

# University of Central Lancashire (UCLan)

## ACTION PLAN TO SUPPORT THE IMPLEMENTATION OF THE CONCORDAT TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCHERS –

### Internal Two Year Audit- Action Plan Update

September 10 2013

#### Principle 1: Recruitment and Selection

Recognition of the importance of recruitment, selecting and retaining researchers with the highest potential to achieve excellence in research Recruitment Process

Actions for Consideration/Action **Update Key – C = Complete O = On-going**

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"><li>• Increased market research and benchmarking roles across the sector</li><li>• Make clearer the strategic responsibilities when advertising certain roles</li></ul>	Director of Research/ Head of School Director of Research/ Head of School	September 2011	<ul style="list-style-type: none"><li>• <b>C</b> - UCLan has been consistent in clear and transparent advertising, ensuring that all research staff are appointed with a PhD or equivalent experiential background.</li><li>• <b>C</b> - Targeted recruitment has been undertaken e.g. in the appointment of recent Guild Research Fellows. A central staffing panel is used to approve all posts and post details prior to advertisement – all of which have been through the HERA process in advance. All research responsibilities and others are made explicit in any job specification.</li></ul>

## Fixed Term

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"><li>Work on going to provide guidance to ensure the university has a consistent approach to the management of fixed term contracts</li></ul>	Human Resources and Trade Unions	September 2011	C - UCLan follows national legislation in regard of fixed term contracts. Staff on a fixed term have access to all the same development and training opportunities, including appraisal – as those on a full time contract basis. Other than the contract having a defined end point – all other opportunities remain the same as for full time staff.

## Recruitment & Progression Panels

- Scheme of delegation in place for recruitment to ensure that all interviewers have undergone appropriate training in recruitment, best practice and equality and diversity

### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"> <li>• Specific module around best practice recruitment to be embedded into future Research Leads Programmes</li> </ul>	Training & Development Manager Head of Graduate Research School	June 2011	<p>○ - This module was delivered in the 2011 and 2012 cohorts of the Research Leads programme. Since then, and as the programme is undergoing evaluation and re-introduction, an on-line variant has been made available. All those who are involved in recruitment and selection must have undertaken this module, or its previously delivered variant.</p>

## Principle 2: 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

### Equal Treatment for all Researchers

#### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"><li>Specific module around best practice recruitment to be embedded in the Research Leads Programme</li></ul>	Training & Development Manager Head of Graduate Research School	June 2011	C - This module was delivered in the 2011 and 2012 cohorts of the Research Leads programme. Since then, and as the programme is undergoing evaluation and re-introduction, an on-line variant has been made available. All those who are involved in recruitment and selection must have undertaken this module, or its previously delivered variant

## Active Performance Management

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"> <li>• Development of Research Toolkit leading to credits and certificate – by invitation only</li> <li>• Enhanced marketing of all research training activity</li> <li>• Ensure all appraisers of research have attended appropriate appraisal skills training</li> <li>• Include link in Appraisal Documentation to research Development Website</li> </ul>	<p>Head of Graduate Research School/Training &amp;Development Manager</p> <p>Principal Officer – Research Development Training &amp;Development Manager/External Funding Manager – Knowledge Transfer Service Director of Research/T&amp;D Manager</p> <p>Training &amp;Development Manager</p>	<p>June 2011</p> <p>Ongoing</p> <p>June 2011</p> <p>May 2011</p>	<ul style="list-style-type: none"> <li>• <b>C</b> - The Researcher Toolkit has run successfully in 2011 and 2012 taking two complete cohorts to completion. It is currently being revised to include further training on Impact; Social Networking for Research – Tweets and Blogs; Funding – Grant acquisition and project management; Public engagement for Researchers, and more;</li> <li>• <b>C</b> - All Research training for students is now advertised in the Research Training Programme (produced annually in glossy format) and for staff, via the Intranet and the HR ITrent Staff training bookings system.</li> <li>• <b>C</b> - All appraisers are in possession of appraisal skills training which is strongly advised prior to undertaking appraisals</li> <li>• <b>O</b> -The link in the appraisal paperwork to the Web will be reinstated once the new Staff Training for Research pages go live – following re-development.</li> </ul>

## Continuity of Employment

### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"> <li>Appraisal development programme to review content to encourage managers of fixed term contract holders to look beyond the individuals' current role, assisting them to create a development portfolio for present and future</li> </ul>	Training & Development Manager	Feb 2011	<p><b>C</b> The Appraisal documentation itself includes a master for academic staff that includes 'prompt' questions around career aspirations, development capacity, capability and direction, and raises awareness with both appraiser and appraisee. In addition, Career Progression sessions are run by HR open to all staff to discuss the direction of their future career and what advice they need in progressing forward. Three of these were run over the period 2012/13.</p>

## Principle 3 & 4: Support and Career Development

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment

### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"> <li>Noted lack of take up of formal 'mentoring and/or coaching'. Increase marketing to raise awareness of the coaching and mentoring scheme via appraisal/research toolkit. Include specific coaching/mentoring sessions for all research supervisors as 'taster' which could then be supplemented by formal coaching/mentoring training</li> <li>Potential mentors outside the organisation to be considered alongside Emeritus Professors</li> <li>New Research Toolkit to have a specific session for research supervisors to understand and take responsibility for supporting researchers in their career progression</li> <li>All research staff undertaking teaching hours in addition to research to be encouraged to acquire SD2 – Standard Descriptor 2 relates to the Professional Standards Framework for teaching and supporting learning in higher education</li> <li>Bespoke session on the organisation to be included in the Research Toolkit</li> <li>Support for researchers to maintain CPD necessary to maintain levels of competence required by professional bodies, if appropriate to the role within the organisation</li> </ul>	<p>Director of Research, Head of School, Appraisers, Head of Graduate Research School Training &amp;Development Manager</p> <p>Director of Research/ Head of School/Appraisers/Head of Graduate Research School &amp; T&amp;DM</p> <p>Director of Research Head of School/Appraiser</p> <p>Head of Graduate Research School, Training &amp;Development Manager &amp; Principal Officer – Research Development Principal Officer – Research Development/Training &amp;Development Manager Principal Officer – Research Human Resources, Learning Development Unit, Research Office, Schools, Services to input to this. New training steering group to be formed to manage this, chaired by the Director of Research</p>	<p>September 2011</p> <p>July 2011</p> <p>September 2011</p> <p>July 2011</p> <p>July 2011</p> <p>March 2011</p> <p>May 2011</p> <p>April 2011</p>	<ul style="list-style-type: none"> <li>C - UCLan operates a university wide mentoring scheme with central administration from HR. Additionally, Coaching is now offered stand-alone to all staff as part of HR Staff Development Programme – or specifically within the New Supervisor Programme with a focus on coaching research students.</li> <li>C - It was agreed not to pursue mentors outside of the institution, as the knowledge of the internal mechanisms was core.</li> <li>C - Bespoke New and Refresher Supervisor Training developed as stand alone provision and now running</li> <li>C - SD2 has been implemented for all staff, and SD1 for research students teaching on reduced teaching duties. 50% of staff have now completed.</li> <li>The Toolkit and all other Research training courses now have sessions on the organisation and how it responds to the external research environment.</li> <li>C - All training is benchmarked to relevant external standards e.g QAA, Vitae, RCUK – and</li> </ul>

<ul style="list-style-type: none"> <li>• Upload mentoring 'good practice' guides on Research web site</li> <li>• Research Web Site to include all ad-hoc training available to researchers from across the Schools at UCLan</li> </ul>			<p>professional body standards where those apply. The University is also implementing the RDF Planner Pilot to enable staff to catalogue and measure their own achievements against this national set of benchmark criteria, and this will be implemented before Xmas 2013.</p> <ul style="list-style-type: none"> <li>• <b>C</b> - All training for Research staff and students is included on the Web site, though the Staff component has been removed during the re-launch and has yet to be updated and returned – anticipated end November 2013.</li> </ul>
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## Principle 5: Researchers responsibilities

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

### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"> <li>• Similar focus on personal development as on academic development (i.e. conferences) to be considered</li> <li>• Increased training opportunities for KT and possible legal implications to be made available</li> <li>• Increased awareness of research success stories</li> <li>• Increased marketing of iTrent and capturing of new qualifications/certificates</li> </ul>	<ul style="list-style-type: none"> <li>Head of School/Appraiser</li> <li>External Funding Manager – KTS</li> <li>Director of Research</li> <li>Head of Graduate Research School</li> <li>Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>July 2011</li> <li>September 2011</li> <li>June 2011</li> <li>September 2011</li> </ul>	<ul style="list-style-type: none"> <li>• C - Appraisers encouraged to consider wide range of activities, and these are referenced and raised in the appraisal documentation.</li> <li>• C – Researcher Toolkit coming back on stream with revised content including KT and all legal/Data/FOIA/Impact/Insurance requirements covered</li> <li>• C – via the publication of the BreakThrough – Excellence in Research and Knowledge Transfer magazine</li> <li>• C – iTrent now used to log attendance and qualification at any courses – thus capturing and recording all new staff qualifications</li> </ul>

## Principle 6:

Diversity and Equality must be promoted in all aspects of the recruitment and career management of researchers

### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"><li>Further application to Athena Swan following most recent submission 2009</li></ul>	Director of Research/Head of Graduate Research School/Training & Development Manager	October 2011	O - Currently a Charter Member of Athena Swann with application for Bronze Status currently under development

## Principle 7

The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK

### Actions for Consideration/Action

ACTION	WHO	TIMESCALE	UPDATE SEPT 2013
<ul style="list-style-type: none"> <li>• Research Strategy to go through Equality Impact Assessment</li> <li>• Access further funding from the central training budget</li> <li>• Consider taking part in the CSDI initiative on the Cross-Cultural Survey <a href="http://ccsg.isr.umich.edu/intro.cfm">http://ccsg.isr.umich.edu/intro.cfm</a></li> </ul>	<p>Director of Research</p> <p>Director of Research/Leadership &amp; Development Manager, Human Resources</p> <p>Director of Research/Head of Graduate Research School</p>	<p>February 2011</p> <p>May 2011</p> <p>March 2011</p>	<ul style="list-style-type: none"> <li>• <b>C</b> – undertaken. Current strategy (MTS Medium Term Strategy) going through approval process prior to publication via Web</li> <li>• <b>C</b> – up to 50% funding secured from HR to support research staff development activities</li> <li>• <b>C</b> – it was decided that this would not be pursued – and instead, data from CROS and PIRLS analysed with the resources available.</li> </ul>