

**Coventry University Gap Analysis and Action Plan**  
**The Concordat to Support the Career Development of Researchers**  
**January 2015 (for the period January 2015- January 2017)**

**A: RECRUITMENT AND SELECTION**

**Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.**

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<b>New Web Enhancement: Recruitment &amp; Selection</b> - transition our web presence from previous research structures to new Research Centres and redevelop outward facing researcher development offer further .	Rebekah Smith McGloin, Capability Development Manager, Research,	September 2015	Website traffic (number of visits) Number of applications
2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background.  Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	<b>Race Equality Chartermark</b> - participate in trial.  <b>Unconscious Bias</b> -embed unconscious bias training in the Recruitment & Selection training throughout 2015.	Sarah Lewis, Equality & Diversity Manager,  Sarah Lewis, Equality & Diversity Manager,	April 2015  February 2015	Participate in trial  Enhanced diversity reported in E&D stats.
3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	-	-	-	
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.	<b>Process for Researcher Progression</b> - a review is to be conducted to consider the process for Researcher progression.	Ian Younger, ER and HR Policies Manager	June 2016	Numbers of Researchers progressing between levels increases.
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.	<b>Equal Pay Audit</b> – Equal pay audit will be conducted in April 2015 and Researchers will again be analysed as a sub-group of staff.	Jennie Freeman, Reward Specialist	April 2015	Audit completed and published.

**B: RECOGNITION AND VALUE**

**Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.**

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
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><b>New Web Enhancement</b> Refer to A 1. Above</p> <p><b>University Single Equality Scheme –</b> continue to review/refresh.</p> <p><b>Researcher Development Programmes –</b> run and review new programmes. Impact, commercialisation and public engagement to be embedded in middle-career researcher and research leader programmes also.</p>	<p>Rebekah Smith-McGloin, Capability Development Manager, Research</p> <p>Sarah Lewis, Equality &amp; Diversity Manager,</p> <p>Rebekah Smith-McGloin, Capability Development Manager, Research/Lisa Burman/Tina Ridley, L&amp;D Advisers</p>	<p>September 2015</p> <p>January 2015 – January 2017</p>	Programmes developed and implemented. Evaluation data demonstrates success. Number of researchers participating in programmes.
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.	<b>New Web Enhancement: Policies and Procedures</b> - All relevant policies will be migrated to the new public website as soon as this is released by ITS.	Ian Younger, ER and HR Policies Manager	Review September 2015 and March 2016	Policies and procedures published on web pages.
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.	<b>Development &amp; Performance Review (DPR)</b> – All Research staff will continue to participate in active performance management and career guidance through the DPR process. These plans will be in line with the tailored roles determined by the <b>Academic Role Profile Framework</b> (refer to B.5. below)	Mark Holton, Deputy Director HR & Head of Organisational Development and Learning.	October 2015 - January 2017	New Academic Role profile framework and progression criteria implemented.

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
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.	<b>Resource Information Management (RIM) System</b> – under review.	Tim Horne, Head of Research Excellence Unit	Review September 2015; Full implementation by September 2016.	RIM system implemented and success demonstrated through evaluation.
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.	<b>Academic Role Profile Framework</b> – progress implementation of the framework according to plan →	Rebekah Smith McGloin, Capability Development Manager, Research & Andrew Turner, Programme Manager: Teaching and Learning Programmes	Faculty, School, Research Centre consultation: Dec – Jan 15 All staff communication: Feb 15 Introduce new Role Profile and Progression process at February mid-term reviews Training for DPR Reviewers: May / June 15 Map Academic Development offer to new Role Profiles and integrate into DPR training: Feb 16 Partial roll out: Oct 2015 Full roll out (including progression process): March – Oct 2016.	See B3 above.
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.	<b>Academic Role Profile Framework</b> Refer to B.5 above		<b>Academic Role Profile Framework</b> Refer to B.5 above	See B3 above.

### C: SUPPORT AND CAREER DEVELOPMENT

**Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**

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

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
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				

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
	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.				
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><b>ECR Mentoring</b> – continue to promote and train mentors for the ECR mentoring scheme.</p> <p><b>Academic Role Profile Framework</b> Refer to B.5 above</p>	<p>Lisa Burman/Tina Ridley, Learning &amp; Development Adviser</p> <p>Rebekah Smith McGloin, Capability Development Manager, Research,</p>	<p>Ongoing. New series of workshops April 2015, October 2015, April 2016, October 2016.</p> <p>Full roll-out March - Oct 2016.</p>	<p>Number of active participants.</p> <p>Scheme evaluation data collected and analysed.</p>
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	<b>Coventry Essentials:</b> - continue to offer a suite of on-line training packages which include Data Protection Act, Equality & Diversity, Bribery Act and Health & Safety.	Mark Holton, Deputy Director HR & Head of Organisational Development and Learning.	Annual audit December 2015; December 2016.	Number of staff who have completed Coventry Essentials. Evaluation data collected and analysed.
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.	<b>Epigeum</b> – Continue to promote Epigeum and monitor usage/effectiveness of the training.	Rebekah Smith McGloin, Capability Development Manager, Research,	Review usage August 2015 & December 2015.	Number of staff who have completed course. Evaluation data collected and analysed.
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.	<b>Academic Role Profile Framework</b> Refer to B.5 above	Rebekah Smith McGloin, Capability Development Manager, Research,	-	-

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
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><b>Induction</b> – Develop a bespoke induction for Researchers.</p> <p><b>Doctoral Supervision Training</b> – continue to promote and monitor usage/effectiveness..</p> <p><b>Introduction to Teaching in Higher Education &amp; Post Graduate Certificate in Academic Practice</b> with accredited doctoral supervision/research leadership.- continue to promote to researchers and evaluate effectiveness.</p> <p><b>CU CPD Framework</b> – now established offering recognition at all 4 levels of the UK PSF (professional standards framework). Continue to promote .</p> <p><b>Leadership Foundation</b> – Researchers are currently enrolled on the Research Team Leadership Programme.</p>	<p>Lisa Burman/Tina Ridley, Learning &amp; Development Advisers</p> <p>Rebekah Smith McGloin, Capability Development Manager, Research,</p> <p>Andrew Turner, Programme Manager: Teaching and Learning Programmes ,</p> <p>Andrew Turner, Programme Manager: Teaching and Learning Programmes</p> <p>Rebekah Smith McGloin, Capability Development Manager, Research,</p>	<p>September 2015</p> <p>Review August 2015 &amp; December 2015.</p> <p>Annual Review - August 2015 &amp; August 2016.</p> <p>Review August 2015 and August 2016.</p> <p>Review August 2015 and August 2016.</p>	<p>Number of staff who have attended training. Evaluation data collected and analysed.</p> <p>Number of staff who have attended training. Evaluation data collected and analysed.</p> <p>Number of staff who have attended training. Evaluation data collected and analysed.</p> <p>Number of staff awards.</p> <p>Number of staff completed leadership programme.</p>
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 practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	<b>ECR Mentoring</b> – Refer to C.2 above.			-
8.	Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with	<b>Athena Swan</b> – Achieved bronze standard. Awaiting outcome of national policy.	Sarah Lewis, Equality & Diversity Manager	Awaiting outcome of national policy expected 2015.	-

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
	such provisions and arrangements.				
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.	<b>Researcher Development Programmes</b> Refer to B.1 above			-
10	Researchers should be empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	<b>Researcher Development Programmes</b> Refer to B.1 above			-
11	Employers will wish to ensure that development 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 duly disadvantaged when moving from one employer to another.	<b>Researcher Development Programmes</b> Refer to B.1 above			-
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.	<b>Post Graduate Certificate in Academic Practice</b> Refer to C.6 above.			-
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 and management committees.	<b>Technology Enablers for Research -</b> Develop a set of technology solutions to support research groups and researchers.	Andrew Turner, Programme Manager: Teaching and Learning Programmes	2015 (progress review June)	

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	<p><b>ECR Mentoring</b> – Refer to C.2 above.</p> <p><b>Global Researchers Scheme</b> – a commitment has been made to invest in a Global Researchers Scheme. This will be progressed during 2015.</p>	Jean-Bernard Adrey, Director of International Experience and Mobility Service	Review September 2015 and April 2016.	Establish a digital platform for Research activity by April/May 2015.

#### D: RESEARCHERS' RESPONSIBILITIES

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

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
1.	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	N/A	N/A	N/A	-
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><b>Researcher Development Programmes</b> – Refer to B.1. above</p>			-
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><b>Epigeum</b> - Refer to C.4 above</p> <p><b>Online ethics</b> – bespoke online ethics programme under development.</p>	Andrew Turner, Programme Manager: Teaching and Learning Programmes	Review April 2015 and December 2015.	-
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><b>Academic Role Profile Framework</b> Refer to B.5 above.</p>			-

	<i>Clause</i>	<i>Actions 2015-17</i>	<i>Lead(s)</i>	<i>Timescale 2015-17</i>	<i>Success Measures</i>
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.	<b>Researcher Development Programmes –</b> Refer to B.1. above			-
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.	<b>Researcher Development Programmes (RDP)</b> Refer to B.1 above			-

#### E: DIVERSITY AND EQUALITY

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

	<i>Clause</i>	<i>Actions 2015-17</i>	<i>Lead(s)</i>	<i>Timescale 2015-17</i>	<i>Success Measures</i>
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.	<b>E&amp;D Committee</b> Action plan in place. Overseen by E&D Committee.	Sarah Lewis, Equality & Diversity Manager,	Bi-annual review (June 2015 & Dec 2015, June 2016 & Dec 2016)	Review demonstrates action plan complete.
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	<b>Equality Marks</b> - Ongoing review of activity and processes as a Stonewall Diversity Champion and “Two Ticks”	Sarah Lewis, Equality & Diversity Manager,	Bi-annual review (June 2015 & Dec 2015, June 2016 & Dec 2016)	Review demonstrates action plan complete.



	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
	Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	system			
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.	<b>Equality Audit –</b> Governors & Equality and Diversity Committee continue to receive updates . Equality and Diversity data is harvested by January 31 <sup>st</sup> annually and posted on to website with a general overview.	Sarah Lewis, Equality & Diversity Manager	Bi-annual review (June 2015 & Dec 2015, June 2016 & Dec 2016)	Review demonstrates action plan complete.
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.	<b>New Web Enhancement: Policies and Procedures.</b> Refer to B.2 above.	Ian Younger, ER and HR Policies Manager		-
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	<b>New Web Enhancement: Policies and Procedures.</b> Refer to B.2 above.	Ian Younger, ER and HR Policies Manager	Review July 2015 and July 2016.	-
6	<b>Funders</b> should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.				

	<i>Clause</i>	<i>Actions 2015-17</i>	<i>Lead(s)</i>	<i>Timescale 2015-17</i>	<i>Success Measures</i>
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.				
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				
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.				
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.	<b>Athena Swan</b> – Refer to C.8 above			-

#### **F: IMPLEMENTATION AND REVIEW**

**Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.**

	<i>Clause</i>	<i>Actions 2015-17</i>	<i>Lead(s)</i>	<i>Timescale 2015-17</i>	<i>Success Measures</i>
1	The implementation of the Concordat's principles will lead to greater integration of researchers into the	<b>Concordat Sub-Committee</b> – to be re-focused in 2015 in line with new Strategy.	Mark Holton, Deputy Director HR & Head of	January 2015	Terms of Reference written and approved sub-committee in place

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
	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.		Organisational Development and Learning		to support implementation of Concordat Action Plan.
2	<p>The signatories agree:</p> <p>a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.</p> <p>b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</p> <p>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>	<p><b>Concordat Sub-Committee</b> – see F.1 above</p> <p><b>CROS &amp; PIRLS</b> - surveys to be undertaken in 2015.</p>	Lisa Burman/Tina Ridley, L& D Advisers.	March- May 2015	-  Surveys undertaken and results analysed/ published and an action plan developed.
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.				
4	<p>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.</p> <p>The funding signatories will consider aligning their support for transferable and career development skills.</p>	<b>Vitae Events</b> - Ongoing attendance at Vitae events. L&D Adviser to attend 'Preparing for Leadership' course (Vitae Midlands Hub) as an observer with a view to hosting similar events.	Lisa Burman/Tina Ridley, L& D Advisers.	Ongoing	-

	<b>Clause</b>	<b>Actions 2015-17</b>	<b>Lead(s)</b>	<b>Timescale 2015-17</b>	<b>Success Measures</b>
	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.				
5	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources <sup>3</sup> and on the sharing of good practice between institutions and to provide evidence of its impact.				