

Concordat Principle	Clause	What we do already	What we need to do	Who's responsible	Delivery Date
1		<p>There is compliance with the Equality Act (2010) in Recruitment & Selection Recruitment & Selection promoted via the updated Equality Statement leading to the new Equality & Diversity Inclusion Policy for both applicants and those involved in managing the process.</p> <p>Our job descriptions/person specifications do clearly identify the skills/experience required and are in line with the Framework Agreement and grade applied. There is a standard format used across the whole university to ensure consistency http://www.st-andrews.ac.uk/hr/Recruitment/furtherparticulars/</p>	General statistics on recruitment in terms of applications, and success rates by the protected characteristics will be developed and reviewed annually to ensure no discriminatory practices are being undertaken. Where issues arise, the necessary steps will be taken to identify what remedial action needs to be undertaken.	Human Resources	Feb 2013 and annually thereafter
	3. Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	The University operates within the remit of its Fixed Term Worker Agreement http://www.st-andrews.ac.uk/staff/policy/hr/Fixedtermcontractagreement/ , agreed with UCU. Further it confirms that Fixed term contracts will only be used in the University for transparent, necessary and objective reasons.	To ensure the use of Fixed Term Contracts is reviewed on an ongoing basis with annual reporting to the Research Staff Forum.	Human Resources	For each Research Staff Forum meeting

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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 further career development	<p>Recruitment guidelines specify that selection committees must reflect the diversity of applicants, where possible.</p> <p>Staff are required to undertake Equality & Diversity training and adhere to the procedure set out in the recruitment and selection guide to ensure transparency and fairness in the recruitment process. The process is monitored and administered by HR.</p> <p>Feedback is provided to unsuccessful applicants upon request.</p>	Provide on-going Equality & Diversity training for staff and monitor uptake	Human Resources	On-going
	5. The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	All posts are graded using the HERA job evaluation scheme which assigns a grade to each post based on the duties being undertaken. Staff are paid in relation to the grade of the post. The University has a starting salary policy to ensure consistency in appointments http://www.st-andrews.ac.uk/staff/policy/hr/Startingsalarypolicy/ but staff may be appointed at a higher scale point depending on skills and experience. Nationally negotiated pay scales are in operation.		Human Resources	

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RECOGNITION AND VALUE 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.	1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should 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>All HR policies are developed to ensure that there is no detriment to a specific group. Equality Impact Assessments are undertaken on new policies to monitor impact.</p> <p>Workshops and resources are openly advertised to all research staff. Nature/type of contract is not taken into account.</p> <p>The introduction of Q6 (Review and development scheme) into the probationary process will ensure that career development is a core part of the discussion http://www.st-andrews.ac.uk/staff/policy/hr/probation-support/</p>	Review impact of revised probation process to ensure being utilised fully, and embed Q6 (review and development) into the procedure. This review will be on-going and will be monitored by asking staff about their development conversations to ensure they have been undertaken, as well as being part of the Exit Interview process .	Human Resources	Dec 2012
	2. Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations	<p>This forms part of all HR policies. Further, it is embedded in the Agreement on the use of Fixed Term Contracts http://www.st-andrews.ac.uk/staff/policy/hr/Fixedtermcontractagreement/ and the Code of Practice for the Employment and Management of Research Staff http://www.st-andrews.ac.uk/staff/policy/hr/CodeofPracticefortheEmploymentandManagement/</p>	Review the research code of practice and the good practice guide to identify improvements.	Human Resources, Research Policy Office	Dec 2012

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2	3. Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	The University has a performance management scheme, Q6, which all University staff are required to participate in. http://www.st-andrews.ac.uk/staff/ppd/developyourself/q6/	Investigate a more robust mechanism for recording who has completed Q6 reviews.	CAPOD , Careers Centre, Equality & Diversity Officer CAPOD	Dec 2012
		The probationary process for support staff has been updated to include Q6 (Review and development scheme). All researches will routinely be placed on probation and therefore will automatically be put into the Q6 cycle, helping to enhance their development and ensuring clear objectives provided at the outset http://www.st-andrews.ac.uk/staff/policy/hr/probation-support/	Supervisor Update session to include reminder of appointment of Dr. Ben Carter.	CAPOD	Jan 2012
		Research supervisors are required to attend a research supervisor update session every January where key information is disseminated. In the Jan 2012 event, topics included: immigration update, sharing supervisory stories, GRADSkills update, Careers Advisor update.	Investigate increasing the number of supervisor update sessions to two per year.	CAPOD	Dec 2012
		A development programme for research managers run by the Centre for Academic, Professional and Organisational Development: is currently being constructed (see Supervisor section) www.st-andrews.ac.uk/pdms	Further develop and launch a developmental programme for research managers.	CAPOD	Sept 2013
			Create a newsletter to be sent to all Research Supervisors communicating updates, development opportunities etc.*	CAPOD	Sept 2012

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2		<p>Research managers, as with all staff, are required to go through diversity awareness training as part of their induction programme or via our on-line resource: http://www.st-andrews.ac.uk/staff/ppd/developyourself/Diversity/</p> <p>There are also a number of equality and diversity resources on the University's web site: http://www.st-andrews.ac.uk/hr/edi/</p> <p>The Code of Practice for the Employment and Management of Research Staff sets out expectations: http://www.st-andrews.ac.uk/staff/policy/hr/CodeofPracticefortheEmploymentandManagement/</p> <p>The University's Good Research Practice guide outlines misconduct in research and outlines good practice for researchers http://www.st-andrews.ac.uk/media/Good_Research_Practice.pdf</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 redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.	<p>Researchers are notified 6 months in advance of a contract ending. Support and advice is offered in relation to the redundancy consultation process e.g. careers advice and redeployment opportunities.</p> <p>The University operates an ad-hoc bridging fund to allow PIs to retain researchers between grants.</p>	<p>Enhance provision of information and development of more formal redeployment system.</p> <p>Develop guidance on bridging funding.</p>	<p>Human Resources</p> <p>Human Resources</p>	<p>Dec 2012</p> <p>March 2013</p>
	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>Pay progression is formally set out in the Framework Agreement. The salaries of Research staff are represented by the Joint Negotiating Committee for Higher Education Staff (JNCHES) http://www.st-andrews.ac.uk/hr/FrameworkAgreement/</p> <p>All posts are graded using HERA role analysis and placement on the scale is dependent on this and the starting salary policy http://www.st-andrews.ac.uk/staff/policy/hr/Startingsalarypolicy/</p>		Human Resources	

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2	<p>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>	<p>With the development of the probationary process to include Q6, development of researchers is embedded in the process http://www.st-andrews.ac.uk/staff/policy/hr/probation-support/ The University operates a grading review scheme, open to all staff which is advertised on the HR website but also via the Friday Memo (internal noticeboard) http://www.st-andrews.ac.uk/staff/policy/hr/Gradingreviewpolicyandprocedure/</p>		Human Resources	

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<p>SUPPORT AND CAREER DEVELOPMENT</p> <p>Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p> <p>3</p>	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 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.	The University, through CAPOD, provides a comprehensive range of development opportunities for researchers, including workshops, on-line resources and a well-established mentoring scheme. These include a wide range of generic/transferable skills training. http://www.st-andrews.ac.uk/capod/staff/postdoc/ Career support is also provided through a dedicated Careers Advisor post working between CAPOD and the Careers Centre.	Investigate development provisions available to researchers against those provided to employees in other sectors.	CAPOD	Dec 2012
	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	The extensive range of development opportunities available to researchers, via the GRADskills and other development programmes offered by the University, as well as the support from the Careers Adviser and through the Early Career Academic Mentoring Scheme ensures that researchers are supported in developing their careers through a variety of possible career paths. http://www.st-andrews.ac.uk/capod/staff/postdoc/	Share stories of different researcher career paths through increased networking events. Greater emphasis on career planning, career paths for researchers and enhancing employability in the development provision offered by CAPOD to researchers.	CAPOD	Sept 2013

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3	3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	<p>The GRADskills programme coordinated by CAPOD offers a broad range of courses dealing with both generic/transferable skills and with specific aspects of research practice. http://www.st-andrews.ac.uk/capod/GRADskillsProgramme/</p> <p>This programme is reviewed biannually to make sure it is up to date and responsive to the needs of the researcher community.</p> <p>These courses, available through workshops and online resources are referenced against the Researcher Development Framework which covers the full spectrum of development competences required for a rounded skill-set and a high degree of employability.</p>		CAPOD	
	4. All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	<p>Careers Centre website offers guidance on working in/entering a wide range of fields (http://www.st-andrews.ac.uk/careers/students/careerchoices/iwanttoworkin/).</p> <p>Recent appointment of Dr. Ben Carter to the Careers Centre/CAPOD, with experience in postdoctoral science research, to provide guidance specifically for research staff (http://www.st-andrews.ac.uk/careers/aboutus/meettheteam/).</p> <p>CAPOD also offers training and skills development courses aimed at Postdoctoral Research Staff.</p>	Section on Early Career Researcher options to be added to Careers Centre website.	Careers Centre	Sep 2012

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3	5. 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.	The University's review and development scheme, Q6, helps researchers plan their careers (see question 6): http://www.st-andrews.ac.uk/staff/ppd/developyourself/q6/	Improve the Careers Centre webpages for research staff	Human Resources, CAPOD,	Sept 2012
		University policies and processes for promotion are clearly stated: http://www.st-andrews.ac.uk/hr/Gradingrewardandconditions/Academicpromotions/	Greater emphasis on career planning, career paths for researchers and enhancing employability in the development provision offered by CAPOD to researchers.	Careers Centre	On-going
		With the development of the probationary process to include Q6, development of researchers is embedded in the process http://www.st-andrews.ac.uk/staff/policy/hr/probation-support/	Improve how researchers are made aware of local and national career development strategies via creation of a section on the website	Careers Centre	Sep 2012
		The University operates a grading review scheme, open to all staff which is advertised on the HR website but also via the Friday Memo (internal noticeboard) http://www.st-andrews.ac.uk/staff/policy/hr/Gradingreviewpolicyandprocedure/			

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3	6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	<p>Researchers are invited to university induction and are given access to a comprehensive online induction tool before they begin in post: http://www.st-andrews.ac.uk/~cmw9/induction/?page_id=26</p> <p>Research managers should encourage staff to start continuous CPD through usage of Q6 and is mentioned in the Code of Practice for the Employment and Management of Research Staff: http://www.st-andrews.ac.uk/staff/policy/hr/CodeofPracticefortheEmploymentandManagement/</p> <p>Effective research environments are explored in the annual Supervisors update sessions every January.</p>	<p>All-staff University induction to include break out sessions for Postdoctoral researchers.</p> <p>Postdoctoral researchers to be offered a follow-up development surgery session within the first month of induction.</p>	<p>CAPOD</p> <p>CAPOD</p>	<p>May 2012</p> <p>May 2012</p>

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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>In Q6 reviewer training sessions (which happen monthly), the need for skills to be acquired and practiced is highlighted: http://www.st-andrews.ac.uk/media/Q6%20Overview%20Presentation%20web.pdf</p> <p>CAPOD has created a workshop for launch in semester 2 2011/12 on 'Recruiting and Supervising PGRs'</p> <p>CAPOD also provides workshops in budget management which research staff can attend.</p>	<p>Market the new Recruiting and Supervising PGRs workshop.</p> <p>Run annual Recruiting and Supervising PGR workshops.</p>	<p>CAPOD</p> <p>CAPOD</p>	<p>June 2012</p> <p>June 2013, June 2014, June 2015</p>
	8. Employers also should 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>The University runs a successful cross-institutional mentoring scheme with the University of Dundee. http://www.st-andrews.ac.uk/staff/ppd/developyourself/resources/researchstaffmentoring/</p> <p>All research staff are alerted to the provision of the mentoring scheme via individual emails and staff-wide memos.</p> <p>Recent appointment of Dr. Ben Carter to the Careers Centre/CAPOD, with experience in postdoctoral science research, to provide guidance specifically for research staff (http://www.st-andrews.ac.uk/careers/aboutus/meettheteam/).</p>		Careers Centre, CAPOD	

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3	9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.	<p>The Q6 scheme and associated training highlights the benefits of delegation and CPD to research managers.</p> <p>CAPOD provides a wide range of skills workshops for researchers: http://www.st-andrews.ac.uk/capod/GRADskillsProgramme/ plus a suite of online resources: http://www.st-andrews.ac.uk/capod/epigeum/</p>	Review the Q6 form for academics, and consider adding in a section re the benefits of delegation and CPD to research managers.*	CAPOD	Sept 2012

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<p>SUPPORT AND CAREER DEVELOPMENT</p> <p>The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</p> <p>4</p>	10. Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career	<p>Researcher managers are required to have a Q6 conversation with their research team each year: http://www.st-andrews.ac.uk/staff/ppd/developyourself/q6/</p> <p>Recent appointment of Dr. Ben Carter to the Careers Centre/CAPOD, with experience in postdoctoral science research, to provide guidance specifically for research staff (http://www.st-andrews.ac.uk/careers/aboutus/meettheteam/).</p> <p>The University runs an established cross-Institutional mentoring scheme for early career researchers. The cross-institutional component means that research staff can receive neutral, honest advice on career options and strategies.</p>	Employ more robust mechanisms to ensure these Q6 conversations take place.	Careers Centre, CAPOD	Dec 2012
	11. 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>The research staff development offered at the University of St Andrews is mapped against Vitae's Researcher Development Framework to ensure that there is broad recognition of development themes from other organisations, especially when moving between HEIs.</p> <p>The researcher development programme contains many developmental events to help prepare researchers for academic practice: http://www.st-andrews.ac.uk/capod/epigeum/</p>	Continue to embed the RDF within development provision.	CAPOD	On-going

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4	12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	<p>CAPOD runs workshops in 'Introduction to tutoring and demonstrating' for PGRs who teach.</p> <p>Research staff can access the Academic Staff Development programme which contains a number of workshops about best practices in teaching: http://www.st-andrews.ac.uk/staff/ppd/developyourself/resources/academicstaff/</p> <p>Recent appointment of Dr. Ben Carter to the Careers Centre/CAPOD, with experience in postdoctoral science research, to provide guidance specifically for research staff (http://www.st-andrews.ac.uk/careers/aboutus/meettheteam/)</p>	Work to provide PIs with online learning opportunities to allow the flexibility.*	Careers Centre, CAPOD	Jan 2014
	13. Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees	<p>Each School has nominated research staff representatives who can input to policy and practice through the research staff forum: http://www.st-andrews.ac.uk/staff/research/Researchstaffforum/</p>		CAPOD	

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4	14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement	The University, through CAPOD, runs a well-established and very successful mentoring Scheme for Early Career Academics. This is run cross-institutionally with the University of Dundee, providing an additional level of flexibility in meeting the needs and preferences of researchers in receiving the advice and support they need to achieve their own career objectives. The scheme runs on an annual cycle but researchers may join the scheme at any stage and are matched with a mentor as soon as possible. All mentors/mentees are provided with a comprehensive scheme handbook and attend a briefing session. Additional support for all participants is available from the scheme coordinator and other specialists within the institution. http://www.st-andrews.ac.uk/staff/ppd/developyourself/resource/researchstaffmentoring/	Establish mentee networking events as a way to enhance the benefits of the scheme, share experience and good practice and to develop networks between early career academics.	CAPOD	August 2012
			Run mentee networking events each semester.	CAPOD	Sept 12 – Sept 15

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RESEARCHERS' RESPONSIBILITIES Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning <div>5</div>	1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	These expectations are outlined in the Code of Practice for the Employment and Management of Research Staff http://www.st-andrews.ac.uk/staff/policy/hr/CodeofPracticefortheEmploymentandManagement/ and the guide to Good Research Practice http://www.st-andrews.ac.uk/media/Good_Research_Practice.pdf	Ensure that both of these documents clearly link to one another.	Human Resources, Research Policy Office	May 2012
	2. 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.	CAPOD is coordinating a series of enterprise and entrepreneurship activities for researchers: http://www.st-andrews.ac.uk/capod/GRADskillsProgramme/e&eprog/ Researchers from University of St Andrews take part in the three month <i>Create and Inspire</i> science communication and public engagement programme at Dundee Science Centre, benefitting from science communication training and, with support from DSC, developing and delivering public engagement activities for schools and visitors to the science centre. Post-Docs are encouraged to present their research to the public through taking part in the Beacon Lecture Series: http://www.st-andrews.ac.uk/admissions/non-degree/openassociation/BeaconLectureSeries/	Market the Introduction to the KTC workshop amongst research staff. Build a new suite of Enterprise/Entrepreneurship workshops into the GRADSkills programme, with a focus on internal rather than external presenters Make 'public engagement' the theme of the 2013 research futures conference. Embed an ongoing programme of public engagement events/workshops into GRADSkills and Research	CAPOD CAPOD CAPOD	June 2012 Sept 12 – June 13 May 2013 Sept 13- June 14

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5		CAPOD is also coordinating a workshop with the University's Knowledge Transfer Centre to run from semester 2 of academic year 2011/12 http://www.st-andrews.ac.uk/ktc/	Development Programmes, to be launched at the Research Futures conference in 2013.		
			Investigate the support for researchers in Arts Schools who may feel isolated.*	CAPOD	Aug 2012
			Plan additional support for researchers in Arts Schools.*	CAPOD	Aug 2013
	3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge	CAPOD runs ethics workshops for research staff: http://www.st-andrews.ac.uk/capod/epigeum/ Also see: www.st-andrews.ac.uk/pdms The University has a Good Research Practice Guide which makes research staff aware of their ethical responsibilities: http://www.st-andrews.ac.uk/media/Good_Research_Practice.pdf The University has a research, teaching and ethics committee http://www.st-andrews.ac.uk/utrec/	Increased emphasis on the Code of Practice and the Good Research Practice Guide at induction. Include information at induction specifically for new PIs including Recruitment and Selection, budget management, staff performance and equality and diversity.*	CAPOD CAPOD	May 2012 Feb 2013

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5	4. Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position	Recent appointment of Dr. Ben Carter to the Careers Centre/CAPOD, with experience in postdoctoral science research, to provide guidance specifically for research staff (http://www.st-andrews.ac.uk/careers/aboutus/meettheteam/)	Section on Early Career Researcher options to be added to Careers Centre website. To include reference to these issues.	Careers Centre, CAPOD	Sept 2012
	5. 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 their 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>The responsibility for researchers managing their own careers is made clear in the Research code of practice, and should be discussed during Q6 reviews.</p> <p>One of the early career academic mentoring scheme's 4 objectives is "Support mentees in taking responsibility for their own skills and career development."</p> <p>Research managers are reminded of their responsibilities through annual supervisor update sessions.</p>	Remind research supervisors of their responsibilities in this regard.	CAPOD	ongoing

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5	6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities.	This activity happens through the University's Q6 review and development scheme.	Investigate improving the scope for researchers to record their CPD through HR self-service	CAPOD	Dec 2012

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<p>DIVERSITY AND EQUALITY</p> <p>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</p> <p>6</p>	<p>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 underrepresentation or lack of progression</p>	<p>Equality & Diversity Inclusion is embedded across the University through training; monitoring; and reporting.</p> <p>The University has been involved in consulting on the new 'Specific Duties' of the Scottish 'Public Sector Equality Duty (2011)' with the Equality & Human Rights Commission, the Scottish Funding Council and the Scottish Government.</p> <p>The present equality schemes for disability, gender and race are being reviewed to come under a new Single Equality Scheme. However these are to widen to all 'Protected Characteristics' for compliance.</p>	<p>Single Equality Scheme will result from:</p> <ol style="list-style-type: none"> 1) Scottish Specific Duties – Public Sector Equality Duty, published by the Scottish Government early 2012. 2) EHRC Equality Act Statutory Code of Practice for Employment. <p>Widen the equality scheme to include compliance actions for:</p> <p>Age Gender reassignment Pregnancy and maternity Religion and belief Sexual orientation</p>	Equality & Diversity Officer	April 2012
			<p>Continue to work on actions arising from the Single Equality Scheme.</p>	Equality & Diversity Officer	2013 & 2014

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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>The Equality & Diversity Inclusion Policy promotes fair treatment for anyone applying to work at the University in addition to existing staff of diverse backgrounds: http://www.st-andrews.ac.uk/staff/policy/hr/equalityDiversityInclusion/</p> <p>Section 2.4.1 of The University's strategic plan 2008 – 2018 aims to promote policies of fairness, equality and diversity in order to ensure equal opportunities for staff: http://www.st-andrews.ac.uk/media/University%20of%20St%20Andrews%20Strategic%20Plan%202008-2018(Graphics).pdf</p> <p>The Removal & Relocation Policy helps assist staff in making a move from not only in the UK or Europe, but also across the globe. Resulting in staff of different nationalities feeling better supported financially and reducing the stresses related to relocating. http://www.st-andrews.ac.uk/media/Removal%20Policy%20March%202010.pdf</p>	An HR Staff Welcome Pack is being created for non-UK staff relocating to the University, which contains information of different places of worship, cultural groups, and services within Fife.	Equality & Diversity Officer	Feb 2012

Concordat Principle	Clause	What we do already	What we need to do	Who's responsible	Delivery Date
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	Embedded into the REF Code of Practice: Equality & Diversity Inclusion Policy Equality Statement		Equality & Diversity Officer	
	4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to	All employees have equality of opportunity in accessing family friendly policies as stated in the flowchart: http://www.st-andrews.ac.uk/media/Family%20Friendly%20Flowchart.pdf Specific policies include: Adoption leave: http://www.st-andrews.ac.uk/staff/policy/hr/Adoptionleavepolicy/ Carers leave: http://www.st-andrews.ac.uk/staff/policy/hr/Carersleave/ Childcare Voucher Scheme: http://www.st-andrews.ac.uk/staff/money/Salaries/Childcarevoucherscheme/ Maternity leave: http://www.st-andrews.ac.uk/staff/policy/hr/Maternityleavepolicy/	Assess the access and effectiveness of family friendly policies.	Equality & Diversity Officer	April 2012

Concordat Principle	Clause	What we do already	What we need to do	Who's responsible	Delivery Date
6	combine family and work, children and career.	Parental leave: http://www.st-andrews.ac.uk/staff/policy/hr/Parentalleavepolicy/ Paternity leave: http://www.st-andrews.ac.uk/staff/policy/hr/Paternityleavepolicy/			
	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	Managers are informed via the assigned HR Officer about equal access to family friendly policies. Fair access to policies are promoted: Staff induction training – Diversity Awareness Unit specific Equality & Diversity training Diversity for Managers (Management Passport)	Assess the access and effectiveness of family friendly policies.	Equality & Diversity Officer	April 2012
	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		Promote the updated version of the online Diversity training which is compliant with changes to the Public Sector Equality Duty: http://www.st-andrews.ac.uk/staff/ppd/developyourself/courses/diversityawareness/	Equality & Diversity Officer	Feb 2012

Concordat Principle	Clause	What we do already	What we need to do	Who's responsible	Delivery Date
6	<p>7. Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below</p>	<p>There is Gender balance in the Recruitment & Selection process. Such as where there is a female applicant being interviewed, a female staff interviewee is also required.</p> <p>The current Recruitment & Selection guidance provides examples of Direct and Indirect Discrimination and the equality laws in addition to adhering to the Equality Statement: http://www.st-andrews.ac.uk/staff/policy/hr/Recruitmentandselectionprocedures/</p>	<p>Review of Recruitment & Selection guidance to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment.</p>	<p>Equality & Diversity Officer</p>	<p>Feb 2012</p>

Concordat Principle	Clause	What we do already	What we need to do	Who's responsible	Delivery Date
6	8. Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups	<p>The commitment to fair access to family friendly policies is part of the employment experience within the University.</p> <p>To ensure racial discrimination does not occur, in-house English courses and tutorials are provided by English Language Teaching, which can be accessed by staff whose first language is not English to improve levels of grammar, spelling, speaking and general understanding.</p> <p>The Flexible Working Policy has clear guidance for staff and managers to ensure that requests are fair and transparent: http://www.st-andrews.ac.uk/staff/policy/hr/Flexibleworkingpolicy/</p>	Assess the accessibility and usage of ESOL related courses.	Equality & Diversity Officer	April 2012
	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.	Employees adhere to the Harassment & Bullying Policy, which includes Harassment Contacts: http://www.st-andrews.ac.uk/staff/policy/hr/Harassmentandbullyingatworkandstudy/	The current Harassment & Bullying Policy is being reviewed to be inclusive of the EHRC Equality Act Statutory Code of Practice for Employment.	Equality & Diversity Officer	Feb 2012
	10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	Application has been made for the Athena SWAN Charter, which will further gender equality practice.	Application for the institutional 'Bronze Award'.	Equality & Diversity Officer	April 2012

Concordat Principle	Clause	What we do already	What we need to do	Who's responsible	Delivery Date
<p>IMPLEMENTATION AND REVIEW</p> <p>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</p> <p>7</p>	<p>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>	<p>The Research staff forum works to implement the concordat's principles: http://www.st-andrews.ac.uk/staff/research/Researchstaffforum/</p>		CAPOD	
	<p>2. 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</p>		Investigate running the CROS/ PIRL survey in 2012	Human Resources	March 2012

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7	sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS). 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)				
	3. 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.			n/a	
	4. 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	The University is a member of Scottish and UK wide bodies to share research best practice e.g. ScotHERD, Vitae, Universities Scotland.		CAPOD	

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7	dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.				
	5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact	<p>Monitoring of the equality profile of staff is part of the REF2014 Code of Practice. Statistics will form part of the process to ensure that minority groupings of staff are not unfairly treated.</p> <p>There is an anonymous method for staff to update their equality data through the online HR Self-service. A leaflet explaining this initiative was promoted at the recent Research Staff Forum meeting: http://www.st-andrews.ac.uk/selfservice/</p>	The Single Equality Scheme will comprise of key equality staffing data which can be utilised for action planning on gaps identified.	Equality & Diversity Officer	April 2012

**action suggested from research staff feedback.*

Glossary of Terms

CAPOD: The University of St Andrew's Centre for Academic, Professional and Organisational Development

CROS: Careers in Research Online Survey

CPD: Continuing Professional Development

EHRC: Equality & Human Rights Commission

ESOL: English for Speakers of Other Languages

GRADSkills: A development programme offering generic and research skills for postgraduate researchers and research staff

HEI: Higher Education Institution

HR: Human Resources

HERA: Higher Education Role Analysis

KTC: University of St Andrew's Knowledge Transfer Centre

PI: Principal Investigator

PIRLS: Principal Investigators and Research Leaders' Survey

Q6: The University of St Andrew's review and development scheme

REF: Research Excellence Framework

RDF: Researcher Development Framework

ScotHERD: Scottish Higher Education Researcher Development

UCU : University & College Union