



The Concordat to Support the Career Development of Researchers Progress against the Action Plan November 2015-November 2017 (to May 2018 inclusive).

St George's, University of London (SGUL), established in 1733, is distinctive as the UK's only independent medical and healthcare Higher Education Institution, employing around 700 staff, 21% of whom are engaged on a fixed term contract to undertake research. SGUL shares its main campus with St George's Hospital, one of the UK's largest teaching hospitals. Our partnership with the Trust, along with our strong links with other healthcare providers, enable up-to-the-minute clinical insight that keeps our research and teaching relevant to evolving healthcare needs. Our co-location with the Trust gives our researchers access to a diverse portfolio of patients who participate in clinical trials and are essential to the success of many of our research activities. In 1995 we established a partnership with [Kingston University](#) to jointly offer courses in health and social care, and conduct practice-focused research within the jointly managed [Faculty of Health, Social Care and Education](#). The research areas were restructured in early 2014 into three research institutes: Cardiovascular and Cell Sciences, Immunity and Infection, and Population Health.

Our recently launched [strategic plan for 2015-2020](#) has three themes: The breadth of our translational work for patient benefit; the international dimension to our work; and working in collaboration. Our main research objective is to enhance the delivery of world-leading and internationally excellent research in focused and distinctive areas of expertise. As part of the strategic plan, we plan to enhance the research environment by:

- Building 'critical mass' in innovative research areas through recruitment, repositioning research effort, and through internal and external collaborations;
- Developing early career researchers and recruiting researchers with an international reputation;
- Fostering a supportive environment for young researchers, with strong mentoring, a dynamic seminar programme and enhanced numbers of PhD students;
- Ensuring a vibrant PhD and postdoctoral training programme;
- Succession planning;
- Growing fundraising, enterprise and other 'third-string' activities;
- Supporting public engagement activities;
- Communicating our message effectively both internally and externally.

Responsibility for taking forward the action plan lies with the recently appointed Learning and Development Manager. Progress will be reviewed through existing committees such as the Human Resources and Research Strategy Committees. A representative group of researchers will contribute and inform action plan progress reviews, as will results from the anticipated CROS and PIRLS 2017 exercise.

Principle 1 Recruitment and Selection					
Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					
Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale	Progress
1.1 Members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p>One of the key strategic aims in our Strategic Plan 2015-2020 is enhancing the delivery of world-leading and internationally excellent research in focused and distinctive areas of expertise. In order to achieve this, one objective is to enhance the research environment in order to recruit scientific and clinical researchers.</p> <p>Our Recruitment and Selection Policy sets out the processes and procedures to ensure a fair and transparent recruitment process. We ensure that the Policy is reviewed regularly and appropriate revisions made.</p> <p>The full Policy is made available to all staff on our intranet pages and all recruiting managers are made aware of the process and requirements in advance of any recruitment taking place.</p>	Periodic review and revision of Recruitment and Selection Policy.	Deputy Director of Human Resources	Updated policy available to managers by end of March 2016.	<p>SGULs new <i>Strategic Plan 2017 - 2022</i> was launched May 2017 and Operational Plan November 2017. A thorough consultation process was put in place to develop the strategy, whereby all employees were surveyed and were also invited to participate in a series of workshops including a dedicated session on research strategy. 60 researchers fed into this process.</p> <p>The Recruitment and Selection policy is part of a more comprehensive review of all employment policies and therefore will be reviewed in 2019/20. Regular recruitment and selection training for managers is carried out to ensure the policy is understood and implemented.</p>

<p>1.2 Employers should strive to attract excellence and respect diversity (ref Principle 6). Recruitment and selection procedures should be informative, transparent, and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</p>	<p>For all vacant posts a full job description and person specification is required. 100% of CROS 2015 respondents received a job description, the qualifications required of the role, and the details of the specialist research skills required of the post holder (Q19.1, 19.2, 19.3).</p> <p>All jobs are advertised on our recruitment website, on jobs.ac.uk and in other relevant journals. We continue to use a bespoke e-recruitment system which uses the key competences identified in the person specification to formulate specific areas of questioning on the application form, ensuring all requirements and skills are clearly identified. Reports are being set up to enable reporting of personal characteristics of applicants which will inform whether any follow-up action is required.</p>	<p>Start annual reporting of recruitment data according to personal characteristics</p> <p>Information used for Equality & Diversity monitoring purposes to be included as part of our Public Sector Equality Disclosure.</p>	<p>Deputy Director of HR</p> <p>HR Manager</p>	<p>First set of reports available by end of March 2016.</p> <p>Reports available to Equality and Diversity Committee by March 2016.</p>	<p>Following this submission, the existing system was found to have limitations in relation to reporting ability. A new HR system has subsequently been procured and is undergoing its first phase of implementation. Phase 2 will include the introduction of a specific recruitment module which will enable more advanced reporting of recruitment and diversity data. It is envisaged that we will be able to monitor and report recruitment data by diversity characteristics.</p> <p>The Diversity and Inclusion Steering Group (our strategic group for equality, diversity and inclusion) and Council receive regular reports on workforce demographics so that we are able to monitor patterns or trends and take appropriate action where required.</p>
<p>1.3 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</p>	<p>In accordance with our policy and procedure on the <i>Management of Fixed Term Contracts</i>, the majority of our fixed term contracts are linked to time limited research funding and as such the use of fixed term contracts is considered justifiable.</p>	<p>Maintain annual review of fixed term contracts to ensure that they are being used appropriately. Also, to ensure that where possible</p>	<p>Deputy Director HR</p>	<p>Annual review of fixed term contracts to be reported to Human Resources Committee</p>	<p>The Resourcing Review Committee (RRC) maintains oversight of fixed term contracts and receives an annual report of fixed term contracts. In addition, the RRC reviewed the overall policy on fixed term contracts in March</p>

	<p>We review the use of fixed term contracts on an annual basis using the Procedure for the management of fixed term contracts which is designed to provide guidelines to assist managers in appointing to, renewing extending or ending fixed term contracts of employment and to ensure fairness and equality for all staff.</p>	<p>staff are transferred to open-ended employment.</p>		<p>in February 2016 and February 2017.</p>	<p>2018. The committee discussed the issue of the use of fixed-term contracts and agreed to continue the current practice, which was more effective for the management of grant funded posts. It was agreed that where some individuals had been on a fixed-term contract for a considerable period and deserved permanency this should be considered.</p> <p>As part of our Athena SWAN work, we have reviewed fixed term contracts by gender in November 2017. As a result of this review, a number of actions have been put in place to support research staff on fixed term contracts with the development of their careers. We have included in the HRERA May 2018 – May 2020 action plan career coaching skills training for Principal Investigators to support their direct reports. We are also introducing more training to support research staff with developing skills in successful grant writing and writing targeted papers.</p>
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					<p>5 year funding from the Wellcome Trust Institutional Strategic Support Fund awarded 2016 (£1m, to be matched by Institution) is supporting major change in our research environment and direction. Enhancing cross-Institute and bipartite links with St George's University Hospitals NHS Foundation Trust. Providing funding for Early Career Researcher (ECR) posts; supporting new Clinical Academic Groups formed between the University and Trust in Cardiology (2015) and Neurosciences and Infection (2017); pilot projects to pump prime larger grant applications; funding for new cross-Institute research e.g. a new Bioinformatics Unit (2017); financial support for clinicians to collaborate with University colleagues; support for public engagement activities and finally individual circumstances support to facilitate attendance to training /conferences.</p>
1.4 To ensure fairness, consistency and the best assessment of the candidates' potential,	Our Recruitment and Selection policy continues to require at least one member of the recruiting panel to have attended recruitment and selection	Review attendance of managers at Recruitment and Selection training.	L&D Manager/HR Managers	>90% of recruiting managers have	Both targets of >90% for R&S and UB training were ambitious; and due to internal promotions and wider change at the

<p>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 research in considering their further career development.</p>	<p>training. Ideally, all members of the panel should have attended this training – this is noted on the Recruitment Request Form and monitored by the relevant HR Manager. Recruiting managers are required to attend recruitment and selection training if they have no experience in recruitment. These training sessions are run bi-monthly.</p> <p>We are in discussions with training companies to deliver unconscious bias workshops for recruiters to develop this work further.</p>	<p>Delivery of Unconscious Bias training for recruiting managers</p>	<p>Deputy Director of HR/L&D Manager</p>	<p>attended training in the last three years by November 2017.</p> <p>>90% of recruiting managers have received Unconscious Bias training by December 2016.</p>	<p>University, as of January 2018 34% of Managers have completed the Unconscious Bias (UB) online training. The face to face UB training offer has just been updated by the new D&I Manager (April 2018) and is now being rolled out. Recruitment and Selection (R&S) training has been run quarterly to ensure that managers are appropriately skilled in effective recruitment selection.</p> <p>We are updating our offer of all core Leadership and Management training and this will align with the implementation of Phase 2 of the new HR system. Allowing for improved tracking and records.</p> <p>HR for Managers (this is part of our Leadership and Development offer 2017/18 central offer) included R&S training and face to face UB training to compliment the online training to ensure a wider reach, better compliance and increase upskilling for recruiting managers.</p>
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1.5 The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	All new posts in SGUL (including research posts) continue to be evaluated using HERA (Higher Education Role Analysis) which determines the grade of post and appropriate salary grade on the nationally agreed pay framework. Where identified as necessary, and following analysis of market data, we are able to apply a market supplement for highly technical expertise.	No further action identified.			
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Principle 2 Recognition and Value
Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.

Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale	Progress
2.1 Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.	<p>All members of staff (regardless of length of contract or working patterns) are afforded equal treatment in terms of conditions of employment, access to benefits, training and development, and personal reviews, etc. This is explicitly stated in our policies and processes and embedded throughout SGUL.</p> <p>76.4% of CROS 2015 respondents agreed that they had equal access to training and development opportunities (Q10.1) and opportunities to attend conferences and external meetings (Q10.2).</p>	Analyse responses of contract research staff from forthcoming staff survey.	Deputy Director of HR	<p>Action plan created to address any issues raised by research staff by June 2016.</p> <p>>85% of CROS 2017 respondents to agree that they had equal access to training and development opportunities</p>	<p>Complete. Each research institute created an action plan to address the key local issues identified in the staff survey.</p> <p>In CROS 2017, Q10.1 is now Q11.1, 83% agree, Q10.2 is now Q11.2, 83% agree.</p> <ul style="list-style-type: none"> •

				s (Q10.1) and opportunities to attend conferences and external meetings (Q10.2).	
2.2 Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	<p>Our policy on the use of fixed term contracts sets out the process for the use of and the management of fixed term contracts. This is adopted throughout the institution.</p> <p>We review the use of fixed term contracts on an annual basis.</p> <p>Recruiting managers use the procedure for the management of fixed term contracts to identify whether a fixed term role can be converted into a permanent role.</p>	Maintain annual review of fixed term contracts to ensure that their continued use is in line with agreed policy and convert fixed term employees to open ended contracts where appropriate.	Deputy Director Of HR	Annual review of fixed term contracts to be reported to Human Resources in February 2016 and February 2017.	See 1.3
2.3 Research managers should be required to participate in active performance management, including career	<p>Results from PIRLS 2015 suggests that research managers would appreciate development in a number of areas:</p> <ul style="list-style-type: none"> • Conducting appraisals (44%, Q11.1b) 	Launch new management and leadership development provision.	L&D Manager	Management development programme	In progress. Due to the development of the new strategy, the development of new provision of leadership and management programmes was

<p>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.</p>	<ul style="list-style-type: none"> • Leading people/groups (27.8%, Q11.2b) • Managing staff performance (61.1%, Q11.4b) • Motivating individuals (29.4%, Q11.5b) • Providing research staff with advice on a range of career opportunities (47.1%, Q11.7b) <p>These results are informing new management and leadership provision to be launched in the first half of 2016.</p>			<p>launched by June 2016</p>	<p>postponed, ensuring that provision will now reflect the requirements of the new strategy.</p> <p>We offered management development opportunities through external programmes:</p> <p><i>Aurora Leadership programme</i> 2015-16, 7 places 2016-17, 4 places 2017-18, 9 places</p> <p><i>Future Leaders</i> 2014 - 2016 – 16 staff completed with 69% of staff being promoted.</p> <p><i>Managing Challenging Conversations (June 2017)</i> training for managers - 24 Staff</p> <p>This year we are piloting <i>HR for Managers</i> with 40 staff, which includes sessions on recruitment and selection, managing induction and probation, managing sickness absence, and managing performance.</p> <p>A number of focus groups were run in Autumn 2017 on staff development and career</p>
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				<p>progression. The aim was to understand what works well for staff and what could be improved in these areas.</p> <p>Areas of strength include:</p> <ul style="list-style-type: none"> • Some good resources are offered centrally • Regular internal seminar offer, educational seminars and teacher development • Quality training for research degree supervision and PhD supervisors • Access to programmes such as the Aurora Women's Leadership programme • Academic promotions with clear guidelines and events to facilitate and enable the process <p>Following these focus groups, an action plan was developed which is currently being implemented. Including:</p> <ul style="list-style-type: none"> • Refreshing and updating people management and development training for new managers; • Conducting a review of the Personal Review process to enhance its effectiveness; • Reviewing and updating the mentoring offer
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	<p>All members of staff are expected to have an annual personal review where individual performance and development needs are identified.</p> <p>During their annual Personal Review, academic staff (at the level of lecturer and above), including research leaders and principal investigators, are expected to demonstrate they meet set performance standards, which set out expectations related to research, teaching, scholarship, enterprise and leadership and management.</p>	<p>Monitor rates of personal review completion in the last 12 months for contract research staff.</p>	<p>L&D Manager</p>	<p>>90% of contract research staff to have had a Personal Review (PR) in 2016/17</p>	<ul style="list-style-type: none"> • Delivering career coaching skills for managers; • Undertaking a Learning Needs Analysis (LNA) to identify training needs departmentally and organisationally with greater alignment to the strategic and operational plans; • Continuing the implementation of gender-equality initiatives, in line with the Athena SWAN action plan. <p>Developing centralised resources to support and signpost career planning and development for staff.</p> <p>Complete. 95% of contract research staff have had a Personal Review (PR) in the 2016/2017 round.</p> <p>2017/18 data is not available as PRs are still being completed across the organisation.</p>
<p>2.4 Organisational systems must be capable of supporting continuity of employment for</p>	<p>The Bridging Fund provides up to three months funding for researchers whose fixed term contracts are coming to an end, who have been</p>	<p>Maintain the budget line for the HR Bridging Fund (HRBF) in planning for</p>	<p>Financial Performance & Planning Group</p>	<p>Stable HRBF budget allocation in</p>	<p>The Bridging Fund supported the following numbers of staff:</p>

<p>researchers, such as funding between grants, other schemes for supporting time between grant funding, and systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	<p>included on a submitted research proposal the outcome of which is either not yet known, or it has been successful and there is a gap between contracts. The budget is held by the Dean of Research and decisions are made by the Research Deanery, which is the weekly meeting of Research Institute Directors.</p>	<p>financial years 2016-17 and 2017-18.</p>		<p>2016-17 and 2017-18.</p>	<p>Financial Year(FY) 2016: 4 researchers FY2017: 8 researchers including one from FY2016 (support continued across 2 FY) FY2018 (current): 7 researchers including two from FY2017 (support continued across 2 FY) and one who received support in FY2017.</p>
<p>2.5 Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</p>	<p>SGUL has implemented the National Framework Agreement and uses the HERA job evaluation tool.</p> <p>SGUL's pay spine has 8 grades and all members of SGUL staff (apart from Professorial and Senior Administrative Staff) are placed on the pay spine. All staff on the pay spine progress in the same way, through automatic incremental rises until the top of the scale is reached.</p> <p>Accelerated progression up the pay spine can be achieved through annual merit awards and one-off payments. This process is accessible to all staff on the pay spine.</p> <p>An Equal Pay Audit is carried out every three years, with the most recent one</p>	<p>Equal pay audit in September 2016.</p>	<p>Deputy Director of HR/Reward and Recognition Adviser</p>	<p>If any issues are identified, action plan to address them to be created by November 2016.</p>	<p>We conducted an Equal Pay Audit in 2017. The main conclusion from carrying out this Equal Pay Audit is that the University does not have any significant need for concern over equal pay issues when comparing employees within current grades, as the majority of staff fall within SGUL grades 2-8 (77%). The only significant pay gap that may involve researchers is at grade 5, with a pay gap of 5.3% in favour of men. The newly established equal pay group will be exploring this further to see if this is specifically impacting on</p>

	<p>having been carried out in May 2013. Actions arising from the Equal Pay Review are taken forward by the Reward and Recognition Advisor and reported to and monitored by the Strategy, Planning and Resources Committee (SPARC).</p>				<p>grade 5 researchers or grade 5 professional services staff.</p> <p>SGUL's gender pay gap reporting was published in March 2018, in line with the statutory requirements. The mean gender pay gap was found to be 14.2% (Median 12.8%). We recognise the need to reduce the gender pay gap at SGUL and have developed a programme of action to close the gap.</p> <p>Specific targeted work is underway to address these disparities in terms of i) direct action of pay and reward, ii) action to ensure the workforce is gender balanced across all areas and levels within the organisation, iii) ensure the workplace enables everyone to thrive through fostering an inclusive culture. Our gender pay report can be accessed at https://www.sgul.ac.uk/images/about/Gender_Pay_Report.pdf</p>
<p>2.6 Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities</p>	<p>A merit awards round is run annually and this is open to all staff on SGUL grades 1-8. Under this procedure individuals can be put forward by their line manager for either a merit award or one off payment. The annual round</p>	<p>No further action identified.</p>			<p>The academic promotions framework was revised in January 2018 with the aim to facilitate staff advancement through multiple routes reflecting the breadth of</p>

<p>should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>	<p>is publicised to all staff by email with supporting information on the staff portal. This process is monitored, to ensure consistency and fairness, by the Reward and Recognition Advisor. Data is reported to the Human Resource Committee.</p> <p>Where an individual's job has changed, our rolling Re-grading Procedure enables individuals (on SGUL grades 1-8) and line managers to submit a revised job description for regrading using HERA.</p> <p>HERA benchmarks for roles on SGUL grade 1-8 are available on our intranet pages.</p> <p>These processes are administered and monitored by the HR Department and all information is available on the intranet pages.</p> <p>Career development support is available from our Careers Advisor and the in-house staff development programme includes a number of specific career development workshops for contract research staff.</p> <p>Contract researchers with teaching responsibilities can also register for the Postgraduate Certificate in Healthcare and Biomedical Education.</p>				<p>research endeavour in the organisation.</p> <p>Changes were made both to the process as well as to the criteria, with a view to more clearly defining the domains of activity against which a promotion application can be made while ensuring the process is sufficiently clear and rigorous. The domains were defined in such a way so as to better reflect the strategic priorities for SGUL, while additionally allowing for clearer routes to promotion for those who may fall outside of a more traditional 'education' or 'research' pathway, for example those in clinical practice or who have developed in a field of technical practice.</p> <p>The revised process also includes a confidential process for consideration of career gaps due to family breaks, ill health or other reasons.</p> <p>Annual promotions events are run centrally to provide support to employees considering applying for promotion.</p>
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Principle 3 Support and Career Development

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

Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale	Progress
<p>3.1 It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<p>All research staff should have an annual Personal Review which includes an element of career development planning. There is a section in the Personal Review which prompts line managers to discuss personal and career development. Each institute has a lead for professional development.</p> <p>Research Staff can speak to our Careers Advisor and the Associate Dean for the Career Development of Research Staff for careers support and advice.</p> <p>All research staff also have access to the in-house programme of staff development, including research - specific workshops plus our in-house coaching and mentoring programme, although uptake has been low.</p>	<p>Researcher Careers Event to be delivered in June 2016 and June 2017 following consultation with research staff each year.</p> <p>Publicise coaching and mentoring provision directly to contract researchers.</p>	<p>L&D Manager/ Associate Dean for the Career Development of Research Staff</p> <p>L&D Manager/ Institute Leads</p>	<p>>30 contract researchers attending in 2016</p> <p>>50 contract researchers attending in 2017</p> <p>>90% of requests for coaching or mentoring from researchers are met by June 2016 and monitored every six months.</p>	<p>16 people attended the conference in 2016.</p> <p>20 people attended the conference in 2017</p> <p>Given the lower participation rates than expected, this conference is being reviewed to ensure it is relevant and beneficial to staff. A new programme will be launched once this is completed in Spring 2019.</p> <p>Mentoring and coaching is offered centrally and by individual institutes. Currently we have 19 staff being formally mentored. There are also many informal mentoring relationships taking place both internally and externally at SGUL.</p> <p>A review of the mentoring scheme has been commissioned to consider its reach, effectiveness and impact. It is envisaged a refreshed approach to mentoring will be launched</p>

	A review of the previous Postgraduate Certificate in Research Skills is taking place to investigate whether elements of the qualification can be delivered as standalone staff development events.	Review PGCRS to identify workshops for career development programme.	Associate Dean for the Career Development of Research Staff	Programme of workshops available January 2016.	within the academic year 2018/19. Complete. Elements of the PGCRS are incorporated into the main staff development programme and events held by the Postdoc forum.
3.2 A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	<p>The annual Careers Event (normally run each June, but not in 2015 due to transition between staff development managers) showcases a variety of speakers from a broad range of careers. All research staff are invited to attend.</p> <p>Every year we offer 10 free tickets to attend the Nature Jobs Careers Expo Conference and Exhibition.</p>	<p>Researcher Careers Event to be delivered in June 2016 and June 2017 following consultation with research staff each year.</p> <p>Publicise Nature Jobs Career Expo (16 Sept 2016)</p>	<p>L&D Manager/ Associate Dean for the Career Development of Research Staff</p> <p>L&D Manager</p>	<p>>30 contract researchers attending in 2016</p> <p>16 people attended the conference in 2016.</p> <p>>50 contract researchers attending in 2017</p> <p>100% of tickets are allocated by Sept 2016.</p>	<p>Researcher Careers event June 2017 <30 staff attended.</p> <p>5 research staff supported to attend the Expo in 2016.</p> <p>The Jenner Research Day: an annual showcase of the best research in Infection and Immunity with both internal and external speakers. 190 research staff attended.</p> <p>St George's Annual Research Day, a celebration of research and research links across St George's, St Georges NHS Foundation Trust, and Thomas Jefferson University-our sister University in the US. Themed on our actual or developing research strengths i.e. Global Health (2015), Genomics and Human Health (2016) and The Brain: Inflammation and Disease (2017) with Exercise and Ageing</p>

					<p>(for 2018). Morning session of talks including mix of ECRs – prestigious Thomas Young Prize speaker Prof Peter Piot (2015), Prof Hagan Bayley FRS (2016), Prof Nancy Rothwell FRS (2017). Afternoon: posters (>100 from across campus) and networking session with poster prizes including the £1000 Chrissie Fenske Poster Prize awarded to the most innovative work.</p> <p>Mentoring of staff for public engagement by I&I Institute Director - 16 staff to HMP Wandsworth.</p> <p>Senior staff lead Spotlight on Science evenings, to showcase their research to the public.</p>
<p>3.3 Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out</p>	<p>Our in-house staff development programme is open to all members of staff and advertised to all staff through <i>George's Weekly</i>, on the staff development portal pages and directly to research institutes and researchers.</p> <p>The programme includes specific sessions for research staff:</p> <ul style="list-style-type: none"> • Writing Quality Papers • Writing Research Grant Proposals • Take Control Over Your Career 	<p>Further develop provision for researcher development:</p> <p>Evaluate effectiveness of current provision, including mapping of current provision, benchmarking against other institutions and developing new</p>	<p>L&D Manager/ Associate Dean for the Career Development of Research Staff</p>	<p>New programme launched by March 2016. >80% positive feedback.</p>	<p>Complete.</p> <p>In 2017 - 2018 a new learning and development programme was designed based on feedback from the full staff survey (2016), Pulse focus groups (2017), CROS and PIRLS (2017) surveys as well as considering strategic priorities for SGUL. This programme includes:</p> <ul style="list-style-type: none"> • Leadership and Management Development

<p>a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</p>	<ul style="list-style-type: none"> • Research Grants Day (jointly with St George's NHS Trust) • Good Clinical Practice • Research Open Day 	<p>provision as required.</p>			<p>including HR for Managers (4 sessions), a two day programme for new managers and a Stepping Up Into Management course.</p> <ul style="list-style-type: none"> • Writing Quality Papers • Writing Research Grant Proposals • Project Management • Introduction to Research Degree Supervision • Best Practice: Supporting and coaching doctoral students in difficulty • Interview preparation workshops
<p>3.4 All employers will review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</p>	<p>Contract research staffs are able to book appointments with SGUL's Careers Advisor who is able to offer 1:1 tailored careers advice and guidance. Contract researchers can also seek advice from the Associate Dean for the Career Development of Research Staff and the Learning and Development Manager.</p> <p>There is little awareness of Vitae or the Researcher Development Framework (RDF) and 70.6% of CROS 2015 respondent would like to undertake some form of career management (Q23.1a).</p>	<p>Review current arrangements for career management advice, through consultation with researchers and benchmarking.</p> <p>Raise awareness of Vitae and RDF through multiple channels (intranet, institute meetings, posters, etc.)</p>	<p>L&D Manager</p> <p>L&D Manager</p>	<p>New arrangements launched by June 2016.</p> <p>>80% of CROS 2017 respondents to have some understanding/knowledge of Vitae and</p>	<p>Not achieved. There is still some way to go to raise the profile of Vitae and the RDF. We would look to review and update this action in our May 2018 – May 2020 action plan to consider how better to increase awareness and use of the RDF by research staff across the University.</p>

				RDF (Q15.9 and 15.10).	
<p>3.5 Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>Our annual Personal Review includes a section on personal and career development.</p> <p>All our pay progression policies are available to staff on our intranet pages.</p>	<p>Map in-house staff development programme onto the RDF.</p> <p>Run trial of RDF planner and evaluate uptake and initial impact.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>New programme launched by March 2016, 100% of relevant programme to indicate mapping to RDF</p> <p>>20 researchers complete trial of RDF planner by end of April 2016.</p>	<p>Partially successful. 6 research staff signed up for the trial. Due to limited engagement through the trial and cost considerations, a full subscription was not taken up.</p>
<p>3.6 Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development</p>	<p>Institutional inductions were not very useful (42.9%) or not offered (42.9%) according to CROS 2015 respondents. Local inductions were seen to be useful or very useful (both 28.6%).</p> <p>SGUL has increased the number of Welcome Seminars from four to six to enable a timelier introduction to the organisation. The new starter process is currently being reviewed and this will create a responsive system to new staff needs from an organisational perspective, such as using an automated newsletter that provides</p>	<p>Introduction of new staff induction.</p>	<p>L&D Manager</p>	<p>>95% of new staff receive new induction by March 2016.</p> <p>Pilot session to run by February 2016.</p> <p>>80% positive feedback</p>	<p>Completed. Subsequently the induction process for new joiners has been refreshed to make it more informative and user friendly while enabling new joiners to increase their understanding of the organisation as early as possible. 17 ECRs across the three Research Institutes and IMBE were offered two induction days in 2017. Get-to-know short talks from each ECR followed by HR, JRES, on data processing,</p>

<p>of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>an introduction to the organisation in between Welcome Seminars.</p> <p>The researcher induction ceased in 2014 following poor feedback. The content of the induction is being reviewed and will be relaunched following consultation with researchers and research managers.</p> <p>All new staff should receive a local induction appropriate to their role and it is the responsibility of the recruiting manager to ensure that this takes place.</p>	<p>Re-establish the researcher induction following review of previous induction.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>following induction</p>	<p>Finance, Library, REF2021 and Presentation Skills day in 2018 given by an external consultant.</p>
<p>3.7 Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<p>During their Personal Review, members of staff have the opportunity to discuss career development and identify training and development needs.</p> <p>Our Graduate School runs an annual Graduate School Skills Programme (GSSP) and common postgraduate framework modules. The programme has been mapped onto the Researcher Development Statement. Many of the sessions are relevant to contract research staff.</p>	<p>Use PR data to inform staff and career development programme content.</p> <p>Publicise Graduate Skills Programme and common postgraduate framework modules to contract research staff through</p>	<p>L&D Manager</p> <p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>New programme launched by March 2016. <i>In progress. There were additions to the programme including a wellbeing initiative and project management training.</i></p> <p>Review uptake every six months</p>	<p>Each year, a new learning and development programme is designed based upon strategic priorities, feedback from managers, staff and identified development needs. L&D conducted a Learning Needs Analysis in 2017 to support the design of this programme.</p> <p>The GSSP is publicised to research staff but uptake has been quite low, as the programme is targeted to PhD students, rather than post docs.</p>

		intranet pages, new researcher induction and other relevant methods.		from June 2016.	
3.8 Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	<p>Over 50% of CROS 2015 respondents do not keep a formal record of their professional development and do not have a clear career development plan (Q22.2, 22.3 and 22.4). 70.6% would like to undertake some form of career management (Q23.1).</p> <p>Research Staff can speak to our Careers Advisor and the Associate Dean for the Career Development of Research Staff for careers support and advice.</p> <p>All research staff also have access to the in-house programme of staff development, including research specific workshops plus our in-house coaching and mentoring programme, although uptake has been low.</p>	<p>Raise awareness of RDF and associated planner, careers and network events.</p> <p>Monitor uptake of coaching and mentoring by contract researchers</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p> <p>L&D Manager/ Institute Leads</p>	<p>>20 researchers complete trial of RDF planner by end of April 2016.</p> <p>See 3.5 above.</p> <p>>80% of CROS 2017 respondents to have some understanding/ knowledge of RDF (Q15.10).</p> <p>See 3.4 above.</p> <p>>90% of appropriate requests for coaching or mentoring</p>	<p>See 3.5, 3.1 (mentoring) Post docs have Performance Reviews annually and are encouraged to discuss career development and identify training and development needs. PhD students do not have them but have to write 6-monthly progress reports. MD students have Trust appraisals as members of St George's University Trust NHS Foundation Trust staff.</p> <ul style="list-style-type: none"> • In Molecular Clinical Sciences (MCS) all early career research academics have a specific mentor. PhD students have at least 2 supervisors, so that the second one can act as an independent mentor if needed. • Infection and Immunity (I&I) institute group comprising all tenure-track staff other than Professors meet on a

				<p>from researchers are met by June 2016 and monitored every six months.</p> <p><i>See 3.1 above.</i></p>	<p>regular basis to discuss shared issues.</p> <ul style="list-style-type: none"> • I&I have a Grant Application Review group comprising all PIs to discuss new grant proposal ideas and applications. This is helpful to the applicants, but also to less experienced staff who can learn how colleagues assemble grant proposals. • Postdocs have access to the university mentoring scheme.
<p>3.9 Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a</p>	<p>77% of CROS 2015 respondents agree that they are treated equally with regards to access to training and development opportunities. 76.4% say that they have opportunities to attend conferences and external meetings.</p> <p>Academic Divisions continue to have local arrangements for funding attendances at meetings/conferences.</p> <p>The central staff development budget continues to fund the following workshops bi-annually to support the development of researcher skills in writing for publication and applications for research grants:</p> <ul style="list-style-type: none"> • Writing Quality Papers 	<p>Evaluate effectiveness of current provision, including mapping of current provision, benchmarking against other institutions and developing new</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p> <p>L&D Manager</p>	<p>New programme launched by March 2016. >80% positive feedback.</p> <p><i>See 3.7 above.</i></p>	<p>3.3, 3.7</p> <p>Molecular Clinical Sciences (MCS) Symposium (to be roughly annual but moving to spring 2019 for next one); MCS Showcase (for non-scientists) (annual); Research Centre events and seminars, varying with the different centres. MCS Newsletter (monthly). Many e-mail circular communications from MCS administrator, manager or director.</p> <p>Population Health Research Institute (PHRI) has regular seminar programme (weekly) and newsletter (three-monthly).</p>

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.	<ul style="list-style-type: none"> Writing Research Grant Proposals <p>In general, the SGUL staff development provision and approaches are being reviewed and will include elements such as team learning, personal learning networks and how managers can create a continuous learning environment.</p>	<p>provision as required.</p> <p>Implementation of new staff development approach</p>		<p>New approach implemented by end of December 2016.</p> <p>>80% positive feedback.</p>	<p>ECRs are encouraged to present and rehearse materials. Planning research development workshops for early career researchers. Efforts to publicise key training events through institute. Making training and development a key priority, and supporting it.</p> <p>Not complete. This was a very ambitious objective. However, communities of practice such as the Researcher Development Group (RDG) and the Staff Development Group (SDG) will allow the University to progress this over the 2017-2019 period.</p>
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Principle 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale	Progress
4.1 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	<p>Our annual Personal Review scheme uses an online system that enables us to collate all staff development needs identified which in turn informs the planning of our staff development programme. There is a section of the Personal Review which prompts discussion of personal and career development needs.</p> <p>In general, the SGUL staff development provision and</p>	<p>Use PR data to inform staff development programme content.</p> <p>Implementation of new staff</p>	<p>L&D Manager</p> <p>L&D Manager</p>	<p>New programme launched by March 2016.</p> <p>>80% positive feedback.</p> <p>See 3.7 above.</p>	<p>See 3.3, 3.7 (staff learning and development programme)</p>

<p>systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>approaches are being reviewed and will include elements such as team learning, personal learning networks (which should include those from across the research fields) and how individuals can take ownership of their learning and career development.</p>	<p>development approach.</p>		<p>New approach implemented by end of December 2016. >80% positive feedback. <i>See 3.9 above.</i></p>	
<p>4.2 Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p>	<p>Our Institute of Medical and Biomedical Education (IMBE) offers a programme of staff development for members of staff involved in teaching and learning. This includes the opportunity to register for the Postgraduate Certificate in Healthcare and Biomedical Education.</p>	<p>Ensure that research staff are aware of development workshops run by IMBE.</p>	<p>L&D Manager/ Senior Lecturer in Staff Development</p>	<p>100% of relevant events for 15/16 are shared with research staff by end of November 2015.</p>	<p>Complete. Opportunities are advertised through the intranet (Portal).</p> <p>SGUL was jointly awarded 10 PhD studentships by MRC (with London School of Hygiene and Tropical Medicine) resulting in cohort support network and training for postgraduate students. New Cohort</p> <p>Also George's Academic Training (GAT) was established in August 2016 to support and develop the Integrated Academic Training (IAT) programme across St George's, University of London and St George's University Hospitals NHS Foundation Trust. Funding sources for the twenty-six</p>

					current clinical academic posts (ACFs and ACLs) include NIHR, SGUL, SGHT and the London GP Deanery. GAT also supports the 26 trainees in the Academic Foundation Programme. Benefits to trainees include:- GAT workshops which are responsive to trainees' requests, identifying mentors, newsletters, 1:1 review meetings with IAT lead.
4.3 Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	<p>The workshops offered by IMBE include: Teaching Skills Course; problem-based learning (PBL); case-based learning (CBL); tutor training, Presentation Skills, Assessment workshop.</p> <p>All members of staff and students are invited to attend our annual Education Day which showcases a range of our teaching and learning successes and new developments and provides opportunities for professional development and networking. The programme for the day includes external and internal speakers and a poster display. There is an open call to all staff and students to submit poster and presentation abstracts prior to the event.</p> <p>SGUL has recently launched its SHINE (St George's Health in Education), its</p>	<p>Ensure that research staff involved in teaching and learning are aware of development workshops run by IMBE, including Education Day.</p> <p>Encourage researchers to seek HEA accreditation through SHINE.</p>	<p>L&D Manager/ Senior Lecturer in Staff Development</p> <p>L&D Manager/ Senior Lecturer in Staff Development</p>	<p>100% of relevant events for 15/16 are shared with research staff by end of November 2015.</p> <p><i>See 4.2 above.</i></p> <p>>90% of appropriate requests to take part in SHINE by research staff are met.</p>	<p>Complete.</p> <p>As a new initiative, SHINE is still in its early stages of adoption and is going through its second small cohort of teaching staff. Researchers will be actively encouraged to take part, where they are engaged in teaching and learning.</p>

	<p>professional development provision for SGUL staff involved in teaching and learning activities. It is accredited by the Higher Education Academy (HEA) so staff can gain recognition at one of three levels of Fellowship of the HEA (Associate Fellow, Fellow and Senior Fellow).</p>				
<p>4.4 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.</p>	<p>53% of CROS 2015 respondents feel that they have opportunities to participate in decision-making processes, which is an increase of 8% since CROS 2013. However, the Contract Research Staff Representative Group did not gain traction and so the methods for providing contract research staff with a voice are being reviewed. Research staff have specific representation on the Staff Forum, the Research Strategy Committee and Academic Forum.</p>	<p>Create a vibrant researcher development group, led by researchers themselves.</p> <p>Review of representation channels for contract research staff to determine improvements.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p> <p>Associate Dean for Career Development of Research Staff/Institute Directors</p>	<p>>12 researchers in the group, minimum 4 meetings per year.</p> <p>Programme of events published each term, directly related to the priorities identified by the group.</p>	<p>Complete. The Postdoc Forum has met more than 4 times each year and has developed into a mix of social and professional events.</p> <p>Rather than a programme of events, research staff input has been sought by inviting individuals to join key organisational groups such as our Athena SWAN Self-Assessment Team (AS SAT) and the Researcher Development Group. This has ensured a more meaningful and approach to researcher input.</p> <p>More recently, recruitment of ECRs and other researchers (e.g. part-time) onto key committees such as the Research Strategy Committee which has 10</p>

					<p>researchers including 3 ECRs and the REF2021 Steering Executive which has 9 researchers including 2 ECRs.</p> <p>See also 1.1 (Development of the Strategic Plan)</p>
<p>4.5 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p>Our coaching and mentoring schemes are available to all members of staff. However, uptake of formal mentoring from across SGUL remains low.</p>	<p>Monitor uptake of coaching and mentoring by contract researchers.</p>	<p>L&D Manager</p>	<p>Quarterly from end of January 2016</p> <p>Increase uptake of coaching/ mentoring by 50% by November 2015.</p>	<p>In progress.</p> <p>Presently 19 staff are being mentored. Currently our central mentoring pool is 16 staff. Mentoring arrangements are arranged by institutes themselves to support ECRs. We are aware that informal mentoring relationships are taking place both internally and externally to SGUL to support our research staff. The monitoring of coaching and mentoring needs to be improved to measure uptake and impact.</p> <p>SGUL's overall approach to mentoring will be reviewed to ensure its effectiveness and reach from May 2018 – July 2018.</p>
<p>Principle 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</p>					
<p>Concordat Statement</p>	<p>Current Policy and Practice</p>	<p>Action</p>	<p>Responsibility</p>	<p>Success Measure and Timescale</p>	<p>Progress</p>

<p>5.1 Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.</p>	<p>The majority of CROS 2015 respondents said that they have had the opportunity at SGUL, or would like to:</p> <ul style="list-style-type: none"> • Collaborate with colleagues outside the UK • Collaborate in research with external organisations • Mentor and support other researchers • Supervise undergraduate or postgraduate research projects • Work as part of a cross-disciplinary team • Plan and manage a project. <p>There are a number of activities that continue within the institutes such as seminar series, journal clubs, inaugural lectures and presentations, which provide opportunities for dialogue and learning about other projects and disciplines.</p>	<p>No further action required.</p>			<p>Institutes all have different areas of good practice. Contract researchers and research students give internal presentations on their work at least once a year. Regular external seminars at Institute and Centre levels, to broaden education and aid networking. Development funds are provided for postdocs and research students (as well as staff) to attend courses and conferences (if they give a presentation). We provide some bridging grants to help people in between contracts.</p> <p>(Also see 3.8)</p>
<p>5.2 Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the</p>	<p>The Enterprise team has given numerous presentations about knowledge transfer and the commercialisation of Intellectual Property (IP). In addition, the team has a dedicated section which works closely with the research institutes and has regular meetings with the</p>	<p>Develop a means of monitoring draft grant applications from the Institutes to achieve a greater ratio of awards to applications and ensuring that project outputs are properly represented in terms</p>	<p>Head of Enterprise</p>	<p>System in place to monitor draft applications by June 2017.</p>	<p>Newly-reorganised Joint Research and Enterprise Service (JRES) that provides a much improved service to researchers applying for and then managing grants and clinical trials, as well as expertise and guidance on matters relating to commercialisation of research.</p>

<p>wider society and economy as a whole.</p>	<p>researchers and Research Managers to advise on these matters.</p> <p>In addition, the Enterprise team runs (usually twice per year) the Impact and Innovation Awards which are assessed on researchers' abilities to exchange knowledge externally or to develop intellectual property for commercialisation. Once the awards are made, considerable time is spent overseeing the funded projects to ensure that the project outputs are met and to give guidance and advice on the commercialisation prospects. The team has also worked with research inventors who have gone on to found new spin-out companies and others whose patented intellectual property has been commercialised, either through licensing or IP assignments (where appropriate).</p>	<p>of their commercial values.</p>			
<p>5.3 Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.</p>	<p>The standards expected of researchers are addressed as part of local induction and orientation. Through day to day supervision, research leaders ensure these standards are maintained.</p> <p>Our policy on Research Misconduct is available on the intranet and all researchers involved in clinical research must attend <i>Good Clinical Practice</i> training and refresher training</p>	<p>Ensure attendance of relevant researchers for <i>Good Clinical Practice</i> workshops.</p>	<p>Head of Research Governance</p>	<p>>95% of researchers have attended attend relevant</p>	<p>Complete. A research ethics workshop was held in April 2016 with over 80% positive feedback.</p>

	<p>as appropriate. Those working with human tissue must complete an online e-learning module and attend an annual update.</p> <p>A research ethics committee started to meet in November 2015.</p>	Develop and deliver research ethics workshop	Head of Graduate School	<p>governance training by June 2017, reviewed every quarter from January 2016.</p> <p>Workshop is delivered with >80% positive feedback by end of March 2016.</p>	<p>An overarching ethics policy for the university will be implemented before the end of the 2017 - 2018 academic year.</p> <p>St George's Research Ethics Committee (SGREC) is recruiting members from each of the University's Institutes.</p>
5.4 Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	We provide a number of career development events, and access to a careers advisor as outlined above. All this information is regularly emailed to research staff and appears on the portal pages and in <i>George's Weekly</i> . The Associate Dean for the Career Development of Research Staff also issues a termly blog which is emailed to every contract researcher.	No further action identified.			
5.5 Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out	71% of CROS 2015 respondents say that they are encouraged to engage in personal and career development. 82% of CROS 2015 respondents agreed that they took ownership of their career development.	Run trial of RDF planner and evaluate uptake and initial impact.	L&D Manager/ Associate Dean for Career Development of Research Staff	>20 researchers complete trial of RDF planner by end of April 2016.	See 3.5 above.

<p>opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>Our annual Personal Review process is the formal mechanism for identifying and discussing training and development needs.</p>				
<p>5.6 Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which</p>	<p>72%* of CROS respondents reported that they had taken part in our Personal Review process, which should include a discussion on personal and career development and the creation of a Personal Development Plan. * figure taken mid-way through our Personal Review cycle More researchers find the personal review process useful (62% compared to 34% in 2013) and 69% found it helpful in focusing on their career aspirations (compared to 32% in 2013).</p>	<p>Work with researchers and research leaders to integrate the Researcher Development Framework into the Personal Review process for contract researchers.</p>	<p>L&D Manager/ Associate Dean for Career Development of Research Staff</p>	<p>Framework agreed by December 2015 and integrated into 2016 personal review process.</p>	<p>June 22017 - The RDF is available through the PR system but there is scope for it to drive the setting of work and development objectives.</p>

may be presented to current and future employers as appropriate.	Our staff self-service system (Yourself) logs all attendances at internal events run by the Staff Development Office. This enables researchers to keep an up to date log of development activities they have attended.				
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Principle 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale	Progress
6.1 The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	<p>SGUL has developed a Single Equality Scheme and Action Plan which covers both staff and students and is monitored through the Equality and Diversity Committee, which includes representatives from all research institutes.</p> <p>88% of respondents to CROS 2015 felt that SGUL is committed to Equality and Diversity. And the majority felt that they are treated fairly in relation to employment practices.</p>	Updating Single Equality Scheme	Chair of Equality and Diversity Committee	New scheme launched by February 2016.	<p>This was completed. However, subsequently, the development of the strategic plan in 2017 put Diversity and Inclusion (D&I) at the core of its strategy.</p> <p>A new governance structure for diversity and inclusion was established with the introduction of the Diversity and Inclusion Steering Group and Diversity and Inclusion Working Group. This new governance structure ensures senior leadership involvement as well as cross-organisational engagement and participation on diversity and inclusion matters.</p> <p>Key priorities for D&I include gender equality and diversity, and specifically the gender pay</p>

					<p>gap, BAME attainment gap, and developing an inclusive leadership model among others.</p> <p>In addition, in order to build the capacity and capability of diversity and inclusion in the organisation, two new roles were recruited to in 2016 and 2017: Associate Dean for Equality, Diversity and Inclusion and the D&I Manager.</p>
<p>6.2 As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p>	<p>We are rolling out unconscious bias training for managers to support an equal and diverse working environment.</p>	<p>See 1.2, 1.3 and 1.4</p>	<p>See 1.2, 1.3 and 1.4</p>	<p>See 1.2, 1.3 and 1.4</p>	<p>We regularly monitor our demographic data and the 2017 data showed:- 34% of our researchers are from BAME backgrounds 57% Female and Male 43% 5% declared a disability.</p>
<p>6.3 It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community</p>	<p>An Equal Pay Audit is conducted every three years.</p> <p>SGUL is a bronze Athena SWAN organisation and is currently 47 out of 398 on the Stonewall Workplace Equality Index.</p>	<p>Equal pay audit.</p>	<p>Deputy Director of HR/Reward and Recognition Adviser</p>	<p>September 2016</p> <p><i>See 2.5 above.</i></p>	

<p>actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>				
<p>6.4 Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p>	<p>Our flexible working policy extends beyond the legal requirements and gives all staff the right to request flexible working.</p> <p>Requests for flexible working are made to the immediate line manager and local agreements made. HR Managers work closely with each academic division to ensure fair application of the policy.</p> <p>The majority of respondents to the CROS 2015 say they are satisfied with their work-life balance.</p>	<p>No further action identified.</p>		<p>Flexible working arrangements are encouraged and the majority of staff (80%, Staff Survey 2016) feel they have the freedom to work in a way that suits them.</p> <p>Some flexible working involves periodic changes to FT/PT work patterns. Flexible working is guided by our Flexible Working Policy.</p> <p>There is financial support from one Institute for parents/carers going on short-term training or conference. Funding can be used for replacement care. This is being rolled out to all Institutes using Strategic Funding.</p> <p>We aim to raise awareness of the funding available. We saw record uptake of the new initiative in each Institute.</p>

<p>It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>					<p>Completion May 2018.</p>
<p>6.5 Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	<p>This issue is continuously monitored to ensure that all staff are able to benefit from SGUL's enhanced maternity and paternity leave and pay provisions. We ensure that as an Institution we cover the cost of maternity/paternity and adoption leave.</p>	<p>No further action identified.</p>			<p>Maternity leave is centrally-funded and back-fill resourced. For fixed-term researchers whose contracts end during or soon after maternity leave, managers are expected to contact funders to, where possible, arrange extensions and/or supplementary grants to cover the cost of the individual's salary. Institutes offer additional support, e.g. in applying for fellowships and interim financial support to bridge funding gaps for research staff.</p> <p>Limited uptake of paternity and parental leave. We aim to increase uptake of paternity and/or parental leave and this will be supported through actions in our May 2018- May 2020 action plan.</p>

<p>6.6 Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>Through our Single Equality Scheme Action Plan we continue to be committed to promoting equality and diversity in recruitment and embedding equality and diversity in practice.</p> <p>We continue to regularly review our Recruitment and Selection Policy and Procedure, ensuring our practice is fair and transparent.</p>	<p>See 6.1 and 6.3</p>		<p><i>See 6.1 and 6.3 above.</i></p>	<p>Our online Equality & Diversity training is mandatory for all chairs of recruitment panels. We have developed a new course focusing on unconscious bias which will also cover recruitment and be delivered on a regular basis.</p>
<p>6.7 Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers</p>	<p>We have developed a number of family friendly policies, which are made available to staff and managers via the intranet. The take up of these</p>	<p>No further action identified</p>			<p>Through our commitment to Disability Confident, we have revised our Reasonable Adjustments Process, we held a focus group for staff members</p>

<p>who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.</p>	<p>provisions e.g. flexible working is monitored in staff surveys.</p> <p>Our “Access to Work” policy provides financial support for reasonable adjustment for disabled staff. We have a Disability Working Group made up of disabled staff and students which advises on institutional policy and practice and formally reports to the Equality and Diversity Committee.</p>				<p>and are currently consulting with disabled members of staff. We are relaunching our disability staff network and advertising for new members.</p> <p>The University achieved Disability Confident status in December 2017, which replaces the Two Ticks scheme.</p>
<p>6.8 All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p>There is a Dignity at Work and Study Policy and associated complaints procedure for staff to raise any issues of bullying and harassment, which is available on our intranet and external website.</p> <p>SGUL continues to use a dignity advisor scheme which is promoted on the intranet, at the Welcome Seminar and through induction.</p> <p>We have a staff counselling service which is a confidential service available to all members of staff.</p>	<p>No further action required.</p>			<p>We monitor formal cases of bullying and harassment and regularly report these figures to Council.</p> <p>The counselling service offers 3 drop in sessions per week and is advertised on the staff portal. The service also attends every induction seminar to advertise the service to all new starters. In 2017, 39 members of staff used the service.</p>
<p>6.9 Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at</p>	<p>In 2015, SGUL was 47th out of 398 employers in the Stonewall Workplace Equality Index.</p>	<p>Submit Athena SWAN silver application.</p>	<p>Athena SWAN Self - Assessment Team</p>	<p>Silver status awarded by June 2016.</p>	<p>The University was unsuccessful in achieving Silver status in 2016. It submitted a new application in December 2017 and is awaiting the outcome.</p>

<p>promoting diversity in research careers.</p>	<p>We will be submitting our application for the Athena SWAN silver award in November 2015.</p>				<p>The Athena SWAN Self-Assessment Team meets regularly to monitor and review progress of the action plan and is chaired by our Vice Principal.</p> <p>Engagement events are currently being held to raise awareness of the actions and our commitment to gender equality.</p> <p>The University achieved Disability Confident level 1 status in December 2017. We are working towards gaining a level 2 award in December 2018.</p>
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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.

Concordat Statement	Current Policy and Practice	Action	Responsibility	Success Measure and Timescale	Progress
<p>7.1 The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a</p>	<p>All members of staff (including researchers) are offered the same terms and conditions of employment.</p> <p>We continue to participate in CROS to receive feedback and gain the view of researchers.</p> <p>Progress against the action plan through Human Resources and Resource Strategy Committees.</p>	<p>Create research staff data for monitoring purposes and integrate into existing reporting mechanisms.</p> <p>Review progress of action plan at each HRC and RSC meeting.</p>	<p>Deputy Director of HR/HR Information Officer</p> <p>L&D Manager</p>	<p>End of June 2016</p> <p>Updated action plan at each meeting Nov 2015- Nov 2017.</p>	<p>Complete. Progress for researcher development has been reported to committees.</p> <p>A committee structure review has taken place in June /July 2017 resulting changes to the future committee structure. Therefore, the Research Strategy Committee currently have governance responsibility</p>

<p>collective commitment to reviewing its progress.</p>					<p>for the HRERA accreditation and consideration is being given to an additional working group to provide more detailed governance on the next two year action plan.</p>
<p>7.2 Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>SGUL has developed a Single Equality Scheme and Action Plan which covers both staff and students and is monitored through the Equality and Diversity Committee.</p> <p>We will continue to encourage disclosure from members of staff to ensure meaningful data analysis.</p>	<p>See 6.1</p>		<p><i>See 6.1 above.</i></p>	