

December 2014 review of Concordat Action Plan 2012-2014

A and B. Recruitment and Selection, and Recognition and Value

1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.
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.

2010 Actions	Responsibility	Progress
<p>Review recruitment and selection policies and procedures to ensure that they align with the Concordat Principles.</p>	<p>Research Strategy and Practice, Office of the Vice Principal (Academic); Human Resources and Development</p>	<p>Completed and on-going: During 2010 our HR policies and procedures for Recruitment and Selection, Equality and Diversity, and Interview Preparation were reviewed to ensure that they aligned with the Concordat Principles.</p> <p>Our Research, Knowledge Transfer and Commercialisation Strategy 2009 - 2015 states that we 'aim to provide a supportive environment and sustainable infrastructure to allow staff to perform to their highest potential.'</p> <p>Our recruitment and selection training was reviewed in 2011 and is now supported by an online learning module.</p> <p>Updated 2014: Central to the new University Strategy 2020 and the Academic Strategy 2020 is the commitment to:</p> <p><i>"Staff development activity and mentoring that supports researcher development from early career researchers to experienced researchers"</i> Academic Strategy 2020</p>

<p>Review training provision for academics in managing a research team and research supervision</p>	<p>Human Resources and Development</p>	<p>Completed and on-going: In 2011 we developed a three day ‘Supervising Research Degrees’ course which supports staff in a research supervision capacity. This course has been externally accredited by the Staff and Educational Development Association (SEDA). This course is now run at least once per academic year.</p> <p>Updated 2014: 25 supervisors have now undertaken our Supervising Research Degrees course. Feedback from participants has indicated the course has impacted on their practice and this is being further investigated by a small research project ‘<i>The influence of formal supervisory training and development on supervisory practice</i>’ which has received internal funding to further evaluate the impact from the course.</p> <p>In 2013 we also ran a cross-institutional programme of events ‘Developments in supervision’ for experienced supervisors in collaboration with two other universities.</p>
<p>Review training for research governance, research misconduct, supervision and performance management; career development for research staff and leadership training for PIs.</p>	<p>Researcher Developer</p>	<p>Completed and on-going: In 2011 a gap analysis on our training and development provision for researchers was conducted. Following on from that we have created new events on research ethics and integrity, and career development sessions for researchers.</p>
<p>Explore the logistics of running the Vitae Programmes in Broadening Horizons: Career Management for Researchers; Careers in Focus; How to be an effective researcher for research staff</p>	<p>Researcher Developer</p>	<p>On-going: We have strengthened our links with our local Vitae Hub to ensure that our researchers have access to Vitae programmes being run within Scotland. Prompt communication of events and hosting of Hub organised events has allowed our researchers to access a wider range of opportunities than previously.</p> <p>Updated 2014: Since 2013, we have supported increased uptake of development events aimed at part-time researchers by providing strategic funding for places at sector-wide events, such as the Scotland and NI Vitae Hub Part-time researcher conference.</p> <p>In 2014 we committed to Vitae membership from 2015 to maintain our access to events and resources from Vitae.</p>

Investigate other leadership/management programmes aimed at PIs e.g. www.le.ac.uk/researchleader	Human Resources and Development	<p>On-going: Corporate Learning and Development collaborates with other higher education providers through the Edinburgh Development Connections (EDC) partnership to deliver Personal and Professional development programmes and the accredited Institute of Leadership and Management (ILM) Awards including Leadership and Management awards.</p> <p>Updated 2014: One of HRD's strategic objectives has been the continual improvement in our Investors in People status, and Corporate Learning and Development have facilitated the achievement of University Bronze status in 2010, with progression to Silver status in 2013.</p>
Encourage as part of PI training that PIs discuss and manage professional development of researchers	Human Resources and development	<p>Completed and on-going: Our new three Day 'Supervising Research Degrees' course which supports research supervisors encourages our PIs to discuss and help manage the professional development of our early career researchers.</p>
Explore the development of a dedicated website which provides information and advice for supporting the career development of Research staff	Academic Professional Development	<p>Completed: A new website has been created that provides advice and resources to support the career and professional development of Researchers: http://staff.napier.ac.uk/services/hr/development/acprofdev/RD/Pages/RDhome.aspx</p>
New or Updated Actions at two year review in 2012:		Progress by 2014:
Reassess grading criteria and carry out an equal pay audit by Sept 2013	Human Resources and Development	<p>Completed: An Equal pay audit and statement was carried out in 2013 and subsequently our progression criteria were reviewed in 2014.</p>
Continue monthly meetings of HR Client Partners with Research Institute Directors to ensure policy and procedures are consistently applied across the Research Institutes.	HR Client Partners	<p>Completed: HR client partners met regularly with Research Institute Directors until Research Institutes were integrated into School structures in 2013. Since then HR Client partners meet with Heads of School to discuss policy and procedures.</p>

Review how our HR Excellence in Research Award is promoted during the recruitment process by June 2013.	Human Resources and Development	Completed: The review highlighted that while we promoted our HR Excellence in Research award during induction with new researchers we had not promoted it as fully as possible during recruitment. Part of the current development of our new web based recruitment process will ensure effective promotion of the award to potential new staff.
Review progression processes by Sept 2013.	Human Resources and Development	Completed: Progression processes were reviewed and new criteria have since been approved.
Develop provision for 'Research Leadership' development and implement by Sept 2014.	Researcher Developer and C&LD	Completed and ongoing: Corporate Learning and Development collaborates with other higher education providers to deliver Personal and Professional development programmes and the accredited Institute of Leadership and Management (ILM) Awards including Leadership and Management awards. We have also expanded provision through use of other external events run by Vitae and others including the Aurora Leadership development initiative for female leaders. Ongoing and future development is and will be enabled by the commitment to academic leadership within the Academic Strategy 2020 .
Develop web resources and utilise Vitae resources for Research Leaders by Sept 2013.	Researcher Developer	Completed: Our Researcher Development website is regularly refreshed and provides advice and resources to support the career and professional development of researchers at all career stages: http://staff.napier.ac.uk/services/hr/development/acprofdev/RD/Pages/RDhome.aspx
Build internal coaching/mentoring capacity for Research Leaders during Sept 2014	C&LD and Researcher Developer	Completed: We have increased our mentoring capacity through the creation of a Staff Educational Development Association (SEDA) recognised award ' Edinburgh Napier Mentoring and Coaching Award '. 34 staff have participated in the programme since 2012, mentoring over 70 colleagues in relation to their academic goals and interests. Research around the impact of the programme (which was presented at a QAA conference in 2013) indicated that there were benefits for both mentees and mentors. A Special Interest Group on Mentoring has also been created to support, develop, and enhance mentoring and coaching work across the university. Ongoing and future development is and will be enabled by the commitment to academic mentoring within the Academic Strategy 2014-20.

Run 'An Effective Researcher' by Jan 2014	Researcher Developer	Incomplete and re-prioritised: Review of the Researcher Development programme in 2013 concluded that advertisement of similar available events run by Vitae would be more efficient than in-house delivery of this programme given our small numbers of contract research staff.
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C. Support and Career Development

3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

2010 Actions and Evidence	Responsibility	Progress
Run a survey to gather information available from academic departments on researcher career paths	Research Office	Updated Action: To maximise existing resources beyond our scope this action has been updated to: Utilise externally provided data on research career paths (for example Vitae's 'What do researchers do') and embed in development events supporting career development by Sept 2013. Lead: Researcher Developer
Gather and analyse information about career paths for Researchers in other sectors.	Human Resources and Development, Research Office	On-going: External sources of information such as Vitae's 'Career paths of doctoral graduates' are being used to support and develop online career guidance for researchers. Using externally provided data from organisations allows us to maximise existing resources.
Ensure all academics and researchers have access to support and guidance on data collection, finance, careers guidance, mentorship and management.	Academic Departments in collaboration with Professional Services	On-going: After our training and development gap analysis in 2011 a more comprehensive programme of events has been developed which are all targeted at our researchers. Using the Researcher Development Framework we have mapped out which events and resources are available to cover the areas of interest to research staff.

Develop a dedicated website for research staff	Academic Professional Development	<p>Completed: A new website has been created that provides advice and resources to support the career and professional development of Researchers: http://staff.napier.ac.uk/services/hr/development/acprofdev/RD/Pages/RDhome.aspx</p> <p>The website uses the Researcher Development Framework as an 'interactive portal' to relevant events and resources for each domain, allowing researchers to understand the linkages between our resources and the RDF.</p>
Review and improve communications with newly recruited researchers	Researcher Developer	<p>Completed: All new researchers are now contacted by the Researcher Developer on arrival at the University to highlight the resources and events relevant to their role. A one-to-one meeting for researchers with the Researcher Developer is also available to allow researchers to plan their career development.</p> <p>Updated 2014: A third of new Research staff had a one-to-one meeting with the researcher developer during AY2013/14.</p>
Review induction process to ensure appropriate support for researchers.	Human Resources and Development	<p>Completed: A new online learning module has been created to support induction and has researcher-specific information: http://staff.napier.ac.uk/services/hr/workingattheUniversity/LandD/Pages/NewStaff.aspx</p> <p>All new researchers are invited to University and Faculty induction events. Local departmental induction also occurs.</p>
Review current training provision for researchers.	Researcher Developer	<p>Completed and on-going: In 2011 a gap analysis on our training and development provision for researchers was conducted. This highlighted that many areas are well supported through our different learning providers within the University which include programmes developed by:</p> <p>Academic Professional Development Corporate Learning and Development Academic Practice (within the Office of the Vice Principal (Academic))</p>

		<p>We have also strengthened our links with external providers of relevant opportunities for researchers such as:</p> <p>Vitae Beltane Public Engagement Network</p> <p>All our research focused events are mapped against Vitae's Researcher Development Framework to ensure we provide balanced provision for researchers.</p>
<p>Explore how to promote and maximise the career management support available to researchers from our various support departments. This may include reviewing the induction procedure for staff and promoting the support by line managers/PIs to access training opportunities.</p>	<p>Human Resources and Development</p>	<p>Completed and On-going: Academic Professional Development and Corporate Learning and Development are both now within Human Resources and Development and co-located. This restructuring has allowed us to create a more coherent approach to Researcher Development across Professional Services development function.</p> <p>The development of our website for Researcher Development is helping us to communicate and promote opportunities to researchers in a more effective manner.</p> <p>Induction procedures have also been reviewed, supplemented with a new online learning module and all new research staff are contacted by the researcher developer to promote relevant opportunities to support their career development.</p>
<p>Encourage PI's to attend training sessions supporting researcher development.</p>	<p>Human Resources and Development</p>	<p>Completed and On-going: Our provision for research supervisors and principal investigators has been increased – to include intensive development courses on supervising early career researchers such as our 3-day SEDA accredited 'Supervising Research Degrees' course, as well as other sessions looking at how research leaders can support researcher development.</p>
<p>Review and develop a research career development strategy.</p>	<p>Research Strategy and Practice, Office of the Vice Principal (Academic), Human Resources and Development</p>	<p>Completed: In 2011 a number of University Committees including RKEC endorsed '<i>A strategic approach to Effective Researcher Development</i>'. This strategy has created an inclusive approach to early career researchers, to include research students and uses a co-ordinated, cross-university approach to education, training and professional development for all our researchers. The strategy also aims to develop a sense of community amongst researchers and to raise awareness amongst, and provide development for, principal investigators and research supervisors.</p>

		<p>The establishment of a Researcher Developer role within Academic Professional Development as part of this strategy has shown the commitment of the University to supporting the career and professional development of the researcher community.</p> <p>Communication between faculties and between faculties and central support services has been increased. We have widely integrated the Researcher Development Framework into our strategy, and we are currently evaluating the RDF online planner to decide on its implementation by the end of this academic year.</p>
Consult with Heads of Schools and Institutes to review the training provision for research staff.	Office of the Vice Principal (Academic)	<p>Completed: As part of our University-wide consultation on 'A strategic approach to Effective Researcher Development' Heads of school and Institutes were involved in the development of our current approach to Researcher Development.</p> <p>Updated 2014: Faculty Directors of Research are consulted as part of the evaluation and annual planning of our Researcher Development programme to ensure the programme addresses specific faculty needs. Deans of Faculty also have the opportunity to discuss this in the biannual Staff Development Forum. Professional Services annual plans are developed each year following the publication of faculty plans to enable them to respond to and support specific development areas including Researcher Development.</p>
Explore the provision of training for PIs on providing career advice to their researchers.	Human Resources and Development	<p>Updated Action: Promote the availability of the careers service and online career resources as a relevant source of support to researchers. Lead: Researcher Developer and Career service</p>
Explore how to provide researchers with information on University Committees and identify ways to integrate them into these activities.	Heads of Departments and Institutes	<p>Part-completed and on-going: A SharePoint site has been created at the start of AY 2012/13 to help with communication of University Committee minutes to the wider University community. Integration of researchers onto University Committees is still continuing and it is anticipated that the Concordat Working group, which draws from a wide range of researchers across the University will also be a mechanism to increase communication between researchers and relevant University Committees.</p> <p>Updated 2014 - Completed: In 2012 membership of RKEC was expanded to include contract research staff as an additional mechanism to ensure appropriate representation of staff views at institutional</p>

		level, and contract research have contributed items to RKECs agenda illustrating the success of this route for engagement and representation.
Review current mentoring provision	Human Resources and Development, Heads of Schools/Institutes	<p>Currently most mentoring for researchers is on an informal basis, for example from line managers, or for inexperienced supervisors through participation in a supervisory team, where they receive guidance and support to develop their supervisory practice.</p> <p>Updated Action: Evaluate the demand for formal mentoring schemes from researchers by Dec 2013 and if there is sufficient interest develop a research mentoring scheme by end Sept 2014. Lead: Human Resources and Development</p>
New or Updated Actions at Two year review in 2012:		Progress by 2014:
Utilise externally provided data on research career paths (for example Vitae's 'What do researchers do') and embed in development events supporting career development by Sept 2013.	Researcher Developer	<p>Completed: External reports and data on research career paths have been integrated into our Researcher Development programme and events focusing on research careers have highlighted these resources.</p>
Develop online career guidance for researchers by end of Sept 2013.	Human Resources and Development	<p>Incomplete and reprioritised: Due to the development of the new strategic direction for the university from 2014 and the subsequent strategic development of new promotion and progression criteria this action was no longer appropriate at that time.</p> <p>Updated Action: Ensure researchers are aware of the new promotion criteria which includes a specific research pathway to professorship.</p>
Work with Academic units to ensure that there is a departmental induction that is relevant to researchers needs by Dec 2013.	Human Resources and Development	<p>Completed, and new action carried forward due to restructuring: Current structures supported departmental inductions and these combined with the University level induction and one-to-one meetings offered to staff on arrival ensured there was an appropriate induction for researchers to the university.</p> <p>Due to the current restructuring of the University moving from Faculty to Schools as the main academic structure we will work with new academic units to ensure that researchers receive an appropriate induction within this new academic structure.</p>

Evaluate RDF online planner and decide on implementation by June 2013	Researcher Developer	Completed: A number of research staff took part in a three month pilot of the RDF online planner in early 2013. Evaluation indicated there was poor uptake and engagement with the online planner, so an institutional licence was not purchased.
Promote the availability of the careers service and online resources as a relevant source of support to researchers.	Researcher Developer and Career service	Completed: The careers service is highlighted as a resource available to researchers via events in the Researcher Development programme and through our website. Online resources such as the Vitae 'Google hangouts' held in 2014 which discuss career issues have also been advertised and promoted to our researchers.
Evaluate the demand for formal mentoring schemes from researchers by Dec 2013 and if there is sufficient interest develop a research mentoring scheme by Sept 2014.	Human Resources and Development	Completed and ongoing: The CROS survey was used to evaluate interest in formal mentoring schemes through an institutional-specific question. Mentoring capacity is being increased through our 'Edinburgh Napier Mentoring and Coaching award' and we are currently part of a pilot to use a software package called SUMAC to help facilitate mentoring partnerships. A strategy to encompass all forms of academic mentoring is being considered at University committees in early 2015 with the ambition that a university wide scheme will be launched later that year. Such a scheme will fit with ambitions for academic mentoring included in the Academic Strategy 2020 and in the Bronze Athena Swan Award Action Plan.
Review and evaluate Researcher Development Programme at end of AY 2012/13 in Sept 2013.	Researcher Developer	Completed: The Researcher Development programme is reviewed annually to ensure it remains relevant to researchers needs. CROS and PIRLS data is considered when reviewing the programme as well as post-event evaluation from researchers, informal feedback during sessions and email requests for development events. As we now use HRConnect to monitor both training and our PDR process we can assess the uptake and evaluate our programme. In the last academic year 45 events were scheduled with almost 400 attendances over the whole programme. 81% of our contract research staff have either attended a researcher development or other training events over the course of the award.

D. Researchers' Responsibilities

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

2010 Actions and Evidence	Responsibility	Progress
Encourage researchers to take up expanded provision of training in knowledge transfer and commercialisation of research	Heads of Departments / Institutes, Human Resources and Development, Knowledge Transfer and Commercialisation	<p>Updated Action: Incorporate training in Knowledge exchange and commercialisation of research into the wider Researcher Development programme by end of Sept 2013. Lead: Researcher Developer and Knowledge Transfer and Commercialisation</p>
Encourage researchers to take up opportunities provided for guidance and training on research governance and ethics	University Research Integrity Committee, Researcher Developer, Heads of School / Institutes	<p>Completed and on-going: New events on Research Integrity and Ethics have been added to our Researcher Development Programme.</p> <p>Our Code of Practice on Research Integrity and Ethics is currently being revised and will support researchers by providing clear guidance on research governance and ethics throughout the university.</p> <p>Updated 2014: Our new Code of Practice on Research Integrity was launched in 2013.</p>
Provide development opportunities for researchers to enable them to manage their career	Human Resources and Development	<p>Completed and on-going: Our Researcher Development programme provides opportunities for researchers to consider their career management. Our use of the Researcher Development Framework also supports researchers to pro-actively engage with their own development.</p>
Promote Personal and Career Development courses to researchers through the PDR process.	Human Resources and Development, PDR reviewers	<p>On-going: The Professional Development Review (PDR) is the University's scheme to enable all employees to perform to the best of their ability and helps staff to identify their development needs. The PDR can help researchers identify relevant opportunities and discuss their career development plans with their line manager.</p>

Review monitoring and evaluation of PDR	Human Resources and Development	<p>On-going: The PDR process is being reviewed across the University to ensure it is consistently carried out and is relevant to all roles. The adoption of the HR Connect system will also allow enhanced evaluation of the PDR process and rates of completion.</p> <p>Updated 2014: Our Professional Development Review (PDR) process was reviewed in 2013 by HRD, and we have high uptake of PDR with 91% of our 2013 CROS respondents indicating they had received an annual review (compared to the 2013 CROS UK average of 60%). We have now adopted the use of HRConnect to monitor uptake of both training events and engagement with the annual PDR process for staff.</p>
Review procedures in place to record PDR and CPD activities.	Human Resources and Development	<p>Completed: In 2011 the University adopted HR Connect as an online system to record all CPD activities. Future developments of the HR Connect system will allow records of PDR to be maintained as well.</p>
New or Updated Actions at Two year review in 2012:		Progress by 2014:
Incorporate training in Knowledge exchange and commercialisation of research into the wider Researcher Development programme by Sept 2013.	Researcher Developer and Knowledge Transfer and Commercialisation	<p>Ongoing: We have increased our support for researchers involved in public engagement and knowledge exchange through our funding of the Beltane PE network since 2013. We have had four staff members successfully obtain a Beltane Fellowship. We have also worked with our Marketing, Branding and Communications unit to provide training for researchers to engage with broad audiences through TV, radio or newspaper interviews. Some of the interactions of our academics with the media have been captured in these presentations: Feb-May 2014 and Sept-Dec 2014. In 2014 we also published a new magazine Impact which highlights our research and its impact on society.</p> <p>Events run by our commercialisation team have been advertised during 2012/13 through our researcher development programme, and we have since developed a series of events that will be co-delivered from early 2015 onwards. These events will complement the work of Bright Red Triangle and the Business Exchange programme (BIE) which support both staff and students to engage with business. The BIE is a collaborative project between Edinburgh Napier, Queen Margaret and St. Andrews universities, which within its first 30 months of operation had stimulated an additional £7m of business investment in research and technology development.</p>

Communicate the new Code of Practice on Research Ethics and integrity to the researcher community during AY 2013/14.	University Research Integrity Committee	Completed: In 2013 we revised our ' Code of Practice on Research Integrity ' which highlights good research practices and the responsibilities for researchers to conduct themselves with integrity. We have increased training in this area since 2012 and from our 2013 CROS data this has led to increased awareness of research integrity issues.
Develop an online module on Research Ethics and Integrity for launch by Dec 2013.	Academic Professional Development	Partially completed and ongoing: An online module on Research Ethics and Integrity was created and is hosted within Moodle, our VLE. The module will be used in AY 2014/15 along with other online researcher development events and resources.
Promote the use of the Researcher Development Framework for researchers to self-identify their own professional and career development needs.	Human Resources and Development	Completed: We promote the use of Vitae's Researcher Development Framework (RDF) to support individual career development. This approach has led to high levels of awareness and understanding of this resource (2013 CROS data indicated 36% of our staff understood the RDF, compared to the UK average of 15%).
Establish a fund for researcher-led initiatives to support researchers who are pro-actively identifying their own development needs and that of the research community, for launch by Sept 2014.	Research Strategy and Practice, Office of the Vice Principal (Academic) and Research Developer	Completed: In AY2013/14 we established a 'Researcher-Led Initiatives fund' which supports researchers who are pro-actively identifying their own development needs, and applications to this fund have since increased during 2014, with four being successfully funded.
Continue our use of social media to connect with the research community.	Researcher Developer	Ongoing: We have been using Twitter since 2012 to engage with the research community and continue to build networks through the use of Twitter and other communication tools (such as use of the news page on staff University website).
Create a twice-yearly newsletter on Researcher Development.	Researcher Developer	Updated Action: Due to University restructuring and the creation of the new Research and Innovation Office this action will now be taken forward as part of a review of communications by the new RIO.

E. Diversity and Equality

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

2010 Actions and Evidence	Responsibility	Progress
In 2010 an Equal Pay Audit and an investigation into additional payments made to staff (over and above salaries) and opportunities for progression were carried out. The issue of potential disadvantages faced by researchers and part-time staff was highlighted in both and recommendations are being drafted to minimise/eradicate the issue.	Human Resources – Equality and Diversity	Updated Action: Identify disincentives and indirect obstacles to retention and progression for researchers and identify mechanisms to address these. Lead: Concordat Working Group, Human Resources and Development
Consider running a survey to assess research practices on staff groups, for example, those with atypical career paths, and how this affects career outcomes.	Human Resources – Equality and Diversity	Updated Action: Utilise externally provided data on research career paths (for example Vitae’s ‘What do researchers do’) and embed in development events supporting career development by Sept 2013. Lead: Researcher Developer
Ensure that the University is aware of the equality and diversity policies of all funding bodies that fund our researchers and to contact any funding bodies if their funding strategies do not promote equal opportunities and diversity.	Research Office	Action Carried Forward: Due to University restructuring this action will now be taken forward by Human Resources and Development.
Investigate how maternity/paternity/adoption leave etc. pay is paid if there is no provision made by the funding body.	Research Office	Action Carried Forward: Due to University restructuring this action will now be taken forward by Human Resources and Development.
Ensure that recruitment and selection procedures clearly state that the working language of the University is English. Assess the current level of support for non-native English speakers.	Human Resources and Development	Completed: Person specification guidance for all Grade 3 and above roles includes guidelines on including a statement about competence in English.

New or Updated Actions at Two year review in 2012:		Progress by 2014:
Identify disincentives and indirect obstacles to retention and progression for researchers and identify mechanisms to address these.	Concordat Working Group, Human Resources and Development	Completed: In November 2014 we submitted an application for an institutional Bronze Athena Swan Award with a developed action plan that aims to remove barriers toward retention and progression for all researchers.
Utilise externally provided data on research career paths (for example Vitae's 'What do researchers do') and embed in development events supporting career development by Sept 2013.	Researcher Developer	Completed: External reports and data on research career paths have been embedded in our researcher development programme and events focusing on research careers have highlighted these resources.
Ensure that the University is aware of the equality and diversity policies of all funding bodies that fund our researchers and to contact any funding bodies if their funding strategies do not promote equal opportunities and diversity by Dec 2013.	Human Resources and Development	Ongoing: We have identified our main funders and through the introduction of a research information management system which is to be tendered for in 2015 we will continue to track and identify our main funders, allowing us to consider their equality and diversity policies.
Investigate how maternity/paternity/adoption leave pay is paid if there is no provision made by the funding body by Dec 2013.	Human Resources and Development	Completed: Our Maternity/paternity policy does not differentiate between types of staff member and goes beyond our statutory requirements to support maternity pay.
Integrate 'Every Researcher Counts' resources from Vitae into the Researcher Development Programme by Sept 2013.	Researcher Developer	Completed: 'Every researcher counts' resources have been adapted into our Researcher Development programme and several members of our Athena Swan team have attended Vitae launch events about 'Every Researcher Counts'.
Set out plans and begin the work to bring our STEM departments to the Bronze Award level of Athena SWAN.	Diversity Partner	Completed: An institutional application was submitted towards Bronze Athena SWAN in November 2014.
Consider alternative delivery methods for development events such as e-learning, video casts and podcasts to help part-time researchers' access training and development.	Researcher Developer	Completed: A small number of pilot sessions were trialled using alternative delivery methods during AY2013/14 with good evaluation responses which indicated the usefulness of such methods. We plan to include online webinars in parts of our researcher development programme during AY 2014/15.

F. Implementation and Review

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.

2010 Actions and Evidence	Responsibility	Progress
An implementation group, endorsed by senior management, is to be put in place.	Office of the Vice Principal (Academic)	Updated Action: Updates will be provided to relevant University committees, for example RKEC and URIC, to maintain senior management oversight of Concordat developments. Lead: Researcher Developer, Office of the Vice Principal (Academic)
Use the University Concordat Action Plan 2010-2012 as the foundation for a more detailed implementation plan including review mechanisms	Office of the Vice Principal (Academic), Human Resources and Development	On-going: A review of the training and development opportunities for researchers was conducted in 2011 and along with the Concordat Action Plan 2010-2012 these helped inform the development of the Researcher Development programme from 2011 onwards. The development programme will be reviewed at the end of AY 2012/13 and external surveys such as CROS and PIRLS will be used to review general progress against the Concordat Principles.
Form a Concordat Steering Group	Office of the Vice Principal (Academic), Human Resources and Development	Completed: A Concordat Working group has been formed. Its membership includes researchers at all career stages and represents a range of researchers from across the University Faculties and Institutes.
Monitor the Concordat implementation progress and plans of external stakeholders	Office of the Vice Principal (Academic), Human Resources and Development	Updated Action: Review Research Council statements and policies in relation to the Concordat Principles by Sept 2013. Lead: Researcher Developer and Finance Office
Engage with stakeholders to share good practice and promote the principles of the Concordat	Office of the Vice Principal (Academic), Researcher Developer	On-going: Staff are engaged with relevant sector groups to facilitate sharing and awareness of good practice and the promotion of the Concordat Principles (for example staff sit on steering groups for Vitae, ScotHERD, and the Scottish Researcher Career Coordination Forum).

New or Updated Actions at Two year review in 2012:		Progress by 2014:
Updates will be provided to relevant University committees, for example RKEC and URIC, to maintain senior management oversight of Concordat developments.	Researcher Developer, Office of the Vice Principal (Academic)	Completed and Ongoing: Progress of Concordat Action plans is regularly discussed at RKEC and URIC.
The Concordat Working group will meet regularly to review progress against the Concordat Principles	Concordat Working group	Updated Action: The Concordat Working group has not met as often as anticipated, and with developing agendas such as our Athena Swan submission the remit of the group needs to expand to cover researcher development in a broad sense. Therefore the group will be reviewed and re-launched as part of the communication and engagement plans of the new Research and Innovation Office.
Review Research Council statements and policies in relation to the Concordat Principles by Sept 2013.	Researcher Developer and Finance Office	Completed: We review policies and statements from RCUK as they are communicated, using Vitae membership to remain current with new developments on the Concordat. We have also adopted other policy developments such as the ‘Concordat to Support Research Integrity’ into our own Code of Practice on Research Integrity when it was reviewed in 2013.
Carry out both CROS and PIRLS in 2013.	Human Resources and Development	Completed: Both CROS and PIRLS were carried out in 2013, with results feeding into new initiatives within the researcher development programme. We have committed to running both CROS and PIRLS in 2015.

Abbreviations:

AY	Academic Year
CL&D	Corporate Learning and Development
CROS	Career in Research Online Survey
HRD	Human Resources and Development
ILM	Institute of Leadership and Management
PDR	Professional Development Review
PIRLS	Principal Investigators and Research Leaders Survey
RDF	Researcher Development Framework
RIO	Research and Innovation Office
RKEC	Research and Knowledge Exchange Committee
SEDA	Staff and Educational Development Association
URIC	University Research Integrity Committee