



The Concordat to Support the Career Development of Researchers Gap Analysis and Proposed Action Plan November 2015-November 2017

St George's, University of London (SGUL), established in 1733, is distinctive as the UK's only independent medical and healthcare Higher Education Institution, employing around 700 staff, 21% of whom are engaged on a fixed term contract to undertake research. SGUL shares its main campus with St George's Hospital, one of the UK's largest teaching hospitals. Our partnership with the Trust, along with our strong links with other healthcare providers, enable up-to-the-minute clinical insight that keeps our research and teaching relevant to evolving healthcare needs. Our co-location with the Trust gives our researchers to access to a diverse portfolio of patients who participate in clinical trials and are essential to the success of many of our research activities. In 1995 we established a partnership with [Kingston University](#) to jointly offer courses in health and social care, and conduct practice-focused research within the jointly managed [Faculty of Health, Social Care and Education](#). The research areas were restructured in early 2014 into three research institutes: Cardiovascular and Cell Sciences, Immunity and Infection, and Population Health.

Our recently launched [strategic plan for 2015-2020](#) has three themes: The breadth of our translational work for patient benefit; the international dimension to our work; and working in collaboration. Our main research objective is to enhance the delivery of world-leading and internationally excellent research in focused and distinctive areas of expertise. As part of the strategic plan, we plan to enhance the research environment by:

- Building 'critical mass' in innovative research areas through recruitment, repositioning research effort, and through internal and external collaborations;
- Developing early career researchers and recruiting researchers with an international reputation;
- Fostering a supportive environment for young researchers, with strong mentoring, a dynamic seminar programme and enhanced numbers of PhD students;
- Ensuring a vibrant PhD and postdoctoral training programme;
- Succession planning;
- Growing fundraising, enterprise and other 'third-string' activities;
- Supporting public engagement activities;
- Communicating our message effectively both internally and externally.

Responsibility for taking forward the action plan lies with the recently appointed Learning and Development Manager. Progress will be reviewed through existing committees such as the Human Resources and Research Strategy Committees. A representative group of researchers will contribute and inform action plan progress reviews, as will results from the anticipated CROS and PIRLS 2017 exercise.

Principle 1 Recruitment and Selection				
Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.				
Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale
1.1 Members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p>One of the key strategic aims in our Strategic Plan 2015-2020 is enhance the delivery of world-leading and internationally excellent research in focused and distinctive areas of expertise. In order to achieve this, one objective is to enhance the research environment in order to recruit scientific and clinical researchers.</p> <p>Our Recruitment and Selection Policy sets out the processes and procedures to ensure a fair and transparent recruitment process. We ensure that the Policy is reviewed regularly and appropriate revisions made.</p> <p>The full Policy is made available to all staff on our intranet pages and all recruiting managers are made aware of the process and requirements in advance of any recruitment taking place.</p>	Periodic review and revision of Recruitment and Selection Policy.	Deputy Director of Human Resources	Updated policy available to managers by end of March 2016.
1.2 Employers should strive to attract excellence and respect diversity (ref 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.	<p>For all vacant posts a full job description and person specification is required. 100% of CROS 2015 respondents received a job description, the qualifications required of the role, and the details of the specialist research skills required of the post holder (Q19.1, 19.2, 19.3).</p> <p>All jobs are advertised on our recruitment website, on jobs.ac.uk and in other relevant journals.</p> <p>We continue to use a bespoke e-recruitment</p>	<p>Start annual reporting of recruitment data according to personal characteristics</p> <p>Information used for Equality & Diversity monitoring purposes to be included as part of our</p>	<p>Deputy Director of HR</p> <p>HR Manager</p>	<p>First set of reports available by end of March 2016.</p> <p>Reports available to Equality and Diversity Committee by</p>

	<p>system which uses the key competences identified in the person specification to formulate specific areas of questioning on the application form, ensuring all requirements and skills are clearly identified. Reports are being set up to enable reporting of personal characteristics of applicants which will inform whether any follow-up action is required.</p>	Public Sector Equality Disclosure.		March 2016.
<p>1.3 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</p>	<p>In accordance with our policy and procedure on the <i>Management of Fixed Term Contracts</i>, the majority of our fixed term contracts are linked to time limited research funding and as such the use of fixed term contracts is considered justifiable.</p> <p>We review the use of fixed term contracts on an annual basis using the procedure for the management of fixed term contracts which is designed to provide guidelines to assist managers in appointing to, renewing extending or ending fixed term contracts of employment and to ensure fairness and equality for all staff.</p>	<p>Maintain annual review of fixed term contracts to ensure that they are being used appropriately. Also to ensure that where possible staff are transferred to open-ended employment.</p>	Deputy Director HR	<p>Annual review of fixed term contracts to be reported to Human Resources in February 2016 and February 2017.</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</p>	<p>Our Recruitment and Selection policy continues to require at least one member of the recruiting panel to have attended recruitment and selection training. Ideally, all members of the panel should have attended this training – this is noted on the Recruitment Request Form and monitored by the relevant HR Manager. Recruiting managers are required to attend recruitment and selection training if they have no experience in recruitment. These training sessions are run bi-monthly.</p>	<p>Review attendance of managers at Recruitment and Selection training.</p>	L&D Manager/HR Managers	<p>>90% of recruiting managers have attended training in the last three years by November 2017.</p>

the research in considering their further career development.	We are in discussions with training companies to deliver unconscious bias workshops for recruiters to develop this work further.	Delivery of unconscious bias training for recruiting managers	Deputy Director of HR/L&D Manager	>90% of recruiting managers have received unconscious bias training by December 2016
1.5 The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	All new posts in SGUL (including research posts) continue to be evaluated using HERA (Higher Education Role Analysis) which determines the grade of post and appropriate salary grade on the nationally agreed pay framework. Where identified as necessary, and following analysis of market data, we are able to apply a market supplement for highly technical expertise.	No further action identified.		
Principle 2 Recognition and Value 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.				
	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale
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.	All members of staff (regardless of length of contract or working patterns) are afforded equal treatment in terms of conditions of employment, access to benefits, training and development, and personal reviews, etc. This is explicitly stated in our policies and processes and embedded throughout SGUL. 76.4% of CROS 2015 respondents agreed that they had equal access to training and development opportunities (Q10.1) and opportunities to attend conferences and external meetings (Q10.2).	Analyse responses of contract research staff from forthcoming staff survey.	Deputy Director of HR	Action plan created to address any issues raised by research staff by June 2016. >85% of CROS 2017 respondents to agree that they had equal access to training and development opportunities

<p>supports good research management.</p>	<p>All members of staff are expected to have an annual personal review where individual performance and development needs are identified.</p> <p>During their annual Personal Review, academic staff (at the level of lecturer and above), including research leaders and principal investigators, are expected to demonstrate they meet set performance standards, which set out expectations related to research, teaching, scholarship, enterprise and leadership and management.</p>			
<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 to achieve this objective.</p>	<p>The Bridging Fund provides up to three months funding for researchers whose fixed term contracts are coming to an end, who have been included on a submitted research proposal, the outcome of which is either not yet known, or it has been successful and there is a gap between contracts. The budget is held by the Dean of Research and decisions are made by the Research deanery, which is the weekly meeting of Research Institute Directors.</p>	<p>Maintain the budget line for the HR Bridging Fund in planning for financial years 2016-17 and 2017-18.</p>	<p>Financial Performance & Planning Group</p>	<p>Stable HRB budget allocation in 2016-17 and 2017-18.</p>
<p>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</p>	<p>SGUL has implemented the National Framework Agreement and uses the HERA job evaluation tool.</p> <p>SGUL's pay spine has 8 grades and all members of SGUL staff (apart from Professorial and Senior Administrative Staff) are placed on the pay spine. All staff on the pay</p>	<p>Equal pay audit in September 2016.</p>	<p>Deputy Director of HR/Reward and Recognition Adviser</p>	<p>If any issues are identified, action plan to address them to be created by November 2016.</p>

<p>have in implementing the Framework.</p>	<p>spine progress in the same way, through automatic incremental rises until the top of the scale is reached.</p> <p>Accelerated progression up the pay spine can be achieved through annual merit awards and one-off payments. This process is accessible to all staff on the pay spine.</p> <p>An Equal Pay Audit is carried out every three years, with the most recent one being carried out in May 2013. Actions arising from the Equal Pay Review are taken forward by the Reward and Recognition Advisor and reported to and monitored by the Strategy, Planning and Resources Committee (SPARC).</p>			
<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>	<p>A merit awards round is run annually and this is open to all staff on SGUL grades 1-8. Under this procedure individuals can be put forward by their line manager for either a merit award or one off payment. The annual round is publicised to all staff by email with supporting information on the staff portal. This process is monitored, to ensure consistency and fairness, by the Reward and Recognition Advisor. Data is reported to the Human Resource Committee.</p> <p>Where an individual's job has changed, our rolling Re-grading Procedure enables individuals (on SGUL grades 1-8) and line managers to submit a revised job description for regrading using HERA.</p> <p>HERA benchmarks for roles on SGUL grade 1-8</p>	<p>No further action identified.</p>		

	<p>are available on our intranet pages.</p> <p>These processes are administered and monitored by the HR Department and all information is available on the intranet pages.</p> <p>Career development support is available from our Careers Advisor and the in-house staff development programme includes a number of specific career development workshops for contract research staff.</p> <p>Contract researchers with teaching responsibilities can also register for the Postgraduate Certificate in Healthcare and Biomedical Education.</p>			
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Principle 3 Support and Career Development
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment

	Current Policy and Practice	Action	Responsibility	Success Measure and Timeframe
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 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	<p>All research staff should have an annual Personal Review which includes an element of career development planning. There is a section in the Personal Review which prompts line managers to discuss personal and career development. Each institute has a lead for professional development.</p> <p>Research Staff can speak to our Careers Advisor and the Associate Dean for the Career Development of Research Staff for careers support and advice.</p>	<p>Researcher Careers Event to be delivered in June 2016 and June 2017 following consultation with research staff each year.</p>	<p>L&D Manager/ Associate Dean for the Career Development of Research Staff</p>	<p>>30 contract researchers attending in 2016</p> <p>>50 contract researchers attending in 2017</p>

sectors.	<p>All research staff also have access to the in-house programme of staff development, including research specific workshops plus our in-house coaching and mentoring programme, although uptake has been low.</p> <p>A review of the previous Postgraduate Certificate in Research Skills is taking place to investigate whether elements of the qualification can be delivered as standalone staff development events.</p>	<p>Publicise coaching and mentoring provision directly to contract researchers.</p> <p>Review PGCRS to identify workshops for career development programme.</p>	<p>L&D Manager/ Institute Leads</p> <p>Associate Dean for the Career Development of Research Staff</p>	<p>>90% of requests for coaching or mentoring from researchers are met by June 2016 and monitored every six months.</p> <p>Programme of workshops available January 2016.</p>
<p>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>	<p>The annual Careers Event (normally run each June, but not in 2015 due to transition between staff development managers) showcases a variety of speakers from a broad range of careers. All research staff are invited to attend.</p> <p>Every year we offer 10 free tickets to attend the Nature Jobs Careers Expo Conference and Exhibition.</p>	<p>Researcher Careers Event to be delivered in June 2016 and June 2017 following consultation with research staff each year.</p> <p>Publicise Nature Jobs Career Expo (16 Sept 2016)</p>	<p>L&D Manager/ Associate Dean for the Career Development of Research Staff</p> <p>L&D Manager</p>	<p>>30 contract researchers attending in 2016 >50 contract researchers attending in 2017</p> <p>100% of tickets are allocated by Sept 2016.</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</p>	<p>Our in-house staff development programme is open to all members of staff and advertised to all staff through <i>George's New</i>, on the staff development portal pages and directly to research institutes and researchers.</p> <p>The programme includes specific sessions for research staff:</p> <ul style="list-style-type: none"> • Writing Quality Papers 	<p>Further develop provision for researcher development:</p> <p>Evaluate effectiveness of current provision, including mapping of current provision, benchmarking against other institutions and</p>	<p>L&D Manager/ Associate Dean for the Career Development of Research Staff</p>	<p>New programme launched by March 2016. >80% positive feedback.</p>

<p>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>	<ul style="list-style-type: none"> • Writing Research Grant Proposals • Take Control Over Your Career • Research Grants Day (jointly with St George's NHS Trust) • Good Clinical Practice • Research Open Day 	<p>developing new provision as required.</p>		
<p>3.4 All employers will 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>Contract research staffs are able to book appointments with SGUL's Careers Advisor who is able to offer 1:1 tailored careers advice and guidance. Contract researchers can also seek advice from the Associate Dean for the Career Development of Research Staff and the Learning and Development Manager.</p> <p>There is little awareness of Vitae or the Researcher Development Framework (RDF) and 70.6% of CROS 2015 respondent would like to undertake some form of career management (Q23.1a).</p>	<p>Review current arrangements for career management advice, through consultation with researchers and benchmarking.</p> <p>Raise awareness of Vitae and RDF through multiple channels (intranet, institute meetings, posters, etc.)</p>	<p>L&D Manager</p> <p>L&D Manager</p>	<p>New arrangements launched by June 2016.</p> <p>>80% of CROS 2017 respondents to have some understanding/knowledge of Vitae and RDF (Q15.9 and 15.10).</p>
<p>3.5 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 transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>Our annual Personal Review includes a section on personal and career development.</p> <p>All our pay progression policies are available to staff on our intranet pages.</p>	<p>Map in-house staff development programme onto the RDF.</p> <p>Run trial of RDF planner and evaluate uptake and initial impact.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>New programme launched by March 2016, 100% of relevant programme to indicate mapping to RDF</p> <p>>20 researchers complete trial of RDF planner by end of April 2016.</p>

<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>Institutional inductions were not very useful (42.9%) or not offered (42.9%) according to CROS 2015 respondents. Local inductions were seen to be useful or very useful (both 28.6%).</p> <p>SGUL has increased the number of welcome seminar from four to six to enable a timelier introduction to the organisation. The new starter process is currently being reviewed and this will create a responsive system to new staff needs from an organisational perspective, such as using an automated newsletter that provides an introduction to the organisation in between welcome seminars.</p> <p>The researcher induction ceased in 2014 following poor feedback. The content of the induction is being reviewed and will be relaunched following consultation with researchers and research managers.</p> <p>All new staff should receive a local induction appropriate to their role and it is the responsibility of the recruiting manager to ensure that this takes place.</p>	<p>Introduction of new staff induction.</p> <p>Re-establish the researcher induction following review of previous induction.</p>	<p>L&D Manager</p> <p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>>95% of new staff receive new induction by March 2016.</p> <p>Pilot session to run by February 2016. >80% positive feedback following induction</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 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</p>	<p>During their Personal Review, members of staff have the opportunity to discuss career development and identify training and development needs.</p> <p>Our Graduate School runs an annual Graduate School Skills Programme and common postgraduate framework modules. The programme has been mapped onto the</p>	<p>Use PR data to inform staff and career development programme content.</p> <p>Publicise Graduate Skills Programme and common postgraduate framework</p>	<p>L&D Manager</p> <p>L&D Manager/ Associate Dean for Career Development of</p>	<p>New programme launched by March 2016.</p> <p>Review uptake every six months from June 2016.</p>

<p>mentor or advisor to other researchers and students.</p>	<p>Researcher Development Statement. Many of the sessions are relevant to contract research staff.</p>	<p>modules to contract research staff – through intranet pages, new researcher induction and other relevant methods.</p>	<p>Research Staff</p>	
<p>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.</p>	<p>Over 50% of CROS 2015 respondents do not keep a formal record of their professional development and do not have a clear career development plan (Q22.2, 22.3 and 22.4). 70.6% would like to undertake some form of career management (Q23.1).</p> <p>Research Staff can speak to our Careers Advisor and the Associate Dean for the Career Development of Research Staff for careers support and advice.</p> <p>All research staff also have access to the in-house programme of staff development, including research specific workshops plus our in-house coaching and mentoring programme, although uptake has been low.</p>	<p>Raise awareness of RDF and associated planner, careers and network events.</p> <p>Monitor uptake of coaching and mentoring by contract researchers</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p> <p>L&D Manager/ Institute Leads</p>	<p>>20 researchers complete trial of RDF planner by end of April 2016.</p> <p>>80% of CROS 2017 respondents to have some understanding/ knowledge of RDF (Q15.10).</p> <p>>90% of appropriate requests for coaching or mentoring from researchers are met by June 2016 and monitored every six months.</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</p>	<p>77% of CROS 2015 respondents agree that they are treated equally with regards to access to training and development opportunities. 76.4% say that they have opportunities to attend conferences and external meetings.</p> <p>Academic Divisions continue to have local arrangements for funding attendances at</p>			

<p>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>meetings/conferences.</p> <p>The central staff development budget continues to fund the following workshops bi-annually to support the development of researcher skills in writing for publication and applications for research grants:</p> <ul style="list-style-type: none"> • Writing Quality Papers • Writing Research Grant Proposals <p>In general, the SGUL staff development provision and approaches are being reviewed and will include elements such as team learning, personal learning networks and how managers can create a continuous learning environment.</p>	<p>Evaluate effectiveness of current provision, including mapping of current provision, benchmarking against other institutions and developing new provision as required.</p> <p>Implementation of new staff development approach</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p> <p>L&D Manager</p>	<p>New programme launched by March 2016. >80% positive feedback.</p> <p>New approach implemented by end of December 2016. >80% positive feedback.</p>
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Principle 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Current Policy and Practice	Action	Responsibility	Success Measure and Timeframe
<p>4.1 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</p>	<p>Our annual Personal Review scheme uses an online system that enables us to collate all staff development needs identified which in turn informs the planning of our staff development programme. There is a section of the Personal Review which prompts discussion of personal and career development needs.</p> <p>In general, the SGUL staff development provision and approaches are being reviewed and will include elements such as team learning, personal learning networks (which should include those</p>	<p>Use PR data to inform staff development programme content.</p> <p>Implementation of new staff development approach.</p>	<p>L&D Manager</p> <p>L&D Manager</p>	<p>New programme launched by March 2016. >80% positive feedback.</p> <p>New approach implemented by end of December 2016.</p>

	teaching and learning activities. It is accredited by the Higher Education Academy (HEA) so staff can gain recognition at one of three levels of Fellowship of the HEA (Associate Fellow, Fellow and Senior Fellow).		Development	part in SHINE by research staff are met.
4.4 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.	<p>53% of CROS 2015 respondents feel that they have opportunities to participate in decision-making processes, which is an increase of 8% since CROS 2013. However, the Contract Research Staff Representative Group did not gain traction and so the methods for providing contract research staff with a voice are being reviewed.</p> <p>Research staff have specific representation on the Staff Forum, the Research Strategy Committee and Academic Forum.</p>	<p>Create a vibrant researcher development group, led by researchers themselves.</p> <p>Review of representation channels for contract research staff to determine improvements.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p> <p>Associate Dean for Career Development of Research Staff/Institute Directors</p>	<p>>12 researchers in the group, minimum 4 meetings per year.</p> <p>Programme of events published each term, directly related to the priorities identified by the group.</p> <p>By end of February 2016</p>
4.5 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Our coaching and mentoring schemes are available to all members of staff. However, uptake of formal mentoring from across SGUL remains low.	Monitor uptake of coaching and mentoring by contract researchers.	L&D Manager	<p>Quarterly from end of January 2016</p> <p>Increase uptake of coaching/ mentoring by 50% by November 2015.</p>

Principle 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.				
	Current Policy and Practice	Action	Responsibility	Success Measure and Timeframe
5.1 Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	<p>The majority of CROS 2015 respondents said that they have had the opportunity at SGUL, or would like to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues outside the UK • Collaborate in research with external organisations • Mentor and support other researchers • Supervise undergraduate or postgraduate research projects • Work as part of a cross-disciplinary team • Plan and manage a project. <p>There are a number of activities that continue within the institutes such as seminar series, journal clubs, inaugural lectures and presentations, which provide opportunities for dialogue and learning about other projects and disciplines.</p>	No further action required.		
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.	<p>The Enterprise team has given numerous presentations about knowledge transfer and the commercialisation of Intellectual Property (IP). In addition, the team has a dedicated section which works closely with the research institutes and has regular meetings with the researchers and Research Managers to advise on these matters.</p> <p>In addition, the Enterprise team runs (usually twice per year) the Impact and Innovation</p>	Develop a means of monitoring draft grant applications from the Institutes to achieve a greater ratio of awards to applications and ensuring that project outputs are properly represented in terms of their commercial values.	Head of Enterprise	System in place to monitor draft applications by June 2017.

	<p>Awards which are assessed on researchers' abilities to exchange knowledge externally or to develop Intellectual property for commercialisation. Once the awards are made, considerable time is spent overseeing the funded projects funded to ensure that the project outputs are met and to give guidance and advice on the commercialisation prospects. The team has also worked with research inventors who have gone on to found new spin-out companies and others whose patented Intellectual Property has been commercialised, either through licensing or IP assignments (where appropriate).</p>			
<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>The standards expected of researchers are addressed as part of local induction and orientation. Through day to day supervision, research leaders ensure these standards are maintained.</p> <p>Our policy on Research Misconduct is available on the intranet and all researchers involved in clinical research must attend <i>Good Clinical Practice</i> training and refresher training as appropriate. Those working with human tissue must complete and online e-learning module and attend an annual update.</p> <p>A research ethics committee started to meet in November 2015.</p>	<p>Ensure attendance of relevant researchers for <i>Good Clinical Practice</i> workshops.</p> <p>Develop and deliver research ethics workshop</p>	<p>Head of Research Governance</p> <p>Head of Graduate School</p>	<p>>95% of researchers have attended attend relevant governance training by June 2017, reviewed every quarter from January 2016.</p> <p>Workshop is delivered with >80% positive feedback by end of March 2016.</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>We provide a number of career development events, and access to a careers advisor outlined above. All this information is regularly emailed to research staff and appears on the portal pages and in <i>George's Weekly</i>. The Associate Dean for the Career Development of Research Staff also issues a termly blog which is emailed to every contract researcher.</p>	<p>No further action identified.</p>		
<p>5.5 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>71% of CROS 2015 respondents say that they are encouraged to engage in personal and career development. 82% of CROS 2015 respondents agreed that they took ownership of their career development.</p> <p>Our annual Personal Review process is the formal mechanism for identifying and discussing training and development needs.</p>	<p>Run trial of RDF planner and evaluate uptake and initial impact.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>>20 researchers complete trial of RDF planner by end of April 2016.</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</p>	<p>72%* of CROS respondents reported that they had taken part in our Personal Review process, which should include a discussion on personal and career development and the creation of a Personal Development Plan.</p> <p>* figure taken mid-way through our Personal Review cycle</p> <p>More researchers find the personal review</p>	<p>Work with researchers and research leaders to integrate the Researcher Development Framework into the Personal Review process for contract researchers.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>Framework agreed by December 2015 and integrated into 2016 personal review process.</p>

<p>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>process useful (62% compared to 34% in 2013) and 69% found it helpful in focusing on their career aspirations (compared to 32% in 2013).</p> <p>Our staff self-service system (Yourself) logs all attendances at internal events run by the Staff Development Office. This enables researchers to keep an up to date log of development activities they have attended.</p>			
<p>Principle 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</p>				
	<p>Current Policy and Practice</p>	<p>Action</p>	<p>Responsibility</p>	<p>Success Measure and Timeframe</p>
<p>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.</p>	<p>SGUL has developed a Single Equality Scheme and Action Plan which covers both staff and students and is monitored through the Equality and Diversity Committee, which includes representatives from all research institutes.</p> <p>88% of respondents to CROS 2015 felt that SGUL is committed to Equality and Diversity. And the majority felt that they are treated fairly in relation to employment practices.</p>	<p>Updating Single Equality Scheme</p>	<p>Chair of Equality and Diversity Committee</p>	<p>New scheme launched by February 2016.</p>
<p>6.2 As is the case 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.</p>	<p>We are rolling out unconscious bias training for managers to support an equal and diverse working environment.</p>	<p>See 1.2, 1.3 and 1.4</p>	<p>See 1.2, 1.3 and 1.4</p>	<p>See 1.2, 1.3 and 1.4</p>

<p>6.3 It should be emphasised that the 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>An Equal Pay Audit is conducted every three years.</p> <p>SGUL is a bronze Athena SWAN organisation and is currently 47 out of 398 on the Stonewall Workplace Equality Index.</p>	<p>Equal pay audit.</p>	<p>Deputy Director of HR/Reward and Recognition Adviser</p>	<p>September 2016</p>
<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” 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 and career. 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>Our flexible working policy extends beyond the legal requirements and gives all staff the right to request flexible working.</p> <p>Requests for flexible working are made to the immediate line manager and local agreements made. HR Managers work closely with each academic division to ensure fair application of the policy.</p> <p>The majority of respondents to the CROS 2015 say they are satisfied with their work-life balance.</p>	<p>No further action identified.</p>		

<p>6.5 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>This issue is continuously monitored to ensure that all staff are able to benefit from SGUL's enhanced maternity and paternity leave and pay provisions. We ensure that as an Institution we cover the cost of maternity/paternity and adoption leave.</p>	<p>No further action identified.</p>		
<p>6.6 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>	<p>Through our Single Equality Scheme Action Plan we continue to be committed to promoting equality and diversity in recruitment and embedding equality and diversity in practice.</p> <p>We continue to regularly review our Recruitment and Selection Policy and Procedure, ensuring our practice is fair and transparent.</p>	<p>See 6.1 and 6.3</p>		
<p>6.7 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</p>	<p>We have developed a number of family friendly policies, which are made available to staff and managers via the intranet. The take up of these provisions e.g. flexible working is monitored in staff surveys.</p>	<p>No further action identified</p>		

<p>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>Our “Access to Work” policy provides financial support for reasonable adjustment for disabled staff. We have a disability working group made up of disabled staff and students which advises on institutional policy and practice and formally reports in to the Equality and Diversity Committee.</p>			
<p>6.8 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>There is a Dignity at Work and Study Policy and associated complaints procedure for staff to raise any issues of bullying and harassment, which is available on our intranet and external website.</p> <p>SGUL continues to use a dignity advisor scheme which is promoted on the intranet, at the welcome seminar and through induction.</p> <p>We have a staff counselling service which is a confidential service available to all members of staff.</p>	<p>No further action required.</p>		
<p>6.9 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.</p>	<p>In 2015, SGUL was 47 out of 398 employers in the Stonewall Workplace Equality Index.</p> <p>We will be submitting our application for the Athena SWAN silver award in November 2015.</p>	<p>Submit Athena SWAN silver application.</p>	<p>Athena SWAN Self - Assessment Team</p>	<p>Silver status awarded by June 2016.</p>

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.				
	Current Policy and Practice	Action	Responsibility	Success Measure and Timeframe
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.	<p>All members of staff (including researchers) are offered the same terms and conditions of employment.</p> <p>We continue to participate in CROS to receive feedback and gain the view of researchers.</p> <p>Progress against the action plan through Human Resource and Resource Strategy Committees.</p>	<p>Create research staff data for monitoring purposes and integrate into existing reporting mechanisms.</p> <p>Review progress of action plan at each HRC and RSC meeting.</p>	<p>Deputy Director of HR/HR Information Officer</p> <p>L&D Manager</p>	<p>End of June 2016</p> <p>Updated action plan at each meeting Nov 2015- Nov 2017.</p>
7.2 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 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>SGUL has developed a Single Equality Scheme and Action Plan which covers both staff and students and is monitored through the Equality and Diversity Committee.</p> <p>We will continue to encourage disclosure from members of staff to ensure meaningful data analysis.</p>	See 6.1		