

Researcher Development Concordat Gap Analysis

Introduction: The Concordat to Support the Career Development of Researchers (September 2019), commonly known as the **Researcher Development Concordat**, is an agreement between [stakeholders](#) to improve the employment and support for researchers and researcher careers in higher education in the UK.

The Concordat has three defining Principles: <file:///staff.gre-ad.gre.ac.uk/USR/Vol2/am5330s/Desktop/concordat.html>

- Environment and Culture: This Principle recognises that a proactive and collaborative approach is required between all [stakeholders](#), to create and develop positive environments and cultures in which all researchers can flourish and achieve their full potential.
- Employment: This Principle recognises the importance of fair, transparent and merit-based recruitment, progression and promotion, effective performance management, and a good work-life balance. All [stakeholders](#) need to address long-standing challenges around [insecurity of employment](#) and career progression, ensuring equality of experience and opportunity for all, irrespective of background, contract type and personal circumstances.
- Professional and Career Development: This Principle recognises the importance of continuous professional and [career development](#), particularly as researchers pursue a wide range of careers.

For each of these Principles, the Concordat outlines the key responsibilities for the four main stakeholder groups

- Institutions
- Funders
- Managers of researchers
- Researchers

where, the Concordat has identified a series of requirements for each defining Principle of the Concordat.

Gap Analysis: A gap analysis has been undertaken to compare the policies and practices at the University of Greenwich against the Concordat Principles as shown in the below table. The outcome of the Gap Analysis will help to draw up and publish an Action Plan and its implementation strategy.

Authors: Aradhana Mehra, Laleh Williams

Acknowledgements: Support from the following towards the completion of this document is gratefully acknowledged: Gedminte Mikulenaite, Neil Cormack-Bissett, Peter Griffiths

Principle 1: Environment and Culture	Evidence	Action
<p>Institutions must:</p> <p>1.Ensure that all relevant staff are aware of the Concordat.</p> <p>2.Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p> <p>3.Promote good mental health and wellbeing through, for</p>	<p>Evidence</p> <p>The Concordat is present on the university webpages and portal. Also, via the ECR-PGR forum (Early Career Researcher, Postgraduate Researcher forum), Research and Enterprise Training Institute’s (RETI) training, for example, ‘Essentials training for Supervisors’, and mandatory training for PGRs.</p> <p>The Equality Act 2010 underpins the university people policies, guidelines and procedures. All policies, procedures and guidance information can be accessed via the university portal (intranet). When staff join the university they are invited to a structured induction including a welcome from the university leadership, a manager induction (if researchers have this role) and are provided with online resources and an induction checklist with quick links to key policies to support their probation. These resources can also be accessed by managers to support a local induction. When new policies are developed Greenwich Research and Enterprise (GRE) directorate ensure researchers are given feedback opportunities through their forums, staff roadshows, by email/yammer and staff briefings. These are organised to increase participation and engagement, so implementation of procedures is transparent, equitable, fair and effective. Also, via RETI training to researchers to include aspects of recruitment, selection and supervision of researchers, international compliance, Ethics.</p> <p>The university’s Health and Wellbeing Strategy 2018-2022 supports researchers through effective wellbeing and mental health provisions, and aligns with the university’s equality, diversity and inclusion strategy. The university provides</p>	<p>Action</p> <p>Posted information on UoG webpages and portal. Explore data collection for number of people who accessed the webpages/portal</p> <p>To gather evidence of number of people</p>

<p>example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.</p> <p>4.Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health</p> <p>5.Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.</p>	<p>support for balanced academic workloads, and has policies and procedures to support tackling, discrimination, harassment and bullying. The university also provides access to an Occupational Health Service provider, a comprehensive Employee Assistance programme and supports staff networks on gender, BAME, disability, LGBT+, faith and mental health and wellbeing champions. Representatives of these networks support university committees so they can advise on improvements of university systems, including the reporting of concerns. The university also provides a holistic incident reporting portal, and HR assists staff who may raise issues through a grievance procedure. RETI provides a productivity retreat with time and stress management techniques for researchers; RETI also provides specific sessions on mental health and wellbeing for PGR students to include aspects of overcoming procrastination, stress management and developing personal resilience.</p> <p>All managers are trained on mandatory managing equality, diversity and inclusion, and have been invited to receive appropriate mental health training in 2019/20 on Mental Health First Aid and/or Mental Health Awareness.</p> <p>The University’s Research Ethics Committee has policies on research integrity. Our code of conduct will cover professional standards of behaviour including misappropriation; or/and theft of intellectual property. The University of Greenwich expects the highest standards in the conduct of all research undertaken in its name. This includes research undertaken by staff, students, visiting or emeritus staff, associates, contractors and consultants. In order to embed these principles, and recognising its obligations to the wider research community, to the funders of research and to society as a whole to uphold the integrity of academic research, the University of Greenwich is committed to implementing the principles and commitments of the UUK Concordat to support research integrity (2012), and has set a Code of Practice for Research, as well as Procedures for Investigating Research</p>	<p>trained on relevant training.</p> <p>Collect evidence of number of many people attended the MHFA training.</p> <p>UoG is currently undertaking a gap analysis (Concordat to support research integrity) to assess additional support and policies to be put in place. To gather evidence of number of people trained on relevant training.</p>
--	---	---

<p>6. Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices.</p>	<p>Misconduct. More information available at: https://www.gre.ac.uk/research/governance-and-awards/research-integrity</p> <p>RETI provides specific training on research integrity to researchers and managers, delivered by the UK Research Integrity Office. RETI also provides training to PGR students on good research practice to include aspects of research integrity.</p> <p>The university seeks to improve the research environment and culture continuously through a number of strategies. Greenwich Research and Enterprise (GRE) regularly reviews and supports the quality of research in terms of the university practices to improve the research environment through the university Research & Enterprise Committee, RETI training provision, researcher development gap analysis, ECR-PGR forum, external stakeholder surveys and consultations. By way of example, actions from the ECR -PGR forum, which has representation from all faculties and meets three times a year, are discussed at the university Research and Enterprise Committee, chaired by the Deputy Vice Chancellor for Research, thus providing good integration of the process within the University's research infrastructure. Discussion point examples include 'new' training needs including academic writing skills/software, university-wide 3 minute thesis (3MT) competition launch, workload allocations.</p> <p>The university captures researcher's feedback on areas for organisational improvements through the staff survey. Information supports development of an annual action plan to improve leadership, communication and policies. With the implementation of a new HR and Pay system there will be workforce information to improve equality, diversity and inclusion for protected characteristics, so our data is more robust in 2020. This should help further policy, guidance and process developments.</p> <p>Previous Vitae surveys 'Careers in Research Online Survey (CROS)', and 'Principal Investigators & Research Leaders Survey (PIRLS)' are now replaced by a single survey called 'Culture, Employment and Development in Academic Research Survey (CEDARS)'. The University of Greenwich has sent in its expression of interest to</p>	<p>To run Vitae's CEDARS survey 2020.</p>
---	---	---

	<p>run this survey, and is awaiting guidance to implement this. The university has also taken part in the national 2018 and 2019 Postgraduate Research Experience Survey (PRES); action points from the survey are being followed up through the Research and Enterprise Committee with input from the faculties, RETI, and the Students Union towards a university-wide co-ordinated approach.</p> <p>Feedback from researchers is also invited from staff and students following RETI training sessions. The university has also taken part in the national Postgraduate Research Experience Survey (PRES) in 2018 and 2019 and feedback from the survey is used for actions across the university, including the faculties, Greenwich Research and Enterprise, Students Union. A PGR Doctoral Society has been established with membership open to staff and PGRs. The Society invites feedback from the university and organises events towards improving the environment and peer support across the university.</p>	<p>PRES: RETI to co-ordinate Action Points from each faculty, share areas of good practice towards university-wide approach.</p>
--	---	--

<p>Funders must:</p> <p>1.Include requirements which promote equitable, inclusive and positive research cultures and environments, in relevant funding calls, terms and conditions, grant reporting, and policies.</p> <p>2.Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote</p>	<p>Evidence</p> <p>N/A (Vitae is working directly with the funders: they are also undertaking their gap analysis and will be publishing their action plans)</p>	<p>Action</p>

<p>the wellbeing and mental health of researchers.</p> <p>3.Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions.</p>		
<p>Managers of researchers must:</p> <p>1. Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.</p> <p>2. Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct.</p>	<p>Evidence</p> <p>All line managers are expected to complete managing Equality Diversity and Inclusion essentials, unconscious bias (new in winter 2019) and will receive access to a line manager’s induction on the key people manager’s policies, which also covers the principles of how we support EDI (anti bullying, discrimination and harassment policies) in the work place. Managers are encouraged to complete refreshers on key courses such as recruitment and selection, appraisal, managing teams and managing researcher’s essentials, which embed inclusivity messages. Completions of online research staff on Equality and Diversity Essentials, and Managing Diversity are monitored by Human Resources (HR).</p> <p>Our values, behaviours and people policies require all staff to act in accordance with these. This reinforces our codes of professional and individual conduct. This also underpins support for research integrity.</p> <p>The University of Greenwich recognises its responsibility to researchers and the wider community to ensure the highest standards of integrity and professionalism are observed in the conduct of research. The university’s Code of Practice for `research</p>	<p>Action</p> <p>To gather evidence on number of relevant people completed training.</p> <p>To gather evidence on number of people completed relevant training.</p>

<p>3. Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity.</p>	<p>provides guiding principles and standards of good practice in research across all subject disciplines and fields of study in the university. It applies to all those undertaking research on the university's premises using its facilities, or on behalf of the University, including staff, visiting or emeritus staff, associates, honorary or clinical contract holders, contractors and consultants, and cross refers to other policies and guidelines as appropriate, including Intellectual Property Policy, Equality and Diversity Policy Statement, Research Ethics Policy, Risk Management Policy, Health & Safety Policy, Anti-Bribery Policy, Data Protection Policy, Information & Records Management Policy, Information Security & Assurance Policy, Public Interest Disclosure (Whistleblowing) Policy. See https://docs.gre.ac.uk/rep/sas/code-of-practice-for-research. Also, RETI offers training on research integrity delivered by the UK Research Integrity Office to managers of researchers and researchers across the university. Various training elements for PGRs and supervisors on the newer outlook on "Integrity", have been introduced by RETI to include aspects of well-being, rights/responsibilities.</p> <p>The University's Health and Wellbeing Strategy 2018-22 supports researcher's mental health and wellbeing. Information on how to signpost/report concerns/seek support with mental health is provided through a range of Mental Health resources on our wellbeing hub, and through our training which includes Mental Health First Aid, and a Wellbeing and Mental Health awareness online training course (to be launched in April 2020).</p> <p>As part of the university's commitment to maintain the highest levels of research integrity, the university has a formal Procedure for Investigating Research Misconduct https://docs.gre.ac.uk/rep/sas/procedure-for-investigating-research-misconduct Allegations will be investigated thoroughly, fairly and in a timely manner, in accordance with this Procedure. All proceedings will be conducted under the presumption of innocence and carried out with sensitivity and confidentiality. Anyone wishing to raise concerns relating to misconduct in research may do so in accordance with the university's Public Interest Disclosure Policy and where raised in good faith, will be supported and not penalised. Any researcher who is found not to have committed misconduct will be supported and appropriate steps taken to</p>	<p>To explore evidence through any case studies.</p>
---	--	--

<p>4. Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers.</p> <p>5. Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.</p>	<p>restore their reputation and that of any relevant research project(s). Information on incident reporting is provided on the university portal (intranet). In addition, policies on bullying, harassment and discrimination are available from there, and HR support managers to take appropriate action to deal with these issues.</p> <p>All researchers can request a flexible working arrangement in accordance with our policy which is available from our portal. Where there is need for any reasonable adjustment this will be assessed and considered with the support of human resources and guidance from Occupational Health and/or our safety unit with other parties as needed.</p> <p>GRE supports consultation and engagement processes with researchers when they develop guidance, policies and processes to support the research culture and environment at the university. The main vehicle for engaging staff on policy development is through representation from Research & Enterprise Committee, where Faculty representatives will seek input from their respective Faculties on new or amended policies and procedures. On occasion, staff may be contacted directly through targeted emails to elicit feedback on proposed policies and procedures (e.g. REF2021 Code of Practice), all-staff roadshows, via staff networks and surveys. Where appropriate and relevant, policies are shared and support sought from the university's recognised staff representation groups, individually and through the Joint Negotiating Committee (JNC). <i>This principle is applied consistently and therefore we will be making reference to it throughout the Concordat where it has been cited first at Environment and Culture point 5 (managers of researchers).</i></p>	
---	--	--

Researchers must:	Evidence	Action
<p>1. Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.</p>	<p>The university research career paths outlines expectations for being a supportive researcher who contributes to the wider knowledge exchange of their academic community and society through positively and openly sharing their expertise and by mentoring new researchers. With reference to the research pathway, clear guidelines have been provided by HR for recruitment and selection of research staff. Shortlisting is carried out by several people, with interview panels now comprising a diverse workforce membership to ensure no unintended bias. Reporting is also much more formal. Where relevant, an Early Career Researcher (ECR) is invited to sit on these interview panels. The university's Code of Practice for Research (for staff) addresses the expectations on staff (especially research leaders and supervisors), ensuring they have the necessary training, time and resources to carry out their roles in supporting the research culture and environment of the university.</p>	<p>Trial of wellness plans as part of the appraisal process from September 2020. To gather data on number of people attended RETI training.</p>
<p>2. Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion.</p>	<p>All researchers are trained on a 3-year cycle on their responsibilities for supporting equality, diversity and inclusion in the workplace. Any staff member who does not act in accordance with our policies maybe breaking our codes of conduct and may face formal procedures such as a disciplinary, or other sanction.</p>	
<p>3. Take positive action towards maintaining their wellbeing and mental health.</p>	<p>The university supports researcher's to take positive action to support their mental health and wellbeing by providing information on how to recognise periods of low mental health and seek support through our Mental Health resources on our wellbeing hub, and through training which includes Mental Health First Aid, and a Wellbeing and Mental Health awareness online training course (to be launched in 2020). The university will be aiming to trial the use of wellness plans as part of the appraisal process from September 2020. In addition, where needed we encourage researchers to disclose concerns with their line managers, so they can be signposted to appropriate support offered by student and academic services, safety unit and</p>	

<p>4. Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct.</p> <p>5. Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.</p>	<p>human resources. Researchers are also encouraged to take the initiative to attend appropriate training provided by the university, for example RETI's productivity retreat with time and stress management techniques for researchers.</p> <p>Researchers can report concerns of bullying, harassment and discrimination to their line manager, a trade union representative, through the university grievance process, by our incident reporting portal and we have a public interest disclosure policy (whistleblowing). Representatives of our staff networks (gender including women professoriate, BAME/DIG (diversity in research group), LGBTQ+, wellbeing, faith, and disability) can share concerns with senior managers via the university committees. Incident reports where appropriate are escalated to senior managers to act on.</p> <p>Any misconduct in research is unacceptable and should be reported. Allegations will be investigated thoroughly, fairly and in a timely manner, in accordance with the university's Procedure for Investigating Research Misconduct https://docs.gre.ac.uk/rep/sas/procedure-for-investigating-research-misconduct All proceedings will be conducted under the presumption of innocence and carried out with sensitivity and confidentiality. Anyone wishing to raise concerns relating to misconduct in research may do so and where raised in good faith, will be supported and not penalised. Any researcher who is found not to have committed misconduct will be supported and appropriate steps taken to restore their reputation and that of any relevant research project(s).</p> <p><i>This principle is applied consistently and therefore we will be making reference to it throughout the Concordat where it has been cited first at Environment and Culture point 5 (managers of researchers).</i></p>	<p>To explore evidence through any case studies.</p>
---	--	--

Principle 2: Employment	Evidence	Action
Institutions must: 1.Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Evidence The appointment of researchers through their recruitment regulations has been designed to ensure evidence-based assessment and selection processes. These processes involve diversity balanced structured interviews with panel members trained on unconscious bias and competency-based interviewing. The Academic Framework (talent management framework) developed three distinct academic career pathways - research, teaching and scholarship, and enterprise. With reference to the research pathway, clear guidelines have been provided by Human Resources for recruitment. Shortlisting is carried out by trained people, with interview panels now comprising a diverse workforce membership to ensure no unintended bias.	Action Sharing of annual data with Research and Enterprise and Nominations, Staffing and Remuneration through the Oracle system

<p>2. Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.</p>	<p>When researchers join the university they are invited to a structured induction which includes a welcome by members of the leadership and they meet key services that can support them so they can become integrated into the community of the university; a managers induction (if researchers have this role) and are provided with online resources and an induction checklist with quick links to the key policies to support their probation. These resources can also be accessed by managers to support a local induction.</p>	<p>To gather evidence on relevant case studies for sharing areas of good practice.</p>
<p>3. Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances.</p>	<p>The academic career pathways and aligned promotions processes are available on the portal. This provides a clear, transparent and merit-based recognition and reward/promotion scheme, which supports a researcher's contribution to society and their expert knowledge area. The pathways support the entirety of an academic career which includes leadership, teaching and scholarship; enterprise or research. The scheme operates annually and has positive impacts on the diversity of researchers especially women into more senior positions. Within the Academic Framework 'research pathways' guidelines there is supplementary support offered through briefings, videos and other face-to-face sessions for staff, such as those facilitated by the DVC Research and Enterprise, and HR. Within the briefings successfully promoted applicants from previous years have been invited to share their experience of how they have gained promotion.</p>	<p>To gather data on number of people attended staff briefings.</p>
<p>4. Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.</p>	<p>We offer annual leadership and management training programmes and provide core management skills refreshers on our open programme– this supports Heads of Department/Schools and Academic Portfolio Leads who can manage researchers. We also provide change and project management training with agile management tools so managers can effectively manage virtual teams/individuals that frequently travel. Also, RETI offers training on 'project management and organisation for researchers' which provides an opportunity to explore the key aspects of project management for researchers. This is open for attendance by managers and researchers.</p>	<p>To gather data on number of people attended training.</p>

5. Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.

6. Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.

7. Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.

Research staff that have been employed with the university for two years will have access to our redeployment pool. The new academic contract aims to harmonise all our terms and conditions of employment for staff. Where we can offer employment on these contracts as the funding for a post is over one year, this contract is issued. Our staffing, nominations and remuneration committee receive information on our establishment, as part of our governance reporting. Researchers' workload is managed through the university Balanced Academic Workload model, and specific guidelines provided by the Research and Enterprise Committee for ECRs.

This principle is applied consistently and therefore we will be making reference to it throughout the Concordat where it has been cited first at Environment and Culture point 5 (managers of researchers).

GRE supports consultation and engagement processes with researchers when they develop policies and processes which support the research environment at the University. The main vehicle for engaging staff on policy development is through representation from Research & Enterprise Committee, where Faculty representatives will seek input from their respective Faculties on new or amended policies and procedures. On occasion, staff may be contacted directly through targeted emails to elicit feedback on proposed policies and procedures (e.g. REF2021 Code of Practice), all-staff roadshows, and surveys. Where appropriate and relevant, policies are shared and support sought from the university's recognised staff representation groups, individually and through the Joint Negotiating Committee (JNC).

Funders must:	Evidence	Action
<p>1.Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies.</p> <p>2.Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security.</p> <p>3.Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression.</p> <p>4.Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels.</p>	<p>N/A (Vitae is working directly with the funders: they are also undertaking their gap analysis and will be publishing their action plans)</p>	

<p>Managers of researchers must:</p> <p>1.Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.</p> <p>2.Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.</p> <p>3.Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers.</p>	<p>Evidence</p> <p>Managers are expected to attend a manager’s induction covering core learning, mental health and essential activities for their role. They are also invited to attend an annual Heads of School/Department development programme. The Research and Enterprise Training Institute also supports researchers through training on careers in leadership, careers outside of academia, and research essentials training so managers are aware of how they can enable a duty of care for staff undertaking PGR supervision, as well as aspects of international compliance, and ethics.</p> <p>In addition to induction and professional training, all researchers have access to information on the portal, and line managers are made aware of updated employment legislation, codes of practice, relevant institutional policies and terms and conditions of grant funding through briefings, cascades and signposts as part of their work at the university.</p> <p>Line managers who support recruitment and promotion activities under the academic framework are trained on their roles (this covers unconscious bias, chairing panels and evidence-based decision making). Managers support researchers to participate at the Annual GRE Research and Enterprise Awards and Celebration Day which recognises and awards researchers at various stages of career including inspiring researchers, ECR Research Excellence, Outstanding achievement in research, Career Research Excellence.</p>	<p>Action</p> <p>To gather data on number of people attended training.</p> <p>GRE Annual Research Awards event. Number and details of researchers in receipt of awards; number of attendees at event.</p>

<p>4. Actively engage in regular constructive performance management with their researchers.</p> <p>5. Engage with opportunities to contribute to relevant policy development within their institution.</p>	<p>Appraisal which forms the basis of our performance management support, is contractual. Researchers receive individual performance metrics on a personal research scorecard. These enable them to create SMART objectives. Following the development of annual objectives, the university provides guidance to support regular 1-1s so individuals can discuss any activities/support which may be needed to ensure they can deliver their performance objectives for their appraisal review.</p> <p><i>This principle is applied consistently and therefore we will be making reference to it throughout the Concordat where it has been cited first at Environment and Culture point 5 (managers of researchers).</i></p>	
<p>Researchers must:</p> <p>1. Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.</p> <p>2. Understand their reporting obligations and responsibilities.</p>	<p>Evidence</p> <p>All researchers are employed in accordance with our institutional frameworks and on contracts which comply with the principles of the national contract for academics. In addition all researchers are given support from induction, probation and access through our cascades, so they are aware of our employment policies. This can be through mandatory training or by receiving clear guidance through institutional/team briefings or forums organised by Greenwich Research and Enterprise (including RETI) or Human Resources.</p> <p>GRE (through its component parts – Research Development Services, Contracts Team, and Research & Enterprise Training Institute) ensure that academic researchers are aware of their obligations through training (e.g. Budget Management for Grant Holders, Research Data Management) as well as direct communications when grants are awarded and agreements are signed on behalf of the institution.</p>	<p>Action</p> <p>To gather evidence on number of people trained, and examples of guidance through forums.</p> <p>To gather evidence on number of people trained.</p>

<p>3. Positively engage with performance management discussions and reviews with their managers.</p> <p>4. Recognise and act on their role as key stakeholders within their institution and the wider academic community.</p>	<p>Appraisal which forms the basis of our performance management support is contractual. Researchers receive individual performance metrics on their research scorecard which provide transparent information to enable them to create SMART objectives. Following the development of annual objectives, the university provides guidance to support regular 1-1s so individuals can discuss any activities/support which may be needed to ensure they can deliver their performance objectives successfully for their career progression.</p> <p>Expectations of the academic career paths and promotions can also be captured within the appraisal, so individuals can reflect on the wider trajectory of their role in the university, and support themselves to deliver on these expectations/possibilities, especially as part of individual career planning for a promotion within the university or sector. Job descriptions for academic staff include a responsibility to “Participate in visit to schools, local community groups, public engagement and related activity”. Every academic member of staff has a minimum of 110 points allocated to Research & Scholarly Activity (RSA) as part of the university’s Balanced Academic Workload planning tool. Component activities included within the RSA include public engagement and impact development activities. As part of the Academic Career Pathways, promotion through a Research Career Pathway, can include evidence on participation/organisation of exhibitions and conferences, outreach activities, and participation in advisory boards/committees.</p>	<p>To gather evidence through relevant case studies.</p>
<p>Principle 3: Professional and career development:</p>	<p>Evidence</p>	<p>Action</p>

Institutions must:	Evidence	Action
<p>1. Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days' professional development pro rata, per year, recognising that researchers will pursue careers across a wide range of employment sectors.</p> <p>2. Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers and 3. Ensure that researchers have access to professional advice on career management, across a breadth of careers.</p>	<p>1&4. The university offers researchers a significant programme of professional development, encouragement and support through its forums, and support for coaches/mentors so researchers can undertake personal development. The Research and Enterprise Training Institute provides a range of essential and optional training for researchers with face-to-face and online delivery. The appraisal and balanced academic workload model support the planning of development and captures this. Development is given time through the allocation of points. These are awarded from academic citizenship, Research and Scholarly activity and Teaching and Learning which can all have a development influence and can enable individuals to move laterally and develop their leadership potential to progress into more senior roles. our data shows research staff to take part in learning events each year.</p> <p>2&3. Our academic framework and appraisal policy, guidance and training provide information on how managers can support meaningful development with their researchers, through mentoring/coaching/development objective planning. There is a coaching/mentoring platform which can be accessed by any staff, and a coaching network at the university. The university will be providing specific training to managers on how they can support career coaching with staff. This is so they can consider how they plan their career across a breadth of opportunities within the academic family e.g. move from enterprise to teaching and learning or vice versa and research? Also, RETI provides specific training on careers outside of academia. Researchers can also access guidance from the Employability and Careers Services.</p>	<p>With the implementation of a new HR system it should be possible to review granular data such as training days per individual with costs. Communications to encourage attendance for development will be targeted to those that may appear not to engage with opportunities.</p> <p>To provide training on career coaching for staff. To gather data on number of people attended RETI training.</p>

<p>4. Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.</p> <p>5. Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.</p> <p>6. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.</p>	<p>4. Researchers are provided with opportunities and time to develop their research identity through their profile, provided support on research funding bids and publishing, presentation at conferences, and submitted to the Research Excellence Framework (REF) as applicable. Leadership development is provided through the (i) Aurora programme, (ii) Leadership training from HR (iii) Leadership training for researchers from RETI.</p> <p>Our intra-university job shadowing scheme is open to research staff to consider insights to work across different institutes. We have an academic sabbatical and support secondments which we can look to highlight in the university through the researchers' knowledge exchange and enterprise activities. As an example, the appointment of the Head of Commercialisation and Innovation within Greenwich Research and Enterprise from industry to enhance the enterprise activities of researchers across the university.</p> <p>Our training needs analysis from our appraisal system, and information from our Balanced Academic Workload management tool enables the university to monitor, report on and consider the engagement of researchers and their managers on the breadth of development they access. This data is shared on an annual basis by HR with all university partners that offer development so they can provide the right interventions and promote these.</p>	<p>To gather data on number of researchers who have completed the Aurora programme, and number of people trained.</p> <p>To evidence through any case studies on researchers benefiting from intra-university job shadowing scheme.</p> <p>RETI to provide training on research funding bidding, and conference presentations; and to provide strategic training on knowledge exchange and enterprise activities.</p>
<p>Funders must:</p> <p>1. Incorporate specific professional development requirements in relevant funding calls, terms and</p>	<p>Evidence</p> <p>N/A (Vitae is working directly with the funders: they are also undertaking their gap analysis and will be publishing their action plans)</p>	

<p>conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata, per year, and evidence of effective career development planning.</p> <p>2.Embed the Concordat Principles and researcher development into research assessment strategies and processes.</p> <p>3.Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit.</p>		
--	--	--

Managers of researchers must:	Evidence	Action
<p>1. Engage in regular career development discussions with their researchers, including holding a career development review at least annually.</p> <p>2. Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.</p> <p>3. Allocate a minimum of 10 days pro, rata per year for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development. 4. Identify opportunities and allow time (in addition to the 10 days professional development</p>	<p>The appraisal and academic promotion processes provide a bi-annual opportunity where a career development review can take place. As already stated in this document, significant resource and support is offered to ensure managers and researchers are clear how they can engage with the university's tools so they can have a meaningful reviews for career progression planning both within and outside of the sector.</p> <p>Our academic and wider career development framework provides information on how managers can support meaningful development with their researchers, through mentoring/coaching/development objective planning which can involve job shadowing or secondments. There is a coaching/mentoring offer for all staff, and a coaching network at the university. The university will be providing specific training to managers on how they can support career coaching with staff. This is so they can consider how they plan their career across a breadth of opportunities within the sector and outside of it. RETI provides specific training on careers outside of academia.</p> <p>3&4. The appraisal and balanced academic workload model support the planning of development and captures this. Development is given time through the allocation of points. These are awarded from academic citizenship, Research and Scholarly activity and Teaching and Learning which can all have a developmental influence and can enable individuals to move laterally and develop their leadership potential to progress into more senior roles.</p>	<p>HR to provide training on how managers can support career coaching with staff.</p> <p>With the implementation of a new HR system it should be possible to review granular data such as training days per individual with costs. Communications to encourage attendance for development will be targeted to those</p>

<p>allowance), for their researchers to develop their research identity and broader leadership skills and provide appropriate credit and recognition for their endeavours.</p> <p>5.Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.</p>	<p>We offer and target annual leadership and management training programmes and provide core management skills refreshers to Heads of Department/Schools, Academic Portfolio Leads who can manage researchers. We also provide change and project management training and resources with agile management tools so line managers can effectively manage virtual teams/individuals that frequently travel. At the Annual GRE Research and Enterprise Awards and Celebration Day, researchers are recognised through awards at various stages of career including inspiring researchers, ECR Research Excellence, Outstanding achievement in research, and Career Research Excellence.</p>	<p>that may appear not to engage with opportunities.</p> <p>To gather data on number of attendees and awardees at university GRE Awards event.</p>
<p>Researchers must:</p> <p>1.Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days' professional</p>	<p>Evidence</p> <p>1,2,4 &5. Our academic framework roadshows encourage researchers to take ownership of their careers. This information is also provided through our resources – senior manager video messages, guidance and forms. The appraisal and balanced academic workload model support the planning of development and captures this. Development is given time through the allocation of points. These are awarded from academic citizenship, Research and Scholarly activity and Teaching and Learning</p>	<p>Action</p> <p>HR and RETI to collate data on numbers of researchers who have completed the Aurora</p>

<p>development pro rata, per year. 2. Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments. 4. Positively engage in career development reviews with their managers. 5. Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.</p> <p>3. Maintain an up-to-date professional career development plan, and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.</p> <p>6. Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public</p>	<p>which can all have a developmental influence and can enable individuals to move laterally and develop their leadership potential to progress into more senior roles. There is no restriction on the time allocated to research staff for their development. Also, researchers are invited to share their research journey with PGRs as inspirational talks at PGR writing retreats. HR training includes participation in programmes such as coaching and mentoring network and core training for those who are new to management.</p> <p>Research identity: through their profile, submission to Research Development Framework (REF) + Leadership development is provided through the (i) Aurora programme, (ii) Leadership training from HR, (iii) Leadership training for researchers from RETI.</p> <p>RETI provides ‘optional’ training for researchers, examples include thematic networking events; training on supervision of PGRs, public engagement, research integrity, prepare to be a PGR examiner, prepare to be a Chair of a PGR viva, development of communication skills, preparing for leadership, statistics, the digital researcher, careers outside of academia.</p> <p>The university offers researchers a significant programme of professional development, and encouragement and support through its forums, partnership, networks and offers support for coaches/mentors so researchers can undertake personal development. This aligns with the university offers for coaching/mentoring through its platform for cross-institutional coaching/mentoring and from the universities qualified coaches who support the coaching/mentoring network offer.</p> <p>Aim 2 of the University’s Research & Enterprise Strategy 2016-21 is: Maximising the societal impact of our research and expertise through fostering a culture of enterprise and external engagement. Job descriptions for academic staff include a responsibility to “Participate in visit to schools, local community groups, public engagement and related activity”. Every academic member of staff has at a minimum of 110 points allocated to Research & Scholarly Activity (RSA) as part of the university’s Balanced Academic Workload planning tool. Component activities</p>	<p>programme, attended training.</p> <p>To provide strategic training on knowledge exchange and enterprise activities.</p>
--	--	--

<p>engagement and commercialisation.</p>	<p>included within the RSA include public engagement and impact development activities.</p> <p>As part of the Academic Career Pathways, promotion through a Research Career Pathway, can include evidence on participation/organisation of exhibitions and conferences, outreach activities, and participation in advisory boards/committees</p> <p>RETI provides training on 'high quality public engagement' delivered by the National Coordinating Centre for Public Engagement.</p> <p>Researchers have an opportunity to participate in the Greenwich Research and Enterprise knowledge exchange initiatives on apprenticeship programmes in collaboration with local employers, professional training, consultancy and other enterprise activities.</p>	
--	---	--