**University of Stirling**

**Action Plan to Implement the Concordat to Support the Career Development of Researchers, 2013/14 to 2014/15**

**Introduction**

The Concordat to Support the Career Development of Researchers is an agreement between the funders and employers of researchers in the UK to support all researchers.[[1]](#footnote-1) The concordat was launched in 2008. Following its launch, Stirling conducted a gap analysis to identify improvements in support for researchers against the seven different concordat principles. An action plan was created in 2011 to work towards these. On the basis of its action plan Stirling was awarded the HR Excellence in Research Award by the European Commission in 2011. Stirling undertook a review of progress in 2012 resulting in an updated action plan.

In summer 2013 an exercise was undertaken to re-review our original action-set, examine the progress made and create a series of new objectives for 2013/14 to 2014/15. The 2013 review has been founded on feedback from researchers collected via the Postgraduate Research Experience Survey (PRES), Careers of Research Online Survey (CROS), Principal Investigators and Research Leaders Survey (PIRLS) and direct feedback from researchers via the Researcher’s Forum and consultation on the draft action plan. The University’s Research Committee has championed and led the review. It has been informed by the full range of professional expertise in researcher development which is embedded across the University; the Research and Enterprise Office (REO), Human Resources (HR), Stirling Graduate School (SGS), Career Development Centre (CDC), Centre for Academic Practice and Learning (CAPL), Policy Planning and Governance (PPG).

The resultant action plan for 2013/14 – 2014/15 provides an update on our original position and sets our new objectives to progress our vision for researcher development at Stirling. An update of the actions from 2011 is included within the action plan. In addition, the original version of the action plan (updated in 2012) and is retained on our webpages for to act as a marker for our progress [(http://www.research.stir.ac.uk/supporting/infostaff/concordat.php)](http://www.research.stir.ac.uk/supporting/info-staff/concordat.php) alongside our progress report.

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| ***Recruitment & Selection*** |  |  |  |
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| ***Original position (2011)*** | ***Position Update (2013)*** | ***New Actions (2013/14 to 2014/15)*** | ***Responsibility/ timescale*** |
| The University of Stirling has clear and transparent policies on pay grading and recruitment for all staff including researchers [(http://www.hr-services.stir.ac.uk/recruitmentselection/index.php)](http://www.hr-services.stir.ac.uk/recruitment-selection/index.php). No specific actions were set out in the 2011 action plan. | In 2013 the University started a process of revising all of its recruitment procedures with the aim of further improving mechanisms and ensuring consistency. Particular attention is being paid to the use of ‘Further Particulars’ within job specifications, including within researcher posts. The University is currently recruiting to resource this work. | Review of recruitment procedures and actions conducted. | HR: review to be concluded by end 2013/14.  Implementation to start from 2014/15. |
| It has been mandatory since April 2010 for staff involved in recruitment to complete an e-learning module to a satisfactory standard. The module includes a section on equality and diversity in recruitment; these issues are also addressed in some detail in another e-learning module on Diversity in the Workplace, which is mandatory for all staff. No specific actions were set out in the 2011 action plan. | As part of its recruitment review, the University is creating registers of trained individuals and is supplementing online learning with in-person training. Training in unconscious bias in the recruitment and promotions process is being developed. | Register of trained recruiters to be developed and disseminated.  Unconscious bias training to be received by all individuals involved in recruitment. | HR: by quarter 2, 2013/14.  HR: by quarter 2, 2013/14 and training run at least once per year thereafter. |
| The University has specific guidance within a policy regarding fixed-term contracts  [(http://www.hrservices.stir.ac.uk/forms/FixedTermContracts.ph p#fixed)](http://www.hr-services.stir.ac.uk/forms/FixedTermContracts.php#fixed). No specific actions set out in the 2011 action plan. | The Careers of Researchers Online Survey (CROS) appear to show a drop in the satisfaction levels of researchers with their terms and conditions between 2011 and 2013.  Work is needed understand the reason for this. | Investigate the cause of the change in satisfaction levels of researchers and investigate potential initiatives to support career progression – which may include terms and conditions review. | HR/ REO: by quarter 4  2014/15 |
|  | Since 2011, Stirling has established a new gateway for researcher recruitment through its Impact Fellowship and Studentship programme. A cohort has been recruited in 2012 and 2013. The Fellowship programme aims to be a launchpad for academic careers, supporting them to make the transition from postdoctoral to independent researcher. The aim of the studentships is to increase cross-sector skills through partnership funding from industry. | Recruit a further cohort of Impact Fellowships and Studentships. | REO, SGS and HR: at least one round by end 2014/15. |

| ***Recognition & Value*** |  |  |  |
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| ***Original position (2011)*** | ***Position Update (2013)*** | ***New Actions (2013/14 to 2014/15)*** | ***Responsibility/ timescale*** |
| Issues relating to research staff are considered at various University committees including the Research and Knowledge Exchange Committee.  The University has a Deputy Principal for Research who has responsibility for research staff. In addition, each School has a Research Director, who is responsible for research staff matters in their own School. No specific action was set out in the 2011 action plan. | In 2012/13 the Research and Knowledge  Exchange Committee changed to the Research Committee and the remit was revised. In 2013 the membership of the Research Committee was reviewed and is now in the process of adapting its membership to increase researcher representation. | Maintain consideration of issues relating to research staff at a strategic level. | REO: Researcher representation to start from quarter 2, 2013/14. |
| A short term group, the Researchers’ Task Group, was set up (from Oct 2008 – Dec 2009) to involve researchers in a consultation to assist and advise the University in meeting its strategic objectives and its obligations through enabling access to appropriate and effective generic and transferable skills training that is fit for purpose for the University’s research staff. It was an action in 2011 to encourage research staff to create a research staff society/forum and then to engage more widely with researchers outwith the University. Stirling also committed to improving the availability of web-resources for researchers on the University’s website. | A Researcher’s Forum has now been created, this enables on-going consultation with researchers. Web resources have also been improved on the website and using the University’s interactive learning platform, Succeed. | To continue the  Researcher’s Forum and enhance its success in researcher engagement.  To continue to improve availability of webresources for researchers on the website. | REO: To hold at least three Researcher’s Forums a year.    REO/SGS: webpages updated at least quarterly. |
| The University had set up a central bridging fund and some individual departments also ran their own bridging fund schemes. In 2011 the scheme was under review. The aim was to provide interim financial support in order to retain researchers with appropriate skills and experience in employment at Stirling where it was anticipated there would be a short period between the end of one external funding agreement and the likely commencement of another. | The University practices a flexible approach to providing funds to bridge researcher contracts. The University is able to provide interim financial support in order to retain researchers where it is anticipated there would be a short period between the end of one external funding agreement and the likely commencement of another. | Continue to consider applications for providing funds to bridge contracts as appropriate. | REO: on-going |
| The University ran an all Staff Employee Survey in  2009 gathering information on general organisational climate as well as specific information on stress indicators and diversity issues. All research staff were invited to participate. The results of the surveys were disseminated to schools and where possible the academic/support results were extracted for analysis. In 2011 Stirling committed to running the staff survey again in 2011 and to extracting research responses as a population and identifying actions to be taken forward. | The staff survey was run in 2011 and 2012 [(http://www.hr-services.stir.ac.uk/staffsurvey/results-2012.php)](http://www.hr-services.stir.ac.uk/staff-survey/results-2012.php). Schools received extracted results for academic/support staff where possible. Schools have used the results to create their action plans for the next academic year. | The University will run the Staff Survey again in future and aims to extract research responses as a population and identify any action to be taken forward. | HR: Survey to be run by, quarter 2, 2014/15. |
| Access to promotion is made openly available through the University Guidelines  [(http://www.hrservices.stir.ac.uk/committees/AAPC.php)](http://www.hr-services.stir.ac.uk/committees/AAPC.php) published annually. All staff self-nominate and are assessed against role profiles that have been adopted from the National Library of Academic  Role Profiles. Applications are assessed by the  Academic Advancement and Promotions  Committee. No specific actions were set out in the 2011 action plan. | The University has evaluated equality data regarding promotion and identified a need for bespoke training for female academics and a strategy (Gender Equality Initiative) to promote careers for women in science at Stirling. These activities will be beneficial for all researchers. | Delivery of training for female academics on the promotion process and preparing for promotion.    Develop strategy (Gender Equality Initiative) to promote careers for  women in science at  Stirling | HR: first sessions to be held by quarter 4, 2013/14, reviewed and repeated in 2014/15.  ASSAP: established by quarter 3 2013/14 and events beginning quarter 4 2013/2014. |

| ***Support & Career Development*** |  |  |  |
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| ***Original position (2011)*** | ***Position Update (2013)*** | ***New Actions (2013/14 to 2014/15)*** | ***Responsibility/ timescale*** |
| The University has a Code for Good Research  Practice  [(http://www.research.stir.ac.uk/code/index.php](http://www.research.stir.ac.uk/code/index.php) ) which covers issues in relation to support and career development. In 2011 the University’s Strategic Plan was under creation. There was a commitment in the action plan that this would make provision for the support of research staff. | The University’s Strategic Plan 2011-2016 identifies the importance of developing and supporting researchers. Delivering an excellent researcher development programme has been set as one of the key service objectives of the Research and Enterprise Office Service Plan 2013/14 – 2015/16. | Support for researcher development will continue to be a strategic priority for the University. | REO: on-going |
| In 2011 the University had an established programme of seminars and training for research staff (Researcher Development Programme  (RDP)). This was reviewed annually in light of the evaluation data. In 2011 Stirling committed to reviewing and developing training opportunities for research staff and their managers and to continue to refine the programme to meet organisational needs on an on-going basis. A further action was to continue work to implement the Vitae Researchers Development Statement and Framework.    The University provides opportunities for research staff, and managers of research staff, to develop their leadership and management skills via the Stirling Management Programme [http://www.personnel.stir.ac.uk/trainingdevelopment/courses/index.php.](http://www.personnel.stir.ac.uk/training-development/courses/index.php) No specific actions were set out in the 2011 action plan. | In 2012 Stirling Graduate School (SGS) was launched to provide specialised support for the postgraduate community. The SGS now provides a Skills Development Programme (SDP) – a programme specifically tailored for doctoral students. SGS also delivers training for PhD supervisors.    The University continues to deliver its RDP, SDP and supervisor training. The programmes have been improved and developed following feedback and are reviewed and updated on an annual basis. Both programmes are in line with the Vitae Researcher Development Framework and draw upon internal expertise and external trainers.  In addition, in 2012 the University launched a pilot mentoring scheme which is open to all staff. It is intended to provide support for staff who promotion [(http://www.hrservices.stir.ac.uk/trainingdevelopment/Mentoring1.php)](http://www.hr-services.stir.ac.uk/training-development/Mentoring1.php).  In Autumn 2012, the University held a series of focus groups to explore staff perceptions and experiences of career development and progression. The University actively monitors feedback from researchers and research managers. As a result of feedback, the University is developing a new training programme for all managers including research leaders. This will be tailored to specific groups. External accreditation for this training is currently being considered.    In recognition of the additional barriers faced by some researchers, Stirling is implementing training/coaching in self-promotion and professional skills to female academics and sessions on the promotion process, preparation for the process and advice on progression. A strategy (Gender Equality Initiative) to promote careers of women in science at Stirling will be created and implemented to profile and raise awareness of science as a career for women. Networking groups for female scientists will also be initiated and facilitated.    Stirling takes part in Scottish Crucible: a professional and personal leadership and wish to develop skills and experience in areas such as research grant and contract application, networking and applications for development programme for early career researchers across disciplines. Stirling also collaborates with other universities to deliver innovative development programmes. In 2013  Stirling was a partner in delivering an Arts and Humanities Research Council funded programme for arts entrepreneurship. | The University will continue to implement the Vitae Researchers Development Statement and Framework.    On the basis of feedback received, we will explore options to increase opportunities for researchers to gain experience of student supervision.    Review and evaluate  mentoring programme  Launch second cohort of mentor-mentee partnerships.  Implementation of new training support for managers (including  research leaders)    Continue to review and develop training opportunities for research students, staff and their managers to meet researcher needs.    Coaching in self-promotion piloted and training delivered.    Strategy (Gender Equality Initiative) established and  Implemented    Networks/forum initiated    Continue participation in  Scottish Crucible and other programmes working in partnership | REO and SGS: to review the RDP and SDP annually. Increase numbers participating annually.    REO and SGS: to review supervision opportunities by end 2013/14.    HR: end of quarter 2 2013/14 and on an annual basis.  HR: end of quarter 4 2013/14.    HR: to be in place from 2014/15.    REO and HR: review provision on an annual basis.    HR: By quarter 4 2013/14 and repeated in 2014/15 as required.    ASSAP/HR: Established end 2013, events beginning 2014.  ASSAP/Schools: By quarter 4, 2013/14.  REO: involvement in the 2014 and 2015 Crucible programme. |
| In 2011 the University’s Centre for Academic Practice and Learning (CAPL) was committed to launching a postgraduate certificate in academic practice (for which it was intended Higher Education Academy (HEA) accreditation would be sought) and a module which will focus on researcher development. | CAPL launched its internally accredited  Postgraduate Certificate in Academic Practice in  2011. This is composed of four modules (each  15 credits at level 11). A specific module (CAPP12) in the PgCert addresses the needs of research staff through use of the Vitae Researcher Development Framework (RDF), to create a personalised action plan including research supervision training and a piece of peer reviewed research. The first cohort of students completed the programme in  September 2013. A separate 15 credit, level 11 module is available for postgraduate research students who teach. Over 50 students have successfully completed the module. | To continue and grow researcher engagement with elements of the postgraduate certificate and with the module for postgraduate research students.    Apply for HEA accreditation for the PgCert Academic Practice and the postgraduate research student module  (CAPP10) | CAPL: 2013/14 onwards.  CAPL: by the end of quarter 4, 2014/15. |
| Staff are entitled to apply to a limited University fund [(http://www.personnel.stir.ac.uk/trainingdevelopment/financial-support/index.php)](http://www.personnel.stir.ac.uk/training-development/financial-support/index.php) for a fee waiver for any course undertaken (undergraduate or postgraduate) at the  University. No specific actions were set out in the 2011 action plan. | The University continues to grant fee waivers on the basis of applications made as appropriate. | Maintain the provision of a fund to provide feewaivers. | HR: On-going |
| All new staff, including researchers, are invited to attend various induction events organised centrally.The invitation is generated automatically when all staff sign on to their email account. There is also a specific induction webpage for research staff [http://www.research.stir.ac.uk/supporting/infostaff/induction\_introduction.php.](http://www.research.stir.ac.uk/supporting/info-staff/induction_introduction.php) No specific actions were set out in the 2011 action plan. | Following feedback, the University is reviewing potential improvements to the induction process for researchers. | Review of induction for research staff and implementation of improvements. | REO and HR: review to be conducted and recommendations made by quarter 4, 2013/14. Implementation by quarter 2, 2014/15. |
| Achieving Success[[2]](#footnote-2) is the University’s development and objective setting process which is part of the appraisal system. In 2011 all staff, including researchers (excepting staff on contracts shorter than 12 months) were part of the scheme. Actions in the 2011 plan were to ensure that the appraisal system includes all research staff.  In 2011 staff on research-only contracts were not part of the academic probation scheme. In 2011 a commitment was made to consider including research-only staff in academic probation. | HR has rolled out the programme so that it is now a requirement for all staff (with the exception of casual/zero hours staff) to undertake Achieving Success. In response to feedback, Achieving Success is now being reviewed.  Probation for research-only staff has been reviewed and the original position maintained by the University. This is because the performance of research-only staff is monitored through their funded project. All research staff are encouraged to make use of the University’s development resources. | To include the views of research staff within the review of Achieving Success and ensure that any improved appraisal system research staff appropriately.  To monitor probation arrangements for research only staff. | HR: Review to conclude by quarter 2, 2013/14. Implementation from quarter 4, 2013/14.    HR: review by end 2014/15. |
| The University’s Career Development Centre have created a dedicated researchers’ website: [www.careers.stir.ac.uk/research](http://www.careers.stir.ac.uk/research)  as well as providing training (as part of the wider researcher development programme), support and guidance. Research staff can also access the expertise of CDC staff on an individual basis. This service is available to research staff at any stage of their career. No specific actions set out in the 2011 action plan. | The Career development Centre has maintained its provision for research staff. | To monitor, maintain and update provision for researchers | CDC: on-going, resources to be updated annually |

| ***Researchers Responsibilities*** |  |  |  |
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| ***Original position (2011)*** | ***Position Update (2013)*** | ***New Actions (2013/14 to 2014/15)*** | ***Responsibility/ timescale*** |
| The University’s Code of Good Research practice [(http://www.research.stir.ac.uk/code/index.php)](http://www.research.stir.ac.uk/code/index.php) covers the various principles of the Concordat which relate to responsibilities of researchers,  Principal Investigators, Schools and the  Institutions. In 2011, the University committed to encouraging research staff to create a research staff society and then engage more widely with researchers outside the University including in national and international networks.    Responsibilities of research staff as well as the responsibilities of researcher managers and the institution are set out in the Code of Practice for the Management of Contract Research Staff [http://www.goodresearchpractice.stir.ac.uk/doc uments/CoPforManagementofResearchStaffJuly0](http://www.goodresearchpractice.stir.ac.uk/documents/CoPforManagementofResearchStaffJuly09.pdf)  [9.pdf.](http://www.goodresearchpractice.stir.ac.uk/documents/CoPforManagementofResearchStaffJuly09.pdf) No specific actions set out in the 2011 action plan. | A Researcher’s Forum has now been formed.  One of the purposes of the new Researcher’s Forum is to facilitate cultural change towards researchers understanding and taking responsibility for their career development. | Promote engagement with the Researchers Forum. Encourage engagement with national and international researcher communities.  Update and disseminate the code of practice. | REO/SGS and academic Schools: grow attendance at Researcher Forum meetings throughout 2013/14.    REO: by quarter 1, 2014/15. |
| University has a Code of Practice for the Support of Postgraduate Research Students which outlines the responsibilities of the University, School, supervisor and PhD student [http://www.quality.stir.ac.uk/ac-policy/postgradres.php.](http://www.quality.stir.ac.uk/ac-policy/postgrad-res.php) Training for PhD supervisors makes the responsibilities of research student and supervisor clear. No specific actions were set out in the 2011 action plan. | The University has continued to facilitate high standards through the Code of Practice. Feedback received indicates that more support for research managers on good practice in supporting researchers would be welcomed. As a result, the University is developing a new training programme for all managers including research leaders. This will be tailored to specific groups. | Implementation of new training support for managers (including research leaders).  The importance of researcher career development to be stressed in research supervisor/manager training. | HR: From end of quarter  3 2013/14  REO/SGS: to be included in supervisor training by quarter 1, 2014/15. |
| Staff are encouraged to participate in relevant training opportunities by registering themselves for places on University run programmes, and having discussions with line managers to articulate development needs that can be met within or outside the organisation as part of Achieving Success. In 2011 the University committed to developing tools/methods to allow researchers to carry out training needs analysis. | Stirling continues to deliver a range of training programmes which have been improved and developed following feedback and are reviewed and updated on an annual basis. The training programme is designed to provide support across the spectrum of research activities including knowledge exchange and public engagement.  Stirling has started to develop tools for researchers to conduct their own training needs analysis. For research students a portfolio management system attached to the student record is being developed. Stirling plans to support and encourage all researchers to take responsibility for their career development through systems which allow researchers to record their progress, assess their own learning needs and take steps to address these. External solutions for research staff are currently being investigated. | Continue to provide relevant training and review provision annually. Promote opportunities widely.    Develop and implement tools to allow research students to carry out training needs analysis.  Evaluate and implement tools to allow research staff to carry out training needs analysis. | REO and SGS: to review the RDP and SDP annually. Increase numbers participating annually.    SGS: by end 2014/15  REO: by end 2013/14 |

| ***Diversity & Equality*** |  |  |  |
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| ***Original position (2011)*** | ***Position Update (2013)*** | ***New Actions (2013/14 to 2014/15)*** | ***Responsibility/ timescale*** |
| The University appointed the Deputy Principal  Education and Students as Chair of the Equality Steering Group, which is responsible for overseeing the fulfilment of the University’s statutory equality duties, including work to achieve the university’s equality outcomes. The group reports directly to the University Strategy and Policy Group, which is chaired by the Principal and comprises many of the most senior officers in the University. In 2011 the University committed to identify, further investigate and work towards the removal of barriers in the research process.  The University has a full-time Senior Policy, Planning & Governance Officer whose remit covers equality and diversity issues. This member of staff provides advice and guidance to Senior Management and staff on equality and diversity issues, including compliance with legislation and good practice. The Senior Policy Officer also delivers briefing sessions and training workshops e.g. for PhD Supervisors. In 2011 the University committed to continue to ensure that all staff are conversant with diversity training through online modules and where possible face to face development. | In April 2013, the University published a set of new equality outcomes following a comprehensive consultation process involving over 15 consultation events with staff, and an online consultation exercise open to all staff and students. The final outcomes were presented to and endorsed by University Court. The equality outcomes include actions such as delivering an ‘equality festival’, establishing a gender equality forum and holding a series of outreach events which will be beneficial to all staff, including researchers. Specific actions such as establishing a gender initiative and a development programme for female staff will support the development of specific groups of researchers.    The University continues to provide dedicated support for equality and diversity within the Policy, Planning and Governance Office and HR. Actions taken since 2011 include delivering briefings on the Equality Act 2010 and its implications for the institution to a range of committees and management groups throughout the University. | Implement and monitor progress against the new equality outcomes.  Maintain commitment to and scrutiny of equality and diversity at the highest strategic levels.    To continue to ensure that all staff are conversant with diversity training through online modules and where possible face to face development activities. | PPG: progress update report to be produced by quarter 3, 2014/15.    PPG: on-going.    HR: Numbers partaking in diversity training to be monitored. New training in unconscious bias available by quarter 2, 2013/14. |
| In 2011 the University committed to working towards the bronze institutional Athena SWAN award. A working group, chaired by a senior academic and comprising staff from across the institution was established for this purpose.  The University supports the Daphne Jackson which assists academics return to science, engineering and technology after a career break. We have received funding from the Trust previously. No specific actions specified in the 2011 action plan. | In September 2013 the University achieved the bronze Athena SWAN award. The application was based on a rigorous and honest evaluation of equality data. As a result the University has created a robust and challenging action plan. | Implement the Athena SWAN action plan.  Work towards departmental Athena  SWAN awards    Continue to support the Daphne Jackson Trust through promotion of its funding schemes. | ASSAP/academic schools: Progress to be monitored by ASSAP quarterly.  ASSAP/academic  schools: at least one submission by end 2014/15.    REO: Increase promotion of Daphne  Jackson Trust funding. |
| The University has HR policies regarding flexible working, anti-bullying and harassment. The University is committed to health and well-being in the workplace, an Occupational Health  Department is available on campus to all staff. In 2011 the University committed to identifying, further investigating and working towards the removal of barriers to progress in the research process.    The University runs diversity in the Workplace training to new and current staff. In 2011 the University committed to continue to ensure that all staff are conversant with Diversity training through online modules and where possible face to face development. | Although the University already has an  established flexible working policy, as part of its Athena SWAN work Stirling considered mechanisms to support the re-integration of female academics into research activity after maternity. Proposals, including a ‘research-only’ semester to ease the transition back to full-time work and increasing flexibility for senior roles, were considered.    It has been mandatory since April 2010 for staff involved in recruitment to complete an elearning module to a satisfactory standard. The module includes a section on equality and diversity in recruitment; these issues are also addressed in some detail in another e-learning module on Diversity in the Workplace, which is mandatory for all staff. The University has committed to reviewing its equality training provision as part of the equality outcomes (which replace actions originally set out in the  Single Equality Scheme action plan). The  University is supplementing online learning with in-person training. | Review options to promote flexible working and policy development.    Increase participation in  Diversity in the  Workplace training to 75% by December 2013 and 90% by December 2014.  Implement the equality outcomes action plan | HR/ESG: review conclusion by end 2013/14, policy to be developed by end  2014/15    HR: Quarter 1 2013/14 and Quarter 1 2014/15.  HR/PPG: on-going, update report to be produced by quarter 3, 2014/15. |
| In 2011 the University committed to paying due regard to equality and diversity during preparations for the Research Excellence Framework (REF) – taking account of research and good practice guidance. A number of actions to embed equality and diversity into REF preparations were identified in the REF Code of Practice (e.g. training on equality and diversity issues for those involved in the selection process; equality monitoring of those eligible and selected for submission). | The University takes its equality and diversity responsibilities regarding the REF very seriously. Mechanisms to ensure equality and diversity have been embedded in the University’s submission process as identified in Stirling’s REF Code of Practice and adhere to REF guidance.  Actions have included the creation of an Equality and Diversity Panel, mandatory REF specific equality and diversity training and briefings for all staff involved in REF decision making. Equality and diversity demographics are being monitored at key milestones during the decision making process. Following completion of the decision making process, a formal review will be undertaken with the outcomes embedded within the University’s equality outcomes. | To continue to follow the equality guidelines and safeguards as set out in the REF Code of Practice  in preparing the University’s REF Submission.    To continue to analyse equality demographics of the REF submission at key milestones.  To conduct a formal review of the REF decision making process upon completion. | REO: On-going until quarter 2 2013/14.    REO: On-going until quarter 2 2013/14.  REO: by quarter 4, 2013/14. |

| ***Implementation & Review*** |  |  |  |
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| ***Original position (2011)*** | ***Position Update (2013)*** | ***New Actions (2013/14 to 2014/15)*** | ***Responsibility/ timescale*** |
| The University committed to participating in the CROS, PRES, and PIRLS surveys in 2011. The results from these surveys were to be used to inform future actions regarding support for researchers. Stirling committed to continuing to be involved in national discussion regarding Research Concordat issues and on-going internal review of the University’s implementation of the Researcher’s Concordat. | The University participated in PRES, CROS and PIRLS in 2011 and 2013. The results from these surveys are used to inform future actions regarding support for researchers at the University of Stirling. The University uses feedback from surveys, focus groups and other sources to inform its actions regarding support for researchers at the University of Stirling.  Stirling is actively engaged in national discussions regarding support for researchers and best practice developments in the sector are used to guide our development.  The Researcher’s Concordat Action Plan was created in March 2011 following a GAP analysis and revised in September 2012. The interim review was led by REO and the results were made available on the University website. | The University will participate in future CROS, PRES and PIRLS exercises and use these to inform the support offered.    Continued involvement in national discussions regarding Researcher Concordat issues.  The University will continue to review and revise its action plan at least annually to deliver the Researcher’s  Concordat and this will be considered by the  Research Committee. | REO/SGS: Participate in  CROS, PIRLS and PRES in  2015. Increase participation from 2013 levels.    REO/SGS: Stirling representative at the majority of regional networking events and national conferences.  REO/SGS: Annual review |

\*CAPL: = Centre for Academic Practice & Learning; HR = Human Resources; ISD = Information Services Directorate; PPG = Policy, Planning & Governance Office; REO = Research & Enterprise Office; SGS = Stirling Graduate School; ASSAP = Athena SWAN Self-Assessment Panel, ESG: Equality Steering Group, CDC = Career Development Centre, DEA = Development and External Affairs.

(Revision: August 2013, September 2012: original GAP analysis document 30 March 2011)

1. The Concordat can be accessed here <http://www.research.stir.ac.uk/supporting/info-staff/documents/concordat.pdf> [↑](#footnote-ref-1)
2. **Achieving Success** is a process whereby every member of staff will meet with their manager to discuss what they are delivering, how that matches their Departmental Plan, and what ongoing support or development they might need, at least once a year. It enables managers to discuss what has been achieved, and to ensure that staff understand departmental priorities, as well as ensuring that discussions about personal development take place. It is intended to be a two way communication process. For those staff on a contract shorter than 12months, it is expected that there will be discussions between the member of staff and their manager to set objectives. [↑](#footnote-ref-2)