

Coventry University Gap Analysis and Action Plan
The Concordat to Support the Career Development of Researchers
August 2012
Progress Update November 2014

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.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p>This is demonstrated by Coventry University's Corporate Plan, specifically the Applied Research section. See our Corporate Plan</p> <p>Job descriptions include information about the nature of the job role and what the researcher will be required to do in relation to specific projects/faculty targets.</p> <p>Job descriptions for research posts follow a set template and so should be equal across faculties and departments.</p> <p>Job descriptions: JD for Researcher Assistant Grade 6 JD for Senior Research Assistant Grade 7 JD for Research Fellow Grade 8 JD for Senior Research Fellow Grade 9</p> <p>The above are supported by our recruitment and selection procedures as contained below:Procedure for the Recruitment, Selection and Appointment of candidates to vacant post</p>	<p>We are currently developing a new University Website. We will use this opportunity to further promote research careers and researcher development at Coventry. This work will further enhance each of the sections below – and specific actions to achieve this have been given to Leads. These are detailed in this action plan under the title of “New Web Enhancement – Area of Work</p>	<p>Steve Pallister, HR Recruitment Manager, Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.</p>	<p>Initial inclusion will be on our new web-site which is scheduled for the end of December 2012</p>	<p>New Web Enhancement: Recruitment and Selection</p> <p>Development of the new website has been delayed and is now under the remit of ITS – Nath Czechowski will lead this with HR input. The 2 elements of this; A) Development of HR pages/content and B) Interface of CHRIS web recruitment with external website (Episerver).</p> <p>In the interim, a researcher development website is being created that will link into the new university website when complete. Work begins on 5/2/14.</p>	<p>New Web Enhancement: Recruitment and Selection</p> <p>Developed and launched a new University Website specifically for the Recruitment of Researchers as part of our Research Strategy "Excellence with Impact"</p> <p>This was originally externally hosted but has now been brought in-house http://www.coventry.ac.uk/research/</p> <p>Redeveloped the 'Life on Campus' part of the website. This includes a link to our Research Policies (including the Concordat Action Plan as well as the Learning & Development Courses/ development opportunities offered to Research staff</p> <p>As part of our ongoing research transition process, we are reviewing the existing research content on University's webpages. To ensure a smooth transition in our web presence from the previous research structures such as Applied Research Centres and Groups, and Grand Challenges, to the new Research Centres, content will be ported across to new Research Centre sites where appropriate.</p> <p>PdD Studentships - our work on increasing the number and quality of PhD studentships is also progressing. Current increase of 15% on this time last year. We are offering over 200 PhD Studentships and have been advertising some of these in the Guardian and Times Higher Education as well as on our website.</p>	<p>New Web Enhancement: R&S Transition our web presence from previous research structures to new Research Centres and redevelop outward facing researcher development offer further .</p>

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2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	<p>Our recruitment and selection procedures are contained below. These are open and transparent to all.</p> <p>Procedure for the Recruitment, Selection and Appointment of candidates to vacant post</p> <p>Applications, and appointments are monitored in accordance with our Equality and Diversity processes, and are reported to the Equality and Diversity Committee and the Human Resources Committee. A comprehensive set of data, alongside Equality Schemes and Plans are published openly as illustrated in the link below</p> <p>Equality and diversity statistics</p> <p>New staff are also sent a request to complete a survey about the application process, which provides a feedback mechanism.</p> <p>All job applications have a clear person specification which includes both essential and desirable requirements.</p> <p>JD for Researcher Assistant Grade 6 JD for Senior Research Assistant Grade 7 JD for Research Fellow Grade 8 JD for Senior Research Fellow</p>	N/A	N/A	N/A	N/A	<p>Race Equality Chartermark- We are currently one of the 31 trial participants in the process of applying for the 'Race Equality Chartermark'. This is due to conclude in Spring 2015. Race Equality Chartermark</p> <p>Unconscious Bias - Unconscious bias training attended at ECU by Sarah Lewis (E&D Manager), Mark Holton (HR Deputy Director) and Rebecca King (Management Development Adviser). Pilot sessions have been delivered at HR Team Meetings and hosted a forum across the Midlands on behalf of the ECU. Panel composition is monitored.</p>	<p>Race Equality Chartermark - Participate in trial.</p> <p>Unconscious Bias - embed unconscious bias training in the Recruitment & Selection training throughout 2015.</p>

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3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Adverts clearly state term/length of post in the job description. Justification is put on AP (Request to recruit) form and information is available internally, including justification for fixed term requests. All AP forms are reviewed at Vice Chancellor / Deputy Vice Chancellor level.	Job description template wording to be updated to add a section of relevant information if the job is in relation to a specific project, and has been justified as fixed-term.	Steve Pallister, HR Recruitment Manager, Jayne McConomy, Deputy HR Director	December 2012	Completed and ongoing, no further action required.	N/A	N/A

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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.	<p>It is a University standard that, as a minimum, the Chair of Panel must be trained, including the areas covered by this clause. Panels are selected for their expertise, and panel composition is monitored.</p> <p>Internal and External applicants will be provided with feedback on request to support them in personal and career development</p> <p>See our "Procedure for the Recruitment, Selection and Appointment of candidates to vacant post".</p>	<p>Add wording regarding 'panel chosen for their expertise', to section G of recruitment and selection procedure.</p> <p>Ensure this statement is available internally and externally.</p> <p>To enhance our electronic recruitment and selection process such that all applications know the status of their application, pre interview/applications. This is in progress.</p>	<p>Steve Pallister, HR Recruitment Manager, Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.</p> <p>Steve Pallister, HR Recruitment Manager, Jayne McConomy, Deputy HR Director</p>	<p>For inclusion on the website December 2012</p> <p>Full E-Recruitment process is part of one of our strategic projects and will be operational by February 2013</p>	<p>All actions completed and ongoing. No further action required.</p> <p>e-Recruitment Website</p>	N/A	<p>Process for Researcher Progression- a review is to be conducted to consider the process for Researcher progression.</p>

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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 pay and grade for researchers is determined according to the requirements of the post, through the job description and person specification. All such roles are graded under our Job Evaluation panel. The university applies the HAY evaluation system to ensure equity and fairness in this area. Evidenced in the results of the Equal Pay Audit 2011, which produced results that were better than the HE sector AND National figures produced by the ONS Full details can be seen in our Equality Scheme 2012 – 2016 .	Our next Equal Pay Audit is scheduled for May 2013. This will contain a specific focus on Research staff within the academic community to measure levels longitudinally 2011 c/w 2013.	Jennie freeman – Reward Specialist / Mark Holton, Head of Organisation Development	May 2013	Completed Equal pay Audit carried out in 2013 (April) and Researchers were analysed as a sub-group of staff. The results for the Research sub-group and overall showed a smaller pay gap than the HE sector generally and national figures produced by the ONS.	Completed.	Equal Pay Audit – Equal pay audit will be conducted in April 2015 and Researchers will again be analysed as a sub-group of staff.

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.

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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	Researchers on fixed-term or similar contracts Have equal access to all career development activities within the University. Our HR Policy states: “HR is committed to the personal and professional development of all employees at the University. It seeks to provide the support and training that will enable	New Web Enhancement Recruitment and Selection We will include a direct link to the Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS) on the	Lisa Burman, HR Learning and Development Adviser and Karen Smith, Deputy Director Marketing and Comms..	October 2012	Development of the new website has been delayed and is now under the remit of ITS – Nath Czechowski will lead this with HR input. The 2 elements of this; A) Development of HR pages/content and B) Interface of CHRIS web recruitment with external website	New Web Enhancement Refer to A 1. above	New Web Enhancement Refer to A 1. Above

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	<p>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>	<p>each individual to achieve his or her full potential during their career at the University.”</p> <p>As a University, we stress our commitment to these standards within our Corporate Plan Corporate Plan specifically, within our core values we state:</p> <p>“As an organisation we promote supportive teamwork, and we value diversity, fairness and equality of opportunity. We value our staff and expect them to use their professional judgement. We therefore seek to develop their knowledge, skills and capabilities for their own professional fulfilment and the University’s benefit”.</p>	<p>new website.</p>		<p>University Single Equality Scheme -Longer term, and more strategically, we will review and refresh all equality and diversity related actions as part of our annual review of the University Single Equality Scheme. These reviews will take place in May 2013 and May 2014</p>	<p>(EpiServer).</p> <p>In the interim, a researcher development website is being created that will link into the new university website when complete. Work begins on 5/2/14.</p>	<p>University Single Equality Scheme – continue to review/refresh.</p> <p>Researcher Development Programmes - New Early Career Researcher Development Programme designed and launched November 2014. Initial cohort of 30 will start in January 2015 and will run for 18 months. Criteria set to ensure fair and open access regardless of employment terms. Mapped to and utilises the Vitae Researcher Development Framework and includes development activities around 4 key areas:</p> <ul style="list-style-type: none"> • Developing World Class Research Skills • Collaboration & Public Engagement • Generating Income & Research Management • Personal Effectiveness & Career Development <p>Programme incorporates a research showcase event which targets end users of research including policy-makers and industry partners and a series of workshops on: Impact; developing research ideas; and research commercialisation.</p>	<p>University Single Equality Scheme – continue to review/refresh.</p> <p>Researcher Development Programmes –run and review new programmes. Impact, commercialisation and public engagement to be embedded in middle-career researcher and research leader programmes also.</p>

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2.	<p>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>	<p>Coventry University complies with all legislation, including that related to the employment of fixed term employees.</p> <p>Fixed term employees are covered by the same terms, conditions, benefits, policies and processes as all other staff.</p> <p>“1.1 ...The Part-time Workers (Prevention of Less Favourable Treatment) Regulations and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations also include pay within their remit. 1.2 We have a Pay and Reward framework and associated policies. These include the implementation of, for example the Nation framework for Pay in Higher Education. These are mentioned by annual pay reviews, and supported by a range of HR policies and procedures”</p> <p>In addition, there is an equality statement at the front of every policy: “Equality, freedom and treating all persons with dignity and respect are fundamental human rights. As such, the University is committed to making these central in all its work. A diverse student body and workforce benefit the University’s role as a provider of high quality education and</p>	<p>New Web Enhancement: Policies and Procedures</p> <p>– Undertake a review of those policies currently held on the staff portal and, where appropriate, migrate to the new external facing web-site.</p>	<p>Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.</p>	<p>For inclusion on the website in January 2013.</p>	<p>New Web Enhancement: Policies and Procedures</p> <p>Awaiting final development and release of new website before identifying an appropriate range of policies/procedures that can be made public.</p>	<p>New Web Enhancement: Policies and Procedures</p> <p>Policies have continued to be maintained and developed in line with changes in legislation by the HR Policies Manager.</p> <p>In addition, relevant policies are being further developed to incorporate new provisions for shared parental leave.</p> <p>All relevant policies will be migrated to the new public website as soon as this is released by ITS.</p>	<p>New Web Enhancement: Policies and Procedures - All relevant policies will be migrated to the new public website as soon as this is released by ITS</p>

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		<p>employment in a modern and ever-changing society. The University is firmly committed to the promotion of equality and will not unlawfully discriminate, or tolerate discrimination (direct or indirect, harassment or victimisation) on grounds of age, disability, ethnicity (including race, colour and nationality) gender, gender identity, marriage or civil partnership, pregnancy or maternity, religion or belief and sexual orientation. This includes discrimination by association or due to perception”.</p> <p>Actions to promote equality are detailed in Equality Schemes, including action plans, and related Policies which can be found here: Equality Schemes and Action Plans</p> <p>Progress and successes are monitored by the Board of Governors and the Equality and Diversity Committee and are published annually.</p>						
3.	Research managers should be required to participate in active performance management, including career development guidance, and	<p>Most importantly, and at the centre of our support, is our University staff development offer. Details can be found on the link below: Learning and Development Portal</p> <p>In the area of performance</p>	It is currently a requirement for all Reviewers and Reviewees to undertake training for our performance management and career development		At a strategic level, we are beginning an organisational level review of our Development and	DPR Review - A review of our DPR process is a key element of our research strategy 2020 implementation. This is part of the HR workstream project group.	Development & Performance Review (DPR) – All Research staff will continue to participate in active performance management and career guidance through the DPR process. These plans will be in line with the	Development & Performance Review (DPR) – All Research staff will continue to participate in active performance management and

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	<p>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>management, including guidance, this is strengthened by our formal, annual, Development and Performance Review process (DPR). Training in this process is mandatory for Research Managers.</p> <p>Below is a copy of the guidance booklet:</p> <p>DPR Guidance Booklet</p> <p>In addition, the forms used in this process include sections on performance, personal development, career development, and training plans. Copies of some of the forms for research roles are contained below:</p> <p>DPR form Research Assistant DPR form Senior Research Assistant DPR form Research Fellow DPR form Senior Research Fellow</p>	<p>process. This will continue to be our standard.</p> <p>The learning and development team will continue to provide, and improve (based on feedback) the management and equality and diversity training sessions on offer.</p> <p>Managers will ensure all staff will have a review annually, and, where appropriate, an interim review at the half year point.</p>		<p>Performance Review process. This review includes research roles. The outcomes of the review will be presented early 2013, and any improvements or changes will be introduced as part of the organisations strategy to support researchers, during 2013/14</p>		<p>tailored roles determined by the Academic Role Profile Framework (refer to B.5. below).</p>	<p>career guidance through the DPR process. These plans will be in line with the tailored roles determined by the Academic Role Profile Framework (refer to B.5. below)</p>

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4.	Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.	<p>Coventry university seeks to offer alternative positions to staff where resources allow and staff are free to apply for new vacancies.</p> <p>Research staff are also requested to post their CV's on Coventry University CV website for managers and research leaders to view and to enable continuing opportunities for researchers, by considering them for opportunities that arise.</p> <p>HR monitor employees contracts and managers are informed when fixed term contracts are due for renewal so that they can arrange redeployment where possible. The HR team have an active and successful redeployment process. (This section is internally held because of the data contained therein).</p>	N/A	N/A	N/A	N/A	Resource Information Management (RIM) System – currently undertaking a review of the best system for sharing information.	Resource Information Management (RIM) System – under review.
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	<p>Pay progression for researcher is transparent and it is in line with the framework agreement. The Coventry process is transparent, and includes a range of moderation panels to ensure fairness and consistency.</p> <p>For Research staff, there are additional performance and progression criteria, which are</p>	<p>Hold an Early Career Researcher event in order to further increase awareness of relevant CU initiatives and policies.</p> <p>Whilst we have active progression arrangement for SRAs, RFs, SRFs, Readers, and</p>	<p>Lisa Burman, HR Learning and Development Adviser</p> <p>Lisa Burman, HR Learning and Development</p>	<p>To be integrated with the dissemination of the results of the CROS survey 2013</p> <p>Research and consultation with research</p>	<p>- The impact of the new Research Strategy 2020 has meant a delay in completing the framework by including RA to SRA progression. However, this work and subsequent communication events are now a priority in order to support the strategy and Concordat.</p>	Academic Role Profile Framework – this framework has been designed and the implementation strategy is in place for 2015. It will consolidate, standardise and clarify roles, expectations and progression criteria for all academic roles. This will bring together research-track and teaching-track posts into a single framework. A	Academic Role Profile Framework – progress implementation of the framework according to plan: Faculty, School, Research Centre consultation: Dec – Jan 15 All staff communication: Feb

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	in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	transparent and published, to support both performance in the role and progression between certain roles. Copies of our Researcher Performance and Progression Criteria are contained below: Performance and progression criteria	a robust readership and professorial conferment process, we intend to complete this framework by introducing a set of criteria to enable RA to SRA progression.	Adviser and Professor Louise Wallace, Health Psychology.	staff will be completed by end November 2012. Implementation planned for January 2013	A new framework is to be in place by 31 st July 2014.	corollary of this work is that there will be a single set of progression criteria which will set out how progression can be made from current RA to current Senior RA (academic scale 6 to scale 7 on the new matrix).	15 Introduce new Role Profile and Progression process at February mid-term reviews Map Academic Development offer to new Role Profiles and integrate into DPR training: Feb 15 Training for DPR Reviewers: May / June 15 Full roll out: Sept 2015

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6.	<p>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.</p>	<p>For Research staff, there are additional performance and progression criteria, which are transparent and published, to support both performance in the role and progression between certain roles. Copies of our Researcher Performance and Progression Criteria are contained below:</p> <p>Performance and progression criteria</p> <p>Criteria for Conferment of Readerships, Professorships and Visiting Professorships are also transparent and are contained below:</p> <p>Criteria for Readership Guidance notes for Readership Criteria for Professorship Guidance notes for Professorship Criteria for Visiting Professorship</p>	<p>Develop Criteria for RA to SRA progression as detailed in 2.5 above</p>	<p>Lisa Burman, HR Learning and Development Adviser and Professor Louise Wallace, Health Psychology.</p>	<p>As above</p>		<p>Academic Role Profile Framework Refer to B.5 above</p>	<p>Academic Role Profile Framework Refer to B.5 above</p>

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.

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1.	<p>It is recognised that positions of permanent employment are limited in the UK research and academic communities and</p>	<p>DPR process facilitates career development discussions between research staff and their line managers.</p> <p>An extensive range of career and personal development activities are available for all</p>	<p>Need to create performance criteria for promotion from RA to SRA (as above)</p>	<p>Lisa Burman, HR Learning and Development Adviser and Professor Louise Wallace, Health Psychology</p>	<p>Development complete by December 2012, for implementation on February 2013</p>		<p>*Lucy Wilson-Whitford is now Head of Careers.</p>	

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	<p>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>research staff, and details can be seen on our Learning and Development pages (illustrative examples in the link below)</p> <p>Learning and Development Portal</p> <p>Within the above, Research staff have access to specific research/discipline related training, transferable skills & career development training. See Research Development Activities on Staff Portal Applied Research webpage.</p> <p>Research staff have access to career development resources/training via Vitae and Epigeum.</p> <p>CU Research Staff Performance Criteria. Criteria for promotion from Senior Research Assistant (RA) to Research Fellow (RF) and for promotion from RF to Senior RF.</p> <p>Research staff have access to the Careers & Employability Service (CES) to receive career development advice, guidance & resources.</p> <p>Job Descriptions for research posts state post holder must "Engage in CPD through actively seeking and</p>	<p>New Web-Site Enhancement</p> <p>Enhance/re-design the external research website provision so potential research staff can view career & training provision, including the extended support from the Careers and Employability Service.</p> <p>Review consistency of JDs. Ensure that a consistent statement about career development is contained in all job descriptions.</p>	<p>Norman Day, Head of Careers*</p> <p>Steve Pallister, HR Recruitment Manager, Jayne McConomy, Deputy HR Director</p>	<p>January 2013</p> <p>Review December 2012 and on an ongoing basis</p>	<p>Web pages have been provided from Careers and Employability, which will be incorporated into the new researcher development website, refer to B.1.</p> <p>Complete and ongoing. No further action required.</p>		

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		participating in appropriate training and development activities.”						
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>Research staff have the same access to general careers training, resources, opportunities and guidance as other University staff through the CES, DPR process, L & D activities etc.</p> <p>Learning and Development opportunities</p> <p>We operate a successful early Career Researcher Mentoring Scheme to provide career support for research staff. See Early Career Researcher Mentoring Scheme</p>	Create a research staff career development webpage to centralise/promote the CES and resources. Include info/guidance on mobility between different career paths. Ensure mentoring scheme is available in all faculties, monitoring uptake and acting on feedback	<p>Norman Day, Head of Careers*</p> <p>Lisa Burman, HR Learning & Development Adviser</p>	<p>December 2012</p> <p>Ongoing activity, but we plan an organisation wide review and further development of mentoring/coaching schemes – including to support cross career path routes - as part of our 2012/13/14st rategy</p>	<p>Refer to C.1: webpages have been received, ready for incorporation to the new researcher development website.</p> <p>Complete. The Early Career Researcher Mentoring Scheme was reviewed Nov-Dec 2013 and re-launched in those faculties that requested it: Engineering and Computing, Health and Life Sciences and Business and Environment in Society.</p>	<p>ECR Mentoring – A series of workshops were held Autumn 2014 and numbers recruited onto the scheme have increased by 32%. The Early Career Mentoring Scheme has continued to be promoted via the Associate Deans Research.</p> <p>Academic Role Profile Framework Refer to B.5 above</p>	<p>ECR Mentoring – continue to promote and train mentors for the ECR mentoring scheme.</p> <p>Academic Role Profile Framework Refer to B.5 above</p>
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.	<p>University core value and commitment to staff professional development: “We value our staff and expect them to use their professional judgement. We therefore seek to develop their knowledge, skills and capabilities for their own professional fulfilment and the University’s benefit”</p> <p>See CU Corporate Plan</p>				<p>Refer to C.1: webpages have been received, ready for incorporation to the new researcher development website.</p>	<p>Coventry Essentials: - all Researchers are required to complete a suite of on-line training packages which include Data Protection Act, Equality & Diversity, Bribery Act and Health & Safety.</p>	<p>Coventry Essentials: - continue to offer a suite of on-line training packages which include Data Protection Act, Equality & Diversity, Bribery Act and Health & Safety.</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
	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>DPR Capability Framework focuses on professional skills development.</p> <p>In addition to our wider learning and development opportunities see Learning and Development Portal research staff have access to professional development training & resources provided by the University and Epigeum and Vitae. See Research Development Activities on Staff Portal Applied Research webpage.</p> <p>Research staff can receive professional development support from the Careers & Employability Service</p>	Create a research staff career development webpage to centralise/promote the CES and resources to research staff.	Norman Day, Head of Careers*	December 2012			
4.	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate	<p>Research staff can access professional independent one-to-one career management advice from the Careers & Employability Service.</p> <p>Where appropriate, external career coaching may be provided, or participation in our internal mentoring scheme.</p> <p>Professional/independent career management/planning advice also available via</p>	Create a research staff career development webpage to centralise/promote the CES and resources to research staff.	Norman Day, Head of Careers*	December 2012	Refer to C.1: webpages have been received, ready for incorporation to the new researcher development website.	Epigeum – Licence has been bought for doctoral supervision.	Epigeum – Continue to promote Epigeum and monitor usage/effectiveness of the training.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
	discipline base, or offering training and placements to broaden awareness of other fields and sectors.	Epigeum and Vitae .						

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
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>	<p>Career progression discussed as part of the DPR process. There are specific sections within the process and documents to ensure these discussions take place. Please find below copies of our DPR Guidance booklet, forms and performance criteria for researchers.</p> <p>DPR Guidance Booklet DPR form Research Assistant DPR form Senior Research Assistant DPR form Research Fellow DPR form Senior Research Fellow CU Research Staff Performance Criteria. Criteria for promotion from Senior RA to Research Fellow (RF) and for promotion from RF to Senior RF. Criteria for Conferment of Readerships, Professorships and Visiting Professorships. Displayed on AR Staff Portal.</p> <p>Criteria for Readership Guidance notes for Readership Criteria for Professorship Guidance notes for Professorship Criteria for Visiting Professorship</p> <p>Concordat to Support the Career Development of Researchers displayed on AR Staff Portal.</p> <p>Research staff have access to career development/progression strategies on Enigma and</p>	<p>Need to create performance criteria for promotion from RA to Senior RA as per 2.5 above</p> <p>Enhance/re-design the external research website provision so potential research staff can view policies and strategies.</p>	Refer to B.5 above		<p>The impact of the new Research Strategy 2020 has meant a delay in completing the framework by including RA to SRA progression. However, this work and subsequent communication events are now a priority in order to support the strategy and Concordat. Criteria for RA to SRA has been developed and will be incorporated in the new framework, which is to be in place by 31st July 2014</p>	<p>Academic Role Profile Framework Refer to B.5 above</p>	<p>Academic Role Profile Framework Refer to B.5 above</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
6.	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	<p>All new staff must attend a University induction training day as soon as possible after their employment. "The day is opened by the Vice Chancellor who will share with you our Vision and our plan to achieve it - what we call our "Direction of Travel". Following this, you'll meet several other key members of staff who will each discuss specific aspects of University policy and procedures."</p> <p>A typical induction agenda is linked here.</p> <p>In addition, L & D invite new staff to the research induction: Supporting Applied Research at Coventry. See Supporting AR at Coventry University</p> <p>Research staff are also encouraged to undertake a local induction programme with their research managers and guidance is provided to managers on what the essential inclusions should be.</p> <p>Management Development Programme for new managers delivered by L&D.</p> <p>Preparing to Manage Research Groups workshops for "more experienced research staff who may have started managing</p>	Standard to be enhanced to one month following commencement of employment	Mark Holton, HR Deputy Director/ Head of Organisational Development and Learning	Jan 2013		<p>Supporting 'AR at Coventry' events held quarterly. 73 participants during 2013/14</p> <p>Doctoral Supervision Training - Enhanced with a programme of 12 workshops running twice throughout the academic year. 239 enrolments across 11 supervision workshops during 2013/14.</p> <p>Introduction to Teaching in Higher Education - course continues to be popular and supports Researchers who have teaching as part of their role. 323 total enrolments for academic years 2012-13 & 2013-14.</p> <p>Post Graduate Certificate in Academic Practice – course has been revalidated with a greater emphasis on the research role of academics. For academic years 2012-13 & 2013-14 there have been 225 enrolments.</p> <p>CU CPD Framework - now established offering recognition at all 4 levels of the UK PSF (professional standards framework).</p>	<p>Induction – Develop a bespoke induction for Researchers.</p> <p>Doctoral Supervision Training – continue to promote and monitor usage/effectiveness.</p> <p>Introduction to Teaching in Higher Education & Post Graduate Certificate in Academic Practice with accredited doctoral supervision/research leadership.- continue to promote to researchers and evaluate effectiveness.</p> <p>CU CPD Framework – continue to promote .</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
		<p>PhD students or staff and are likely to be managing their own research group in the near future." Delivered by L&D.</p> <p>Leading Research Groups programme (workshops and seminars) for staff leading their own research team. Delivered by L&D.</p>						
7.	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	<p>Capability Framework & DPR provide a vehicle to review development, alongside the performance and progression criteria detailed above. In each case, the skills and attributes that are contained within these schemes are developed taking into account external stakeholder requirements and the changing needs of employers and funders.</p> <p>Our Early Career Researcher Mentoring Scheme can provide opportunities for staff to develop/practice skills, informed by the Mentors experience in terms of the changing skills and attributes that are sought by employers and funders.</p> <p>See Early Career Researcher Mentoring Scheme</p>	Additional promotion of Mentoring Scheme across all Faculties and Schools as part of a Researcher Development Event	Lisa Burman, HR Learning and Development Adviser	In line with 2013 CROS dissemination timetable	Early Career Researcher Mentoring scheme has been re-launched through close work and support from the Associate Deans Research, in each faculty.	ECR Mentoring – Refer to C.2 above.	ECR Mentoring – Refer to C.2 above.
8.	Employers also should provide a specific research career	At the beginning of their employment with the University, in addition to the University generic induction, all	Additional promotion of Mentoring Scheme across all Faculties and Schools as part of a	Lisa Burman, HR Learning and Development Adviser	In line with 2013 CROS dissemination timetable	Early Career Researcher Mentoring scheme has been re-launched through close work and	ECR Mentoring – Refer to C.2 above	Athena Swan – Achieved bronze standard. Awaiting outcome of national

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
	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>Research staff are welcome to attend the 'Supporting Applied Research at Coventry' event which is opened by the Director of AR. The event focuses on the CU AR Strategy, research related topics and L & D for researchers. See Supporting AR at Coventry University</p> <p>Early Career Researcher Mentoring Scheme available for research staff to engage in. See Early Career Researcher Mentoring Scheme</p> <p>Research staff have equal access to career development activities. See our Learning and Development Portal</p> <p>CU working towards membership of Athena SWAN Charter. We are members of the Athena SWAN charter and are currently pursuing Bronze standard.</p>	<p>Researcher Development Event</p> <p>Enhance/re-design the external research website provision so potential research staff can view all learning and development provisions/arrangements for researchers</p> <p>Complete membership of Charter at Bronze Standard</p> <p>Pursue Faculty and School specific Bronze submissions advancing to Silver and Gold</p>	<p>Lisa Burman, HR Learning & Development Adviser</p> <p>Paul Ivey – Dean and Donna Kendall – PVC</p>	<p>November 2012</p> <p>December 2012</p> <p>To be defined as part of each Faculty and the University 2013/14 corporate plan and strategy</p>	<p>support from the Associate Deans Research, in each faculty</p> <p>Refer to B.1 for website.</p> <p>Athena Swan Bronze status was achieved in November 2013.</p>		policy.
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	<p>CPD activities and career development encouraged and reviewed as part of the DPR & Capability Framework. DPR form Research Assistant DPR form Senior Research Assistant DPR form Research Fellow DPR form Senior Research Fellow</p> <p>Research staff have access to</p>	N/A	N/A	N/A	N/A	Researcher Development Programmes (RDP) – Refer to B.1. above	Researcher Development Programmes (RDP) – Refer to B.1. above

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
	<p>stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>internal and external CPD/career development activities. See our Learning and Development Portal</p>						

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
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>	<p>Capability Framework & DPR process facilitates career development discussions between research staff and managers. Details are contained in the links provided at section 3.5 above.</p> <p>Information about career development is communicated to research staff via Staff Portal AR webpage.</p> <p>Research staff can access career development support from the Careers & Employability Service.</p>	<p>Create a research staff career development webpage to centralise/promote the CES and resources to research staff.</p>	<p>Norman Day, Head of Careers*</p>	<p>January 2013</p>	<p>Refer to C.1</p>	<p>Researcher Development Programmes Refer to B.1 above</p>	<p>Researcher Development Programmes Refer to B.1 above</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
11.	Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.	<p>Development activities and discussions are promoted as part of the DPR process as well as within management practice. Links as per section C.5 above.</p> <p>Research staff have access to external CPD courses such as Vitae courses and Epigeum and the same academic practice CPD/development activities (including the Academic Professional Development Workshop Programme and Introduction to Teaching in Higher Education: M01CSHE) as all other staff</p>	Enhance/re-design the external research website provision so potential research staff can view all learning and development provisions/arrangements for researchers	Lisa Burman, HR Learning & Development Adviser	November 2012	Refer to B.1.	Researcher Development Programmes Refer to B.1 above	Researcher Development Programmes Refer to B.1 above
12.	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	<p>See section C.11. In particular, research staff can attend M01CSHE: "Introduction to Teaching in Higher Education (M01CSHE) is designed for Post-Graduate research Students, Graduate Teaching Assistants and other Part Time Staff ...undertaking university teaching duties."</p> <p>This development is also supported by the University's Teaching Observation Scheme.</p>	Undertake an evaluation of our Introduction to Teaching in HE programme, including its effectiveness for researchers as part of our quinquennial review.	Andrew Turner, Head of Academic Development	October 2013		Post Graduate Certificate in Academic Practice Refer to C.6 above.	Post Graduate Certificate in Academic Practice Refer to C.6 above.

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
13.	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	<p>Each faculty/school has a Research Committee which feeds into University Committees to influence policy/practice.</p> <p>Our Research Concordat Sub-Committee has been established to implement and monitor Concordat principles and action plan. Research staff are represented on this committee and will be used as an additional forum for consultation.</p> <p>The wider Research community have been, and will be part of the consultation for the Strategy and Corporate Planning process.</p>	<p>Research Concordat Sub-Committee now set up and first meeting held on 11th September 2012 and will be held once every 6 months thereafter.</p> <p>Inclusion in strategy consultation process for 2018 Corporate Plan</p> <p>Inclusion in strategy consultation process for 2018 Corporate Plan</p>	<p>Lisa Burman, HR Learning & Development Adviser</p> <p>Mark Holton, Head of Organisation Development and Learning</p> <p>Mark Holton, Head of Organisation Development and Learning</p>	<p>Ongoing</p> <p>Part of 2013/14 strategic plan and 2015 – 18 planning process</p>	<p>The Research Concordat Sub-Committee has within its membership Donna Kendall, PVC and HR Director who is managing the implementation and transition for the Research Strategy 2020. The Sub-Committee will be involved in the HR workstream to support the strategy.</p>	<p>Technology Enablers for Research – Group has been established to progress. E.g. Open access publishing, collaborative technologies to support international research.</p>	<p>Technology Enablers for Research - Develop a set of technology solutions to support research groups and researchers.</p>

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
14.	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	<p>Career development enhanced via the Early Career Researchers' Mentoring Scheme. See Early Career Researcher Mentoring Scheme</p> <p>Mentoring and career development facilitated through the Research Development Network. <i>"It's an opportunity to meet with colleagues and share ideas in a friendly and relaxed environment."</i> See Researcher Development Network</p>	Additional promotion of Mentoring Scheme across all Faculties and Schools as part of a Researcher Development Event	Lisa Burman, HR Learning & Development Adviser	In line with 2013 CROS Survey dissemination plan	Complete, refer to C.2 above.	ECR Mentoring – Refer to C.2 above.	<p>ECR Mentoring – Refer to C.2 above.</p> <p>Global Researchers Scheme – a commitment has been made to invest in a Global Researchers Scheme. This will be progressed during 2015.</p>

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	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
1.	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	<p>These responsibilities are supported within the roles/responsibilities and performance criteria set out in the documents below.</p> <p>Job Descriptions available online. JD for Researcher Assistant Grade 6 JD for Senior Research Assistant Grade 7 JD for Research Fellow Grade 8 JD for Senior Research Fellow Grade 9</p> <p>Coventry University Research</p>	N/A	N/A	N/A	N/A	N/A	N/A

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
		Staff – Performance Criteria. DPR & Capability Framework. DPR form Research Assistant DPR form Senior Research Assistant DPR form Research Fellow DPR form Senior Research Fellow						
2.	<p>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.</p>	<p>This area is integrated with the Coventry University Research Staff – Performance Criteria</p> <p>In addition, a key mechanism for such transfer and exploitation is through KTP arrangements. Further information is contained in the link below: Knowledge Transfer Partnerships</p>	N/A	N/A	N/A	N/A	<p>Researcher Development Programmes – Refer to B.1 above.</p>	<p>Researcher Development Programmes – Refer to B.1. above</p>
3.	<p>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>New electronic ethics system is a requirement for all research activity. In addition, Ethics training is provided as part of our staff development portfolio. Ethics training for staff</p> <p>This area is also integrated within the Coventry University Research Staff – Performance Criteria</p>	N/A	N/A	N/A	<p>We have placed our licence with Epigeum on hold at present. An online ethics training module is being developed for implementation to all academic staff by April 2014.</p>	<p>Epigeum –. Refer to C.4 above.</p>	<p>Epigeum - Refer to C.4 above.</p> <p>Online ethics – bespoke online ethics programme under development. Review April 2015.</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
		In addition, research staff have access to a full range of on-line training in relation to Ethics, within Epigeum Training RES 005 Ethics 1: Good Research Practice, RES 006 Ethics 2: Working with Human Subjects. See our Research Skills online page						
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.	<p>These are outlined, for research roles in Coventry University Research Staff – Performance Criteria</p> <p>Similar criteria are available for the roles of Lecturer, Senior Lecturer, Principal Lecturer, Reader, Professorial roles and Professional Services roles. Moreover, our Capability Framework outlines the more generic expectations for roles and development DPR & Capability Framework.</p>	Missing link between RA and SRA promotion on ‘research performance criteria’ - action as per 2.5 above	Lisa Burman, HR Learning and Development Adviser and Professor Louise Wallace, Health Psychology	Implementati on Jan 2013	Refer to C.2	Academic Role Profile Framework Refer to B.5 above.	Academic Role Profile Framework Refer to B.5 above

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
5.	<p>Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>Coventry University supports these approaches with a wide variety of tools and support mechanisms, most notably (but not exclusively)</p> <p>Research Staff – Performance Criteria</p> <p>DPR & Capability Framework.</p> <p>Researcher Development Network.</p> <p>Learning and Development Portal</p> <p>Early Career Researcher Mentoring Scheme</p>	N/A	N/A	N/A	N/A		

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
6.	<p>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</p>	<p>These activities are fully supported by the University. They are formalised in Job Descriptions, performance and progression criteria and within the University's Capability Framework which forms part of the annual Development and Performance Review.</p> <p>DPR & Capability Framework.</p>	<p>Ensure external visibility.</p>	<p>Karen Smith, Marketing & Comms and Lisa Burman, HR Learning & Development Adviser</p>	<p>January 2013</p>	<p>Refer to B.1. Contact is now Erica Coghlan in Marketing and Communications.</p>	<p>Researcher Development Programmes (RDP) Refer to B.1 above.</p>	<p>Researcher Development Programmes (RDP) Refer to B.1 above</p>

E: DIVERSITY AND EQUALITY

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

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
1.	<p>The UK legislative framework outlaws discrimination on the basis of age,</p>	<p>The University has a comprehensive set of schemes, objectives and Action Plans that cover all areas required by</p>	<p>Ongoing Review as part of our Equality Act and Equality scheme processes and</p>	<p>Mark Holton, Head of Organisation Development, Ian</p>	<p>These reviews and Committee meetings</p>	<p>There is now a combined scheme. A half-way review is</p>	<p>E&D Committee received a mid-way review in May 2014. Now posted on E&D</p>	<p>E&D Committee Action plan in place. Overseen by E&D Committee.</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
	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>the Equality Act.</p> <p>In addition, Equality Objectives are embedded within all policies, for example Recruitment and Selection Procedure; and specific arrangements are in place where required to support policies, for example Disabilities or Long-term Health Conditions.</p> <p>Details of our schemes can be found on our Equality and Diversity web pages:</p> <p>Equality Act Data reporting requirements and Objectives are published in January and April 2012 and annually thereafter.</p>	<p>procedures.</p> <p>Annual Update to University Human Resources Committee</p> <p>Annual update for Governors</p>	<p>Marshall, DVC – Co-Chairs of the University Equality and Diversity Committee</p> <p>Donna Kendall – HR Director and PVC Continuous Improvement for University HR Committee</p>	<p>form part of the core University schedule and outcomes inform longer term strategy as well as immediate actions</p>	<p>scheduled at the two-year point in May 2014. Governors are due to have a presentation in March, along with the University Leadership Team.</p> <p>Annual updates to Governors.</p> <p>Equality and Diversity Committee receives updates on general progress.</p> <p>Equality and Diversity data is harvested by January 31st annually and posted on to website with a general overview.</p>	<p>website.</p>	
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>These aims are embedded within our Equality Schemes (as detailed in the link at E1) and by our recruitment policy (as detailed in the link at A.4).</p> <p>In addition, we have specific activity and processes in place to encourage recruitment and retention from specific groups in particular – a good example being our “Two Ticks” standard in relation to disability: Recruitment Policy October 2012</p>	<p>Ongoing Review as part of our Equality Act and Equality scheme processes and procedures.</p>	<p>Sarah Lewis, Equality and Diversity Manager</p>	<p>Ongoing Review, but specific revision of Equality objectives in April 2013 and 2014</p> <p>Incorporation and Integration of Equality objectives in 2015 -18 Corporate Plan</p>	<p>Refer to E.1 above</p>		<p>Equality Marks - Ongoing review of activity and processes as a Stonewall Diversity Champion and “Two Ticks” system.</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
3.	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	<p>Monitoring and on-going review takes place as part of the Universities Equality and Diversity data reporting and objectives as part of the overall response to strategy and the requirements of the Equality Act. Data is reviewed formally as part of the process leading to the updating of our Equality objectives within our Equality Scheme.</p> <p>In addition, the University operates a wide range of policies to address this area – some of which are illustrated in sections E4 to E9 below. (Including specific arrangements in relation to REF)</p>	Ongoing Review as part of our Equality Act and Equality scheme processes and procedures.	Sarah Lewis, Equality and Diversity Manager	Ongoing Review	<p>A half-way review is scheduled at the two-year point in May 2014. Governors are due to have a presentation in March, along with the University Leadership Team.</p> <p>Annual updates to Governors continues.</p> <p>Equality and Diversity Committee continues to receive updates on general progress.</p> <p>Equality and Diversity data is harvested by January 31st annually and posted on to website with a general overview.</p>	Equality Audit – May 2014 Successful internal University Audit on HR compliance with the Equality Act.	<p>Equality Audit – Governors & Equality and Diversity Committee continue to receive updates .</p> <p>Equality and Diversity data is harvested by January 31st annually and posted on to website with a general overview.</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
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>Coventry University has an extensive set of provisions, policies and processes to support staff in this area, including:</p> <p>Procedure for Dealing With Requests for Flexible Working.</p> <p>Career Break Scheme: “1.2 The scheme is open to all employees on a continuing contract and to women and men equally.”</p> <p>Coventry University has also introduced a Location Independent Working scheme. Attached are some of the documents that are used in establishing this as a working practice:</p> <p>Expression of Interest Form Checklist</p> <p>Maternity Leave and Maternity Pay “1.1 apply to all female University employees”.</p> <p>Parental Leave Scheme “2.3 Employees must have a minimum of one year’s service at the University”.</p> <p>Paternity Leave and Pay “2.1.3 Employees must have worked continuously for the University for 26 weeks...”</p> <p>We also offer a Workplace Nursery, Childcare Voucher Scheme, etc.</p>	Ensure external visibility on New Web Site	Ian Younger, ER and HR Policies Manager, Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.	January 2013	Refer to B.2,	New Web Enhancement: Policies and Procedures. Refer to B.2 above.	New Web Enhancement: Policies and Procedures. Refer to B.2 above.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
7.	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.	<p>Progress in these areas is monitored as part of our Equality and Diversity statistical analysis and reported as formative to the development of our Equality and Diversity objectives. Further details can be viewed on the links below.</p> <p>Equality and Diversity Statistics</p> <p>Our Equality and diversity statement can be found on our Equality and Diversity site.</p> <p>Ongoing recruitment activity in this area is further supported by the Recruitment and Selection Procedure Recruitment and Selection Procedure - October 2012</p>	Ensure external visibility on new Web Site Development	Ian Younger, ER and HR Policies Manager, Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.	January 2013	Refer to B.1		

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
8.	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups	<p>Both our Equality and Diversity Schemes, and our Flexible working policies, alongside our staff development portfolio are all aimed to support this standard.</p> <p>We have many additional policies, procedures and facilities to support these aims. Illustrative (but by no means exhaustive) examples include:</p> <p>Staff Nursery and Crèche Adoption Leave Scheme Career Break Scheme Job Share Scheme Reasonable Adjustment REF Personal Circumstances' policy.</p>	Ensure external visibility on New Web Site	Ian Younger, ER and HR Policies Manager, Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.	January 2013	Refer to B.1		

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Updates February 2014	Updates Nov 14	Next Steps 2015-17 Plan
9.	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	Additional support in these areas is provided under the following schemes Dignity and Respect Policy. Bullying and Harassment Policy.	Ensure external visibility on NEW Web Site	Ian Younger, ER and HR Policies Manager, Jayne McConomy, Deputy HR Director and Karen Smith, Deputy Director Marketing and Communications.	January 2013	Refer to B.1		

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 14</i>	<i>Next Steps 2015-17 Plan</i>
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.	Coventry University is a member of Athena SWAN Charter We are currently pursuing Bronze standard. Our Athena Swan Steering Group has specific Researcher Representation Juno Project not applicable as it refers to Physics departments of which Coventry does not have one. http://www.iop.org/publications/iop/2009/page_42647.html	Complete membership of Charter at University level to Bronze Standard Pursue Faculty and School specific Bronze submissions advancing to Silver and Gold where appropriate A series of gender based Professorial Lectures is planned for 2013, including a number led by senior researchers, to stimulate debate in relation to academic career progression for women	Paul Ivey, Dean of engineering and Computing, Donna Kendall, Pro-Vice Chancellor – Joint Chairs of the Athena Swan steering group	November 2012 To be considered within Corporate planning 2012/13/14	Athena Swan Bronze status was achieved in November 2013.	Athena Swan – Refer to C.8 above	Athena Swan – Refer to C.8 above

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.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 2014</i>	<i>Next Steps 2015-17 Plan</i>
1	The implementation of the Concordat's principles will lead to greater integration of	Research Concordat Sub-Committee will formally review the progress of the Concordat Action Plan and its	On-going monitoring	Concordat Steering Group, Chaired by	Ongoing	Ongoing monitoring as part of the Concordat Sub-Committee has continued.	Comms - regular 'Excellence with Impact' email updates have been	Concordat Sub-Committee – to be re-focused in 2015 in line with new Strategy.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 2014</i>	<i>Next Steps 2015-17 Plan</i>
	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.	integration into mainstream management and career development processes.	The University will hold a major, 2 day, conference at the end of January 2013 to explore with its researchers ways in which long term future research capability can be built across the institution.	Professor Neil Forbes, Director of Research Ian Marshall, Deputy Vice Chancellor.	Jan 2013	Due to the emerging Research Strategy 2020, such an event was not held for all researchers, but a senior leadership team conference took place in order to refine the strategy. Communication events for staff are planned for summer 2014.	sent out across the University along with issues of 'Innovate' a magazine which profiles a range of research case studies and examples of the way we work successfully with industry.	
2	The signatories agree: 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	The University undertakes both CROS and PIRLS surveys and is committed to continue to do so. The University has established a Concordat Sub Committee that will enable effective liaison with sector bodies and other institutions. The University welcomes to opportunity to participate in future national and sector based reviews of implementation, evaluation studies etc.	Monitored through Careers in Research Online Survey (CROS), and overseen by the University Concordat Steering Group	Concordat Steering Group, Chaired by Professor Neil Forbes, Director of Research	Next survey to be undertaken in 2013.	Complete and ongoing. CROS and PIRLS surveys undertaken in 2013, results analysed by Vitae and shared with Concordat Sub-Committee, Research Committee and Faculty Applied Research Committees.		CROS & PIRLS - surveys to be undertaken in 2015.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 2014</i>	<i>Next Steps 2015-17 Plan</i>
	<p>appropriate share of 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 organisations 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>		<p>d). Continued promotion of the CROS and dissemination of both results and actions arising is already in place.</p> <p>Nevertheless, we plan a further communication campaign for the CROS 2013</p>	Neil Forbes, Director of Research	In line with CROS 2013 plan			
3	The signatory funders will ensure that their terms and conditions of, for example,	N/A	No actions required.	N/A	N/A	N/A		

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 2014</i>	<i>Next Steps 2015-17 Plan</i>
	project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.							
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.</p> <p>The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the</p>	<p>Coventry University is a member Institution of the Vitae & Midlands Hub http://www.vitae.ac.uk</p> <p>In a wider sense the University will continue to play its part in collaborative development activities for example, as a member of The Midlands Staff Development Forum, the wider SDF and as a member of the LFHE. (including undertaking research and disseminating through these organisations)</p>	Ongoing	Lisa Burman/Tina Ridley, HR Learning and Development Adviser	Ongoing	Ongoing	<p>Vitae Events- Ongoing.</p> <p>Attended Vitae events such as:</p> <ul style="list-style-type: none"> • Midlands Research Staff Association Career Development & Networking Day • Insights in to Researcher Development • Every Researcher Counts • Researcher Development International Conference • Midlands Hub meetings 	<p>Vitae Events - Ongoing attendance at Vitae events.</p> <p>L&D Adviser attended 'Preparing for Leadership' course (Vitae Midlands Hub) as an observer with a view to hosting similar events.</p>

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>	<i>Updates February 2014</i>	<i>Updates Nov 2014</i>	<i>Next Steps 2015-17 Plan</i>
	Concordat, as well as establishing strategic partnerships between funders.							
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.	<p>The University incorporates and integrates all of these requirements within its data and information processes and objective setting / action planning that is part of our university Equality scheme. This is updated annually and monitored by both the University Equality and Diversity Committee and the University HR Committee. Additional, specific impact assessments support this work where required – for example in our REF code of practice arrangements (for which the Equality Impact Assessment has been submitted to, and accepted by, HEFCE</p> <p>Data used in our Equality Scheme development is both quantitative (e.g. staff composition, Equal Pay, Progression, and Qualitative including outputs from CROS and PIRLS etc...).</p> <p>Please find below a link to some of our core data in this arena: Equality Monitoring</p>	On-going analysis, objective setting and action planning – as already in place – under our University Equality Scheme	<p>Mark Holton, Head of Organisation Development, Ian Marshall, DVC – Co-Chairs of the University Equality and Diversity Committee</p> <p>Donna Kendall – HR Director and PVC Continuous Improvement for University HR Committee</p>	Full annual reviews and incorporation into strategy and planning process 2013/14	Ongoing		