

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

Queen Mary University of London May 2011

Key:	Green	Compliant / strong upward trajectory	Amber	Not yet Compliant / upward trajectory	Red	Not compliant at a College-wide level
-------------	--------------	--------------------------------------	--------------	---------------------------------------	------------	---------------------------------------

A: RECRUITMENT AND SELECTION
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
1.1	Green	This is demonstrated by the College's commitment to appoint staff with exceptional research records and potential (as outlined in the QMUL Strategic Plan 2010-15 : http://www.qmul.ac.uk/docs/about/21982.pdf)			
1.2	Green	<p><i>Queen Mary will become a member of the EURAXESS-UK Services network which aims to help institutions attract world class research talent.</i></p> <p>The College is committed to the provision of equality of opportunity for all its students and staff (see Equal opportunities statement: http://www.hr.qmul.ac.uk/equality/policies/index.html). Other relevant policy documents:</p> <ul style="list-style-type: none"> • HR Code of Practice: Recruitment & Selection: http://www.hr.qmul.ac.uk/procedures/recruitment/index.html • Good Practice in Recruitment. http://www.hr.qmul.ac.uk/procedures/recruitment/index.html) 	<p>To have a Queen Mary Contact Point to provide assistance to international researchers coming or leaving the institution</p> <p>To upload Queen Mary Researcher job vacancies onto the European jobs portal.</p>	<p>Director of HR</p> <p>Director of HR</p>	<p>Jun 2012</p> <p>Jun 2012</p>
1.3	Amber	The approval and recruitment process for fixed-term contracts is identical to that for permanent staff (see	To embed these policies into Recruitment &	Director of HR	Aug 2012

	reason.		http://www.hr.qmul.ac.uk/procedures/contracts/ftc/index.html and Key Concepts - Reviewing Fixed-term Contracts: http://www.hr.qmul.ac.uk/docs/policies_procedures/exitandretirement/6262.pdf Integrated into ILM endorsed Leadership & Management Leadership & Management Programme for Academic & Research Staff.	Selection training		
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	Amber	All members of any interview panel must first undergo mandatory training (Fair Selection & Interview Skills workshop). Refresher Training is required every three years. Relevant documents: <ul style="list-style-type: none"> • HR Code of Practice: Recruitment & Selection: http://www.hr.qmul.ac.uk/procedures/recruitment/index.html • Good Practice in Recruitment: http://www.hr.qmul.ac.uk/procedures/recruitment/index.html) Feedback to unsuccessful candidates is provided if requested.	To develop alert mechanisms within MyHR for expiry of training validity after 3 years. To develop appropriate guidance regarding the diversity and range of expertise of panels (eg A Recruitment & Selection Aid Memoir)	Director of HR Director of HR	Oct 2012 Oct 2012
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.	Green	The College has recently completed a job evaluation project that was initiated as a result of the National Pay Framework Agreement. This provided the opportunity to review the way research jobs at QM are evaluated. A new process has been developed which is underpinned by a set of Grade Profiles for each job family at every grade and Job Profile which contains the duties required for each research job. (http://www.hr.qmul.ac.uk/workqm/pay/index.html)		Director of HR	on-going

--	--	--	--	--	--	--

B: RECOGNITION AND VALUE
Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems	Amber	<p>The Queen Mary Research Strategy for 2011-2015 (under development) outlines the College’s commitment to implement the Principles of the Concordat and the development of Researchers.</p> <p>Researchers on fixed-term contracts have free access to developmental activities both within their own faculties and the Researcher Development programme offered by The Learning Institute: http://www.learninginstitute.qmul.ac.uk/resdev/ .</p> <p>Roberts’ activities are currently being embedded across College – but it is noted that practice may vary across Faculties.</p>	To review practice across whole College to ensure consistent and equal treatment for all researchers	Vice Principal (Research & International Affairs)	by Oct 2012
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.	Green	<p>The approval and recruitment process for fixed-term contracts is identical to that for permanent staff, see:</p> <ul style="list-style-type: none"> • Code of Practice: Fixed Term Contracts: http://www.hr.qmul.ac.uk/procedures/contracts/ftc/index.html • Key Concepts - Reviewing Fixed-term Contracts: http://www.hr.qmul.ac.uk/docs/policies_procedures/exitandretirement/6262.pdf • Employee Guide: Fixed Term Contract Review: http://www.hr.qmul.ac.uk/docs/policies_procedures/exitandretirement/6269.pdf 		Director of HR	on-going

2.3	<p>Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	<p style="text-align: center;">Amber</p>	<p>The School of Medicine and Dentistry has a clear performance management policy, which includes support for training and developmental opportunities.</p>	<p>To develop appropriate performance management strategies for the other two Faculties (Science & Engineering and Humanities & Social Sciences).</p>	<p>Director of HR</p>	<p>Dec 2012</p>
2.4	<p>Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	<p style="text-align: center;">Red</p>	<p>Currently, there is no such College wide scheme. However, there have been various localized schemes to support researchers between grants:</p> <ul style="list-style-type: none"> • Multidisciplinary Research Pump Priming Awards http://www.dbi.qmul.ac.uk/grants/pump%20priming%20award.html • Discipline Bridging Awards http://www.dbi.qmul.ac.uk/grants/Discipline%20bridging%20awards.html 	<p>To develop a College wide scheme to provide interim financial support to maintain research staff employment between external funding arrangements.</p>	<p>Vice Principal (Research & International Affairs)</p>	<p>Dec 2012</p>
2.5	<p>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</p>	<p style="text-align: center;">Green</p>	<p>The College has recently completed a job evaluation project that was initiated as a result of the National Pay Framework Agreement. This provided the opportunity to review the way research jobs at QM are evaluated. A new process has been developed which is</p>		<p>Director of HR</p>	<p>on-going</p>

	accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.		underpinned by a set of Grade Profiles for each job family at every grade and Job Profile which contains the duties required for each research job. (http://www.hr.qmul.ac.uk/workqm/pay/index.html)			
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	Green	Promotion opportunities are transparent, open to all staff and are publically advertised across the College. Academic promotion forms an internal part of PG CAP Module 4 (Developing an Academic Career). http://www.learninginstitute.qmul.ac.uk/ita/courses/pgcap/		Director of HR	on-going

C: SUPPORT AND CAREER DEVELOPMENT

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

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

	<i>Clause</i>	<i>Status</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead</i>	<i>Timescale</i>
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.	Green	The Learning Institute offers a programme of special events, development activities and workshops designed specifically for research staff across the College. These aim to support the College commitment to the Concordat and the career development of research staff. (http://www.learninginstitute.qmul.ac.uk/resdev/pd2/)		The Learning Institute	on-going

3.2	<p>A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	<p style="text-align: center;">Green</p>	<p>The Researcher Development programme (http://www.learninginstitute.qmul.ac.uk/resdev/pd2/) provides support for research staff who would like to pursue a career in research as well as those considering careers outside academia and/or research.</p> <p>Queen Mary will become a member of the EURAXESS-UK Services network which aims to help institutions attract world class research talent and supports the mobility of researchers.</p>		The Learning Institute	on-going
3.3	<p>Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</p>	<p style="text-align: center;">Green</p>	<p>Queen Mary recognises the value of development activities at different levels and in different disciplinary contexts. Roberts' activities have been embedded in programmes for the development of researchers as a result of Roberts' funding.</p> <p>A Vice-Principal (Research and International Affairs) has been appointed and will oversee the implementation of College Strategic Aim: KPI: EA1.4 (<i>Participation in staff career development programmes - Year-by-year increase in engagement by early career researchers in career development and generic skills programmes (towards 75 per cent by 2015)</i>) http://www.qmul.ac.uk/docs/about/21982.pdf</p>	To continue to work with Faculties to embed researcher development activities across the College	VPRAG / Faculties & The Learning Institute	On-going
3.4	<p>All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and</p>	<p style="text-align: center;">Green</p>	<p>IMPACT QM has provided support for researchers to develop collaborative research ventures with non-academic organizations: http://www.qmul.ac.uk/impactqm/ which includes the professional Short course (Pitch Your Idea)</p>			

	sectors.					
3.5	<p>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>	Green	<p>Career development discussions between research staff and their managers in the annual Queen Mary Appraisal Scheme (QMPAS).</p> <p>Information about career development is communicated to all Research staff via dedicated website http://www.learninginstitute.qmul.ac.uk/resdev/pd2/ and regular e-mail alerts.</p>		QMPAS Steering Group	on-going
3.6	<p>Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	Green	<p>New research staff are invited to the College Induction for all staff which is held three times a year: http://www.learninginstitute.qmul.ac.uk/prodev/induction/</p> <p>A Science & Engineering Postdoc Network provided researchers with peer support and the opportunity to shape the provision of researcher development activities.</p> <p>Queen Mary retained its Athena SWAN Bronze Award in 2010. http://www.hr.qmul.ac.uk/equality/athenaswanchart/index.html</p> <p>The QM Women in Science & Engineering group supports the Swan Athena agenda by providing events and networking opportunities for researchers interested in the role of female participation in science. http://wiseqmul.wordpress.com/ .</p>	<p>To run specific Inductions within Faculties for new Research staff</p> <p>To establish researcher Networks within Faculties across the whole College</p> <p>To develop a series of SWAN Athena activities to support researchers</p>	<p>Faculties & The Learning Institute</p> <p>Faculties & The Learning Institute</p> <p>VPRAG / Faculties & The Learning Institute</p>	<p>2011 - 20012</p> <p>2011 - 20012</p> <p>2011 - 20012</p>
3.7	Employers and funders will wish to consider articulating the skills that		Researcher development activities for PhD students are mapped onto the Joint Skills	All researcher development	VPRAG / Faculties	Jun 2012

	should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	Green	Statement.	activities across the College are being mapped onto Vitae's Researcher Development Framework.	& The Learning Institute	
3.8	Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	Green	Free access to career development activities is open to all researchers across the college (both RCUK and non-RCUK funded). One on one consultations and group sessions are offered to research staff who would like to pursue a career in research as well as those considering careers outside academia and/or research. Further development of professional support and mentoring will be supported by the College.		Vice Principal (Research & International Affairs)	on-going
3.9	Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and	Green	PhD Supervision Training is provided to all new members of academic staff and is delivered by the Learning Institute. Refresher PhD Supervision Training is provided to experienced academic staff within each of the three faculties. This training recorded on the Research Management Module.		Research Degrees Office	on-going

	mentors to adopt these practices.					
3.10	<p>Researchers should be empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	Green	<p>All research staff have an appraisal upon completion of probation. Appraisal Training is provided for staff who will be carrying out performance appraisals for the first time within the College's annual Queen Mary Appraisal Scheme (QMPAS) as well as for more experienced appraisers who feel they might benefit from an opportunity to refresh or further develop their skills.</p> <p>Research Staff have access to a range of career development activities: http://www.learninginstitute.qmul.ac.uk/resdev/pd2/ Information about career development is communicated to all Research staff via dedicated website and regular weekly e-mail.</p> <p>A series of Leadership & Management programmes (endorsed by the Institute of Leadership & Management) have been specifically developed for Academic & Research Staff.</p>		QMPAS Steering Group	on-going
3.11	<p>Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.</p>	Green	<p>Research staff have access to training on topics relevant to academic practice including:</p> <ul style="list-style-type: none"> - Certificate in Teaching and Learning (CILT) (accredited) - Leadership & Management (endorsed by the Institute of Leadership & Management) 		The Learning Institute	on-going
3.12	<p>Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and</p>	Green	<p>Training for research staff who have limited teaching responsibilities as part of their work at QMUL is provided. The Certificate in Learning and Teaching (CILT) is an accredited qualification worth 30 Master's level credits.</p>		The Learning Institute	on-going

	support is provided.					
3.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	Amber	Practice across the college is variable. The School of Electronic Engineering & Computer Science (EECS) & Geography have established Research Liaison Committees which contain Research staff representatives from different research groups.	To develop an action plan to ensure appropriate representation of research staff on College management committees.	VPRAG / Faculties	Jun 2012 ?
3.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Amber	Professional support and mentoring is provided to researchers across the College.	Additional professional support and mentoring is currently being developed.	VPRAG / Faculties & The Learning Institute	Jun 2012 ?

D: RESEARCHERS' RESPONSIBILITIES

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

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	Green	This is demonstrated by the College's commitment to appoint staff with exceptional research records and potential (as outlined in the QMUL Strategic Plan 2010-15 : http://www.qmul.ac.uk/docs/about/21982.pdf)			
5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	Green	IMPACT QM has provided support for researchers to develop collaborative research ventures with non-academic organizations: http://www.qmul.ac.uk/impactqm/ Dr Kevin Byron (The Learning Institute) has developed a Knowledge Exchange / Business Awareness / Entrepreneurship professional short course (Making It Happen). He has also secured funding from EPSRC to develop a software tool to facilitate creative thinking in		QMI & The Learning Institute	on-going

			research.			
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.	Green	This is embedded into the Induction, Probation and Appraisal systems of the College. Research Ethic courses are delivered by the Joint Research & Development Office			on-going
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.	Green	A Vice-Principal (Research and International Affairs) has been appointed and will oversee the implementation of College Strategic Aim: KPI: EA1.4 (<i>Participation in staff career development programmes - Year-by-year increase in engagement by early career researchers in career development and generic skills programmes (towards 75 per cent by 2015)</i>) http://www.qmul.ac.uk/docs/about/21982.pdf	To run specific Inductions within Faculties for new Research staff	Faculties & The Learning Institute	2011 - 2012
5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility.	Amber	This is embedded into the Induction, Probation and Appraisal systems of the College.	To establish researcher Networks within Faculties across the whole College	Faculties & The Learning Institute	2011 - 2012
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	Amber	Personal Development Plan is embedded into the College's annual Queen Mary Appraisal Scheme (QMPAS).	To place this PDP document onto my HR	Director of HR	Dec 2012

E: DIVERSITY AND EQUALITY**Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	Green	Queen Mary is committed to the provision of equality of opportunity for all its and staff (see Equal opportunities statement: http://www.hr.qmul.ac.uk/equality/policies/index.html). 95% of respondents to the 2009 CROS survey believe the university is committed to equality and diversity.	Monitor equal opportunity plans and embed them across the College.	Equality & Diversity Steering Group	on-going
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.	Green	The College fully complies with national legislation. All members of any interview panel must first undergo mandatory training (Fair Selection & Interview Skills workshop) which includes specific emphasis on Equality & Diversity (see 1.4)		Equality & Diversity Steering Group	on-going
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	Green	In 2010, the College celebrated the appointment of three new female Vice-Principals: Professors Susan Dilly; Morag Shiach; and Evelyn Welch.		Equality & Diversity Steering Group	on-going

6.4	<p>Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements.</p> <p>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 style="text-align: center;">Green</p>	<p>Queen Mary recognises that to recruit and retain the best staff it needs to support and promote a healthy worklife balance for its employees. The Colleges has several types of flexible working opportunities available, including working from home, term-time working, compressed hours and annualised hours – see Flexible Working Policy (http://www.hr.qmul.ac.uk/workqm/leave/)</p> <p>In 2010 Queen Mary retained its Athena SWAN Bronze Award, which was first awarded in 2007, in recognition of its attitude towards gender equality in the academic sector. http://www.hr.qmul.ac.uk/equality/athenaswancharter/index.html</p>	<p>To review and implement the College’s Swan Athena Action Plan including:</p> <ul style="list-style-type: none"> • Submission of a least one School / Institute for the Silver Award • To renew Bronze Award status for the whole College 	Swan Athena Group	by 2013
6.5	<p>It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>	<p style="text-align: center;">Green</p>	<p>The College has a comprehensive flexible working policy: (http://www.hr.qmul.ac.uk/workqm/leave/)</p>		Equality & Diversity Steering Group	on-going
6.6	<p>Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	<p style="text-align: center;">Green</p>	<p>The process in place is that the individual department concerned should talk to the funder directly. If the funder will not support the leave, Personnel become involved and the University will cover the period of leave.</p>	<p>To review current College provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	Equality & Diversity Steering Group	Dec 2012
6.7	<p>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</p>	<p style="text-align: center;">Green</p>	<p>Appointment is based upon merit first but policy and strategy supports Equality & Diversity agenda, eg</p> <ul style="list-style-type: none"> • SWAN Athena 		Equality & Diversity Steering Group	on-going

	<p>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>		<ul style="list-style-type: none"> • Project Juno • WISE. <p>In 2010, the College celebrated the appointment of three new female Vice-Principals: Professors Susan Dilly; Morag Shiach; and Evelyn Welch.</p>			
6.8	<p>Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups</p>	<div style="background-color: green; color: black; padding: 5px; width: fit-content; margin: 0 auto;">Green</div>	<p>The College is committed to the provision of equality of opportunity for all its and staff (see Equal opportunities statement: http://www.hr.qmul.ac.uk/equality/policies/index.html).</p> <p>The College provides specific advice and guidance for international staff through subscription to the following national web resource: http://www.internationalstaff.ac.uk/</p> <p>Queen Mary will become a member of the EURAXESS-UK Services network which aims to help institutions attract world class research talent and supports the mobility of researchers.</p>		<p>Equality & Diversity Steering Group</p>	<p>on-going</p>
6.9	<p>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>	<div style="background-color: green; color: black; padding: 5px; width: fit-content; margin: 0 auto;">Green</div>		<p>To develop an Action Plan to embed policies and suitable mechanisms across the College.</p>	<p>Equality & Diversity Steering Group</p>	<p>on-going</p>

6.10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	Green	In 2010 Queen Mary retained its Athena SWAN Bronze Award, which was first awarded in 2007, in recognition of its attitude towards gender equality in the academic sector. http://www.hr.qmul.ac.uk/equality/athenaswancharter/index.html	For Physics to achieve Practitioner Project Juno Status	Swan Athena Group & School of Physics	by 2013
------	---	--------------	--	---	---------------------------------------	---------

F: IMPLEMENTATION AND REVIEW

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause	Status	Evidence for current compliance	Actions	Lead	Timescale
7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	Green	The Vice Principal for Research Advisory Group (VPRAG) commissioned a group to conduct an internal analysis of institutional policy and practice against the Concordat principles. This group then developed this Concordat Action Plan.	The implementation of this Concordat action plan will be monitored and reviewed periodically.	VPRAG	on-going
7.2	The signatories agree: <ul style="list-style-type: none"> a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate share of 	Green	The College has run the Careers in Research Online Survey (CROS) five times (in 2003, 2004, 2005, 2009 & 2011) and the Principal Investigators Research Leaders Survey (PIRLS) in 2011. Information from these surveys informs both strategic thinking and the provision of researcher development activities.	The outcomes of these surveys will be considered at the Vice Principal for Research Advisory Group (VPRAG)	VPRAG	on-going

	<p>the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organizations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>					
7.3	<p>The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>	<p>Green</p>				
7.4	<p>The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and</p>	<p>Green</p>				

	enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.					
7.5	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.	Green	These activities are conducted by the College and data is submitted periodically to both HESA and SWAN Athena		Equality & Diversity Steering Group	on-going