



The Concordat to Support the Career Development of Researchers Gap Analysis and Proposed Action Plan

St George's, University of London (SGUL), established in 1733, is distinctive as the UK's only independent medical and healthcare Higher Education Institution, employing around 750 staff, 20% of whom are engaged on a fixed term contract to undertake research. SGUL shares its main campus with [St George's Healthcare NHS Trust](#), one of the UK's largest teaching hospitals. Our partnership with the Trust, along with our strong links with other healthcare providers, enable up-to-the-minute clinical insight that keeps our research and teaching relevant to evolving healthcare needs. Our co-location with the Trust gives our researchers to access to a diverse portfolio of patients who participate in clinical trials and are essential to the success of many of our research activities. In 1995 we established a partnership with [Kingston University](#) to jointly offer courses in health and social care, and conduct practice-focused research within the jointly managed [Faculty of Health, Social Care and Education](#).

Our overall strategic aim in terms of research is "to pursue and attain excellence in focused scientific, clinical and educational research portfolios". Currently, research work at St George's is focused within six [research centres](#) (Biomedical Sciences, Cardiovascular Sciences, Human Genetics, Infection and Immunity, Population Health and Stroke and Dementia) which are located within three [academic divisions](#) (Biomedical Sciences, Clinical Sciences and Population Health Sciences and Education).

Since 2010 the funding methodology for teaching has changed radically and research funding is being provided in higher concentration for high quality activity with critical mass and towards named researchers of proven stature. The NHS commissioning environment has changed under the NHS Commissioning Board and new Local Education and Training Boards (LETBs), and applied research is the subject of reorganisation in a new round of Collaborations for Leadership in Applied Health Research and Care. In striving for research centres of excellence we plan to refocus and concentrate research efforts around our existing areas of strength, with a view to implementing the new structure in February 2014.

The work on the following gap analysis and action plan was undertaken within our existing structure and accurately reflects current policy and practice. It is anticipated that the actions identified as part of this process will remain relevant in the new structure and can be taken forward in this context.

The gap analysis against the Concordat was carried out between June-August 2013. The process involved seeking the views of research staff, research leaders and senior managers from across SGUL. A total of nine meetings were conducted, coupled with email requests for contributions. The gap analysis involved reviewing each of the Concordat Principles, identifying and confirming current practice and ways in which current practices could be improved. We also drew on the results of the Careers in Research Online Survey 2013 and the Principal Investigators and Research Leaders Survey 2013 as additional evidence.

The Head of Staff Development will have overall responsibility for taking the action plan forward and progress will be reviewed at six month intervals (in April and October), by the newly established Contract Research Staff Representative Group and the existing Research Strategy Committee. These two groups will be instrumental in evaluating our self-assessment in October 2015 which will also include feedback from CROS 2015.

Items in green are to be carried over to the action plan for November 2015-November 2017.

Principle 1 Recruitment and Selection Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					Progress
Concordat Statement	Current Policy and Practice	Action	Responsibility	Timescale	2 year review
1.1 Members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p>One of the key strategic aims in our <u>Strategic Plan 2010-2015</u> is: "To pursue and attain excellence in a focused scientific, clinical and educational research portfolio". In order to achieve this we have set one of our key strategic enablers as: "To strive to attract, retain and nurture the most talented staff."</p> <p>Our Recruitment and Selection Policy sets out the processes and procedures to ensure a fair and transparent recruitment process. We ensure that the Policy is reviewed regularly and appropriate revisions made.</p> <p>The full Policy is made available to all staff on our intranet pages and all recruiting managers are made aware of the process and requirements in advance of any recruitment taking place.</p>	Annual review and revision of Recruitment and Selection Policy.	Deputy Director of Human Resources	Annually – December 2013 December 2014	<p>Recruitment and Selection Policy was updated in 2013 and is now scheduled to be reviewed in Spring 2016.</p> <p>Managers are required to attend recruitment and selection training if they have no experience in recruitment. These training sessions are run bi-monthly. 40 participants since January 2014.</p>
1.2 Employers should strive to attract excellence and respect diversity (ref Principle 6). Recruitment and selection procedures should be informative, transparent, and open to all qualified applicants regardless of background. Person and vacancy specifications must	<p>For all vacant posts a full job description and person specification is required.</p> <p>All jobs are advertised on our recruitment website, on jobs.ac.uk and in other relevant journals.</p> <p>We use a bespoke e-recruitment system which uses the key competences identified in the person specification to formulate specific areas of</p>	<p>Embed upgrade of e-recruitment system to ensure effective monitoring of applicants.</p> <p>Information used for Equality & Diversity</p>	<p>Deputy Director of HR with Recruitment Co-ordinator</p> <p>HR Information</p>	<p>Upgrade fully functional by April 2014</p> <p>By October 2014</p>	<p>The updated e-recruitment system went live in 2015 after some delays. The first monitoring reports will be prepared in spring 2016.</p> <p>100% of CROS 2015 respondents received</p>

clearly identify the skills required for the post and these requirements should be relevant to the role.	questioning on the application form, ensuring all requirements and skills are clearly identified. The e-recruitment system is due to be upgraded early 2014. This upgrade will add the facility to capture personal characteristics at the point of application so that we can monitor and obtain data on applicants' profiles and their path through the recruitment process. This will inform whether any follow-up action required.	monitoring purposes to be included as part of our Public Sector Equality Disclosure.	Officer		a job description, the qualifications required of the role, and the details of the specialist research skills required of the post holder (Q19.1, 19.2, 19.3).
1.3 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	In accordance with our policy on the <i>Management of Fixed Term Contracts</i> , the majority of our fixed term contracts are linked to time limited research funding and as such the use of fixed term contracts is considered justifiable. We review the use of fixed term contracts on an annual basis.	Maintain annual review of fixed term contracts to ensure that they are being used appropriately. Also to ensure that where possible staff are transferred to open-ended employment.	Deputy Director HR	Annual – August 2014 August 2015	Annual review completed in October 2014 and the 2015 annual review is due to commence in November 2015.
1.4 To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate	Our Recruitment and Selection policy states that at least one member of the recruiting panel should have attended recruitment and selection training within the previous 3 years. Ideally, all members of the panel should have attended this training – this is noted on the Recruitment Request Form and monitored by the Recruitment Co-ordinator. All interview candidates are offered the opportunity to receive feedback and this can be requested from the Recruitment Co-ordinator and the Recruiting Manager. We also have a process for providing feedback to people who have been unsuccessful at the initial application	All recruitment panel members to attend Recruitment and Selection training. Attendance to be monitored on a three monthly basis.	Recruiting Managers Recruitment Co-ordinator	Ongoing – review every three months (during 2014/15) Review at three month intervals. (during 2014/15)	Recruitment and selection training is undertaken by recruiting managers. Recruitment Coordinator role was made redundant. Monitoring to recommence in November 2015 Unconscious bias

feedback if requested as this may be of assistance to the research in considering their further career development.	stage.				workshops for managers in relation to recruitment and promotions are planned for the Spring 2016 to further develop managerial skills.
1.5 The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	All new posts in SGUL (including research posts) are evaluated using HERA (Higher Education Role Analysis) which determines the grade of post and appropriate salary grade on the nationally agreed pay framework. Where identified as necessary, and following analysis of market data, we are able to apply a market supplement for highly technical expertise.	No further action identified.			SGUL continues to utilise HERA for grading posts.
Principle 2 Recognition and Value 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.					Progress
	Current Policy and Practice	Action	Responsibility	Timescale	2 year review
2.1 Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of	All members of staff (regardless of length of contract or working patterns) are afforded equal treatment in terms of conditions of employment, access to benefits and training and development etc. This is explicitly stated in our policies and processes and embedded throughout SGUL. We monitor what happens in practice through our staff survey and the Careers in Research Online Survey (CROS) and Principal Investigator and Research Leaders Survey (both run every two	Ensure all Divisional Seminars are advertised on the intranet and in <i>George's Weekly</i> (our weekly staff e-newsletter). Review attendance at six monthly intervals and	Seminar organisers, via Divisional Business Managers Head of Staff Development (with seminar	Starting October 2013 April 2014, October 2014,	76.4% of CROS 2015 respondents agreed that they had equal access to training and development opportunities (Q10.1) and opportunities to attend conferences and external meetings (Q10.2).

<p>employment contracts. This approach should be embedded throughout all departmental structures and systems.</p>	<p>years).</p> <p>Some of the feedback from the CROS 2013 survey indicated that whilst contract researchers feel integrated into their immediate research group, they feel less integrated into the research community of SGUL as a whole. Some of the suggestions as to how this could be improved include – advertising all Divisional seminars on the portal so that researchers in other parts of the organisation can attend, creating an internal mailbase, establishing a representative group (the first meeting of which was held in September 2013).</p>	<p>monitor impact through CROS 2015.</p> <p>Create an internal mail base for contract research staff to improve lines of communication.</p> <p>Agree and publish annual meetings programme for Representative Group.</p>	<p>organisers)</p> <p>Head of Staff Development</p> <p>Head of Staff Development</p>	<p>April 2015, October 2015</p> <p>By April 2014</p> <p>By end November 2013</p>	<p>Seminars are advertised locally, on the intranet and on external website. Attendance is circa 20 people for each divisional seminar.</p> <p>Mailing list has been used to inform researchers about career development opportunities and Associate Dean blog on a regular basis. <i>Staff representative group has lapsed but is now being revived with a small group of contract researchers, which will inform career development provision and other organisational matters. This group will now be grown and will be action-oriented rather than representing views.</i></p>
<p>2.2 Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid</p>	<p>Our policy on the use of fixed term contracts sets out the process for the use of and the management of fixed term contracts. This is adopted throughout the institution.</p> <p>We review the use of fixed term contracts on an</p>	<p>Maintain annual review of fixed term contracts to ensure that their continued use is in line with agreed policy and</p>	<p>Deputy Director HR</p>	<p>Annual – August 2014 August 2015</p>	<p>Annual review took place in September/October 2014 and is due to commence for 2015.</p>

<p>down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</p>	<p>annual basis.</p>	<p>convert fixed term employees to open ended contracts where appropriate.</p>			
<p>2.3 Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and</p>	<p>We provide an in-house programme of management development which is available to all members of staff.</p> <p>All members of staff are expected to have an annual personal review and this is monitored centrally.</p> <p>During their annual Personal Review, academic staff (at the level of lecturer and above), including research leaders and principal investigators, are expected to demonstrate they meet set performance standards, which set out expectations related to research, teaching, scholarship, enterprise and leadership and management.</p>	<p>Ensure consistency of academic performance standards for research leaders (to include conducting Personal Reviews for contract researchers).</p>	<p>Heads of Institutes and senior managers in the new SGUL Institute structure.</p>	<p>Appropriate performance standards regarding management of contract researchers to be fully embedded in Personal Review by April 2015.</p> <p>Interim review April 2014.</p>	<p>61.5% of CROS 2015 respondents felt that overall the appraisal process (Personal Review) was useful or very useful (Q14.2).</p> <p>69.2% of CROS 2015 respondents felt that the PR process was useful or very useful to help them focus on their career aspirations and how these were met by their current role (Q14.3).</p> <p>90% of staff in the research institutes had a PR in 2014, compared to 68% in</p>

<p>how effectively this supports good research management.</p>					<p>2013.</p> <p>More targeted approach for training for reviewers and reviewees.</p>
<p>2.4 Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	<p>The Researcher Development Support Scheme provides short term funding for contract researchers. The funding is available from two streams: Wellcome Trust Institutional Strategic Support Fund (ISSF) and Human Resources (HRB) Bridging Funding Scheme. The purpose of this funding is to help with the recruitment, career progression and retention of contract research staff who are key to the implementation of the SGUL research strategy. The schemes provide funding to bridge the gap between research funding in order to ensure contract research staff in strategically important research groups maintain their continuity of service and the institution retains the individual's skills and expertise.</p> <p>Decisions on funding allocation is currently made by the Research Strategy Committee, in consultation with the Joint Research and Enterprise Office and Human Resources.</p>	<p>Maintain process of funding allocation of ISSF and HRB Funding Scheme or equivalent within new structure.</p>	<p>Research Strategy Committee to ensure process of allocating bridging funds is maintained within new Institute structure.</p>	<p>By October 2014</p>	<p>The WT-ISSF funding was discontinued in October 2014, but the HRB funding has been maintained at up to £100k annually. Following the restructure, the Research Deanery, which meets on a weekly basis, make decisions on applications to the Bridging Fund.</p>
<p>2.5 Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and</p>	<p>SGUL has implemented the National Framework Agreement and uses the HERA job evaluation tool.</p> <p>SGUL's pay spine has 8 grades and all members of SGUL staff (apart from Professorial and Senior Administrative Staff) are</p>	<p>No further action identified.</p>			<p>3-yearly equal pay audit is scheduled for autumn 2016.</p>

<p>locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</p>	<p>placed on the pay spine. All staff on the pay spine progress in the same way, through automatic incremental rises until the top of the scale is reached.</p> <p>Accelerated progression up the pay spine can be achieved through annual merit awards and one-off payments. This process is accessible to all staff on the pay spine.</p> <p>An Equal Pay Audit is carried out every three years, with the most recent one being carried out in May 2013. Actions arising from the Equal Pay Review are taken forward by the Reward and Recognition Advisor and reported to and monitored by the Strategy, Planning and Resources Committee (SPARC).</p>				
<p>2.6 Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>	<p>A merit awards round is run annually and this is open to all staff on SGUL grades 1-8. Under this procedure individuals can be put forward by their line manager for either a merit award or one off payment. The annual round is publicised to all staff by email with supporting information on the staff portal. This process is monitored, to ensure consistency and fairness, by the Reward and Recognition Advisor. Data is reported to the Human Resource Committee.</p> <p>Where an individual's job has changed, our rolling Re-grading Procedure enables individuals (on SGUL grades 1-8) and line managers to submit a revised job description for regrading using HERA.</p> <p>HERA benchmarks for roles on SGUL grade 1-8</p>	<p>No further action identified.</p>			<p>Merit awards and regrading processes are still running. HERA continues to form the basis of regrading.</p>

	<p>are available on our intranet pages.</p> <p>These processes are administered and monitored by the HR Department and all information is available on the intranet pages.</p> <p>Career development support is available from our Careers Advisor and the in-house staff development programme includes a number of specific career development workshops for contract research staff.</p> <p>Our initial response to implementing the Concordat included a commitment to establish a post of Associate Dean for the Career Development of Research Staff. This has been done and is now in its fourth year of operation. The Associate Dean also acts as programme lead for the Postgraduate Certificate in Research Skills which contract research staff can take part in.</p> <p>Contract researchers with teaching responsibilities can also register for the Postgraduate Certificate in Healthcare and Biomedical Education.</p>				<p>SGUL continues to provide career development workshops throughout the year, including an annual careers conference.</p> <p>The PGCRS is not running this year due to low uptake. Review of content to evaluate which elements can be integrated into staff development provision.</p> <p>The PGHBE continues to be available and is one part of the SHINE CPD framework.</p>
Principle 3 Support and Career Development Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment					Progress
	Current Policy and Practice	Action	Responsibility	Timeframe	2-year review
3.1 It is recognised that positions of permanent	All research staff should have an annual Personal Review which includes an element of career	Identify a senior member of academic	Head of Institute in	By October 2014	Each institute has a lead person for staff

<p>employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<p>development planning. There is a section in the Personal Review which prompts line managers to discuss personal and career development.</p> <p>Research Staff can speak to our Careers Advisor and the Associate Dean for the Career Development of Research Staff for careers support and advice. Having a named point of contact in each new Institute has been suggested through the gap analysis process.</p> <p>All research staff also have access to the in-house programme of staff development, including research specific workshops plus our in-house coaching and mentoring programme (which is due to be re-launched during December 2013) .</p> <p>The Postgraduate Certificate in Research Skills is also available to all contract research staff, the content and learning outcomes of which have been mapped onto the Researcher Development Framework.</p>	<p>staff in each new Institute to act as a co-ordinator for contract researchers working within that Institute.</p> <p>Formalise the contract for provision of careers advice for contract research staff.</p> <p>Advertise the availability of careers adviser more widely among contract research staff. Add contact details to the end of contract letter.</p> <p>Monitor take up of careers advice by contract researchers</p> <p>Re-launch in-house mentoring scheme.</p>	<p>new SGUL Structure</p> <p>Head of Staff Development</p> <p>Head of Staff Development (with Careers Advisor)</p> <p>Head of Staff Development</p>	<p>By October 2015</p> <p>Six monthly intervals (April 2014, October 2014, April 2015, October 2015)</p> <p>By end December 2013</p>	<p>development.</p> <p>Each institute has a staff development fund of just under £10k which is available to all research staff to use for conferences, etc.</p> <p>There is no contract for careers advice, but this is available through the staff development programme and support from the Associate Dean.</p> <p>In-house programme is available to all staff, including: <i>Writing Quality Papers (38 participants since November 2013)</i> <i>Writing Research Grant Proposals (35 participants since 2013)</i> <i>Research Grants Day (1 October 2015) (61 participants)</i> <i>Jenner Symposium (4 November 2015)</i> <i>Research Open Day (2</i></p>
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					<p>December 2015).</p> <p>Take up of careers advice is low and needs to improve.</p> <p>No real traction with mentoring scheme. Scheme to be reviewed, relaunched and targeted to research staff in addition to other identified groups).</p>
<p>3.2 A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	<p>Our annual Careers Event (run each June) showcases a variety of speakers from a broad range of careers. All research staff are invited to attend.</p> <p>Every year we offer 10 free tickets to attend the Nature Jobs Careers Expo Conference and Exhibition.</p>	<p>Ensure event is publicised widely to increase attendance. Expected participation to increase by 30% on 2013.</p>	<p>Staff Development Administrator</p>	<p>July 2014</p>	<p>Attendance at 2014 conference was down 20%, perhaps due to restructuring process. SGUL Careers Conference did not run in 2015 due to gap in transition between staff development managers.</p> <p>Careers conference to be planned for June 2016 in collaboration with CRS and Associate Dean for the Career Development of Research Staff.</p>
<p>3.3 Employers, funders and researchers recognise that researchers need to develop</p>	<p>Our in-house staff development programme is open to all members of staff and advertised to all staff through <i>George's News</i> and on the staff</p>	<p>No further action identified.</p>			<p>Effectiveness of staff development workshops to be</p>

<p>transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</p>	<p>development portal pages.</p> <p>The programme includes specific sessions for research staff:</p> <ul style="list-style-type: none"> • Writing Targeted Grant Proposals • Writing Science for the Public • Career Development for Contract Research Staff • Better Job Applications-CVs, Interviews and Everything in between • Academic Project Management • Writing for Publication 				<p>evaluated and changed where relevant.</p>
<p>3.4 All employers will review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</p>	<p>Contract research staff are able to book appointments with SGUL's Careers Advisor who is able to offer 1:1 tailored careers advice and guidance.</p> <p>Contract researchers can also seek advice from the Associate Dean for the Career Development of Research Staff and the Staff Development Manager.</p>	<p>Formalise contract for the provision of careers advice.</p>	<p>Head of Staff Development</p>	<p>By October 2015</p>	<p>Offer of quarterly careers clinics open to individuals, run by the Careers Group. Monitor uptake and feedback.</p> <p>Career Conference 2016.</p> <p>Create networking opportunities within and outside of SGUL.</p>
<p>3.5 Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist</p>	<p>Our annual Personal Review includes a section on personal and career development.</p> <p>All our pay progression policies are available to staff on our intranet pages.</p>	<p>Map in-house staff development programme onto the RDF.</p>	<p>Head of Staff Development with Staff Development Administrator</p>	<p>August 2014 (new academic year programme)</p>	<p>No subscription to RDF planner. Staff development workshops have been mapped to the RDF.</p>

<p>researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>The feedback from CROS 2013 indicated lack of awareness and engagement with Vitae's Researcher Development Framework (RDF) and how it can assist with career planning.</p>	<p>Subscribe to Vitae's RDF Planner.</p> <p>Run awareness raising sessions on the RDF Planner.</p>		<p>By October 2014</p> <p>Planned to run during 2014/15 academic year</p>	<p>Free 3 month trial of RDF planner to commence in January 2016 (tbc) for up to 50 researchers. This will include awareness raising and training sessions.</p>
<p>3.6 Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>All new staff should receive a local induction appropriate to their role and it is the responsibility of the recruiting manager to ensure that this takes place.</p> <p>All new staff are invited to attend one of the four "Welcome Seminars" we run each year. This gives new starters a broad over-view of SGUL, with talks on "Research at SGUL", "The Student Experience", "Staff Information" and "Health and Safety". It also gives participants an opportunity to meet and network with other new members of staff.</p>	<p>Identify a senior member of academic staff in each new Institute to act as co-ordinator for contract researchers working within that Institute.</p> <p>Establish a Researcher Induction session to be included in the Staff Development Programme. in Jan, April and October (when the majority of our new research projects begin).</p> <p>Include "Welcome to New Staff" article in</p>	<p>Head of Institute in new SGUL Structure</p> <p>Head of Staff Development with Staff Development Administrator and Associate Dean for Career Development of Research Staff.</p> <p>Head of Staff Development</p>	<p>By October 2014</p> <p>Pilot session to run by April 2014. Pending evaluation include session in 14/15 staff development programme.</p> <p>Starting November</p>	<p>Researcher inductions were held - a 2-hour programme that outlined professional and personal development opportunities, resources available to researchers, research grant applications/ awards and the regulatory and governance framework. Elements of the programme are still available through other means but not packaged as an induction.</p> <p>Institutional inductions were not very useful (42.9%) or</p>

		<i>George's News</i> , where all new members of staff are welcomed by name.		2013	not offered (42.9%) according to CROS 2015 respondents. Local inductions were seen to be useful or very useful (both 28.6%), although a significant percentage (also 28.6%) were not offered a local induction. The induction of contract researchers remains an area for development, both organisationally and locally.
3.7 Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	<p>The learning objectives for all workshops in the Staff Development Programme are posted on the intranet. Targeted emails are sent to all contract research staff prior to each workshop, giving full details of learning outcomes and workshop content.</p> <p>During their Personal Review, members of staff have the opportunity to discuss career development and identify training and development needs.</p> <p>Our Graduate School runs an annual Graduate School Skills Programme which is compulsory for all research degree students. The programme has been mapped onto the Researcher</p>	Work with Associate Dean (Research Degrees) to publicise Graduate Skills Programme to contract research staff – through intranet pages, new researchers induction and contract research staff representative group.	Head of Staff Development	<p>Publicising to start January 2014.</p> <p>Review uptake April 2014, October 2014, April 2015 October 2015</p> <p>Monitor via CROS 2015</p>	<p>Researchers are sent details of the Graduate School Skills Programme, but attendance remains low.</p> <p>Postdoctoral researchers are involved in the mentoring and supervision of MRes and PhD students [insert figures if known]</p>

	Development Statement. As some of the individual sessions may be of interest to and beneficial for contract research staff, we will ensure that details are promoted to contract research staff.				
3.8 Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	<p>We will re-launch our in-house mentoring scheme by the end of December 2013. We have identified and trained a number of internal mentors and all staff will be offered the opportunity of working with a mentor, including contract researchers. We are also working closely with our partner NHS Trust (St George's) to develop cross organisational mentoring relationships.</p> <p>The feedback from CROS 2013 indicated lack of awareness and engagement with Vitae's Researchers Development Framework (RDF) and how it can assist with career planning.</p> <p>We have invited Vitae's Director of Development to facilitate a session for PIs and Research Leaders on the RDF and Career Planning for contract researchers. This will take place in November 2013.</p>	<p>Re-launch mentoring scheme</p> <p>Subscribe to Vitae's RDF Planner.</p> <p>Run awareness raising sessions on the RDF Planner.</p> <p>Run session for PIs/Research Leaders</p>	<p>Head of Staff Development</p> <p>Head of Staff Development</p> <p>Associate Dean for Career Development of Research Staff</p>	<p>By end December 2013</p> <p>By October 2014</p> <p>Planned to run during 2014/15 academic year</p> <p>November 2013</p>	<p>Raise awareness of RDF and associated planner, careers and network events.</p> <p>Create a clear communication strategy for publicising events and opportunities. Coordinate efforts with JREO.</p> <p>Vitae session helped to raise awareness of the RDF with our research leaders.</p>
3.9 Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed	77% of CROS respondents agreed they are treated equally with other groups of staff in relation to access to training and development opportunities and 69% say they have opportunities to attend conferences and external meetings.	Confirm Divisional funding guidelines and post on intranet pages.	Divisional Business Managers and Head of Staff Development	By end December 2013	77% of CROS 2015 respondents agree that they are treated equally with regards to access to training and development opportunities. 76.4%

<p>that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>Academic Divisions have local arrangements for funding attendances at meetings/conferences. Information funding availability should be clearly accessible on the portal.</p> <p>SGUL's annual Research Day celebrates the full range of research activity carried out at St. George's and in the South West London Academic Network. Research manager actively encourage their teams to participate, either as a speaker, or to present a poster.</p> <p>In addition to Divisional staff development budgets, part of the central budget is set aside for supporting members of staff to engage in professional development opportunities. Funding up to £2000 (or 75%, whichever is the lesser amount) can be applied for.</p> <p>In the past, contract researchers have used this funding to undertake a variety of development opportunities ranging from Advanced Statistics to Accredited Project Management Courses. New members of staff are made aware of this funding at the New Staff Welcome Seminar and information will also be included in the proposed new Researcher Induction sessions.</p>	<p>Monitor funding uptake among contract researchers.</p>	<p>Head of Staff Development</p>	<p>Monitor at six monthly intervals (April 2014, October 2014, April 2015, October 2015)</p>	<p>say that they have opportunities to attend conferences and external meetings.</p> <p>There are research-specific activities as described at 3.1.</p> <p>Central staff development funding has been reduced for all staff groups to £1000 or 50% (whichever is the lesser amount) which is usually match-funded by research institutes. It has contributed to funding 4 researchers in the last two years.</p>
<p>Principle 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</p>					
	<p>Current Policy and Practice</p>	<p>Action</p>	<p>Responsibility</p>	<p>Timeframe</p>	<p>Progress</p>
<p>4.1 Researchers should be empowered by having a</p>	<p>Our annual Personal Review scheme runs for a four month period each year. The online system</p>	<p>No further action identified.</p>			<p>Personal reviews are required for all staff</p>

<p>realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>we use enables us to collate all staff development needs identified which in turn informs the planning of our staff development programme. There is a section of the Personal Review which prompts discussion of personal and career development needs.</p>				<p>on an annual basis. 90% of staff in research institutes had a personal review in 2014.</p>
<p>4.2 Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p>	<p>Through our Centre for Medical and Healthcare Education we offer a programme of staff development for members of staff involved in teaching and learning. This includes the opportunity to register for the Postgraduate Certificate in Biomedical and Healthcare Education.</p> <p>Researchers also have the opportunity to work towards the Postgraduate Certificate in Research Skills, the content and learning outcomes of which has been mapped onto the Researcher Development Framework, with the modules covering – Research skills and techniques, Research environment, Research management</p>	<p>Subscribe to Vitae’s RDF Planner.</p> <p>Run awareness raising sessions on the RDF Planner.</p>	<p>Head of Staff Development</p>	<p>By October 2014 Planned to run during 2014/15 academic year</p>	<p>The PGCRS is not running this year due to low uptake. Review of content to evaluate which elements can be integrated into staff development provision.</p>

	and supervision, Research communication and dissemination.	Run session for PIs/Research Leaders	Associate Dean for Career Development of Research Staff	November 2013	
4.3 Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	<p>The workshops offered by the Centre for Medical and Healthcare Education include: Teaching Skills Course, PBL/CBL tutor training, Presentation Skills, Assessment workshop.</p> <p>All members of staff and students are invited to attend our annual Education Day which showcases a range of our teaching and learning successes and new developments and provides opportunities for professional development and networking. The programme for the day includes external and internal speakers and a poster display. There is an open call to all staff and students to submit poster and presentation abstracts prior to the event.</p> <p>We are currently developing a CPD framework for learning and teaching in line with the Higher Education Academy's Professional Standards Framework. This will enable all members of staff involved in the support of learning and teaching to gain recognition.</p>	Develop and launch the CPD framework for teaching and learning	Senior Lecturer in Staff Development/ Head of Staff Development	Embed in performance management system By October 2015	<p>SHINE was launched in October 2015.</p> <p>Encourage researchers to seek HEA accreditation through SHINE (the CPD framework for learning and teaching), particularly from 2016-2017, as being piloted with Institute of Medical and Biomedical Education in 2015-2016.</p>
4.4 Employers and researchers can often benefit if researchers have an input into policy and practice	Research staff have specific representation on the Staff Forum, the Research Strategy Committee and Academic Forum.	Set and publicise meeting dates for Representative Group	Head of Staff Development	By end November 2013	This process has been started with 5 postdoctoral researchers. Broaden

<p>through appropriate representation at staff meetings and on organisation or management committees.</p>	<p>Only 45% of CROS respondents feel they have opportunities to participate in decision-making processes. (This is just below the benchmark of 46% for the sector – as identified in CROS 2013). As a result, we have established a Contract Research Staff Representative Group and a series of meeting dates will be set for each academic year.</p> <p>The research leaders spoken to as part of this analysis are supportive of including contract researchers within the management teams of the new Institutes.</p>				<p>out to other research staff.</p> <p>Institutes run open meetings on a regular basis and involve research staff in decision-making, e.g. capital expenditure such as significant equipment purchases.</p>
<p>4.5 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p>Our coaching and mentoring schemes are available to all members of staff. However, the participation rate among researchers is low. The re-launch of our in-house mentoring scheme will be publicised widely among researchers.</p>	<p>Re-launch mentoring scheme</p> <p>Monitor uptake among contract researchers. Aim for at least 10% of contract researchers to be involved in mentoring.</p>	<p>Head of Staff Development</p>	<p>By end December 2013</p> <p>Monitor at six monthly intervals (April 2014, October 2014, April 2015, October 2015)</p>	<p>Formal mentoring is available, but uptake remains low (3 research staff).</p> <p>Communications strategy for staff development activities.</p> <p>Review of mentoring scheme.</p>

Principle 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.					
	Current Policy and Practice	Action	Responsibility	Timeframe	Progress
5.1 Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	<p>Feedback from the 2013 CROS Survey found that the majority of respondents agreed that they:</p> <ul style="list-style-type: none"> • Are encouraged to engage in personal and career development • Take ownership of their career development • Have a career development path • Maintain a formal record of their cpd activities <p>The majority of respondents to the CROS Survey said that they have had the opportunity at SGUL to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues outside SGUL • Collaborate in research with external organisations • Mentor and support other researchers • Supervise undergraduate or postgraduate research projects • Work as part of a cross-disciplinary team • Plan and manage a project • Write a grant/funding proposal <p>There are a number of activities which take place within Academic Divisions e.g. seminar series, journal clubs, presentations. It is important that all contract researchers are made aware of these activities and encouraged to attend. This could</p>	Ensure all Divisional Seminars are advertised on the intranet and in <i>George's Weekly</i> (our weekly staff e-newsletter).	Seminar organisers via Divisional Business Manager	Starting October 2013	<p>Institutes publicise different events that are occurring, such as career development and seminars. Examples from Infection and Immunity can be found on our external website. Other institutes use the intranet to publish their programme. The intranet is also used to publicise individual events, as are posters around the building.</p> <p>The annual Research Day encourages researchers to interact with other disciplines and colleagues.</p>

	be achieved through promoting at Researcher Induction and through the new Institute contacts and the Representative Group.				
5.2 Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	<p>We know from feedback from CROS 2013 that over half of the respondents said they would like to undertake training in Knowledge Exchange. The Enterprise and Innovation Team are keen to respond to this need and will look to develop and introduce appropriate opportunities during the 13/14 academic year.</p> <p>Knowledge Transfer is one of the elements in our strategic plan and we have a dedicated Enterprise and Innovation Team to drive this forward. The team run the annual Impact and Innovation Awards which are open to all researchers. The three categories – Development Fund, Proof of Concept and Industrial Partners – offer up to £35,000 worth of funding towards commercially focused projects. Details of these awards are posted on the intranet, through <i>George's Weekly</i> and posters around the site.</p> <p>Our Open Access Policy requires that all published outputs are made available on an Open Access basis via our Institutional Repository (SORA) (where publishers' copyright agreements allow). Information about Open Access is available to all staff via our intranet and internet pages.</p>	Develop and introduce appropriate opportunities to support knowledge transfer activities	Head of Enterprise	<p>To form part of 2014/15 staff development programme.</p> <p>Monitor uptake via CROS 2015</p>	<p>The Enterprise team has given numerous presentations about knowledge transfer and the commercialisation of Intellectual Property (IP). In addition, the team has a dedicated section which works closely with the research institutes and has regular meetings with the researchers and Research Managers to advise on these matters. Over £250k value of Impact and Innovation Awards since December 2014.</p> <p>76.5% of CROS 2015 respondents said that they would like to engage in knowledge exchange.</p>
5.3 Researchers should recognise their responsibility to conduct and disseminate	The standards expected of researchers are addressed as part of local induction and orientation. Through day to day supervision,	Establish Researcher Induction sessions	Head of Staff Development with Staff	Pilot session to run by April 2014.	Induction was not run in 14/15, due to poor feedback from

<p>research results in an honest and ethical manner and to contribute to the wider body of knowledge.</p>	<p>research leaders ensure these standards are maintained.</p> <p>Our policy on Research Misconduct is available on the intranet and all researchers involved in clinical research must attend <i>Good Clinical Practice</i> training and those working with human tissue must complete and online e-learning module and attend an annual update. These messages will be reinforced as part of researcher induction.</p>		<p>Development Administrator and Associate Dean for Career Development of Research Staff</p>	<p>Pending evaluation include session in 14/15 staff development programme.</p>	<p>previous sessions.</p> <p>Good clinical practice (220 participants in the last 2 years) and Human Tissue Act training is still available. The JREO offer a comprehensive programme of workshops for research governance.</p> <p>Research Ethics being developed for inclusion in the programme from spring 2016 (with JREO and Head of Graduate School).</p>
<p>5.4 Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</p>	<p>We provide a number of career development events, and access to a careers advisor outlined above. All this information is regularly emailed to research staff and appears on the portal pages and in <i>George's Weekly</i>. The Associate Dean for the Career Development of Research Staff also issues a termly blog which is emailed to every contract researcher.</p>	<p>No further action identified</p>			<p>Career development workshops continue to be delivered, although uptake is low.</p> <p>Communications strategy and dialogue with research staff to improve career development opportunities and delivery.</p>
<p>5.5 Researchers should recognise that the primary responsibility for managing</p>	<p>69% of respondents to the CROS survey say they are encouraged to engage in personal and career development.</p>	<p>Subscribe to Vitae's RDF Planner.</p>	<p>Head of Staff Development</p>	<p>By October 2014</p>	<p>Trial of RDF planner to take place in spring 2015.</p>

<p>and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>Only 53% say they have a clear career development plan. And only 10% say they use the Researcher Development Framework to support their cpd activity.</p> <p>80% agree that they take ownership of their career development.</p> <p>Our annual Personal Review process is the formal mechanism for identifying and discussing training and development needs.</p>	<p>Run awareness raising sessions on the RDF Planner.</p>		<p>Planned to run during 2014/15 academic year</p>	<p>PR Briefings for reviewers and reviewees so that PR is an effective vehicle for career development.</p>
<p>5.6 Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development</p>	<p>72%* of CROS respondents reported that they had taken part in our Personal Review process, which should include a discussion on personal and career development and the creation of a Personal Development Plan.</p> <p>* figure taken mid-way through our Personal Review cycle</p> <p>However, only 34% found the Personal Review useful overall and only 32% said it was helpful in focusing on their career aspirations.</p> <p>Our staff self-service system -Yourself – logs all attendances at internal events run by the Staff</p>	<p>Work with researchers and research leaders to integrate the Researcher Development Framework into the Personal Review process for contract researchers.</p>	<p>Head of Staff Development</p>	<p>Framework agreed by October 2015</p>	<p>Review of PR scheme is currently underway, which will also investigate how the RDF can be integrated into the 2016 process.</p> <p>Over 50% of CROS 2015 respondents do not keep a formal record of their professional development and do</p>

Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	Development Office. This enables researchers to keep an up to date log of development activities they have attended.				not have a clear career development plan (Q22.2, 22.3 and 22.4). 70.6% would like to undertake some form of career management (Q23.1).
Principle 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.					
	Current Policy and Practice	Action	Responsibility	Timeframe	
6.1 The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	<p>SGUL has developed a Single Equality Scheme and Action Plan which covers both staff and students and is monitored through the Equality and Diversity Committee.</p> <p>88% of respondents to CROS 2013 (and 96% of PIRLS respondents) felt that SGUL is committed to Equality and Diversity. And the majority felt that they are treated fairly in relation to employment practices.</p>	No further action identified			<p>88.3% of CROS 2015 respondents agree that SGUL is committed to equality and diversity (Q35.1)</p> <p>The SES is being updated for 2016.</p>
6.2 As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment	<p>Through our Single Equality Scheme Action Plan we are committed to promoting equality and diversity in recruitment and embedding equality and diversity in practice.</p> <p>We are working towards achieving the “two ticks” logo to ensure disabled applicants are given</p>	Achieve “two ticks” logo	Deputy Director HR/Equality & Diversity Manager	By April 2014	<p>Two ticks logo achieved.</p> <p>High ranking in Stonewall Workplace Equality Index (47 out of 398 organisations).</p>

<p>and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p>	<p>a fair chance during the recruitment process.</p> <p>We will continue to encourage disclosure among members of staff to enable any monitoring to be meaningful and report trends to the Equality and Diversity Committee.</p>				<p>94.1% of CROS 2015 respondents felt that recruitment and selection were fair (Q35.6)</p>
<p>6.3 It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>	<p>All policies and procedures are subject to an equality impact assessment. These issues are monitored through the staff survey and CROS.</p> <p>An Equal Pay Audit is conducted every three years.</p> <p>Through the creation of a Research Staff Representative Group we will be able to identify and address potential issues more quickly.</p>	<p>No further action identified.</p>			<p>Representative group did not take off, so a need to re-establish the group to identify if there are any issues.</p>
<p>6.4 Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research,</p>	<p>Our flexible working policy extends beyond the legal requirements and gives all staff the right to request flexible working.</p> <p>Requests for flexible working are made to the immediate line manager and local agreements made. HR Managers work closely with each academic division to ensure fair application of the policy.</p> <p>The majority of respondents to the CROS 2013 survey say they are satisfied with their work-life balance.</p>	<p>No further action identified.</p>			<p>76.5% of CROS 2015 respondents were happy with their work-life balance (Q35.2)</p> <p>94.1% of CROS 2015 respondents agreed or strongly agreed that staff were treated fairly in their day to day work.</p>

<p>the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p> <p>It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>					
<p>6.5 Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	<p>This issue is continuously monitored to ensure that all staff are able to benefit from SGUL’s enhanced maternity and paternity leave and pay provisions. We ensure that as an Institution we cover the cost of maternity/paternity and adoption leave.</p>	<p>No further action identified.</p>			
<p>6.6 Employers should aim for a representative balance of gender, disability, ethnicity</p>	<p>Through our Single Equality Scheme Action Plan we are committed to promoting equality and diversity in recruitment and embedding equality</p>	<p>No further action identified.</p>			

<p>and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>and diversity in practice.</p> <p>We will continue to regularly review our Recruitment and Selection Policy and Procedure, ensuring our practice is fair and transparent.</p> <p>We will continue equality and diversity monitoring at all stages of the employment life cycle and encourage disclosure from members of staff to ensure meaningful data analysis.</p> <p>As part of our work on Athena SWAN we are reviewing the Terms of Reference for all influential committees, ensuring their composition reflects the staff profile as a whole.</p>				
<p>6.7 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</p>	<p>We have developed a number of family friendly policies, which are made available to staff and managers via the intranet. The take up of these provisions e.g. flexible working is monitored in staff surveys.</p> <p>Our "Access to Work" policy provides financial support for reasonable adjustment for disabled staff.</p> <p>We have a disability working group made up of</p>	<p>No further action identified</p>			

<p>and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.</p>	<p>disabled staff and students which advises on institutional policy and practice and formally reports in to the Equality and Diversity Committee.</p> <p>All policies and procedures are subject to an equality impact assessment. These issues are monitored through the staff survey and CROS.</p>				
<p>6.8 All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p>We have recruited and trained internal “Dignity Advisors”. All new members of staff are made aware of their existence at the New Staff Welcome Seminar and information is available on the portal and from posters around the buildings.</p> <p>Each Division has a named HR Manager and HR Administrator, who all new staff meet on their first day. New staff are made aware that they can speak to these individuals confidentially.</p> <p>We have a staff counselling service which is a confidential service available to all members of staff.</p> <p>We also have the post of Associate Dean for the Career Development of Research Staff who individuals can go to for advice and guidance.</p> <p>Early 2014, the Equality and Diversity Manager will implement an Institutional wide project to develop understanding of bullying and harassment. The project will include a number of sessions for managers and supervisors on dealing with bullying and harassment.</p>	<p>Implement <i>Understanding Bullying and Harassment</i> Project</p>	<p>Equality and Diversity Manager</p>	<p>Project starts January 2014</p> <p>Interim reviews October 2014 and April 2015</p>	<p>‘Banter Can Hurt’ initiative was launched to raise the subject of the use of language in the workplace.</p>

<p>6.9 Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.</p>	<p>SGUL is a Stonewall Diversity Champion and were one of the first universities to enter Stonewall's Work Equality Index. The Stonewall logo appears on our e-recruitment website and job adverts.</p> <p>We are working towards Athena SWAN bronze award.</p>	<p>Achieve Athena SWAN bronze status.</p>	<p>Athena SWAN Self - Assessment Team</p>	<p>Application Submitted November 2013</p>	<p>In 2015, SGUL was 47 out of 398 employers in the Stonewall Workplace Equality Index.</p> <p>Athena SWAN bronze award was achieved in 2014. We will be submitting our application for the Athena SWAN silver award at the end of November 2015.</p>
<p>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.</p>					
	<p>Current Policy and Practice</p>	<p>Action</p>	<p>Responsibility</p>	<p>Timescale</p>	
<p>7.1 The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</p>	<p>All members of staff (including researchers) are offered the same terms and conditions of employment.</p> <p>We participate (and will continue to participate) in CROS to receive feedback and gain the view of researchers.</p> <p>Our progress against the Concordat Principles will be monitored by the Contract Research Staff Representative Group and the Research Strategy Committee.</p>	<p>No further action identified.</p>			

<p>7.2 Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>SGUL has developed a Single Equality Scheme and Action Plan which covers both staff and students and is monitored through the Equality and Diversity Committee.</p> <p>We will continue to encourage disclosure from members of staff to ensure meaningful data analysis.</p>	<p>No further action identified.</p>			<p>Create research staff data subset for monitoring purposes and integrate into existing reporting mechanisms.</p>
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