

**Updated Action Plan to support the implementation of
The Concordat to Support the Career Development of Researchers:
Queen Mary University of London (QMUL), 2016-2018**

Key	 Green	Completed / strong upward trajectory	 Amber	Not yet Completed / upward trajectory	 Red	Stalled / No significant Progress	 Amber → Green	Bold Border = change in status (since 2014)
Completed Actions from previous Action Plans: (Blue and Bold) e.g. QMUL became a member of EURAXESS-UK Services network		Non-Completed Actions from previous Action Plans: (Red and Bold) e.g. To develop alert mechanisms within MyHR			New Actions: (Black and Bold) e.g. Upload all job vacancies onto European jobs portal		Targeted Success Measures for new Actions: (Double-Underlined) e.g. >50% engagement with staff inductions, <u>drop-in sessions or online resources, measured by CROS 2017</u>	
Underlined words indicate hyperlinks to relevant websites e.g. <u>QMUL Research Strategy 2014</u>								

It should be noted that while we have endeavored to provide specific timelines for all initiatives and activity in this action plan, there are some instances where the relevant action has already been taken and is now Standard Practice at QMUL. In those instances, either a framework of review for the effectiveness of that action has been stipulated, or some instances will be marked as Standard Practice*. In these instances, feedback collected biennially through CROS, PIRLS, or through other means, such as 1-to-1 coaching opportunities and informal meeting with research staff by the CAPD, will serve to highlight areas where ad hoc review is necessary.

A: RECRUITMENT AND SELECTION						
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.						
	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
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.	 Green	<p>This is demonstrated by the University's commitment to actively recruit outstanding new researchers and research teams, and support their research ambitions, as outlined in <u>QMUL Research Strategy 2014</u> an (Aim 3.3) and <u>QMUL's Strategy 2014</u>: (Aim 2.3 – Recruit and Support Postdoctoral and other ECRs)</p> <p>New research staff are invited to QMUL's Staff Induction which is held twice per a year: <u>http://capd.qmul.ac.uk/what-we-offer/induction/</u> Approximately 32% of new-hire research staff attend institutional inductions, which roughly corresponds to</p>	<p>All QMUL research staff is invited to the University's induction, in addition to local School or Institute inductions, and meetings with faculty HR partner.</p> <p>Each researcher to receive a welcoming email from the CAPD, sign-posting various QMUL resources and links to information as well as an invitation to</p>	CAPD, HR and acad. units	CAPD runs inductions 3-times per year.
					CAPD	From March 2016, To be reviewed in

			<p>the number of CROS 2015 respondents that found institutional inductions useful (27%).</p> <p>Local (School/Institute) induction programmes are generally more well-attended (52% focus group attendees) and researchers generally find these inductions more useful (45% of CROS respondents)</p> <p>It is standard practice for new-hire research staff to meet with a faculty HR partner to sign their contracts, review some HR policies and <u>QMUL staff benefits</u>.</p>	<p>attend a quarterly induction drop-in session.</p> <p><u>Target: >50% engagement with staff inductions, CAPD drop-ins or online resources, measured by CROS 2017. (Aim 2)</u></p>		<p>March-June 2017</p>
1.2	<p>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.</p>	<p>Green</p>	<p>QMUL research staff posts vacancies are advertised through The University website with a full job description that details all required and desired skills associated with the position. In addition, our research roles are externally advertised on Euraxess and jobs.ac.uk. In addition, supplementary sources such as; Naturejobs; Research Gate and other bespoke portals are used to further attract excellent talent to QMUL.</p> <p>QMUL joined the Euraxess Services Network in 2013. In 2014, we hosted and kick-off point to the Euraxess Researchers In Motion Roadshow, we began listing our available research posts on their jobs portal, contributing to their information networks, and supporting any queries that originate from our involvement with Euraxess are amongst the ways that QMUL now contributes to this initiative which aims to help institutions attract world class research talent and promote researcher mobility.</p> <p>Designated contacts in HR and the CAPD provide assistance to international researchers coming</p>	<p>Standard Practice</p>	<p>HR (Samantha Holborn)</p>	<p>Standard Practise*</p>

			<p>to or leaving the institution via the euraxess@qmul.ac.uk address.</p> <p>The University is committed to the provision of equality of opportunity for all its students and staff (see Equal opportunities statement: http://www.hr.qmul.ac.uk/equality/policies/index.html) . Further evidence of this is presented under Principle 6.</p>			
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Green	<p>The approval and recruitment process for fixed-term contracts is identical to that for permanent staff. In addition, fixed term contracts must be objectively justified so that this can be recorded in the contract. (http://www.hr.qmul.ac.uk/procedures/contracts/ftc/index.html)</p> <p>These have been embedded in all relevant HR Policies.</p>	Standard Practice	HR with input from Executive Officers for Each Faculty	Standard Practice with every research post.
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	Red→ Amber	<p>All members of any interview panel must first undergo mandatory training (Fair Selection & Interview Skills workshop).</p> <p>Engagement of Research Staff with this training is on an upward trend (average trained per year before 2012/13 was 14, 2014/15: 32, 2015/16: 41, four months into this academic year.)</p> <p>Policy on gender representation on interview panels was approved by QMSE in 2015.</p> <p>Research staff already contribute to recruitment interview panels in a number of Schools (e.g. School of Engineering and Materials Sciences, School of Physics and Astronomy, School of Biological and Chemical Sciences, School of Medicine and Dentistry) to ensure that a broad range of experience and diversity is represented.</p>	Standard Practice	HR HR and CAPD	Standard Practice* To be reviewed biennially; next review using CROS 2017 and focus group data.

	be of assistance to the researcher in considering their further career development.		Feedback to unsuccessful candidates who were interviewed is provided, when requested.			
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.	Green	<p>Research roles, as with all other career families at QMUL, are appropriately graded in line with the National Pay Framework Agreement. The grading looks at the relative “size” of the role across a range of dimensions that cover all types of roles within HE. Dimensions include required knowledge and decision-making, for example.</p> <p>An Equal Pay Audit carried out in 2011 to look at pay differences for senior and professorial staff and found no significant differences between male and female staff.</p>	Standard Practice	HR	Standard Practice*
				A new Reward Manager has begun in HR (Feb 2016) who will be tasked to complete a pay audit within her first year in post.	HR (Reward Manager; per director of HR)	By Feb/March 2017

B: RECOGNITION AND VALUE

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.

	Clause	Status	Evidence for current compliance	Actions	Lead	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	Green	<p>QMUL’s <u>Research Strategy (2014)</u> has separate sections devoted to both the support and development of our research staff and is aligned with RCUK and European Commission’s expectations regarding researcher development being a key component of delivering research excellence.</p> <p>QMUL is compliant with the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations (2002)</p>	Standard Practice	HR and CAPD	Standard Practice: review is completed with creation of every research post.

	undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems		Researchers, regardless of contract-type, have full access to developmental activities both within their own faculties and the Researcher Development programme offered by The Centre for Academic and Professional Development: (http://capd.qmul.ac.uk/what-we-offer/researcher-development/)			
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 managers, and their organisations.	Green	The approval and recruitment process for fixed-term contracts is identical to that for permanent staff. In addition, fixed term contracts must be objectively justified so that this can be recorded in the contract. See Clause 1.3 above. (http://www.hr.qmul.ac.uk/procedures/contracts/ftc/index.html)	Standard Practice	HR with input from Executive Officers for Each Faculty	Standard Practice: review is completed with creation of every research post.
2.3	Research managers should be required to participate in active performance management, including career development guidance, and	Amber → Green	<u>The QMUL Performance and Development Appraisal Scheme (QMPDAS), which integrates performance appraisal, career ambitions and a development planning, was implemented across the University in 2013. To streamline this, the process was moved online through our E-appraisal system.</u>	To review implementation of E-appraisal system and use this information to form strategy to increase engagement.	HR and CAPD	Review is currently underway. Strategy development by June 2016 for

	<p>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>Training available:</p> <ul style="list-style-type: none"> • <u>Leadership and Management</u> workshops through CAPD's Professional Development Team: Understanding Performance Management (ILM323) • Appraisal training and <u>resources</u> from HR <ul style="list-style-type: none"> ○ Appraisers: Planning and Conducting an Appraisal Meeting (AP008) ○ <u>E-appraisal Surgery</u> (HR020) • Bespoke training/Coaching offered in Schools for Heads of HR/HR Partners to small groups on specific people management policies and practices 	<p><u>Targets:</u> <u>10% increase in Research Staff being annually appraised by June 2017.</u> <u>10% increase in research staff satisfaction with QMPDAS (via CROS) by June 2017, with an equivalent increase by June 2019. (Aim 1)</u></p> <p>Develop the available training on Research Leadership and Management. Submit to Planning and Accountability Round (PAR) 2015/16 to increase resources for this provision.</p>	<p>CAPD</p>	<p>implementation from September 2017.</p> <p>PAR submission Jan 2016 with plans to launch new training in Sept 2016.</p>
<p>2.4</p>	<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</p>	<p>Amber</p>	<p>QMUL funds (co-supported by the Wellcome Trust Strategic Support Fund) the following initiatives in its Life Sciences Institute:</p> <ul style="list-style-type: none"> • The Small Grants Fund: is an early stage fund designed to support pilot projects aimed at the identification and early support of the promising ideas for the future development of larger proposals and initiatives. • The Proof of Concept Fund: supporting work that is intended to develop new life science ideas, technologies or processes from a pilot or 	<p>To continue to disseminate information about any future schemes that provide interim financial support to maintain research staff employment between external funding arrangements. Executive Officer for Research communicates these opportunities together with targeted calls from research councils, charities and trusts as they arise to a research network including</p>	<p>Vice Principal (Research)</p> <p>EO Research network (incl. CAPD)</p>	<p>Disseminated at least monthly via CAPD newsletter.</p>

	<p>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>early-stage exploration to the next stage of a more comprehensive commercial plan.</p> <ul style="list-style-type: none"> • ECR Bridging Fund: a new scheme that is designed to support a small number of leading, early career researchers (ECRs), particularly during transition periods when funding rounds for fellowships, major grants and permanent positions may not coincide with contract end-points. The Fund will support periods of funding for up to four months for ECR salary costs for those working within relevant research areas of the LSI. A matching funding commitment is required from the home School / Institute of the ECR, equal to 30 per cent of the bridging funding. <p>Information at: http://www.qmul.ac.uk/lifesciences/funding/research/index.html</p> <p>It is standard practice at QMUL for open posts to be advertised first internally before being opened up externally. All staff employed for longer than one year qualify for redeployment to available posts irrespective of contract term. Staff are reminded of careers and development support available through the University 6 months before the end of their contract, if their contract is for 1 year or longer.</p> <p>All staff in post for more than 1 year also qualify for redeployment to posts that are open elsewhere in the University.</p>	<p>School/Institute research administrators, Directors and Deans of Research, SMD institute directors and to the CAPD.</p> <p>To add an additional reminder at the 3 month point prior to the end of contract.</p>	<p>HR and CAPD</p>	<p>From March 2016 onward.</p>
2.5	<p>Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant</p>	<p>Green</p>	<p>Research roles are graded (in line with the National Pay Framework) before a role is advertised or appointment takes place. Over time if the role develops the post holder or line manager can request a re-examination of the job grade.</p>	<p>Standard Practice</p>	<p>HR</p>	<p>Standard Practice*</p>

	trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.		<p>With the grade salary progression is available and made clear in researchers contracts and from local and central HR support during induction and during the duration of employment as required.</p> <p>Accelerated pay progression or one off bonus are open and applied to Research Staff as with all other staff groups at QMUL. Where Research Staff are research funded QMUL makes up any difference in salary if accelerated salary progression or a bonus is awarded that cannot be paid for by the grant funding.</p>			
2.6	<p>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>	Green	<p>Academic Promotion workshops led by our three Faculty Vice-Principals were established in 2014. These sessions provide an important opportunity for academic and research staff to learn more about QMUL's annual promotion round. Yearly guidance is made available online in advance of that year's promotions round.</p> <p>http://www.hr.qmul.ac.uk/procedures/promotion/acadpromotion/index.html</p> <p>All staff (employed for longer than 1 year) qualify for the Staff Bonus Scheme</p> <p>http://www.hr.qmul.ac.uk/workqm/paygradesrewards/reward/sbs/index.html</p> <p>Promotion opportunities are transparent, open to all staff and are publically advertised across the University. Academic promotion is an internal part of the Academic Development Programme Module: Developing an Academic Career.</p> <p>http://capd.qmul.ac.uk/wp-content/uploads/2014/05/PGCAP-Information-Full-CU.pdf</p> <p>Workshops on both Academic Career Management (RS406) as well as Career Management for Non-academic Career Paths</p>	<p>Academic Promotions Round typically runs at the end of January. Workshops to be held annually in the preceding November/early December.</p> <p>This information will be amongst the resources sign-posted by the new induction information made available online.</p> <p>These workshops are a regular part of the research staff development provision</p>	<p>CAPD</p> <p>CAPD and HR</p> <p>CAPD and Careers</p>	<p>Yearly November/December</p> <p>From March 2016.</p> <p>Yearly 3-6 times per year</p>

			(RS405) were initiated in 2014 for postdoctoral researchers as part of the Research Staff Developmental Programme put on by the CAPD and Careers and Enterprise. In these workshops, we discuss traditional academic career progression, highlighting processes and opportunities available at QMUL, as examples. http://capd.qmul.ac.uk/what-we-offer/researcher-development/research-staff/	and generally run 3-6 per academic year depending on demand.	and Enterprise	
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C: SUPPORT AND CAREER DEVELOPMENT

Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
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	Green	<p>The Centre for Academic and Professional Development (CAPD) offers a programme of special events, development activities and workshops designed specifically for research staff across the University. These aim to support the University's commitment to the Concordat and the career development of research staff. (http://capd.qmul.ac.uk/what-we-offer/researcher-development/)</p> <p>Careers and Enterprise runs a tailored careers programme including alumni/employer led events (e.g. professional panels, skills training) at faculty level, options seminars and workshops (exploring careers in and outside academia), alumni mentor opportunities and one-to-one consultations with the dedicated Careers Consultant for Researchers, as well as several internship opportunities (See 3.4)</p>	<p>Grow the development programme to address training and development needs identified by the researchers through the surveys and focus groups. Priority areas: support for women researchers, support for leadership and management in research, support for academic writing and publication and further support for applying for research funding.</p> <p>Submit to Planning and Accountability Round (PAR) 2016 to increase</p>	<p>RDT (including CAPD and Careers and Enterprise)</p> <p>CAPD</p>	<p>Tri-annual review via the SDAG (in March, Aug/Sept, and Nov/Dec)</p> <p>Annual Review with RDT</p> <p>Jan 2016</p>

	development which is comparable to, and competitive with, other employment sectors.			<p>resources for this provision.</p> <p>Continued Growth of the Postdoctoral Mentoring Opportunities including faculty-wise pilot in S&E, unifying all mentoring efforts across Schools</p> <p><u>Target: 40% of S&E research staff to have an offline mentor (CROS 2015 respondents who indicated an interest in offline mentoring) by June 2017. (Aim 3)</u></p>	CAPD and VP-S&E	Jan-June 2016
3.2	<p>A wide variety of career paths are 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>	Green	<p>Researcher mobility (both inter- and intra-sectorial) is a key theme iterated throughout the Researcher Development programme, run co-operatively by the CAPD and Careers and Enterprise (http://capd.qmul.ac.uk/what-we-offer/researcher-development/) provides support for research staff who would like to pursue a career in research as well as those considering careers outside academia and/or research.</p> <p>Careers advisors are available to provide advice for researchers wishing to change career path.</p> <p>In Dec 2013 QMUL became a member of the EURAXESS Services network which aims to help institutions attract world class research talent.</p> <p>13 Marie Skłodowska-Curie fellows began in 2014 and another 13 were awarded in 2015. Researcher mobility is one of the keys to this scheme is that researchers apply to come to work at QMUL from</p>	<p>Standard Practise: RD programme regularly evaluated via regular participant feedback, tri-annual review by SDAG and RDT annually.</p> <p>Actively encouraging participation in EU-funding opportunities is a message collaboratively communicated by the Joint Research Management Office (JRMO) – EU Unit, the Faculty EO's together with Research EO's networks (including the CAPD), through a series of emails, information sessions, workshops and events like Fellowship Day.</p>	Numerous stakeholders across QMUL including CAPD, Careers and Enterprise, JRMO, WHRI/SMD, VP-Research	Standard Practise: regularly reviewed

			<p>outside the UK (those with less than 6 months at QMUL can also qualify).</p> <p>The <u>WHRI Academy</u> is an FP7/COFUND scheme affiliated with the SMD and a number of other institutions <u>worldwide</u> that has recruited two cohorts so far (with two more calls to go); 38 postdoctoral fellows, 12 of which are based at QMUL.</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 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>	Green	<p>QMUL has restated its full commitment to the principles enunciated in this Concordat, both in its <u>institutional</u> and <u>research strategies</u>. The Researcher Development Team (RDT), along with administrative support, are permanent staff of the CAPD.</p> <p>A training programme of 33 workshops annually including support on project management, funding, time management, written and oral communication skills, amongst other professional skills mapped against the Vitae RDF</p> <p>The Researcher Development Team works in conjunction with Careers and Enterprise to run a number of professional skills training and careers workshops for research staff. The RDT will also offer bespoke training, as requested by Schools and Institutes, to research staff, such as Mentor-Mentee Training (e.g. School of Engineering and Materials Science, School of Physics and Astronomy, and School of Biochemical and Chemical Sciences). This programme supplements training offered locally by Schools and Institutes.</p> <p>46% of Research Staff attended at least one development programme in 2014/15.</p>	<p>To continue to increase engagement with RD programmes across the University. In part, this will require a review of our means of communication to ensure that researchers are kept informed of the opportunities available.</p> <p>(See also Actions in 3.1 Re: RD Programme Development and Researcher Mentoring)</p> <p>Increase engagement and improve communication with research staff such</p>	<p>CAPD – Communications team is currently reviewing our comms. strategy to inform our approach moving forward.</p>	<p>Under review. Implementation for 2015/16 academic year.</p> <p>Reviewed 3-times per year</p>

				<p>as to lead to an annual incremental increase in research staff engagement with our development programme.</p> <p><u>Target: 10% annual increase in research staff attendance at CAPD or other development workshops (Aim 4)</u></p>		via SDAG and annually by RDT.
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>	<div style="background-color: green; color: black; padding: 5px; width: 50px; margin: 0 auto;">Green</div>	<p>The Careers and Enterprise and Business Development groups advertised several internship opportunities for postgraduate and postdoctoral researchers over 2014/2015. These positions included opportunities with:</p> <ul style="list-style-type: none"> • Business Development Office (BBSRC Impact Internship), • QMUL's Centre of the Cell (Outreach Assistant), • Valodata (Machine Learning Developer), Oxford Biotech (2 posts: Marketing and Editorial Leads), • Johnson and Johnson (Research Assistant), • Proteome Sciences (Bioinformatician Assistant), • Pfizer Research Assistant (Gene Therapy Research Assistant), • Hammersmith Medical Research (Clinical Trial Assistant), • UCB Pharma (Bioinformatician Assistant) and • The Marion Gluck Clinic (Database Research Assistant). <p>Researcher employability is a strategic priority for QMUL's Careers and Enterprise group, and</p>	<p>Careers and Enterprise and Business Development to continue to sign-post opportunities to research staff whenever available.</p> <p>CAPD to help in dissemination amongst research staff</p>	<p>Careers and Enterprise and Business Development</p> <p style="text-align: center;">CAPD</p>	Standard Practise*

			<p>they have resourced a full-time internship and consultancy coordinator.</p> <p>Careers and Enterprises in conjunction with researcher-led WiSE (see 6.3) organises <u>Doctoral Transitions</u> that facilitate networking between research staff and students and QMUL alumni who have left the sector.</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 transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	Green	<p>QMPDAS (E-Appraisal) integrates career ambitions and a development plan. Thus, career development discussions between research staff and their managers have been enhanced through yearly appraisals (66% of surveyed research staff report yearly engagement with the QMPDAS.)</p> <p>Two workshops, one dedicated to academic career paths (RS406) and another dedicated to non-academic career paths (RS405) have been added to the standard Researcher Development provision put on by the CAPD, and are put on 3-4 times per year for Research Staff and senior PhD students. (http://capd.qmul.ac.uk/what-we-offer/researcher-development/research-staff/)</p> <p>See 3.1 and 3.2</p>	<p>Launch virtual networking environment on QMplus Hub for research staff to facilitate personal reflection, CPD tracking, knowledge exchange and networking across our three campuses.</p> <p>Content to be reviewed annually with necessary stakeholders</p> <p>See 2.3 re: review of E-Appraisal</p>	<p>CAPD</p> <p>CAPD</p> <p>CAPD and HR</p>	<p>Test February/ March 2016. Launch March/April 2016</p> <p>See</p> <p>Review annually in August</p> <p>See 2.3</p>
3.6	<p>Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through</p>	Green	<p>New research staff are invited to QMUL's Staff Induction which is held twice per a year: http://capd.qmul.ac.uk/what-we-offer/induction/ Approximately 32% of new-hire research staff attend institutional inductions, which roughly corresponds to the number of CROS 2015 respondents that found institutional inductions useful (27%).</p>	<p>Improve induction resources for research staff (hosted on QMplus Hub)</p>	<p>CAPD with input from HR, Health and Safety and Departments</p>	<p>Test February/ March 2016. Launch March/April 2016</p>

	<p>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>Local (School/Institute) induction programmes are generally more well-attended (52% focus group attendees) and researchers generally find these inductions more useful (45% of CROS respondents)</p> <p>It is standard practice for new-hire research staff to meet with a faculty HR partner to sign their contracts, review some HR policies and <u>QMUL staff benefits</u>.</p>	<p>New research staff will begin to receive welcoming emails from the CAPD sign-posting them to these resources, and inviting them to quarterly drop-in sessions</p>	<p>CAPD</p>	<p>Quarterly from March 2016 onwards</p>
3.7	<p>Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<p>Green</p>	<p>The CAPD researcher development provision for both research students and staff is mapped to Vitae's RDF. Gaps in this mapping inform the subject matter for future provision, cross-referenced with data on subjects to prioritise collected from yearly focus groups with research staff.</p> <p>79% of research staff who attended focus groups, and approximately 20-30% of CROS respondents report engaging in opportunities to practice skills such as: lecturing and teaching, supervising students, mentoring peers, public engagement (<u>Centre of the Cell</u>), managing/training technical staff/students.</p> <p>Internship opportunities have been arranged by Careers and Enterprise and Business Development have given some researchers opportunities to develop and gain experience with commercial skills. See 3.4.</p>	<p>Expansion and development of these programmes in the areas of Leadership and Management in Research, Academic Writing and Publication and Applying for Research Funding.</p> <p>Submit to Planning and Accountability Round (PAR) 2015/16 to increase resources for this provision.</p> <p>Survey the development needs of technical research and support research staff via online survey and focus group.</p>	<p>CAPD</p> <p>CAPD</p>	<p>Review 3-times annually through SDAG and once annually by RDT.</p> <p>Survey July/Aug 2016 for piloting Jan/Feb 2017</p>

				Aim to pilot at least one workshop in 2016/17		
3.8	Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	Green	<p>QMUL schools (e.g. School of Engineering and Materials Science, School of Biochemical and Chemical Sciences, School of Physics and Astronomy, School of Politics and International Relations, SBM) and some School of Medicine and Dentistry Institutes (e.g. BCI, WHRI) have offered (or piloted) some opportunities for offline career/ developmental mentoring for their (early-career) research staff and fellows.</p> <p>Two new mentoring schemes have been introduced at QMUL by the Equality and Diversity Team for research and academic staff: the Women's Mentoring scheme and the B-Mentor Scheme for a Black & Minority Ethnic Academics.</p> <p>1-to-1 Academic Progression Coaching for ECRs offered by the Researcher Development Advisor for Postdocs (CAPD) as of May 2015.</p> <p>The QMUL Careers Service has a long-standing history of providing career guidance to research staff and students.</p> <p>It is common practice in most QMUL Schools and Institutes to provide early-career (new-hire) academic staff with mentored support.</p>	<p>Faculty-wide pilot of a mentoring scheme in S&E in 2016 so that more research staff across QMUL have access to offline mentoring.</p> <p><u>Target: to provide 40% of S&E research staff with offline mentors by June 2017 (Aim3; See 3.1)</u></p> <p>Continue to support the growth and introduction of piloting and existing schemes for research staff mentoring in Schools and Institutes.</p>	CAPD and VP-S&E	<p>First cohort recruited by June 2016.</p> <p>Review at end of first year and recruit second cohort for Sept/Oct 2016.</p> <p>On-going (new cohort recruiting in January 2016)</p>

3.9	<p>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p style="text-align: center;">Green</p>	<p><u>PhD Supervision Training</u> is provided to all new members of academic staff and is delivered by the Deputy Deans (Research) / Doctoral College. In the past, a small group of postdoctoral researchers (2-3/year) have also been allowed to attend this training.</p>	<p>Increase the number of spaces offered to senior postdocs who have taken on postgraduate supervision duties in their research groups.</p> <p>Research Staff provision to include more support for Leadership and Management in Research (See 2.3)</p>	<p>Doctoral College and RDT</p> <p>CAPD</p>	<p>From Sept 2016 and onwards. Reviewed regularly with rest of developmental provision</p> <p>From Sept 2016 and onwards (pending outcome of PAR)</p>
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3.10	<p>Researchers should be empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p style="text-align: center;">Green</p>	<p>It is standard policy for all staff to have probationary meetings throughout the first year of their work term and an appraisal upon completion of probation.</p> <p>Appraisal Training is provided for staff who will be carrying out performance appraisals for the first time within the new QMUL Performance and Development Appraisal Scheme (QMPDAS), as well as for more experienced appraisers who feel they might benefit from an opportunity to refresh or further develop their skills. (See 2.3)</p> <p>Researchers can access supplemental career advice from Careers and Enterprise as well as the CAPD. (See. 3.1 and 3.4)</p> <p>A series of Leadership & Management programmes (endorsed by the Institute of Leadership & Management) have been specifically developed for Academic & Research Staff.</p>	<p style="text-align: center;">See 2.3, 3.1 and 3.4</p>	<p style="text-align: center;">See 2.3, 3.1 and 3.4</p>	<p style="text-align: center;">See 2.3, 3.1 and 3.4</p>
3.11	<p>Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure</p>	<p style="text-align: center;">Green</p>	<p>Research staff and new-hired Academic Staff have access to training on topics relevant to academic practice including the <u>Academic Development, Education and the Promotion of Teaching (ADEPT)</u>, which leads to HEA accredited qualifications via several routes.</p>		<p style="text-align: center;">CAPD (Educational Development Team)</p>	<p style="text-align: center;">ADEPT was launched in 2015/16 and evaluated annually.</p>

	broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.		<p>The Taught Route (the conventional programme)</p> <ul style="list-style-type: none"> • PgCAP – Postgraduate Certificate in Academic Practice (HEA Fellowship) is a requirement for all new academic staff. • Certificate in Teaching and Learning (CILT) Points-based Route/CPD • ADEPT-points based programmes allow new academics to access a points-based system of academic practice qualification. <p>Both programmes supported by a centralised resource-base found at http://adept.qmul.ac.uk</p> <p>Leadership & Management (endorsed by the Institute of Leadership & Management) provided by our</p>			
3.12	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.	Green	<p>Training for research staff who have limited teaching responsibilities as part of their work at QMUL is provided. The Certificate in Learning and Teaching (CILT) is an accredited qualification worth 30 Master's level credits.</p> <p>See 3.11</p> <p>56 (11%) members of research staff across all faculties engaged in learning and teaching training in 2014/15.</p>		CAPD (Educational Development Team)	See 3.11
3.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on	Green→ Amber	<p>To ensure that there are Postdoc Representatives from all Schools:</p> <p>QMUL is encouraging the input of research staff into College's policy and practice. Examples included School/Institute Research Committees, Athena SWAN self-assessment teams (and other equality and diversity efforts), School/Institute</p>	QPdA to expand to include representation from at least half of the Schools and Institutes and invite participation from existing networks. The postdoc networks will be supported by the	QPdA, CAPD, Schools and Institutes	By May/June 2016

	<p>organisation and management committees.</p>		<p>safety committees as well as instances of research staff participating in interview and selection panels. The latter example has become increasingly more common since the Queen Mary Senior Executive (QMSE) approved their policy on gender representation in the selection process earlier this year.</p> <p>Faculty Postdoc Networks were established across in 2013/2014. However they became difficult to maintain as network representatives would move on to new contracts without finding a replacement. At the moment, each faculty has representation in the newly formed QMUL Postdoc Association (QPdA).</p> <p>Burgeoning networks of research staff within some School of Medicine and Dentistry institutes (e.g. Barts Cancer Institute) and Science and Engineering Schools (e.g. School of Electronic Engineering and Computer Sciences) have formed to facilitate peer mentoring and networking amongst research staff and research leaders.</p>	<p>QMplus HUB virtual environment</p> <p><u>Target: QPdA to have (nominated) representation from at least 50% of Schools and Institutes (Aim 5)</u></p> <p><u>Target: QPdA to have (nominated) representation in all of Schools and Institutes (Aim 5)</u></p> <p>To review status of QPdA by the end of 2016/17 academic year to update status on representation, and purpose of QPdA (likely using data from CROS 2017)</p> <p>To encourage research staff engagement with Fair Selection and Interview Skills Training (See 1.4)</p>	<p>QPdA, CAPD, Schools and Institutes</p> <p>QPdA, CAPD, Schools and Institutes</p> <p>QPdA, CAPD, Schools and Institutes</p> <p>HR</p>	<p>By May/June 2016</p> <p>By Jan/Feb 2017</p> <p>April-June 2017</p> <p>See 1.4</p>
3.14	<p>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p>Amber</p>	<p>QMUL schools (e.g. School of Engineering and Materials Science, School of Biochemical and Chemical Sciences, School of Physics and Astronomy, School of Politics and International Relations, SBM) and some School of Medicine and Dentistry Institutes (e.g. BCI, WHRI) have offered (or piloted) some opportunities for offline career/ developmental mentoring for their (early-career) research staff and fellows.</p>	<p>Faculty-wide pilot of a mentoring scheme in S&E in 2016 so that more research staff across QMUL have access to offline mentoring.</p> <p><u>Target: to provide 40% of S&E research staff with</u></p>	<p>CAPD, VP-S&E</p>	<p>See 3.1</p>

			<p>Two new mentoring schemes have been introduced at QMUL by the Equality and Diversity Team for research and academic staff: the Women's Mentoring scheme and the B-Mentor Scheme for a Black & Minority Ethnic Academics.</p> <p>1-to-1 Academic Progression Coaching for ECRs offered by the Researcher Development Advisor for Postdocs (CAPD) as of May 2015.</p>	<p><u>offline mentors by June 2017 (Aim 3; See 3.1)</u></p> <p>Continue to support the growth and introduction of piloting and existing schemes for research staff mentoring in Schools and Institutes.</p>	<p>CAPD, Faculty Deans of Research, and E&D Team (HR)</p>	<p>Ad hoc, with yearly review with CAPD and Faculty Deans.</p>
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D: RESEARCHERS' RESPONSIBILITIES

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
5.1	<p>Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.</p>	<p>Green</p>	<p>This is demonstrated by the University's commitment to actively recruit outstanding new researchers and research teams, and support their research ambitions, as outlined in <u>QMUL Research Strategy 2014</u> an (Aim 3.3) and <u>QMUL's Strategy 2014</u>: (Aim 2.3 – Recruit and Support Postdoctoral and other ECRs)</p>			
5.2	<p>Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of</p>	<p>Green</p>	<p>Several researchers have taken advantage of opportunities organised through the Careers and Enterprise and Business Development groups over 2014/2015. (See 3.4)</p> <p>Careers and Enterprises in conjunction with researcher-led WiSE (see 6.3) organises <u>Doctoral Transitions</u> that facilitate networking between</p>	<p>Careers and Enterprise and Business Development in order to continue to sign-post opportunities to research staff whenever available.</p>	<p>Careers and Enterprise and Business Development with dissemination support</p>	<p>Standard Practice*</p>

	research for the benefit of their employing organisation, as well as the wider society and economy as a whole.		research staff and students and QMUL alumni who have left the sector.		from the CAPD	
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.	Green	<p>This is embedded into staff and PhD inductions, <u>Research Policies</u>, <u>Codes of Practice</u>, Probation and Appraisal systems of the University.</p> <p>A Task and Finish Group conducted a gap analysis in July 2014 against The Concordat to Support Research Integrity, to ensure that these principles were well embedded within our practice. RI working group will meet annually in Feb/March to review compliance.</p>	<p>To review the status of the mapping exercise with respect to training and support.</p> <p>RDT will ensure that the Research Integrity Agenda is integrated into all training and development provision for researchers.</p> <p>To sign-post these policies amongst the induction resources in development (See 3.6)</p>	CAPD, Doctoral College, RDO, VP-Res Office	To be reviewed regularly with rest of training provision (See 3.1)
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.	Amber → Green	<p>These are central themes of careers and leadership and independence <u>workshops</u> (Career Management for Academic Research Staff, Career Management for Non-Academic Career Paths, Preparation for Leadership, Research Independence) that were introduced in 2014/2015.</p> <p>Burgeoning networks of research staff within some School of Medicine and Dentistry institutes (e.g. Barts Cancer Institute, the William Harvey Research Institute) and Science and engineering Schools (e.g. School of Electronic Engineering and Computer Sciences) have formed to facilitate peer mentoring and networking amongst research staff and research leaders.</p>	See 5.5	See 5.5	See 5.5

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.</p>	<p style="text-align: center;">Amber</p>	<p>Faculty Postdoc Networks were established across in 2013/2014. However they became difficult to maintain as network representatives would move on to new contracts without finding a replacement. At the moment, each faculty has representation in the newly formed QMUL Postdoc Association (QPdA).</p> <p>A researcher-led initiative by a postdoc representative from S&E resulted in the simplification of postdoctoral job titles at QMUL, and will be implemented by HR from 2016.</p> <p>Burgeoning networks of research staff within some SMD institutes (e.g. BCI) have formed to facilitate peer mentoring and networking amongst research staff and research leaders.</p> <p>1-to-1 Academic Progression Coaching for ECRs offered by the Researcher Development Advisor for Postdocs (CAPD) as of May 2015.</p> <p>Careers advisors (Careers and Enterprise) are available to provide advice for researchers.</p>	<p>QPdA to expand to include representation from at least half of the Schools and Institutes and invite participation from existing networks</p> <p>The postdoc networks will be supported by the QMplus HUB virtual environment</p> <p>(See 3.13)</p>	<p>CAPD, QPdA Schools and Institutes</p>	<p>See 3.13</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</p>	<p style="text-align: center;">Green</p>	<p>QMPDAS (E-Appraisal) integrates career ambitions and a development plan. Thus, career development discussions between research staff and their managers have been enhanced through yearly appraisals (66% of surveyed research staff report yearly engagement with the QMPDAS.)</p>	<p>To review implementation of E-appraisal system and use this information to form strategy to increase engagement with QMPDAS. (See 2.3)</p>	<p>HR and CAPD</p>	<p>See 2.3</p>

to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.					
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E: DIVERSITY AND EQUALITY

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

	<i>Clause</i>	<i>Status</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead</i>	<i>Timescale</i>
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.	Green	<p>QMUL has designed a 5-year strategy on equality and diversity with measurable targets.</p> <p>QMUL currently holds 11 Externally accredited Equality and Diversity Awards:</p> <ul style="list-style-type: none"> • Athena Swan Silver: School of Biological and Chemical Sciences, School of Medicine • Athena Swan Bronze: QMUL (institutional), School of Mathematical Sciences, School of Engineering and Materials Sciences (renewed 2015), Institute of Dentistry, School of Electronic Engineering and Computer Science, School of Physics and Astronomy • Juno Practitioner Award: School of Physics and Astronomy • Gender Equality Mark: School of Politics and International Relations • Stonewall Diversity Champion: QMUL (institutional) 	<p>Review and monitor equal opportunity plans annually.</p> <p>Short-term plans include: To achieve at least one additional departmental Silver Athena Swan Awards</p> <p>To renew a Bronze award</p> <p>To achieve an institutional Silver Award</p>	<p>Equality & Diversity Steering Group</p> <p>IoD SAT</p> <p>SMS SAT</p> <p>EECS SAT</p> <p>QMUL SAT</p>	<p>Monthly Athena SWAN/ECU Charter meetings</p> <p>Submit Nov 2015</p> <p>Submit April 2016</p> <p>Submit April 2016</p> <p>Submit April 2016</p>

			<p>QMUL is committed to the provision of equality of opportunity for all its and staff (see Equal opportunities statement: http://www.hr.qmul.ac.uk/equality/policies/index.html)</p> <p>On average since 2009, >90% research staff who participated in QMUL's biennial CROS surveys believe the university is committed to equality and diversity.</p>	To achieve a further Gender Equality Charter award in the Faculty of Humanities and Social Sciences	SoG SAT	Submit April 2016
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.	Green	<p>QMUL is aware of the national legislation and insists that all members of any interview panel must first undergo mandatory training (Fair Selection & Interview Skills workshop) which includes specific emphasis on Equality & Diversity (see 1.4). In addition unconscious bias training is being rolled about across QMUL to further enhance the quality of recruitment and selection decisions (and indeed promotional decisions)</p>	All of those who sit on interview and selection panels must undergo training.	HR	See 1.4
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	Green	<p>QMUL has established several major programmes and initiatives to promote equality & diversity and positive role models for our researchers. These include:</p> <ul style="list-style-type: none"> Women in Sciences and Engineering Group which runs events at QMUL regularly (https://wiseqml.wordpress.com/) mentoring schemes (e.g. B-MEntor, http://www.hr.qmul.ac.uk/equality/equalityrace/bmentor/) 	More targeted support for women researchers: Springboard Development Programme for Women, which has already been run successfully for women researchers at other Russell Group Universities. This provision will address training needs identified by the researchers and also	Equality & Diversity Steering Group, CAPD, Athena SWAN Committee(s)	PAR bid submitted January 2016

	<p>disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>		<ul style="list-style-type: none"> • a Women Into Leadership programme and a High Potential Leaders Programme which has majority female representation (http://capd.qmul.ac.uk/what-we-offer/professional-development/leadership-programmes/) • A number of Schools and institutes (e.g. School of Engineering and Materials Science, School of Physics and Astronomy, School of Biochemical and Chemical Sciences, and SMD) have policies in place to support staff returning from maternity leave and/or long term sick leave. 	<p>support other agendas, such as Athena SWAN (GEM) and Juno. Funding to run this additional support will be sought from The University through the annual PAR.</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, 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</p>	<p style="text-align: center;">Green</p>	<p>QMUL recognises that to recruit and retain the best staff, it needs to support and promote a healthy work-life balance for its employees. The University’s has several types of flexible working opportunities available, including working from home, term-time working, compressed hours and annualised hours – see Flexible Working Policy (http://www.hr.qmul.ac.uk/workqm/leave/)</p> <p>There is also a relatively strong culture of more informal practices for flexible working for short or longer term periods, including remote working, condensed hours amongst research staff according to our focus groups.</p> <p>QMUL currently holds 11 Externally accredited Equality and Diversity Awards (see 6.1) http://www.hr.qmul.ac.uk/equality/athenaswancharter/index.html</p> <p>Commensurate with the various Athena Swan and Gender Equality Mark awards held by a number of QMUL schools and departments, evidence was externally assessed that</p>	<p>To review and implement the University’s Athena Swan Action Plan (See 6.1)</p>	<p>See 6.1</p>	<p>See 6.1</p>

	the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.		<p>demonstrates the availability of flexible working options for staff, together with tracking the career trajectories of early-career researchers.</p> <p>One such example is the Maternity Plus initiatives used in School of Physics and Astronomy, SMS and School of Engineering and Materials Science, for example. These hire a (postdoctoral) Research Associate for up to 15 months to continue an academic's research programme while they are on maternity leave.</p>			
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	Green	<p>The University has a comprehensive flexible working policy: (http://www.hr.qmul.ac.uk/workqm/leave/)</p> <p>A number of schools are collecting information about formal and informal requests to support their Athena Swan applications.</p> <p>When research staff focus groups were questioned about the flexibility of their work arrangements, researchers and early-career academics felt free to take flexible hours when they encountered them without the need to verify every hour with their line management (so long as all research, teaching and work commitments are fulfilled). Moreover, all research staff report that they feel comfortable approaching their line managers in instances where exceptional changes to work patterns need to be considered due to life/family commitments or the converse, in recompense for extraordinary hours momentarily mandated by the research.</p>	Standard Practice	HR	Standard Practice*
6.6	Funders should continue to ensure that their funding	Green	The process in place is that the individual department concerned should talk to the funder directly. If the funder will not support the leave,	Standard Practice	HR, Heads of Schools/ Institutes	Standard Practice*

	<p>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>personnel become involved and the University will cover the period of leave.</p>			
6.7	<p>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</p>		<p>Appointment is based upon merit first but policy and strategy supports Equality & Diversity agenda, e.g.</p> <ul style="list-style-type: none"> • Equality & Diversity Strategy and targets • Athena SWAN • Project Juno • WISE • ECU Gender Charter Mark <p>QMSE policy of gender representation on interview panels and promotion panels adopted in Jan 2015</p>			

	ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.					
6.8	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 dependents, 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	Green	The University is committed to the provision of equality of opportunity for all its and staff (see Equal opportunities statement: http://www.hr.qmul.ac.uk/equality/policies/index.html)	Standard Practice	Equality & Diversity Steering Group	Standard Practice*
6.9	All managers of research should ensure that measures exist at every institution through	Green	QMUL has a policy for staff to raise grievances, this includes harassment and bullying. QMUL has a separate dignity at work policy statement	Standard Practice	HR	Standard Practice*

	which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.		http://www.hr.qmul.ac.uk/docs/equalcommittee/policies/2543.pdf			
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.	Green	QMUL currently holds 11 Externally accredited Equality and Diversity Awards (see 6.1) http://www.hr.qmul.ac.uk/equality/athenaswancharter/index.html	To review and implement the University's Athena SWAN Action Plan and increase our number of departmental awards (See 6.1)	Athena Swan/ECU Charter SATs	Monthly Athena SWAN/ECU Charter meetings

F: IMPLEMENTATION AND REVIEW

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.

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
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	Green	In 2015, The HR Excellence in Research steering group was assembled to review the progress made in the interim since our self-assessment. This group, composed of the Researcher Development Adviser for Postdocs, the Deputy Dean for Research for Science and Engineering, QMUL's Equality and Diversity Manager, and a member of research staff from each faculty. In addition, consultations were made with the Head of HR, the Head of Researcher Development (CAPD) and the VP for Research Advisory Group, and produced this updated action plan.	The implementation of this Concordat action plan will be monitored and reviewed periodically by the HR Excellence Group (led by the Research Development Team). The process will be informed by the biennial CROS and PIRLS surveys, together with other forms (e.g. focus groups, local surveys), the HR Excellence Group along its affiliated contributors will continue to	CAPD	Biennially with CROS and PIRLS

	a collective commitment to reviewing its progress.		<p>To capture feedback from our research staff (across all faculties and across different research career stages), focus groups were held in May, June and July of 2015, based on a question set developed by the steering group.</p> <p>The updated action plan was submitted to, and discussed by, the Vice Principal for Research Advisory Group (VPRAG) at its November 2015 meeting. This committee is chaired by the Vice Principal of Research and its membership includes: Director of Research Services, Director of the Centre for Academic & Professional Development, Head of Researcher Development and Faculty Deans of Research and Deputy Deans of Research who run the Doctoral College.</p>	<p>use this input to inform subsequent Concordat implementation action plans, every two years.</p> <p>These reports will continue to feed-up to the Senior Executive via Vice Principal for Research Advisory Group (VPRAG), and back to the research staff via the QPdA and the CAPD.</p>		
7.2	<p>The signatories agree:</p> <p>a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.</p> <p>b. to procure an independent benchmarking study</p>	Green	<p>The University has run the Careers in Research Online Survey (CROS) seven times (in 2003, 2004, 2005, 2009, 2011, 2013 and 2015) and the Principal Investigators Research Leaders Survey (PIRLS) in 2011, 2013 and 2015. Information from these surveys informs both strategic thinking and the provision of researcher development activities.</p> <p>The outcomes of these surveys are and will continue to be considered by the HR Excellence Group and affiliated contributors, which then reports to the Vice Principal for Research Advisory Group (VPRAG)</p>	<p>As an indirect signatory (via membership with UUK and by receiving support from HEFCE and other funders of research), QMUL will continue, on a biennial basis, to collect feedback through CROS and PIRLS.</p> <p><u>Target: To obtain an even more representative sample of the university, we will aim to increase our response to both CROS and PIRLS by 50% by March 2017, when they run next. (Aim 8)</u></p>	CAPD	Biennially with CROS and PIRLS

	<p>to assess the state of the sector at the launch of this Concordat.</p> <p>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organizations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of</p>					
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	researchers and employers (both outside and within the HE sector).					
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.	Green				
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	Green				

	practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.					
7.5	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not 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.	Green	<p>QMUL has a comprehensive Equality and Diversity strategy and publishes its Equalities Monitoring Data annually.</p> <p>Our statutory equalities objectives cover a three-year period and are reviewed annually</p> <p>http://www.hr.qmul.ac.uk/equality/equalityobjectives/index.html</p> <p>Moreover QMUL has also stated its Equality and Diversity targets in its Research Strategy (SA5.1)</p> <p>Also, see 6.1.</p>		<p>Equality & Diversity Steering Group (Human Resources) and via ECU/Athena SWAN Charter Champions embedded within the Schools and Institutes</p>	<p>Annually and bi-annually via ECU/Athena SWAN submissions.</p>