

Seven Principles of the Concordat	Clause	Evidence for Current Compliance	Required/Suggested Actions	Responsibility	Deadline
1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.	1.1. All members of the research community should understand that researchers are primarily chosen for their ability to advance research at an institution.	The University Corporate Plan 2011-2014 (Section 5.6-5.10 Enterprise and Research Activities) sets out the University's strategic ambitions for research: http://www.lsbu.ac.uk/__data/assets/pdf_file/0006/9429/corporate-plan-11-14.pdf	Ongoing - reviewed on a 4-yearly cycle	University Executive	31 August 2014
		Researchers are recruited in the same way as all other staff at the University under the Recruitment and Selection Policy (see 1.2 below).	Ongoing - reviewed on an annual basis	HR	31 January 2015
		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: http://www.lsbu.ac.uk/__data/assets/pdf_file/0009/11412/equality-diversity-inclusion-policy-2011.pdf	Ongoing - reviewed on a 4-yearly cycle	HR	31 January 2015
		The Research Excellence statement at: http://www.lsbu.ac.uk/research/research-excellence outlines our research excellence.			
		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 Organisational and Staff Development Team (OSDT)).	Consider and approve draft Behavioural Framework	Board of Governors	31 March 2014

	<p>1.3. 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>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>
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	<p>1.4. To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.</p>	<p>The 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 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 encouraged 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 the 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>Ongoing - reviewed on a 4-yearly cycle</p>	<p>HR</p>	<p>31 January 2015</p>
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	<p>1.5. The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.</p>	<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>	<p>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>

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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.	2.1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.	<p>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) on 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 Organisational and Staff Development Team provide training opportunities for all staff, inclusive of contract or permanent researchers upon request with the authorisation of the relevant line manager. Specific development needs are extracted from the individual staff</p>	Ongoing - reviewed on an annual basis	HR	31 January 2015	
				Ongoing - reviewed on an annual basis	URC	31 January 2015
				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.	CRSD in conjunction with faculties	30 June 2014
			Analysis of annual work plans required.	OSDT	31 October 2014	

	<p>2.2. Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</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 years' continuous service unless the continuance on a fixed term contract can be objectively justified - HR1 form refers (see 3.1 above).</p>	<p>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>
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	<p>2.3. Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	<p>All staff have an annual appraisal with their line manager, for researchers this would normally be their research manager. The Organisational and Staff 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>OSDT also encourage staff to attend the Unconscious bias lens workshop.</p>	<p>Research managers will 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 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 faculties and engagement with researchers. All research managers will be made aware of the existence of research support available.</p> <p>OSDT will add a link to Vitae on their intranet webpages.</p>	<p>Heads of Department</p> <p>RCG</p> <p>Heads of Department</p> <p>OSDT</p>	<p>30 September 2014</p> <p>31 July 2014</p> <p>30 September 2014</p> <p>30 April 2014</p>
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	<p>2.4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	<p>The 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/faculty 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>	<p>There are currently no plans to review this procedure.</p>	<p>HR</p>	<p>N/A</p>
	<p>2.5. Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</p>	<p>Pay progression adheres to the Joint Negotiating Committee for Higher Education Staff (JNCHES) 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%20Forms/Forms/AllItems.aspx (last updated 17 January 2014).</p> <p>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.</p>	<p>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>

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	<p>2.6. Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>	<p>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>A weblink for the Research Concordat Implementation Plan needs to be added to the the University's Staff Gateway.</p> <p>Ongoing - reviewed on an annual basis</p>	<p>CRSD</p> <p>HR</p>	<p>30 April 2014</p> <p>31 October 2014</p>

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<p>3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p>	<p>3.1. It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</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 faculty has a nominated Concordat coordinator who acts as an owner of the project in the faculty, 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>The University Research Committee will review the University's Research Concordat Implementation Plan annually.</p> <p>Upload Research Concordat Implementation Plan (approved by the University Research Committee on 30 January 2014) to the CRSD Webpage for the Concordat.</p> <p>Run 4 awareness sessions with Heads of Department in each faculty 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 faculties.</p>	<p>URC</p> <p>CRSD</p> <p>RCG</p> <p>OSDT and CRSD</p> <p>RCG</p>	<p>31 January 2015</p> <p>30 April 2014</p> <p>30 May 2014</p> <p>31 December 2014</p> <p>30 June 2014</p>
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	<p>3.2. A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	<p>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 mentoring upon request.</p>	<p>Research managers will be made aware of the University's Research Concordat Implementation Plan through a series of meetings for Faculty Managers to enable them to impart the best practice suggested.</p>	<p>RCG</p>	<p>31 July 2014</p>
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	<p>3.3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</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>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>	RCG	31 July 2014
		<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>Develop a coordinated approach to the promotion of researcher training provided by different University departments.</p>	CRSD, OSDT, Library and Faculties	31 December 2014
		<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 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>	Postgraduate Skills Coordinator	30 June 2014
			<p>Carry out an audit of personal development needs for researchers including participation on in-house and external events, e.g. SRHE, London Higher, Vitae etc.</p>	CRSD	30 September 2014
			<p>Assess the possibility for researchers to undertake the PG Certificate in Research Skills.</p>	CRSD	30 September 2014

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	<p>3.4. 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>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>	<p>RCG</p>	<p>30 June 2014</p>
	<p>3.5. Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>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%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>RCG</p> <p>OSDT</p>	<p>31 July 2014</p> <p>31 December 2014</p>

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	<p>3.6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>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 CRSD for all new research staff.</p>	<p>CRSD</p>	<p>30 April 2014</p>
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	<p>3.7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<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 faculty 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>OSDT, CRSD and RCG</p>	<p>31 December 2014</p>
	<p>3.8. Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>	<p>Mentoring is a significant part of LSBU's approach to supporting researchers and is viewed as an 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 faculty 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>Advice and guidance notes for mentors and mentees need to be produced to facilitate the implementation of mentoring for researchers where required.</p> <p>Run 3 workshops per year to inform staff of the Research Concordat Implementation Plan and including the option for mentoring.</p>	<p>OSDT RCG</p>	<p>31 December 2014 31 July 2014</p>

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	<p>3.9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>The 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 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 faculties to present their work both internally and externally through seminars, posters, Research Summer School etc.</p>	<p>To be reviewed on an annual basis</p> <p>Maintain ongoing dissemination of forthcoming events and seminars relevant to researchers through the intranet and email every 3 months and increase attendance by 25%.</p> <p>Organise a University-wide poster conference for researchers.</p>	<p>RCG</p> <p>CRSD and OSDT</p> <p>CRSD in conjunction with RCG</p>	<p>31 January 2015</p> <p>30 September 2014</p> <p>30 June 2014</p>

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<p>4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>	<p>3.10. Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</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>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>CRSD</p> <p>OSDT in conjunction with Research managers and CRSD</p> <p>Postgraduate Skills Coordinator</p> <p>RCG, CRSD in conjunction with the Academic Staff Development Unit</p>	<p>31 March 2014</p> <p>31 December 2014</p> <p>30 June 2014</p> <p>30 September 2014</p>
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	<p>3.11. Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</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>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 faculties into the existing Research Support Calendar, e.g. writing research grant applications.</p>	<p>RCG</p> <p>CRSD</p> <p>Research Managers</p> <p>CRSD</p>	<p>30 September 2014</p> <p>30 June 2014</p> <p>30 September 2014</p> <p>30 September 2014</p>
	<p>3.12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.</p>	<p>Some good practice showing access to teaching and demonstration opportunities for researchers has been found in faculties and some senior staff have provided personal support to researchers. Where possible, opportunities to enrol upon the PG Certificate in Learning and Teaching in Higher Education (PG Cert LTHE) have been provided for researchers.</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>Research Managers</p> <p>RCG</p>	<p>30 September 2014</p> <p>30 September 2014</p>

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	<p>3.13. Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</p>	<p>There is researcher representation on three of the Faculty Research Committees (FRCs) and from two faculties on the Research Concordat Group.</p>	<p>Ensure all Faculty Research Committees, University Research Ethics Committee, University Research Committee and the Research Concordat Group have researchers represented. Check membership renewal via each committee's terms of reference.</p>	<p>Directors of Research or Research Leads and RCG</p>	<p>30 September 2014</p>
	<p>3.14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p>The University has developed an optional mentoring system for all researchers. Concordat coordinators in each faculty 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>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 faculties 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 faculties.</p> <p>Annual monitoring of mentoring will take place.</p> <p>Advice and guidance notes for mentors and mentees to be produced.</p>	<p>OSDT</p> <p>RCG</p> <p>OSDT</p>	<p>31 December 2014</p> <p>30 January 2015</p> <p>31 December 2014</p>

<p>5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</p>	<p>5.1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.</p>	<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 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>	<p>Review regular ethics training provision for researchers.</p> <p>Organise another Poster Conference for all contract researchers to showcase their work in the University so as to raise the profile of research.</p>	<p>Chair of UREC</p> <p>CRSD</p>	<p>30 June 2014</p> <p>30 June 2014</p>
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	<p>5.2. Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</p>	<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 specifically for researchers.</p> <p>Spin-off companies such as Biox and Solion have successfully been developed from research initially undertaken at the University.</p>	<p>Liaise with University Enterprise Department to further develop provision of IP and commercialisation workshops for researchers.</p>	<p>CRSD</p>	<p>30 September 2014</p>
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	<p>5.3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.</p>	<p>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 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>Researchers, as do all other staff are expected to reflect the Core Value of Integrity referred to in the University's</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>CRSD in conjunction with UREC</p> <p>HR liaising with Chair of UREC</p>	<p>30 June 2014</p> <p>30 June 2014</p>
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	<p>5.4. Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</p>	<p>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>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>Develop workshop on the Researcher Development Framework to encourage researchers to recognise the skills needed at different stages in their career.</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>	<p>Postgraduate Skills Coordinator</p> <p>CRSD</p>	<p>30 June 2014</p> <p>30 September 2014</p>
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	<p>5.5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>LSBU is committed to providing a supporting and enabling mechanism 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 Research Professional 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>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> <p>Ongoing monitoring of use of Research Professional 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>CRSD in collaboration with OSDT</p> <p>CRSD</p> <p>OSDT</p>	<p>30 September 2014</p> <p>30 September 2014</p> <p>30 April 2014</p>
	<p>5.6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</p>	<p>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 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>	<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> <p>Develop workshop on Researcher Development Framework to encourage researchers to subscribe to the RDF planner.</p>	<p>RCG in conjunction with the CRSD and OSDT</p> <p>Postgraduate Skills Coordinator</p>	<p>31 January 2015</p> <p>30 June 2014</p>

<p>6. Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</p>	<p>6.1. The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.</p>	<p>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>	<p>Ongoing - reviewed on a 4-yearly cycle</p>	<p>HR</p>	<p>31 January 2015</p>
	<p>6.2. As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p>	<p>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%20Forms/Forms/AllItems.aspx</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 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>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 the OSDT).</p>	<p>Ongoing - reviewed on a regular basis</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>HR</p> <p>HR</p> <p>CRSD</p> <p>RCG</p>	<p>30 June 2014</p> <p>31 January 2015</p> <p>30 September 2014</p> <p>30 September 2014</p>

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	<p>6.3. It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>	<p>The University's Staff Inclusion Policy addresses this: http://www.lsbu.ac.uk/hr/docs/Staff-Inclusion-Policy-june2011.pdf</p> <p>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.</p>	<p>Ongoing - reviewed on a 4-yearly cycle</p> <p>Extract relevant data from the REF2014 Equality Impact Assessment and address any issues raised.</p>	<p>HR</p> <p>CRSD</p>	<p>31 January 2015</p> <p>30 September 2014</p>
	<p>6.4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</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%20Forms/Forms/AllItems.aspx</p>	<p>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>
	<p>6.5. It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>	<p>All employees may request flexible working from their line managers. See: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%20Forms/Forms/AllItems.aspx for Flexible Working policy. Managers must consider the request, although certain rules apply.</p>	<p>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>

	<p>6.6. Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	<p>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 maternity/paternity leave for named researchers.</p> <p>The University will support additional funding where possible. The relevant faculty 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>Ongoing - reviewed on an individual basis</p>	<p>Research Managers</p>	<p>N/A</p>
	<p>6.7. Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>The University's Recruitment and Selection Policy as well as Equality and Diversity Policy ensure compliance: http://extranet.lsbu.ac.uk/hr/Policies%20Procedures%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>Ongoing - reviewed on an annual basis</p>	<p>HR</p>	<p>31 January 2015</p>

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	6.8. Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult 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.	None of our policies indirectly or directly disadvantage any group and researchers, like all staff, are covered by such policies equally.		HR	None
	6.9. All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	Researchers, like 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	Ongoing - reviewed on a 4-yearly cycle	HR	31 January 2015
	6.10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	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.	Review of schemes and initiatives aimed at promoting diversity in research careers with a view to recommending University participation in such schemes, where appropriate.	RCG to make recommendation to the URC	30 September 2014

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<p>7. The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK</p>	<p>7.1. The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</p>	<p>The University has established a Research Concordat Group (RCG) which meets three times a year. Membership includes the Faculty Concordat Coordinators; Faculty researcher representatives; Postgraduate Skills Coordinator; representative from each of CRSD and OSDT. This group acts to maintain and review the relevance and 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 Faculty 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>	<p>RCG to ensure all faculties have a researcher representative member of the group.</p>	<p>RCG</p>	<p>31 July 2014</p>
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	<p>7.2. The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. 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 the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>	<p>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>	<p>Participate in next CROS (Careers in Research Online Survey) and PIRLS (Principal Investigator Research Leaders Survey) or local equivalent.</p>	<p>OSDT and RCG</p>	<p>March/April 2015</p>
	<p>7.3. The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>		<p>The Research Concordat Group will monitor the Concordat Implementation plans and progress of external funders</p>	<p>RCG</p>	<p>31 January 2015</p>

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	<p>7.4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</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>	<p>Ongoing - reviewed on an annual basis</p>	<p>RCG</p>	<p>31 January 2015</p>
	<p>7.5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>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-impact-assessment-ref-report.pdf Equality and diversity data is collected and monitored for all groups of staff including researchers.</p>	<p>Ongoing - to be reviewed by the next REF submission</p>	<p>CRSD and Senior OD and EDI Manager, OSDT</p>	<p>30 November 2019</p>

Glossary:

CRSD - Central Research Support Department

HR - Human Resources

OSDT - Organisational and Staff Development Team

RCG - Research Concordat Group

URC - University Research Committee

UREC - University Research Ethics Committee