



Concordat to Support the Career Development of Researchers

HR Excellence in Research 4 Year Review

Updated Implementation Action Plan: January 2016

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The actions below have been developed to enhance the skills and career development of research staff. Key to coding of:

Original action (January 2012)	
Progress and updated actions (January 2014)	
Progress (November 2015)	
Updated actions (January 2016)	

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
1. Adoption, Promotion and Communication of Concordat Principles					
1.1 Concordat Principles: review	1.1 Conduct a gap-analysis between Concordat Principles and Queen's policies and processes	HR/Concordat Working Group	Work undertaken during 2010-11 academic year Actions also identified in recent consultations with staff on the content of the action plan	7	Completed
1.2 Concordat Principles: promotion	1.2 Produce Queen's Research Career Development booklet as an outcome of action 1.1. The guide sets out how Concordat principles are being implemented in Queen's University and provides guidance on how researchers might expect to develop their careers in the short and longer term	HR – Personnel and STDU	Work undertaken during 2010-11 academic year	1,7	Completed
1.3 Concordat Principles: promotion	1.3 Distribute guide booklet to all new research staff and academic staff as part of induction	HR – STDU and Schools	On-going – distributed in hardcopy 3 times per year and available online	1	On-going – compliance checked each August
1.3 Action at 2014 review point	A Concordat Communication Plan will be created to continue to raise the awareness of the Concordat and to promote career development for researchers (Deadline June 2014)				
1.3 Progress update, November 2015	Completed: Literature on researcher career development has been circulated to all research staff. This comprised a 'flyer' with details on researcher career development planning and information on the Concordat. Members of the University's concordat Implementation Review group (CIRG) have agreed additional communication actions. Some CIRG members now attend meetings of the recently established Postdoctoral Forum to provide information and gather feedback from the research staff representatives at the Forum meetings. Summary of minutes of the CIRG meeting now available online.				
1.1 – 1.3 Updated action January 2016	Continue attendance at PD Forum meetings, 3 per year. Attend Directors of Research Forum annually to increase awareness of action plan and seek feedback in relation to career development for researchers (Deadline: July 2017)				

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
1.4 Concordat Principles: promotion and engagement	1.4 Undertake CROS survey every two years. Use summary report to feed into this action plan and review process	HR – STDU and Schools	CROS 2009, 2011 and 2013 survey and report	1,2,7	2011 survey completed
1.4 Progress against original action (2011)	Queen's has participated in the CROS 2009 and 2011, however was unable to participate in 2013 but will participate in CROS 2015. This will enable any changes in the opinions and views of research staff to be monitored in the future.				
1.4 Action at 2014 review point	Queens to participate in the CROS and PIRLS 2015. (Deadline: June 2015). During 2014 research staff and their managers will be asked for their perception of the management of researchers, via focus groups and surveys. (Deadline: September 2014)			Responsibility: HR – STDU and Schools	
1.4 Progress update, November 2015	Complete: Queen's has participated in both CROS and PIRLS 2015, with reports circulated to senior managers and the relevant committees. This compliments survey work undertaken in 2014 with managers of researchers at Queen's, which informed the development of the Emerging Research Leaders Programme.				
1.4 Update action January 2016	Implementation of actions arising from CROS/PIRLS 2015 actions. Participate in CROS and PIRLS 2017, cross-reference to previous surveys to highlight areas of progress and where further action required. Success factor: increase response rates to 30%, which were 17% for CROS 2015 and 25% for PIIRLS 2015(Deadline: December 2017).			Responsibility HR – STDU and Schools	

2. Researcher learning and development programme					
Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
2.1 Researcher learning and development programme: allocation of resources	2.1 University to review and clarify resources to sustain the professional and career development support for research staff following the withdrawal of "Roberts"/RCUK funding	HR/Finance/ PVC Research & Postgraduates (from 2015-16 PVC Research, Enterprise and Postgraduate Affairs)	January 2012	2, 7	Currently HR meeting majority of these costs
2.1 Action at 2014 review point	Additional strategic resources from 2014 to be reviewed in light of developing university strategy (Deadline: May 2015)			Responsibility: HR/Finance/ PVC Research & Postgraduates	
2.1 Progress update, November 2015	Funding currently being met via HR budget (for staff and career development issues) and other devolved budgets for initiatives delivered by other Directorates and Faculties. This meets core requirements. Corporate KPIs show that approx. £1.1M annually is invested in centrally delivered T&D (approx. £300 per staff member) and attendances at T&D events per staff member is also in line with sector comparisons. Finances for the HE sector in Northern Ireland are under significant pressure and all departments in Queen's have faced significant pay and non-pay budget cuts in 2013-2015 of at least 10%.			Target achieved (according to budget levels currently available)	
2.1 Update action January 2016	Examine opportunities for more effective use of existing resources and allocation of additional resources as appropriate. Ensure core support is maintained for researcher development – HR, R&E. (Each financial year when agreeing budgets). Faculties are responsible for their own budgets – CIRG can raise the importance of the researcher agenda and action plan with Faculty PVCs (budget holders) Success factor: maintain central budget at current rate of £160K per annum and seek opportunities for additional strategic funding for the agreed Concordat implementation actions. (deadline July 2016)			Responsibility: HR/Finance/Research & Enterprise & PVC Research, Enterprise and Postgraduate Affairs	
2.2 Researcher Learning and Development Programme: prioritisation	2.2 Align training and development provision with the Researcher Development Framework (RDF)	HR–STDU	March 2011	3 & 4	Completed 2011

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
2.3 Researcher Learning and Development Programme: promotion	2.3 Promote the recommendation of 5 days central personal and career development per year and regularly monitor actual engagement	HR-STDU/Faculties	On-going via range of communication and measurement methods	3 & 4	Completed and ongoing actions outlined below – annual T&D data monitoring point September each year
2.3 Progress against original action (2011)	Research Staff attendance at central training programme workshops has continued to increase since the Researcher Development Programme was launched in 2005-06, when 297 course attendances were recorded, to 562 recorded attendances in 2012-13.				
2.3 Action at 2014 review point	Updates to the central HR database will enable better recording of local training activity, which will provide a better overview of the overall number of days development activity in which research staff are engaged. (Deadline: January 2015)			Responsibility: HR-STDU/Faculties	
2.3 Progress update, November 2015	Annual reports on course and training undertaken completed. In 2013-14, 749 course attendances recorded and in 2014-15, 933 course attendances were recorded. These increases are due to two factors: increased recording of development activity at school-level and series of events/initiatives undertaken with support from central Researcher Training and Development Fund.			Target achieved	
2.3 Update action January 2016	To gain a fuller understanding of participation in training and development activity by research staff, future annual reports will be disaggregated by Faculty and School (deadline September 2016). Success factor: investigate and improve engagement by researchers in schools who are attending proportionally fewer researcher development events.			Responsibility HR-STDU/Faculties/Schools	

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
2.4 Researcher Learning and Development Programme: promotion	2.4 Briefing for PIs on Concordat-related issues: management of staff, recruitment, appraisal, progression, development and creating an effective research environment (REF). To include information on research staff related employment procedures, e.g. redeployment policy and bridging funds	HR-Personnel and STDU, Research & Enterprise, in conjunction with Schools	Sept 2012-June 2013	1,3,4	Achieved , see details below
2.4 Progress against original action (2011)	<p>Members of the Concordat Implementation Review Group (CIRG) briefed the Directors of Research on the concordat and its link to the research environment. As part of the support provided by STDU for the university preparation for Research Excellence Framework, information on the implementation of the concordat was provided for Units of Assessment. The University provides a range of training and development initiatives to support staff who manage researchers:</p> <ul style="list-style-type: none"> • Management and leadership in a Research Role: for experienced post-docs and staff new to academic posts • Research Team leadership (LFHE course). <p>From March 2014, these classroom sessions will be supported by an online package, Professional skills for research leaders (Epigeum online programme)</p> <p>In order to ensure staff who are new to the role of people management are provided with and aware of their responsibilities and the support available to them, it is proposed that a new mandatory development event is designed. This would highlight the university HR procedures and processes but would also highlight best practice in the management of researchers, which will enable the University to raise awareness of the Concordat and encourage those managing researchers to understand the importance placed by the University on supporting the career development of researchers. The use of coaching as a people management and development process is key to these development initiatives.</p>				
2.4 Action at 2014 review point	Introduction of a mandatory development activity for staff new to managing researchers. Initial focus to be on new PIs. This will include workshops and online materials (Deadline: designed by October 2014 and delivered to staff by July 2015)	Responsibility: HR-Personnel and STDU, Research & Enterprise, in conjunction with Schools			
2.4 Progress update, November 2015	<p>A new Emerging Research Leaders Programme (ERLP) outline has been developed and agreed. It will be delivered in 2016. This is an expanded version of what was initially proposed, as a broader programme is required as part of the University's most recent Research Strategy 2015-2020.</p> <p>Support for PI development has been enhanced with the provision of the online Professional Skills for Research Leaders package</p> <p>Research leaders' development is also supported via the University's Developing for Success and Leadership Excellence Programmes. .</p>			<p>Partially achieved: further action to addressed within 2016</p> <p>Responsibility: HR-Personnel and STDU, Research & Enterprise, in conjunction with Schools</p>	
2.4 Update action January 2016	<p>Delivery of ERLP pilot (deadline September 2016) and evaluate the ERLP. 20 academic staff to participate in the pilot programme (deadline January 2017)</p> <p>Future Leadership Excellence programmes have a target of 50% academic leader participation, the next programme, Cohort 7, to complete by June 2016.</p>			<p>Responsibility HR-Personnel and STDU, Research & Enterprise, in conjunction with Schools. University Research Committee to be consulted.</p>	

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
2.5 Researcher Learning and Development Programme: coaching and mentoring	2.5 Enhance and support mentoring and coaching for research staff at Queen's in general and specifically on applying for research fellowship grants. This will require the provision of information and training in the use of mentoring and coaching to research staff and Research Leaders/PIs.	HR-STDU and Schools	Jan 2012 – June 2012	4	Outlined below
2.5 Progress against original action (2011)	Researcher peer mentoring scheme established in School of Electronics, Electrical Engineering and Computer Science, for post-docs and PhD students. This scheme focuses on induction and assisting new staff to integrate into their new research environment.				
2.5 Action at 2014 review point	Establishment of researcher peer-mentoring schemes in other schools. (Deadline October 2014)				Responsibility: HR-STDU and Schools
2.5 Progress November 2015	<p>A peer-mentoring scheme has been established in School of Medicine Dentistry and Biomedical Sciences, which provides a 'buddy' system. Also the new International Staff Buddy Scheme has provided new research staff with support when they begin working at Queen's.</p> <p>Mentoring has also been enhanced via the new Queen's Coaching Service and coaching as a Management Style workshops, which has provided career development support for research staff. Over a quarter of staff using the coaching service are researchers, with many of these participating in other staff development initiatives.</p>				Achieved
2.5 Update action January 2016	<p>The University's Research Strategy 2015-2020 has emphasised the need for enhancement of mentoring for research staff. In light of this a number of staff development initiatives will be undertaken. This includes the delivery of Effective Mentoring workshops and support for schools wishing to establish a bespoke mentoring initiative (deadline July 2017).</p> <p>The University will pilot a Post-Doc Mentoring Scheme in 2016. This will involve early career academic staff, within 3 years of start date, mentoring research staff. This pilot will be reviewed and the benefits of a long-term scheme will be considered. Success factor: 15 mentoring pairing to participate in pilot (deadline September 2016)</p>				Responsibility HR-STDU, Faculties and Schools
2.6 Researcher Learning and Development Programme: review	2.6 Annual review of training and development provision to ensure it continues to meet needs of individuals, funders and university. These reviews should consider the variety of experience and discipline background within the research staff population and include a review of an annual profiling report.	HR-STDU	On-going – annually revisions June – August each year	7	Completed 2011-12 through to 2014-15
2.6 Progress against original action (2011)	<p>A new ILM accredited leadership and management programme piloted in 2013-14. This comprises core workshops focusing on professional and career development planning alongside a number of pathways which participants select. Over three-quarters of Queen's respondents to 2011 CROS said that having accredited training would encourage them to engage in professional and career development</p> <p>Based on feedback from researchers and their managers STDU has also offered a number of new sessions, e.g. The Engaging Researcher and The Collaborative Researcher (May 2013)</p> <p>Other areas of development activity that have received very positive feedback are Researcher writing retreats and lunchtime networking events.</p>				

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2.6 Action at 2014 review point	Review ILM pilot and consider potential expansion of the programme (deadline July 2014)				Responsibility: HR-STDU
2.6 Progress November 2015	The Enhancing Your Research Practice Programme has now been completed by two cohorts of research staff. This is a full calendar year programme which enables research staff to review, plan and undertake a development plan. Accreditation is provided by ILM with successful participant's receiving a Level 5 Certificate in Leadership and Management. The programme has received positive feedback, with all participants stating that it has had a positive impact on their skills development, personal development and career plans. A number of amendments were made to the programmes structure following feedback from the first cohort.				Achieved
2.6 Update action January 2016	Enhancing Research Programme is not scheduled to be delivered in 2015-16, due to staffing issues. Deliver next programme in 2016-17. Success factor: 16 research staff to complete the programme (July 2016 confirm programme will commence, September 2017 to complete)				Responsibility HR-STDU and Careers Employability & Skills
2.7 Researcher Learning and Development Programme: career development support	2.7 Increase awareness and uptake of career development support	HR-STDU, Careers Service, CRSDWG and Schools	On-going promotion Review uptake every 12 months	3, 4 & 5	Ongoing with annual monitoring point each September
2.7 Progress against original action (2011)	Achieved: Increased year-on-year engagement in the career development programme, which includes workshops and one-to-one careers coaching. Although the overall number of research staff in the university has decreased there has been an increase in the number of staff (20% between 2012-13 and 2010-11) actively engaging with the career development programmes.				
2.7 Progress November 2015	Achieved: A number of specific career development workshops, i.e. Planning Your Research Career, Writing your CV, Preparing for Academic Interviews and Career Exploration for Researchers, are provided for research staff. The number of staff attending these has remained consistent over the past two years, i.e. 87 attendance in 2012-13, 64 in 2013-14 and 79 in 2014-15.				
2.7 Update action January 2016	The University has re-stated the need to support this provision and allocated resource to ensure dedicated careers expertise is available in partnership with Directorate of Academic and Student Affairs to provide service specifically for research staff that is not offered to any other group of staff – annual review and current commitment expected to remain in place through to 2018. Success factor: maintain attendance rates, approximately 80 staff per annum.				

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
2.8 Researcher Learning and Development Programme: career development support	2.8 Increase employer input to the researcher development programme, e.g. employer based seminars and enterprise focused development activity.	HR-STDU, Careers Service, Research and Enterprise and Schools	2011-12	3, 4 & 5	Completed in 2011-12 and 2012-13 and further progress outlined below
2.8 Progress against original action (2011)	Local employers have taken part in some lunchtime career seminars and courses offered, i.e. The Enterprising Researcher and Commercial Skills for Researchers. Staff Development is working with new University's services in the Business Alliance Office (BAO) and Employer Engagement Service (EES) to development contacts with employers.				
2.8 Action at 2014 review point	In collaboration with BAO and EES review and develop opportunities for researchers to engage with employers (Deadline: June 2014)			Responsibility: HR-STDU, Careers Service, Research and Enterprise and Schools	
2.8 Progress November 2015	<p>Collaboration agreed with Business Alliance, Employer Engagement and Staff Development Units in September 2014 additional events/meetings between employers and research staff offered: e.g. research staff invited to careers events and BAO and EES to work with career service in planning of Employment in Research event June 2015.</p> <p>Queen's Careers Employability and Skills Graduate Recruitment and Placement Fair October 2015 – Research Staff invited to the Networking Breakfast with employers attending the Fair. The staff invite would usually be for staff involved in career development activity for students within school. However, it was thought that extending the invite to research staff would enable research staff with an interest in investigating careers beyond HE to find out what opportunities exist for people with a research background with these companies. They were also made aware of the employers participating in the fairs running across 3 days and themed by employment sectors</p>			Achieved	
2.8 Updated Action January 2016	Continue to work with the University's Careers, Employability and Skills Unit and Employer Engagement Team to provide opportunities for research staff to meet with employers. An annual 'Researchers Meet Employers' event to be held. Similar events have previously been organised with the Graduate school. Success factor: 30 research staff to attend, with participants representative of research staff population (deadline: July 2017)			Responsibility HR-STDU, Employability, Careers & Skills, Research and Enterprise and Schools	

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
2.9 Researcher Learning and Development Programme: individual responsibilities	2.9 Engage with school based research staff societies about professional and career development. Encourage collaboration between these societies in the planning and organising of school-based development activity.	HR–STDU, CRSDWG and Schools	On-going Report to each CRSDWG meeting	5	Completed and ongoing actions outlined below, agenda item at CIRG meetings
2.9 Progress against original action (2011)	Over the past two years these groups have expanded across the University. There are now 7 groups. There are different types of groups; some are only for post-docs others are for PhDs, research and academic staff. The majority are school based but a faculty based Social Science Research Society has also been established. Staff Development Unit regularly engages with these groups and supports their development and initiatives. This is a major source of feedback from researchers.				
2.9 Action at 2014 review point	Continue to support establishment of these groups and organise opportunities for the groups to engage with each other			Responsibility: HR–STDU, CIRG and Schools	
2.9 Progress November 2015	<p>A School of Chemistry Post-Doc Forum and School of Pharmacy Post-doctoral Forum are now established</p> <p>School of Nursing: appointing a post-doc advisor, who will have a mentoring and coordinator role and research staff joining a faculty post-doc society. Post-docs within Nursing also organising networking event for themselves and to link up with researchers in other schools. School investigating how to provide more locally based development activity.</p> <p>A significant development in relation to this action is the establishment of the University's Post-doctoral Forum in May 2015. This is chaired by the PVC Research, Enterprise & Postgraduates Affairs and has representatives from all University schools. It is intended that this will be a central arena for any issues and concerns of research staff to be raised and discussed. Recent meetings have focused on the appraisal system and mentoring for research staff.</p>			Achieved	
2.9 Updated Action January 2016	Central Postdoctoral forum to meet 3 times a year. Monitor and support the continuation of existing school-based forums and report on actions arising for the central post-doctoral forum (annual update July 2016)			Responsibility: HR–STDU, CIRG and Schools	

3. Researcher personal and career development processes					
Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
3.1 Researcher personal and career development processes: induction	3.1 Ensure effective dual approach (central events/school induction) to researcher inductions: Review school-based (research centre/cluster) induction for research staff, provide information to support schools and deliver central induction events and resources	Schools and HR-STDU	Jan 2012 – June 2012	1,2, 4	Outlined below
3.1 Progress against original action (2011)	<p>STDU has worked with the School of Electronics, Electrical engineering and Computer Science to co-ordinate a local induction process to ensure central induction and school based complement each other. Also, this is one of the areas in which examples of best practice have been collected and will be circulated within the University. How effective induction impacts the integration of researchers into new research environments will be highlighted.</p> <p>Currently approximately a quarter of new researchers attending the central induction day. The University is currently reviewing the induction process for all staff which will highlight importance of local induction and provides further guidance on what should be covered to managers.</p>				
3.1 Action at 2014 review point	<p>a. Review proposal to add criteria to probation report that research staff should have attended central induction (Deadline September 2014)</p> <p>b. Provide guidance to schools on best practice in the induction of researchers. (Deadline September 2014)</p> <p>c. Produce 'responsibilities' booklet for new researchers and their managers. (December 2014)</p>			Responsibility: Schools, HR-STDU and HR-Personnel	
3.1 Progress November 2015	<p>The Concordat Implementation Review Group have recommended that central induction should be a mandatory for new research staff. This will be discussed with Personnel and Schools.</p> <p>STDU supporting school based inductions in Schools of Electronics, Electrical Engineering and Computer Science and Medicine, Dentistry and Biomedical Sciences. These schools represent 40% of all research staff in the University</p> <p>The Concordat Implementation Review Group has produced a short Researcher Career Development Booklet, which was circulated to research staff and their managers. This booklet includes a 'research career plan', outlining the typical stages in a research career, based on two 3 years posts.</p>				
3.1 Updated action January 2016	<p>Concordat Implementation Review Group to review the implementation of mandatory central induction with Personnel and Schools (deadline July 2016)</p> <p>Concordat Implementation Review Group to collate resources for school-based induction programmes (deadline February 2017)</p>			<p>Responsibility Schools, HR-Personnel and HR-STDU CIRG</p>	

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
3.2 Researcher personal and career development processes: induction	3.2 New research staff to receive an information pack on professional and career development support and resources. This will include central and school based information.	Schools, HR STDU, HR Personnel, HR EOU	Jan 2012 – June 2012	1,2, 4	Deadline September 2014
3.2 Action at 2014 review point	Induction booklet to be finalised (Deadline: September 2014)				Responsibility: Schools, HR STDU, HR Personnel, HR EOU
3.2 Progress November 2015	Additional online materials now available for all new staff Induction booklet completed (December 2015)				Complete
3.2 Updated action January 2016	Induction booklet to be forwarded to all research staff, within email forwarded to all new staff, agree with Personnel (July 2016) Also included will be an invite to central Induction for Research Staff event, which is held three times a year (July 2016) As part of a recent restructuring the University has enhanced the professional services provided directly by faculty based teams. A future action will be to ensure these faculty based teams are updated on the Concordat action plan and the need for locally based induction information and support for new research staff. (deadline September 2016)				Responsibility Schools, HR STDU, HR Personnel, HR EOU
3.3 Researcher personal and career development processes: induction	3.3 Annual monitoring of attendance at central induction and completion of school-based induction	Schools	Annual report	1,2, 4	Completed

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
3.4 Researcher personal and career development processes: appraisal	3.4 Annual monitoring of appraisal for research staff – completion rates.	HR–Personnel and Schools	Annual appraisal report	2, 4, 5	Completed
3.4 Progress against original action (2011)	Achieved: Personnel department monitoring appraisal engagement. In 2012-2013 99% of Research Staff completed appraisal and 97% completed appraisal in 2011-12.				
3.4 Progress November 2015	<p>In 2013-14, 95% of staff completed appraisal.</p> <p>Having access to a range of data on research staff has been identified as a key requirement for the CIRG. As a consequence it has been agreed to create a dataset on a number of key indicators of research staff progression within the University. The key indicators to be provided are listed below:</p> <ol style="list-style-type: none"> 1. Average career length at Queen’s 2. Research staff turnover as % of all research staff 3. Average number of contracts undertaken by individual researchers 4. Progress between AC staff grades 5. Destinations 6. Publication rates for staff (averages) 7. Funding raised (averages) 8. Training provision 9. Course evaluations <p>This project will be undertaken by HR, Information Services and Research & Enterprise, with the aim of making this data available via an online reporting system (deadline September 2016)</p>				
3.4 Updated action January 2016	Develop this dataset in collaboration with Personnel Department and Information Services (deadline September 2016)				

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
3.5 Researcher personal and career development processes: appraisal	3.5 Provide additional appraisal guidance and support to ensure that alongside review of performance and setting objectives, sufficient time is taken to reflect on and plan the skills and career development needs of research staff. (Of particular importance for research staff who have held more than one contract).	HR–Personnel and Schools	Tbc	2, 4, 5	Completed with additional actions ongoing. Monitoring point: January 2015
3.5 Progress against original action (2011)	Completed: Appraisal form updated to include a section asking research staff to outline their short, medium and long term career development goals to aid career development discussions during appraisal. Overall appraisal process under review, to simplify form and create an online version, which will enable greater analysis of associated development plans.				
3.5 Action at 2014 review point	Consult with Personnel on the information and support on conducting the appraisal process to be included in the new training programme for staff who manage researchers (Deadline: 2014-15)			Responsibility: HR–Personnel, HR - STDU and Schools	
3.5 Progress November 2015	Completed – Updated appraisal scheme implemented in September 2015 along with new guidance document for all appraisers. All appraisers briefed during summer 2015. New appraiser training course launched in September 2015 – training resources and materials included which emphasise issues important to research staff and their appraisers.				
3.5 Updated Action January 2016	The new Emerging Research leaders Programme will include support and advice for new PIs on people management skills, including holding appraisal and associated conversations with staff. Success factor: 20 academic staff to participate (deadline September 2016).			Responsibility: HR–Personnel, HR-STDU and Schools	
3.6 Researcher personal and career development processes: appraisal	3.6 Updated guidance notes on research staff appraisal to be added to download site for appraisal forms	HR–Personnel	September 2012	2, 4, 5	To be included in review of appraisal.
3.6 Progress November 2015	Refer to 3.5 above – guidance notes include research staff appraisal				
3.7 Researcher personal and career development processes	3.7 Design and conduct exit interviews/surveys with research staff leaving Queen’s.	HR–Personnel and Schools	Tbc	3, 4	Outlined below
3.7 Progress against original action (2011)	This matter is included in the actions undertaken by the Concordat Implementation Review Group on the generation and use of research staff related data. A number of schools have undertaken gathered data on the career destinations of their research staff. It has been proposed that this is the most effective way forward on building a picture of the destinations of research staff.				
3.7 Action at 2014 review point	This will be progressed as part of the data requirements aspect of the work of the Concordat Implementation Review Group.			Responsibility: CIRG, HR–Personnel and Schools	
3.7 Progress November 2015	As part of normal personnel procedures for staff exiting the University, all staff, including research staff, are asked to complete an exit questionnaire, which was redesigned and made available online since October 2014. This includes questions on career development opportunities.				Completed
3.7 Updated Action January 2016	Further data on the destinations of research staff leaving the university has been identified via the HESA returns. These will be monitored annually and will be included in the data project outlined above in 3.4 (reporting deadline: September each year for discussion at CIRG meetings) School of Pharmacy model of collection of research staff destinations to be promoted to schools (October 2016)				

4. Supporting Research Leaders/Principle Investigators (PIs)					
Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
4.1 Supporting Research leaders/PIs	4.1 Review training available to Research Leaders/PIs to support their management of research staff	HR–STDU, CIRG and Schools	2012-13	3 & 4	Outlined below
4.1 Progress against original action (2011)	This has been prioritised by the CIRG and is being informed by discussions with the University’s Forum for Directors of Research and in discussion with senior managers. It is proposed that a mandatory session on people management will be designed for staff new to managing researchers and that this will be supported by further sessions on supporting career development of researchers. (Deadline 2014-15)				
4.1 Action at 2014 review point	a. Survey and focus groups to inform the training needs of staff who manage researchers.(May 2014) b. Design of People Management session for staff who manage researchers (October 2014)				Responsibility: HR–STDU, CIRG and Schools
4.1 Progress November 2015	Survey of Managers of Researchers conducted in July 2014, with a number of follow-up meetings held with PIs As consequence content for the Management and Leadership in a Research Role course updated to include further content on coaching skills and completion of Myers Briggs Type Indicator questionnaires by participants				
4.1 Updated action January 2016	The development of people management skills training is a key element in the new Emerging Research Leaders Programme, which comprises 6 sessions with one session focusing on mentoring and coaching researchers and managing and leading researchers. These sessions will include significant input by experienced research leaders. (deadline September 2016)				Responsibility HR–STDU, HR-Personnel, CIRG and Schools
4.2 Supporting Research leaders/PIs	4.2 Work with Heads of School to ensure completion of appraisal for both Research Leaders/PIs and research staff	HR-Personnel and Schools	2012-13	2	Completed
4.2 Progress	See 3.5 above.				
4.3 Supporting Research leaders/PIs	4.3 Conduct Principal Investigator/Research Leaders Survey (PIRLS) to gather evidence of Research Leaders/PI views on development issues	HR-STDU	March 2012	2	Outlined below
4.3 Progress against original action (2011)	This is an area of concern as it was proposed that PIRLS 2013 was conducted but it was not implemented at the request of HR Senior Management Team. Concern was expressed about the ability to edit the list of standard questions, to focus on institutional context.				
4.3 Action at 2014 review point	PIRLS to be conducted and reported in 2015 (deadline September 2015)				Responsibility: CIRG and HR-STDU
4.3 Progress November 2015	PIRLS 2015 conducted and draft report to be circulated to senior management				Completed
4.3 Updated Action January 2016	Participate in PIRLS 2017, cross-reference to previous survey to highlight areas of progress and where further action required. Success factor: increase response rate from 25% (2015) to 30% (2017) (December 2017).				Responsibility HR-STDU, PVC Research, Enterprise and Postgraduate Affairs and Schools
4.4 Supporting Research leaders/PIs	4.4 Promotion and implementation of the Concordat will demonstrate links to the REF. Include information on Concordat in staff briefings on REF.	Schools, HR-STDU, PVC Research, Enterprise & Postgraduate Affairs	On-going	2	Completed October 2013

5. Diversity and Equality					
Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
5.1 Diversity & Equality	5.1 Ensure Queen's overall SWAN and individual School SWAN action plans incorporate the needs of researchers	HR-EO Unit and Schools; Queen's Gender Initiative	On-going (see below)	6	Completed
5.1 Progress against original action (2011)	University SWAN champions are actively involved in the concordat implementation, i.e. a number are members of the Concordat Implementation Review Group (CIRG). Many of the examples of best practice gathered by the CIRG originate in SWAN based initiatives. The Athena Swan award is held by 11 Schools (1 Gold, 9 Silver and 1 Bronze). Schools in the Faculty of Arts, Humanities and Social Sciences will be applying the SWAN principles, providing researchers with further support for their career development.				
5.1 Action at 2014 review point	Continue engagement with SWAN champions (Ongoing) Monitoring point January 2015 for reported update				Responsibility: HR-EO Unit and Schools; Queen's Gender Initiative
5.1 progress November 2015	Input from SWAN champions to work of the CIRG has been very beneficial in aligning the work to implement the Concordat with school-based action plans. Staff from STDU have collaborated with University schools to implement SWAN actions which have a direct impact on researcher career development, e.g. researcher development portfolios for School of Medicine Dentistry and Biomedical sciences. Meetings have been held with the Director of the Queen's Gender Initiative to maximise the impact of Concordat and SWAN actions for research staff.				Completed
5.1 Updated action January 2016	Continue engagement with SWAN champions (monitoring point: January 2017)				Responsibility CIRG, HR-EOU, Queen's gender Initiative
5.2 Diversity & Equality	5.2 Review "Every Researcher Counts" project report from Vitae for relevance to Queen's	HR- EO Unit, STDU, CRSDWG	May 2012	6	Completed January 2013
5.2 Progress against original action (2011)	Staff Training and Development Unit and the Equal Opportunities Unit have discussed the use of the Every Researcher Counts materials. These materials will be used in the planned development activities for staff who manage researchers.				
5.2 Action at 2014 review point	Every researcher counts materials to be used in training initiative for staff who manage researchers (2014-15)				Responsibility: HR- EO Unit, STDU, CIRG
5.2 Progress November 2015	Every Researcher Counts materials not currently used. However, additional equality and diversity training in place. Additional information: DiversityNow online training has been in place since 2009/10 and is mandatory for all staff to complete. This is promoted at induction and by all line managers. 90% completion rate for staff is reported. 1 Day Recruitment and Selection training course (with Equal Opportunities content) mandatory for all staff involved in recruitment panels. Online refresher recruitment and selection training also available.				
5.2 Updated action January 2016	Aligned to the Institutional commitments to "SWAN" recognition action plan, Unconscious Bias awareness raising workshops will be offered to all Senior Management Team members by July 2016. Additional awareness raising workshops on Unconscious Bias will also be available to faculty management teams and an online package will be implemented during 2016-17 academic year.				Responsibility HR- EO Unit, HR-STDU; CIRG

6. Institutional internal quality assurance and review					
Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
6.1 Institutional internal quality assurance and review	6.1 Contract Research Staff Development Working Group to act as an engagement and advisory group on Concordat implementation	CRSDWG, HR–STDU	October 2011 – on-going	2, 3, 4	Completed
6.1 Progress	Concordat Implementation Review Group established January 2013 to co-ordinate work.				
6.2 Institutional internal quality assurance and review	6.2 Concordat Working Group to conduct internal review of the implementation every two years	Concordat Working Group, HR, PVC Research & Postgraduates & Research and Enterprise	October 2013	7	Completed
6.2 Progress against original action (2011)	Concordat Implementation Review Group co-ordinating internal review.				
6.2 Action at 2014 review point	Concordat Implementation Review Group to co-ordinate external review before January 2016 (Deadline: December 2015).				Completed Responsibility: CIRG, HR, PVC Research & Postgraduates & Research and Enterprise
6.2 Progress November 2015	Completed				
6.2 Updated action January 2016	Concordat Implementation Review Group to co-ordinate internal review before January 2018 (Deadline: December 2017).				Responsibility CIRG, HR–STDU, Director of HR, PVC Research, Enterprise and Postgraduate Affairs & Director of Research and Enterprise

Objective/Theme	Original and Revised Actions	Responsibility	Deadline	Concordat Principle	Progress
6.3 Institutional internal quality assurance and review	6.3 Incorporate CROS actions (above) into overall review process and monitor changes over time	HR-STDU and CRSDWG	2011-12 – on-going	7	Completed
6.3 Action at 2014 review point	Concordat Implementation Review Group to review the use of CROS data in advance of CROS 2015 (Deadline November 2014)				Responsibility: CIRG and HR-STDU
6.3 Progress November 2015	Queen's participated in CROS 2015; the summary report was circulated to staff including comparisons with results from the University's previous participation in 2011.				Completed
6.3 Updated action January 2016	A number of recommendations were included in the report, these will be discussed at the next meeting of CIRG and if agreed, will be incorporated into the ongoing implementation of the Concordat. Success factor: agree institutional actions with Senior Management (Deadline: July 2016).				Responsibility CIRG, HR-STDU
6.4 Institutional internal quality assurance and review	6.4 Provide opportunities for research staff to meet and share experiences with researchers and others from across the University. School-based Post-doc/Research societies to support this activity.	HR-STDU, Research and Enterprise, Schools and CRSDWG	Annual research staff event	3,4, 5, 7	Completed 2011-12 and through to 2014-15
6.4 Progress against original action (2011)	STDU have organised Research Staff Forums, which bring together staff who chair and organise the school-based researcher societies.				
6.5 Action at 2014 review point	Organise annual Research Staff Forum. Deliver The Collaborative Researcher course (Deadline May 2014).				Responsibility: HR-STDU, Research and Enterprise, Schools and CIRG
6.4 Progress November 2015	University Post-doctoral Forum established in May 2015 Collaborative Researcher workshop runs twice a year, receiving positive feedback Series of lunchtime networking seminars, in collaboration with Graduate School, run each year				Completed
6.4 Updated action January 2016	Post-doctoral Forum to meet 3 times per year. STDU to continue to deliver the Collaborative Researcher (40 staff to attend per annum) course and organise researcher networking events (2 per year: monitoring point July 2017)				
6.5 Institutional internal quality assurance and review	6.5 Continue to gather additional evidence of the impact of the researcher development initiative for individual researchers and the institution.	HR-STDU, Schools, CRSDWG	On-going	7	Completed and ongoing action outlined below.
6.5 Progress against original action	Members of the CIRG are co-ordinating the collection and dissemination of good practice examples in relation to the management of research staff. These will continue to inform the development of actions and initiatives for research staff career development. Monitoring point – Jan 2015				
6.5 Progress November 2015	Completed and ongoing. Best practice examples collected in advance of 2016 review, circulated to schools and available online.				
6.5 Updated action January 2016	Members of the CIRG to continue co-ordinating the collection and dissemination of good practice examples in relation to the management of research staff (Monitoring point – July 2017)				

Abbreviations: HR-STDU: Staff Training and Development Unit; HR-EOU: Equal Opportunities Unit; CIRG: Concordat Implementation Review Group, CROS – Careers in Research Online Survey, REF – Research Excellence Framework, R&E: Research & Enterprise Directorate, PIRLS: Principal Investigator and Research Leaders Survey, SWAN: Scientific Women's Academic Network