

London South Bank University

Concordat to Support the Career Development of Researchers

Implementation Two Year Review – April 2016

London South Bank University gained the HR Excellence in Research Award in May 2014 after demonstrating its commitment to improving the working conditions and career development of research staff.

This document provides a two-year review on progress made against its original Gap Analysis and Actions.

CPD	Continual Professional Development
CRS	Central Research Support
CRSD*	Central Research Support Department
EDI	Equality, Diversity and Inclusion
HSC	School of Health and Social Care
LLR	Library and Learning Resources
LSBU	London South Bank University
OSDT**	Organisation and Staff Development Team
PO-BS	People and Organisation, Business Services
PO-HR	People and Organisation, Human Resources
PO-OD	People and Organisation, Organisational Development
RCG	Research Concordat Group
RCUK	Research Councils UK
RDF	Researcher Development Framework
REI	Research, Enterprise & Innovation
SRHE	Society for Research into Higher Education
UREC	University Research Ethics Committee
URC	University Research Committee

Status

A	Actioned
O	Ongoing
P	Part-Achieved

* Formerly known as Central Research Support Department prior to University restructuring

** Following the University's restructuring, OSDT has since become three units: PO-BS; PO-HR and; PO-OD

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, response and evidence for current compliance – <i>March 2014 and Progress Update 2016</i>	Action 2014	Status (2016)	Responsible	Timescale 2014
1.1	<p>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</p> <p>The University Corporate Plan 2015-20 sets out the University's strategic ambitions for research: https://blog.lsbu.ac.uk/developing-structures/wp-content/uploads/2014/07/lsbu-corporate-strategy-2015-2020.pdf</p> <p>Researchers are recruited in the same way as all other staff at the University under the Recruitment and Selection Policy (see 1.2 below).</p> <p>The University's Equality, Diversity and Inclusion Policy 2013 confirms that it recruits, develops and retains its staff by promoting the University as an employer of choice and outlines its recruitment, selection methods and procedures to ensure that staff from all backgrounds are attracted: LSBU Equality, Diversity and Inclusion Policy 2015</p> <p>The Research Excellence statement at: http://www.lsbu.ac.uk/research/research-excellence outlines our research excellence.</p> <p>Since 2006, the University has published a series of five Core Values of Creativity, Excellence, Inclusivity, Integrity and Professionalism; which have been since refined and now developed into a draft Behavioural Framework currently awaiting approval by the Board of Governors at the end of March 2014. This Framework outlines the behaviours and standards expected of both staff and students, irrespective of their role, in order to recruit, support and retain all those who work or study at the University (available upon request from the OSDT).</p>	<p>Action:</p> <p>Ongoing – reviewed on a 4-year cycle</p> <p>Ongoing – reviewed on an annual basis.</p> <p>Ongoing – reviewed on a 4-year cycle</p> <p>Consider and approve draft Behavioural Framework</p>	<p>A-O</p> <p>A-O</p> <p>A-O</p> <p>A</p>	<p>University Executive</p> <p>PO-BS</p> <p>PO-BS</p> <p>Board of Governors</p>	<p>31/08/2014</p> <p>31/01/2015</p> <p>31/01/2015</p> <p>31/03/2014</p>
	<p>Progress Update 2016:</p> <p>The LSBU Behavioural Framework and Values was launched in 2015 which identifies the standards expected across the University and supports the recruitment, selection and retention of researchers. The Framework outlines the behaviours and standards expected of both staff and students, irrespective of their role, in order to recruit, support and retain all those who work or study at the University (available upon request from the Organisational and Staff Development Team (PO-OD)). All staff undergo mandatory</p>				

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, response and evidence for current compliance – <i>March 2014 and Progress Update 2016</i>	Action 2014	Status (2016)	Responsible	Timescale 2014
	training to support these goals, including diversity and equality training. The approach underpins staff appraisal and goal setting, as well as the research and academic framework of the University. Staff are now expected to comment on how they have adhered to the University's core values in their annual appraisal as well as planning their future developmental needs.				
1.2	<p><i>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.</i></p> <p>The University's Recruitment and Selection Policy ensures transparent procedures are in place for all staff, including researchers. Policy at: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx</p> <p>Job description and selection criteria are provided by the recruiting manager to Human Resources electronically as part of the recruitment process. Guidance on the skills required for the post is available through job description and person specification templates for research staff.</p> <p>The University has an Equality and Diversity Policy: http://www.lsbu.ac.uk/about-us/policies-and-initiatives/equality-and-diversity which outlines its commitment and is shared in a number of places. Its approach is also set out in its <i>Equality, Diversity and Inclusion Statement (2013)</i>: 'We are a unique educational institution that is proactively committed to creating a stimulating teaching and learning environment that values diversity, fairness, mutual respect and inclusion. We are dedicated to realising the potential of our staff, students and local community we believe that diversity enriches our individual and collective experience, performance and achievement.'</p> <p>Researchers, as do all other staff are expected to reflect the Core Values of Excellence and Inclusivity referred to in the University's draft Behavioural Framework (available upon request from OSDT).</p>	<p>Action:</p> <p>Ongoing - reviewed on an annual basis</p> <p>Ongoing - reviewed on 4-year cycle</p>	<p>A-O</p> <p>A-O</p>	<p>PO-HR</p> <p>PO- BS</p>	<p>31/01/2015</p> <p>31/01/2015</p>

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, response and evidence for current compliance – <i>March 2014 and Progress Update 2016</i>	Action 2014	Status (2016)	Responsible	Timescale 2014
--	-------------	---------------	-------------	----------------

Progress Update 2016:

A new Equality, Diversity and Inclusion Action Plan and Statement has been approved which sets out clear targets for the next two years including the setting up of a Gender network.

1.3	<p>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</p> <p>The recruitment process requires that the recruiting manager provides an objective justification, if requesting a fixed term post (or continuation of a fixed term post). This is recorded in Section 4 of the HR1 form: Fixed-Term Appointments: http://extranet.lsbu.ac.uk/hr/Recruiting_new_staff/Forms/AllItems.aspx</p> <p>Since the 2006 Fixed-Term Workers regulations came into force, temporary staff with more than four years' service automatically gain the same employment rights as permanent staff. The University's standard practice is to offer temporary staff (including researchers) permanent contracts after two years' continuous service.</p>	<p>Action:</p> <p>Ongoing – reviewed on an annual basis.</p>	A-O	PO-HR	31/01/2015
-----	---	---	-----	-------	------------

Progress Update 2016:

Standard university practice is for temporary staff (including researchers) to be offered permanent contracts after two years' continuous service although there may be exceptional circumstances. Feedback from researchers during this 2 year audit review indicated suggests that the application of exceptional circumstances needs further clarification and this listed as a new action in the Action Plan for 2016-2018.

1.4	<p>To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.</p> <p>The commitment to Equality, Diversity and Inclusion underpins the University staff Recruitment and Selection policy. Through the use and application of training and monitoring, the University</p>	<p>Action:</p> <p>Reviewed on 4-year cycle. Ongoing – reviewed on a 4-yearly cycle</p>	A-O	PO-HR	31/01/2015
-----	---	---	-----	-------	------------

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, response and evidence for current compliance – <i>March 2014 and Progress Update 2016</i>	Action 2014	Status (2016)	Responsible	Timescale 2014
	<p>is committed to ensuring that these recruitment and promotion procedures are kept constantly under review in order to ensure that individuals are selected for interview and appointed to posts on the basis of their ability to do the job required. Equality, Diversity and Inclusion Statement (2013). See: http://www.lsbu.ac.uk/about-us/policies-and-initiatives/equality-and-diversity for the Equality and Diversity Policy and Equality, Diversity and Inclusion Action Plan.</p> <p>The University runs Recruitment and Selection training which all members of staff on short-listing and interview panels are required to attend. The Recruitment and Selection procedure also specifies that, as far as possible, panel members should be selected to reflect the diversity of the University's staffing and student base.</p> <p>Whilst not stated in the policy, in practice, any unsuccessful applicants are given feedback from the Chair of the interview panel upon request.</p> <p>Researchers, as do all other staff are expected to reflect the Core Values of Excellence and Inclusivity as found in the Behavioural Framework (available upon request from OSDT).</p> <p>Researchers, as do all other staff are expected to reflect the Core Values of Inclusivity and Integrity referred to in the University's draft Behavioural framework (available upon request from the OSDT).</p>				
<p>Progress Update 2016:</p> <p>The Behavioural Framework & Values was launched 2015.</p> <p>Equality, Diversity and Inclusion training is now compulsory. Link http://www1.lsbu.ac.uk/osdt-training/index.php/courses</p> <p>A new Action Plan for Equality, Diversity and Inclusion has been approved and will go live over May 2016.</p>					
1.5	<p><i>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.</i></p>	Action:			

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, response and evidence for current compliance – <i>March 2014 and Progress Update 2016</i>	Action 2014	Status (2016)	Responsible	Timescale 2014
	<p>All research posts are evaluated using the University-wide HERA job evaluation process which is an objective factor based assessment. All posts at the University have been evaluated through this process including professorial and senior post holders and the evaluation determines the grade and hence the salary scale for all posts. The HERA Job Evaluation scheme is made up of 14 elements that reflect the value of higher education and the aspects of roles seen as the most important. The elements are explored during an interview and questions are put to the line manager (where it is a new role) or to the post holder where it is an existing role (the line manager will also be present).</p> <p>Reference to HERA is in the recruitment policy at Stage 1 authorisation, page 3. Details of the HERA job evaluation process are on the HR website https://www1.lsbu.ac.uk/staff/matters/job-evaluation.html. Salary scales are reviewed annually.</p>	Ongoing – reviewed on an annual basis.	A–O	PO-HR	31/01/2015

Progress Update 2016:

Reviews carried out and salary scales updated

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, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
2.1	<p>Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p> <p>All posts at the University are evaluated using the HERA Job Evaluation tool so there is no separate pay spine for researchers. Researchers are afforded the same contractual entitlements as other staff, e.g annual leave, maternity/paternity leave, pension etc. All researchers have a mandatory review built into probationary procedures as well as at appraisal where development opportunities are encouraged regardless of the length of contract.</p> <p>In 2013 the Research Concordat Group conducted a review of the implementation of the Concordat to Support the Career Development of Researchers at LSBU. The result of the review was a revised Research Concordat Implementation Plan which outlines the University's approach to supporting the career development of researchers and was approved by the University Research Committee (URC) at its meeting of 30 January 2014.</p> <p>The University has centrally run a Key Skills Development Programme open to all researchers since 2005 as well as running seminars and workshops in some faculties, e.g. Faculty of Health and Social Care in conjunction with the Central Research Support Department, https://my.lsbu.ac.uk/page/research-degrees-postgraduate-certificate-in-research-skills All participants are invited to complete evaluation forms and attendance certificates are provided afterwards.</p> <p>The People and Organisation Organisational Development Team (OSDT) provide training opportunities for all staff, inclusive of contract or permanent researchers upon request with the</p>	<p>Action:</p> <p>Ongoing – reviewed on an annual basis</p> <p>Ongoing – reviewed on an annual basis</p> <p>Ongoing: reviewed every 3 months – Collate seminars relevant to researcher development from across the University into a single Research Support Calendar and email a satisfaction survey to researchers annually to ascertain their development needs etc.</p>	<p>A–O</p> <p>A–O</p> <p>A–O</p> <p>A-O</p>	<p>PO-HR</p> <p>URC</p> <p>CRS in conjunction with Schools</p> <p>PO-OD</p>	<p>31/01/2015</p> <p>31/01/2015</p> <p>30/06/2014</p> <p>31/10/2014</p>

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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
authorisation of the relevant line manager. Specific development needs are extracted from the individual staff.	Analysis of annual work plans.			

Progress Update 2016:

Reviews carried out.

Research Concordat accepted into the university structure and new policy document, the Researcher Development Strategy, places researchers within the principle of continuous development from early to advanced researcher stages.

As part of the ongoing reviews a programme or training workshops for researchers has been developed that highlights the four main domains of the RDF, ensuring that a core syllabus of training opportunities is available, and that horizon scanning for opportunities is recognised. These are all colour-coded according to the Vitae RDF planning wheel that is widely available, to ensure continuity of approach.

A Research Support Calendar has been created located on the CRS Research Sharepoint site and accessible to all staff. The Calendar is populated by the Researcher Development Officer who horizon scans for internal and external events and training of relevance to researchers.

2.2	<p><i>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 Negotiation Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</i></p> <p>This commitment is embedded in the University's HR policies. All posts are evaluated against the HERA Job Evaluation Scheme so there is no separate pay spine for research staff and they are rewarded on the basis of this objective and analytical job evaluation tool (see also 1.3 and 2.1 above).</p> <p>Staff members on fixed-term contracts will normally be offered permanent contracts after just two</p>	<p>Action:</p> <p>Ongoing – reviewed on an annual basis</p>	A–O	PO-HR	31/01/2015
------------	--	--	-----	-------	------------

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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
years' continuous service unless the continuance on a fixed term contract can be objectively justified - HR1 form refers (see 3.1 above).				

Progress Update 2016:

Standard university practice is for temporary staff (including researchers) to be offered permanent contracts after two years' continuous service although there may be exceptional circumstances. Feedback from researchers during this 2 year audit review indicated suggests that the application of exceptional circumstances needs further clarification and this listed as a new action in the Action Plan for 2016-2018.

<p>2.3</p> <p><i>Research managers should be required to participate in active performance management, including career development guidance, and supervision of these 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.</i></p> <p>All staff have an annual appraisal with their line manager, for researchers this would normally be their research manager. The People and Organisation Organisational Development Team (OSDT) provide training to both Appraisers and Appraisees.</p> <p>OSDT provide training and support for managers which underpins personal skills and feedback is assessed and recorded.</p>	<p>Research managers to be encouraged by senior management to attend training as part of their appraisals and will be reminded of the existence of the University's Research Concordat.</p> <p>The Research Concordat Group will investigate increasing the awareness of</p>	A–O	Heads of Department	30/09/2014
---	--	-----	---------------------	------------

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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
	OSDT also encourage staff to attend the Unconscious bias lens workshop.	<p>training opportunities for research managers.</p> <p>Vitae is responsive to requests for workshops for further development as part of the implementation of the Research Concordat to all Schools and engagement with researchers. All research managers will be made aware of the existence of research support available.</p> <p>PO-OD will add a link to Vitae on their intranet webpages</p>	<p>A-O</p> <p>A-O</p> <p>A</p>	<p>RCG</p> <p>Heads of Department</p> <p>PO-OD</p>	<p>31/07/2014</p> <p>30/09/2014</p> <p>30/04/2014</p>

Progress Update 2016:

Heads of Department were made aware of Concordat policy and training support by CRS. Reorganisation of University system changing from Faculties to Schools in 2015 saw new Deans in post; CRS met with and briefed each Dean with regard to Concordat structure and approach.

Unconscious Bias training targets all members of staff and will move to an online platform.

2.4	<p>Organisation systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers</p>	<p>Action:</p> <p>There are currently no plans to review this procedure.</p>	PO-HR		N/A
-----	--	---	-------	--	-----

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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
	<p><i>to achieve this objective.</i></p> <p>The continual employment of researchers is integral to research grant applications submitted through the University. Research managers are able to request bridging funds and authorisation is made at departmental/school level. HR relies on research managers to inform researchers of the availability of these funds.</p> <p>Researchers, like all staff are covered by the University's Academic Redundancy and Redeployment procedure: http://extranet.lsbu.ac.uk/hr/Recruiting%20new%20staff/Forms/AllItems.aspx Managers are responsible for carrying out the consultation process and researchers are offered redeployment opportunities within the University in the same way as other staff, i.e. priority interviews for posts at their substantive or similar grades.</p>				n/a
<p>Progress Update 2016:</p> <p>There are currently no plans to review this procedure.</p>					
2.5	<p><i>Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</i></p> <p>Pay progression adheres to the Joint Negotiating Committee for Higher Education Staff (JHNCHES) framework: http://www.ucea.ac.uk/en/empres/paynegs/fagree/ and the University's salary scales are reviewed annually and are transparent. The details of the grades, scales and London Weighting can be found at: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx</p>	<p>Action:</p> <p>Ongoing – reviewed on an annual basis</p>	A–O	PO-HR	31/01/2015

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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
Pay progression is on an annual incremental basis which is the same as for all other staff and is covered in individual contracts of employment.				

Progress Update 2016:

Salary scales continue to be updated on an annual basis and available for staff to view via the intranet.

<p>2.6 <i>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.</i></p> <p>This is embedded within the University's Research Concordat Implementation Plan. Through Annual Appraisal and Work Plan allocation meetings, the development needs and personal development aspirations of the researcher are identified and development goals set. The University recognises and supports the responsibility of researchers in the management of their own careers and their own personal development.</p> <p>Researchers are offered the same promotion opportunities as other staff, for example in the annual promotion to professor/reader exercise (via an all staff email) and all vacant posts are advertised internally as well as externally and researchers can apply for them. These must be evidence-based - details available upon request from HR.</p>	<p>Action:</p> <p>A weblink for the Research Concordat Implementation Plan to be added to the LSBU Staff Gateway.</p> <p>Ongoing – reviewed on an annual basis</p>	<p>A</p> <p>A–O</p>	<p>CRS</p> <p>PO-HR</p>	<p>30/04/2014</p> <p>31/10/2014</p>
---	---	---------------------	-------------------------	-------------------------------------

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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
--	---	---	------------------	---------------------	--------------------------

Progress Update 2016:

Weblink to the Research Concordat Implementation Plan added to the LSBU Staff Gateway.

Reviews carried out.

The University has developed and implemented a new Academic Framework, applicable to both academic and research staff at the institution, Grades 7 to 13.

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
3.1	<p><i>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, as potential stepping stones to permanent academic positions). This requires they provide career development which is comparable to, and competitive with, other employment sectors.</i></p> <p>The University is committed to providing training and personal development for all researchers as demonstrated by the approval of the Research Concordat Implementation Plan by the University Research Committee on 30 January 2014.</p> <p>Through the University's Research Concordat Implementation Plan, each researcher is encouraged to engage in ongoing action planning and career development through a skills audit-development plan-annual review cycle. Each school has a nominated Concordat coordinator who acts as an owner of the project in the school, and assists each researcher in their development as well as in finding appropriate mentoring. Training sessions, discussion meetings and mentoring are an integral part of the University's commitment to the development of researchers.</p> <p>The University was commended in the QAA Institutional Audit in March 2010 for good practice as a result of the accreditation of research training through the Postgraduate Certificate in Research Skills: http://www.qaa.ac.uk/InstitutionReports/Reports/Documents/RG638LondonSouthBank.pdf</p> <p>Some good practice in relation to equipping researchers to manage their own career development was identified in departments submitted to REF2014.</p>	<p>Action:</p> <p>The URC will review the University's Research Concordat Implementation Plan annually.</p> <p>Upload Research Concordat Implementation Plan to the CRS Webpage for the Concordat.</p> <p>Run 4 awareness sessions with Heads of Department to ensure managers are aware of the agreed approach.</p> <p>Organise mentor training, produce guidance notes to support mentors/mentees and circulate on the University staff webpages.</p> <p>Disseminate good practice from REF2014 to all schools.</p>	<p>A–O</p> <p>A</p> <p>A</p> <p>P</p> <p>A</p>	<p>URC</p> <p>CRS</p> <p>RCG</p> <p>PO-OD and CRS</p> <p>RCG</p>	<p>31/01/2015</p> <p>30/04/2014</p> <p>30/05/2014</p> <p>31/12/2014</p> <p>30/06/2014</p>

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
--	--------------------------------------	------------------	--------------	-------------------

Progress Update 2016:

Researcher development has been a central plank of the researcher development procedure at LSBU, with the research development framework allowing forward planning. This is embedded in the university's new policy on researcher development which was the outcome of a review. This forms a significant part of the forward direction of researcher development at LSBU, and embeds researchers into the policy of continuous development through career.

Reviews of the University's performance in developing early stage researchers was carried out which places researcher development in the top quartile of the universities reviewed.

The RCG has commenced a review of the ongoing mentoring provision within Schools. A centrally organised mentoring scheme is planned but has yet to be implemented.

3.2	<p><i>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 research careers and that all career pathways are equally valid.</i></p> <p>Professional development forms a significant part of the University's commitment to supporting researchers, with training and development seminars available to all. Evidence of professional development review occurs at Annual Appraisal, which includes discussion on career development.</p> <p>The University offers workshops aimed at Early Career Researchers with the aim of supporting and building research capacity (see 2.3 above).</p> <p>Progression routes for researchers include the annual promotion to professor/reader exercise which makes clear that promotion can be achieved through achievement in any of the following areas:</p> <ul style="list-style-type: none"> • Research and enterprise leadership and excellence of national and international standing. • Teaching and scholarship leadership and excellence of national and international standing. • Academic development, leadership and scholarly activity of national and international standing. <p>The University's Development of the Research Concordat report (pages 9-10), identifies that research managers who have strong links with their own professional institutions should be aware of and be able to disseminate available opportunities to their researchers where known, including alternative opportunities to move to other HEIs. The University's agreed implementation of the Research Concordat makes provision for researchers to be provided with</p>	<p>Action:</p> <p>Research managers will be made aware of the University's Research Concordat Implementation Plan through a series of meetings for School Managers to enable them to impart the best practice suggested</p>	A	RCG	31/07/2014
-----	---	--	---	-----	------------

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
mentoring upon request.				

Progress Update 2016:

University restructuring has led to replacement of Faculties by Schools. Each Dean of School has been fully apprised of the Concordat through a series of meetings in January–March 2015.

Researcher progression has been further developed in a new policy that places researchers within a framework of continuous development from early to advanced career stages.

<p>3.3</p>	<p><i>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, competence and understanding to carry out a funded project, researchers also need to develop the communication and other professional development skills that they will need to be effective researchers and highly-skilled professionals in whatever field they choose to enter.</i></p> <p>The University is committed to providing training and personal development for all researchers. The skills audit reflective cycle allows researchers and their mentors to identify areas of development and training. The Central Research Support Department (CRSD) provides a syllabus of transferable key skills training that is intended to enhance and develop competencies in, for example: time and project management skills, networking, assertiveness, communication skills, presentation skills, writing for publication, and career path development. A record of completed evaluation forms from participants since the inception of the University's Key Skills Development Programme for researchers in 2005 has provided feedback to continually develop training courses. See also: https://my.lsbu.ac.uk/page/research-degrees-postgraduate-certificate-in-research-skills</p> <p>The University is committed to sponsoring any research staff who wish to use the Researcher Development Framework planner developed by Vitae. Researchers are encouraged to build a portfolio of their skills and personal development.</p> <p>The PG Certificate in Research Skills administered by the CRSD has been mandatory for all postgraduate research students and some training opportunities are also freely accessible to all</p>	<p>Action:</p> <p>Workshops open to all staff on the University's Research Concordat Implementation Plan to ensure researchers and managers are aware of the skills audit reflective cycle.</p> <p>Develop a coordinated approach to the promotion of researcher training provided by different University departments.</p>	<p>A–O</p> <p>A</p>	<p>RCG</p> <p>CRS, PO-OD, Library & Schools</p>	<p>31/07/2014</p> <p>31/12/2014</p>
------------	---	--	---------------------	---	-------------------------------------

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
<p>researchers. The OSDT offer additional bespoke training opportunities in response to any needs, if not already advertised on a monthly basis and also host a Staff Development Profile for every staff member which retains an active record of all training and development undertaken: http://www1.lsbu.ac.uk/osdt/profile.html</p>	<p>Develop an in-house workshop on the Researcher Development Framework to encourage uptake of the University-funded RDF Planner subscription.</p> <p>Carry out an audit of personal development needs for researchers including participation in in-house and external events, e.g. SRHE, London Higher, Vitae etc.</p> <p>Assess the possibility for researchers to undertake the PG Certificate in Research Skills.</p>	<p>A</p> <p>A-O</p> <p>A</p>	<p>PG Skills Coordinator</p> <p>CRS</p> <p>CRS</p>	<p>30/06/2014</p> <p>30/09/2014</p> <p>30/09/2014</p>

Progress Update 2016:

Research managers and new Deans of Schools apprised of the system through a series of meetings, January–March 2015.

From 2016 the PO-OD with input from CRS (REI) and LLR have developed a University wide Learning and Development brochure communicated to all members of staff through internal Staff Communications.

As of March 2015, the RDF principles have been integrated into the PG Certificate training sessions and RDF principles underpin development training for all research staff. Personal development planning is central to training opportunities; all are recognised and badged as such for researchers. Training session explaining the RDF concept rolled out to researchers.

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
--	--------------------------------------	------------------	--------------	-------------------

Development opportunities bulletin, badged according to the RDF principles, available to all researchers.

The University participated in CROS and PIRLS 2015 followed by a survey from REI in July 2015 to assess the development and support needs of staff at the University in relation to research and enterprise.

PG Cert agreed in principle, though subject to review at present.

3.4	<p>All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</p> <p>A seminar entitled, 'After your Research Degree - Looking Ahead' aimed exclusively for both doctoral and contract researchers is run three times per year as part of the long-running Key Skills Development Programme which can be found at: https://my.lsbu.ac.uk/page/research-degrees-postgraduate-certificate-in-research-skills</p>	<p>Action:</p> <p>Identify and disseminate regular, external opportunities for researcher career development outside of the University, e.g. Vitae, SRHE, National Careers Service every 3 months</p>	A-O	RCG	30/06/2014
-----	---	--	-----	-----	------------

Progress Update 2016:

Development opportunities bulletin, badged according to the RDF principles, available to all researchers.

Researcher Development Officer in place with remit to horizon scan for opportunities for researcher career development and to disseminate and list on the Research Events Calendar where appropriate.

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>	<p>Action:</p>			
-----	--	-----------------------	--	--	--

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
<p>Policies and processes for promotion and reward are transparent and clearly stated. The annual progression to Reader and Professor round is advertised via an All Staff Email and the procedure is clearly documented on the HR Policies Procedures and Forms site at: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx</p> <p>The University's Research Concordat training programme includes career path development discussion seminars.</p> <p>Subscription to Vitae's Researcher Development Framework Planner for all researchers is available from the OSDT upon request.</p> <p>Career development discussions are built into employee's annual appraisals.</p> <p>Mentoring is also available upon request as part of the University's Research Concordat (See also 2.6).</p>	<p>Roll out of the Research Concordat Implementation Plan via a series of workshops for researchers and managers to ensure that researchers are aware of the support available.</p> <p>Develop guidance on local and national career development strategies.</p>	<p>A–O</p> <p>A–O</p>	<p>RCG</p> <p>PO-OD</p>	<p>31/07/2014</p> <p>31/12/2014</p>

Progress Update 2016:

Research managers and new Deans of Schools apprised of the career development policy and approach a series of meetings. Researcher networking sessions added to Concordat Group Meetings, and Researcher sessions available and open to all.

LSBU is committed to ongoing review; this has led to a new strategy that places all researchers within a continuous development framework that ensures opportunity throughout a researcher's career; this allows flexibility of approach for early stage researchers that extends beyond LSBU.

3.6	<i>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</i>	Action:			
-----	---	----------------	--	--	--

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
	<p><i>or start their continuous development.</i></p> <p>Inductions are carried out for staff, including research staff. More detail is provided at: http://www.lsbu.ac.uk/osdt-secure/orientation/induction.html</p> <p>OSDT have produced an induction pack for all new staff, the link for which is sent with contracts to all new staff joining the University. This can also be found on the OSDT website: http://connect.lsbu.ac.uk/ictinduction/ and include the "Welcome to the University" programme.</p> <p>Departments are responsible for individual induction programmes for all staff, including researchers.</p> <p>Researcher Networking Lunches organised by the CRSD are held several times a year to provide continuing engagement with developing policies.</p> <p>This is also in line with the University's Research Concordat Implementation Plan to encourage the adoption of workplans and mentoring, where possible.</p>	<p>In line with the Research Concordat Implementation Plan, send an email to all new research staff outlining the support available for researchers, the University's approach to supporting researchers, link to the Research Support Handbook and offer individual meeting with the CRS for all new research staff.</p>	A-O	CRS	30/04/2014

Progress Update 2016:

Induction is followed by initial training that outlines and expands the university's provision for all researchers, and which provides opportunity for open discussion and development networking. This is a regular workshop in the REI workshop programme.

3.7	<p><i>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 a budget for a project, or to act as a mentor or advisor to other researchers and students.</i></p>	Action:			
-----	--	---------	--	--	--

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p>With the approval of the Research Concordat Implementation Plan both accessibility to training and mentoring can be highlighted to researchers.</p> <p>Access to Vitae's Researcher Development Framework Planner and mentoring is available upon request for all researchers and this would inform and support appraisals.</p> <p>The OSDT provide project management training. Training opportunities are also provided via the appraisal system. Under HERA evaluation, the duties determine the grading of staff at LSBU.</p> <p>The HSC school and OSDT currently host training for research degree supervisors and the recruitment of PGR students.</p> <p>All posts under the HERA job evaluation process are assessed individually but generic templates are available as examples only on the HR staff recruitment website: http://extranet.lsbu.ac.uk/hr/Recruiting%20new%20staff/Forms/AllItems.aspx</p>	<p>Identify key activities that will help researchers to develop and look at routes for provision.</p>	<p>A–O</p>	<p>PO-OD, CRS and RCG</p>	<p>31/12/2014</p>

Progress Update 2016:

LSBU is committed to providing training opportunities and specifically offers a training programme that mirrors the main domains of the RDF. All development opportunities are badged to match the key colours of the RDF planner, thus ensuring continuity for all. The University now has on-line supervision training available to researchers through the Epigeum module. Completion of the Epigeum training is considered to equate to one completion.

3.8	<p><i>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.</i></p> <p>Mentoring is a significant part of LSBU's approach to supporting researchers and is viewed as an</p>	<p>Action:</p> <p>Advice and guidance notes</p>			
-----	---	--	--	--	--

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
<p>additional level of guidance available to researchers, above and beyond that provided by management. All research staff are encouraged to identify and work with mentors in the development of their career aspirations. Mentors may be either internal or external staff (Concordat refers). Senior school representatives provide the link to support the selection and development of appropriate mentors.</p> <p>A seminar entitled, "After your Research Degree - Looking Ahead" aimed at researchers is run three times per year as part of the Key Skills Programme.</p> <p>The OSDT respond to specific requests for additional training.</p>	<p>for mentors and mentees need to be produced to facilitate the implementation of mentoring for researchers where required.</p> <p>Run workshops to inform staff of the Research Concordat Implementation Plan and including the option for mentoring.</p>	<p>P</p> <p>A</p>	<p>PO-OD</p> <p>RCG</p>	<p>31/12/2014</p> <p>31/07/2014</p>

Progress Update 2016:

Heads of Department/ Deans of School led meetings held to permit rollout/cascade down of Research Concordat implementation. Regular networking sessions with researchers supports this.

Mentoring continues to be a central plank to the career development strategy, and bespoke training in this area is an important component of training and development from the centre. A formal, centrally organised mentoring scheme is yet to take shape. Currently exploring various mentoring schemes within Schools before trialling a universal scheme.

<p>3.9</p> <p><i>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, as far as is possible within the project. It should be stressed that developmental activity can often have a direct on the success of the project, by distributing work and 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 to a wider audience. Funding bodies acknowledge that training of researchers is a significant contribution to research output and they encourage employers to adopt these practices.</i></p> <p>The University's Research Concordat Implementation Plan supports the concept that researchers should take part in ongoing CPD. The reflective skills cycle recognises that the development of a</p>	<p>Action:</p> <p>To be reviewed on an annual basis</p>	<p>A-O</p>	<p>RCG</p>	<p>31/01/2015</p>
---	--	------------	------------	-------------------

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p>CPD portfolio is an important component of the individual's development. At the University, the skills in developing such portfolios are strong given the experience gained in healthcare and education. These skills are shared regularly in discussion groups and training sessions, typically to develop competencies in such aspects as research writing, project tendering and specifying, and supervisory responsibilities.</p> <p>A training needs-analysis is built into the existing appraisal system.</p> <p>A Research Support Calendar has been widely circulated since Semester 1, 2013/4 to all researchers and events are regularly posted on the University's All Staff Email list. This lists the events and seminars open to all researchers including Library run seminars: https://www1.lsbu.ac.uk/staff/academic/research/research-events.html ; also https://my.lsbu.ac.uk/page/research-degrees-postgraduate-certificate-in-research-skills and http://www1.lsbu.ac.uk/osdt-training/index.php/courses , e.g. Unconscious bias lens workshops</p> <p>Researchers are encouraged by all schools to present their work both internally and externally through seminars, posters, Research Summer School etc.</p>	<p>Maintain ongoing dissemination of forthcoming events and seminars relevant to researchers through the intranet and email</p> <p>Organise a University-wide poster competition/seminar for researchers.</p>	<p>A–O</p> <p>A</p>	<p>CRS and PO-OD</p> <p>CRS in conjunction with RCG</p>	<p>30/09/2014</p> <p>30/06/2014</p> <p>30/06/2014</p>

Progress Update 2016:

CPD is at the heart of LSBU's approach, and this is highlighted in the recent review of policy which forms the basis of the University's development strategy, allowing for a clear progression through a research career. All Deans of School are committed to the programme, and the Research Concordat Group, with representatives at all levels of development, are active in this area.

CRS has organised an annual poster competition in both 2014 and 2015, in conjunction with the Annual Research Summer School

PRINCIPLE 4
The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
4.1	<p><i>Researchers should be empowered by having a realistic understanding of, and information about, their own career development 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.</i></p> <p>Appraisal is at the heart of the University's approach to development. Each researcher has an appraisal that is based upon an ongoing workplan document. The appraisal focuses on the workplan and targets; personal development planning, including identification of development goals and training needs form a significant component of the appraisal meeting. Ongoing training needs are discussed and recorded in the workplan as required.</p> <p>Following a trial of the Vitae RDF planner in 2013, the OSDT has agreed to fund individual subscriptions for all researchers that request it, with a view to taking out an institutional subscription if sufficient numbers of researchers demand.</p>	<p>Action:</p> <p>The Research Concordat Implementation Plan will be made available to all staff via the CRSD Concordat webpage.</p> <p>Ongoing - annual review of the further development of specific courses to meet development needs of researchers should be raised at appraisals and via a survey to all researchers annually.</p> <p>Develop a workshop on the Researcher Development Framework to encourage the uptake of subscriptions to Vitae RDF planner by 25%.</p> <p>Review the optional teaching opportunities for researchers including participation on the PG Certificate in Learning and Teaching in Higher Education.</p>	<p>A</p> <p>A–O</p> <p>A</p> <p>P</p>	<p>CRS</p> <p>PO-OD, Research Managers and CRS</p> <p>PG Skills Coordinator</p> <p>RCG, CRS and PO-OD</p>	<p>31/03/2014</p> <p>31/12/2014</p> <p>30/06/2014</p> <p>30/09/2014</p>

Progress Update 2016:
 RDF planning represents a significant element of research seminars for all research staff, part of the policy focused on continuity of researcher development. Training session designed and delivered in 2016 that underpins these principles for all researchers.

Funding for the RDF planner continues, and the RDF domains are mirrored in the training at LSBU, which ensures continuity of approach and understanding.

PRINCIPLE 4
The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
--	--------------------------------------	------------------	--------------	-------------------

The University no longer offers the PG Certificate in Learning and Teaching and this now forms a new action to assess provision of the opportunity for teacher training outside the University.

<p>4.2</p>	<p><i>Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</i></p> <p>LSBU has a strong tradition of engagement with CPD and many of its researchers are engaged in CPD that is accredited by professional bodies. This is recognised and supported by the University's researcher development programme.</p> <p>Researchers are actively encouraged to attend workshops, researcher networking lunches and seminars, e.g. costing and pricing both internally and externally. Attendance at external events is encouraged, e.g. London Higher, RCUK open days, Missenden Centre, SRHE, subscription to the JISC and Research Professional mailing lists etc.</p>	<p>Action:</p> <p>Further input needed, e.g. evidence of researchers in Healthcare etc enrolled on CPD.</p> <p>Publicise SRHE opportunities etc to researchers via email, intranet every 3 months.</p> <p>Encouraging the uptake of the PG Certificate in Learning and Teaching in Higher Education as well as part-time teaching where possible.</p> <p>Co-ordinating seminars etc occurring in schools into the existing Research Support Calendar, e.g. writing research grant applications.</p>	<p>A–O</p> <p>A–O</p> <p>P</p> <p>A</p>	<p>RCG</p> <p>CRS</p> <p>Research Managers</p> <p>CRS</p>	<p>30/9/2014</p> <p>30/6/2014</p> <p>30/9/2014</p> <p>30/9/2014</p>
------------	--	--	---	---	---

Progress Update 2016:
 Experience of the CRS provides the basis for a comprehensive list of further training opportunities, including the chance to develop the skills required for research funding applications and opportunities.

PRINCIPLE 4					
The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career					
	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
Development of an events calendar, with events coded to RDF planner domains, has been a valuable update. As per 4.1 the University no longer offers the PG Certificate in Learning and Teaching and this now forms a new action to assess provision of the opportunity for teacher training outside the University.					
4.3	<p><i>Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support will be provided.</i></p> <p>Some good practice showing access to teaching and demonstration opportunities for researchers has been found in schools and some senior staff have provided personal support to researchers. Where possible, opportunities to enroll upon the PG Certificate in Learning and Teaching in Higher Education (PG Cert LTHE) have been provided for researchers.</p>	<p>Action:</p> <p>Encouraging the uptake of the PG Certificate in Learning and Teaching in Higher Education, part-time teaching, where possible to support this.</p> <p>Through workshops on the Researcher Development Framework, ensure that researchers are aware of the teaching opportunities available and access to the PG Cert LTHE.</p>	<p>P</p> <p>P</p>	<p>Research Managers</p> <p>RCG</p>	<p>30/9/2014</p> <p>30/9/2014</p>
Progress Update 2016:					
The University no longer runs the PG Certificate in Learning and Teaching and this now forms a new action to assess provision of the opportunity for teacher training outside the University.					
4.4	<p><i>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.</i></p>	<p>Action:</p> <p>Ensure all School Research Committees, University Research Ethics Committee, University Research Committee and the</p>	A-O	Directors of Research or Research	30/9/2014

PRINCIPLE 4
The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	There is researcher representation on three of the Faculty Research Committees (FRCs) and from two faculties on the Research Concordat Group.	Research Concordat Group have researchers represented. Check membership renewal via each committee's terms of reference.		Leads and RCG	

Progress Update 2016:
 In new committee structures set up following the University restructure, the University Research Committee structure specifically includes representation of two post-doctoral staff. The Concordat Group now has representation of 8 researchers (increased from 6 in 2014) at different stages for the researcher career lifecycle. Responsibilities for Ethical matters have been changed with the university restructuring, and are now part of the School responsibilities.

4.5	<p><i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i></p> <p>The University has developed an optional mentoring system for all researchers. Concordat coordinators in each school will work with individuals to assist in the selection of appropriate individuals, who may be from within the University, or from commerce or business outside it. The University's Research Concordat Implementation Plan recognises that contract managers themselves may be the most appropriate mentors and in the case where Contract Researchers are also PhD students, their mentors could also be research supervisors.</p>	<p>Action:</p> <p>OSDT are reviewing how a mentoring scheme can be offered for researcher development both for mentors and mentees. Need to ensure sufficient mentors available across all schools and both research line managers and researchers must be informed about the provision offered and career paths available. Any good practice needs to be implemented across all schools.</p>	P	PO-OD	31/12/2014
		<p>Annual monitoring of mentoring will take place.</p>	P	RCG	30/1/2015
		<p>Advice and guidance notes for mentors and mentees to be produced.</p>	P	PO-OD	31/12/2014

Progress Update 2016:
 PO-OD are reviewing the mentoring ongoing in the University with a view to implementing a centrally run mentoring scheme, accessible to all, including a strand specifically for

PRINCIPLE 4 The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career					
	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
researchers. Furthermore the RCG had commenced review of the existing mentoring ongoing in Schools with a view to informing future centrally run schemes.					

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
5.1	<p><i>Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.</i></p> <p>Concordat training courses, seminars and working lunches provide the opportunity for researchers to share experience and to work towards the ideals of knowledge sharing and independent and critical thought. The University recognises that there have been limited funds for researchers to attend conferences to disseminate their work. OSDT run workshops on supervising PhD students and Unconscious Bias in the workplace.</p> <p>The University provides guidance to researchers on good practice in research through the documents Guidelines for Safeguarding Good Scientific Practice and has a policy on Dealing With Allegations Of Misconduct In Research. Both documents have recently been updated and approved at the most recent Academic Board and will be made available on the website.</p> <p>LSBU is committed to the University-wide implementation of Universities UK's Concordat to Support Research Integrity by supporting researchers. Ethics training has been run for researchers.</p> <p>Poster exhibitions showcasing the work of either individual researchers (doctoral) and their research group (involving contract researchers) has successfully taken place at the Research Summer School in June each</p>	<p>Action:</p> <p>Review regular ethics training provision for researchers. All new staff to the university given an induction on Ethics.</p> <p>Organise another Poster Competition and Seminar for all contract researchers to showcase their work in the University so as to raise the profile of research.</p>	<p>A-O</p> <p>A-O</p>	<p>UREC</p> <p>CRS</p>	<p>30/6/2014</p> <p>30/6/2014</p>

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p>year over the last few years.</p> <p>Researchers, as do all other staff are expected to reflect the Core Values of Integrity and Professionalism referred to in the University's draft Behavioural Framework (available upon request from the OSDT).</p>				

Progress Update 2016:

Networking lunches and opportunities added as a regular component to the RCG activities, to allow access to Group Members and Researchers alike.

The University's new policy links all researchers within an ongoing development programme. This allows for informal mentoring, networking and propagation of good practice.

Responsibilities for ethical matters have been changed with the university restructuring, and are now part of the School responsibilities. Research ethics and integrity training and awareness courses have been developed to form a significant component of the development areas within LSBU.

5.2	<p><i>Researchers should develop their ability to transfer and exploit knowledge 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.</i></p> <p>The University's long-standing Key Skills Development Programme provides training seminars in knowledge transfer and communication skills. Knowledge exchange and business development partnerships provide opportunities for researchers to engage with private, public and third sector organisations.</p> <p>The University Enterprise Department provides support for commercialisation of research and has dedicated Business Support Managers who will work with researchers to develop projects. They also provide advice on Intellectual Property (IP) and have run workshops</p>	<p>Action:</p> <p>Liaise with University Enterprise Department to further develop provision of IP and commercialisation workshops for researchers.</p>	A	CRS	30/9/2014
-----	--	---	---	-----	-----------

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
specifically for researchers. Spin-off companies such as Biox and Solion have successfully been developed from research initially undertaken at the University.				

Progress Update 2016:
 CRSD has now merged with University Enterprise and forms a new department of Research, Enterprise and Innovation (REI). Regular sessions on IP and commercialisation are run by the IP Manager and advertised to researchers at LSBU. These workshops have been running since 2015 and now form part of the REI workshop programme.

<p>5.3 <i>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.</i></p> <p>LSBU supports this concept and provides full ethical accreditation of all work, as well as providing training courses and discussion seminars on publication and communication of ideas.</p> <p>Documents reflecting the importance of Research Governance to the University can be found at: http://www.lsbu.ac.uk/research/governance. All research staff are expected to adhere to the policy and practice outlined. The University is also committed to the implementation of The Concordat to Support Research Integrity published by Universities UK for researchers: http://www.universitiesuk.ac.uk/highereducation/Documents/2012/TheConcordatToSupportResearchIntegrity.pdf and is committed to reviewing good practice in research ethics on a regular basis.</p> <p>All researchers are required to undertake training on research ethics at induction and are expected to adhere to the University's Research Concordat. Further information is available online from: https://www1.lsbu.ac.uk/staff/academic/research/research-ethics.html</p> <p>The OSDT provide e-learning on data protection and equality, diversity</p>	<p>Action:</p> <p>Additional information relating to research governance including specific NHS regulations, Disclosure and Barring Service checking, Health Research Authority (NHS), online data protection training is recommended for inclusion in easily-accessible University research webpages.</p> <p>Chair of UREC regularly presenting at staff induction programmes</p>	<p>A-O</p> <p>A</p>	<p>CRS/UREC</p> <p>PO-HR/</p>	<p>30/6/2014</p> <p>30/6/2014</p>
--	---	---------------------	-------------------------------	-----------------------------------

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p>and inclusion: http://www1.lsbu.ac.uk/osdt/elearning/epackages.html</p> <p>Final reports on ethical compliance are usually required for research funders for audit purposes.</p> <p>All staff are expected to reflect the Core Value of Integrity referred to in the University's draft Behavioural Framework (available upon request from OSDT)</p>			UREC	

Progress Update 2016:

Additional information on research governance is available on the University website (<http://www.lsbu.ac.uk/research/governance>). Data protection training is now mandatory for all staff.

Research ethics and integrity training and awareness courses have been developed to form a significant component of the development areas within LSBU. The Staff induction programme now includes a session run by the Chair of the Ethics Committee on Ethics and Research Integrity. Furthermore, this is now offered as part of the REI suite of workshops on a regular basis to all staff.

5.4	<p><i>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</i></p> <p>Career development is one of the important workshops provided by the University which focusses on skills analysis (See 3.8 above). Provision for doctoral level researchers and beyond has been made for the last 9 years and skills training has been accessible to visiting international researchers.</p>	<p>Action:</p> <p>Develop workshop on the Researcher Development Framework to encourage researchers to recognise the skills needed at different stages in their career.</p>	A	PG Skills Coordinator	30/6/2014
-----	--	--	---	-----------------------	-----------

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
<p>LSBU is strongly committed to the continuing professional development of researchers as demonstrated by the University's Research Concordat Implementation Plan.</p> <p>Research support events can be found at: https://www1.lsbu.ac.uk/staff/academic/research/research-events.html and also at: https://my.lsbu.ac.uk/page/research-degrees-postgraduate-certificate-in-research-skills</p> <p>Researchers are encouraged to use the individual Vitae Researcher Development Framework (RDF) Planner. Individual subscriptions can be funded via the OSDT.</p> <p>Researchers, as do all other staff are expected to reflect the Core Values of Creativity and Excellence referred to in the University's draft Behavioural Framework (available upon request from the OSDT).</p>	<p>Encourage and monitor uptake of the Vitae RDF Planner subscription (to a minimum of 5) via direct email to researchers and at researcher events.</p>	A	CRS	30/9/2014

Progress Update 2016:
 As of March 2015, the RDF principles have been integrated into training sessions with the intention of creating interest in the process with the full session rolled out in 2016. There are currently x of researchers enrolled on the RDF Planner.

The CPD courses, networking opportunities and external course horizon scanning contribute to this understanding.

<p>5.5 <i>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 tools to manage their careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</i></p> <p>LSBU is committed to providing a supporting and enabling mechanism</p>	<p>Action:</p> <p>Following a successful trial, the University will encourage individual subscriptions to the Vitae RDF development tool as a means of further facilitating and recording their development. This will be reviewed each year.</p>	A–O	CRS and PO-OD	30/9/2014
--	--	-----	------------------	-----------

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p>that allows researchers to pursue their personal development. The skills cycle, the reporting and appraisal procedure, and the available courses are all components of this. The University's Research Concordat Implementation Plan is also intended to provide guidance for all researchers and their managers.</p> <p>LSBU subscribes to online funding tool which is accessible to all researchers so that they can explore career development opportunities as well as access funding alerts.</p> <p>Funds for attendance on relevant researcher events, e.g. SRHE are available via the OSDT.</p>	<p>Ongoing monitoring of use of funding tools by researchers.</p> <p>Recommendation that the process of applying for funds is set out in the existing OSDT webpage: http://www1.lsbu.ac.uk/osdt/index.html</p>	<p>A-O</p> <p>A</p>	<p>CRS</p> <p>PO-OD</p>	<p>30/9/2014</p> <p>30/4/2014</p>
<p>Progress Update 2016: This remains a central plank of the development strategy, and is embedded within the principles laid down in the new documentation.</p>					
5.6	<p><i>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</i></p> <p>Central to the University's Research Concordat Implementation Plan is the annual reporting cycle, which allows researchers to realise their aspirations through personal development planning, adhering to a year-long reflective cycle. Development goals are set from the first meetings with appraisers and mentors, and are adjusted through the year as</p>	<p>Action:</p> <p>Implement the University's Research Concordat and undertake an annual audit of the mentoring provision annually along with any personal development requirements. Encourage the use of the OSDT online Staff Development Profile tool available to all staff.</p>	A-O	RCG, CRS and PO-OD	31/1/2015

RESEARCHER'S 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, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
<p>priorities change. A significant component of the reporting cycle is the maintenance of a portfolio of work, which provides evidence of the year's activities, and creates a record of achievement. The University has built on the success of this approach for its postgraduate cohorts, and continuing the approach into the post-doctoral arena provides for a seamless transition for those wishing to move from PhD to post-doctoral work. The University is also committed to utilising Vitae's RDF planning application for recording.</p> <p>Every staff member has an individual online Staff Development Profile which holds records of training, course books, feedback and evaluation forms OSDT training : http://www1.lsbu.ac.uk/osdt/</p>	Develop workshop on Researcher Development Framework to encourage researchers to subscribe to the RDF planner	A	PG Skills Coordinator	30/6/14

Progress Update 2016:
 As of March 2015, the RDF principles have been integrated into the training sessions with the intention of creating interest in the process. Reporting and recording is a strong component of the LSBU approach. This has been enhanced by the encouragement to use the RDF tool, and all training reflects the four main domains of this valuable tool

Researcher development Framework Session developed and rolled out to all.

DIVERSITY AND EQUALITY

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

Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
<p><i>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</i></p>	Action:			

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
	<p><i>specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression.</i></p> <p>The University is committed to the provision of equality for all, valuing diversity across all the dimensions of difference. This is set out in the University's Equality and Diversity Policy Statement and courses are available to all staff from the Organisational and Staff Development Team. See: www.lsbu.ac.uk/staff/matters/equalitydiversity.html</p> <p>A strategic University Action Plan was developed in July 2011 to address Equality, Diversity and Inclusion arising from the The Equality Act 2010 and the Public Sector Equality Duty 2011: http://www.lsbu.ac.uk/staff/matters/equalitydiversityinclusion.html</p>	Ongoing - reviewed on a 4-yearly cycle	A-O	PO-HR	31/1/15
<p>Progress Update 2016: The Equality and Diversity Action Plan and Statement has been revised and a new Action Plan and Statement for 2016 has now been approved. Equality and Diversity training is now compulsory for all LSBU staff.</p>					
6.2	<p><i>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.</i></p> <p>The University's Recruitment and Selection Policy ensures transparent procedures are in place for all staff, including researchers. Policy at: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx</p>	<p>Action:</p> <p>Ongoing - reviewed on a regular basis</p>	A-O	PO-HR	30/6/2014

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
	<p>The University has an Equality and Diversity Policy: http://www.lsbu.ac.uk/about-us/policies-and-initiatives/equality-and-diversity</p> <p>which outlines its commitment and is shared in a number of places including the University's Research Concordat.</p> <p>The CRSD together with the OSDT have produced an Equality Impact Assessment relating to the REF2014 submission which will provide diversity statistics for researchers.</p> <p>Key University staff are linked to Aurora - a national women-only leadership development initiative. Key staff are also enrolled on the HEFCE-endorsed Stellar HE strategic development programme for diverse senior managers.</p> <p>All staff are expected to reflect the Core Values of Excellence and Inclusivity referred to in the University's draft Behavioural Framework (available upon request from the OSDT).</p>	<p>Ongoing - reviewed on a 4-yearly cycle</p> <p>Extract relevant data from the REF2014 Equality Impact Assessment.</p> <p>Consider reviewing the subscription to the Athena SWAN charter.</p>	<p>A-O</p> <p>A</p> <p>A-O</p>	<p>PO-HR</p> <p>CRS</p> <p>RCG</p>	<p>31/1/2015</p> <p>30/9/2014</p> <p>30/9/2014</p>
<p>Progress Update 2016: The University has resubscribed to Athena SWAN and is preparing its application for institutional Bronze charter status, due to be submitted November 16. To this end a dedicated Athena SWAN charter officer has been appointed to examine this.</p>					
6.3	<p><i>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.</i></p> <p>The University's Staff Inclusion Policy addresses this: http://www.lsbu.ac.uk/hr/docs/Staff-Inclusion-Policy-june2011.pdf</p>	<p>Action:</p> <p>Ongoing - reviewed on a 4-yearly cycle</p>	<p>A-O</p>		

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
	The CRSD together with the OSDT have produced an Equality Impact Assessment relating to the REF 2014 submission which will provide diversity statistics for researchers.	Extract relevant data from the REF2014 Equality Impact Assessment and address any issues raised.	A	PO-HR CRS	31/1/2015 30/9/2014
<p>Progress Update 2016: The REF2014 Equality Impact Assessment did not highlight any issues. LSBU's Staff Inclusion was one of a suite of policies that have been reviewed as part of our submission to the 2015-16 Stonewall Workplace Equality Index (WEI). The review of these policies, together with a series of actions in relation to staff development, procurement and community engagement, enabled LSBU to rise from a position of 176 to number 92 out of 415 organisations in the Stonewall WEI.</p>					
6.4	<p><i>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.</i></p> <p>The University has in place various policies and schemes to ensure flexible working conditions: Childcare vouchers - Guide for Applying; Discretionary and Special Leave Provisions; Emergency Leave for Dependents; Maternity and Paternity Entitlements, Adoption Leave and Pay, Maternity Cover; which can be found at: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx</p>	<p>Action:</p> <p>Ongoing, reviewed on an annual basis</p>	A-O	PO-HR	Review in 2016

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
Progress Update 2016: Reviews carried out.					
6.5	<p><i>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.</i></p> <p>All employees may request flexible working from their line managers. See: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx for Flexible Working policy. Managers must consider the request, although certain rules apply.</p>	<p>Action:</p> <p>Ongoing, reviewed on an annual basis</p>	A-O	PO-HR	31/1/2015
Progress Update 2016: Reviews carried out.					
6.6	<p><i>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.</i></p> <p>Research Council grant funding and other funders (where specified) include provision for an extension of the grant up to six months to cover breaks or delays in the appointment of staff, periods of</p>	<p>Action:</p> <p>Ongoing, reviewed on an individual basis</p>	A-O	Research Managers	

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead 2014	Timescale 2016
	<p>maternity/paternity leave for named researchers.</p> <p>The University will support additional funding where possible. The relevant school or department will have to fund leave other than if maternity or paternity leave is requested. The University will continue to encourage Principal Investigators to apply for an extension or additional funding to recruit someone to do the work (due to risk of losing the contract/funding).</p>				
<p>Progress Update 2016: No further action.</p>					
6.7	<p><i>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.</i></p> <p>The University's Recruitment and Selection Policy as well as Equality and Diversity Policy ensure compliance:</p>	<p>Action:</p> <p>Ongoing, reviewed on an annual basis</p>	A-O	PO-HR	31/1/2015

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
	<p>http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20%20Forms/Forms/AllItems.aspx</p> <p>The Recruitment and Selection Policy encourages representative diversity on interview panels, but the University currently does not have nor operate targets/percentages for any recruitment/appointment.</p> <p>Permanent members of staff at grade 8 or higher, with appropriate academic standing, may be considered for the title of Professor or Reader. An email from HR is sent to all staff once a year (most recently October 2013) with a deadline for applications.</p>				
<p>Progress Update 2016:</p> <p>Following introduction of the Academic Framework, the role of Reader is now Associate Professor.</p>					
6.8	<p><i>Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.</i></p> <p>None of our policies indirectly or directly disadvantage any group and researchers, like all staff, are covered by such policies equally.</p>	Action:		PO-HR	

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016

Progress Update 2016:
No further action

6.9	<p>All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p> <p>All staff, are covered by the University's Staff Inclusion Policy at the following link http://www1.lsbu.ac.uk/hr/docs/Staff-Inclusion-Policy-june2011.pdf</p>	<p>Action:</p> <p>Ongoing, reviewed on four-yearly cycle</p>	A-O	PO-HR	30/9/2014
------------	--	---	-----	-------	-----------

Progress Update 2016:
Reviews carried out.

6.10	<p>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>The University is currently signed up to the Aurora women-only leadership development initiative in higher education and also the Stellar HE initiative. The University is not currently signed up to any other scheme nor are there any HR policies covering this.</p>	<p>Action:</p> <p>Review of schemes and initiatives aimed at promoting diversity in research careers with a view to recommending University participation in such schemes, where appropriate.</p>	A-O	RCG to make recommendation to URC	30/9/2014
-------------	--	--	-----	-----------------------------------	-----------

Progress Update 2016:
The University preparing submission to Athena SWAN institutional Bronze Charter. London Southbank University is fully committed to eliminating gender bias and developing an

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
<p>inclusive culture that values its staff. November 2016, London Southbank University will submit an application for Athena Swan institutional Bronze Charter status. Through LSBU's submission, we are confirming our support for the advancement of women's careers in employment in higher education and research. To date, 60 Champions have been recruited and four working groups have been setup. These include: Career Progression; Organisation and Culture; Data and; Communications.</p> <p>This includes:</p> <ul style="list-style-type: none"> an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems, and arrangements) evidence, and identifying both challenges and opportunities a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these the development of an organizational structure, including a self-assessment team, to carry proposed actions forward 				

IMPLEMENTATION AND REVIEW

PRINCIPLE 7

The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Clause, response and evidence for current compliance – March 2014	Action Progress Update March 2016	Status (2016)	Lead 2014	Timescale 2016
<p>7.1</p> <p><i>The implementation of the Concordat's principles will lead to greater integration of researchers into 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.</i></p> <p>The University has established a Research Concordat Group (RCG) which meets three times a year. Membership includes the School Concordat Coordinators; School researcher representatives; Postgraduate Skills Coordinator; representative from each of CRSD and OSDT. This group acts to maintain and review the relevance and</p>	<p>Action:</p> <p>RCG to ensure all schools have a researcher representative member of the group.</p>	A-O	RCG	31/7/2014

IMPLEMENTATION AND REVIEW

PRINCIPLE 7

The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p>dynamism of the development mechanism and is currently looking to roll out the newly-agreed Research Concordat Implementation Plan. The Concordat Group is also committed to disseminating recommendations and feedback to the School Research Committees, University Research Committee etc.</p> <p>The University is represented on London Higher, an umbrella body representing over 40 publicly-funded universities and higher education colleges in London, as well as several universities with centres in London and a small number of private providers.</p>				

Progress Update 2016:
 Researcher representation is listed as a requirement in University Research Committee structure and the Research Concordat Group specifically invites both early career and experienced researcher membership of the Group. Currently 9 researchers represented on the Concordat Group.

7.2	<p><i>The signatories agree:</i></p> <p><i>a. to constitute a steering group an independent chair to oversee the implementation and review of the Concordat with appropriate representation of funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders Forum of progress; b. to procure an independent benchmarking study to assess the state of the sector at the launch of this sector; c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report; d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS); e. to undertake and publish a major review of the implementation of</i></p>	Action:			
-----	---	----------------	--	--	--

IMPLEMENTATION AND REVIEW

PRINCIPLE 7

The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p><i>the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and inside the HE sector)</i></p> <p>The Pro Vice-Chancellor (Academic) supports the submission to the HR Excellence in Research award which is also endorsed by the University Research Committee (URC).</p> <p>RCG undertook a review of implementation of the University's Research Concordat in 2013 resulting in the newly-approved Research Concordat Implementation Plan. The URC is committed to regularly monitoring and review of the Concordat implementation.</p>	Participate in next CROS (Careers in Research Online Survey) and PIRLS (Principal Investigator Research Leaders Survey) or local equivalent.	A	PO-OD and RCG	
<p>Progress Update 2016: The University participated in the 2015 CROS and PIRLS exercise, results of which have been reviewed by RCG and feed into a number of the future actions for the 2016-18 period. The Concordat Group reports directly to the URC, with issues raised at RCG formally raised at URC.</p>					
7.3	<p><i>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.</i></p>	<p>Action:</p> <p>The Research Concordat Group will monitor the Concordat Implementation plans and progress of external funders</p>	A–O	RCG	31/1/2015
7.4	<p><i>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</i></p>	<p>Action:</p>			

IMPLEMENTATION AND REVIEW

PRINCIPLE 7

The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	<p><i>expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</i></p> <p>The University is committed to sharing its best practice ideals and engaging with the development sector. The University has embraced the development ideals set by Vitae and will further engage with this to develop new protocols.</p>	Ongoing - reviewed on annual basis	A-O	RCG	Review in 2016

Progress Update 2016:
No further action.

7.5	<p><i>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.</i></p> <p>A detailed Equality Impact Assessment was undertaken for REF2014 which included data monitoring of workforce components for protected characteristics: http://www.lsbu.ac.uk/_data/assets/pdf_file/0016/29302/equity-</p>	<p>Action:</p> <p>Ongoing - to be reviewed by the next REF submission</p>	A-O	CRS, Senior PO- OD & EDI Manager, PO-OD	30/11/
-----	--	--	-----	---	--------

IMPLEMENTATION AND REVIEW

PRINCIPLE 7

The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause, response and evidence for current compliance – <i>March 2014</i>	Action Progress Update <i>March 2016</i>	Status (2016)	Lead <i>2014</i>	Timescale <i>2016</i>
	impact-assessment-ref-report.pdf Equality and diversity data is collected and monitored for all groups of staff including researchers.				

Progress Update 2016:
To review again prior to next REF.