

Progress towards the Concordat Implementation Plan 2012-2014

Revised implementation plan: actions in progress, outstanding and new actions to be incorporated into the 2015-2017 Concordat Implementation Plan.

Aims and actions for the implementation of the Concordat principle	Indicators of Success (Original deadlines brackets and bold)	Progress Update and further action to be taken (deadlines brackets and bold)
Principle 1		
i) Oral & written English – template person spec for use in recruitment of RAs stating English language requirements	Adequate standards of English for new employees (Summer 2013)	An optional statement is included in the person specification “Good standard of written and oral English”. Written English can be assessed from the application form and the oral English can be assessed at the interview stage. The IELTS, visa requirement would also apply.
ii) Incorporate information regarding revised Code of Practice into Recruitment & selection training	Information in handbook and training materials (Summer 2013)	This is now included in Recruitment and Selection Training (April 2014)
iii) Continue to implement the reduction of Fixed Term Contracts, target to be set. Current level 75% on FTC.	Reduced % of research staff employed on Fixed Term Contracts Winter 2014	<p>The University is continually looking to reduce use of FTC. Currently 16% of contracts are FTC, of which 42% are in Research job family. The percentage of Research Staff on fixed term contracts has remained relatively stable since 2010, at around 75%.</p> <p>In the 2013 CROS survey 68.3% of Lboro respondents had FTC, and 30% open-ended contracts compared to only 17.6% and 21.3% with open ended contracts in the Russell Group and 1994 group.</p> <p>Included in the University’s Bronze Athena SWAN action plan (April 2014) is the action to Monitor the number of staff (academic and research) on fixed-term contracts (whilst the greatest use is still amongst researchers, there is clear evidence that fixed-term contracts are on the decline across the University).</p>
Principle 2		
i) Publication of revised Code of Practice for Employment of Researchers incorporates expectations with regards to authorship and continuing professional development expectations	Publication on HR website and research Staff Website (Spring 2013)	<p>Revised code of practice available on HR Website and Research Staff Website (April 2013)</p> <p>Information about the Concordat and Code are incorporated into sessions for new staff including (Introduction to Research for Research Staff (April 2013 onwards) and new session Working in the Current Research Environment for PIs (October 2014)</p> <p>The Code of Practice is included in Recruitment and Selection Training (October 2014)</p> <p>CROS identified recognition and value in the following areas:</p>

		<p>Grant/funding applications (63.8% agreement) Knowledge transfer and commercialisation (66.7% agreement) Managing budgets and resources (58.3% agreement) Publications (73.3% agreement) Public engagement with research (68.8% agreement)</p> <p>Actions for New Implementation Plan:</p> <p>Raise awareness of Code of Practice to new research staff and new PIs. Assess through CROS 2015.</p> <p>In collaboration with Research Staff, review the Code of Practice to ensure relevance and usefulness</p> <p>Address areas of concern around recognition and value of RS as identified in CROS 2013 responses namely supervision, teaching, peer review activities.</p>
<p>ii) Information for new research staff incorporated into new staff website</p>	<p>Publication on website (Spring 2013)</p>	<p>A link to Research Staff webpages included on the New Staff Website.</p> <p>Additional new Research Staff-relevant information incorporated into the Research Staff webpages (Updates ongoing, most recent update November 2014). LURSA have been consulted about content that new research staff would find helpful (October 2014).</p> <p>Research Office are building this content into the website (Includes information on Research Professional, signposting key support for RS, information for researchers who travel) (March 2015)</p> <p>Action for new plan: Provide regular updates to web content, with input and feedback from researchers via LURSA. On an annual basis review website content relevant to new research staff.</p>
<p>iii) Incorporate information regarding Confide, Union membership and PDR into Research Staff Induction</p>	<p>All Schools to include in local induction procedures for research staff (Winter 2013)</p>	<p>Included in Introduction to Research – central induction session for new research staff (November 2013). A LURSA representative and academic librarian also attend this session, and careers information is incorporated (November 2011).</p> <p>Information included in New Staff (2012) and Research Staff Website (November 2014)</p> <p>All Staff, including Research Staff, are expected to attend Welcome to Loughborough, which is the University Induction, 158 research staff have attended this session since 2010. The number of researchers attending the Introduction to Research session is relatively low (33 since 2010), which needs to be addressed.</p>

		<p>Action for new plan: Undertake a review of the induction for new Research Staff across all Schools. Take steps to encourage greater participation in the Introduction to Research Session for new research staff.</p>
<p>iv) Level of pay/grade of Research Associates to be determined by requirements of the post, including at the proposal stage</p>	<p>Successful recruitment and retention of quality researchers (Winter 2013)</p>	<p>Guidance from the Grants and Contracts Team has been received:</p> <ul style="list-style-type: none"> - As a rule, Research posts are at Grade 6; Grade 5 posts are very rare and Research Office always query requests from PIs for Grade 5 research posts and enforce Grade 6 in majority of cases. - Grant applications are costed at Grade 6, point 30 on the scale (this generates sufficient funding to recruit point 27 or 28 to allow for inflation). Research Councils ask us to cost at the bottom of the scale unless justification can be provided for anything other than a junior researcher for the project. Where an experienced researcher is required for the post, this is requested in the proposal and justification is made. Where a named researcher is on the grant, this is costed from their current salary point. With Industry projects very often there is a named researcher or a set budget. Grade 6 point 30 is costed and if the PI feels that more experience is needed, this can be included. <p>Data obtained in the internal RA Support review (Jan-June 2014) identified that we are retaining researchers onto new contracts, however only data from one year point was collected so it is unclear whether this is a recent phenomenon.</p> <p>Action for New Plan: Investigate whether we are employing more of our existing RAs onto new contracts, or whether this is a recent phenomenon.</p>
<p>v) Attendance by researchers at School and other relevant University meetings.</p>	<p>Improvement through staff survey responses and CROS Underway and to review Winter 2013</p>	<p>Since 2010 Research Staff participation in meetings has increased with representation on Human Resources Committee, newly formed Athena SWAN Self-Assessment Teams in Schools and at the University Athena SWAN SAT, and through LURSA on the Research Staff Working Group. In Schools research staff are invited to attend staff meetings.</p> <p>The University has started a programme of School reviews (Quadrennial Reviews), the first of which took place in 2014 in the Wolfson School.</p> <p>Research staff and students have a pivotal involvement in the processes underpinning the Quadrennial Reviews of Schools. Research staff in schools are involved in focus groups sessions in the Review, as end users.</p> <p>Action for new plan: Gather information about participation in University meetings in CROS.</p>

<p>vi) Continuing Professional Development of RAs to be included in grants, and as one of their outcomes</p>	<p>Improved uptake of CPD by researchers (Spring 2014)</p>	<p>PIs can choose to include training of researchers in grants, however it is still rare for them to do so. Funders require justification of any training that is asked for, in some cases training for researchers is specifically asked for to fulfil the requirements of the project.</p> <p>Grants and Contracts team are willing to provide guidance on this to PIs. Some work is still required to put this into to place and monitor effectiveness (May 2014)</p>
<p>Principle 3</p>		
<p>i) Continuing Professional Development to include teaching & training in teaching and preparation for academic practice</p>	<p>Researchers prepared for and successful in achieving academic roles (Autumn 2013)</p>	<p>Wide range of professional development available to support Teaching, which researchers can benefit from. CAP has introduced new PG Certificate in Academic Practice (October 2014), plus portfolio route to HEA accreditation (LUPE, launched October 2014). Since 2010 over 40 Research Staff participated in the Successful Teaching and Assessment for Researchers (STARS) programme, and five have participated in the Associate Teaching Course which leads to Associate Fellowship of the HEA.</p> <p>Action for new plan: Review/revise Successful Teaching and Assessment for Researchers (STARS) is to to map to parts of descriptor 1 of the UKPSF, and map to RDF. STARS participants should be supported in completing descriptor 1 via portfolio route to gain Associate Fellow status with HEA</p>
<p>ii) Research Office website revisions to improve information, communication and support for all staff involved in research</p>	<p>Feedback and usage of website by researchers (Winter 2013)</p>	<p>The Research Office website is undergoing a major re-development; however it has been delayed due to capacity issues around moving to a new University content management system. (Revised publication date January 2015)</p>
<p>iii) Website revisions to incorporate information relevant and useful to researchers to facilitate all stages of research process (replaces production of RA handbook in original plan), to include LURSA information as part of induction</p>	<p>Improved website; positive feedback, user's views sought Winter 2013</p>	<p>This is an ongoing action. Covered by 3ii Update with move onto new content management system to facilitate changes to be made more easily, (December 2014)</p>
<p>iv) Statute revisions relevant to appointment of research fellows</p>	<p>Statutes approved (Spring 2014)</p>	<p>The revised statutes have been approved. A working group reviewing academic roles has been established (Summer 2014), which is reviewing the types of academic roles (including researchers) in use across the campus.</p>
<p>v) Work towards improving PDR uptake by research staff. All post-probation staff are required to have a PDR. (NB: PDR uptake is low compared to sector across Loughborough University and all job families)</p>	<p>Improved uptake at next CROS (2013) and Staff Survey (2012)</p>	<p>The Athena SWAN Bronze submission (4.1) action relates to increasing the use of PDR. Annual PDR is compulsory but staff survey 2012 revealed that only 43% Research Staff and 63% Research & Teaching Staff had reviews in previous 12 months. The CROS also showed that the number of PDRs undertaken was very low. As a result of this performance management is</p>

		<p>currently under full review by the relevant University HR work stream to address this.</p> <p>Action for new plan: The HR Strategy Group reviewing PDR process should take account of the poor uptake for research staff, devising mechanisms for improving PDR uptake, and monitoring of PDR for this group</p>
Principle 4		
i) Publish template Career Development Plan incorporating Vitae's Researcher Development Framework developed.	<p>Publication & promotion on relevant websites; included in information for PDR process (Spring 2013)</p>	<p>Career Development plan has been incorporated into a Career Framework (see 5i) produced that is mapped to the Researcher Development Framework.</p> <p>A consultation process is taking place with LURSA to obtain feedback about the template plan (November 2014-December 2014)</p> <p>Actions for New Implementation Plan: The template is to be piloted with research staff participating in the research staff mentoring scheme (December 2014- May 2015)</p> <p>Following pilot make amendments to the plan and disseminate widely including looking at potential application such as through PDR (July 2015)</p>
ii) Promote researchers' skills to potential employers outside HE	<p>Researchers moving into employment outside HE; employers seeking employees from research (Underway, review Spring 2013)</p>	<p>Annual Employer event bringing researchers and employers together has taken place four times (February 2011, 2012, 2013, 2014).</p> <p>A Researcher Careers Contacts database has been established (February 2014). This builds links between researcher alumni and current researchers. Information provided on Research Staff webpages.</p> <p>Action for new plan Next employer event February 2015. Promote Research Staff Engagement with event.</p>
iii) Enhance continuing, professional and careers development opportunities for Research Staff, mapped to the Researcher Development Framework	<p>Participation in CPD and careers opportunities by researchers (Reviewed May 2014 as part of Research Staff Support Review)</p>	<p>Staff are alerted to opportunities through the Research staff bulletin, website and twitter (@LboroResearcher).</p> <p>Over 40 workshops delivered through the Graduate School booking system are open to research staff, and relevant to researchers with different levels of experience. These are mapped to the RDF (includes Library, Statistics and Careers and Employability Centre). The booking system does not record whether participation is from Staff or Students, therefore it is not possible to gather information on attendance.</p> <p>Sessions delivered by Centre for Academic Practice are mapped to the UK Professional Standards Framework, and a new electronic portfolio (LUPE) has been developed which the supports process of accreditation with the HEA.</p> <p>In CROS 2013 75% of respondents were aware of the services provided by the Careers and Employability</p>

		<p>Centre.</p> <p>1:1 appointments continue to be available with a specialist Careers Adviser for Researchers.</p> <p>2011/12: Consultations (1 hr) 25, Extra time (30 mins) 2, Tel Quick Advice (30 mins) 4, QA (30 mins) 5, Interview coaching (1 hr) 6</p> <p>2012/13 Consultations (45 mins) 16, QA (20 mins) 10, Extra time (20 mins) 3, Interview coaching (45 mins)</p> <p>2013/14 Consultations (45 mins) 34, QA (20 mins) 13, Extra time (20 mins) 4, Interview coaching (45 mins)</p> <p>The Research Staff Mentoring Scheme is entering its 6th year, with around over 70 successful mentor/mentee pairs since 2009. A wide range of successful outcomes have been reported for both mentors and mentees, including improved career direction, improved productivity, grant applications, papers, improved networks.</p> <p>A wide range of workshop sessions are available through staff development and include courses accredited by ILM. 21 research and research and teaching staff have participated in ILM course. Research Staff have engaged in over Staff Development 1200 sessions since 2010, however the figure of engagement with CPD opportunities is likely to be far higher as different database booking systems are in use across different sections of the University, and some activities are not recorded.</p> <p>LURSA, in collaboration with Universities of Leicester and Nottingham, are running an AHRC-funded peer-to-peer training project entitled 'Design and the Digital World', this includes the opportunity for research staff to develop the material and teach the sessions as well as being able to attend the sessions. 13 staff from Universities of Loughborough and Nottingham will deliver training in these sessions, with 47 researchers from three Universities having attended the three events so far, with a further five sessions planned. The sessions are being filmed and will be made available online.</p> <p>Linked to Principle 7 of the Concordat, we have provided a range of opportunities promoting women in academic careers including UKRC Leadership Skills for Women (6 research staff) and Mentoring for Women in SET (4 research staff)</p> <p>Action for new plan:</p>
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iv) Encourage external Fellowship applications	Increase in Fellowship applications (Spring 2014)	<p>A number of workshops (e.g. CBE in April 2014, EPSRC Roadshow November 2014, Impact Festival January 2014) and internal sifts (e.g. ESRC Future Research Leaders, Royal Academy Engineering) have been conducted to support Fellowship applications. Research Challenge Development Managers and Research Projects Officers are currently mentoring a number of Fellowship applicants. The new University Strategy has identified Fellowships as a priority area, including Peer Review support. Notable success in some Fellowship schemes since 2010 such as ESRC Future Research Leaders (100% success with 2 Fellowship applications in 2014), The Royal Society, The Leverhulme Trust, Royal Academy of Engineering, and EPSRC.</p> <p>Furthermore, Operations Committee has approved the development of internally-funded Fellowship opportunities, a requirement of which will be to apply for external Fellowship funding.</p> <p>Actions for new plan: Advertise Doctoral prize Fellowships. Monitor and track Research Fellows, taking into account the variety of activities that can fall under that name. Advertise internally funded 'Vice Chancellors' Fellowships. Provide activities that support and develop quality Fellowship applications from current staff/research students and external candidates</p>
v) Investigation of career structures at other institutions, Research Fellows, promotion & progression	Report on alternative career structures published internally (Spring 2014)	<p>Research Committee and Operations Committee received and approved a paper on Fellowship options, based on research of other institutions' schemes HR Strategy group is looking at academic roles (Spring 2014 onwards)</p>
Principle 5		
i) Develop a career progression framework for within & outside HE	Framework produced and made available to researchers (Spring 2014)	<p>"What do Researchers Do?" publications from Vitae are promoted at workshops, web pages and newsletters (Summer 2013).</p> <p>A range of resources have been produced to create a Career Progression Framework to aid career development and overall career progression planning for researchers. The framework contains: a template to identify their current career situation with links to relevant supporting information, mind maps showing</p>

		career options and possible opportunities, a career development planner leaflet, a suggested model for research career progression, a reflective sheet to aid action planning and an action plan. Feedback is being sought via LURSA to inform further development. (May 2015)
Principle 5 ii) Support Research Staff Association, such as through supporting funding applications	Vibrant association with strong participation Winter 2014	£5k AHRC funding for collaborative training project was awarded been granted to LURSA, with the project starting in June 2014. Researcher Development Manager currently supporting the delivery of this collaborative project alongside Vitae and the Universities of Nottingham and Leicester. 47 researchers have participated in this training to date, with 13 researchers presenting. <i>Action for new plan: Continue to provide in-kind support for LURSA e.g. event publicity and annually thereafter). Facilitate future possible funding/support applications for LURSA</i>
Principle 6		
i) Offer English Language support for researchers. This is currently available at a cost to staff, and should continue to be made available.	Uptake of training by researchers (Winter 2014)	A suite of online Resources is available for students and Staff via the English Language Study Unit. Resources include: Writing and Research, Finding Academic Information , Language and Academic Style (being developed), Strategies for developing academic vocabulary, academic grammar, and style. EAP Toolkit, Giving Presentations, General and everyday English language, Listening and Speaking <i>Action for new plan: Promote the availability of the online resources supporting English Language .</i>
Principle 7		
i) Investigate the availability and feasibility of collecting, or putting mechanisms in place to collect additional statistics to support future evaluations. This may include, for example, data on career development of research staff, the numbers being returned to REF as compared to RAE, the numbers being retained on extended/follow-on contracts, their next destinations.	Data available for future evaluations. Complements Athena SWAN activity (Summer 2014).	An annual audit of research staff by HR will now take place 1 April. The first audit, undertaken in 2014 School, Department, Contract-type (FTC, indefinite, open ended), position, grade, years of continuous service, occupancy in current role, start date, length of Service, gender Annual gender data monitoring for all Schools following the agreement of a standard monitoring dataset. The data, which includes research staff data relevant for the Athena submissions, are delivered to School SMTs to inform thinking on a range of matters, for example: Pipeline for academic and research staff recruitment from applications and acceptances at UG, PGT and PGR levels through to research staff and early career academic appointments. Full breakdown of male and female staff on each academic and research grade.

		<p>Application, shortlisting and appointment data for academic and research staff. (May 2013 and annually thereafter)</p> <p>CROS 2013 identified that Action for new plan: Undertake annual review of research staff population Monitor the number of staff (academic and research) on fixed-term contracts</p>
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Glossary

CAP	Centre for Academic Practice
CROS	Careers in Research Online Survey
HEA	Higher Education Academy
ILM	Institute of Leadership and Management
LUPE	Loughborough University Portfolio of Evidence
LURSA	Loughborough University Research Staff Association
PDR	Performance and Development Review
PGCAP	Postgraduate Certificate in Academic Practice
SMT	Senior Management Team
RAE	Research Assessment Exercise
REF	Research Excellence Framework
FTC	Fixed Term Contract
FHEA	Fellow of the Higher Education Academy
AHEA	Associate Fellow of the Higher Education Academy
RA	Research Associate

