

***Strategy for implementation of the  
 Concordat to support the career development of researchers***

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## **Strategy for implementation of the *Concordat to support the career development of researchers***

### **1 Introduction**

Glyndŵr University aims to act in accordance with the principles of the *Concordat to support the career development of researchers*:

1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research
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
3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment
4. The importance of researchers' personal and career development, and life long learning, is clearly recognised and promoted at all stages of their career
5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life long learning
6. Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers
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

This strategy is concerned with arrangements for putting these principles into practice, for supporting the career development of researchers. That is, to support staff whose responsibilities include conducting research. It is recognised that this covers a range of different disciplines; levels of training, experience and responsibility; types of contract (fixed or open ended, full or part time); and career expectations and intentions.

The Action Plan associated with the continuing implementation of the Concordat is set out in **Annex 1**.

### **2 Context**

The strategy is informed by and is consistent with the University's Core Values, Corporate Strategic Plan, Research Strategy and Human Resources Strategy. The University's Core Values are:

- Respect for the individual, for the expression of ideas and the pursuit of knowledge;
- Educational, academic and professional integrity;
- Care for students, colleagues and customers and the anticipation of their needs and requirements;
- Organizational commitment to the pursuit of excellence and loyalty to the University as a community of learning.

The University's core values underpin its relationships with staff employed as researchers as much as to any other members of the University community, for example in relation to the career development and employability of colleagues.

Corporate strategic aims set out in the corporate Strategic Plan and the Research Strategy which have a particular impact on our strategy for implementation of the Concordat are:

- Developing the research infrastructure and capability
- Building the external profile of research
- Growth in research and knowledge transfer income
- Development of the postgraduate research culture
- Development of research links with Welsh businesses

Achievement of these strategic aims requires the University to ensure that researchers are able to engage effectively with peers and with collaborators from the academic and business communities. This means encouraging and supporting the acquisition and/or development of research skills and transferable skills, and endeavouring to increase opportunities for continuity of employment.

The University's Strategic Plan for Staff Development 2011-2014 includes measures supporting the development of researchers:

- Effectiveness in Applied Research and Knowledge Transfer
- Effectiveness in the Management of Resources
- Effectiveness in Partnership Working

The University's Strategy for implementation of the Concordat is consistent with the RCUK Statement of Expectations for Doctoral Training.

### **3 Strategic Aims**

The University aims to provide excellent support to researchers in respect of:

- Recruitment, supervision, management and mentoring
- Assessment of and response to individual development requirements
- Training and development which supports individuals' research activity as well as their professional and transferable skills
- Enabling individuals to benefit from training and development as part of a broad peer group

### **4 Recent developments**

The University's Strategy for implementation of the Concordat was first adopted in May 2010 together with an Action Plan designed to provide assurance of implementation. Implementation was led by the Head of Research Services and the Head of Human Resources, with progress monitored by the University's Research and Enterprise Committee (REC). The most recent progress report was presented to the REC in June 2013. It was evident that the actions had now been completed, or were ongoing in nature, prompting development of this revised strategy document. That progress report is attached as **Annex 2**.

Recent developments include:

- Early stage researchers are encouraged to participate as members of supervisory teams for research students under the mentorship of more experienced colleagues.

- Contract research staff are eligible to be nominated as members of supervisory teams.
- Contract research staff are represented on the University's Research and Enterprise Committee.
- Explicit role profiles / responsibilities have been developed for researchers at different grades.
- The University's Intellectual Property Right policy includes provision for revenue sharing following licensing or assignment of IP.
- A primary function of University Research Centres is to support the development of researchers.
- Periodic consultation exercises with contract research staff are in place.
- A staff appraisal system has been put in place across academic and operational areas which incorporates clear targets/outputs, linked to University and departmental objectives.

## **5 Arrangements for Managing Implementation**

The Pro Vice-Chancellor with responsibility for research has overall responsibility for implementation of the Concordat. Direct operational responsibility is delegated to the most appropriate locus, including the Deans of the University Institutes, the Director and Associate Director of the Graduate School, Heads of University Research Centres, the REC, the Governors' HR Committee, and operational managers responsible for human resources and research support. Communication with staff regarding the Concordat and its implementation is effected through *Glynfo*, direct communication with researchers and their managers, and through induction programmes for new staff.

Implementation of the Strategy is supported by an annual Action Plan which identifies key issues and associated requirements. The Action Plan is agreed and progress monitored by the REC with recommendations made to Senate as required.

Key issues for inclusion in the annual Action Plan are identified through surveys such as PRES, CROS and PIRLS, consultation meetings with researchers, the University's staff appraisal process and through discussion in for a such as the University Research Degrees Committee and the REC.

Following discussion of implementation of the Concordat at REC a small working group, consisting of the Head of Research Services, Head of Human Resources and Associate Director of the Graduate School was set up to conduct an internal analysis of the University's compliance with the Concordat to Support the Career Development of Researchers. This analysis consisted of a gap analysis of the principles of the concordat against internal policies and procedures, combined with information obtained from researchers via the CROS survey, and priorities identified from representation on REC Committee. Meetings between Contract Research staff were poorly attended and were not utilised to inform the Action Plan.

There were a number of priority areas identified from these sources which form the basis of the Action Plan (Annex 1).

A detailed gap analysis (Annex 3) was carried out using each detailed paragraph from the Concordat, the results of which were distilled into the Research Concordat Implementation Plan (Annex 2). The second column of this plan ("principle") refers to the section number of the Concordat to which it applies. The plan is structured according to specific actions, with time scales and responsibilities assigned. The

structure of the plan was informed by the Action Plan and the priorities identified via feedback from Contract Researchers. The way the Implementation Plan is structured places the emphasis on a proactive strategic and developmental response to the principles of the Concordat. All principles and sections of the Concordat were covered by the Implementation Plan, as can be seen from the gap analysis table in Annex 3. . The Implementation Plan, thus represents a working document which clearly highlights where actions are complete and where actions are ongoing. This Implementation Plan is a developmental document, it is intended to give guidance on areas of development and areas where work has been completed.

## Annex 1

### Action Plan 2013/14

This action plan supports the implementation of the Concordat to support the career development of researchers. Key issues arising from the gap analysis concerned ensuring effective research leadership, mentoring and interventions to support research career development. Following consideration of the Concordat progress report presented to the Research and Enterprise Committee in June 2013 and analysis of responses to the 2013 Careers in Research Online Survey and the Principal Investigators and Research Leaders Survey, the key areas for development in 2013/14 are to be:

Action	Concordat Principle	Responsible	By When	Progress
1. Establish Researcher Mentoring programme	1,3, 4, 6	Associate Director of the Graduate School	December 2013	
2. Develop and pilot a Research Leadership CPD programme with two strands: coaching & mentoring, and leadership	1,2,3,4,6	Associate Director of the Graduate School / Head of Human Resources	May 2014	
3. Ensure that University Research Centres and University Institutes address the issue of 'integration' of researchers in their plans (for example, through their mentoring arrangements)	1,2,6	Deans, Heads of University Research Centres	October 2013	
4. Consult with researchers to gain feedback on implementation of Concordat	1,2,4,6,7	Head of Research Services	April 2014	
5. Establish funded 'research internships' programme to enable early career researchers and colleagues who wish to reengage in research activity to work with established researchers in other institutions	1,2,5,6	Associate Director of the Graduate School / Head of Research Services	December 2013	
6. Establish funded 'collaborative research projects' programme to enable early career researchers and colleagues who wish to reengage in research activity engage in exploratory projects with researchers in other institutions	1,2,5,6	Associate Director of the Graduate School / Head of Research Services	December 2013	

Longer term objectives are:

7. Undertake targeted CPD with thematic groups identified in Research Leadership Programme; Monitoring of interactions [mentoring and leadership]	1,2,3,4,6	Associate Director of the Graduate School / Head of Human Resources	2014/15	
8. Evaluation of Research Leadership CPD programme pilot	6, 7	Associate Director of the Graduate School / Head of Human Resources	2015/16	
9. Evaluation of Research Internships and Collaborative Research Grants programmes (in parallel with their continuation, funds permitting)	6,7	Associate Director of the Graduate School / Head of Research Services	2014/15	
10. Consolidation of Research Internships and Collaborative Research Grants programmes (in parallel with their continuation, funds permitting)	1,2,3,4,6	Associate Director of the Graduate School / Head of Research Services	2015/16	

## Annex 2

### Research Concordat Implementation Plan Progress Report May 2013

Action	Principle	Responsible	By When	Progress
1. Develop Concordat responsibilities document for Heads of Institutes	All	Head of Research Services	Completed	Document circulated June 2010.
2. Develop role profiles/responsibilities document for researchers for each grade	1,2	Head of Human Resources	Completed	Role profiles published via HR staff intranet pages August 2012.
3. Develop policy for recruitment and selection of research staff	1,6	Head of Human Resources	Completed	Specific guidance published via HR staff intranet pages August 2012.
4. Review current policies and practices to provide greater stability of employment for research staff	2	Head of Human Resources	Completed	HR continues to follow employment legislation to ensure that no member of staff on fixed term contracts is treated less favourably. Guidance to recruiting managers makes clear that any fixed term contracts due to funding arrangements need to be justified and the Research Office is asked to confirm budget provision as part of vacancy authorisation process. Fixed term contract guidance published via HR staff intranet pages August 2012.
5. Implement a researcher mentoring scheme across whole University and publicise to all researchers	4	Associate Director, Graduate School / Institute Deans	ongoing	University now involved in women's Mentoring Scheme being run across Wales by Glamorgan University. Initial "drop-in" opportunities offered and used by staff in 2012/13. Mentoring arrangements included in University Research Centre plans and in University Institute Operational Plans for Research HR Department to consider potential for more formal mentoring scheme(s)
6. Build career development strategy for researchers into organisational HR strategy	2,4	Head of Human Resources / Head of Research Services / Associate Director, Graduate School	ongoing	Updated HR Strategy to be submitted to Executive in 2014. Role profiles published via HR staff intranet pages August 2012. New academic-related contract of employment for contract research staff introduced. Appraisal process includes explicit opportunities to discuss research issues.
7. Monitor and address the impact of University policies and practices on certain groups of research staff	6	Head of Human Resources/ Head of Research Services	ongoing	Consultation meeting with contract research staff held April 2011; follow-up meeting to take place in 2012. CROS and PIRLS surveys run in May / June 2011. Actions arising from May 2012 meeting completed (re. information in staff intranet, and

				<p>access to CPD opportunities).</p> <p>Restricted staff communications forum to be established to enable more regular prompting and feedback [not followed up by research staff; opportunity remains open].</p> <p>Research Staff Representative position on Research and Enterprise Committee facilitates feedback.</p> <p>CROS and PIRPLS surveys run in 2012/13.</p>
8. Further extend our provision of opportunities/advice for career development and management	2,3,4	Associate Director, Graduate School / Careers Centre Manager	ongoing	Careers Centre offers drop-in sessions on CVs and interviewing.
9. Amend Academic Promotions criteria including criteria relating to research activity and to academic related staff	2	Head of Human Resources	n/a	Subsumed within item 6.
10. Develop programme of HR training for all PIs with responsibility for staff	1,2,3,4,5,6	Head of Research Services / HR	ongoing	Leadership Programme and Management Skills workshops offered to all staff; ongoing programmes.
11. Develop career framework for researchers	2,3,4	Researcher Development Officer	Completed	<p>CPD programme mapped against Vitae Researcher Development Framework; RDF embedded in all CPD activities.</p> <p>Online CPD tool reviewed; judged to be poor value for money.</p>
12. Communicate and consult with research staff and managers on significant developments within the plan	1,2,3,4,5,6	Research Services / Graduate School	Ongoing	Ongoing.
13. Provide quarterly progress reports to Research and Enterprise Committee	7	Research Services	Ongoing	Ongoing.

### Annex 3 Gap Analysis

<b>A. Recruitment and Selection</b>			
<b>Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>			
		<b>Evidence</b>	<b>Actions from 2010 Strategy document</b>
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution	GU Strategic Plan for Research 2008-2013; Strategic Plan for Research; QAA Institutional Review SED 2012 Research meetings Web page evidence University statements on significant research achievements, key new appointees and their research records, and other research stories through internal communications.	Close monitoring of implementation of Strategic Plan. Ensure new Plan incorporates this. Further dissemination of information to all staff as to the current requirements and expectations for research, together with case studies of 'best practice' in research achievement. Develop Concordat responsibilities document for Heads of Institutes
1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). 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	Glyndŵr University Equality and Diversity Objectives Action Plan (April 2012 to March 2015) Staff Appraisal and Development POLicy	Monitoring of compliance. Training staff responsible for recruitment. Develop Concordat responsibilities document for Heads of Institutes. Role profiles published.
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	The University is committed to developing an employment framework that delivers its research, teaching and professional aspirations in an environment that fosters excellence. The University's policy of fixed term	Monitoring of compliance. Training staff responsible for recruitment. Monitoring of Fixed term contracts. Review current policies and practices to provide greater stability of employment for research staff

		contracts is that should be used only where they can be objectively justified, for example where the purpose of the appointment is to undertake a specific project within an identified timescale, a clearly defined career development opportunity or to provide for the appointment of a replacement during a period of leave. All appointments must be made in accordance with the University Recruitment and Selection Policy and Equal Opportunities Policy. (HR doc: Researchers: Fixed Term Contracts)	
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	Glyndŵr University Equality and Diversity Objectives Action Plan (April 2012 to March 2015) Staff Appraisal and Development Policy.	Monitor and address the impact of University policies and practices on certain groups of research staff
1.5	The level of pay or grade for researchers should be determined according to the requirements of	In consultation with trade unions, HR has devised a grading structure and developed a range of role profiles. All staff have been	Role profiles published. Develop programme of HR training for all PIs with responsibility for staff

	the post, consistent with the pay and grading arrangements of the research organisation	assimilated to the single pay spine on the basis of closest comparable pay points.	
<b>B. Recognition and Value</b> <b>Concordat Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.</b>			
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 system	An area of development highlighted by CROS. Although policies are in place perception is that equal treatment not always given.	Monitor policy and results of CROS. Ensure implementation of policy via training and development of PIs. Develop Concordat responsibilities document for Heads of Institutes. Develop policy for recruitment and selection of research staff
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 of fixed-term contracts will provide benefits for researchers, research	Monitoring of Fixed term contracts	Develop policy for recruitment and selection of research staff. Review current policies and practices to provide greater stability of employment for research staff. Build career development strategy for researchers into organisational HR strategy. Develop programme of HR training for all PIs with responsibility for staff

	managers, and their organisations		
2.3	<p>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>	<p>Research Centre Operational plans. Implementation of mentoring schemes across RCs. Training and development events 2011-2013 for PGRs, Research Staff and PIs.</p>	<p>Develop Concordat responsibilities document for Heads of Institutes. Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers. Implement a researcher mentoring scheme across whole University and publicise to all researchers</p>
2.4	<p>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</p>	<p>This is an Area of Development, needs action to ensure sustainability and continuity of employment.</p>	<p>Build career development strategy for researchers into organisational HR strategy. Monitor and address the impact of University policies and practices on certain groups of research staff. Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers</p>

	make it a priority to consider how their policies, guidance and funding can be enhanced to help employers 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	All categories of staff, including career researchers are progressed automatically.	Continued monitoring of groups of staff.
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	Ongoing researcher development events and initiatives. Careers and Graduate School working together to target research staff.	Develop career framework for researchers
<b>C. Support and Career Development</b>			
<b>Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b>			
3.1	It is recognised that positions of permanent employment are limited	The university recognises that it needs researchers to be more aware of, and	Develop career framework for researchers. Further extend our provision of opportunities/advice for career development and management. Build career

	<p>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 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>make more use of available opportunities as well as for new opportunities to be developed to focus on the needs of the researcher community. Ongoing Graduate School and Careers events targeting needs of research community.</p>	<p>development strategy for researchers into organisational HR strategy</p>
3.2	<p>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>	<p>Use of Vitae's researcher development framework, the RDF planner and events targeting career enhancement. Emphasis on external engagement has helped to support this but needs to continue and develop.</p>	<p>Build career development strategy for researchers into organisational HR strategy. Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers</p>
3.3	<p>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</p>	<p>Use of RDF Planner, and encouragement to self-reflect on transferable skills. Publicity of Researcher Development Framework and Vitae events, part of Graduate School overall strategy.</p>	<p>Build career development strategy for researchers into organisational HR strategy. Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers</p>

	<p>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 choose to enter</p>		
3.4	<p>All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors</p>	<p>Use of Vitae's researcher development framework, the RDF planner and events targeting career enhancement. Publicity of Researcher Development Framework and Vitae events, part of Graduate School overall strategy.</p>	<p>Build career development strategy for researchers into organisational HR strategy. Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers</p>
3.5	<p>Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are</p>	<p>Continued to improve advertising of events and opportunities through Moodle, Facebook, Twitter and Forum. Increase training and development opportunities, particularly external opportunities and those focussed on career and personal development.</p>	<p>Build career development strategy for researchers into organisational HR strategy. Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers</p>

	transparent and clearly stated and that all researchers are aware of local and national career development strategies		
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	All PGRs have an induction. Vitae's Effective Researcher programme runs at least once a year. Effective Supervisor also runs once a year.	Improve attendance at induction and other events by PIs and supervisors
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 practise 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	These skills need to be more transparent and better disseminated	Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers. Develop programme of HR training for all PIs with responsibility for staff. Build career development strategy for researchers into organisational HR strategy

3.8	Employers also should provide a specific 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	RDF is embedded in Researcher training and development events and has been extended to include supervisors and PIs. Still work to do on getting Supervisors and PIs to recognise that it applies to them. Mentoring implemented through Research Centres but not uniform.	Further extend our provision of opportunities/advice for career development and management. Develop career framework for researchers. Build career development strategy for researchers into organisational HR strategy. Implement a researcher mentoring scheme across whole University and publicise to all researchers
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	Points system embedded into researcher development and compulsory part of research degree registration. Good participation in events and supervisors are showing high level of commitment to the system.	Continue to work with supervisors and PIs to further refine the Personal Development Portfolio of researchers and the points based system of CPD.

	mentors to adopt these practices		
<b>Concordat Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</b>			
4.10	Researchers should be empowered by having a 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	Already working with careers to provide support and guidance to researchers. Appraisal system provides annual developmental process for contractual researchers. Need to ensure this is effective.	Implement a researcher mentoring scheme across whole University and publicise to all researchers. Further extend our provision of opportunities/advice for career development and management. Develop programme of HR training for all PIs with responsibility for staff
4.11	Employers will wish to ensure that developmental 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 unduly disadvantaged when moving from	Staff have access to teaching qualifications and developmental activities. Compulsory for those who do some teaching. Centre for Learning and Teaching proactive in promoting membership of HEA. Need to develop placements in other HEIs to give experience of teaching and research in other HEIs.	Continue to publicise and encourage membership of HEA and uptake of teaching qualifications where appropriate. Work with placements officer to provide opportunities in HEIs where appropriate for research/teaching experience.

	one employer to another		
4.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided	Postgraduate researchers are offered teaching experience generally after they have completed at least one year of study, depending on the subject area, opportunities available and their own background and experience. This needs to be more formalised.	Further extend our provision of opportunities/advice for career development and management. Work with placements officer to provide opportunities in HEIs where appropriate for research/teaching experience. Work with Research Centres to implement universal guidance and provision on teaching opportunities.
4.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees	All relevant committees at Glyndwr have student representation (URDC, REC, Senate). Attendance is often patchy.	Encourage further participation by students in Committees, work with Student Guild to facilitate.
4.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement	Mentoring has formed part of the operational and strategic planning of the Research Centres and is central to researcher development at all levels. At an institutional level mentoring and coaching training offered regularly.	Implement a researcher mentoring scheme across whole University and publicise to all researchers
<b>Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</b>			
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers	These skills part of RDF and developed through 'The Effective Researcher' 'The Engaging Researcher' 'The Collaborative Researcher' 'Careers in Focus' etc. Glyndwr regularly runs these and/or offers participation through the SWW hub, the Midlands Hub and the Northern	Continued support for Graduate School's training and development plans and activities.

		hub. Internal workshops on critical thinking.	
5.2	Researchers should develop 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	Glyndwr's mission and values mean that there is an emphasis on applied research and the exploitation of research for the benefit of the economy. Emphasis on employability and links with industry.	The new strategic plan will continue to emphasise industry links, applied research and employability.
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	The Ethics Committee ensures that all research conducted at Glyndwr by staff and students, complies with ethical guidelines and standards appropriate to the subject area. Emphasis on engagement and dissemination, publication of research ensures that work contributes to the wider body of knowledge. Our values and mission ensure that this contribution has direct relevance to industry, practice and/or the economy.	Continued support for Graduate School's training and development plans and activities. Monitoring of research outputs through Research Centres and Research Services.
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	These skills part of RDF and developed through 'The Effective Researcher' 'The Engaging Researcher' 'The Collaborative Researcher' 'Careers in Focus' etc. Glyndwr regularly runs these and/or offers participation through the SWW hub, the Midlands Hub and the Northern hub. Internal workshops on critical thinking.	Continued support for Graduate School's training and development plans and activities. Further extend our provision of opportunities/advice for career development and management. Build career development strategy for researchers into organisational HR strategy

5.5	<p>Researchers should recognise 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>These skills part of RDF and developed through 'The Effective Researcher' 'The Engaging Researcher' 'The Collaborative Researcher' 'Careers in Focus' etc. Glyndwr regularly runs these and/or offers participation through the SWW hub, the Midlands Hub and the Northern hub. Internal workshops on critical thinking. Adoption of RDF planner (we have subscription through CREST/Guild HE membership). Mentoring and appraisal. Reinforce need to engage with CPD activities.</p>	<p>Continued support for Graduate School's training and development plans and activities. Further extend our provision of opportunities/advice for career development and management. Implement a researcher mentoring scheme across whole University and publicise to all researchers</p>
5.6	<p>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</p>	<p>Annual monitoring of research degree students has improved and is more developmental . The points system for PDP ensures a log is kept and there is engagement with researcher development. Mentoring needs strengthening. Appraisal for contract staff.</p>	<p>Continued support for Graduate School's training and development plans and activities. Development of PDP points system and use of RDF planner tool. Implement a researcher mentoring scheme across whole University and publicise to all researchers.</p>

	which may be presented to current and future employers as appropriate		
<b>E. Diversity and Equality</b>			
<b>Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>			
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression	Glyndwr University's Equality and Diversity Objectives Action Plan (2012-2015) gives a clear commitment to the aims of the Equality Act and demonstrates a proactive approach to promoting equality. It details actions for monitoring inequality in recruitment, pay and promotion for different categories of staff. Guidance on maternity, paternity and breastfeeding have recently been published. Data is collected on race/ethnicity, disability and gender to monitor gaps.	Monitoring is ongoing by HR. URDC policy on maternity awaiting approval by senate harmonises Glyndwr policy with RCUK.
6.2	As for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds	Glyndwr University is committed to ensuring that all job applicants and members of staff are treated equally, without discrimination on the grounds of gender, sexual orientation, marital or civil partner status, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age. All recruitment advertisements state this and actively encourage applications from under-represented groups.	Continued equal opportunities monitoring of recruitment, retention and career opportunities.
6.3	It should be emphasised that the	Glyndwr attracts high numbers of mature	Need for support, monitoring and feedback to ensure groups are given support.

	<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>researchers, who often combine family commitments or other work with their research position. Because of this the support for part time researchers is recognised and is critical to our success. However, we are not complacent and the disproportionate way this affects carers, women and people with disabilities for example, is recognised.</p>	<p>Encourage participation in Research Centres and integration into the research culture. Encourage feedback through CROS and PRES and through representation on committees. Monitor and address the impact of University policies and practices on certain groups of research staff</p>
6.4	<p>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, (<i>inc. parental leave, part-time work, or atypical routes into research</i>), the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children &amp; career</p>	<p>Glyndwr is committed to operating a family friendly workplace and accommodate caring responsibilities wherever possible. The high number of part time researchers means that this is a priority for many of our staff and postgraduate students. The policy for approving flexible working arrangements is fully compliant with National Legislation and guidance.</p>	<p>Develop policy for recruitment and selection of research staff. Develop Concordat responsibilities document for Heads of Institutes</p>
6.5	<p>It is important for employers to respond flexibly to requests for</p>	<p>Application for flexible working, maternity/paternity and adoption leave</p>	<p>Continue to monitor policies and procedures for fitness for purpose and compliance with national guidance. Continue to benchmark policies with RCUK</p>

	<p>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>are in accordance with legislation. Where guidance from RCUK exists it has been incorporated into Glyndwr policy. Policies are reviewed regularly, and when the need arises. Because we are a relatively small institution it is easy to be responsive and to facilitate change rapidly as the need arises.</p>	<p>and with Guild HE partners.</p>
6.6	<p>Funders should continue to ensure that their funding 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</p>	<p>We have recently proposed an amendment to maternity, paternity and adoption leave/funding to incorporate RCUK guidance for funded researchers.</p>	<p>To implement the proposed maternity policy and progress through Senate.</p>
6.7	<p>Employers should aim for a representative balance (<i>gender, disability, ethnicity, age</i>) 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</p>	<p>Equal opportunities monitoring is routinely carried out for all staff vacancies. Monitoring of pay is currently taking place to establish if there are pay gaps for certain groups, such as women.</p>	<p>Continue to monitor recruitment and career progression. Actively encourage applications from under-represented groups in job adverts. Create a research culture free from discrimination and bullying through training events (HR and GS). Awareness raising with PIs and supervisors.</p>

	<p>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>		
6.8	<p>Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have 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</p>	<p>Application for flexible working, maternity/paternity and adoption leave are in accordance with legislation. Glyndwr is committed to operating a family friendly workplace and accommodate caring responsibilities wherever possible. The high number of part time researchers means that this is a priority for many of our staff and postgraduate students.</p>	<p>Need for support, monitoring and feedback to ensure groups are given support. Encourage participation in Research Centres and integration into the research culture. Encourage feedback through CROS and PRES and through representation on committees. Monitor and address the impact of University policies and practices on certain groups of research staff. Implement a researcher mentoring scheme across whole University and publicise to all researchers</p>
6.9	<p>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</p>	<p>A policy on bullying and harassment exists and there is a well advertised support process. Researchers can report bullying and harassment via a neutral channel (the Graduate School or Research Services) and it can be dealt with sensitively.</p>	<p>HR to ensure policies are well advertised, and support available.</p>

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	This an area we need to develop	Monitor schemes and consider participation. Continue to benchmark policies with RCUK and external HEIs
<b>F. Implementation and Review</b> <b>Concordat Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.</b>			
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 Research and Enterprise Committee oversees compliance with the Concordat, And to review all aspects of the University's compliance and to maintain an action plan. Graduate School will continue to engage in national developments and initiatives relating to the Concordat and researcher development (with Vitae etc.)	Continued engagement in national developments relating to Researcher Development and the Concordat
7.2	<p>The signatories agree (<i>paraphrased thus</i>):</p> <p><i>a. to oversee the implementation of the Concordat with sector bodies</i></p> <p><i>b . to assess the state of the sector at the launch of this Concordat</i></p> <p><i>c. to contribute an appropriate share of the costs of implementation</i></p> <p><i>d. to draw up an implementation plan for the Concordat,</i></p>	na	na

	<i>e. to undertake and publish a major review of the implementation of the Concordat after three years</i>		
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	Grant funding terms are monitored by Research Services. Where RCUK policies exist (for example maternity policy), we incorporate these into our own policies wherever possible.	Continue to monitor Concordat principles and guidelines and incorporate them into policy as appropriate.
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. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders	Vitae is central to informing the PDP and researcher development at Glyndwr. It has become pivotal in shaping the direction of researcher development at all levels. We have a MoU with Staffordshire University and share good practice with them, along with research training, events etc. As a member of CREST through Guild HE we share good practice with HEIs of a similar size/background. Close links with other Welsh HEIs through WISERD and other research links enable sharing of good practice and of opportunities.	Active engagement with external stakeholders' initiatives to monitor progress and adoption of effective and relevant practice. Continue to monitor developments in the sector and engage with initiatives where relevant for the benefit of research staff
7.5	Under public sector equality	Glyndwr is committed to the	Monitor the implementation of all procedures on Equality, Diversity and

	<p>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 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>	<p>implementation of Equality Diversity and Inclusivity as part of its strategic commitments. The University collects data on all protected characteristics to inform the Equality, Diversity and Inclusivity Work Plan and to support all policy development, This is overseen by the Equality Committee and includes representation from staff and students.</p>	<p>Inclusivity. Develop Concordat responsibilities document for Heads of Institutes</p>
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