Edinburgh Napier University Concordat to Support the Career Development of Researchers - Action Plan

The Concordat to Support the Career Development of Researchers sets out the expectations and responsibilities of researchers, their managers, employers and funders. It aims to increase the attractiveness and sustainability of research careers in the UK and to improve the quantity, quality and impact of research for the benefit of UK society and the economy.

Edinburgh Napier University has prepared the action plan below. The University has agreed to adopt the following principles:

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

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.

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

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

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

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

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.

Edinburgh Napier University supports the principles of the Concordat to Support the Career Development of Researchers, and this commitment is exemplified by the work underway within the University which supports our commitment to embedding the principles of the Concordat.

Over the last academic year 2009/10, Edinburgh Napier University has undertaken an initial **'gap analysis'** exercise, looking at where we do well in relation to the Concordat principles, and where there is room for improvement.   This initial 'gap analysis' demonstrated that the majority of the Concordat principles are already being met. However, there are several areas where further development is required. The actions that will address this are summarised below and will form the basis of a two year plan for 2010-2012.

The Concordat has been discussed at our University Research & Knowledge Exchange committee and we will continue to update this committee as the work progresses. The Concordat   Action Plan was approved by the University's Research Office and Human Resources. Progress will be reviewed at the end of the 2010/11 and 2011/12 academic years.

A Concordat Steering Group comprising the Vice Principal (Academic), Faculty Associate Dean (Research and Knowledge Transfer) and the Director of the Research and Project Development Office will oversee the activities to be undertaken by a Concordat Implementation Group which will comprise, the Head of the Research Office, the Head of Corporate Learning & Development, HR Client Partner and Diversity Partner. Our Concordat Implementation group will utilise the Careers in Research Online Survey tool (CROS) to help monitor our progress of embedding the Concordat's key principles. We ran CROS in 2009 and 2010 and aim to run it again in 2011. CROS data will allow us adapt and refine our Concordat Action Plan and will allows us to benchmark ourselves against other Scottish and UK Universities.

Action Plan to Support the Implementation of The Concordat to Support the Career Development of Researchers

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.

	Clause and evidence for current compliance	Achieved (A) Planned (P)	Responsible	Timescale
1.1	*All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.* This has been and is demonstrated through our Research, Knowledge Transfer and Commercialisation Strategy 2009 - 2015	A	Vice Principal (Academic)	Completed
1.2	*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.* This has been demonstrated through our HR policies on Recruitment and Selection The University wishes to maintain a high calibre and flexible workforce through the appointment and development of staff in line with the University's Equality and Diversity Policies. Human Resources will support managers in recruitment and selection processes to help ensure that we select the best candidates.	A	Human Resources	Completed

| 1.3 | *Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.* | A | Human Resources | Completed |
| | This has been demonstrated through our <u>HR policies on Recruitment and Selection</u> | | | |

1.4 *To assure fairness, consistency and the best assessment of the candidates* " *potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.*

A   Human Resources   Completed

This has been demonstrated through our HR policies on <u>Interview Preparation</u>

The University wishes to maintain a high calibre and flexible workforce through the appointment and development of staff in line with the University's <u>Equality and Diversity Policies</u>. Human Resources will support managers in recruitment and selection processes to help ensure that we select the best candidates.

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.*

A   Human Resources   Completed

Through partnership negotiation with the Unions and key stakeholders, Edinburgh Napier adopted the <u>HERA framework as the Grading structure</u> for all University employees which demonstrates compliance.

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.

	Clause and evidence for current compliance	Achieved (A) Planned (P)	Lead	Timescale
2.1	*Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.*	A	Human Resources	Completed

There is no evidence to suggest that short-term contracts prevent taking part in any aspect of University life that would enhance research career development or that they create inequality. The 2009 CROS survey data illustrates that researchers have a good understanding of institutional processes and policies and have taken part in staff review. Our University affords equal treatment to all researchers regardless of contract.

2.2	*Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.*	A	Human Resources	Completed

This is standard HR policy.

2.3	*Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers" performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.* *Actions:* 2.3.1.Review training provision for academics in managing a research team and research supervision 2.3.2. Review training for research governance, research misconduct, supervision and performance management; career development for research staff and leadership training for PIs. Explore the logistics of running the [Vitae Programmes](#) in Broadening Horizons: Career Management for Researchers; Careers in Focus; How to be an effective researcher for research staff etc 2.3.3. Investigate other leadership/management programmes aimed at PIs e.g. www.le.ac.uk/researchleader; 2.3.4 Encourage as part of PI training that PIs discuss and manage professional development of researchers 2.3.5 Explore the development of a dedicated website which provides information and advice for supporting the career development of Research staff	P	2.3.1 Research Office, Human Resources-Learning and Development 2.3.2 Research Office, Human Resources-Learning and Development 2.3.2 Research Office 2.3.4 Human Resources-Learning and Development 2.3.5 Research Office	2011/2012
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.* This has been demonstrated through our HR policies on [Redeployment and Career Planning Policy for Research Staff](#)	A	Human Resources	Completed

2.5	*Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.*	A	Human Resources	Completed

Through partnership negotiation with the Unions and key stakeholders, Edinburgh Napier adopted the HERA framework as the Grading structure for all University employees which demonstrates compliance.

Clear guidelines on Promotions Procedures and Criteria for staff are published on the University website, including academic pay scales and senior staff pay scales

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.*	A	Human Resources	Completed

Through partnership negotiation with the Unions and key stakeholders, Edinburgh Napier adopted the HERA framework as the Grading structure for all University employees which demonstrates compliance.

Clear guidelines on Promotions Procedures and Criteria for staff are published on the University website, including academic pay scales and senior staff pay scales

As part of the Framework Agreement, Edinburgh Napier has committed to offering Role Regrading opportunities on an annual basis.

Professional Development Review (PDR) is the University's scheme to enable all employees to perform to the best of their ability and contribute towards the success of our University

Edinburgh Napier University PDR process

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.

Clause and evidence for current compliance	Achieved (A) Planned (P)	Lead	Timescale

3.1	*It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.* Actions: 3.1.1 Run a survey to gather information available from academic departments on researcher career paths 3.1.2 Gather and analyse information about career paths for Researchers in other sectors.	P	3.1.1. Research Office 3.1.2 Human Resources and Research Office	2011/2012
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.* Actions: 3.2.1 Ensure all academics and researchers who are engaged in multi-disciplinary research have access to support and guidance on data collection, finance, careers guidance, mentorship and management.	P	3.2.1 Academic Departments Heads of Departments, Head of Institutes in collaboration with support services	2011/2012

3.3	*Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.*	P	3.3.1 Research Office 3.3.2 Research Office 3.3.3 Research Office 3.3.4 Human Resources – Learning and Development	2011/2012

Action:

3.3.1 We have a dedicated research staff support team who offer support to all of our researchers. A dedicated website for research staff and their development is under development.

3.3.2 All new researchers are contacted on joining the University by a member of the support team to inform them of development opportunities and resources within the University, and to invite them to join our mailing list to keep them updated - this process is to be reviewed and improved

3.3.3 All new researchers are invited to University and Faculty induction events, and an induction web site and material are available to support managers and new staff during their local induction at http://staff.napier.ac.uk/services/hr/starting/Pages/YourInduction.aspx

This induction process is to be reviewed to include more specific requirements for the induction of researchers

3.3.4 The University is committed to supporting all researchers. The staff development function of HR (Learning and Development) provides training on all aspects of professional development. Current training provisions are to be reviewed with respect to researcher training. Explore the logistics of running the Vitae Programmes in Broadening
Horizons: Career Management for Researchers; Careers in Focus; How to be an effective researcher for research staff etc. In response to data from the CROS survey 2009 there will be increased provision in the areas of Career Management, Leadership and Management and Knowledge Transfer/Enterprise.

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3.4	*All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.*	P	Research Office /Human Resources – Learning and Development	2011/2012

Actions:

3.4.1 Career management should be high priority for researchers; we will explore how to promote and maximise the career management support available to researchers through Human Resources – Learning and Development and the Research Office. This may include reviewing the induction procedure for staff and promoting the support by line managers/PIs to access training opportunities.

3.4.2 Explore the logistics of running the Vitae Programmes in Broadening Horizons: Career Management for Researchers; Careers in Focus.

3.5	*Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.*	A	Human Resources	Completed
		A	Human Resources	Completed

Through partnership negotiation with the Unions and key stakeholders, Edinburgh Napier adopted the HERA framework as the Grading structure for all University employees which demonstrates compliance.

Clear guidelines on Promotions Procedures and Criteria for staff are published on the University website.
As part of the Framework Agreement, Edinburgh Napier has committed to offering Role Regrading opportunities on an annual basis.

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	3.6.1 Research Office	2011/2012

Actions:

3.6.1 Current staff induction procedures to be reviewed to include providing departmental induction for Researchers.
3.6.2 Explore the logistics of running the Vitae Programmes in Broadening Horizons: Career Management for Researchers. Encourage PI's to attend these training sessions.

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 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.*	P	3.7.1 Human Resources – Leadership and Development	2011/2012

Professional Development Review (PDR) is the University's scheme to enable all employees to perform to the best of their ability and contribute towards the success of our University.

Edinburgh Napier University PDR process

Action:

3.7.1 The CROS survey 2009 data indicates that engagement in researchers in professional development, though increasing, remains low compared with engagement of other groups. Leadership training will be available to help PIs recognise their role in encouraging engagement.

3.8	*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 such provisions and arrangements.*	P	3.8.1 Research Office / Human Resources – Learning and Development	2011/2012

Action:

3.8.1 Review and develop a research career development strategy.

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3.9	*Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.*	P	3.9.1 Research Office	2011/2012

The University fully supports Corporate Learning and Development and works in collaboration with a number of other Higher and Further Education institutions which increases access to development opportunities offered by our partners. Corporate Learning and Development.

Action:

3.9.1 A consultation with Heads of Departments and Institutes will review the training provision for research staff. The consultation is aimed to raise awareness and improve engagement of PIs and line managers with training for researchers.

3.10	*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.*	P	3.10.1 Human resources – Learning and Development	2011/2012
	Professional Development Review (PDR) is the University's scheme to enable all employees to perform to the best of their ability and contribute towards the success of our University. Edinburgh Napier University PDR process			
	Actions:			
	3.10.1 Explore the provision of training for PIs on providing career advice to their researchers.			
3.11	*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.*	A	Academic Development	Completed
	Corporate Learning and Development works in collaboration with a number of other Higher and Further Education institutions which increases access to development opportunities offered by our partners. Corporate Learning and Development.			
	Edinburgh Napier University run a teaching fellowship scheme, which recognises teaching performance, develops teaching skills, and promotes good learning and teaching within schools and faculties. The Teaching Fellowship Scheme 'acknowledges, recognises and promotes excellence in teaching'. The scheme allows members of staff an opportunity to undertake a period of development work and/or to support specific developments in the area of learning, teaching and assessment. Edinburgh Napier University – Teaching Fellowship Scheme			

3.12	*Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.*	A	Academic Development	Completed

Edinburgh Napier University run a teaching fellowship scheme, which recognises teaching performance, develops teaching skills, and promotes good learning and teaching within schools and faculties. The Teaching Fellowship Scheme 'acknowledges, recognises and promotes excellence in teaching'. The scheme allows members of staff an opportunity to undertake a period of development work and/or to support specific developments in the area of learning, teaching and assessment. Edinburgh Napier University – Teaching Fellowship Scheme

Corporate Learning and Development works in collaboration with a number of other Higher and Further Education institutions which increases access to development opportunities offered by our partners. Corporate Learning and Development.

3.13	*Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.*	P	Heads of Departments and Institutes	2011/2012

Actions:

3.13.1 The CROS Survey (2009) revealed that researchers would like to participate in departmental and institutional decision making processes and committees. Academic departments will be encouraged to explore how to provide researchers with information and integrate them into these activities.

3.14	*Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.*	P	Human Resources – Recruitment and Selection; Research Office; Learning and Development , Academic Development , Heads of	2011/2012

Action:

3.14.1 Review current mentoring provision

Academic
Departments
/ Institutes

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.

Clause and evidence for current compliance	Achieved (A) Planned (P)	Lead	Timescale
5.1 *Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.* This has been and is demonstrated through our [Research, Knowledge Transfer and Commercialisation Strategy 2009 - 2015](#)	A	Heads of Academic Departments / Institutes supported by Human Resources	Completed
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.* Action 5.2.1 Encourage researchers to take up expanded provision of training in knowledge transfer and commercialisation of research	P	Research Office with Knowledge Transfer and Commercialisation	2011/2012

5.3	*Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge*	P	Research Office with researchers and contacts in academic departments	2011/2012
	Action			
	5.3.1 Encourage researchers to take up opportunities provided for guidance and training on research governance and ethics			
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.*	A	Human Resources	Completed

The University provides extensive information and training that demonstrate its commitment to researchers gaining, and understanding the importance of, transferrable skills.

Learning and Development
Leadership and Management
Academic Development

Corporate Learning and Development works in collaboration with a number of other Higher and Further Education institutions which increases access to development opportunities offered by our partners. Corporate Learning and Development.

5.5	*Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.* Actions: 5.5.1 Provide development opportunities for researchers to enable them to manage their career. For example, Vitae Programmes- The engaging researcher: inspiring people to engage with your research ; The balanced researcher: strategies for busy researchers ; The creative researcher: tools and techniques to unleash your creativity 5.5.2 Promote Personal and Career Development courses to researchers through the PDR process. Professional Development Review (PDR) is the University's scheme to enable all employees to perform to the best of their ability and contribute towards the success of our University. Explore reviewing PDR processes to incorporate career advice for researchers. Edinburgh Napier University PDR process	P	5.5.1 Human Resources – Learning and Development 5.5.2 Human Resources – Recruitment and Selection, Learning and Development, Research Office	2011/2012
5.6	*Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.* 5.6.1 Review monitoring and evaluation of PDR 5.6.2 Review procedures in place to record PDR and CPD activities	P	HR/Research Office	2011/2012

E: DIVERSITY AND EQUALITY

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

	Clause and evidence for current compliance	Achieved (A) Planned (P)	Lead	Timescale
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.* Equal opportunity plans and monitoring are in place and embedded in all committees and University processes. The University currently has in place a Race, Disability and Gender Equality Scheme each of which outlines what we intend to do to address issues of under-representation and disadvantage. In addition, the University is a signatory to the 'Positive About Disabled People' (or Two Ticks) initiative as well as the Athena SWAN Charter. Monitoring data is regularly published which is broken down by age, disability, gender, race, sexual orientation and religion. We are in the process of moving to a new HR system which should address some of the under-reporting. 100% of respondents to the 2009 CROS survey believe the university is committed to equality and diversity.	A	Human Resources – Equality and Diversity	Completed
6.2	*As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.* The University endorses this as a legal requirement and has transparent processes and policies on Recruitment and Selection	A	Human Resources – Equality and Diversity	Completed

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	6.3.1 Human Resources – Equality and Diversity	2011/2012

Action:

6.3.1 We have recently concluded an Equal Pay Audit and an investigation into additional payments made to staff (over and above salaries) and opportunities for progression. The issue of potential disadvantages faced by researchers and part-time staff was highlighted in both and recommendations are being drafted to minimise/eradicate the issue.

6.3.2 Consider running a survey to assess research practices on staff groups, for example, those with atypical career paths, and how this affects career outcomes.

6.3.2 Human Resources – Equality and Diversity

6.4	*Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career"*	A	Human Resources - Equality and Diversity, Recruitment and Selection	Completed

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.

The University operates a [Flexible Working policy](#)

The University is committed to this guidance, as shown through the implementation of [Equality and Diversity policies](#).   The University is signed up to the Athena Swan Charter and is currently working towards the Bronze Award which will recognise our achievement in having action plans and demonstrating progress on gender equality in science, engineering and technology.

6.5	*It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently*	A	Human Resources	Completed

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A [flexible working policy](#) has been implemented and promoted by the University.

6.6	*Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.*	P	6.6.1 Research Office	2011/2012
	The University has legal obligations in respect of statutory paternity pay and has an Adoption Leave Policy in place which sets out staff entitlements in respect of time off and pay.		6.6.2 Research Office	
	Actions:			
	6.6.1 Ensure that the University is aware of the equality and diversity policies of all funding bodies that fund our researchers and to contact any funding bodies if their funding strategies do not promote equal opportunities and diversity. 6.6.2 Investigate how maternity/paternity/adoption leave etc pay is paid if there is no provision made by the funding body			
6.7	*Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is „representative‟ will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.*	A	Human Resources – Equality and Diversity	Completed
	The University endorses this as a legal requirement and has transparent processes and policies on Recruitment and Selection			
	Through partnership negotiation with the Unions and key stakeholders, Edinburgh Napier adopted the [HERA framework as the Grading structure](#) for all University employees which demonstrates compliance.			
	Clear guidelines on Promotions Procedures and Criteria for staff are published on the University website, including			

[academic pay scales and senior staff pay scales](#)

As part of the Framework Agreement, Edinburgh Napier has committed to offering [Role Regrading](#) opportunities on an annual basis.

The University has signed up to the Athena SWAN Charter and is working towards the Bronze Award which demonstrates a balanced representation of all groups at all career levels, demonstrating recruitment and promotion policies are appropriate.

6.8	*Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups* All training courses are designed and developed to take into consideration the personal circumstances of individuals who attend. Action: 6.8.1 Ensure that recruitment and selection procedures clearly state that the working language of the University is English. Assess the current level of support for non-native English speakers	P	6.8.1 Human Resources-Recruitment and Selection	2011/2012
6.9	*All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.* Clear guidance and policies are offered by Human Resources – Equality and Diversity.	A	Human Resources – Equality and Diversity	Completed
6.10	*Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.* Edinburgh University is signed up to the Athena SWAN scheme and is working towards the Bronze Award.	A	Research Strategy and Policy	Completed

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.

Clause and evidence for current compliance	Achieved (A) Planned (P)	Lead	Timescale
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.* Action 7.1.1 An implementation group, endorsed by senior management, is to be put in place.	P	7.1.1 Vice Principal (Academic), Research Office	2010

| 7.2 | *The signatories agree:* | A/P | | 2011/2012 |

a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders" Forum of progress.
b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.
c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.
d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).
e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).

The University took part in CROS 2010 and will run CROS in spring 2011.

Actions:

7.2.1 Use the University Concordat Action Plan 2010-2012 as the foundation for a more detailed implementation plan including review mechanisms
7.2.2: The University is in the process of forming a Concordat Steering Group

| 7.2.1 Research Office 7.2.2 Research Office | 2010 |

| 7.3 | *The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.* | P | 7.3.1 Research Office | 2010 -onwards |

Action:

7.3.1 Monitor the Concordat implementation progress and plans of external stakeholders

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7.4	*The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.* Action: 7.4.1 Engage with all stakeholders to share good practice and promote the principles of the Concordat	P	7.4.1 Research Office	2010/2011
7.5	*Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that 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.* The Athena SWAN and CROS Survey shows efficient re-use of existing data.	A	Research Office	Completed

Deborah Callister   October 2010   Final Version