

## 2017-19 Action Plan to Support the Career Development of Researchers

\*Time-bound actions are in blue.

\*Recurring actions are in purple.

### Acronyms and Abbreviations

|      |                                      |      |                                       |      |                                  |
|------|--------------------------------------|------|---------------------------------------|------|----------------------------------|
| ASAP | Athena Swan Action Plan Group        | EDT  | Equality and Diversity Team           | PRM  | People Recruitment Manager       |
| CES  | Careers and Employability Service    | GLaD | Gender Leadership & Development Group | RC   | Research Committee               |
| DPR  | Development and Performance Review   | MCR  | Middle Career Researcher (Grade 9)    | RCS  | Research Concordat Sub-Committee |
| DCT  | Doctoral College Team                | OD   | Organisation Development              | RCWG | Research Concordat Working Group |
| ECR  | Early Career Researcher (Grades 6-8) | PT   | People Team                           | REG  | Race Equality Group              |
| EDC  | Equality and Diversity Committee     | PTR  | People Team Research                  | REU  | Research Excellence Unit         |

| Concordat Principle   | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure   | Responsibility and Timeline  |  |
|---|--|--|---|--|--|
| <b>A: Recruitment and Selection</b>   |  |  |   |  |  |
| <b>Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b> |  |  |   |  |  |
| 1   | Members of the research community understand researchers are chosen for their ability to advance research. | <p><b>Academic Framework:</b> A revised Academic Framework that includes research, lecturing, enterprise, and leadership/management pathways has been developed and implemented.</p> <p><b>Website:</b> The Academic Framework and accompanying role descriptors, policies pertaining to recruitment and selection, equality and diversity, and the Concordat to Support the Career Development of Researchers, and developmental opportunities and benefits are all available on our internal website.</p> <p><b>Research Centre Websites:</b> All research centres have their own external pages which are used to further publicise research positions and doctoral studentships.</p> | <p><b>New Website:</b> The new doctoral college (which will provide support and development in a seamless PGR to Professor offer) will be launched in April 2017 and will have a dedicated webpage. All information relating to the career development of researchers will be located on these pages. These pages will also include information on doctoral recruitment, support and funding. We will add questions to PRES/CROS/PIRLS that examine how the website and other publicity is perceived and used by research engaged staff. PRES/CROS/PIRLS will run annually.</p> <p><b>Recognition of Research Activities:</b> Although our performance on Q9 of the CROS survey and Q5 of the PIRLS survey is in line or above the national average, we</p> | <p>Website live.</p> <p>Establishment of baseline data on website usage and usefulness.</p> <p>To maintain or increase positive responses to recognition of research activities.</p> | <p><b>DCT</b><br/><b>Sept 2017</b></p> <p><b>DCT</b><br/><b>Annual Summer Report to RCS</b></p> <p><b>DCT</b><br/><b>Annual Summer Report to RCS</b></p> |

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|---------------------|--|---|--|---|
|                     |  | <p>plan to maintain or increase recognition for all research activities. This will be achieved through developmental programmes, new Academic Framework, and web publicity.</p> <p><b>Research Excellence:</b> A review will be undertaken of definitions and understandings of research excellence and how this relates to recruitment and selection, and issues of equity and inclusion.</p>  | <p>Report and recommendations to RCS. If appropriate, an action plan developed.</p>  | <p><b>PTR, REU, EDT, DCT</b><br/>Spring 2018</p>  |
| 2                   | <p>Employers should strive to attract excellence and respect diversity.</p> <p><b>Recruitment and Selection Procedures:</b> Our recruitment and selection portal provides information on procedures and processes for panel members. All research posts are advertised for a minimum of 28 days to encourage a diverse range of candidates. All panel chairs are required to undertake recruitment and selection training.</p> <p><b>Approach to Equity and Inclusivity:</b> We are members of the Disability Confident Scheme and Stonewall Diversity Champions Programme. The University currently holds the Athena Swan Bronze Award (renewal submitted in November 2016) and has a Gender Leadership and Development Group, tasked with increasing the number of women at grades 8-10. Our Race Equality Group are also currently working towards the standards set out in the Race Equality Charter. To support staff, we have a Gender Network, LGBTQ Network, BME Network, Disability Network, Parental Network, and Carers Network.</p> <p><b>Gender Pay Gap:</b> We are committed to closing the gender pay gap. Our 2015 equal pay audit shows that 12.58% gap between</p> | <p><b>Diversity Strategy:</b> The PRM with support from the VC will develop a strategy to reach out to a diverse range of potential applicants.</p> <p><b>CROS:</b> Currently 77.8% of staff agree or strongly agree with the statement that we are committed to equality and diversity (Q33a - CROS, 2015).</p> <p><b>PIRLS:</b> Currently 85% of PIs agree or strongly agree with the statement that we are committed to equality and diversity (Q19 - PIRLS, 2015). We aim to increase this through our developmental programmes, RCS representation on E&amp;D working groups, and by raising awareness of our equality and diversity initiatives.</p> <p><b>PRES:</b> The current survey does not monitor institutional commitment to equality and diversity. A question will be added to 2018 survey.</p> <p><b>International Staff Survey:</b> Outcomes of survey to be shared with, and discussed at, RCS. Action plans for researcher specific issues developed where necessary/appropriate.</p> | <p>Greater diversity of applicants, evidenced in recruitment data.</p> <p>To increase CROS response positives responses to E&amp;D to 85% of CROS.</p> <p>To maintain or increase positive responses to Q19 of PIRLS.</p> <p>Establish of baseline data.</p> <p>Development of action plans is required.</p> | <p><b>PRM</b><br/>Spring 2018</p> <p><b>DCT</b><br/>Annual Summer Report to RCS</p> <p><b>DCT</b><br/>Annual Summer Report to RCS</p> <p><b>DCT</b><br/>Annual Summer Report to RCS</p> <p><b>OD</b><br/>Bi-annual Summer Report to RCS</p> |

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|                     | <p>men and women, which is lower than the sector 2015 average of 14.6%.</p> <p><b>Staffing Statistics:</b> Our staffing statistics are <a href="#">published online</a>.</p> <p><b>Equality Objectives:</b> Our <a href="#">equality objectives</a> for the period 2016-20 have been agreed. Actions relating specifically to staff are:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of women at Grades 9 and 10 to 50% and 38%</li> <li>• Increase the percentage of Black and Minority Ethnic (BME) staff at Grades 9 and 10 to 20% and 13%</li> <li>• Increase the percentage of Female and BME Professors to 38% and 20%</li> <li>• Increase the percentage of staff who have disclosed a disability to 6% to highlight confidence in our organisation as a supportive employer.</li> </ul> <p><b>Race Equality Chartermark:</b> Continued discussions pertaining to data on staff composition, recruitment, performance and development are ongoing at a faculty level to support the development of targeted action plans. RCWG represented.</p> <p><b>Gender Leadership and Development Group:</b> Group established Sept 2016. Aims and objectives in development. RCWG represented.</p> <p><b>Stonewall:</b> From 2017, we will be a member of the Stonewall Global Diversity Programme to support LGBTQ staff working internationally.</p> |                                      |                 |                             |

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|                     | <p><b>Athena Swan:</b> All faculties are committed to the principles set out in the Athena Swan Charter. Our faculty of Engineering, Environment and Computing and faculty of Health and Life Sciences have Athena Swan teams. Our faculty of Business and Law and Faculty of Arts and Humanities will have teams established by April 2017 with action plans forthcoming. RCWG represented.</p> <p><b>Equality Action Plan:</b> The equality action plan to be finalised and will be published online in Jan 2017.</p> <p><b>International Staff Survey:</b> An international staff survey was developed and piloted in 2015 to help highlight areas of strength/success, as well as problem issues where particular international/cultural focus and effort is required. The survey runs every two years.</p> |  |   |   |
| 3                   | <p>Recruitment and selection procedures are informative, transparent and open to all qualified applicants.</p> <p><b>Monitoring:</b> All appointments are monitored in accordance with our Equality and Diversity processes. Data is reported to the Equality and Diversity Committee, the Athena Swan and Race Equality Charter Mark Working Groups, as well as the Research Concordat Sub-Committee.</p> <p><b>Job Advertisements:</b> All research positions are advertised on the University website. Other media are used where appropriate to diversify the candidature. This may include advertising on: jobs.ac.uk, ResearchGate, Times Higher Education, Guardian, LinkedIn, and other specific niche websites and publications.</p> <p><b>Recruitment and Selection Feedback</b></p>                  | <p><b>Monitoring:</b> We will monitor responses to the CROS survey on recruitment and selection to ensure alignment with the sector and PIRLS questions that assess confidence in recruiting and selecting group members. An action plan will be developed, if required, following the results of CROS and PIRLS 2017.</p> <p><b>Recruitment and Selection Feedback and Monitoring:</b> Annual report to be sent to RCS on recruitment data and outcomes of the new staff questionnaire.</p> | <p>To maintain or increase positive responses to relevant CROS questions. To maintain or increase positive responses to relevant PIRLS questions.</p> <p>Establishment of baseline data for recruitment and selection of research centre staff only. If appropriate, development of action plans.</p> | <p><b>DCT</b><br/><b>Annual Summer Report to RCS</b></p> <p><b>PRM</b><br/><b>Annual Spring Report to RCS</b></p> |

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|                     |  | <p>All new staff are asked to complete a new starter questionnaire to help identify any issues that may have arisen during recruitment and selection.</p> <p><b>Recruitment and Selection of Doctoral Researchers:</b> Details of recruitment and selection for doctoral researchers is explicated in chapters 8 and 9 of the academic regulations available on our <a href="#">external website</a>.</p>  |  |   |  |
| 4                   | Person and vacancy specs must clearly identify the skills for the post, and these must be relevant to the role | <b>Person Specifications:</b> All new positions have a clear person specification detailing the essential and desirable requirements. All academic positions are aligned to the new Academic Framework.  | No action required.  | Not applicable.   | Not applicable.                        |
| 5                   | Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason | <p><b>Institutional Approval Process:</b> All new posts have to go through an approval process, where the sustainability of the post is scrutinised by the People Team and Finance. All new posts are also reviewed by the Vice Chancellor and/or Deputy Vice Chancellor.</p> <p><b>Transparency:</b> All adverts clearly state the term and length of post in the job description. The job description will also state whether this is a project-specific post and the nature of the project.</p> | <b>Reduction of all Fixed Term posts:</b> The University is actively seeking to reduce the number of fixed term contracts. The number and type of researchers on fixed term contracts is reviewed by HR and will be reviewed by the Research Concordat Sub-Committee on an annual basis. | No fixed-term contracts approved that are not specifically tied to project-specific work. | <b>PTR Annual Spring Report to RCS</b> |
| 6                   | Recruitment and progression panels should reflect diversity as well as a range of                              | <b>Training and Chair's Responsibilities:</b> Recruitment and progression panel chairs are responsible for selection of panel members. Panel chairs are required to attend training and to consider the expertise,   | <b>Progression Framework:</b> Related to the implementation of the new Academic Framework, the progression process has been reviewed and re-designed. As such,   | All panel members to have undergone training.   | <b>PTR Winter 2017</b>                 |

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|   | experience and expertise  | experience, and diversity of panel members and to compose a mixed-gender panel where possible.  | all progression panels will be reconstituted and retrained.   |   |                                      |
| 7   | Recruitment and progression panels should have received relevant recent training  | <b>Recruitment Panel Chair Training:</b> All panel chairs are required to undertake training. Unconscious Bias training forms part of our Recruitment & Selection training.   | <b>Research Leadership and Careers:</b> Developmental programmes on research leadership and careers for early, middle and senior research staff will take place in Spring 2018 and run once every two years. This will provide a more in-depth consideration of issues pertaining to recruitment and progression of research staff at all levels including unconscious bias training. All developmental initiatives are evaluated in the short and long term. An annual report will be sent to the RCS. | Post-programme report on developmental programme providing data on engagement, satisfaction and outcomes.<br><br>Establishment of benchmark data to monitor progress. | <b>DCT 2018 Summer Report to RCS</b> |
| 8   | Unsuccessful candidates should be given appropriate feedback if requested   | <b>Feedback:</b> Feedback is given to all interviewed candidates on request.  | No action required.   | Not applicable.   | Not applicable.                      |
| 9   | The level of pay or grade for researchers should be determined according to the requirements of the post and be consistent with pay or grading in the organisation as a whole | <b>Post Evaluations:</b> The level of pay grade for all researchers is determined according to the requirements of the post, through the job description and person specification. All roles are graded by a Job Evaluation panel. The university applies the HAY evaluation system to ensure equity and fairness in this area. | No action required.   | Not applicable.   | Not applicable.                      |
| <b>B: Recognition and Value</b><br><b>Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.</b> |   |   |   |   |                                      |

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| 1                   | Value and afford equal treatment to all researchers.   | <b>Corporate Plan:</b> Valuing diversity, fairness and equality of opportunity and supporting staff to develop their knowledge, skills and capabilities for their own professional fulfilment is a key part of our <a href="#">Corporate Plan</a> .  | <b>Doctoral College and Centre for Research Capability:</b> The establishment of a formal institutional structure to oversee all training and development for researchers from PGR to Professor will ensure a higher profile, more coherent and strategic approach to support for all researchers and to compliance with external concordats related to research, as well as sector best practice. The success of the College and Centre will be monitored through additional questions on the PRES, CROS and PIRLS surveys. | Positive response and feedback to new questions.<br><br>Establishment of benchmark data to monitor progress on annual basis. | <b>DCT Annual Summer Report to RCS</b> |
| 2                   | The development of researchers should not be undermined by the instability of employment contracts. Everyone involved should be committed to improving the stability of employment conditions for researchers. | <b>Promotion:</b> All researchers, regardless of contractual status, can apply for promotion using the new Academic Framework, which is available on our internal website.<br><br><b>Development Initiatives:</b> All staff regardless of their contractual status can apply to the various researcher development programmes. This includes those working in professional services looking to pursue a research career. All researchers are also able to attend professional development training, undertake the PGCert in Higher Education Professional Practice, apply to institutional funding and support schemes, and have access to QR funding schemes to designed to pump-prime new areas of research, invest in research equipment, or develop research impact. | <b>Development Initiatives Monitoring:</b> The contractual status of participants on the programmes will be monitored annually to ensure those on fixed-term contracts are able to engage with these programmes. If there are any concerns about the data an action plan will be developed by the RCWG.  | Establishment of benchmark data to monitor progress.   | <b>DCT Annual Summer Report to RCS</b> |
| 3                   | Commitment to improving the stability of employment conditions for   | <b>Legislation:</b> Coventry University complies with all legislation, including that related to the employment of fixed term employees. Fixed term employees are covered by the same terms, conditions, benefits, policies  | <b>Reduction of all Fixed Term posts:</b> As of December 2016, we have 77 research staff on fixed-term contracts. We are reviewing the nature of all posts and converting to permanent posts where possible. This  | No new fixed-term contracts that are not specifically tied to project-specific work  | <b>PTR Annual Spring Report to RCS</b> |

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|                     | researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees  | <p>and processes as all other staff. All HR policies and processes are available on our internal website.</p> <p><b>Research Centre People Plans:</b> All research centres now have a people plan to monitor the sustainability of all research positions and to reduce the number of fixed term contracts. These are reviewed on an annual basis.</p> <p><b>Reduction in Fixed-Term Positions:</b> From 2015-16, 158 people on fixed-term contracts were converted to staff contracts, 89% of which were on research or academic positions.</p> | review will be completed by the Summer and will be then reviewed on an annual basis.   | Reduce 77 Fixed Term posts by 20% (15 posts).   | <b>PTR</b><br><b>Annual Spring Report to RCS</b>  |
| 4                   | Research managers should be required to participate in active performance management. This includes career development guidance and supervision of their teams. | <p><b>DPR Process and Review:</b> All staff are required to undergo an annual development and performance review. Procedures and processes are available to all staff on our internal website. In 2015, 94% of staff DPRs were completed. In 2016, 97% of DPRs were completed.</p> <p><b>Doctoral Researchers Progress Review:</b> We have a research curriculum framework which provides a structure for research degrees and a mechanism for monitoring progress. This is available on our internal website.</p>                               | <b>DPR Process Review:</b> The current process for the development and performance review is undergoing review, with all stakeholders being consulted. A new process will be in place for next year based on feedback. We will monitor the success of the new process using the CROS/PIRLS surveys and seek to increase the number of research-engaged staff who perceive the DPR to be useful. Given the timing of the surveys, the effect of the new system will not be apparent until 2019. | <p>New DPR process implemented.</p> <p>Positive response and feedback to new questions.</p> <p>Establishment of benchmark data to monitor progress on annual basis.</p> | <p><b>PTR</b><br/><b>Summer 2017</b></p> <p><b>DCT</b><br/><b>Annual Summer Report to RCS</b></p> |
| 5                   | Research managers should be aware of, and understand, their responsibilities for the management of researchers.   | <b>Monitoring:</b> CROS, PIRLS and PRES data informs our developmental initiatives, particularly with regards to research leadership, management and supervision. Details and links to these surveys can be found on our Research Capability webpages. These surveys are discussed on  | <b>Research Leadership and Careers:</b> Developmental programmes on research leadership and careers for early, middle and senior research staff will take place in Spring 2018. Training on issues of equality and diversity is specifically addressed in  | Post-programme report on developmental programme providing data on engagement, satisfaction and outcomes.<br>Establishment of   | <b>DCT</b><br><b>2018 Summer Report to RCS</b>  |

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|--|--|---|---|---|
| <p>Training should be provided, including equality and diversity training, to achieve the above.</p> | <p>an annual basis at the Research Concordat Sub-Committee to identify areas for development.</p> <p><b>Developmental Initiatives:</b> Since 2015, 2 x 12-month middle career researcher (MCR) development programmes and a pilot doctoral supervision programme in Engineering, Environment and Computing (EEC) have taken place.</p> <ul style="list-style-type: none"> <li>• 106 EEC academics attended the 2015/16 Effective Supervision Development Sessions.</li> <li>• 26 research-engaged staff attended the 2014/15 MCR programme.</li> <li>• 23 research-engaged staff attended the 2015/16 MCR programme.</li> </ul> <p>The programmes provided advice, guidance and development on coaching, mentoring, leadership, and equality and diversity in research. These processes have now been revised following feedback to more clearly meet the needs of researchers and to increase researcher engagement with these programmes. <a href="#">New programmes</a> commenced in Autumn 2016 are 2-3 months and focus on tangible research outcomes.</p> <p><b>Vitae Resources:</b> As a member of Vitae, all staff have access to Vitae's resources, including Vitae's Every Researcher Counts materials on equality and diversity.</p> <p><b>Doctoral Supervision Online Training:</b> From Dec 2015, researchers have access to online training on doctoral supervision which covers areas such as selecting doctoral candidates, managing process, and issues in supervision.</p> | <p>these programmes. Evaluation surveys will monitor the success of these initiatives.</p> <p><b>Doctoral Supervision Development Programme:</b> A revised development programme will be piloted in Spring 2017 to support doctoral supervisors. This programme will address performance management, progress, and supporting the career development of doctoral researchers.</p> | <p>benchmark data to monitor progress for future audits.</p> <p>Post-programme report on developmental programme providing data on engagement, satisfaction and outcomes.</p> <p>Establishment of benchmark data to monitor progress for future audits.</p> <p>Increased positive response to supervision scale in PRES survey.</p> | <p><b>DCT Annual Summer Report to RCS</b></p> |

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| 6                   | <p>Consideration given to how research managers' performance in these areas is developed, assessed and rewarded, and that impact is monitored</p> <p><b>Academic Framework:</b> The management and leadership of researchers is an activity explicitly recognised in the new Academic Framework and can contribute to both reward, recognition and promotion.</p> <p><b>Development Review:</b> Linked to the Academic Framework, manager's leadership and performance is assessed in their annual development and performance review, as well as their supervisory responsibilities. Senior leaders also have the opportunity to undertake 360 evaluation to further enhance their leadership capabilities.</p> <p><b>DPR Moderation:</b> Moderation panels are in place to ensure an independent and equitable process for review. For senior staff members, DPR moderation is chaired by the Vice Chancellor. Detailed feedback from this process is given to those in senior leadership roles to support individual and institutional performance</p> | <p><b>DRP Process Review:</b> The performance review process has undergone review as part of the development of the new Academic Framework. A new process will be piloted and evaluated this year. A structure for communicating developmental needs of researchers with the newly established doctoral college will need to be established. We will monitor the success of the new process using the CROS/PIRLS surveys and seek to increase the number of research-engaged staff who perceive the DPR to be useful. Given the timing of the surveys, the effect of the new system will not be apparent until 2019.</p> <p><b>Doctoral Supervision Development Programme:</b> As part of the revised development programme which will be piloted in Spring 2017, participants will have the opportunity to participate in supervision observation. Outcomes will be monitored and an annual report sent RCS in Summer each year.</p> | <p>New DPR process implemented.</p> <p>Positive response and feedback to new questions.</p> <p>Establishment of benchmark data to monitor progress on annual basis.</p> <p>Annual report on the programme providing data on engagement, satisfaction and outcomes.</p> <p>Establishment of benchmark data to monitor progress on annual basis.</p> | <p><b>PTR Summer 2017</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> |
| 7                   | <p>Organisational systems capable of supporting continuity of employment for researchers e.g. providing bridging funds or redeployment</p> <p><b>Redeployment Monitoring:</b> All fixed term contracts are monitored. Those within the last 3 months of their contract are added to the redeployment pool. Those in the pool are notified of new jobs two days in advance of being advertised and are asked to express an interest in applying.</p>   | <p><b>Cross-Centre/Cross-Sector Support:</b> A proactive approach to the redeployment of researchers across the University will be developed that explores connections between different research centres. Researchers on the last 3 months of their contract will have an individual career conversation with the PT.</p> <p><b>Bridging and Career Development Opportunities:</b> PTR will work with</p>  | <p>Career conversation implement (by summer 2017).</p> <p>Talent plans written and submitted to RCS</p>  | <p><b>PTR Summer 2017</b></p> <p><b>PTR Winter 2018</b></p>   |

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|                     |  | Research Centres to develop Talent Plans to identify which skills and knowledge are needed in each centre in future to help bridging between positions in different centres. The possibility of bridging funds will also be explored with each Centre.   |   |  |
| 8                   | <p>Transparent pay progression in accordance with agreed procedures</p> <p><b>Academic Framework:</b> The new Academic Framework and associated role descriptors provides a clear overview of the responsibilities required for each grade and provides progression pathway from research assistant to professor. A series of briefings to Heads of Schools and Directors of Research Centres will take place in 2017.</p> <p><b>Performance and Progressions Criteria:</b> All information regarding the process for pay progression is outlined on our internal website and via the Academic Framework. Pay progression is a transparent process with moderation panels are used to ensure fairness and consistency.</p> | No action required.  | Not applicable.   | Not applicable.  |
| 9                   | <p>Researchers offered opportunities to develop their own careers</p> <p><b>Academic Framework:</b> The new Academic Framework provides researchers with a framework in which to plan their career pathway and to support the identification of development needs.</p> <p><b>Development Initiatives:</b> Researchers have the opportunity to participate in a range of development programmes that provide deep learning and that support researchers to reflect and evaluate on their career development. Small pots of funding to support initiatives and projects are available as part of these programmes.</p>   | <p><b>Centre for Research Capability Development Seminar Series:</b> A series of fortnightly seminars and information sessions developed by researchers for researchers at all stages of their career will be put in place by Autumn 2017. The sessions will be used, in particular, to address the career development needs of researchers.</p> <p><b>Research Leadership and Careers:</b> Developmental programmes on research leadership and careers for early, middle and senior research staff will take place in Spring 2018. Training on issues of equality</p> | <p>Seminar Series in place and advertised on website.</p> <p>Annual report on engagement, satisfaction, outcomes, and equality and diversity statistics.</p> <p>Programme in place and advertised on website.</p> <p>Annual report on engagement,</p> | <p><b>DCT</b><br/><b>Sept 2017</b></p> <p><b>DCT</b><br/><b>Annual Summer Report to RCS</b></p> <p><b>DCT</b><br/><b>Spring 2018</b></p> <p><b>DCT</b></p> |

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|                     | <ul style="list-style-type: none"> <li>• 30 research-engaged staff participated in the 2014/15 ECR programme (16 males and 14 female).</li> <li>• 26 research-engaged staff participated in the 2014/15 MCR programme (15 male and 11 female)</li> <li>• 35 research-engaged staff participated in the 2015/16 ECR programme (15 male and 20 female)</li> <li>• 23 research-engaged staff participated in the 2015/16 MCR programme (12 male and 11 female)</li> <li>• 24 research-engaged staff participated in the Research Communication 2016 Programme (12 male and 12 female).</li> </ul> <p><b>Online Learning:</b> Researchers have access to Vitae's training material and resources as well as a suite of online learning training provided by Epigeum and Lynda.com. All materials are signposted from the Research Capability webpages.</p> <p><b>Pump-Prime Funds:</b> Depending upon institutional strategic priorities, early-career researchers (defined as those within 5 years of their first substantive academic post, i.e. senior lecturer or research fellow) have the opportunity to apply for pump-prime funding to support their research and development. Over the last two years, three funding rounds have taken place (Round 1: £400K.19; Round 2: £371K; Round 3: £557K). Across three rounds 46% were awarded to Females (where 43% were applicants) and 54% to Males (where 57% were applicants).</p> | <p>and diversity is specifically addressed in this programme of activities. An annual report on the series will monitor engagement and outcomes.</p> <p><b>Monitoring:</b> A more nuanced monitoring process is being developed for future funding and development programmes so that we can ensure equity and inclusion across our diverse staff population.</p> | <p>satisfaction, outcomes, and equality and diversity statistics.</p> <p>Establishment of benchmark data to monitor progress for future audits.</p> | <p><b>2018 Summer Report to RCS</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> |

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| 10   | Researchers have access to additional pay progression with transparent promotion procedures                                | <b>Performance and Progression Criteria:</b> Researchers, regardless of contractual status, have access to additional pay progression and promotion. Any pay increments are monitored as part of the DPR process and undergo a moderation process.   | No action required.  | Not applicable.   | Not applicable.  |
| 11   | Clear career frameworks for early stage researchers outlined in organisational HR strategies                               | <b>Academic Framework:</b> The new Academic Framework provides all researchers with a framework in which to plan their career pathway and to support the identification of development needs.<br><br><b>Doctoral Researchers:</b> All doctoral students undertake development needs analysis and career planning, based on the Researcher Development Framework and career destination data.   | <b>Doctoral Researchers:</b> A business case is currently being developed to explore the possibility of bridge-funding to retain the best doctoral students while they apply for fellowships as early-career researchers.  | Submission of business case to VC.  | <b>DCT Summer 2017</b>   |
| <b>C: Support and Career Development</b>   |  |  |  |   |  |
| Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.                     |  |  |  |   |  |
| The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career. |  |  |  |   |  |
| 1  | Broad minded approach to researcher careers in terms of mobility across career paths, with all career paths valued equally | <b>Academic Framework:</b> The new Academic Framework supports researchers to consider their career development at Coventry University and offers a range of different pathways.<br><br><b>Careers and Employability Service:</b> Our careers team provides 1-2-1 guidance for both doctoral researchers and members of staff. Currently<br><br><b>Vitae's Researcher Development Framework:</b> All researcher development initiatives are aligned to Vitae's Researcher Development Framework. As members of Vitae, all staff members have access to the | <b>Supervision Programme:</b> The new Doctoral Supervision programme will support supervisors to provide guidance on development needs and career pathways. As of March 2015, 36% of staff had undertaken a development activity. We hope to increase this to greater than 45% by March 2019.<br><br><b>Research Managers:</b> The Research Leadership and Careers Programmes will support early, middle, and senior researchers in considering the range of | Maintain or increase percentage of staff having undertaken development on doctoral supervision (Q23m of the CROS) and confidence of research leaders in doctoral supervision (11i of PIRLS)<br><br>Maintain or increase the percentage of researchers having undertaken a career management | <b>DCT Annual Summer Report to RCS</b><br><br><b>DCT 2018 Summer Report to RCS</b> |

| Concordat Principle | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19  | Success Measure  | Responsibility and Timeline   |
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|                     | <p>Vitae website and all the career planning resources as well as researcher career narratives.</p>   | <p>career pathways for researchers. We will monitor the outcomes of this course through Q23a (development on career management) of the CROS and Q11g (confidence in giving careers advice) of the PIRLS. We are currently in line or exceed the national average on both surveys.</p> <p><b>Doctoral College and Centre for Research Capability Development:</b> The new College and Centre will become the hub for all procedural, developmental and career needs. The new website will connect to the resources and support offered by the Careers Service and to reports and resources from Vitae such as <i>What do Researchers Do Next?</i></p> <p><b>Careers and Employability Service:</b> We will also work with Research Centres to develop knowledge of a range of career pathways for researchers.</p> | <p>developmental programme. (Q23a – CROS and confidence of our research managers (Q11g – PIRLS).</p> <p>We will add questions to CROS/PIRLS/PRES that explore understanding of non-academic career pathways by ECRs and confidence in giving advice on non-academic pathways by MCRs and SRLs. This will provide a benchmark for further audits.</p> <p>Increased engagement with Careers and Employability Service.</p> | <p><b>DCT Annual Summer Report to RCS</b></p> <p><b>CES Spring 2018 Report to RCS</b></p>   |
| 2                   | <p>Training, skills and competencies to carry out a funded project</p> <p><b>Development Initiatives:</b> Following 2 pilot ECR and MCR programmes, a new series of programmes was launched in Autumn 2016. These output-focussed 2-3 month intensive programmes cover areas such as Research Funding and Policy, Research Communication, Research Impact and Engagement, Research Careers and Leadership and Doctoral Supervision.</p> <p><b>Research Office:</b> The research office also offers a range of seminars and briefings on research funding, research finance, and</p> | <p><b>Programme Evaluation:</b> Detailed feedback is sought from participants after each programme. A report is written and considered at Research Concordat Sub-Committee.</p> <p><b>CROS and PIRLS:</b> We will send out both surveys on an annual basis. Actions plans will be developed in response to any developmental needs that have been identified in the 2017 report.</p>  | <p>Annual report on engagement, satisfaction, outcomes, and equality and diversity statistics.</p> <p>Establishment of benchmark data to monitor progress for future audits.</p>   | <p><b>DCT Annual Summer Report to RCS</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> |

| Concordat Principle | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure  | Responsibility and Timeline   |
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|                     | <p>research management, as well as courses to support the development of bids to specific funding schemes.</p> <p><b>Staff Development Fund:</b> Researchers can also apply to the Staff Development Fund to cover the costs of attending external training such as the Leadership Foundations Aurora Programme, BME Leadership Programme, and Research Leadership Programme.</p>  |  |  |   |
| 3                   | <p>Development of transferable skills through embedded training - both for skills needed to undertake project and also in communication and other professional skills</p> <p><b>Vitae's Researcher Development Framework:</b> All researcher development initiatives are aligned to Vitae's Researcher Development Framework. As members of Vitae, all staff members have access to the Vitae website and resources.</p> <p><b>Online Training:</b> All staff are required to complete a suite of on-line training packages which include Data Protection Act, Equality &amp; Diversity, Bribery Act and Health &amp; Safety. We also subscribe to a range of online training from Epigeum and Lynda.com to support professional skills development. Provision and take up is reviewed annually.</p> <p><b>Professional Development:</b> All staff have access to the professional development workshops provided by Organisation Development, which cover a vast range of different skills.</p> | <p><b>Programme Evaluation:</b> Detailed feedback is sought from participants after each programme. A report is written and considered at Research Concordat Sub-Committee.</p> <p><b>CROS and PIRLS:</b> We will send out both surveys on an annual basis. Actions plans will be developed in response to any developmental needs that have been identified in the 2017 report.</p> <p><b>Online Provision:</b> An annual report detailing provision is sent to the Research Concordat Sub-Committee and Working Group for feedback and evaluation.</p> | <p>Annual report on engagement, satisfaction, outcomes, and equality and diversity statistics.</p> <p>Establishment of benchmark data to monitor progress for future audits.</p> <p>User engagement and feedback monitored. Establishment of benchmark data to monitor progress for future audits.</p> | <p><b>DCT Annual Summer Report to RCS</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> |
| 4                   | <p>Access to professional, independent advice on career management,</p> <p><b>Careers and Employability Service:</b> Our careers team, provide 1-2-1 guidance for both doctoral researchers and members of staff.</p>  | <p><b>Careers and Employability Service:</b> At present, take up of careers guidance by doctoral researchers and staff is low. We will undertake a review of provision and seek feedback from the research</p>   | <p>Increased engagement with Careers and Employability Service.</p>  | <p><b>CES Spring 2018 Report to RCS</b></p>   |

| Concordat Principle   | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19  | Success Measure                 | Responsibility and Timeline                   |
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| <p>particularly the prospect of employment beyond their immediate discipline base</p> | <p><b>Development Initiatives:</b> The 2015-16 cohort programmes provided training on Vitae's Researcher Development Framework, developmental needs analysis and career pathways. Participants were also provided with guidance on seeking out mentors to support their development. This programme has been revised and the above embedded into the Research Careers and Leadership Programme.</p> <p><b>Online Training:</b> Researchers currently have access to Epigeum courses on career planning in the arts, social sciences, and sciences, as well as courses on Entrepreneurship. This is supplemented by courses on career planning available by Lynda.com.</p> <p><b>Global Leaders Programme (GLP):</b> Programmes offers developmental workshops on managing real people, coaching and mentoring, consultancy and leading teams to students, including PGR. There Programme also provides the opportunity to learn a language and to undertake international travel to enhance business skills. In 2015/16, 29 MRES/PhD students participated in the programme. For 2016/17, 19 MRES/PhD students are enrolled on the programme.</p> <p><b>Global Researchers Programme (GRP):</b> Programme supports PhD and MRES students from all of Coventry University's areas of research expertise to take their research abroad and to foster international collaboration. Through a combination of online experiences, intercultural learning activities and support with international</p> | <p>community to increase our outreach. A report on progress will be sent to RCS in Autumn.</p> <p><b>Doctoral Training Centres:</b> An additional 4 DTCs will be established in the other research centres, with plans to establish DTCs in all Centres 2020.</p> | <p>Establishment of Centres</p> | <p><b>DCT Annual Summer Report to RCS</b></p> |

| Concordat Principle | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure   | Responsibility and Timeline                          |
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|                     | <p>mobility, the GRP aims to provide research students with the tools and capabilities to become global researchers. The 2015/16 pilot saw 73 PhD/MRES students participate in the programme and the 2016/17 pilot saw 62 PhD/MRES students participating.</p> <p><b>Doctoral Training Centres (DTC):</b> These centres provide bespoke developmental programmes and communities of support have been established so far in four research centres. There are currently 51 doctoral researchers supported by the Centre for Trust Peace and Social Relations DTC, 33 supported by the Centre for Agroecology, Water and Resilience DTC, 43 by the Centre for Applied Biological and Exercise Sciences DTC, and 16 supported by the Centre for Psychology, Behaviour and Achievement DTC.</p>      |  |   |  |
| 5                   | <p>Possibility of offering training and placements to broaden awareness of other sectors</p> <p><b>Placements:</b> Currently training and placements for research staff occurs on an ad hoc basis at Faculty or Research Centre level.</p> <p><b>Development Initiatives:</b> All staff can apply to participate on the Research Impact and Engagement Programme which provides advice and guidance on engaging with other sectors. Staff also have access to Epigeum modules on Entrepreneurship and professional skills training from Lynda.com</p> <p><b>Enterprise and Innovation:</b> Enterprise and Innovation team provide advice, training, and guidance to research centres and their staff on all aspects of strategic partnerships, knowledge transfer, and intellectual property</p> | <p><b>Careers and Employability Service:</b> The Careers and Employability Service will work with Enterprise and Innovation to develop knowledge of a range of career pathways for researchers. A report on progress will be sent to RCS in Spring 2018.</p> | <p>Increased engagement with Careers and Employability Service.</p> | <p><a href="#">CES Spring 2018 Report to RCS</a></p> |

| Concordat Principle | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19  | Success Measure   | Responsibility and Timeline   |
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|                     | <p>and commercialisation. Annual funding support:</p> <ul style="list-style-type: none"> <li>• Doctoral researchers to undertake an industry placement up to 6 months</li> <li>• Researchers to undertake secondments at an international institution.</li> <li>• Arts, Humanities, and Social Science Researchers to undertake knowledge engagement projects.</li> <li>• Grants to support staff and students to bring ideas for novel products and services to market.</li> </ul> <p>CU Social Enterprises also supports the creation and development of social enterprise initiatives.</p> |   |   |   |
| 6                   | <p>Clear systems that help researchers to plan their career development</p> <p><b>Development and Performance Review:</b> All researchers undertake an annual performance and development review. Outcomes are monitored by HR and OD notified of any training requests and requirements.</p> <p><b>Pure Research Management System:</b> The Pure Research Management System will go live in January 2017. This system will support researchers with managing their research outputs and performance.</p>   | <p><b>Doctoral College and Centre for Research Capability Development:</b> The new College and Centre will become the hub for all procedural, developmental and career needs. The new website will connect to all resources and support offered to researchers.</p> | <p>Website live.</p> <p>Establishment of baseline data on website usage and usefulness.</p> | <p><b>DCT</b><br/><b>Sept 2017</b></p> <p><b>DCT</b><br/><b>Annual Summer Report to RCS</b></p> |
| 7                   | <p>Assist researchers to make informed choices about their career progression by ensuring policies and processes for</p> <p><b>Academic Framework:</b> The new Academic Framework, which is aligned to the RDF, provides a framework for career development. The framework is online and is embedded into academic promotion and reward processes.</p>  | <p>No action required.</p>  | <p>Not applicable.</p>  | <p>Not applicable.</p>  |

| Concordat Principle |  | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19  | Success Measure  | Responsibility and Timeline  |
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|                     | promotion and reward are transparent and clearly stated  | <b>Promotion and Reward Procedures:</b> All promotion and award procedures are available via our intranet.  |   |  |  |
| 8                   | Researchers are aware of local and national career development strategies  | <b>Development initiatives:</b> The 2015-16 Early and Middle Career Researcher cohort programmes provided training on the policy context for research. Local and national policies and career development strategies are embedded across all our revised development programmes. Programmes are evaluated and updated on an annual basis.   | <b>Doctoral College and Centre for Research Capability Development:</b> The new College and Centre website will link to a range of resources, reports, and policy documents to increase researcher awareness of national career development strategies.   | Website live.<br><br>Establishment of baseline data on website usage and usefulness.   | <b>DCT</b><br><b>Sept 2017</b><br><br><b>DCT</b><br><b>Annual Summer Report to RCS</b>   |
| 9                   | Planned induction programme for researchers  | <b>Academic Induction:</b> All academic staff, including researchers, are required to attend the academic induction. A review of the induction has been undertaken and it has been decided a research-specific induction will take place following the launch of the Academic Framework.  | <b>Researcher Induction:</b> We will develop a programme of activities to support new researchers to the institution. The programme will support them to develop a personalised induction and provide them with an opportunity to learn about research at CU, career development activities, the support offered by the new Doctoral College, and to meet researchers from across the institutions. Success of the new induction programme will be evaluated in the 2017 CROS survey by incorporating an additional question on researcher induction. | Programme implemented.<br><br>Positive response to evaluation surveys.<br><br>Establishment of baseline data on value of induction programme.  | <b>DCT</b><br><b>Autumn 2017</b><br><br><b>DCT</b><br><b>Annual Summer Report to RCS</b> |
| 10                  | Research managers provide effective research environments for training and development of researchers, encouraging CPD | <b>Research Centres:</b> The implementation of 9 Faculty Research Centres and 2 University Research Centres in 2014/15 has provided researchers with a robust research culture and environment. Research Centres are supported by the Research Capability Team to provide Centre-specific training and to think through disciplinary and subject specific issues pertaining to CPD. | <b>Team-Based Development:</b> The middle career development initiatives support participants to develop individual, team and institutional initiatives to enhance their research environment and current development provision.<br><br><b>Senior Research Leadership Programme:</b> A programme is currently in development to support senior research leaders. The programme will draw on guest   | Programmes implemented.<br><br>Positive response to evaluation surveys.<br><br>Establishment of baseline data on value of induction programme. | <b>DCT</b><br><b>Spring 2018</b><br><br><b>DCT</b><br><b>Annual Summer Report to RCS</b> |

| Concordat Principle |  | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19  | Success Measure | Responsibility and Timeline |
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|                     |  |  | speakers from across the UK and overseas to deliver seminars, talks, and training on issues such as leadership, responsible research, equality and diversity, research careers, and research organisation and management. |                 |                             |
| 11                  | Articulation of skills that should be developed to support career progression and encouragement of researchers to develop those skills | <p><b>Vitae's Researcher Development Framework:</b> All researcher development initiatives are aligned to Vitae's Researcher Development Framework. As members of Vitae, all staff members have access to the Vitae website and all the career planning resources as well as researcher career narratives. In addition, the library has a packs of RDF cards, which researchers can use to identify transferable skills and to support developmental needs analysis and career planning.</p> <p><b>Development Initiatives:</b> The 2015-16 cohort programmes provided training on Vitae's Researcher Development Framework, developmental needs analysis and career pathways.</p> | No action required.   | Not applicable. | Not applicable.             |
| 12                  | Development of a specific career development strategy for researchers at all stages of their career                                    | <p><b>Development and Performance Review:</b> All staff undertake an annual development and performance review and are asked to reflect on objectives and development from the previous year and to plan, with the support of their manager, objectives and developmental projects for forthcoming year.</p> <p><b>Research Careers and Leadership Programme:</b> The Research Careers and Leadership programme focuses specifically on career development and strategy. As part</p>   | No action required.   | Not applicable. | Not applicable.             |

| Concordat Principle |  | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure   | Responsibility and Timeline                         |
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|                     |  | of the programme, participants produce a needs analysis and career plan.   |  |   |   |
| 13                  | Availability of mentors in providing support and guidance for CPD and PD             | <b>Mentoring Advice and Guidance:</b> Participants on the 2015-16 development programmes were provided with guidance on seeking out mentors to support their development. This programme has been revised and the above embedded into all developmental initiatives and is supported advice available on our website.  | <b>Visiting Professor Scheme:</b> We will develop a scheme whereby visiting professors act as research mentors to ECR/MCR staff. This will provide a more structured mentoring schemes at faculty and research centre level. | Scheme Implemented.   | <b>DCT</b><br><b>Summer 2018</b>                    |
| 14                  | Researchers should be actively encouraged to undertake CPD and its impact recorded   | <b>Development and Performance Review:</b> All staff undertake an annual performance and development review and are asked to reflect on objectives and development from the previous year and to plan, with the support of their manager, objectives and developmental projects for forthcoming year.<br><br><b>Development Initiatives:</b> Following 2 pilot ECR and MCR programmes, a new series of programmes was launched in Autumn 2016. These output-focussed 2-3 month intensive programmes cover areas such as Research Funding and Policy, Research Communication, Research Impact and Engagement, Research Careers and Leadership and Doctoral Supervision. | No action required.  | Not applicable.   | Not applicable.                                     |
| 15                  | Transparent and regular appraisal systems for researchers                            | <b>Development and Performance Review:</b> Development activities and discussions are promoted as part of the DPR process as well as within management practice.   | No action required.  | Not applicable.   | Not applicable.                                     |
| 16                  | Developmental activities include preparation for academic practice and training when | <b>Academic Practice:</b> Research staff can attend M01CSHE: "Introduction to Teaching in Higher Education (M01CSHE). This course is also supported by the University's Teaching Observation Scheme and can  | <b>Doctoral Opportunities:</b> As of January 2017, all doctoral researchers will have the opportunity to attend M01CSHE: "Introduction to Teaching in Higher Education (M01CSHE). This can be used                           | Initiative implemented and advertised.<br><br>Increased participation on the programme. | <b>DCT</b><br><b>January 2017</b><br><br><b>DCT</b> |

| Concordat Principle |  | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19  | Success Measure | Responsibility and Timeline          |
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|                     | researchers are engaged in supporting learning and teaching  | <p>support staff to obtain Associate Fellowship of the Higher Education Academy.</p> <p><b>HEA Fellowship:</b> Researchers engaged in teaching (supporting doctoral students, running workshops for colleagues or students, mentoring or managing colleagues) can also obtain Associate Fellowship, Fellowship or Senior Fellowship from the HEA directly. The Level applied for will be dependent on whether the applicant has any leadership in their role and on their teaching experience. The Academic Development unit run workshops on a regular basis to support research colleagues in their application for Professional Recognition.</p>  | to support an application to obtain Associate Fellowship of the Higher Education Academy.                       |                 | <b>Annual Summer Report to RCS</b>   |
| 17                  | Input to policy and practice through appropriate representation at staff meetings and through committees | <p>A representative group of researchers contribute to the decision-making bodies and governance groups associated with research. Genders and ethnicities are also considered when ensuring representation across all committees. Each research sub-committee formally reports to the institutional research committee. In this way, the governance structure ensures that there is appropriate input from the research community into the primary decision-making body.</p> <p><b>Research Committee:</b> Representation includes faculty associate deans for research, student representative, and a contract researcher.</p> <p><b>Research Degrees Sub-Committee:</b> Representation includes research degrees leaders from each faculty/ centre and a</p> | <b>Terms of Reference:</b> Terms of reference, including committee constitution, are a standing item each year. | Not required.   | <b>All Committees Autumn Meeting</b> |

| Concordat Principle   |   | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19   | Success Measure  | Responsibility and Timeline   |
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|   |   | <p>doctoral researcher from each faculty/centre.</p> <p><b>Research Concordat Sub-Committee:</b><br/>Representation includes an early career researcher, middle career researcher, a senior researcher, and a participant on the staff doctoral programme. Academic and research only staff are both represented.</p> <p><b>Research Concordat Working Group:</b><br/>Representation includes a doctoral researcher, early career researcher, middle career researcher, and a senior researcher.</p>  |  |  |   |
| 18  | Mentoring arrangements supported by employers as a key mechanism for career development and enhancement | <p><b>Mentoring Pilot:</b> Participants on the 2015-16 development programmes were provided with guidance on seeking out mentors to support their development. This programme has been revised and the above embedded into the Research Careers and Leadership Programme.</p> <p><b>Peer Mentoring Circles:</b> As part of all new development initiatives, peer mentoring circles are used to support learning and continued professional development.</p> <p><b>Website:</b> Advice on finding a mentor and the nature of mentoring relationship is available on our Research Capability Website.</p> | <p><b>Visiting Professor Scheme:</b> We will develop a scheme whereby visiting professors act as research mentors to ECR/MCR staff. This will provide a more structured mentoring schemes at faculty and research centre level.</p> <p><b>Monitoring:</b> We will monitor responses to 23o of CROS that assesses mentoring uptake.</p> | <p>Scheme implemented.</p> <p>Increased positive response to 23o (CROS).</p> <p>Establishment of baseline data</p> | <p><b>DCT Summer 2018</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> |
| <p><b>D: Researcher Responsibilities</b><br/>Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</p> |   |   |  |  |   |
| 1   | Researchers should develop increased  | <b>Academic Framework:</b> The new Academic Framework highlights explicitly the skills and competencies required for progression.   | <b>Research Centre Support:</b> We will meet with all research centres to develop a  | Paper to RCS on centre-specific needs.   | <b>DCT Annual Summer Report to RCS</b>                                      |

| Concordat Principle |   | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19            | Success Measure | Responsibility and Timeline |
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|                     | capacity for independent, honest and critical thought.  | <p><b>Research Centres:</b> Our Research Centres support the development of research teams and individuals. Researchers are encouraged to publish, apply for funding, host academic events, undertake impact and engagement activities, and to widen their methodological and disciplinary expertise.</p>   | centre-level needs analysis on an annual basis. |                 |                             |
| 2                   | Researchers should develop their ability to transfer and exploit knowledge, and facilitate its use in policy making | <p><b>Development Initiatives:</b> All staff have the opportunity to apply to the Research Impact and Engagement Programme, which explicitly addresses ideas of knowledge exchange, commercialisation, and research impact. As part of the programme, participants develop a knowledge transfer partnership, an impact plan, and a public engagement activity and event.</p> <p><b>Enterprise and Innovation:</b> Enterprise and Innovation team provide advice, training, and guidance to research centres and their staff on all aspects of strategic partnerships, knowledge transfer, and intellectual property and commercialisation. Annual funding support:</p> <ul style="list-style-type: none"> <li>• Doctoral researchers to undertake an industry placement up to 6 months</li> <li>• Researchers to undertake secondments at an international institution.</li> <li>• Arts, Humanities, and Social Science Researchers to undertake knowledge engagement projects.</li> <li>• Grants to support staff and students bring ideas for novel products and services to market.</li> </ul> | No action required.                             | Not applicable. | Not applicable.             |

| Concordat Principle | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19 | Success Measure | Responsibility and Timeline |
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|                     | CU Social Enterprises also supports the creation and development of social enterprise initiatives.  |                                      |                 |                             |
| 3                   | <p>Researchers should conduct and disseminate research in an honest and ethical manner</p> <p><b>Ethics Policy and Code of Conduct:</b> All staff and students are required to obtain ethical approval before undertaking any research and to abide by the University's Code of Conduct. <a href="#">Details can be found here.</a></p> <p><b>Development Initiatives:</b> A responsible approach to research and innovation is embedded across all our development programmes, with a specific session dedicated to ethics in our research funding and policy programme and session dedicated to integrity in our research careers and leadership programme.</p> <p><b>Online Training:</b> As of 2016, all staff have access to ethics and integrity training via our VLE. Usage will be monitored on an annual basis and reported to the Research Concordat Sub-Committee.</p> | No action required.                  | Not applicable. | Not applicable.             |
| 4                   | <p>Researchers should 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><b>Academic Framework:</b> The new Academic Framework and accompanying role descriptors provide a clear and transparent progression pathway for all academic staff.</p> <p><b>Development and Performance Review:</b> Annual development and performance reviews are used to identify the developmental needs of staff so that they can progress their career.</p> <p><b>Development Initiatives:</b> All developmental programmes support attendees with the identification, articulation, and evidencing of</p>  | No action required.                  | Not applicable. | Not applicable.             |

| Concordat Principle | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19  | Success Measure     | Responsibility and Timeline |
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|                     | <p>skills and competencies. The programme on Research Careers and Leadership explores specifically career pathways both inside and outside Higher Education.</p> <p><b>Vitae Resources:</b> As members of Vitae, all staff have access to Vitae's Resources and the RDF cards which outline developmental phases across 63 attributes.</p> <p><b>Careers and Employability Service:</b> Our careers team, provide 1-2-1 guidance for both doctoral researchers and members of staff.</p> |   |                     |                             |
| 5                   | <p>Researchers should recognise that their primary responsibility for managing and pursuing their career is theirs and seek out opportunities for learning and development</p>   | <p><b>Development and Performance Review:</b> As part of their annual development and performance reviews, staff are asked to discuss their development over the past year with their manager and to identify future development needs. This process is supported by training on the review process and by the researcher development programmes.</p>   | No action required. | Not applicable.             |
| 6                   | <p>Employers should equip research staff with tools to manage their own careers</p>  | <p><b>Academic Framework:</b> The new Academic Framework and accompanying role descriptors provide a clear and transparent progression pathway for all academic staff.</p> <p><b>Vitae Resources:</b> As members of Vitae, all staff have access to Vitae's Resources and the RDF cards which outline developmental phases across 63 attributes.</p> <p><b>Pure Research Management System:</b> The Pure Research Management System will go</p> | No action required. | Not applicable.             |

| Concordat Principle |  | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19  | Success Measure   | Responsibility and Timeline   |
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|                     |  | live in January 2017. This system will support researchers with managing their research outputs and performance.  |   |   |   |
| 7                   | Research managers should encourage CPD   | <p><b>Development and Performance Review:</b> As part of their annual development and performance reviews, staff are asked to discuss their development over the past year with their manager and to identify future development needs. This process is supported by training on the review process and by the researcher development programmes.</p> <p><b>Development Initiatives:</b> As part of the Research Career and Leadership Programme for MCRs, participants are provided with guidance on coaching, mentoring, and supporting colleagues with their development.</p>  | <p><b>Senior Research Leadership Programme:</b> A programme is currently in development to support senior research leaders. The programme will draw on guest speakers from across the UK and overseas to deliver seminars, talks, and training on issues such as leadership, responsible research, equality and diversity, research careers, and research organisation and management.</p>                      | <p>Programmes implemented.</p> <p>Positive response to evaluation surveys.</p> <p>Establishment of baseline data on value of induction programme.</p>                                   | <p><b>DCT Spring 2018</b></p> <p><b>DCT Annual Summer Report to RCS</b></p>   |
| 8                   | Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated | <p><b>Development and Performance Review:</b> As part of their annual development and performance reviews, staff are asked to discuss their development over the past year with their manager and to identify future development needs. This process is supported by training on the review process and by the researcher development programmes.</p> <p><b>Researcher Representation:</b> Researchers at all career levels are represented on Research Committee, the Research Concordat Sub-Committee, the Research Concordat Working Group, and Research Degrees Sub-Committee ensuring researchers voices feed into policy,</p> | <p><b>Doctoral College Seminar Series:</b> A series of fortnightly seminars and information sessions developed by researchers will be put in place by Autumn 2017. The sessions will be used, in particular, to address the career development needs of researchers.</p> <p><b>Researcher Network:</b> The above series will also be used to initiate open discussions on researcher experiences and needs.</p> | <p>Seminar Series in place and advertised on website.</p> <p>Annual report on engagement, satisfaction, outcomes, and equality and diversity statistics.</p> <p>Attendance figures.</p> | <p><b>DCT Autumn 2017</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> <p><b>DCT Annual Summer Report to RCS</b></p> |

| Concordat Principle  |  | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure  | Responsibility and Timeline               |
|--|--|--|--|--|---|
|  |  | procedures, and developments pertaining to research and research careers.  |  |  |   |
| 9  | Researchers encouraged to record their CPD for presentation to future employers and record via PDPs  | <p><b>Development and Performance Review:</b> As part of their annual development and performance reviews, staff are asked to discuss their development over the past year with their manager and to identify future development needs. This process is supported by training on the review process and by the researcher development programmes.</p> <p><b>Development Initiatives:</b> The 2015-16 cohort programmes provided training on Vitae's Researcher Development Framework, developmental needs analysis and career pathways. As part of the programme, participants were supported in developing their own mechanisms for recording evidence of career development. This now forms part of the Research Careers and Leadership Programme.</p> | No action required.  | Not applicable.  | Not applicable.                           |
| <b>E: Diversity and Equality</b><br><b>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b> |  |  |  |  |   |
| 1  | Organisation takes positive steps to promote equality and to develop specific schemes and action plans to address specific issues of under-representation or lack of progression | <p><b>Policies and Schemes:</b> We have a dignity and respect policy that recognises employees and students have a right to be treated (and have an obligation to treat others) with dignity and respect so that the Institution is free from any form of harassment or bullying. This is supported by a policy on the employment of people with disabilities or long-term health conditions, and equality and diversity statement, and an equality action plan that is reviewed every four years.</p>   | <p><b>LGBTQ Doctoral Researchers:</b> Partnering with King's College London, we are undertaking a major research project examining the experiences, attitudes, and perceptions of LGBTQ doctoral students in UK Higher Education institutions. The project aims to help the Higher Education sector better understand any issues or challenges faced by LGBTQ doctoral students and how they can be more effectively supported. Outcomes will inform our current approach and provision.</p> | <p>Initial findings presented at UKCGE international conference.</p> <p>If appropriate, development of an action plan.</p> <p>Action plan developed.</p> | <p><b>DCT</b><br/> <b>Spring 2017</b></p> |

| Concordat Principle | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure  | Responsibility and Timeline  |
|---------------------|--|--|--|--|
|                     | <p><b>Equality Challenge Unit:</b> We are a member of the Equality Challenge Unit and draw on their resources and advice to ensure we promote equality and diversity throughout our organisations.</p> <p><b>Disability Confident Employer:</b> As a Disability Confident employer we are committed to: challenging attitudes towards disability; increasing understanding of disability; removing barriers to disabled people and those with long term health conditions in employment; and ensuring that disabled people have the opportunities to fulfil their potential and realise their aspirations</p> <p><b>Stonewall Diversity Champions Programme:</b> As members of this programme we work with Stonewall to foster an inclusive work environment for LGBT members of staff.</p> <p><b>Athena Swan:</b> We currently hold an Athena Swan Bronze Award and submitted for our renewal in November 2016. The award is reflective of our commitment to the <a href="#">ten principles outlined in the Charter</a>. All faculties are in the process of establishing Athena Swan teams and action plans.</p> <p><b>Race Equality Group:</b> Our Race Equality Group are working towards the standards set out in the Race Equality Charter. Currently we are preparing Faculty level presentations in relation to Staff Composition, Recruitment, Performance and Development. It is anticipated that these presentations will facilitate the development of targeted action plans for each faculty.</p> | <p><b>Stonewall Workplace Equality Index:</b> Following the outcome of our 2016 submission, we will develop an action plan.</p> <p><b>Workplace Gender Equality Survey:</b> We will run a Workplace Gender Equality Survey in 2018 and develop an action plan following outcomes.</p> <p><b>BME Leadership Development:</b> A further two members of staff will be sent on the Leadership Foundations' Leadership Course for BME staff. Outcomes will be discussed at the Race Equality Group and an action plan to support continued development.</p> | <p>Action plan developed.</p> <p>Evaluation Report from attendees.</p> | <p><b>EDC</b><br/><b>Autumn 2018</b></p> <p><b>EDC</b><br/><b>Autumn 2018</b></p> <p><b>REG</b><br/><b>Autumn 2017</b></p> |

| Concordat Principle | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19  | Success Measure  | Responsibility and Timeline   |
|---------------------|--|---|--|---|
|                     | <p>Researcher based data will be included within these presentations where appropriate.</p> <p><b>Staff Networks:</b> Research staff can participate in our Gender Network, LGBTQ Network, BME Network, Disability Network, Parental Network, and Carers Network. All networks are attended by a representative of our EDT.</p> <p><b>Development Initiatives:</b> Equality and Diversity is embedded across all our development programmes and is addressed in detail in our Research Careers and Leadership programmes.</p>  |   |  |   |
| 2                   | <p>Recruitment and retention of researchers from the widest pool</p> <p><b>Equality Statement:</b> As stated in Equality Statement, potential employees can be confident that they are applying to work for an organisation fully committed to ensuring equality and diversity and that the recruitment process fully supports and upholds this statement. Employees can also be confident that they are working for an organisation whose commitment to the promotion of equality and diversity is furthered by a range of policies and procedures, enhanced by Employee Support Groups, to ensure that the University is benefiting from best practice in this area.</p> <p><b>Monitoring:</b> All statistics pertaining to staff and student profiles are publicised on our external website and can be accessed <a href="#">here</a>.</p> <p><b>Research Excellence Framework:</b> A policy is in place where Managers are supported by PTR to give feedback from the outcomes of REF selection processes. The EDT</p> | <p><b>People Plan:</b> Retention is a key part of the new People Plan, which will review pay, reward, development and career progression.</p> <p><b>Research Excellence Framework:</b> The EDT will undertake a review of the 2016 mock REF exercise.</p> | <p>Implementation of retention plan.</p> <p>Report to RCS. Feedback from RCS given to EDT where appropriate.</p> | <p><b>PTR</b><br/><b>Spring 2018</b></p> <p><b>EDT</b><br/><b>Summer 2017</b></p> |

| Concordat Principle | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19  | Success Measure   | Responsibility and Timeline  |
|---------------------|---|---|---|--|
|                     | <p>undertake an audit of all REF selection processes.</p> <p><b>People Plan 2016:</b> Our recently published People Plan directly addresses the retention of staff and the People Team taking a proactive approach to retention.</p>  |   |   |  |
| 3                   | <p>Address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately affect some groups</p> <p><b>Equality Objectives</b><br/>Our <a href="#">equality objectives</a> for the period 2016-20 have been agreed. Actions relating specifically to staff are:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of women at Grades 9 and 10 to 50% and 38%</li> <li>• Increase the percentage of Black and Minority Ethnic (BME) staff at Grades 9 and 10 to 20% and 13%</li> <li>• Increase the percentage of Female and BME Professors to 38% and 20%</li> <li>• Increase the percentage of staff who have disclosed a disability to 6% to highlight confidence in our organisation as a supportive employer.</li> </ul> | <p><b>Equality Action Plan:</b> The equality action plan to be finalised and published online.</p> <p><b>Monitoring:</b> Data is currently collected for progression of researchers. A monitoring and review process will be developed.</p> | <p>Plan uploaded.</p> <p>Annual report to RCS. Action plan developed where appropriate.</p> | <p><b>EDC</b><br/><b>Winter 2017</b></p> <p><b>EDC, RCS</b><br/><b>Winter 2017</b></p> |
| 4                   | <p>Ensure that working conditions for researchers provide the flexibility necessary for successful research performance</p> <p><b>Policies and Schemes:</b> We have a Flexible Working Policy, Location Independent Working Policy, Career Break Scheme, Policy for Managing Workplace Stress, as well as policies on Maternity, Paternity, Parental, Shared Parental, and Adoption Leave. Staff also have access to a workplace nursery and Childcare Voucher Scheme. All schemes are available on our internal website.</p>   | No action required.   | Not applicable.   | Not applicable.  |

| Concordat Principle |  | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19  | Success Measure  | Responsibility and Timeline          |
|---------------------|--|--|---|--|--------------------------------------|
| 5                   | Respond flexibly to requests for changes to working patterns and resist instant refusals based on 'we don't do it this way here' | <b>Flexible Working Policy:</b> We have a defined procedure and policy for dealing with requests for Flexible Working. In addition, we operate a Location Independent Working Scheme as detailed above. These are available on our internal website.   | No action required.   | Not applicable.  | Not applicable.                      |
| 6                   | Transparent equal opportunity policy at recruitment and at all subsequent career stages  | <b>Equality Statement:</b> As stated in Equality Statement, potential employees can be confident that they are applying to work for an organisation fully committed to ensuring equality and diversity and that the recruitment process fully supports and upholds this statement. Employees can also be confident that they are working for an organisation whose commitment to the promotion of equality and diversity is furthered by a range of policies and procedures, enhanced by Employee Support Groups, to ensure that the University is benefiting from best practice in this area.<br><br><b>Monitoring:</b> All statistics pertaining to staff and student profiles are publicised on our external website and can be accessed <a href="#">here</a> . | No action required.   | Not applicable.  | Not applicable.                      |
| 7                   | Diversity reflected in selection and evaluation committees   | <b>Recruitment and Selection Procedures:</b> Our recruitment and selection portal provides information on procedures and processes for panel members. All panel chairs are required to undertake recruitment and selection training.   | <b>Research Leadership and Careers:</b> Developmental programmes on research leadership and careers for early, middle and senior research staff will take place in Spring 2017 and run once every two years. This will provide a more in-depth consideration of issues pertaining to recruitment and progression of research staff at all levels including unconscious bias training. | Post-programme report on developmental programme providing data on engagement, satisfaction and outcomes. Establishment of benchmark data to monitor progress for future audits. | <b>DCT 2018 Summer Report to RCS</b> |

| Concordat Principle |  | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19 | Success Measure | Responsibility and Timeline |
|---------------------|--|--|--------------------------------------|-----------------|-----------------------------|
| 8                   | Account taken of researchers' personal circumstances; change policies or practices that directly or indirectly disadvantage such group | Our Equality and Diversity Schemes, flexible working policies, alongside our development portfolio all support this standard   | No action required.                  | Not applicable. | Not applicable.             |
| 9                   | Measures exist for discrimination, bullying or harassment to be reported without adversely affecting careers of innocent parties       | <b>Policies and Processes:</b> We have a Dignity and Respect Policy, Bullying and Harassment Policy, Grievance Procedure, as well as a specific manager's guide for Bullying and Harassment. These are all available on our internal website.  | No action required.                  | Not applicable. | Not applicable.             |
| 10                  | Consideration of participation in schemes such as Athena Swan Charter, the Juno project, and other initiatives                         | <p>We currently hold an Athena Swan Bronze Award and submitted for our renewal in November 2016. The award is reflective of our commitment to the <a href="#">ten principles outlined in the Charter</a>.</p> <p>All faculties are committed to the principles set out in the Athena Swan Charter. Our faculty of Engineering, Environment and Computing and faculty of Health and Life Sciences have Athena Swan teams. Our faculty of Business and Law and Faculty of Arts and Humanities will have Self-Assessment Teams established by April 2017 with action plans forthcoming.</p> | No action required.                  | Not applicable. | Not applicable.             |

**F: Implementation and Review**

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.

| Concordat Principle |   | Current Provision and Ongoing Activities  | SMART Actions Identified for 2017-19   | Success Measure   | Responsibility and Timeline  |
|---------------------|---|---|--|---|--|
| 1                   | Undertake annual review of progress in implementing the principles of the Concordat | <b>Research Concordat Sub-Committee:</b> Research Concordat Sub-Committee, supported by the Research Concordat Working Group, formally reviews the progress of the Concordat Action Plan and its integration into mainstream management and career development processes.   | <b>Research Concordat Sub-Committee:</b> Research Concordat Sub-Committee meets three times a year and Research Concordat Working Group meets six times a year. Minutes will be made available on our internal website.  | Action plans and committee minutes available online.                | <b>RCS</b><br><b>Bi-monthly</b>  |
| 2                   | Use of the Careers in Research Online Survey  | <b>Vitae Member:</b> We support researchers to participate in the PRES, CROS and PIRLS surveys which from 2017 we will conduct on an annual basis. The University welcomes the opportunity to participate in future national and sector based reviews of implementation, evaluation studies etc.  | <b>Annual Report:</b> Institutional outcomes of the CROS and PIRLS surveys are discussed annually at the RCS<br><br><b>Increased Participation:</b> 45 researchers responded to CROS 2015 and 19 to PIRLS 2015. We aim to increase participation by increased access and publicity and by focusing CROS on ECRs (Grades 6-8) working in our Faculty and University Research Centres and PIRLS on MCRs and Senior Research Leaders (Grades 9-10). | Not applicable.<br><br>Increase participation in CROS/PIRLS by 20%. | <b>DCT</b><br><b>Annual Summer Report to RCS</b><br><br><b>DCT</b><br><b>Annual Summer Report to RCS</b> |
| 3                   | Monitor equality and diversity indicators for researchers                           | <b>Monitoring Policies:</b> The University incorporates and integrates all of these requirements within its data and information processes and objective setting / action planning. Data informs the objectives of our 4-yearly <a href="#">Equality Action Plan</a> , which is revisited annually and monitored by both the University Equality and Diversity Committee and the University HR Committee. Additional, specific impact assessments support this work where required. For example, any processes pertaining to the Research Excellence Framework are guided by our code of practice arrangements and decisions assessed in terms of equality and diversity. | No action required.  | Not applicable.   | Not applicable.  |

| Concordat Principle |                                     | Current Provision and Ongoing Activities   | SMART Actions Identified for 2017-19   | Success Measure                      | Responsibility and Timeline           |
|---------------------|-------------------------------------|--|--|--------------------------------------|---------------------------------------|
| 4                   | Share good practice with other HEIs | <p>The University engages with research capability sector at national and international levels. Members of the Doctoral College Team currently hold the following roles:</p> <ul style="list-style-type: none"> <li>• Member of BBSRC Skills and Careers Strategy Panel</li> <li>• Peer Reviewer for Vitae UK HR Excellence in Research Award</li> <li>• Elected Member of the UK Council for Graduate Education Executive Committee</li> <li>• Chair of the UK Council for Graduate Education National Working Group on Diversity and Sustainability of Organisational Structures for Doctoral provision</li> <li>• Chair of the University Alliance, National Doctoral Training Alliance Training Group.</li> <li>• Member of the University Alliance, National Doctoral Training Alliance Training Group.</li> <li>• Vitae Midlands Regional Representative</li> <li>• CROS and PIRLS Working Group Member</li> <li>• External Advisor to Goldsmiths' Ethics Committee</li> </ul> <p>Members of the Doctoral College Team are also active researchers and present and publish on research capability internationally.</p> | <p><b>Monitoring:</b> Contributions are shared with the Research Concordat Working Group on a regular basis.</p> | Research and best practice embedded. | <p><b>DCT</b><br/>As appropriate.</p> |