

Seven Principles of the Concordat	Clause	Evidence for Current Compliance	Actions Required	Responsibility	Deadline
<p>1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</p>	<p>1.1 All members of the research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</p>	<p>The University Strategic Plan 2011-2015 (Section 2 Strategic Plans, i) Research) sets out the University's strategic ambitions for research. <a href="http://www.strath.ac.uk/strategicplan/">http://www.strath.ac.uk/strategicplan/</a></p> <p>The University Strategic Plan 2011-2015 (Section 2 Strategic Plans, v) Staff) confirms that we will ensure that we recruit, develop and retain our staff, promoting the University as an employer of choice. It also confirms that our recruitment and selection methods and procedures will ensure that we attract exceptional staff from all backgrounds within the UK and from overseas.</p> <p>The Excellence in Research statement at <a href="http://www.strath.ac.uk/about/strategy/research/">http://www.strath.ac.uk/about/strategy/research/</a> outlines our research goals.</p> <p>The Recruitment Practice Guide (to be updated) explains our Guiding Principles of Good Practice in Recruitment.</p>	<p>Recruitment Practice Guide to be updated and put back on website</p>	<p>HR (JB/IK)</p>	<p>Apr 11</p>
	<p>1.2 Employers should strive to attract excellence and respect diversity. Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</p>	<p>The University has been recognised as an Investor in People (IIP) for a further three years after achieving the accreditation for a fifth time. Strathclyde has exceeded the IIP's high standards since 1999, which recognise organisations that improve business performance through the effective management and development of employees.</p> <p>The Recruitment Practice Guide explains the recruitment procedure, which includes fair and transparent recruitment practices and published job information which defines essential and desirable criteria for each post. <a href="http://www.strath.ac.uk/hr/recruitment/principlesofgoodpractice/">http://www.strath.ac.uk/hr/recruitment/principlesofgoodpractice/</a></p>	<p>Recruitment Practice Guide to be updated Make specific reference to researcher development opportunities in further particulars and in PGR student marketing literature.</p>	<p>HR HR/student experience</p>	<p>Apr 11</p>

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		<p>The Equality and Diversity Strategies:</p> <p><a href="#">Dignity &amp; Respect</a> :<a href="#">Disability Equality Scheme</a> :<a href="#">Disability Policy</a> :<a href="#">Equal Opportunities: Race Equality Policy</a></p>	<p>give online guidance on avoiding discrimination</p>	<p>HR (JL)</p>	<p>May 11</p>
	<p>1.3 Research posts should only be advertised as a fixed-term post when there is a recorded and justifiable reason.</p>	<p>The University Policy on the Use of Fixed Term Contracts states: “Whilst the use of fixed-term contracts will continue to remain appropriate in certain circumstances, they will be utilised only where there is a transparent and objective justification.”</p>	<p>Continued application of Policy on the Use of Fixed Term Contracts</p>	<p>HR</p>	<p>On going</p>
	<p>1.4 To assure fairness, consistency and the best assessment of the candidates’ potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.</p>	<p>The Recruitment Practice Guide – section on Interviewing gives guidance on the composition of recruitment panels. <a href="http://www.strath.ac.uk/hr/recruitment/principlesofgoodpractice/">http://www.strath.ac.uk/hr/recruitment/principlesofgoodpractice/</a></p> <p>Panels responsible for reviewing progression/promotion etc are constituted to reflect diversity.</p> <p>Feedback is provided to candidates (internal and external) as requested.</p>	<p>Recruitment Practice Guide to be updated and available online, and to include refresher training.</p>	<p>HR</p>	<p>Apr 11</p>
	<p>1.5. The level of pay or grade for researchers should be determined</p>	<p>The University has a grading structure which is underpinned by the HAY job evaluation scheme and all posts are graded according</p>			

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	<p>according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.</p>	<p>to the duties and responsibilities of the post. Staff salaries are paid within the range which applies to the grade and salary placing is determined by skills and experience. Standard salary progression (annual increments) arrangements apply for staff below the top the normal salary range. All staff can be considered for additional payments to recognise exceptional performance.</p>			
<p>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.</p>	<p>2.1 Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p>	<p>The University's Accountability and Development Review process encompasses all researchers, and ensures that a formal process of objective setting and training needs analysis is in place for all research staff. <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p> <p>In the CROS (2009) survey 72% of researchers agreed that they had equal opportunity to attend external meetings or conferences as lecturing staff and 69.9% felt they had equal opportunity to access training and development.</p> <p>The University has been recognised as an Investor in People (IIP) for a further three years after achieving the accreditation for a fifth time. Strathclyde has exceeded the IIP's high standards since 1999, which recognise organisations that improve business performance through the effective management and development of employees.</p>	<p>Use feedback from IIP review to assess current research staff engagement levels through focus groups</p>	<p>JL</p>	<p>Jun 11</p>
	<p>2.2 Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use</p>	<p>This is embedded in the University's HR policies. For example, the University's Policy on the Use of Fixed Term Contracts draws directly on the relevant JNCHES guidance.</p>	<p>Insert a specific statement to this effect on HR website.</p>	<p>HR</p>	<p>May 11</p>

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	of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.				
	2.3 Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	<p>The University's Accountability and Development Review (to take place for the first time in Spring 2011 – replacing previously separated appraisal and development processes) ensures that all researchers will participate in a formal performance management review. Reviewers will be offered training in providing strategies for setting and agreeing objectives, providing feedback and identifying appropriate development support. Training sessions will also be available for reviewees. <a href="http://www.strath.ac.uk/hr/annualreview/">http://www.strath.ac.uk/hr/annualreview/</a></p> <p>An evaluation of the pilot has already been conducted and the ADR process will be reviewed in yr 2</p> <p>Consider introducing 360 degree review for all research leaders</p>	<p>All new research managers should undergo ADR training.</p> <p>Review in yr 2</p> <p>Pilot in Research Leadership programme</p>	<p>OSDU</p> <p>JL</p> <p>JL</p>	<p>ongoing</p> <p>2012</p> <p>ongoing</p>
	2.4 Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers	<p>Advice and assistance is offered to researchers 4 months before the end of their fixed term contract. Support is offered with careers advice and job search. The University's Policy on the Use of Fixed-Term Contracts (Renewal of fixed term contracts) outlines the point at which a member of staff, where appropriate, will be deemed to hold a continuing contract.</p> <p>In recent years the Research and Development Fund has been available for PIs to apply for bridging funding for up to 6 months to retain researcher expertise between programmes/grants.</p>	<p>make this explicit on the HR webpages</p> <p>RKES to pursue the options to top up this fund</p>	<p>HR</p> <p>AMcF</p>	<p>May 11</p> <p>Sept 11</p>

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	to achieve this objective.				
	2.5 Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	<p>As specified by the Framework Agreement, all University staff represented by the Joint Negotiating Committee for Higher Education Staff (JNCHEs), have been transferred onto the new 51 point single pay spine. Where staff have been placed on this 51 point pay spine was determined by the outcome of an analytical job evaluation exercise, using the HAY job evaluation scheme. <a href="http://www.strath.ac.uk/staff/pay/jobleveldescriptors/">http://www.strath.ac.uk/staff/pay/jobleveldescriptors/</a></p> <p>Research staff receive incremental awards in line with other staff and have the same opportunities to access contribution pay including one off bonuses, accelerated increments or a move to a contribution point.</p>			
	2.6 Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	<p>The Researcher Development project will deliver career pathway guidance materials for research staff, drawing on the Researcher Development Framework by November 2011.</p> <p>Job Level Descriptors and template job profiles are published for each grade level.</p> <p>Promotion/re-grading procedures available to allow cases to be considered where appropriate.</p> <p>Contribution Pay Policy defines arrangements for additional pay progression to be considered and applies to all staff categories.</p>	Career Pathway strand of Researcher Development Project -. To be published on web.	WE/GJ	30 Sept 11
3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research	3.1 It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in	The University is the first in the UK to offer researchers a Postgraduate Certificate in Researcher Development. The modular programme aims to provide a CPD framework for self-directed professional development for academics and to provide a structure for personal and professional planning that will meet the needs of course participants engaged in different aspects of academic practice. Modules available include: Building a Successful Research Career, Leadership and Management in a			

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environment.	<p>themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<p>Research Environment and Research Ethics. Participants can register for modules on a free standing basis or combine 3 modules to gain a Postgraduate Certificate in Researcher Development. <a href="http://www.strath.ac.uk/caple/staffdevelopment/advancedacademicstudies/">http://www.strath.ac.uk/caple/staffdevelopment/advancedacademicstudies/</a></p> <p>The Researcher Development Programme offers staff and postgraduate research students a wide range of generic skills development opportunities.</p> <p><a href="http://www.strath.ac.uk/rdp/researcherdevelopmentprogrammes/">http://www.strath.ac.uk/rdp/researcherdevelopmentprogrammes/</a></p> <p>The University will involve its researchers in, and consult with its researchers on, the strands of the Researcher Development project. Feedback received will be incorporated in the Action Plan</p>	<p>*Through the Research Staff Development Forum *Through Faculty Research Committees *through Research Engagement Group</p>	WE/GJ	Spring 11
4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career	3.2 A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	<p>The Researcher Development project will deliver career pathway guidance materials for research staff, drawing on the Researcher Development Framework by November 2011.</p> <p>The Research Leaders for Tomorrow programme is intended for either early career staff who are currently developing their research career and wish to make a step change in research activity or those in mid-career who wish to make a significant difference to their research portfolio.</p> <p><a href="http://www.strath.ac.uk/staffdevelopment/researchleadersprogramme/">http://www.strath.ac.uk/staffdevelopment/researchleadersprogramme/</a></p> <p>The University will also implement a mentoring scheme which would offer researchers the opportunity to learn from the mentor's experience and attributes, whilst retaining responsibility for actively pursuing their personal development and setting goals</p>	<p>Career Pathway strand of Researcher Development Project</p> <p>Mentor Scheme strand of Researcher Development Project</p>	WE/GJ	30 Sept 11 31 Aug 11

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		<p>that a mentor's guidance can help them achieve.</p> <p>The University's promotion and re-grading procedures allow for progress within and across staff categories, recognising that there may be mobility across job types. Research staff have opportunities for promotion within the research career path or for transfer to a more appropriate career path when appropriate.</p> <p>The University has recently conducted work on the "Academic Professional", which looked at the staff categories of Academic, Research and Teaching and identified a number of measures to promote parity of esteem and clarity of career progression arrangements across these staff categories.</p> <p>The University's Accountability and Development Review process also promotes personal and career development and lifelong learning. <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p>			
	<p>3.3 Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they</p>	<p>The University will introduce a research staff specific induction framework to enhance current departmental and central provision which will raise awareness of generic skills development provision.</p> <p>The Researcher Development Programme at Strathclyde offers courses in a range of transferable skills including Project and Risk Management, Enterprise and Commercialisation and Research Leadership. <a href="http://www.strath.ac.uk/rdp">http://www.strath.ac.uk/rdp</a></p> <p>The University participates in and has hosted national training initiatives led by the Vitae Scotland and NI hub, including Broadening Horizons: career management for research staff; a Roberts trainers event – Supporting Part-time researchers; and hosted First Steps in Knowledge Exchange workshops.</p>	<p>Induction programme strand of Researcher Development project.</p> <p>Use focus groups of researchers to establish ways in which this programme can be strengthened.</p>	<p>WE/GJ</p> <p>ongoing</p>	<p>Sept 11</p>



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	<p>3.6 Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>The Researcher Development project will deliver a research staff specific induction framework to enhance current departmental and central provision which will raise awareness of generic skills development provision.</p> <p>The Researcher Development project will deliver an online CPD framework tool to assist research staff in taking responsibility for their own personal development, highlight institutional provision relevant to personal needs and provide CV guidance.</p>		<p>WE/GJ</p> <p>WE/GJ</p>	<p>Sept 2011</p> <p>Summer 2011</p>
	<p>3.7 Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<p>The Researcher Development project will deliver career pathway guidance materials for research staff, drawing on the Researcher Development Framework.</p> <p>The Researcher Development Programme at Strathclyde offers comprehensive training for researchers. <a href="http://www.strath.ac.uk/rdp/">http://www.strath.ac.uk/rdp/</a></p> <p>The University's Accountability and Development Review (to take place for the first time in Spring 2011 – replacing previously separate appraisal and development processes) ensures that all researchers will participate in a formal performance management review. At its heart is the aim to foster a culture in which staff are empowered to take ownership of their own performance and development in alignment with the strategic direction of their Department, Faculty and the University. <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p>		<p>WE/GJ</p>	<p>Autumn 11</p>

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	<p>3.8 Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>	<p>The Researcher Development project will deliver career pathway guidance materials for research staff, drawing on the Researcher Development Framework.</p> <p>The University will also implement a mentoring scheme which would offer researchers the opportunity to learn from the mentor's experience and attributes, whilst retaining responsibility for actively pursuing their personal development and setting goals that a mentor's guidance can help them achieve.</p>		<p>WE/GJ</p> <p>WE/GJ</p>	<p>Autumn 11</p> <p>Summer 11</p>
	<p>3.9 Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>The Researcher Development project will deliver an online CPD and career pathway framework tool to assist research staff in taking responsibility for their own personal development, highlight institutional provision relevant to personal needs and provide CV guidance.</p> <p>As a recognised Investor in People all staff will have access to appropriate and agreed training and development activities.</p> <p>The University supports members of staff to complete accredited programmes within the University in line with Regulations 7.2.11 to 7.2.17:  <a href="http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/publications/1/part1_2009_10.pdf">http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/publications/1/part1_2009_10.pdf</a></p> <p>ADR also promotes development activity relevant to the individual's role. ADR also involves setting work objectives for the coming year, thereby encouraging appropriate distribution of work and taking advantage of individual strengths and talents.  <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p>	<p>Include on HR website</p>	<p>WE/GJ</p> <p>HR (JB/IK)</p>	<p>1<sup>st</sup> Nov 11</p> <p>Summer 11</p>
	<p>3.10 Researchers should be</p>	<p>The Accountability and Development Review will take place for</p>			

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	<p>empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>the first time in Spring 2011, and is designed to enable all employees to perform to the best of their ability and to contribute towards the success of our University. <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p> <p>The University's Career Service has a dedicated research staff career guidance service. <a href="http://www.strath.ac.uk/staffdevelopment/ecr/">http://www.strath.ac.uk/staffdevelopment/ecr/</a></p> <p>Research staff receive informal career guidance from research managers and through departmental mentoring schemes.</p>			
	<p>3.11 Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.</p>	<p>The University is the first in the UK to offer researchers a Postgraduate Certificate in Researcher Development. The modular programme aims to provide a CPD framework for self-directed professional development for academics and to provide a structure for personal and professional planning that will meet the needs of course participants engaged in different aspects of academic practice. Modules available include: Building a Successful Research Career, Leadership and Management in a Research Environment and Research Ethics. Participants can register for modules on a free standing basis or combine 3 modules to gain a Postgraduate Certificate in Researcher Development.</p> <p><a href="http://www.strath.ac.uk/caple/staffdevelopment/advancedacademistudies/">http://www.strath.ac.uk/caple/staffdevelopment/advancedacademistudies/</a></p>			
	<p>3.12 Employers will ensure that where researchers are provided with teaching and demonstrating</p>	<p>The Centre for Academic Practice and Learning offers a range of programmes to promote and support good practice in all aspects of teaching, learning and assessment.</p>	<p>Encourage ADR reviewers to direct researchers to make use of the support available</p>	<p>HR (ADR review)</p>	<p>ongoing</p>

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	opportunities as part of their career development, suitable training and support is provided.	<a href="http://www.strath.ac.uk/caple/staffdevelopment/">http://www.strath.ac.uk/caple/staffdevelopment/</a>	in CAPLE	er training )	
	3.13 Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	<p>In the CROS (2009) survey 72% of researchers agreed that they had equal opportunity to attend external meetings or conferences as lecturing staff and 69.9% felt they had equal opportunity to access training and development. However, only 14% felt they had equal opportunity to participate in cross institutional decision making processes.</p> <p>Researchers are directly represented at departmental meetings.</p> <p>Researchers are directly represented on the Researcher Development Implementation Group.</p>	<p>Explore with academic departments how to provide researchers with information and integrate them into consultation exercises and decision making activities.</p> <p>Confirm to departments that an Accountability and Development Review objective for research staff might include participation in appropriate cross institutional working groups.</p>	WE/ Faculty Research h Ctees	Aug 11
	3.14 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	The University will implement a mentoring scheme which would offer researchers the opportunity to learn from the mentor's experience and attributes, whilst retaining responsibility for actively pursuing their personal development and setting goals that a mentor's guidance can help them achieve.		WE/GJ	31 Aug 11
5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.	5.1 Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their career.	<p>Research conducted at the University of Strathclyde must comply with the Research Code of Practice <a href="http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policiesandprocedures/Research_Code_of_Practice_Final_Version_(May_2010).pdf">http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policiesandprocedures/Research_Code_of_Practice_Final_Version_(May_2010).pdf</a></p> <p>Research must also comply with the Code of Practice on Investigations on Human Beings <a href="http://www.strath.ac.uk/ethics/">http://www.strath.ac.uk/ethics/</a></p>			
	5.2 Researchers should develop	Bridging the Gap offers support and seedcorn funding for	Include a session on KE and	WE/GJ	Sept

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	<p>their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</p>	<p>researchers wishing to engage in interdisciplinary knowledge exchange.  <a href="http://www.strath.ac.uk/btg">www.strath.ac.uk/btg</a></p> <p>The EPSRC has awarded The University of Strathclyde a £2.6M Knowledge Transfer Account (KTA) to help business and industry take advantage of our research, technology and consultancy. The KTA will be used in conjunction with other strategically committed funding sources to deliver a step change improvement in opportunity to participate in exploitation for our research staff.  <a href="http://www.strath.ac.uk/kta/">http://www.strath.ac.uk/kta/</a></p> <p>The Hunter Centre for Entrepreneurship at Strathclyde hosts the Scottish Entrepreneurship Research Seminar and Doctoral Workshop in May each year. This two-day event is a means of bringing together entrepreneurship scholars from across all the Scottish universities to discuss latest research.  <a href="http://www.strath.ac.uk/huntercentre/research/scottishentrepreneurshipresearchseminar/#d.en.220182">http://www.strath.ac.uk/huntercentre/research/scottishentrepreneurshipresearchseminar/#d.en.220182</a></p>	<p>Entrepreneurship in the Induction session for ECRs</p>		11
	<p>5.3 Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.</p>	<p>Research at Strathclyde is conducted within the terms of the Research Code of Practice (last updated May2010).  <a href="http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policiesandprocedures/Research_Code_of_Practice_Final_Version_(May_2010).pdf">http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policiesandprocedures/Research_Code_of_Practice_Final_Version_(May_2010).pdf</a></p>			
	<p>5.4 Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</p>	<p>The Researcher Development project will deliver career pathway guidance materials for research staff, drawing on the Researcher Development Framework.</p> <p>ADR discussions allow for career plans to be discussed and for advice from research managers to be provided.</p>		WE/GJ	30 Sept 11
	<p>5.5 Researchers should recognise</p>	<p>The University's Accountability and Development Review (to take</p>			

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	<p>that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>place for the first time in Spring 2011) ensures that all researchers will participate in a formal performance management review. At its heart is the aim to foster a culture in which staff are empowered to take ownership of their own performance and development in alignment with the strategic direction of their Department, Faculty and the University. <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p> <p>The Researcher Development project will deliver an online CPD framework tool to assist research staff in taking responsibility for their own personal development, highlight institutional provision relevant to personal needs and provide CV guidance. This will promote the values outlines in this clause.</p> <p>The University will implement a mentoring scheme which would offer researchers the opportunity to learn from the mentor's experience and attributes, whilst retaining responsibility for actively pursuing their personal development and setting goals that a mentor's guidance can help them achieve. This will promote the values outlines in this clause.</p>			
	<p>5.6 Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</p>	<p>The Researcher Development project will deliver an online CPD framework tool to assist research staff in taking responsibility for their own personal development, highlight institutional provision relevant to personal needs and provide CV guidance.</p> <p>The University's Accountability and Development Review (to take place for the first time in Spring 2011) ensures that all researchers will participate in a formal performance management review. At its heart is the aim to foster a culture in which staff are empowered to take ownership of their own performance and development in alignment with the strategic direction of their Department, Faculty and the University. <a href="http://www.strath.ac.uk/hr/adr/">http://www.strath.ac.uk/hr/adr/</a></p>		WE/GJ	Autumn 11



Seven Principles of the Concordat	Clause	Evidence for Current Compliance	Actions Required	Responsibility	Dead line
	<p>demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>	<p>safeguard against discrimination in all its forms.  <a href="#">Equal Opportunities Policy</a>  <a href="#">Race Equality Policy</a>  <a href="#">Dignity &amp; Respect</a>  <a href="#">Working Parents - Flexible Working Policy</a>  <a href="#">Maternity/Adoption</a> Leave Policy</p> <p>The University is developing a single equality scheme to be published in 2011.</p>		HR (JL)	Sept 11
	<p>6.4 Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career”</p>	<p>The University operates a <a href="#">Flexible Working Arrangements</a> policy in line with its Equal Opportunities policy.  The University is developing a flexible retirement policy in line with government legislation, and a Home and Off-campus Working policy.</p> <p>The University is also a signatory to the <a href="#">Athena SWAN Charter</a>, which acknowledges an undertaking to the career advancement of women in science, engineering and technology. The University is working towards the Bronze Award which will recognise our achievement in having action plans in place demonstrating progress on gender equality in science, engineering and technology.</p>	Complete and submit application	WE/GJ	April 11
	<p>6.5 It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently</p>	<p>The University operates a <a href="#">Flexible Working</a> policy</p>			
	<p>6.6 Funders should continue to ensure that their funding</p>	<p>Research Council grant funding , and other funders who provide funding on a full economic cost basis, include provision for an</p>			

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	mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	extension of the grant, up to six months, to cover breaks or delays in the appointment of staff, periods of maternity leave, paternity leave, adoption leave, parental leave, extended jury service or paid sick leave exceeding 3 months (or possibly shorter periods of sick leave if the member of staff is disabled for the purposes of the Disability Discrimination Act 1995 (as amended)), or other exceptional circumstances with the agreement of the Research Council). This covers 40% of grant funding, for the others, the university bears the cost of absence payments.			
	6.7 Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is „representative“ will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.	<p>The university’s Recruitment Practice Guide, and raft of Equality and Diversity policies ensure that this objective is complied with.</p> <p>As specified by the Framework Agreement, all University staff represented by the Joint Negotiating Committee for Higher Education Staff (JNCHEs), have been transferred onto the new 51 point single pay spine. Where staff have been placed on this 51 point pay spine was determined by the outcome of an analytical job evaluation exercise, using the HAY job evaluation scheme.</p> <p>The Researcher Development project will deliver career pathway guidance materials for research staff, drawing on the Researcher Development Framework and the University’s Job Level Descriptors.  <a href="http://www.strath.ac.uk/staff/pay/jobleveldescriptors/">http://www.strath.ac.uk/staff/pay/jobleveldescriptors/</a></p> <p>The University has for the past nine years published an annual Equality in Employment Practice Report which contains diversity statistics. The University also regularly published and updates action plans for the main equality areas to ensure that good practice is promoted and improvements made.</p>			
	6.8 Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have	<p>The Centre for Academic Practice and Learning provide flexible support for researchers tailored to personal circumstances.</p> <p>The English Language Teaching Centre offers a wide range of</p>			

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	responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.	classes in General English, English for Academic Purposes and Study Skills and provides support and advice to all non-native speakers at the University of Strathclyde. Courses are also open to all participants wishing to study in a serious, international environment to improve their communication skills for academic, professional or leisure purposes.			
	6.9 All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	Clear guidance is offered within the University's <a href="#">Dignity &amp; Respect</a> policy.	Monitor annually to establish whether researchers have concerns.	JL	ongoing
	6.10 Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	Strathclyde University is signed up to the Athena Swan Charter and is working towards the Bronze Award. The Department of Physics is also a Juno Supporter within the Juno Project.	Work with Physics dept to pursue this.	WE	Feb 2012
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.	7.1 The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	The University's Research and Knowledge Exchange Committee has established the Researcher Development Group whose primary purpose is the strategic implementation of the recommendations of the Concordat, and the Researcher Development Implementation Group is charged with embedding the strategy.  Following recent changes to the University's Charter and Statutes, research staff have equal access to senior management positions within the University including Head of Department and Dean, as other staff categories.	Link to Researcher Development Strategy once approved	JE	Apr 11

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	<p>7.2 The signatories agree:</p> <ul style="list-style-type: none"> <li>a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders“ Forum of progress.</li> <li>b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</li> <li>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</li> <li>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey</li> </ul>	<p>The University Principal holds the remit for Research and Knowledge Exchange strategy.</p> <p>The University oversees the implementation of the Concordat through the Researcher Development Group, whose convenor is Prof David Gani, Deputy Principal.</p> <p>The University of Strathclyde will take part in CROS 2011 and PIRLS 2011</p>	<p>Monitor uptake of the survey and analyse results</p>	<p>HR</p>	<p>May 2011 – then ongoing</p>

Seven Principles of the Concordat	Clause	Evidence for Current Compliance	Actions Required	Responsibility	Deadline
	<p>(CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>				
	<p>7.3 The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>	<p>The Researcher Development Group will monitor the Concordat implementation plans and progress of external funders.</p>			
	<p>7.4 The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.</p>	<p>The University of Strathclyde will continue to engage with Vitae nationally and with the Scotland and NI hub, and the Universities Scotland Research and Knowledge Exchange Committee, Researcher Training Sub-Committee.</p> <p>The University will consider running the PIRLS (Principal Investigators and Research Leaders) survey in 2011 in parallel with CROS.</p>	Ongoing		
	<p>7.5 Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not</p>	<p>CROS data provides a benchmarking tool which uses data already collected.</p> <p>The University publishes the Equality in Employment Practice Report annually.</p>	Monitor and analyse this data.	HR (WE)	Sept 11

Seven Principles of the Concordat	Clause	Evidence for Current Compliance	Actions Required	Responsibility	Deadline
	<p>on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>				

**Key**

JE – Justin Evans, Development Assistant

WE – Wilma Ellis, Staff Development Adviser (Research Staff), HR

GJ – Gillian Johnstone, Staff Development Adviser (Research Staff), HR

FB – Fergus Brown, HR Manager, HR

AMcF- Alison McFarlane, Deputy Director, RKES

JL – Jan Lee, Organisational and Staff Development Manager, HR

JB- Janette Birnie (HR adviser)

IK – Iain Kyle (HR adviser)

(HR=Human resources; <http://www.strath.ac.uk/hr/> )

OSDU – (Organisational and Staff Development Unit)

WE26/04/11