



## Gap Analysis and Action Plan to Further the Implementation of The Concordat to Support the Career Development of Researchers

### European Commission HR Excellence in Research Badge

#### Introduction

University College London was established in 1826 to open up education in England for the first time to students of any race, class or religion. UCL was also the first university to welcome female students on equal terms with men.

Academic excellence and conducting research that addresses real-world problems inform our ethos to this day. As London's Global University, UCL is engaged across the spectrum of research projects, from arts and humanities to the basic and applied sciences and medicine; UCL is open to talent from around the world; and, furthermore, it is engaged with the needs of an interconnected world. As London's research powerhouse we deliver research impact resulting from multidisciplinary research excellence. This results in myriad benefits to society, such as medical innovations, cultural enrichment, informing public policy and boosting economic prosperity. Our academics and researchers make substantial contributions to the advancement of disciplines and to addressing social and economic challenges faced by the UK and beyond.

UCL is one of the most successful UK universities at attracting funding, with an income of more than £800 million in 2011, when we received:

- 3rd highest allocation of Research Council UK funding
- 3rd highest allocation of European Research Council starting grants

This success has helped UCL to be independently ranked as the most productive research university in Europe. ([SIR](#))

- UCL attracts the second highest number of academic citations in the UK showing the high esteem and relevance of the institution's research ([QS 2011](#)).
- UCL is ranked 4th in the world's top universities by the QS World University Rankings 2012-13
- All of UCL's research, subject to permissions, is placed in [Discovery](#)– UCL's online repository, available to everyone.
- UCL has a significant number of research staff and fellows (approximately 2,500).
- In the 2008 Research Assessment Exercise (RAE), UCL was rated the best research university in London, and third in the UK overall, for the number of its submissions which were considered of 'world-leading quality'.

## UCL Gap Analysis and Action Plan

UCL wishes to apply for the HR Excellence in Research Award in order to acknowledge its commitment to the support and development of its research staff and its exemplary research environment. UCL greatly values its research staff and has had in place measures consistent with the provision of the Concordat for some time. There is an existing range of policies, practice, guidelines and activities and other support through which most of the Concordat's provisions are already addressed.

UCL provides a range of services and functions to support research staff in their academic research and in their future careers, including:

- The Office of the Vice-Provost, Research
- Organisation and Staff Development, including the OSD Programme for Researchers
- Graduate School
- Careers Consultants for Research Staff
- Centre for the Advancement of Learning and Teaching
- UCL Enterprise
- UCL Public Engagement Unit

In addition, UCL engages with external organisations which support researchers such as Vitae and the League of European Research Universities.

A gap analysis was undertaken against the Concordat between November 2012 and February 2013. As UCL participated in CROS and PIRLS in 2011, as well as running a UCL-wide Staff Satisfaction Survey in 2011, an analysis of these findings was included in the gap analysis. The process was led jointly by the Office of the Vice-Provost, Research, Organisation and Staff Development and the Graduate School. The gap analysis was carried out in consultation with other colleagues in HR (in particular, Equalities and Diversity and HR Policy), and key stakeholders across the institution. The analysis focused on a comprehensive review of existing documents of policy and practice in relation to each of the Concordat principles and examples of good practice were noted. Where gaps were identified appropriate actions were highlighted where additional work needs to be undertaken. From this, an Action Plan has been developed to ensure that the principles of the Concordat are firmly embedded within UCL.

The Gap Analysis and Action Plan have been driven by the Vice Provost, Research and the Director of Human Resources, and it was presented to the newly created Researcher Development Working Group (RDWG, see section 4.13) for comment and validation prior to implementation. The RDWG was established in February 2013, with the intention to develop programmes that support researchers on a career path towards becoming leaders in research or a related activity that benefits from their research-based and leadership skills. The Researcher Development Framework provided by Vitae is a starting point but needs to be evolved into a form that reflects UCL priorities and structures. The Concordat also provides the guiding principles detailing expectations for the support and management of research careers.

In addition, a proposal will be presented in April 2013 to the HR Policy Committee to re-establish a Research Staff Committee, to provide governance for monitoring the implementation of the Concordat at UCL. Direct responsibility for implementing the Concordat at UCL is placed with Professor David Price, Vice Provost, Research, Mr Nigel Waugh, Director of Human Resources and Professor David Bogle, Head of the Graduate School.

<b>A: RECRUITMENT AND SELECTION</b> <b>PRINCIPLE1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>			
<b>Concordat Clause</b>		<ul style="list-style-type: none"> <li>• <b>Achieved (A) – no additional action required</b></li> <li>• <b>Partially met (P)</b></li> <li>• <b>Outstanding (O)</b></li> </ul> <b>and evidence for current compliance and action points</b>	<b>Actions to be Pursued</b>
1.1	<p>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</p>	<p><b>A – no additional action required</b></p> <p>As outlined in UCL’s Research Strategy 2011 ‘Delivering a Culture of Wisdom’, in order to attract, retain and cultivate intellectual leaders, UCL will provide a positive and creative research environment, and offer appropriate incentives and support, such as: competitive salaries, space and cutting-edge equipment; access to gifted and ambitious graduate students; appropriate teaching opportunities and responsibilities; and a culture in which discovery, application and leadership are cherished and rewarded.</p> <p>UCL has in place effective mechanisms for the identification and recruitment of outstanding individuals and research groups in all areas of academic endeavour and from around the world. Candidates will not be restricted to those already within academia but will also include, for example, those from industry and public bodies.</p> <p>A central quality of the research leaders that UCL seeks to attract, retain and cultivate is the ability to determine their own research direction, based on their own curiosity about and commitment to their chosen subject area.</p> <p>A focus on excellence and leadership is fundamental to all UCL research activities. We seek to attract, retain and cultivate intellectual leaders through the provision of a positive and creative research environment. See our Research Strategy at <a href="http://www.ucl.ac.uk/research">www.ucl.ac.uk/research</a></p>	<p><b>Lead: VP(R)</b></p>
1.2	<p>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>	<p><b>A – no additional action required</b></p> <p>UCL has an informative and transparent recruitment policy based on Equalities and Diversity principles and geared towards open recruitment <a href="http://www.ucl.ac.uk/hr/docs/recruitment.php">http://www.ucl.ac.uk/hr/docs/recruitment.php</a></p> <p>UCL’s Research Strategy openly supports diversity in recruitment:</p> <p>‘We are utterly committed to recruiting and retaining the best leaders; we believe, as a founding principle, that they come from a wide range of backgrounds. We will therefore redouble our efforts on diversity in research careers. This will cover both statutory requirements such as race, gender and sexuality, and other important issues, such as disadvantaged social backgrounds and unconventional educational pathways. Where cultures or processes inhospitable to diversity are identified, they will be addressed. We will support the adoption of diversity-related agendas within the Research Excellence Framework.’</p>	<p><b>Lead: HR</b></p> <p><b>Action: As part of continuous improvement, the Recruitment and Selection Policy is being reviewed to make it more streamlined and accessible</b></p> <p><b>Timescale: on-going for academic year 2012-2013</b></p>

		UCL's recruitment and selection policy has explicit guidance about the use of clear person specifications and how these must be used for shortlisting and interview purposes. <a href="http://www.ucl.ac.uk/hr/docs/recruitment.php#sec5">http://www.ucl.ac.uk/hr/docs/recruitment.php#sec5</a>	<b>Lead: HR</b>
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	<b>A – no additional action required</b>  UCL has a clear policy of appointing most researchers on open ended contracts, with grant / project end dates, where applicable. Guidance is very specific in the circumstances in which fixed term contracts may be used. <a href="http://www.ucl.ac.uk/hr/services/oec/guidance_ucl_coe.php">http://www.ucl.ac.uk/hr/services/oec/guidance_ucl_coe.php</a>	<b>Lead: HR</b>
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels, should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their future career development.	<b>P – partially met</b>  There is a 2 hour mandatory briefing session for all staff who are on recruitment panels <a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/sdrshrbp/index.php">http://www.ucl.ac.uk/hr/osd/timetable/programme/sdrshrbp/index.php</a>  The majority of Heads of Department have had a 3 hour 'Unconscious Bias' Master Class delivered by international experts Pearn Kandola  UCL's recruitment and selection policy states that feedback should be given, where requested, ensuring it is honest and related to the person specification <a href="http://www.ucl.ac.uk/hr/docs/recruitment.php#sec15">http://www.ucl.ac.uk/hr/docs/recruitment.php#sec15</a> (para 69).  Also see 6.7 for UCL policy on representation of women on recruitment and selection panels.	<b>Lead: OSD</b> <b>Action: Interview skills training will be developed as an optional extra session Timescale – on-going for academic year 2012-2013</b>  <b>Lead: E&amp;D Team</b> <b>Action: Further unconscious bias training will be organised for other senior and middle managers in departments Timescale – on-going for academic year 2012-2013</b>  <b>Lead: HR</b>  <b>Lead: HR</b>
1.5	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	<b>A – no additional action required</b>  The grades for all posts in UCL's pay structure, grades 1 – 10, are determined through job evaluation. The criteria used at UCL is that of the Higher Education Role Analysis (HERA) job evaluation scheme. In addition, there is further banding criteria for Grade 10 (Professorial and Professional level).	<b>Lead: HR</b>
<b>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.</b>			
<b>Concordat Clause</b>		<b>Evidence of Achievement</b>	<b>Actions to be Pursued</b>
2.1	Employers are encouraged to value and afford equal	<b>A – no additional action required</b>	<b>Lead: HR</b>

<p>treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p>	<p>UCL has a policy of employing researchers on open ended contracts; therefore there is no differential in terms of treatment in relation to other staff <a href="http://www.ucl.ac.uk/hr/services/oec/guidance_ucl_coe.php">http://www.ucl.ac.uk/hr/services/oec/guidance_ucl_coe.php</a>.</p> <p>UCL's Research Strategy demonstrates high aims for the development of researchers. The Research Strategy explicitly states that "The recruitment and training of high-quality early career researchers are critical to a university's long-term success. These individuals can generate vibrancy and vitality in UCL's academic life today, with many becoming the leaders of tomorrow. UCL will support a 'whole career' approach and create opportunities for younger researchers to take leadership roles around new initiatives." To translate these strategic ambitions into a consistent framework for researcher development at UCL, a Researcher Development Working Group (RDWG) has been set up comprising membership from providers of UCL development opportunities and key stakeholder groups such as research students, research staff from different points in their careers and probationary lecturers. (See section 4.13.) Using the Researcher Development Framework and the Concordat as guiding principles, the RDWG's role will be to identify priorities for change and improvement within existing activities, practice and policies. The overarching aim is to create a framework that offers clear development pathways whilst retaining flexibility and a fundamentally self-driven character to researcher development.</p> <p>In addition, a proposal will be presented in 2013 to the HR Policy Committee to re-establish a Research Staff Committee, to provide governance for monitoring the implementation of the Concordat at UCL</p> <p>UCL's 2011 staff survey demonstrated a high degree of satisfaction amongst researchers relating to career development.</p> <p>32. I believe I have the opportunity for personal development and growth at UCL Researchers 73% positive; UCL norm 66%</p> <p>33. There are sufficient opportunities for me to receive training to improve my skills in my current job Researchers 72% positive; UCL norm 66%</p> <p>34. I am given a real opportunity to improve my skills at UCL Researchers 67% positive; UCL norm 58%</p> <p>UCL also has clear Guidance to Heads of Departments on providing Teaching Opportunities for Postgraduate Research Students and Early Career Research Staff to ensure developmental opportunities are embedded in practice across departments <a href="http://www.ucl.ac.uk/hr/docs/guidance_to_teaching.php">http://www.ucl.ac.uk/hr/docs/guidance_to_teaching.php</a></p>	<p><b>Lead: VP(R), RDWG</b></p> <p><b>Lead: HR</b> <b>Action: To present a proposal to the HR Policy Committee to re-establish a Research Staff Committee</b> <b>Timescale: April 2013</b></p> <p><b>Lead: HR</b> <b>Action: Implement UCL staff survey</b> <b>Timescale: the UCL staff survey is repeated every two years. The next administration will be</b></p>
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2.2	<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 guidance on the use of fixed-term contracts will provide benefits for researchers, research managers and their organisations.</p>	<p><b>A – no additional action required</b></p> <p>As stated above (Section 2.1), UCL offers researchers open-ended contracts, as opposed to fixed term contracts (except, for example, for maternity or sabbatical cover) demonstrating our commitment to stability of employment.</p>	<p><b>Lead: HR</b></p>
2.3	<p>Research managers should be required to participate in active performance, management, including career development guidance &amp; supervision of those who work in their teams. Employers should ensure that research managers are made aware of their responsibilities for the management of researchers and should provide training opportunities including equality &amp; diversity training,</p>	<p><b>P – partially met</b></p> <p>UCL is committed to regular staff appraisal and staff who have line management responsibilities, should complete the Appraisal, Review and Development Scheme workshop regardless of previous experience before conducting any staff review to ensure they have the requisite skills for promoting good performance and development. These workshops are offered monthly through the OSD Professional Development Programme. <a href="https://www.ucl.ac.uk/hr/osd/timetable/programme/sdrerall/index.php#aa">https://www.ucl.ac.uk/hr/osd/timetable/programme/sdrerall/index.php#aa</a></p> <p>UCL's Appraisal, Review and Development Scheme applies equally to researcher staff. In addition to formal appraisal, managers are encouraged to undertake regular 1:1 meetings with staff to ensure appropriate supervision and development. <a href="http://www.ucl.ac.uk/hr/docs/staff_review_development.php">http://www.ucl.ac.uk/hr/docs/staff_review_development.php</a></p> <p>UCL has a target of 95% completion rate for appraisals, which includes all research staff.</p> <p>According to the last UCL staff survey, the percentage of research staff having had an appraisal was</p>	<p><b>Lead: OSD</b></p> <p><b>Lead: HR</b>  <b>Action: To increase the percentage of appraisals undertaken for researchers</b>  <b>Timescale: on-going</b></p>

<p>to support research managers' performance in these areas is developed, assessed &amp; rewarded, and how effectively this supports good research management.</p>	<p>slightly below the norm, but were equal to the norm on the questions:  19. My last appraisal led to my developing my skills and/or improving my performance  20. My last appraisal accurately acknowledged my performance</p> <p>In terms of general feedback</p> <p>6. I receive regular and constructive feedback on my performance, researchers were 56% positive, in comparison to the UCL norm of 48%.</p> <p>All new staff at UCL are required to undertake online diversity training in order to pass probation.  <a href="http://www.ucl.ac.uk/hr/equalities/training/ucl_marshall_disclaimer.php">http://www.ucl.ac.uk/hr/equalities/training/ucl_marshall_disclaimer.php</a></p> <p>Moreover on the Professional Development Programme there is a course 'Leading on Diversity' <a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/hrlod/index.php">http://www.ucl.ac.uk/hr/osd/timetable/programme/hrlod/index.php</a> which enables managers to get the best out of their staff, particularly if they are from a diverse group. The training has been marked out as best practice by Stonewall in its Workplace Equality Index 2013.</p> <p>'Best Practice in People Management' training is also provided for managers, including research managers and PIs, which covers the importance of performance management.  <a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/sdbppmu/index.php">http://www.ucl.ac.uk/hr/osd/timetable/programme/sdbppmu/index.php</a></p> <p>All managers are expected to complete the Appraiser's workshop</p> <p>UCL introduced management competencies with respect to grade 10 posts early in 2008, which is under review with the intention of applying it to all management posts.  <a href="http://www.ucl.ac.uk/hr/osd/resources/competencies.php">http://www.ucl.ac.uk/hr/osd/resources/competencies.php</a></p> <p>A Programme of Learning events has been made available by OSD which helps develop Leadership and Management Competencies.  <a href="http://www.ucl.ac.uk/hr/osd/timetable/mltprog.php">http://www.ucl.ac.uk/hr/osd/timetable/mltprog.php</a></p> <p>UCL has one corporate training record to which all UCL training providers input records of training undertaken, in order to enable a comprehensive record of all staff training and development completed by UCL staff. In addition staff may enter development and training events they have completed externally whilst on the job. This allows UCL to:</p> <ul style="list-style-type: none"> <li>• Better understand training and development currently undertaken and the resources required to meet that need now and in the future.</li> <li>• Support all staff, including researchers, with a professional registration requirement to meet their Continuing Professional Development needs.</li> </ul>	<p><b>Lead: E&amp;D Team</b>  <b>Action: Further unconscious bias training to be rolled out within academic departments</b>  <b>Timescale: Academic year 2012-2013</b></p> <p><b>Lead: HR, OSD</b>  <b>Action: to work with managers to increase the number of completed appraisals</b>  <b>Timescale: on-going; Appraiser's workshops are held monthly throughout the year</b></p> <p><b>Lead: OSD</b></p> <p><b>Lead: OSD</b></p>
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2.4	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 re-deploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and	<p><b>A- No additional action required</b></p> <p>Employees under notice of redundancy, including cessation of fixed term contracts, are given preferential treatment in respect of vacancies, as outlined in the redeployment policy. <a href="http://www.ucl.ac.uk/hr/docs/redeployment.php">http://www.ucl.ac.uk/hr/docs/redeployment.php</a></p> <p>We have invested in a new redeployment module, aligned to our online recruitment system and all managers will be required to advertise vacancies, in addition to checking the redeployee register, to increase opportunities for staff at risk of redundancy.</p> <p>The UCL Graduate School administers UCL's Bridging Fund, a fund designed to maintain the employment and retain the skills and experience of research staff between grants or contracts. All academic research staff are eligible to apply for funding via their Heads of Department, for periods normally lasting 3 months. Departments are expected to encourage skills training and career development during the bridging period.</p>	<p><b>Lead: HR</b>  <b>Action: Introduce new redeployment module as part of on-going continuous improvement</b>  <b>Timescale: March 2013</b></p> <p><b>Lead: GS</b></p>

	funding can be enhanced to help employers to achieve this objective.		
2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	<p><b>A – no additional action required</b></p> <p>There is clear incremental pay progression for all staff on grades 1 – 9. In addition there are opportunities for the awarding of contribution or discretionary points for outstanding achievement. This is in line with the Pay Framework as agreed nationally with the recognised Trade Unions.</p> <p><a href="http://www.ucl.ac.uk/hr/salary_scales/index.php">http://www.ucl.ac.uk/hr/salary_scales/index.php</a></p> <p><a href="http://www.ucl.ac.uk/hr/docs/accelerated_and_contribution_points.php">http://www.ucl.ac.uk/hr/docs/accelerated_and_contribution_points.php</a></p>	<b>Lead: HR</b>
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	<p><b>A – no additional action required</b></p> <p>UCL has clear and agreed promotion procedures for all research staff. The promotions round is advertised to all staff at the commencement of the annual process through the agreed UCL communication channel 'The week@UCL'.</p> <p><a href="http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php">http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php</a></p> <p>We provide an online Lecturecast and tips and strategies for success in the senior promotions round, including audio clips. <a href="http://www.ucl.ac.uk/hr/equalities/race/promotions.php">http://www.ucl.ac.uk/hr/equalities/race/promotions.php</a>. This was undertaken with support from UCL's Race Equality Group.</p> <p>We publicise all successful promotions, including those who have come purely through the researcher route <a href="http://www.ucl.ac.uk/hr/docs/successful_sp_2012.php">http://www.ucl.ac.uk/hr/docs/successful_sp_2012.php</a></p> <p>In addition to the open training and development programme, available to all staff, there is explicit training provided for researchers to promote career development - see the Professional Development Programme. We offer a large variety of events, opportunities and workshops to support researchers in developing their careers.</p> <p><a href="http://www.ucl.ac.uk/hr/osd/research/index.php">http://www.ucl.ac.uk/hr/osd/research/index.php</a>  <a href="http://www.ucl.ac.uk/hr/osd/timetable/theme.php">http://www.ucl.ac.uk/hr/osd/timetable/theme.php</a></p> <p>and in particular:</p> <p>Taking Control of Your Career  <a href="http://www.ucl.ac.uk/hr/osd/research/programme/sdtycr/index_1213.php">http://www.ucl.ac.uk/hr/osd/research/programme/sdtycr/index_1213.php</a></p>	<p><b>Lead: HR</b></p> <p><b>Lead: OSD</b></p>

		<p>Springboard Development Programme for Women Researchers  <a href="http://www.ucl.ac.uk/hr/osd/research/programme/sdsb/index_1213.php">http://www.ucl.ac.uk/hr/osd/research/programme/sdsb/index_1213.php</a></p> <p>Leadership in Action:  <a href="http://www.ucl.ac.uk/hr/osd/research/programme/sdlia">http://www.ucl.ac.uk/hr/osd/research/programme/sdlia</a></p> <p>Best Practice in People Management:  <a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/sdbppmu/index.php">http://www.ucl.ac.uk/hr/osd/timetable/programme/sdbppmu/index.php</a></p> <p>In 2009 we held the first UCL Research Staff Conference which is now a Bi Annual event. This provided researchers with opportunities to participate in workshops such as “From Researcher to Academic – transition”, and “Fellowships” and “Managing Your Career by Yourself”  <a href="https://www.ucl.ac.uk/hr/osd/research/conference/programme11.php">https://www.ucl.ac.uk/hr/osd/research/conference/programme11.php</a></p> <p>Research students have access to workshops on both academic and non-academic career planning which are designed to empower them to take charge of their careers. This is supplemented by the opportunity for one on one careers coaching through our research student careers appointments available twice weekly. These services are advertised via the Graduate School’s Skills Development Programme.</p> <p>Research staff also have access to career planning workshops and one to one appointments. These are advertised directly using Research School - specific global mailing lists.  Details of the above support programmes can be seen on the Researcher Careers pages at <a href="http://www.ucl.ac.uk/careers/researchers">www.ucl.ac.uk/careers/researchers</a> This site also contains reference information on both academic and non-academic careers relevant to all researchers</p> <p>See Section 3.2 for details of the Research Staff promotions procedure at UCL  <a href="http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php">http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php</a></p>	<p><b>Lead: OSD</b>  <b>Action: Run Bi-Annual Research Staff Conference</b>  <b>Timescale: June 2013</b></p> <p><b>Lead: CAS</b></p> <p><b>Lead: HR</b></p>
<b>PRINCIPLE 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b>			
	<b>Concordat Clause</b>	<b>Evidence of Achievement</b>	<b>Actions to be Pursued</b>
3.1	It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is therefore imperative that researcher positions in the	<p><b>A – no additional action required</b></p> <p>University College London offers a variety of career development opportunities for researchers. These include workshops, online modules, careers advice.  <a href="http://www.ucl.ac.uk/hr/osd/timetable/index.php">http://www.ucl.ac.uk/hr/osd/timetable/index.php</a>  <a href="http://www.ucl.ac.uk/hr/osd/resources/online.php">http://www.ucl.ac.uk/hr/osd/resources/online.php</a></p> <p>Research students and staff at UCL have access to a wide variety of services and products provided by The UCL Careers Service that are in line with services offered by other sectors: access to career</p>	<p><b>Lead: OSD</b></p> <p><b>Lead: CAS</b></p>

	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.	coaching opportunities, one on one interview practice, career skills workshops (career planning as well as application and interview skills), relevant online reference material describing career paths and options for researchers, and opportunities to interact with relevant employers outside academia through our researcher specific job sector forums. Full details at: <a href="http://www.ucl.ac.uk/careers/researchers">www.ucl.ac.uk/careers/researchers</a>	
3.2	A wide variety of career paths is open to researchers and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will therefore wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	<p><b>A – no additional action required</b></p> <p>UCL has a Research Staff promotions procedure in place which defines the process for promotion to research grades into Research Associate (Grade 7) to Senior Research Associate (Grade 8), then Principal Research Associate (Grade 9), and finally Professorial Research Associate (Grade 10) (<a href="http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php">http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php</a>)</p> <p>Information on alternative career paths for researchers is available online (<a href="http://www.ucl.ac.uk/careers/researchers">www.ucl.ac.uk/careers/researchers</a>). This includes:</p> <ul style="list-style-type: none"> <li>• Access to the results of our 2010 survey of UCL PhD Graduate destinations that includes information on post research degree career paths, the transferability of skills gained through academic research and personal insights into the challenges faced by researchers making career transitions (<a href="http://www.ucl.ac.uk/careers/researchers/resources">http://www.ucl.ac.uk/careers/researchers/resources</a> - What do UCL PhDs do))</li> <li>• Information on pursuing an academic career outside the UK, including the personal advice of overseas academics who were working at UCL when surveyed by UCL Careers in 2010. (<a href="http://www.ucl.ac.uk/careers/researchers/resources">http://www.ucl.ac.uk/careers/researchers/resources</a>)</li> <li>• Links from our researcher careers pages to external careers information sites such as the 'Sector Information' pages of the Vitae website as well as Vitae resources on career case studies and researcher career destination studies for the whole of the UK</li> <li>• Our comprehensive employer programme currently consists of 6 events each covering a particular sector where researchers and their skills are valued. The format of these events allows researchers to hear about different career paths from invited speakers who also hold research degrees. These events are currently open to research students and a percentage of places are set aside for research staff to attend. Details available at: <a href="http://www.ucl.ac.uk/careers/researchers/events">http://www.ucl.ac.uk/careers/researchers/events</a></li> </ul>	<p><b>Lead: HR</b></p> <p><b>Lead: CAS</b></p>
3.3	Employers, funders and researchers recognise that researchers need to develop transferable training and appropriate skills, competencies and	<p><b>A – no additional action required</b></p> <p>UCL demonstrates its ongoing commitment to the Researcher Development Agenda by the provision of extensive programmes of development opportunities for research staff and students (through the OSD Professional Development Programme and the Graduate Schools Skills Programme respectively). These opportunities include face to face workshops as well as online courses.</p>	<b>Lead: OSD, GS</b>

	<p>understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</p>	<p><a href="http://www.ucl.ac.uk/hr/osd/timetable/index.php">http://www.ucl.ac.uk/hr/osd/timetable/index.php</a>  <a href="http://www.ucl.ac.uk/hr/osd/resources/online.php">http://www.ucl.ac.uk/hr/osd/resources/online.php</a>  <a href="http://courses.grad.ucl.ac.uk/list-training.pht">http://courses.grad.ucl.ac.uk/list-training.pht</a>  <a href="http://www.ucl.ac.uk/careers/researchers">http://www.ucl.ac.uk/careers/researchers</a></p> <p>CALT is also committed to and actively engaged in the development of Personal and Professional Development (PPD) skills for all students including researchers <a href="http://www.ucl.ac.uk/ppd/">http://www.ucl.ac.uk/ppd/</a>.</p> <p>In addition, CALT provides advice and support for researchers at a localised School level and delivers a series of “Presentation Skills” workshops  <a href="http://courses.grad.ucl.ac.uk/courses/course-details.pht?course_ID=24">http://courses.grad.ucl.ac.uk/courses/course-details.pht?course_ID=24</a></p> <p>Through the UCL Careers Service PhD students have access to regular skills development workshops delivered by invited employers where the focus is on awareness and development of competencies that are essential for many fields of work e.g. teamwork, commercial awareness. Five per cent of places on these workshops are open to research staff.  <a href="http://www.ucl.ac.uk/careers/researchers/phd/employerledsessions">www.ucl.ac.uk/careers/researchers/phd/employerledsessions</a></p> <p>OSD provides coaching and mentoring support to all staff  <a href="http://www.ucl.ac.uk/hr/osd/coaching/index.php">http://www.ucl.ac.uk/hr/osd/coaching/index.php</a></p>	<p><b>Lead: CALT</b></p> <p><b>Lead: CAS</b></p> <p><b>Lead: OSD</b></p>
3.4	<p>All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</p>	<p><b>P- partially met</b></p> <p>All research students and all research staff have access to three dedicated careers consultants who are available for one to one careers consultations, and who are able to discuss alternative career paths based on their knowledge and research on the researcher labour market.</p> <p>The UCL Careers Service managed the work placements of two BBSRC – sponsored research students in 2012 with external organisations as part of a pilot, and has launched a second pilot programme for 2013. UCL Careers Service will manage the future BBSRC placement programme on behalf of UCL and a consortium of local HEI’s. <a href="http://www.ucl.ac.uk/careers/researchers/BBSRC">http://www.ucl.ac.uk/careers/researchers/BBSRC</a>  Researchers can access our online jobs board ‘UCL JobOnline’ that contains advertised work experience and internship opportunities (<a href="http://www.ucl.ac.uk/careers/students/jobs">http://www.ucl.ac.uk/careers/students/jobs</a>)  UCL Careers Service has launched a new initiative, ‘UCL Talent Bank’ to help place students with Small to Medium Sized Enterprises (SMEs), either as work placements or in ‘graduate’ roles. Research students are welcome to use this service (<a href="http://www.ucl.ac.uk/careers/talentbank">www.ucl.ac.uk/careers/talentbank</a>)</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Source funding to expand the research student placement scheme beyond the requirement for BBSRC funded research students</li> <li>• Source funding to expand our Talent Bank provision to source SME’s of relevance to research</li> </ul>	<p><b>Lead: CAS</b>  <b>Action: Funding bid to expand Talent Bank to include researchers has been submitted</b>  <b>Timescale: 2013-2014</b></p>

		staff.	
3.5	<p>Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p><b>A – no additional action required</b></p> <p>UCL policies and processes for promotion and reward are clearly stated on UCL webpages.</p> <p>There is clear incremental pay progression for all staff on grades 1 – 9. In addition there are opportunities for the awarding of contribution or discretionary points for outstanding achievement.</p> <p>In addition to the bespoke researcher development pages <a href="http://www.ucl.ac.uk/hr/osd/research/index.php">http://www.ucl.ac.uk/hr/osd/research/index.php</a> there are signposts for researchers to external opportunities and funding support <a href="http://www.ucl.ac.uk/hr/osd/timetable/external.php">http://www.ucl.ac.uk/hr/osd/timetable/external.php</a></p> <p>We support researchers in gaining a Research Passport through close liaison with our NHS partners. <a href="http://www.ucl.ac.uk/hr/docs/passport.php">http://www.ucl.ac.uk/hr/docs/passport.php</a></p> <p>We publicise information and support through Vitae, the first national organisation to champion the professional and career development of both doctoral researchers and research staff in higher education institutions and research institutes <a href="http://www.ucl.ac.uk/hr/osd/research/announcements/vitae.php">http://www.ucl.ac.uk/hr/osd/research/announcements/vitae.php</a></p> <p>UCL's Research Strategy also demonstrates its on-going commitment to improving and increasing local development opportunities, to be fleshed out in the forthcoming Implementation Plan 2013-17.</p> <p>For support offered by the Careers Advisory Service see 3.2 above</p>	<p><b>Lead: HR</b></p> <p><b>Lead: OSD</b></p> <p><b>Lead: HR</b></p> <p><b>Lead: OSD</b></p> <p><b>Lead: VP (R)</b>  <b>Action: Research Strategy Implementation Plan 2013-17</b>  <b>Timescale: complete by end August 2013.</b></p>
3.6	<p>Employers should provide a planned induction programme for researchers on appointment to a research post to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to</p>	<p><b>P – partially met</b></p> <p>UCL has a clear induction and probation policy for researchers <a href="http://www.ucl.ac.uk/hr/docs/new_induction_probation.php">http://www.ucl.ac.uk/hr/docs/new_induction_probation.php</a>.</p> <p>Induction for researchers includes attendance on the Provost's Welcome, which serves as a general welcome to the college and which provides all with a synopsis of key institutional strategies, our history and values and the diversity of people who work here.</p> <p><a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/sdpw/index.php">http://www.ucl.ac.uk/hr/osd/timetable/programme/sdpw/index.php</a></p> <p>Researchers are also required to attend a Health &amp; Safety briefing and to complete an online Equality and Diversity course. Additionally, local induction activities, including orientation and fire safety, are provided by each Department or Research Division.</p> <p>Work is also currently underway to create a full web-based online induction programme that will provide</p>	<p><b>Lead: HR</b></p> <p><b>Lead: OSD</b></p> <p><b>Lead: HR, E&amp;D, HoDs</b></p> <p><b>Lead: OSD</b></p>

	maintain or start their continuous professional development.	<p>all researchers to a range of institutional and local induction materials, including key information, policies and documentation and access to a local induction toolkit, which individuals can tailor to their local needs.</p> <p>The Graduate School's Skills Development Programme supports students through all stages of their degree, starting from the general welcome event, the Induction programme (held twice a year), through to submission and viva examination. From the induction stage students are encouraged to identify their own training needs and take charge of their development by becoming independent professional researchers.</p>	<p><b>Action:</b> Web-based online induction programme  <b>Timescale:</b> This is planned for piloting and delivery in the 2013 - 2014 academic year</p> <p><b>Lead:</b> GS</p>
3.7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	<p><b>P – partially met</b></p> <p>CALT are currently undertaking a pilot study entitled “Developing Teaching Assistants” in one School, in order to better preparing PGTAs for their teaching roles. It is proposed to recruit and develop 'expert' PGTAs to run PGTA preparation for teaching courses. A facilitator's course for 'expert' PGTAs will be delivered followed by the design of a short course which facilitators will deliver to PGTAs (a scalable cascade model of professional development).</p> <p>OSD provides coaching and mentoring support to all staff  <a href="http://www.ucl.ac.uk/hr/osd/coaching/mentoring.php">http://www.ucl.ac.uk/hr/osd/coaching/mentoring.php</a></p>	<p><b>Lead:</b> CALT</p> <p><b>Action:</b> Pilot study and new courses  <b>Timescale:</b> Pilot study to be completed by Summer 2013 / Facilitators training course to run during 2013-14 / Facilitators to deliver course to PGTAs in Autumn 2014</p> <p><b>Lead:</b> OSD</p>
3.8	Employers should also provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	<p><b>A – no additional action required</b></p> <p>The UCL careers service works closely with UCL Graduate School and UCL HR to design and implement a comprehensive programme of careers support to research students and research staff. Programme proposals are submitted annually and are subject to review based on stakeholder feedback.</p> <p>Researchers can access one to one careers support from a total of three specialist careers consultants.</p> <p>The UCL careers service regularly markets it's provision for research staff directly via global email address lists.</p> <p>Research students are made aware of careers support through marketing via the Graduate school (website and newsletter), and via our researcher webpages and postgraduate Blog and Twitter feed (<a href="http://uclpostgraduatecareers.wordpress.com/">http://uclpostgraduatecareers.wordpress.com/</a>, @uclpostgrads)</p> <p>The Graduate School works closely with research student supervisors to ensure that the importance of researchers' personal and professional career development is understood by the key staff involved in supporting researchers from the very outset of their careers.</p>	<p><b>Lead:</b> CAS</p> <p><b>Lead:</b> GS</p>
3.9	Research managers	<b>A – no additional action required</b>	



	<p>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>	<ul style="list-style-type: none"> <li>Links from our researcher careers pages to external careers information sites such as the 'Sector Information' pages of the Vitae website as well as Vitae resources on career case studies and researcher career destination studies for the whole of the UK</li> </ul> <p>Our academic career workshops use information obtained by the UCL Careers Service in their 2010 survey of senior UCL academics in relation to the skills, experience and personal qualities needed to be successful in university research.</p> <p>Our comprehensive employer programme currently consists of 6 events each covering a particular sector where researchers and their skills are valued. The format of these events allows researchers to hear about different career paths from invited speakers who also hold research degrees. These events are currently open to research students and a percentage of places are set aside for research staff to attend. Details available at: <a href="http://www.ucl.ac.uk/careers/researchers/events">http://www.ucl.ac.uk/careers/researchers/events</a></p> <p>UCL's Appraisal, Review and Development Scheme applies equally to researcher staff – see section 2.3.</p> <p>Coaching and Mentoring programmes offer skills development to managers and supervisors so that they may fulfill their roles and responsibilities as coaches to individuals and teams. <a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/coaching/SDCM-Intro/">http://www.ucl.ac.uk/hr/osd/timetable/programme/coaching/SDCM-Intro/</a> and <a href="http://www.ucl.ac.uk/hr/osd/timetable/programme/coaching/SDCM-Intro/">http://www.ucl.ac.uk/hr/osd/timetable/programme/coaching/SDCM-Intro/</a></p>	<p><b>Lead: CAS</b></p> <p><b>Lead: HR</b></p> <p><b>Lead: OSD</b></p>
4.11	<p>Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p>	<p><b>P – partially met</b></p> <p>A review of the training provision for researchers is currently being undertaken. This will aim to provide continued provision of skills training and events for research staff. The current provision gives research staff the opportunity to apply for D1, D2 or D3 of the UKPSF and it is expected that this will continue in the revised scheme.</p> <p>The Careers Advisory Service is also a key mechanism in supporting research staff to identify other potential avenues for development. See 3.2 above.</p> <p>OSD offers a large variety of transferable skills courses through the OSD Professional Development Programme, <a href="http://www.ucl.ac.uk/hr/osd/research/programme/index.php">http://www.ucl.ac.uk/hr/osd/research/programme/index.php</a></p>	<p><b>Lead: CALT</b></p> <p><b>Action: CALT review of training provision for researchers</b> <b>Timescale: Revised scheme to be implemented in 2013/14</b></p> <p><b>Lead: CAS</b></p> <p><b>Lead OSD</b></p>
4.12	<p>Employers will ensure that where researchers are provided with teaching and demonstrating</p>	<p><b>A – no additional action required</b></p> <p>Postgraduate Teaching Assistants (PGTAs) can register on the course 'Teaching in Higher Education for Postgraduate Teaching Assistants' (an HEA-accredited programme) <a href="http://courses.grad.ucl.ac.uk/course-details.pht?course_ID=2158">http://courses.grad.ucl.ac.uk/course-details.pht?course_ID=2158</a> (organised via CALT and the UCL</p>	<p><b>Lead: CALT, VP(E),</b></p>

	<p>opportunities as part of their career development, suitable training and support is provided.</p>	<p>Graduate School)</p> <p>UCL OSD run a 'Professional Development Programme for Researchers' which offers both online and face to face training in skills and career development (<a href="http://www.ucl.ac.uk/hr/osd/research/programme/index.php">http://www.ucl.ac.uk/hr/osd/research/programme/index.php</a>)</p> <p>PGTAs can also register for the OSD-led course 'Taking Control of your Career', specifically for research staff (<a href="http://www.ucl.ac.uk/hr/osd/research/programme/sdtyr/index_1213.php">http://www.ucl.ac.uk/hr/osd/research/programme/sdtyr/index_1213.php</a>)</p> <p>The Institute of Education provides teacher training in higher and professional education to UCL's probationary lecturers and other academic and teaching staff (including research staff who undertake any teaching) as appropriate (<a href="http://www.ucl.ac.uk/calt/prof-cert">http://www.ucl.ac.uk/calt/prof-cert</a>)</p>	<p><b>Lead: OSD</b></p> <p><b>Lead: OSD</b></p> <p><b>Lead: CALT</b></p>
4.13	<p>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</p>	<p><b>P – partially met</b></p> <p>The governance that existed until 2010 was via the Research Staff Sub-committee. This was intended to act as the Steering Group for implementation and monitoring progress and to report through to Senior Management Team and HR Policy Committee. Following a review of UCL's Committee structure it was disbanded. However, a Researcher Development Working Group (RDWG) was established in February 2013 with the intention to develop programmes that support the researcher on a career path towards becoming a leader in research or a related activity that benefits from their research-based and leadership skills. UCL seeks a framework that offers clear pathways whilst retaining flexibility and a fundamentally self-driven character to researcher development. Clearer articulations of what a researcher should expect from their manager/supervisor, department and UCL as a whole may well be required. The Researcher Development Framework provided by Vitae will act as a starting point but needs to be evolved into a form that reflects UCL priorities and structures. The Concordat also provides the guiding principles detailing expectations for the support and management of research careers.</p> <p><b>Membership of the RDWG:</b></p> <p>Chair – Professor David Bogle, Head of the Graduate School  Secretary – Member of Staff from VP Research Office  Graduate School:  Ben Colvill – Graduate School Administrator  Daniela Bultoc – Skills Development Programme Manager  VP Research Office:    Dr Andrew Clark - Director of Research Planning  CALT:  Ken Marsden – Deputy Director  HR:  Cheryl Newsome – Director - HR Consultancy, Organisational and Staff Development  Penny Bridges - OSD Consultant  Sarah Guise - Head of Equalities and Diversity  Careers Service:  Dr Calum Leckie – Deputy Director of the Careers Service</p>	<p><b>Lead: VP(R), HR, GS</b></p>

		<p>Research representatives of the three UCL Schools:  SLASH – Dr James Steele (S&amp;HS)  BEAMS – Professor Ofer Lahav (MAPS)  SLMS – Professor Tariq Enver (Medical Sciences)  SLMS Academic Careers Office:  Professor Geraint Rees  Possible Representative from large employer– to be considered at a later date  A post-doc representative  A Long term career researcher  A probationary lecturer  A research student – Dante Micheaux (MPSO Student Sabbatical Officer)</p> <p>In addition, a proposal will be presented in 2013 to the HR Policy Committee to re-establish a Research Staff Committee, to provide governance for monitoring the implementation of the Concordat at UCL with appropriate representation.</p>	<p><b>Action: To present a proposal to the HR Policy Committee to re-establish a Research Staff Committee</b>  <b>Timescale: April 2013</b></p>
4.14	<p>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p><b>P – partially met</b></p> <p>OSD have run successful Peer Mentoring Programmes for early career researchers. OSD is now developing an online mentoring platform – <b>uMentor</b> - so that UCL will have a core space to share information, provide online training, and materials on mentoring. With uMentor staff can:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of what mentoring is and how it might benefit them</li> <li>• Allow access and gain experience of online learning and become certified as a 'mentor' and/or 'mentee' (research shows that both mentors and mentees benefit from training)</li> <li>• Find and select a mentor through a matching space with the Mentor Matching tool, which profiles and matches mentors and mentees</li> <li>• Provide access to ongoing learning materials to support their mentoring journey  <a href="http://www.ucl.ac.uk/hr/osd/coaching/mentoring.php">http://www.ucl.ac.uk/hr/osd/coaching/mentoring.php</a></li> </ul> <p>A pioneering mentoring pilot 'B-Mentor' <a href="http://www.ucl.ac.uk/hr/equalities/race/BMEntor.php">http://www.ucl.ac.uk/hr/equalities/race/BMEntor.php</a> is being led by UCL's Equalities and Diversity Team. The scheme is a partnership initiative between the 5 London Russell Group universities and is aimed at providing mentoring for Black and Minority Ethnic (BME) post docs and lecturers as well as fostering a mentoring culture in the participating universities.</p>	<p><b>Lead: OSD</b>  <b>Action: Launch of uMentor platform across UCL</b>  <b>Timescale: April/May 2013</b></p> <p><b>Lead: E&amp;D Team</b>  <b>Action: Evaluate B-Mentor scheme</b>  <b>Timescale: December 2013</b></p>
<b>PRINCIPLE 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</b>			
<b>Concordat Clause</b>		<b>Evidence of Achievement</b>	<b>Actions to be Pursued</b>
5.1	<p>Researchers are employed to advance knowledge and should exercise and develop increased capacity for</p>	<p><b>A – no additional action required</b></p> <p>See Research Strategy. <a href="http://www.ucl.ac.uk/research">www.ucl.ac.uk/research</a></p>	<p><b>Lead: VP(R)</b></p>

	independent, honest and critical thought throughout their careers.		
5.2	<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><b>A – no additional action required</b></p> <p>Research staff are permitted to carry out consultancy work through the dedicated UCL service in the capacity of support staff or as consultants, with the relevant departmental permissions.</p> <p>See the UCL Consultancy Guidelines at <a href="http://www.ucl.ac.uk/finance/research/general/consultancy_guidelines.htm">http://www.ucl.ac.uk/finance/research/general/consultancy_guidelines.htm</a></p> <p>UCL Advances offers several initiatives to help researchers exploit technology transfer and help them realise the commercial potential of their research:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.ucl.ac.uk/advances/enterprise-scholarships">UCL Advances Enterprise Scholarship</a>. UCL Advances has funding to award several Enterprise Scholarships each year. These Scholarships provide funding of £4,000 to cover student costs for a three month extension to enable a chapter to be written on the commercial evaluation of a science or technology PhD project.</li> <li>• <a href="http://www.ucl.ac.uk/advances/support/kea">Knowledge Exchange Associates</a>. Knowledge Exchange Associate (KEA) is a 9 month appointment to deliver a knowledge-transfer collaboration between a small or medium-sized enterprise and UCL. PhD students near completion or recently graduated PhD or Masters students can apply to become a KEA and act as a conduit for the transfer of knowledge from UCL to a company that will really benefit from exposure to their specialist knowledge. <a href="http://www.ucl.ac.uk/advances/support/kea">www.ucl.ac.uk/advances/support/kea</a></li> <li>• <a href="http://www.ucl.ac.uk/advances/training/lbselectives/lbs-electives">London Business School-UCL student exchange programme</a>. UCL postgraduate students, staff and academics can participate in specific courses at London Business School to develop business ideas, enhance management skills, foster collaborations – all while working with MBA students. Further details: <a href="http://www.ucl.ac.uk/advances/training/lbselectives/lbs-electives">www.ucl.ac.uk/advances/training/lbselectives/lbs-electives</a></li> </ul> <p>UCL research already has significant impact through the numerous outreach activities undertaken by our scholars. In 2007 a consortium led by UCL became one of only six national <b>Beacons of Public Engagement</b>, set up by HEFCE, Research Councils UK and the Wellcome Trust, recognising that UCL is one of the most effective universities in the UK in taking the outputs of research to a broader, non-academic community.</p>	<p><b>Lead: UCLC</b></p> <p><b>Lead: UCLA</b></p> <p><b>Lead: PEU</b></p>
5.3	<p>Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to</p>	<p><b>A – achieved; updates as necessary</b></p> <p>To realise its research strategy and ensure that all research conducted by members of staff, honorary staff, students and individuals who collaborate in research with UCL staff and students conform to good practice and ethical expectations, UCL has adopted a set of research governance policies and procedures. This framework underpins UCL's expectations for the conduct of research and defines action</p>	<p><b>Lead: VP(R), REC</b></p>

	<p>contribute to the wider body of knowledge.</p>	<p>to be taken in the event that an individual is suspected or accused of research misconduct. For more details see: <a href="http://www.ucl.ac.uk/ras/acs/resgov">www.ucl.ac.uk/ras/acs/resgov</a></p> <p>UCL has a <a href="#">Code of Conduct for Researchers</a> that sets out the general principles of conduct by which UCL expects research to be carried out at or in the name of UCL. This document is a key component of UCL's research governance framework and will be updated as necessary this session.</p> <p>UCL considers that the conduct of research and the dissemination of its results must be honest and fair and has a <a href="#">procedure for investigating and resolving allegations of misconduct in academic research</a> which covers all staff (including honorary staff) and students. The operation of this procedure is overseen by the Director of Registry and Academic Services as the responsible officer. The procedure is currently under review by a small working group chaired by the Director of Academic Support, consisting of colleagues from Human Resources, Legal Services and the Joint Research Office, and is seeking advice from, amongst others, UK Research Integrity Office to ensure any revised procedure continues to be transparent, robust and fair.</p> <p>The Provost's SMT has endorsed the Universities UK 'Concordat to Support Research Integrity' and UCL Research Governance Committee (RGC) will consider how that document should be disseminated across UCL.</p> <p>The Director of Research Planning has set up a small Working Group to include members of UCL Research Governance Committee, to consider activities to increase awareness across UCL of research ethics and the importance of vigilance to scientific misconduct as a core professional skill for researchers.</p>	<p><b>Lead:</b> RGC  <b>Action:</b> Update of Code of Conduct for Researchers  <b>Timescale:</b> By end of 2012-13 session</p> <p><b>Lead:</b> RGC, Academic Support  <b>Action:</b> Review UCL's Research Misconduct Procedure'  <b>Timescale:</b> By end of 2012-13 session</p> <p><b>Lead:</b> RGC  <b>Action:</b> Dissemination of the Concordat to Support Research Integrity across UCL  <b>Timescale:</b> By end March 2013  <b>Lead:</b> RGC, Dr Andrew Clark  <b>Action:</b> To consider activities to increase awareness of research ethics  <b>Timescale:</b> By end of 2012-13 session</p>
5.4	<p>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>	<p><b>A – no additional action required</b></p> <p>UCL Advances aims to provide researchers with the skills required to help them after university life. Not only do we provide skills development courses (See section 3.9), but we also offer competitions to enhance and broaden their learning experience.</p> <p><u>London Entrepreneurs Challenge.</u> The London Entrepreneurs' Challenge is a workshop programme and business plan competition open to all members of UCL, SOAS, Royal Veterinary College, Birkbeck, the School of Pharmacy, and the London Business School that aims to show participants the process of starting a business by helping them do it for themselves. <a href="http://www.londonentrepreneurschallenge.com">www.londonentrepreneurschallenge.com</a></p> <p><u>Student Consultancy Projects.</u> Teams of volunteer UCL and London Business School students (postgrads) get paired with businesses to deliver short-term consultancy projects. For further information, please visit: <a href="http://www.ucl.ac.uk/advances/helo">www.ucl.ac.uk/advances/helo</a></p> <p><u>Student Internship Programme.</u> We fund a full-time intern in London-based SMEs for approximately 8 weeks each summer. Funding is limited so companies have to apply,</p>	<p><b>Lead:</b> UCLA</p>

showing how the experience will expose the intern to all facets of how a small and medium sized enterprise operates.

[www.ucl.ac.uk/advances/support/internship-programme](http://www.ucl.ac.uk/advances/support/internship-programme)

Bright Ideas Awards. This competition aims to help bridge the gap that many new companies find themselves in when they search for their first funding. In the university context, this is a particular problem for those businesses that emerge from unconventional beginnings or where they have a seed of an idea, but are not yet ready for venture capital investment. This is open to both post-graduate researchers and undergraduate students.

[www.ucl.ac.uk/advances/support/brightideas](http://www.ucl.ac.uk/advances/support/brightideas)

Entrepreneurship Guest Lectures Series. We organise a series of guest lectures from leading entrepreneurs and investors. These inspirational speakers provide an insight into the highs and lows of being an entrepreneur and share advice for those wishing to start their own business or who have already embarked on this journey.

[www.ucl.ac.uk/advances/training/entrepreneurshiplectures/index](http://www.ucl.ac.uk/advances/training/entrepreneurshiplectures/index)

Student Business Advisors. UCL Advances business advisors can provide students (undergraduate and postgraduate) and recent alumni with business support to start, develop and progress their businesses. The advisors offer impartial, confidential advice that is grounded in practicality and based on pragmatic no-nonsense guidance that reflects the students' personal aspirations and goals. Whether the business is in the planning stage or has been operating for a number of years, the business advisors can probably help.

[www.ucl.ac.uk/advances/students/business-advice](http://www.ucl.ac.uk/advances/students/business-advice)

Research staff are introduced to previous surveys of employer attitudes to researchers in our Non Academic Career Planning workshop (e.g. Recruiting researchers, Survey of Employer Practice, Vitae 2009)

- Our 2010 longitudinal Survey of UCL PhD Graduates specifically collected information on what skills were needed for later roles (both academic and non-academic) and challenges faced when moving on from a research degree. This information informs our workshop provision and is also available for all researchers to access at: <http://www.ucl.ac.uk/careers/researchers/resources> - 'What do UCL PhDs do'

- Research Staff have access to a limited number of places to attend our PhD Employer Events programme. Most of the speakers have research qualifications and the events are designed to raise awareness of skills and achievements needed across a range of popular job sectors ([www.ucl.ac.uk/careers/researchers/events](http://www.ucl.ac.uk/careers/researchers/events) )

- Two places are made available for Research staff for all of our Employer led skills development workshops for PhD students(<http://www.ucl.ac.uk/careers/researchers/phd/employerledsessions> )

**ACTION:**

- Remove the limitation on the numbers of Research Staff who can attend our PhD Employer Forums and our Employer – led skills workshops – would require increasing the capacity and / or number and nature of such events.

**Lead: CAS**

**Action: to increase the capacity/number of forums and events to reach more research staff**

**Timescale: 2014**

		<b>See sections 2.3, 3.3 and 3.9 above</b>	
5.5	<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><b>P – partially met</b></p> <p>All research students at UCL are required to record their project progress in the Research Student Log. The Log also incorporates an online <i>Skills Self-Assessment Tool</i> covering all RDF categories, designed to allow students to analyse areas of strength and areas for further development and to facilitate conversations with supervisors regarding development opportunities. Since its launch in September 2011, around 90% of the new intake of researchers has used the skills assessment tool to identify their training and development needs.</p> <p><b>Learning Event Recording System (LERS)</b></p> <p>We have developed a tool for recording development and training that is provided by UCL, on the job or External Providers, known as LERS. The data is recorded by all training providers across the University, Departmental Administrators or the Heads of Departments. UCL Staff are able to view, add in data and print out their own training record through this web based application. All UCL staff are expected to complete 3 learning events per year.</p> <p>Line Managers have access to their direct reports training record to help them inform their coaching conversations both ad-hoc and during an appraisal. This will support staff with their professional registration requirements and to meet their Continuing Professional Development needs. For more information please see: The Learning Event Recording System:  <a href="http://www.ucl.ac.uk/hr/osd/recording/index.php">http://www.ucl.ac.uk/hr/osd/recording/index.php</a></p> <p>See section 2.3 above</p>	<p><b>Lead: RS, GS, OSD</b>  <b>Action: To increase the percentage of researchers using the self- assessment tool</b>  <b>Timescale: on-going</b></p> <p><b>Lead: OSD</b></p>
5.6	<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</p>	<p><b>P – partially met</b></p> <p>Research students receive guidance starting from induction stage on the use of the online Research Student Log. Use of the Research Log enables research students, their supervisors, Departments, Faculties and the Graduate School to monitor engagement with personal and professional development opportunities, and provides a record for the students of the development activities undertaken .</p> <p>See 2.3, 3.9 ,3.5 and 5.5 above</p>	<p><b>Lead: RS, GS, OSD</b>  <b>Action: (As above for 5.5)To increase the percentage of researchers using the self-assessment tool and LERS</b>  <b>Timescale: on-going</b></p>

	Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.		
<b>PRINCIPLE 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>			
<b>Concordat Clause</b>		<b>Evidence of Achievement</b>	<b>Actions to be Pursued</b>
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression.	<p><b>A – no additional action required</b></p> <p>UCL has an Equalities and Diversity Strategy <a href="http://www.ucl.ac.uk/hr/equalities/corporate/Equalities_and_Diversity_Strategy.doc">http://www.ucl.ac.uk/hr/equalities/corporate/Equalities_and_Diversity_Strategy.doc</a> which is an amalgamation of what used to be UCL's gender, race and disability equality schemes. There is an accompanying action plan to address the imbalances identified by UCL's data.</p> <p>UCL has also recently applied to renew its Athena SWAN Bronze award and there is an extensive action plan taking strident action to tackle the issues identified by the data. This will not be published until we have heard from Athena SWAN.</p> <p>UCL Council recently agreed an accountability framework for Deans and Vice-Provosts to ensure that the objectives identified in the Strategy are operationalised on the ground <a href="http://www.ucl.ac.uk/hr/equalities/corporate/Council_papers.php">http://www.ucl.ac.uk/hr/equalities/corporate/Council_papers.php</a></p>	<p><b>Lead: E&amp;D team</b></p> <p><b>Action: Progress on strategy to be reviewed annually and reported to UCL Council</b></p> <p><b>Timescale: December 2013</b></p> <p><b>Lead: E&amp;D</b></p>
6.2	As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The concordat encourages the recruitment and retention of researchers from the widest pool of available talent including those from diverse backgrounds.	<p><b>A – no additional action required</b></p> <p>UCL has an informative and transparent recruitment policy based on Equalities and Diversity principles and geared towards open recruitment <a href="http://www.ucl.ac.uk/hr/docs/recruitment.php">http://www.ucl.ac.uk/hr/docs/recruitment.php</a></p> <p>UCL's Research Strategy openly supports diversity in recruitment, see section 1.2.</p> <p>Five UCL departments currently hold Athena SWAN Silver departmental awards, and 4 more applied in November. UCL has an objective to attain university-wide Silver Athena SWAN by 2014, and there are around twenty five departments who are at varying stages of the process of making an application.</p> <p>The B-MEntor scheme mentioned above is also aimed at improving the retention of BME researchers.</p>	<p><b>Lead: HR</b></p> <p><b>Lead: VP(R), HR</b></p> <p><b>Lead: E&amp;D</b></p> <p><b>Action: Attain university-wide Silver Athena SWAN</b></p> <p><b>Timescale: April and November 2013.</b></p> <p><b>Continue to support STEM academic</b></p>

			<b>departments in applying for Athena SWAN awards; to achieve Silver status by 2014</b>
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	<p><b>P- partially met</b></p> <p>See information about Athena SWAN above, section 6.2</p>	<p><b>Lead: E&amp;D, HR, OSD</b></p> <p><b>Action: See 6.2</b></p> <p><b>Timescale: See 6.2</b></p>
6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most	<p><b>A – no additional action required</b></p> <p>UCL has a clear and publicised Work-Life Balance Policy.  <a href="http://www.ucl.ac.uk/hr/docs/work_life_balance.php">http://www.ucl.ac.uk/hr/docs/work_life_balance.php</a></p> <p>We also provide for additional domestic and personal leave requirements  <a href="http://www.ucl.ac.uk/hr/docs/leave_domest_personal_reasons.php">http://www.ucl.ac.uk/hr/docs/leave_domest_personal_reasons.php</a></p> <p>2012 staff survey data indicate that both men and women are able to work flexibly – around 80% of respondents reported enjoying flexible working arrangements with no significant difference between males and females.</p> <p>Researchers were more positive than the UCL norm on all of the following questions:</p> <p>38. I am given realistic deadlines and targets to work to</p> <p>39. I am able to take sufficient breaks during working hours</p>	<p><b>Lead: HR, E&amp;D</b></p> <p><b>Action: A new guidance document aimed at staff with dependents will contain all UCL’s family friendly policies and some good practice case studies in one place and be readily accessible from the E&amp;D website.</b></p> <p><b>Timescale: May 2013</b></p>

	acute. Working conditions should allow both female and male researchers to combine family and work, children and career.	<p>40. My working time can be flexible</p> <p>41. As long as I get my work done, I have a choice deciding how I do my work</p> <p>42. I can rely on my line manager/academic leader to help me out with a work problem</p> <p>43. I can meet the requirements of my job without regularly working excessive hours</p>	
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	<p><b>A – no additional action required</b></p> <p>See section 6.4 on researcher satisfaction about job flexibility</p>	<b>Lead: HR</b>
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	<b>N/A</b>	<b>Lead: Not applicable</b>
6.7.	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level.	<p><b>P – partially met</b></p> <p>It is now UCL policy for all recruitment and selection panels to have at least 25% women i.e. at least one woman, and more in larger panels. During recruitment training panellists are also strongly advised to have an ethnically balanced panel, where at all possible, while being mindful of not overburdening individuals who are a minority in the area where they work.</p>	<p><b>Lead: HR</b></p> <p><b>Action: Review recruitment data annually</b></p> <p><b>Timescale: December 2013</b></p>

	<p>This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>In addition, Athena Swan requires departments to consider points of attrition in the career pipeline for academics and research staff to take action to address that attrition.</p> <p>While there is little difference in the success rates of applicants when disaggregated by gender, there are some concerning differences in the success rates of BME job applicants. This issue was identified a couple years ago when UCL first started systematically collecting recruitment data using its new online tool.</p> <p>A number of measures have been put in place, in addition to the recruitment training, to tackle these discrepancies.</p> <ul style="list-style-type: none"> <li>- Unconscious bias training</li> <li>- Positive action statements on job adverts</li> <li>- Anonymising names of applicants for support roles (not possible for academic and research jobs, because of names on academic papers etc.)</li> </ul> <p>We will continue to review the recruitment data annually to see if these measures are having any impact.</p> <p>Also see sections 1.2, 1.4 and 6.2 for evidence of this.</p>	
6.8	<p>Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly</p>	<p><b>A - no additional action required</b></p> <p>HR Policy and Planning team have undertaken equality impact assessments on their key policies to identify and eradicate any policies or practices that inadvertently disadvantage any groups.</p> <p>UCL Centre for Languages International Education  <a href="http://www.ucl.ac.uk/clie/">http://www.ucl.ac.uk/clie/</a></p> <p>Offers full and part-time <a href="#">English for Academic Purposes</a> and <a href="#">foundation courses</a> for international students as well as <a href="#">foreign language courses</a> to UCL students, staff and London's wider academic and professional community</p> <p>Also see 6.2, 6.3 above with regard to UCL's adherence to the principles of Athena Swan.</p> <p>See 6.4 for UCL's Work Life Balance policy</p>	<p><b>Lead: HR</b></p> <p><b>Lead: CLIE</b></p> <p><b>Lead: E&amp;D</b></p> <p><b>Lead: HR</b></p>

	or indirectly disadvantage such groups.		
6.9	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.	<p><b>A – no additional action required</b></p> <p>UCL has a clear policy on reporting and responding to harassment and bullying, including the provision of harassment advisers.</p> <p><a href="http://www.ucl.ac.uk/hr/docs/harassment_bullying.php">http://www.ucl.ac.uk/hr/docs/harassment_bullying.php</a></p> <p><a href="http://www.ucl.ac.uk/hr/harassment/">http://www.ucl.ac.uk/hr/harassment/</a></p> <p>Support can also be provided by UCL's employee assistance programme.</p> <p><a href="http://www.ucl.ac.uk/hr/occ_health/services/emp_assistance_program.php">http://www.ucl.ac.uk/hr/occ_health/services/emp_assistance_program.php</a></p>	<b>Lead: HR</b>
6.10	Employer 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.	<p><b>P - partially met</b></p> <p>As above UCL is one of the founding members of the Athena SWAN Charter and continues to aim for a university-wide Silver award. We have just recruited a Policy Adviser to work exclusively on Athena SWAN. Our Physics and Astronomy department is in the process of making a Juno application.</p> <p>See 6.2, 6.3 above</p>	<p><b>Lead: E&amp;D</b></p> <p><b>Action: Continue to support STEMM departments.</b></p> <p><b>Timescale: See 6.2</b></p>

**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**

<b>Concordat Clause</b>		<b>Evidence of Achievement</b>	<b>Actions to be Pursued</b>
7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	<p><b>P – partially met</b></p> <p>UCL's Research Strategy explicitly states that "The recruitment and training of high-quality early career researchers are critical to a university's long-term success. These individuals can generate vibrancy and vitality in UCL's academic life today, with many becoming the leaders of tomorrow. UCL will support a 'whole career' approach and create opportunities for younger researchers to take leadership roles around new initiatives." To translate these strategic ambitions into a consistent framework for researcher development at UCL, a Researcher Development Working Group (RDWG) has been set up comprising membership from providers of UCL development opportunities and key stakeholder groups such as research students, research staff from different points in their careers and probationary lecturers. (See section 4.13.) Using the Researcher Development Framework and the Concordat as guiding principles, the RDWG's role will be to identify priorities for change and improvement within existing activities, practice and policies. The overarching aim is to create a framework that offers clear development pathways whilst retaining flexibility and a fundamentally self-driven character to researcher development.</p>	<b>Lead: VP(R), RDWG</b>

		In addition, a proposal will be presented in 2013 to the HR Policy Committee to re-establish a Research Staff Committee, to provide governance for monitoring the implementation of the Concordat at UCL.	<p><b>Lead: HR</b>  <b>Action: To present a proposal to the HR Policy Committee to re-establish a Research Staff Committee</b>  <b>Timescale: April 2013</b></p>
7.2	<p>The signatories agree:</p> <p>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.</p> <p>b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</p> <p>c. to contribute an 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</p>	<p><b>O - outstanding</b></p> <p>UCL ran CROS in 2009, and CROS and PIRLS in 2011 and it intends to run CROS and PIRLS in 2013. In addition, the Researcher Development Working Group will review the results against progress on this action plan.</p> <p>In 2011, UCL ran "Have Your Say", a staff satisfaction survey for all staff, including researchers. A corporate action plan was developed that addresses the cross cutting organisational issues highlighted.</p> <p>Each Dean, Vice-Provost and Head of Corporate Support Services Division has been provided with results for their Faculty or Division. Based on this local survey data, the Provost, on the advice of the Senior Management Team (SMT), agreed that each Faculty and Division would identify three areas to celebrate, three areas to improve and three to investigate further and will define clear action plans with improvement outcomes and measures. On the basis of this analysis Deans and Vice-Provosts will report back to the Provost's SMT every six months on progress with implementation. Staff will be notified by their Dean, Vice-Provost or Head as to how they can be involved in such local action planning.</p> <p>See section 7.1 above</p>	<p><b>Lead: OSD, RDWG</b></p> <p><b>Action: To run CROS and PIRLS 2013</b>  <b>Timescale: Summer 2013</b></p> <p><b>Lead: HR</b>  <b>Action: To report back to the SMT six monthly on local action planning</b>  <b>Timescale: on-going until the next staff survey.</b></p>

	<p>Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>		
7.3	<p>The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>	<b>N/A</b>	<b>N/A</b>
7.4	<p>The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in</p>	<p><b>P – partially met</b></p> <p>Sharing practice between institutions: UCL is running a number of collaborative events with other London based institutions (e.g. Leadership in Action programme) and is committed to share good practice and align its support for transferable and career development skills for researchers.</p> <p>UCL will continue to liaise with Vitae and other institutions and organisations to share, publicise, and implement practices to support researchers' development and the sustainability of research careers in the UK.</p> <p>See section 3.2</p>	<p><b>Lead: OSD</b></p> <p><b>Action: To continue collaborative activities and sharing of best practice</b></p> <p><b>Timescale: on-going</b></p>

	innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders		
7.5	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact	<p><b>P- partially met</b></p> <p>As mentioned in section 7.2, UCL will run CROS and PIRLS in 2013. It will also continue to evaluate implementation of the Concordat in terms of policies and training offered.</p> <p>UCL's HR Information unit are responsible for collating and monitoring all equalities data which includes researchers.</p>	<p><b>Lead: HR, OSD</b>  <b>Action: Run CROS and PIRLS</b>  <b>Timescale: Summer 2013</b></p> <p><b>Lead: HR</b>  <b>Action: Monitoring and reporting on equalities data</b>  <b>Timescale: on-going; next report on progress December 2013</b></p>

**Glossary:**

CALT: Centre for the Advancement of Teaching and Learning

CAS: Careers Advisory Service

E&D: Equalities and Diversity

GS: Graduate School

HoD: Head(s) of Department

HR: Human Resources

CLIE: Centre for Languages International Education

OSD: Organisational and Staff Development

PEU: Public Engagement Unit

RGC: Research Governance Committee

REC: Research Ethics Committee

UCLA: UCL Advances

UCLC: UCL Consultants

VP(E): Vice-Provost (Education)

VP(R): Vice-Provost (Research)