b) Action plan**

**Recruitment and selection, recognition and value**
The University’s employment and staff development policies are being further reviewed, with explicit reference to the Concordat and the principles therein. The initial review will be completed by July 2011 with a full review and implementation of recommendations no later than September 2012.

**Lead: Human Resources, University Research Group**

We will continue to work to increase participation in the career management review process for research staff through individual appraisal, research audit and project appraisal. We will seek to raise awareness of the value of career management reviews and to increase levels of confidence in reviewing, by disseminating guidance and through careers advice, staff development activities and by providing access to innovative electronic resources. The revised appraisal procedures will be in place no later than September 2012.

**Lead: Research & Enterprise, University Research Group**

The University encourages research staff to play an active role in the lives of their departments, including getting involved in appropriate departmental decision-making processes such as committees and working groups. The University will, where appropriate, seek to involve research staff in University-level working groups and staff consultations. Proposals for the enhancement of researcher representation will be solicited during the University Research Fund bidding process in 2011.

**Lead: All**

**Support and career development and researchers’ responsibilities**
We have made substantial progress towards planning for additional research staff development and career support and intend to launch a Researcher Development Programme with linked Continuing Professional Development tools and a Researcher Development Fund on the PGR model by September 2011. Incentives and support will be given for the creation of research staff societies to enable researchers to form local peer support networks.

**Lead: Research & Enterprise, CSG**
We are engaging with national and international agendas relating to researcher support, including the European Commission HR Strategy Group and Vitae’s Researcher Development Framework. We are participating in the national Careers in Research Online Survey (CROS), during April/May 2011, and plan to use responses to help us understand the experiences of our research staff and the impact of our policies and support. We will seek to expand our representation on national and supra-national bodies involved with research policy, such as the European University Association. A request for nominations of external representatives will be included in the University Research Funding bidding process in 2011.

**Lead: Research & Enterprise, CSG**

We are looking at how we signpost support and guidance materials for research staff and for their managers. We aim to develop better web-based resources for research staff and their managers and will provide additional funding as necessary. These online resources will be focussed around the resource pack mentioned above and will be in place by September 2011.

**Lead: Research & Enterprise, CSG**

**Equality and Diversity**

In April 2011 we nominated a senior manager as Equality and Diversity Champion to the network of 50 individuals within HEIs covering the major research institutions and stakeholder groups with an interest and experience of equality and diversity relating to research staff. This network will form the basis of a research staff equality and diversity ‘community of practice’ and will provide both peer support and raise the profile of equality and diversity for researchers. On the basis of the expertise acquired from participation in the network further guidance and proposals will be issued during the second half of 2011.

In order to advance gender equality we will be endorsing the CEO Charter of the UKRC as part of a commitment to increase the participation of women in science, engineering and technology. We also intend to endorse the Athena SWAN Charter, which recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research and to apply for appropriate recognition through Athena SWAN Charter Awards. The appropriate memberships and endorsements will be in place no later than September 2011.

**Lead: Research & Enterprise, CSG**

**Reviewing our progress**

Further to the initial gap analysis the Concordat Steering Group will monitor progress on key strands of work and report to the relevant committees and stakeholder groups during the standard committee cycle across each academic year.

**Lead: CSG**

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*Concordat Steering Group (CSG) – Membership*

Pro Vice-Chancellor, Research & Enterprise  
Director, Research & Enterprise  
Head, Staff Development Group, Human Resources  
Research Excellence Framework & PGR Manager (Secretary)
Graduate Skills Coordinator
One representative of School Directors of Research
Two representatives of research active academic staff
Two representatives of research-only staff

**Resources**

The Athena Swan Charter - recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research.

Careers planning for researchers – from the Careers & employability Service [http://www2.hud.ac.uk/careers/researchers_staff/](http://www2.hud.ac.uk/careers/researchers_staff/)

Careers @ Vitae - information and guidance to think about how you can manage your career. This resource will help you to think about what you want to do, navigate recruitment processes and manage your career over the long term. [http://bit.ly/bJAN4K](http://bit.ly/bJAN4K)

Concordat to Support the Career Development of Researchers [http://www.researchconcordat.ac.uk/](http://www.researchconcordat.ac.uk/)

Concordat to Support the Career Development of Researchers and the Researcher Development Framework - the RDF provides a professional development framework against which HEIs may review their strategy and provision for researcher development. [http://bit.ly/eWF65O](http://bit.ly/eWF65O)


Every researcher counts: equality and diversity in research careers – a project to improve equality and diversity for research staff within the HE sector is a HEFCE-funded project delivered by Vitae. [http://bit.ly/g1TBI4](http://bit.ly/g1TBI4)

National Coordinating Centre for Public Engagement – connecting with the public and sharing your research. [http://www.publicengagement.ac.uk/](http://www.publicengagement.ac.uk/)

Principal Investigators – Leadership Development [http://www.le.ac.uk/researchleader/](http://www.le.ac.uk/researchleader/)

Royal Society Communication skills and media training courses for scientists - one day communication skills courses and one day media training courses designed exclusively for scientists and uniquely tutored by leading journalists and science communication professionals. [http://bit.ly/dL9aph](http://bit.ly/dL9aph)
The Balanced Researcher - offers information to help tackle and juggle the many demands on your time.  
http://bit.ly/gCFRMi

The Creative Researcher - offers practical information and advice for researchers on creativity in a research environment.  

The Engaging Researcher - offers practical tips on how public engagement can benefit you, your research and the public with whom you engage.  

The Enterprising Researcher – a three-day residential course to introduce you to the skills of identifying and taking advantage of commercial or social opportunities in your research and future career.  

The Researcher Development Framework - a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base. The RDF describes the knowledge, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development.  

The UKRC - the UK’s lead organisation for the provision of advice, services and policy consultation regarding the under-representation of women in science, engineering, technology and the built environment (SET).  
http://www.theukrc.org/