

## CONCORDAT IMPLEMENTATION PLAN TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCHERS, 2017-2020

In Progress:

<b>A: RECRUITMENT AND SELECTION</b>				
<b>Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>				
	<b>Concordat clause and new action(s) 2017-2021</b>	<b>Lead</b>	<b>Actions and Timescales</b>	<b>Progress</b>
A1.3	<i>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</i>	HPEI/Central Academic Units (CAUs)		
A1.3.1	Continue to monitor on a monthly basis the use of Fixed Term Contracts for Research Staff and consider how best data should be collected and presented. People Services, (formally known as Human Resources) is now part of the Joint Negotiating Committee and will pick up issues relating to fixed term contracts in that forum.	HPEI	<p>People Services is now part of the Joint Negotiating Committee (JNC) and will pick up issues relating to fixed term contracts in that forum. HPEI to report to Researcher Developer Concordat Steering Group (RDCSG) with updates from the JNC as required.</p> <p>HPEI to keep the RDCSG updated on the numbers of research staff employed by the university broken down by those on permanent and fixed term contracts. Also, to provide the RDCSG with an annual report each September detailing movement of research staff between contract types by Faculty. RDCSG to critically appraise the annual report and ask for explanations from Faculties if staff have been on FTC's over 4</p>	<p><i>The number of research staff who moved from one FTC to another decreased by 21% when compared to 2017. There was also a 10% decrease in the number of research staff that have been on a FTC for more than four years, when compared to 2017 (from 20 down to 18).</i></p> <p><b>Achieved as of 2019 submission.</b></p> <p><b>Revised measure R1:</b></p> <p>Number of research staff employed on multiple fixed term contracts to have fallen below September 2017 levels by 2020.</p>

			<p>years. To see the numbers of staff who have been employed on multiple FTCs drop by 2020 to below 2017 levels.</p> <p>In 2016 the numbers of research staff on fixed term contracts totalled 179 and those on permanent contracts numbered 31. Next full report to RDCSG due in September 2017.</p> <p>Monitoring and reporting 2017 – 2020 Researcher Developer Concordat Steering Group (RDCSG) Meetings.</p> <p><b>SUCCESS MEASURE 1:</b></p> <p>Number of staff employed on multiple fixed term contracts to have fallen below September 2017 levels by 2020</p>	<p>===</p> <p><b>May 2021 Update:</b> The RDCSG continued monitoring the success measure. The number of Research Staff at the OU as of the 31st of January 2021 was 145, of which 69.7% (101) were FTC staff, which was below the target level set and has been under 70% for 2020/21 year so far. Overall, the number of research staff who moved from one FTC to another decreased from 4 in Q1 2020/21 to 1 in Q2 2020/21 (75% reduction), when compared to 2017. Two members of staff moved from one FTC to another in the last quarter (Q4) of 2019/20. In the previous year average quarterly number of staff moving from one FTC to another was 36, in 2019/20 this reduced to 11.5. 1 research staff member moved from one FTC to the next in Q2 2020/21, a decrease of 3 from the previous quarter. Both quarters reflect positively as a material reduction on the levels reported in the prior year, where the quarterly number of Research Staff moving from one FTC to another averaged 11.5 per quarter, compared to the 2020/21 average of 2.5. There was an increase from 5 in Q1 2020/21 to 7 in Q2 2020/21, (40%) in the number of research staff that have been on a FTC for more than four years, when compared to Q2 2019/20 (from 22 down to 7). These figures</p>
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27/04/2021

				show that as of 2021, the OU is on target.  <b>Achieved as of May 2021.</b>
A1.4	<i>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.</i>	HPEI		
A1.4.1	<p>A revised promotions scheme for Academic and Research Staff was introduced in 2015. The scheme allows staff to submit a case for promotion based on one of four pathways, including a research pathway. The academic staff promotion scheme was reviewed in January 2016 incorporating information from the Academic Staff Promotion Committee members, observations from the Secretary and feedback from the Faculties. No changes to the scheme were thought necessary for 2016. A report from the Academic Staff Promotions Committee (which is chaired by the Vice Chancellor) on the effectiveness of this scheme in relation to A1.4 will be produced annually for the Academic Staff Promotions Committee which is chaired by the Vice Chancellor and working groups will be set up to address any aspects that need closer attention.</p> <p>In 2015 10 Senior Lecturers and 5 Professors gained promotion via the new Research pathway and in 2016 the numbers were 5 Senior Lecturers and 1 Professor.</p>	PVC RES	<p>The annual update from the Academic Staff Promotions Committee will be considered by the RDCSG.</p> <p>To measure success in staff being promoted using the research pathway the RDCSG will ask the Academic Staff Promotions Committee for data to be collated on promotions cases to include information on staff category and contract type. This will allow the RDCSG to monitor the number of successful research pathway applications as a proportion of submissions. Monitoring will be done annually following the Academic Staff Promotions Committee Annual report.</p> <p>Request to be made for enhancements to data collection – July 2017</p> <p>Researchers who are successful in gaining promotion using the research pathway in 2017/18 will be approached by the Chair of</p>	<p><i>Data on academic promotions provided to RDCSG Jan 2019, also presented to Senate, Jan 2019.</i></p> <p><i>Academic promotions are currently being reviewed with the outcomes and the review report was presented to Senate on 3rd April 2019.</i></p> <p><b>In progress as of May 2019.</b></p> <p><b>Revised measure R2 (no change):</b></p> <p>Promotions through the Research Pathway to both Professor and Senior Lecturer reviewed in each annual exercise.</p>

			<p>the RDCSG to see if they are willing to share their promotion journey in a case study for Vitae.</p> <p>First report December 2017 and then annually to 2020</p> <p><b>SUCCESS MEASURE 2:</b></p> <p>Promotions through the Research Pathway to both Professor and Senior Lecturer reviewed in each annual exercise.</p>	<p>===</p> <p><b>May 2021 Update:</b> In October 2020, Senate gave formal approval to a refresh of the academic promotion process; these changes will take effect from 2021 and the reporting will include some changes on a candidate's pathway to promotion. The 2020 candidate pool was larger than in previous years, increasing by 18% on 2019. The overall promotion rate grew proportionally and remained at 6% of the overall talent pool despite a minor decrease in the application rate. Following Senate's formal approval to refresh the academic promotion process in 2021, opportunities to provide more comprehensive and detailed collection of data and provision of management information will be leveraged in next year's analysis.</p> <p><b>In progress as of May 2021.</b></p>
<p><b>B: RECOGNITION AND VALUE</b></p> <p><b>Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.</b></p>				
	<p><b>Concordat clause and new action(s) 2017-2021</b></p>	<p><b>Lead</b></p>	<p><b>Actions and Timescales</b></p>	

27/04/2021

B2.1	<p><i>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.</i></p>	Chair RDCSG/AD APD		
B2.1.1	<p>Academic Professional Development (APD) opportunities are available to all research and academic staff irrespective of contract type. Much of the APD provision is provided at the Walton Hall campus with facilities available to live stream or record sessions for part-time staff and PGRs who are not based at the Walton Hall campus, this enables equality of access to training opportunities. Research resources, such as the Jennie Lee Research Laboratories are available to all researchers, academics and postgraduate students.</p> <p>CROS 2015 results indicate that 85% of research staff agree they are treated equally in terms of access to training and development opportunities, 79% in terms of and conditions of employment, and 52% in relation to opportunities for progression. The University will scrutinise the results of CROS 2017 when they are available to monitor staff perceptions of equality of opportunity with the target being that results do not fall below 2015 levels - see actions and timescales for further details. In addition and to enhance researchers engagement in shaping the development programme, regular focus groups will be run with research staff and PG students which will highlight emerging issues from the CROS/PIRLS and internal surveys.</p>	AD APD/Chair RDCSG	<p>Annual report on APD provision to be produced in February from 2018 for the 'APD and Academic Leadership Group' highlighting where the programme is meeting researchers needs and where further provision is required.</p> <p>RDCSG to review results of CROS and PIRLS in September '17 prior to discussion at the November '17 Research Committee. The university is aiming for the results of the CROS and PIRLS data to remain the same or show improvement on the 2015 data. The CROS and PIRLS 2017 data will be compared with the results from 2015 and any negative variance of 3% will require an action from the responsible lead. Progress against any actions taken will be monitored by the RDCSG at meetings between November 2017 and the next CROS and PIRLS survey date.</p> <p>Spring 2018, Focus Groups to provide further insight into survey results.</p> <p>September 2018 RDCSG recommends actions from focus groups and CROS/PIRLS surveys.</p>	<p><i>In May 2018 a new initiative was launched to offer greater engagement and awareness of RCD events through social media <a href="https://twitter.com/OU_APD">https://twitter.com/OU_APD</a>, monthly flyers. This relates to CROS target of increasing recognition and value to the contributions in public engagement (+7%). The Twitter account has gained over 290 followers, and the Twitter analytics data shows that top tweets have been those about training events, with over 1500 impressions</i></p> <p><i>This measure is on target for recognition and value (to the contributions in public engagement) and is progressing in the area of teaching and lecturing.</i></p> <p><b>In progress as of May 2019.</b></p> <p><b>Revised measure R3:</b></p>

			<p>November 2018 AD APD will report to Research Committee on actions needed from the Research Committee.</p> <p>Spring 2019 Focus Groups with research staff and students to engage with current issues relating to the research environment. Feedback from the focus groups to the RDCSG (September 19) and Research Committee (November 19).</p> <p>Due to the Covid-19 pandemic and internal strategic changes within IET, the researcher focus groups hasn't gone through but the research staff workshops for the gap analysis (for the new Concordat) revealed that the training schedule is not always easily accessible despite the wide advertisement channels.</p> <p><b>SUCCESS MEASURE 3:</b></p> <p>An improvement of 3% on the CROS 2015 results relating to recognition and value. Where this does not occur create an action plan and targets to address any identified issues with the identified lead reporting into the Researcher Developer Concordat Steering Group meeting with progress updates.</p>	<p>Identify focus areas for improvement in recognition and value through the Careers in Research Online Survey (CROS) survey and other consultation. Set in place appropriate action plans with identified lead reporting to RDCSG.</p> <p>===</p> <p><b>May 2021 Update:</b> The CIP aimed to see an improvement in the CROS results relating to recognition and value for Principle 2. Compared to 2017 data, this measure is on target for recognition and value to the contributions in public engagement with research (+3%), and publications (+9%). Yet, it is not on target for teaching and lecturing (0%, remained same), peer reviewing (-5%), supervising research students (-2%), managing budgets/resources (-17%), supervising/managing research staff (-22%), grant/funding applications (-1%) and knowledge transfer and commercial activities (-14%). In 2019, compared to the sector, OU staff feel considerably more valued for their contribution to research activities. Note that the CROS survey response rate was very low, total number of responses</p>
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27/04/2021

				<p>to the survey were 37 in 2017 (36% response rate), and 21 in 2019 (17% response rate), leading to a need for caution in use of these results. RDCSG will continue to monitor the progress of these figures.</p> <p><b>In progress as of May 2021.</b></p>
B2.3	<p><i>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.</i></p>	AD APD		
B2.3.1	<p>PIRLS 2015 indicated that research managers are confident in supervising research students (91%) and conducting appraisals (80%), however 55% would like more support in managing group/project finances and 45% in managing staff performance. Using evidence from PIRLS 2017 and internal focus groups and staff feedback from APD events review the training and support resources that are offered to Research Managers and make alterations to the APD training programme as required to enable research managers to better support researchers.</p>	AD APD	<p>Take part in PIRLS 2017 survey. Data from the PIRLS 2017 survey will be analysed and compared with 2015 data with success indicators being to maintain or improve on 2015 results. Where there is a drop of 3% or above on the 2015 data the RDCSG will ask the responsible lead to respond and implement an action plan where necessary. The action plan will be monitored by the RDCSG at the scheduled meetings where progress will be recorded up to the next surveying period (expected to be spring 2019).</p>	<p><i>Academic Professional Development (APD) team have considered the outcomes of CROS 2017 and Principal Investigators and Research Leaders Survey (PIRLS) 2017 surveys to adapt the existing 2018/19 sessions and to introduce new sessions.</i></p> <p><i>(APD) team have used the feedback from these, together with the outcomes of CROS and PIRLS 2017 surveys to inform improvements to two existing sessions and to identify four new sessions for 2018/19 academic</i></p>

			<p>February 2017 – review the current workshops offered to Principal Investigators and add additional institutional questions to PIRLS '17 relating to training with the aim of refreshing the programme by October 2017.</p> <p>Use feedback from existing workshops, results of PIRLS '17 and researcher focus groups (see 2.1.1) to evaluate provision of training/support and development. In particular performance management will be looked at in detail and areas staff suggest they need additional support/training on will be considered when the research career development programme is reviewed (see 2.1.1) Staff Consultation from Focus Groups, January 2018 and feedback from training events – ongoing.</p> <p><b>SUCCESS MEASURE 4:</b></p> <p>Agree and implement changes to the training programme as a result of the evaluation. Highlight to Researcher Developer Concordat Steering Group in September 2018 the impact of the changes.</p>	<p><i>year. Examples of revised sessions include 'Induction to research degree supervision', and 'Research design and analysis using NVIVO'; and examples of new sessions include "working with others, mentoring" for Principal Investigators (PIs)', May 2019, and three new "career &amp; employability (Inside/Beyond) academia" sessions for Early Career Researchers (ECRs), December 2018 and May 2019.</i></p> <p><i>Two beyond academia training sessions are planned in 2019/20, including "Career Development for Researchers Beyond Academia" and "Meet the Alumni Panel" with the OU doctorate graduates who work in industry.</i></p> <p><b>Achieved as of May 2019.</b></p> <p><b>Revised measure R4:</b></p> <p>Agree and implement changes to the career development and training programme as a result of the CROS/PIRLS evaluation and participant feedback.</p> <p>===</p> <p><b>May 2021 Update:</b> This success measure is on target with APD team</p>
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				<p>continuing to review the RCD programme in each academic year and report to RDCSG for any changes. In the academic years 2019/21 APD has provided on average 31 trainings per year, whereby specifically (29 in 2019/20, and 20 in 2020/21) trainings were labelled for researchers and (32 in 2019/20, and 14 in 2020/21) trainings for PGRs. Examples of revised sessions include 'Induction to research degree supervision', 'Getting published for PGRs and early-career researchers', and 'Research design and analysis using NVIVO for beginner/intermediate and intermediate/advanced'. Additionally, 1-to-1 NVIVO clinics took place following the advanced session. An Introduction to SPSS course for beginners was introduced as a new course in April 2020. Following the success of career &amp; employability sessions that were introduced in 2018, "Career Planning for an Academic Career", "Career Options Beyond Academia" and "Careers Discussion and CV Checking" sessions have been continued to be offered. Additionally, a new session is planned "Training for managers of researchers to help researchers with career development" which will run in June 2021 to involve managers in respect to the new Concordat. Following the results of a mentoring survey which revealed that researchers need mentoring especially around writing</p>
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				<p>publications, an existing “Getting published for PGRs and early-career researchers” session has been modified and turned into series on “getting published for researchers” to include a specific session for researchers on “getting journal publications: dealing with the editorial process”. This session run for the first time in April 2021 for research staff.</p> <p><b>Achieved as of May 2021.</b></p>
<p>B2.3.2</p>	<p>Annual, Career Development and Staff Appraisal (CDSA) procedures are well embedded into to the OU’s management culture. CROS 2015 results indicate 86% had participated in appraisal (CDSA), this is higher than sector average of 67%. However, feedback from CROS and Staff Focus Groups (2016) indicated the need to review the emphasis of the CDSA so the processes can better support researchers in planning their development. For instance, only 53% of respondent to CROS 2015 agreed that appraisal was useful for leading to training and/or continuing professional development activities.</p> <p>It is proposed that a review of CDSA and its personal career development content for academic and research staff will be carried out from spring 2018 (allowing time for new Faculty structures to become embedded).</p>	<p>HPEI/Faculties/AD APD</p>	<p>HPEI scoping of CDSA review using data from CROS and consultation with staff with a view to in early 2018; changes to CDSA piloted in LTI Academic portfolio in 2018 and reviewed with a view to extend to the rest of the university in 2019.</p> <p><b>SUCCESS MEASURE 5:</b></p> <p>Success measures for engagement in annual appraisal will be the maintenance or improvement on uptake of CDSA as reported in CROS 2017 data and an increase on 2017 data of those reporting that the CDSA had been effective. In 2015, 59% reported that appraisal was useful overall and 26% reported that it led to changes in work practices; the aim is to see an increase of at least 3% in these measures in the 2017 data.</p>	<p><i>The University has embarked on replacing its core IT systems. Part of this will be a new HR system which will include CDSA and training records. Work on CDSA changes will happen in line with the systems introduction in Summer 2020.</i></p> <p><i>The OU has an excellent record of carrying out appraisals with reported levels in staff surveys of 89% in 2016 and 96% in 2017. Based on the CROS 2017 data, there is also a good record for those staff with 73% of OU respondents having taken part in staff appraisal/review within the last 2 years.</i></p> <p><b>Achieved as of May 2019.</b></p>

27/04/2021

				<p><b>Revised measure R5:</b></p> <p>Engagement in annual appraisal will be monitored through the maintenance or improvement in uptake of Career Development and Staff Appraisal (CDSA) as reported in CROS 2019 data and an increase on 2017 data of those reporting that the CDSA had been effective.</p> <p>===</p> <p><b>May 2021 Update:</b> The OU has a good record of carrying out appraisals with reported levels in staff surveys of 89% in 2016, 96% in 2017, 89.5% in 2019, 50% in 2020 and 61% in 2021, probably due to the pandemic. PS had been reporting quarterly on CDSA engagement to RDCSG. Research staff completion rates for CDSA as at Q2 2020/21 was 24.1%. Previous quarters were, Q1 20/21 24.8%, Q4 19/20 (July 2020) 7.8%, Q3 19/20 (April 2020) 9.1%. The completion rate is higher than typical for the Q2 period when comparing the same period last year. This information, however, does not measure the effectiveness of the CDSA – just the completion rate. Based on the CROS, staff</p>
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27/04/2021

				<p>agreement about the usefulness of their institution's staff review/appraisal scheme has not changed significantly between 2017 and 2019. There is slight increase in some areas (highlighting issues, helping to focus on career aspirations, leading to training or other CPD opportunities, leading to changes in work practice (76%, 65%, 59%) respectively, while in 2015 (63%, 53%, 53%). However, there is slight decrease in the agreement of reviewing personal progress 65% in 2019 compared with 71% in 2017. Therefore, overall, between 2019 (59%) and (58%) in 2017.</p> <p><b>Achieved as of May 2021.</b></p>
B2.6	<p><i>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.</i></p>	AD APD/HPEI		
B2.6.1	<p>The University has a new Academic Strategy, approved by Senate in April 2017 following wide consultation with staff and students. The Academic Strategy set the overall direction for the University's research activities in the context of the wider Academic Excellence of the University (i.e. the relationship between research and scholarship, teaching and learning and external engagement). A key element of</p>	PVC RES/Executive Deans/AD APD	<p>Academic strategy approved April 2017</p> <p>New Research and Academic Professional Development plans developed, and implementation schedules agreed during 2017/18.</p>	<p>The Research, Enterprise Plan 2018-2023 was introduced in 2018. This plan is monitored via Research Committee.</p>

27/04/2021

	<p>the Academic Strategy states 'Our academic environment will nurture and develop early-career academic staff, post-doctoral and post-graduate researchers and we will promote the University's principles of equality and diversity through our commitment to the Concordat to Support the Career Development of Researchers.' The main, relevant actions associated with the new Academic Professional Development Plan will be incorporated in this Concordat plan once agreed.</p>		<p>Other actions from Academic Strategy to be incorporated, with timescales after approval, June 2017 and ongoing to 2020.</p> <p>Measures of success in this regard will be that evaluation confirms that implementation of Academic Strategy and associated plans have ensured research staff are supported to deliver the strategy and are recognised for their contribution through, for example, promotions and awards (Linked to Success Measure 2).</p>	
B2.6.2	<p>The Academic Professional Development Framework (APDF) for all research and academic staff provides staff with resources to plan their progression individually or with their manager/supervisor. The framework is aligned with the UKPSF external competency framework <a href="http://apd.open.ac.uk/">http://apd.open.ac.uk/</a></p> <p>Work with People Services to investigate embedding and promoting the APDF into CDSA as part of the proposed CDSA review.</p>	AD APD/HPEI	<p>See B2.3.2</p> <p>CDSA review in 2018 onwards and progress monitored by the RDCSG at meetings from Spring 2018.</p>	<p>Review of CDSA paused until core IT systems have been replaced in 2020.</p> <p>See B2.3.2 for latest updates as of <b>May 2021.</b></p>
B2.6.3	<p>Monitor researcher engagement with the APD framework (APDF) up to 2018 and engage with researchers in obtaining feedback on the content of the APD site via web analytics and regular researcher focus groups.</p>	AD APD	<p>Web analytics for APD website reviewed (Sept 17; Feb 18; Sept 18). Focus Groups from spring 2018 (see B2.2.1)</p> <p>If engagement with the website drops over time, find out why from potential users and researcher focus groups and implement a strategy of change/improvement with Learning and Teaching Innovation team (responsible lead AD APD)</p> <p><b>Success Measure 6:</b></p> <p>Usage of the APD website increases from the September 2017 point and feedback from APD researcher focus groups to</p>	<p><i>APD website has been under review since September 2017. User analytics for the old site were difficult to extract. The new site will be launched by 31<sup>st</sup> July 2019 where visits can be counted. APD's internal resource bank, the Virtual Learning Environment, was launched in May 2019 for staff to find and use APD resources.</i></p> <p><b>In progress as of May 2019.</b></p>

27/04/2021

			<p>indicate positive engagement with the APD Framework website and resources.</p>	<p><b>Revised measure R6 (no change)</b></p> <p>Usage of the APD website increases from the September 2017 point and feedback from APD researcher focus groups to indicate positive engagement with the APD Framework website and resources.</p> <p>===</p> <p><b>May 2021 Update:</b> The CIP had put in place a measure to capture and assess levels of positive engagement with the APD website and resources: Usage of the APD website has increased from the September 2017 point. The new website for APD has been developed in August 2019 with Google web analytics feature running behind to provide data on engagement. The latest report in September 2020 showed the user engagement to the website has showed relatively similar trend throughout the year since the new website launched in August 2019. The number of unique users who initiated sessions on the website per year was around 800, while analytics on social media of our Twitter account indicate around 30000 tweet impressions from 500+</p>
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27/04/2021

				<p>followers on a yearly basis. Additionally, the APD created a Concordat page on its website and has been asking people to show interest to raise awareness.</p> <p><b>Achieved as of May 2021.</b></p>
B2.6.4	Work with Equality and Diversity unit in promoting Athena SWAN to all Faculties, not just STEM (see E6.10.1)	EDI	See E6.10.1	<p><i>In the year 18/19 Equality and Diversity have been promoting the roll out of Athena SWAN to all departments. The Knowledge Media Institute (KMi), achieved the Bronze Athena Swan Award in November 2017. The schools of Business, Law and Psychology will be progressing their bronze submission, Autumn 2019.</i></p> <p>===</p> <p><b>May 2021 Update:</b> The Business School have made their submission in May 2021.</p>

<b>C: SUPPORT AND CAREER DEVELOPMENT</b>				
<b>Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b>				
<b>Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised at all stages of their career.</b>				
	<b>Concordat clause and new action(s) 2017-2021</b>	<b>Lead</b>	<b>Actions and Timescales</b>	<b>Progress</b>
C3.1	<i>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.</i>	AD APD		
C3.1.1	<p>The Graduate School was launched in October 2016. The Graduate School offers Postgraduate Research Students an online network, the 'Graduate School Network' (GSN) <a href="http://www.open.ac.uk/students/research/">http://www.open.ac.uk/students/research/</a> which replaced the Virtual Research Network and is the online hub for postgraduate students. The GSN is the portal for accessing face to face training workshops and online resources available to all research students. Additional, subject specific training is provided within faculties.</p> <p>Annual evaluation undertaken by the Research Career Development (RCD) Team in the Learning and Teaching Innovation portfolio of the Doctoral training together with the PRES 2017 survey results will be reported to the Graduate School Director and the Research Degrees Committee. A separate evaluation of the GSN will be undertaken by the Graduate School and reported to the Graduate School Director.</p>	AD APD/ GSD/Faculties	<p>Developments to GSN to make the online content easier to modify and for users to produce new material. It will be evaluated through the use of surveys and focus groups. Development of GSN expected to continue until late summer 2017. An increase in awareness and utility of the GSN measured through PRES.</p> <p>As a priority measure of the University's Students First Strategy, the annual PRES outcome is reported up to University Council through a range of relevant middle-tier committees. The University target for PRES is to maintain student satisfaction with overall experience at 86% until 2019/20.</p> <p>The RCD team prepares an annual report for the Research Degrees Committee that summarises the evaluation of the Doctoral</p>	<p><i>Overall satisfaction rates via Postgraduate Research Experience Survey (PRES) dropped from 87% (2015) to 84% (2017), 2% below target. An action plan has been produced by the director of Graduate School and Research Degrees Committee oversees the implementation of the PRES action plan. The Committee received this plan in October '18 and will be sent an updated plan when the latest PRES results are released. This plan includes providing greater support to develop teaching experience of teaching for PGRS.</i></p> <p><b>In progress as of May 2019.</b></p>



27/04/2021

			<p>training programme for students and outlines changes to the next iteration of the programme.</p> <p><b>SUCCESS MEASURE 7:</b></p> <p>Overall PGR student satisfaction as measured through PRES to be maintained at or exceed 86% annually to 2019/20</p>	<p><b>Revised measure R7 (no change):</b></p> <p>Overall post graduate research (PGR) student satisfaction as measured through Postgraduate Research Experience Survey (PRES) to be maintained at or exceed 86% annually to 2019/20.</p> <p>===</p> <p><b>May 2021 Update:</b> Overall satisfaction rates via PRES shows the OU has been in the 5th place nationally and the rates increased from 84% (2018) to 87% (2019), which is on target.</p> <p><b>Achieved as of May 2021.</b></p>
C3.1.2	<p>The Graduate School is working with Research Degrees Committee and Research Degrees Office to further develop its student policies, in line with staff employment policies and undergraduate student policies. A policy on Teaching and Placement opportunities is in development and will be promoted to students via the Graduate School Network.</p>	GSD/Research Degrees Office	<p>The Graduate School Academic Board to develop the policies. Focus groups to provide students with an opportunity to feed into the process.</p> <p>Student representation on Research Degrees Committee to provide oversight of the development of these policies.</p> <p>Measures of success to include increased parity of experience for PGR students with that of staff and undergraduate students is maintained. Evidenced through PRES e.g.</p>	<p>This ongoing work links to the priorities of the new QAA Quality Code.</p>

27/04/2021

			increased involvement of PGRS in teaching and taking up placements	
C3.1.3	<p>The Graduate School Network offers a comprehensive training programme for PG Students, both online and face to face, from Induction to submission. There is also complimentary training of supervisors offered by the Academic Professional Development team.</p> <p>Work is underway for the Graduate School Network to link up to the University's new 'Learning Management System (LMS)' which will allow supervisors to access student training records, monitor progress and suggest training pathways. Development of the new LMS is hoped to support students to log their academic training development progress and link to their training plans.</p>	HPEI/GSD/AD APD	<p>Graduate School to implement generic and specific training programmes.</p> <p>Recruitment of academic staff (with a focus on research methods training to work in partnership with Faculties to design training pathways that organise the training material in a coherent manner) to be completed.</p> <p>Pathways submitted to Faculty teaching committees and Research Degrees committee for approval. Approval of full set of pathways by January 2019.</p> <p>Impact to be measured through increased engagement with training recorded on the LMS and student satisfaction measured in PRES.</p> <p>Link to LMS dependent on LMS technical delivery.</p>	New systems are being commissioned as a platform to deliver generic and specific training programmes to PG students.
C3.2	<i>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</i>	PVC RES/ Research and Enterprise Office		
C3.2.1	<p>C3.2.1 The Brilliant Club is an award-winning charity that recruits, trains and pays doctoral and post-doctoral researchers to deliver programmes of university-style teaching to small tutorial groups of high-performing pupils in schools.</p> <p>Successful candidates gain valuable teaching and public engagement experience through this</p>	Research and Enterprise Office/PVC RES	<p>Research &amp; Academic Strategy will continue to promote and coordinate participation in the Brilliant Club. Recruitment events will be scheduled around the three 'placement terms' in autumn, spring and summer each year, ongoing to 2020.</p>	<i>This success measure is on track; however, it is proposed to set a broader approach to meet the need to provide teaching experience to build from other approaches adopted within faculties. The University also set a target to increase the number of PGRS</i>

27/04/2021

	<p>programme thus improving their academic communication skills and broadening their employability prospects. The Brilliant Club also supports local and disadvantaged communities.</p>		<p>Measures of success will include:</p> <p>Increase in the number of teaching hours delivered from 408 in 2015/16 to &gt; 500 by 2019/20.</p> <p>Feedback measures from participating researchers will be monitored e.g. in 2015/16 86% considered themselves to be more knowledgeable and effective as teachers after the programme.</p> <p><b>SUCCESS MEASURE 8:</b></p> <p>Increase in the number of teaching hours delivered through the Brilliant Club from 408 in 2015/16 to &gt; 600 by 2019/20</p>	<p><i>undertaking placements and success in specific programmes that are no longer relevant. In 2017/18 OU students delivered 697 teaching hours and 588 in 2018/19.</i></p> <p><i>The OU's Research and Enterprise Plan 2018-2023 sets out engaged teaching re: Brilliant Club.</i></p> <p><b>On target as of May 2019.</b></p> <p><b>Revised measure R8:</b></p> <p>Build from best practice in providing opportunities for teaching experience for researchers. Success measure is increased PRES score.</p> <p>===</p> <p><b>May 2021 Update:</b> PRES action plan which was produced by the Director of Graduate School (GS) and Research Degrees Committee aimed to provide greater support to develop teaching experience for PGRs and the CIP put a measure to monitor these via PRES results. Although there is an improvement from PRES2018 and 74% of PRES2019 respondents agreed</p>
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				<p>that they were 'Given appropriate support and guidance for their teaching' ranking within the highest quarter, the responses to the other questions were less positive. 35% of respondents at the OU agreed that they had 'Received formal training for their teaching' and only 13% agreed that they had 'Taught (or demonstrated) during the research degree programme, both scored in the lowest quarter.' This is a direct result of the limited teaching opportunities available from PGRs with the OU teaching model, whereby most teaching is designed and produced by module teams for large-scale online delivery and subsequently taught by module teams and contracted Associate Lecturers. In contrast to other universities, running say a seminar or lecture for a PGR or researcher is less common due to the large scale that the OU operates. However, Faculties have started to pilot with small groups of PGRs who join and follow module teams while producing courses as part of their teaching and learning experience. The OU will be participating to PRES2021 and the outcome will also be monitored by RDCSG.</p> <p><b>In progress as of May 2021.</b></p>
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27/04/2021

<p>C3.2.2</p>	<p>The Research and Enterprise office run PG Student Placements; placements are tailored to students' needs with the emphasis on developing employability or research skills. The scheme is supported by Santander.</p>	<p>Research and Enterprise Office/PVC RES</p>	<p>Enhanced promotion of the programme directly to PGRs, linking students to companies/projects which relate to their areas of research</p> <p>Capture employer and student satisfaction through evaluations/testimonials.</p> <p>Scheme to run annually to 2020.</p> <p><b>SUCCESS MEASURE 9:</b></p> <p>Increase the number of PGR students undertaking placements across the UK from 6 in 2015/16 to &gt;20 by 2019/20.</p>	<p><i>2 PGR students funded through Santander scheme and also exploring providing additional PGR students undertaking placements across the UK.</i></p> <p><b>In progress as of May 2019.</b></p> <p><b>Revising measure R9:</b></p> <p>Maintain annual internship engagement of 2-3 PGR students funded through the Santander scheme and explore providing additional PGR students undertaking placements across the UK.</p> <p>===</p> <p><b>May 2021 Update:</b> The OU's Student Opportunities Manager is now working with the Careers and Employability Service to list internship opportunities on their Opportunity Hub platform. Currently, one PGR intern via Santander achieved in 2019/20. To date in 2020/21 all placements have been virtual and there has not been any PGRs placed students due to the pandemic.</p> <p><b>In progress as of May 2021.</b></p>
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27/04/2021

C3.2.3	<p>PG Student Enterprise Competition. The OU PG Enterprise Competition is sponsored by Santander Universities and in 2016 saw more than 200 students register and the Open University supported 12 postgraduate student submissions. Students win a cash prize to invest in taking their business ideas forward. Internal competition winners are then submitted as OU institutional entries for the national Santander Universities Entrepreneurship Awards.</p> <p>This process supports the development of PhD students' employability skills (linked to University strategic priority around Enhanced Employability &amp; Career Progression).</p>	Research and Enterprise Office/PVC RES	<p>Enhanced promotion of the competition directly to PGRs and advertised through the faculties and via other OU channels.</p> <p>Internal competition run annually leading to selection of winning bids ahead of the Santander national awards (April/May).</p> <p><b>SUCCESS MEASURE 10:</b></p> <p>An entry from the OU winning the national Santander Universities Entrepreneurship Award by 2019/20.</p>	<p><i>PGR students are required to initially win the University's internal competition prior to be included in the institutional submission to the Santander Universities Entrepreneurship Award.</i></p> <p><i>Hence, the suggested revision for 2019-2020 to remove this success measure.</i></p> <p><b>Measure removed in 2019.</b></p>
C3.2.4	<p>Research Student Supervision for HEA accreditation</p> <p>The OU provides academics with a pathway to gain Higher Education Academy Fellowships. There is a personal mentoring process and online systems support for this process in place.</p> <p>A new development allowing research supervision to link up with this current pathway to provide research supervisors with recognition and support in sharing good practices in their supervisory skills. An annual evaluation of HEA fellowships (by the academic lead in the Learning Teaching Innovation portfolio) through this pathway will be reported to the Associate Director Academic Professional Development and the Graduate School Director.</p>	AD APD/GSD	<p>HEA approved route to fellowships through Supervision of Research students was put in place March 2017 and a target of 5 HEA Fellows per year has been set until 2019.</p> <p>Relevant sections of the annual evaluation report of HEA fellowships to be provided to the RDCSG.</p> <p><b>SUCCESS MEASURE 11:</b></p> <p>A target of at least 3 HEA Fellowships through Supervision of Research Students awarded per year until 2019.</p>	<p><i>This measure has been already met with four HEA Fellowships through supervision of research students awarded in 2018. To ensure the target will also be met in 2019, the APD team will continue to deliver sessions to supervisors on how to obtain HEA Fellowships through supervision.</i></p> <p><b>Achieved as of May 2019.</b></p> <p><b>Revised measure R11 (no change):</b></p> <p>A target of at least 3 HEA Fellowships through Supervision of Research Students awarded per year until 2019.</p>

27/04/2021

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27/04/2021

C3.3	<p><i>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.</i></p>	Graduate School/RCD		
C3.3.1	<p>Responses to the internal Research Support Survey indicate that 53% of research staff agree that the induction programme staff provides all the information they need at an institution level, with 59% suggesting that induction provides them with all the information they need at a faculty/unit level. The University, as part of the Academic Strategy, is reviewing induction and considering developing a new Induction Programme for academic and research staff. This will link with current faculty provision which provides discipline specific development. The University-wide Induction Programme will be developed and coordinated by academic professional development academics in the Learning and Teaching Innovation portfolio and will be piloted within this portfolio. The induction programme will offer a range of online and face to face resources for staff who are new to the University or new to an academic or research role. The university-wide academic and research Induction programme will be developed centrally and will be aligned with probation and CDSA processes.</p>	AD APD/ Faculties/HPEI	<p>Project planning final quarter of 2017.</p> <p>Identifying current provision and gaps first quarter of 2018.</p> <p>Coordinating current provision on APD Framework website August – October 18.</p> <p>Specifying new provision to fill gaps October – November 2018.</p> <p>Creation of new content, where necessary Nov 18- Feb 19.</p> <p>Trialling with academics March 19 onwards.</p> <p>Feedback from researcher focus groups (see 2.1.1) and internal Research Support Survey will be used to evaluate institutional-wide induction programme.</p>	See B2.1.1
C3.5.1	<p>The Graduate School Director will work with the Careers Service at the University to tailor services for PG Research Students. All students can request a careers consultation and these can be provided online</p>	GSD/Faculties	<p>Provision of generic training programmes to include courses and materials that help PGRs students prepare for post award career. E.g. Interview preparation, career planning.</p>	<p><i>Early Career Researchers have been offered careers advice and training.</i></p>



27/04/2021

	<p>or by Skype. In addition individual CV Checking clinics are offered through the Research Career Development Programme, either by Skype or face to face.</p>		<p>Increased uptake of consultations and CV checking expected.</p> <p>Ongoing with full provision of training programme by September 2020</p>	<p><i>Careers and Employability sessions, especially for beyond academia, were over-subscribed and had full house attendance (19 face to face and 9 online participants). Over 75% participants found the session useful and requested further training on beyond academia.</i></p> <p><i>As a result, two beyond academia training sessions are planned to respond to this demand in 2019/20, including “Career Development for Researchers Beyond Academia” and “Meet the Alumni Panel” with the OU doctorate graduates who work in industry.</i></p> <p>===</p> <p><b>May 2021 Update:</b> Following the success of career &amp; employability sessions that were introduced in 2018, “Career Planning for an Academic Career”, “Career Options Beyond Academia” and “Careers Discussion and CV Checking” sessions have been continued to be offered.</p>
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27/04/2021

C3.6	<p><i>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</i></p>	AD APD/Faculties/HPE I		
C3.6.1	<p>A new Induction programme is being developed for academics and researchers at The University. The Induction Programme will be an introduction to the University, explaining the different areas of academic excellence through teaching, research and external engagement. Integrated into induction will be personal development; obtaining HEA fellowship (where appropriate) using the resources on the Academic Professional Development website and through the Research Career Development Programme. Induction will be linked to probation and annual CDSA appraisals.</p>	AD APD/Faculties	See C3.3.1	See B2.1.1
C3.6.2	<p>PhD Student Induction events are held in October and March of the students' first year. For students starting in February an induction event is held that will allow them to then engage with the March event.</p>	GSD / AD APD	<p>Provide comprehensive introduction to the University and postgraduate research student training that is available through the Research Career Development Programme annually in October and February.</p> <p>Provide second induction annually in March to focus on the skills and requirements of passing the first year.</p> <p>Both induction events to be evaluated, using feedback from students and facilitators and content revised each year.</p>	<p><i>PHD student induction events took place in 18/19 as follows:-</i></p> <p><i>October 2018 (63 students), Overall satisfaction rate: 54% rated the conference as excellent, 31% as good and 15% as fair.</i></p> <p><i>February (27 students) and overall satisfaction rate: 67% rated the conference as excellent 33% as good.</i></p> <p><i>April 2019 (5 students), and no responses to the survey.</i></p>

				<p><i>APD ran a secondary induction, 'Developing as a Researcher' conference in March 2018. In 2019 it ran with the title 'Preparing for Probation Day School' and was ran by the Graduate School.</i></p> <p>===</p> <p><b>May 2021 Update:</b> Online induction was held in October 2020 due to the pandemic. Feedback from students was very positive as it fostered new community online over a longer period than the traditional face to face induction.</p>
C3.7.1	<p>Researchers perceptions of skills development opportunities will continue to be monitored through the CROS (2017) survey and followed up with staff focus groups.</p>	AD APD/RAS	<p>CROS 2017 results will be monitored to see whether the percentage of staff that have not engaged in any training in the last 12 months falls below 20% (CROS'15 figure) in addition any categories which fall below 3% of the 2015 survey data will be discussed at the RDCSG and an action plan initiated. In addition, the areas (e.g. Knowledge Exchange, Personal Effectiveness) where the survey suggests there is the greatest interest in training and that are also the least common forms of training undertaken, will be put forward as topics to be included and/or improved within the Research Career Development programme. Objective – by September 2017 see changes in the APD research training programme for 2017/18 which are</p>	<p><i>APD launched a new initiative in May 2018 featuring more engagement, better publicity of RCD events through social media through <u>Twitter</u>, monthly flyers and the APD website. Currently reviewing RCD training on offer, opportunities for changes and improvements to the programme to increase engagement (see success measure 4).</i></p> <p><b>In progress as of May 2019.</b></p>

			<p>then evaluated before being included/amended in in the 2018/19 programme.</p> <p><b>SUCCESS MEASURE 12</b></p> <p>Measure the percentage of research staff who are engaged in the research career development programme and aim to increase the number from 80% (CROS '15) to 85% by 2020.</p>	<p><b>Revised measure R12:</b></p> <p>Measure the percentage of research staff who are engaged in the research career development programme and aim to increase the number of attendees by 3%.</p> <p>===</p> <p><b>May 2021 Update:</b> The way APD collect the data of attendees is likely to change from October 2020 to ensure the OU is collecting data required for Athena Swan, at this point staff category data will also be collected for this success measure. CSR staff training record tool currently at least 12 months from delivery (as of February 2021), so available data is collected by individual workshop attendance, and is in some instances limited. As of August 2020, the APD holds a researcher database which is updated monthly by PS. Researchers are now directly contacted for RCD programme with an aim to increase awareness and number of attendees. RDCSG will continue to monitor the effectiveness of these initiatives and evaluate the impact of changes. See success measure 4</p>
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27/04/2021

				<p>for updates in relation to increasing engagement.</p> <p><b>In progress as of May 2021.</b></p>
C3.8.1	<p>Research and academic staff are allocated a mentor upon appointment. The effectiveness of the mentor scheme will be reviewed and any recommendations for change will be fed into recommendations for the development of the faculty specific Induction Programme. For those academics who are supervising PhD students and wish to gain HEA accreditation they can be allocated a mentor through the OU's route to HEA fellowships, PLAUDIT. These mentors will be offered training and guidance for their role.</p>	AD APD/HPEI	<p>Academic Mentor training guidance to be developed in spring 2018 by the APD team in Learning and Teaching Innovation portfolio, led by ADAPD.</p> <p>Review the mentor training within Plaudit, autumn 2017 and make operational changes to the scheme if necessary by January 2018.</p> <p><b>SUCCESS MEASURE 13:</b> Mentor Guidance to be produced and publicised via the APD Framework website by May 18.</p>	<p><i>New mentor guidance prepared and published on OU's Academic Professional Development (APD) website in May 2018. An online module outlining academic and research mentoring resources has been developed and a block on the new APD's Main Resource VLE Site dedicated to mentoring in May 19 is now available.</i></p> <p><b>Achieved as of May 2019.</b></p> <p><b>Revised measure R13:</b></p> <p>Embed development of mentoring into academic and research development programmes.</p> <p>===</p> <p><b>May 2021 Update:</b> the OU has continued to put resource into developing mentorship support for researchers and developed training for mentors. 43% (n=21) of the CROS2019 respondents noted that "being mentored" is the most common training researchers</p>

				<p>undertake. Additionally, most interest is shown within both the OU and in the wider sector in expanding upon activities related to mentoring and supporting other researchers (OU: 54% [n=20] and Sector: 41%). Additionally, an internal survey to gather experience of OU practice in May 2020 with 67 respondents (32%) to the survey and 21 follow up interviews indicated that 51% of respondents received mentorship in the last three years. On average, 48% of those who received mentorship were positive about the status of mentorship at the OU. 94% of those who received mentorship were supportive of the statement that “all academic staff, regardless of career stage or responsibilities, should be able to access mentoring”.</p> <p>Mentoring takes place in various contexts across the OU. A new mentoring system is being developed in Talent and Development (T&amp;D) to ensure every staff member has access to a member if they want it. Online mentoring courses are also available through MLC. T&amp;D offers career development workshops and coaching sessions, although participation is low. Thus, the OU needs a comprehensive approach to mentoring, therefore a mentoring scheme will be enabled through the OU’s new Core System</p>
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27/04/2021

				<p>Replacement (CSR) system. As actioned for the OU's Athena Swan submission, "a university wide approach to mentoring will be developed and access to mentoring for all academic and research staff will be ensured".</p> <p><b>Achieved as of May 2021.</b></p>
C3.9.1	The CDSA which incorporates personal staff development and objective setting is well embedded across the University. The proposed CDSA review (see B2.6.2) will ensure it is meeting the needs of researcher development especially around induction and probation procedures.	HPEI/AD APD	See B2.6.2	See B2.3.2 and B2.6.2
C3.10.1	See B2.6.2 for proposed review of CDSA appraisal system.	HPEI/ Faculties		
C3.13	<i>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees</i>			
C3.13.1	The Graduate School are working with the University Student organisation, OUSA to enhance opportunities for research student engagement on committees. A student representative is a member of the Researcher Developer Concordat Steering Group.	GSD	<p>GSD to work with OUSA to ensure all student representative posts are advertised and filled. Ongoing.</p> <p>GSD to work closely with the Postgraduate Student Society through regular meetings with its executive to ensure students issues and views are heard. Ongoing.</p>	<p><i>GSD meets with OUSA on a regular basis where opportunities via the Student Liaison Group as well as on the Graduate School Network are discussed. A monthly email is sent to all students to advise of vacancies.</i></p> <p><i>Postgraduate Student Representative was active on the RDCSG until March 2019. We are now looking to fill this vacancy.</i></p>

27/04/2021

				===  <b>May 2021 Update:</b> Since the beginning of Summer 2020, we haven't had student representatives within the RDCSG. Instead, given the direction of the "new Researcher Development Concordat" we focused on getting postdoctoral early career research staff on contracts across all 4 faculties.
C3.14	<i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i>			
C3.14.1	See 3.8.1 and also 3.2.4 for supervision of research students and HEA fellowship mentoring	AD APD/HPEI	See 3.8.1 and also 3.2.4	
<b>D: RESEARCHERS' RESPONSIBILITIES</b>				
<b>Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</b>				
	<b>Concordat clause and new action(s) 2017-2021</b>	<b>Lead</b>	<b>Actions and Timescales</b>	<b>Progress</b>
D5.1	<i>Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers</i>	APD AD/RAS/ GSD		
D5.1.1	The University has mechanisms in place to ensure that the highest standards of research integrity continue to be maintained. It is in compliance with the UUK Concordat to Support Research Integrity. The University has systems and support in place to 'support a research environment that is underpinned by a culture of integrity and based on good	RAS	Continued compliance to be monitored on an annual basis and reported to Research Committee and Council.  Additional Research Integrity training to be incorporated into the Academic Professional Development Framework,	<i>Continued compliance with the Concordat was monitored in July 2018 and reported to Research Committee in November 2018. An annual statement was sent to Council in March 2019, subsequently <u>the statement for</u></i>



27/04/2021

	<p>governance, best practice and support for the development of researchers' (Concordat to support research integrity commitment #3).</p>		<p>during 2017/2018 and into the Research Career Development Programme for academic and research staff and supervisors.</p> <p>The OU Code of Practice for Research to undergo triennial review in July 2017.</p> <p>Review of Compliance with Concordat to support research integrity takes place annually.</p>	<p><i>Research Integrity 2019 was published on the OU website.</i></p> <p><i>Research Integrity Training was delivered in January 2019. This will be included in the 2019-20 plan.</i></p> <p><b>May 2021 Update:</b> Research Integrity Training has been included within the RCD training programme in 2019-20 &amp; 2020-21 and was delivered in May 2020 and April 2021. This will continue to be included in the 2021-22 plan.</p>
D5.1.2	<p>Research Career Development PG student training covers ethics, research integrity and plagiarism and the content of those courses will be monitored and kept up to date. Postgraduate students are trained in awareness and understanding of the OU ethical approval processes.</p>	GSD/Faculties	<p>Training on ethics, research integrity and plagiarism to be part of the generic training programmes for pre-probationary PGRs. GSD to check this is in the programme annually June.</p> <p>Annual review (no later than June) of course provision to be undertaken by the Graduate with University Ethics committee and Library.</p> <p>Quality of ethical approval applications to be monitored through Ethics Committee.</p> <p>Extent and significance of plagiarism to be monitored through Academic Conduct office annually.</p>	See D5.1.1

27/04/2021

D5.2	<i>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.</i>	APD AD/Research & Enterprise Office		
D5.2.1	New funding launched internally from 2016/17 using our HEIF funding for academics and research staff to develop their capability and capacity to engage in Knowledge Exchange (KE) and commercialisation. In addition, there is also a KE Stimulus fund to support proof of concept projects.	APD AD/Research & Enterprise Office	<p>Continued provision of annual training programme of workshops covering IP, Partnerships, Knowledge Exchange and Commercialisation and policy impact.</p> <p>Measures of success include increased commercialisation activity (income, licensing arrangements) as well as researchers' feedback from training events and workshops.</p> <p>Annual review and refresh of activity, including allocation of annual HEIF funding.</p>	<p>There have been 6 workshops from November 2018 to May 2019 focusing on topics related to commercialisation and knowledge exchange.</p> <p>An annual HEIF budget was agreed in July 2018 and is due again to be reviewed in July 2019. Annual monitoring is reported to <a href="#">Research England</a> (formally HEFCE) each February and the report is approved prior to submission.</p> <p>The HEI strategy is approved by the Research Committee and at present The OU anticipate being able to submit a new 5-year strategy in 2019, we are currently awaiting confirmation from Research England.</p>
D5.5	<i>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</i>	Faculties/HPEI		

	<i>Research Staff under their supervision to attend appropriate training and career development courses and events</i>			
D5.5.1	<p>The University subscribes to the Vitae RDF Planner which is available for researchers, academics and research students. Evidence from CROS, the internal Research Support Survey (2016) and Focus Groups (2016) suggest staff and students are not appropriately engaged with the Research Development Framework (51% of research staff are aware of the RDF and only 11% are using it for professional development; CROS 2015). An evaluation of usage and processes for use and effectiveness of RDF activities will take place in 2017, with recommendations being brought to the RDCSG and being reported into the proposed People Services CDSA review.</p>	<p>AD APD/HPEI/RAS/Faculties</p>	<p>Using analytics where available and survey data from attendees of APD training assess the usage of the RDF Planner. April – September 2017.</p> <p>Use Data available from CROS 2017 to initially assess the awareness and recognition of the RDF Framework. Promote and incorporate the RDF descriptors in the research staff training materials and on the APD website.</p> <p>A general session on career development for researchers that discusses the RDF will be developed for the 2017/18 academic year. The RDF Planner will also be promoted within the APD website and at workshops.</p> <p><b>SUCCESS MEASURE 14:</b></p> <p>Increase the usage and awareness of the framework by researchers by at least 3% from the 2017 CROS levels in the 2019 CROS results.</p>	<p><i>The RDF descriptors are incorporated into every training session along with learning outcomes that are provided by the APD programme.</i></p> <p><b>In progress as of May 2019</b></p> <p><b>Revised measure R14:</b></p> <p>Introduce revised induction programme with explicit connection to RDF. Evaluations of awareness to increase by at least 3% from CROS17 data.</p> <p>===</p> <p><b>May 2021 Update:</b> The RCD programme on MLC explicitly details RDF links. The measure of an increase of at least 3% from CROS 2017 was assessed in CROS 2019 which took place in May 2019. CROS 2019 shows a 1%-point increase on OU respondents having some</p>

				<p>understanding of the RDF. However, total number of responses to the survey were 37 in 2017 (36% response rate) and 21 in 2019 (17% response rate). In CROS 2017 survey, 38% OU respondents hadn't heard of RDF and in 2019, 52% hadn't heard of RDF. Therefore, these figures should be treated with caution. The OU's PGR training programme is underpinned by the skills and experiences defined in the Vitae RDF. Training on RDF is provided to all PGRs as part of induction, in a stand-alone session, ("Planning your skills development" delivered for October and February intake cohorts and recorded for parity of access) and a revised information management system, PGR Manager, launched in March 2021.</p> <p><b>In progress as of May 2021</b></p>
<b>E: DIVERSITY AND EQUALITY</b>				
<b>Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>				
	<b>Concordat clause and new action(s) 2017-2021</b>	<b>Lead</b>	<b>Actions and Timescales</b>	<b>Progress</b>
E6.1	<i>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.</i>	Head of Equality, Diversity and Inclusion	2016-2020	

27/04/2021

<p>E6.1.1</p>	<p>The University has recently updated its Equality Scheme, with new objectives set for 2016-2020. These objectives are reflected in the Concordat.  <a href="http://www.open.ac.uk/equality-diversity/content/equality-scheme-objectives">http://www.open.ac.uk/equality-diversity/content/equality-scheme-objectives</a></p>	<p>Head of Equality, Diversity and Inclusion</p>	<p>A new reporting structure set up: VC is EDI Sponsor; Each member of VCE (board) 'champions' one or more protected characteristics and is accountable to VC, reporting progress against various KPI; and a project implementation group comprising senior university staff.</p> <p>KPIs have been set as targets for the period 2016-2020 and measurement of progress on Equality work.</p> <p>Progress is reported at senior level meetings three times per year.</p> <p><b>SUCCESS MEASURE 15:</b></p> <p>Increase the proportion of academic and research staff aged under 36 from 13% in 2014 to 15% by 2020 and to 17% by 2022 (University Equality Objective 3a).</p>	<p><i>The proportion of academic and research staff under 36 is at 11.7% as of Q3 2018/19. In 2018-19 The Open University operated an employee led voluntary scheme which may impact on numbers related to this measure; details will be available after July 2019 when the severance scheme completes.</i></p> <p><i>Discussion within the RDCSG has considered that this approach has tended to highlight one of the equality objectives and that this is no longer fully aligned to the Equality Diversity and Inclusion (EDI) approach adopted at a university level. The RDCSG will therefore work more directly to consider the impact of Concordat issues across the range of equality objectives.</i></p> <p><b>Revised measure R15:</b></p> <p>Monitor impact of relevant Equality, Diversity and Inclusion objectives through reporting to RDCSG.</p> <p>===</p> <p><b>May 2021 Update:</b> the CIP set a measure to work more directly to consider the impact of Concordat</p>
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				<p>issues across the range of equality objectives and monitor impact of relevant Equality, Diversity and Inclusion (EDI) objectives through reporting to RDCSG. Since October 2020, there have been structural changes within the EDI team. In December 2020, the OU's first Dean for EDI was appointed to lead on EDI work for the OU. She is forming a new EDI plan for the OU, working with the Senior Managers, and drawing on work from an EDI gap analysis across the OU undertaken in August 2020.</p> <p><b>Achieved as of May 2021.</b></p>
E6.2	<p><i>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.</i></p>	<p>Head of Equality, Diversity and Inclusion; HPEI</p>		
6.2.1	<p>To improve selection prospects of staff across protected characteristics the University will do the following:</p> <ul style="list-style-type: none"> <li>A) Ensure at least 25% of ethnic minority staff are shortlisted</li> <li>B) At least 35% of ethnic minority shortlisted applicants are selected (based on ability/potential to do the job)</li> <li>C) At least 35% of disabled shortlisted applicants are selected (based on ability/potential to do the job)</li> </ul>	<p>HPEI; EDI</p>	<p>Working with People Services to increase Recruitment training for staff (as potential applicants) and for potential interview panels.</p> <p>Ongoing until August 2018.</p> <p>Increase mentorship opportunities for women aspiring for management roles. Work has started to support Athena SWAN action plans.</p> <p>Ongoing.</p>	<p><i>In terms of the Recruitment and Selection training, the new eLearning module is planned to go live on 03 June 2019. This will replace the current curated resources and the part 2 face to face training. The new eLearning module will have some of part 2 already included, and it is agreed to pause the part 2 training for now to re-establish what might be needed going forward. Based on user feedback and feedback from the</i></p>

27/04/2021

	<p>D) Increase the proportion of women in senior professorial roles from 27.6% to 40%</p>			<p><i>Resourcing Hub, the areas which are not covered in the new eLearning will be identified, to decide on the best approach going forward. The review will take place from 03 June 2019 when the new eLearning goes live to early September.</i></p> <p><i>An action plan is in place to develop and improve mentoring opportunities for women through Athena Swan, details are on the <a href="#">OU Athena SWAN website</a>.</i></p> <p>===</p> <p><b>May 2021 Update:</b> The portfolio was restructured in 2020 and two new roles – Senior EDI Manager for Equality Charters, Insight and Student engagement, and Senior EDI Manager for Compliance, Wellbeing and Staff engagement created. The Equality Scheme contains all institutional EDI objectives. Responsibility for implementation of this scheme sits with the new Senior Managers, who also sit in RDCSG and report quarterly on objectives. The latest version of the Equality Scheme was updated in February 2020 and the institutional staff objectives remain to: “improve the representation of disabled, BAME, and female staff in</p>
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				senior roles” and “improve line manager’s capability to recruit, manage and develop diverse teams”
E6.3	<i>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.</i>			
6.3.1	The University has an Agile Working Policy and the outcomes of Agile Working requests are monitored and reported to the Human Resources Leadership Team on an annual basis. The Equality and Diversity Office will continue to promote this policy to ensure all staff understand their rights within the policy.	HPEI/EDI/ Faculties	<p>People Services to provide an annual report to People Services Leadership Team. Findings to be shared with the EDI office (now also part of People Services)</p> <p>Report annually from Equality and Diversity Office to Researcher Developer Concordat Steering Group. January 2018; January 2019; January 2020; September 2021.</p>	<b>May 2021 Update:</b> With the Coronavirus Pandemic, agile working has been supported across the university since March 2020. The university secretary has been regularly updating the staff with the latest update on “future ways of working” in May 2021. It states that the OU wants to use the experience of the last year to create new, more flexible working arrangements. And that the flexibility will be reflected in blended 'hybrid' models of working combining on site and more mobile arrangements. Annual report from the EDI team due in September 2021.
E6.7	<i>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</i>			



27/04/2021

	<i>'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.</i>			
E6.7.1	The Research Degrees Office will monitor studentship recruitment by demographics to ensure representation at Faculty level.	Research Degrees Office	<p>Requirements for fair selection for PGR students are embedded in the regulations. Regulations to be reviewed annually.</p> <p>Equality monitoring undertaken annually by RDC. RDC look at extracts from the Institutional Equality and Diversity Annual monitoring report, which relate to the PGR population. Further break down of data down to be introduced from 2017.</p>	<p>Recruitment guidelines on graduate school network are published on our website:  <a href="http://www.open.ac.uk/students/research/forms-and-guidance">http://www.open.ac.uk/students/research/forms-and-guidance</a></p> <p>The new QAA Quality Code was produced in November '18 and the Graduate School are discussing how PRG students fit with widening access in line with the expectations of the new code:  <a href="https://www.qaa.ac.uk/quality-code">https://www.qaa.ac.uk/quality-code</a></p>
E6.7.2	Targets have been set in the Equality Scheme 2016-2020 (see 6.2.1) and this will be monitored annually, and actions set by the Equality and Diversity Implementation Group; a report of the actions and monitoring will be presented to the Equality and Diversity Strategic Group and an annual report sent to Council.	Head of Equality, Diversity and Inclusion; AD APD	<p>Working with People Services to increase Recruitment training for staff (as potential applicants) and for potential interview panels. August 2018.</p> <p>Increase mentorship opportunities for women aspiring for management roles.</p> <p><b>SUCCESS MEASURE 16</b></p> <p>An online module outlining academic and research mentoring resources will be developed by the APD team with the aim to launch in Autumn 2018.</p>	<p>OU's Virtual Learning Environment (VLE) launched in May 2019, with an additional website being launched by end of July 19.</p> <p><b>Achieved</b></p> <p><b>Measure removed, incorporated into R13.</b></p>

27/04/2021

E6.9	<i>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</i>	GSD		
E6.9.1	The Graduate School will investigate whether postgraduate research students are included in existing student and staff policies and if not ensure postgraduate research student policies are in place.	GSD	See 3.1.2	
E6.10	<i>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</i>	Head of Equality, Diversity and Inclusion		
E6.10.1	<p>The University attained the following Athena SWAN awards in 2016:  Department of Physical Sciences – Silver  Computing and Communications – Bronze  Engineering and Innovation – Bronze  Department of Life, Health and Chemical Science - Bronze  Institutional - Bronze</p> <p>From 2013 the University has the following award:  Mathematics and Statistics – Bronze</p> <p>The University is working towards participating in the expanded version of Athena SWAN which will take the awards beyond the STEM areas. See also the targets set in the Equality Scheme (E6.2.2)</p>	Head of Equality, Diversity and Inclusion	<p>Implement the Bronze and Silver departmental and institutional Athena SWAN action plans in April 2019 in time to support Silver Athena SWAN applications. Ongoing monthly departmental and faculty meetings held to report progress against actions.</p> <p>Raise awareness (including OU-wide) Athena SWAN achievements and benefits of involvement. OU Communications publicise Athena SWAN achievements. October 2017 Athena SWAN award announcements.</p> <p>Roll out the expanded AS across the institution from January 2017 meetings with non-STEM deans arranged.</p> <p>Create new management structure for Athena SWAN, proposals to be circulated in Feb 2017 with new structure agreed and in place by June 2017.</p>	<p><i>The Knowledge Media Institute (KMi), achieved the Bronze Athena Swan Award in November 2017. There is now work underway to develop two non-STEM submissions (within FBL and WELS) in April 2020.</i></p> <p><b>In progress as of May 2019.</b></p> <p><b>Revised measure R17:</b></p> <p>Develop and submit first non-STEM submission for a Bronze Athena SWAN award.</p> <p>===</p> <p><b>May 2021 Update:</b> The institutional Athena SWAN Action Plan,</p>

27/04/2021

			<b>SUCCESS MEASURE 17</b> By November 2018 have made the first non-STEM submission for a Bronze Athena SWAN award.	developed for the OU's Bronze renewal submission in November 2020, also includes an indicative timeline for School submissions over the next four years, including those Schools from non-STEM Faculties. The first of these submissions is expected from the Business School in Summer 2021 for a Bronze award. Central support within the EDI team is also being provided to Schools to support submissions from 'new' applicants in non-STEM schools.  <b>In progress as of May 2021.</b>
<b>F: IMPLEMENTATION AND REVIEW</b> <b>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.</b>				
	<b>Concordat clause and new action(s) 2017-2021</b>	<b>Lead</b>	<b>Actions and Timescales</b>	<b>Progress</b>
F7.1	<i>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.</i>	PVC RES/Chair RAS		
F7.1.1	The University will run CROS and PIRLS in spring 2017. Academic lead from Learning Teaching Innovation portfolio will compile the results, recommendations and an action plan to be received by RDCSG and Research Committee.	PVC RES	Administer CROS and PIRLS '17 adding institutional questions. April 2017.  Reports on data from surveys written. August 2017.	<i>Steering Group continues to meet three times per year (Feb, May and Sept '18 and Feb '19 with subsequent meetings planned), reporting annually to the Research Committee and is actively engaged across the University to monitor</i>

27/04/2021

			<p><b>SUCCESS MEASURE 18:</b> Reports presented to RDCSG in September 2017 then sent to all Faculties, with action plans created and owned by the responsible lead where responses fall 3% below the 2015 data. Progress on actions created to be monitored by the RDCSG until the next survey point (expected to be spring 2019)</p> <p>Report to Research Committee in November 2017 with feedback from faculties and RDCSG and proposed actions.</p>	<p><i>success measures. A report is sent to Research Committee yearly.</i></p> <p><b>Achieved as of 2019.</b></p> <p><b>Revised measure R18:</b></p> <p>Reports presented to RDCSG and communicated to other stakeholders, with action plans created and owned by the responsible lead where responses fall 3% below the 2015 data. Progress on actions created to be monitored by the RDCSG reported annually to Research Committee.</p> <p>===</p> <p><b>May 2021 Update:</b> RDCSG met in Feb'20, June'20, Sep'20, Feb'21, May'21. Concordat activities are reported to the Research Committee annually. The most recent report was March 2021. The Research Committee also provides approval for the review process and reporting in support of the HR Excellence in Research Award.</p> <p><b>Achieved as of May 2021.</b></p>
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27/04/2021

7.1.2	Continue to use The Open University Concordat Action Plan 2017-2020, in conjunction with the proposed Academic Strategy (due Spring 2017), the OU Equality Scheme 2016-2020 and Research Plan '2020 Road Map' to ensure effective alignment and review of activity.	Chair RDCSG	To be a standing item on the Researcher Developer Concordat Steering Group Agenda.	The OU Research and Enterprise plan 2018-2023 replaces the previous Research Plan 2020 Road Map.
F7.2.1	The Researcher Developer Concordat Steering Group, set up in 2013 monitors and reviews the implementation of identified actions in the University's Concordat Action Plan in accordance with the University's annual unit planning cycle. The RDCSG will continue to meet three times a year and report actions to the Research Committee.	Chair RDCSG	Continuing at RDCSG meetings in January, May and September annually.  Ensure an Early Career Researcher is on the review Panel for the 2019 (6 year) review.	RDCSG meetings took place in Feb, May and Sept '18 and have taken place in Feb '19 with subsequent meetings planned throughout 2019.

## Progress: Achieved

This section outlines the clauses that the university has met during the 2012-2016 implementation plans. The university has kept monitoring these achieved sections at the Researcher Developer Concordat Steering Groups and any areas where new actions are identified during the period 2017-2020 were added to the current plan.

<b>A: RECRUITMENT AND SELECTION</b>				
<b>Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>				
	<b>Concordat clause and action(s) achieved 2012-2016</b>	<b>Lead</b>	<b>Actions and Timescale</b>	<b>Progress</b>
A1.1.	<i>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</i>	Head of Strategic Human Resources (HPEI)	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
A1.2	<i>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 for the post and these requirements should be relevant to the role.</i>	Head of Strategic Human Resources (HPEI)	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
A1.5	<i>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.</i>	HPEI/CAUs	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	

<b>B: RECOGNITION AND VALUE</b>				
<b>Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.</b>				
	<b>Concordat clause and action(s) achieved 2012-2016</b>	<b>Lead</b>	<b>Actions and Timescale</b>	<b>Progress</b>
B2.2	<i>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.</i>	HPEI/Chair RDCSG	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
B2.4	<i>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.</i>	HPEI/Chair RDCSG	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
B2.5	<i>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.</i>	HPEI	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	

27/04/2021

<b>C: SUPPORT AND CAREER DEVELOPMENT</b>				
<b>Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b>				
<b>Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised at all stages of their career.</b>				
	<b>Concordat clause and action(s) achieved 2012-2016</b>	<b>Lead</b>	<b>Actions and Timescale</b>	<b>Progress</b>
C3.4	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	GSD/HPEI/AD APD	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
C3.5	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	AD APD/HPEI/Faculties	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
C3.7	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	Faculties/HP EI/ AD APD	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
C3.8	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.	HPEI/AD APD/Faculties	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
C3.9	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	AD APD/HPEI	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	



27/04/2021

	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.			
C3.10	Researchers should be empowered by having a realistic understanding of, and information about their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career		Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
C3.11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.		Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
C3.12	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	AD APD/ Faculties	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
<b>D: RESEARCHERS' RESPONSIBILITIES</b>  <b>Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</b>				
	<b>Concordat clause and action(s) achieved 2012-2016</b>	<b>Lead</b>	<b>Actions and Timescale</b>	<b>Progress</b>
D5.4	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	APD AD/GSD	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	

27/04/2021

D5.6	<p>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.</p> <p>Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</p>	Faculties/HP EI	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
<p><b>E: DIVERSITY AND EQUALITY</b></p> <p><b>Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b></p>				
	<b>Concordat clause and action(s) achieved 2012-2016</b>	<b>Lead</b>	<b>Actions and Timescale</b>	<b>Progress</b>
E6.4	<p>Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p>	HPEI/Faculties	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
E6.5	<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>	HPEI/CAUs	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
E6.6	<p>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>	HPEI/EDI	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
E6.8	<p>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>	HPEI/ CAUs	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	

27/04/2021

	and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.			
E6.9	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.	HPEI	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
E6.10	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.		Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
<b>F: IMPLEMENTATION AND REVIEW</b>				
<b>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.</b>				
	<b>Concordat clause and action(s) achieved 2012-2016</b>	<b>Lead</b>	<b>Actions and Timescale</b>	<b>Progress</b>
F7.1	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.	PVC RES/Chair RD CSG	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	
F7.2	The signatories agree: <ul style="list-style-type: none"> <li>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</li> <li>b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat</li> <li>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report</li> <li>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</li> </ul>	PVC RES	Monitor at Researcher Developer Concordat Steering Groups 2017-2020	

27/04/2021

	in Research Online Survey (CROS) 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).			
F7.3	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.	PVC RES	Monitor at Research Developer Concordat Steering Groups 2017-2020	
F7.4	The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.	PVC RES	Monitor at Research Developer Concordat Steering Groups 2017-2020	
	7.4.1 Through Vitae membership events and other activities the University will engage with stakeholders to share good practice and promote the principles of Concordat	AD APD/Graduate School Director	Monitor at Research Developer Concordat Steering Groups 2017-2020	
	7.4.2 The University will continue to contribute to sector events focused on researcher development at a local (hub) and national level.	AD APD/Graduate School Director	Monitor at Research Developer Concordat Steering Groups 2017-2020	
F7.5	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	Equality and Diversity/HP EI/  Chair RDCSG	Monitor at Research Developer Concordat Steering Groups 2017-2020	

## Abbreviations

AD APD – Associate Director Academic Professional Development

APD – Academic Professional Development

RDCSG – Researcher Developer Researcher Developer Concordat Steering Group (previously CSG)

EDI – Equality, Diversity and Inclusion (previously E&D)

GSD – Graduate School Director

PS – People Services (previously Human Resources)

HPEI – Head of People Engagement and Inclusion (previously HSHR Head of Strategic Human Resources)

RCD – Research Career Development

PVC LTI – Pro Vice Chancellor Learning and Teaching Innovation

PVC RES – Pro Vice Chancellor Research Enterprise and Scholarship (previously PVC RAS Research and Academic Strategy)