

Edge Hill University – Gap Analysis and Action Plan – HR Excellence in Research 2018 - 2020

Principle 1 Recruitment and Selection

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

| Clause | What we do already | ID | What we need to do | Who's responsible | How will we measure success? | Delivery date |
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| 1. All members of the UK research community should understand that researchers are chosen primarily for their ability to advance at an institution | <p>The University Strategic Plan 2013 – 2020, and the Research Strategy 2016, set out the University's strategic ambitions to further increase its research capacity through the recruitment of exceptional individuals and the nurture and development of its current academic staff</p> <p>https://www.edgehill.ac.uk/documents/strategic-plan-2013-2020/</p> <p>https://www.edgehill.ac.uk/documents/research-strategy/</p> <p>The University's People Strategy confirms our aim to ensure the appointment of the best possible candidate available, and explains that the University will be rigorous in its approach to recruitment. Selection methods will evaluate all essential criteria to ensure the appointee has the necessary personal qualities and skills to undertake all aspects of the role and the capacity to develop further.</p> <p>https://www.edgehill.ac.uk/documents/peoplestrategy</p> <p>In addition there are clear Recruitment and Selection Policies and Guidelines for staff for all roles, including researchers and a public Recruitment and Selection Policy Statement is available on the University website</p> <p>https://jobs.edgehill.ac.uk/display.aspx?id=1934&pid=0</p> <p>Arrangements for salary flexibility are in place under the auspices of the Chair of the</p> | 1.1.1 | The University will monitor closely the implementation of the Research Strategy | PVC for Research | Revised Research Strategy and correlating KPIs approved, in place and displayed on both the intranet and external website | 30.09.20 |
| | | 1.1.2 | The University will monitor closely the implementation and review of both the People Strategy and the Recruitment and Selection Policy statement the current People Strategy covers the period 2013/18 and is currently up for review | HR Director | Revised People Strategy approved, in place and displayed on both intranet and external website | 30.05.19 |
| | | 1.1.3 | Develop a comprehensive Recruitment and Selection Policy to reflect advancements of the E-hr recruitment system | HR – Policy review Group | Revised recruitment and selection policy approved, in place and displayed on both intranet and external website | 31.05.18 |
| | | 1.1.4 | The development of a co-ordinated policy & process for the assessment, reward and recognition of Academic Staff with an accompanying project plan has been developed and agreed. Implementation of the recommendations will be driven by the ACDWG and monitored by the Chair of ACDWG | PVC for Research | Objectives and milestones to be achieved by agreed deadlines as per project plan. | Project Completion by 30.08.20 |
| | | 1.1.5 | That a University-wide panel should annually consider cases for academic advancement, as currently happens with Readers and Professors, rather than independent panels for each faculty. | PVC for Research | A centralised Annual Promotion Round and panel in place in readiness for the promotion round 2018 | Completed - June 2018 |

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| | | 1.1.6 | That HR be commissioned to develop and implement a mechanism to monitor and report on annual promotions in terms of protected characteristics to raise awareness of any risks of bias or | HR | HRMIS to provide Promotion Panel with data on: no. Staff eligible, no. Applied, no. Successful etc to inform annual review of promotion process and consider the impact of the process on those with protected characteristics. | 01.04.19 |
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| | <p>Appointment Panel / Directorate to ensure that the University is able to recruit and retain the very best researchers</p> <p>The University's Academic Career Development Working Group (ACDWG) has made a number of recommendations that have been approved to ensure clarity in the attraction of academic colleagues and for their career development and progression inclusive of all grades of research staff.</p> <p>EHU benefit from The Marie SkłodowskaCurie actions (MSCA) and are able to provide grants for all stages of researchers' careers - be they doctoral candidates or highly experienced researchers. This in turn encourages transnational, intersectoral and interdisciplinary mobility. The MSCA helps the University to attract and host talented foreign researchers and to create strategic partnerships with leading institutions worldwide.</p> | | otherwise and inform decision making process | | | |
| 2. | Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify | Edge Hill University is committed to fostering an inclusive culture which promotes and provides a fair, equitable and mutually supportive learning and working environment in which the rights and dignity of all current and prospective staff are respected and this is reflected in the University's Vision and People Strategy. | | | | |

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| the skills required for the post and these requirements should be relevant to the role. | The Recruitment & Selection Policy and guidance clearly describes how the University will deliver a highly effective Recruitment & Selection process | 1.2.1 | Implement 2 part Online recruitment and selection training modules to further improve accessibility and to enhance the Induction process for all new managers | HR - OD | New Online Recruitment & Selection training available to all new managers at induction | 31.12.18 |
| | All interview Chairs and panel members must undertake specific recruitment and selection training to ensure they have up to date knowledge and skills in recruitment and selection techniques to ensure their compliance with legislation and so they appropriately reflect the brand, culture and values of the University to prospective staff including researchers. | 1.2.2 | To strengthen current practice further; Develop and deliver 'Unconscious Bias' training for all staff required to chair and support interview / short list panels to minimise any potential negative impact unconscious bias might have on recruitment decisions. | HR – OD | Training Module in place by 31.12.18 100% of Chairs and supporting panel members to complete training by 31.08.20 | 31.12.18 31.08.20 |

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| | To ensure that all staff have the necessary resources, knowledge, expertise development and personal qualities to enable them to perform in their specific role to the highest possible standard the University provides a bank of Job Descriptions and Person Specifications in a standardised format for each job role within the University to ensure consistency, fairness and equity. | 1.2.3 | Working group to review academic JD/PS, job titles, (Admin support, GTA, PGR, PDT grades 3 - 6) Working group to review Academic roles (Lecturers, Readers, Professors) | ACDWG | Standardised Academic Job Profiles in use across the university to ensure consistency, fairness and equity | 31.08.20 |
| | Skilled HERA Analysts ensure the level of responsibility for each role is fairly reflected and relative to local structures. Quality assurance is built in to the HERA process by ensuring roles are second scored and training for Analysts is refreshed as required | | | | | |
| | In exercising its policies, practices, procedures and other functions, the University has due regard for its duties under the Equality Act 2010 and to the protected characteristics specified within it, as well as other relevant circumstances including parental or caring responsibilities, contract type, and working hours. | | | | | |

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| 3. Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason. | The University abides by the provisions of the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002, in ensuring equal treatment of those on Fixedterm contracts compared with those on other types of contract; fixed-term contracts are used only where objectively justified; and open-ended terminable contracts are used where appropriate | | | | | |
| | EHU is committed to the recruitment of permanent appointments where funding permits. 4 out of 10 Research Assistants are currently contracted on a permanent basis | | | | | |
| | The majority of research posts at EHU are currently advertised and appointed to on a fixed term basis – this is linked to funding restraints | 1.3.1 | A review of practices has taken place as part of the Academic Career Development Working Group and EHU is in a transition towards full implementation of all recommendations by 2020 | PVC for Research | All recommendations arising from ACDWG Review fully implemented by end of Summer 2020 | 31.08.20 |
| | All fixed term post are reviewed prior to expiration with business reasons provided with | 1.3.2 | Monitor and report on trends in the use of permanent, open-ended and fixed-term contracts for Research based posts. | HR- MIS Manager | Negotiate with Stonefish an additional field on the Post Authorization e-form that collects the reason for each fixed term post. Update narratives on ResourceLink to better reflect the reason for fixed term posts. These actions will enable statistical analysis of and reporting on trends in the use of fixed term posts. | 31.08.19 |

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| | requested amendments and/or extensions to contract. | | | | | |
| <p>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.</p> <p>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> | <p>At EHU interview panels consist of a minimum number of 3 panel members with a mixture of male and female with appropriate insight relevant to the job role / area. Academic and research appointment panels will generally be chaired by the Dean of Faculty supported by the Head of Department.</p> | 1.4.1 | <p>Seek approval from Directorate re: membership of selection panel for all academic posts See 1.2.2</p> | HR | 100% of selection panels for Academic appointments approved by Directorate via Stonefish. | 31.12.18 |
| | <p>All interview panel chairs and supporting members must undertake recruitment and selection training prior to undertaking any recruitment and selection activity. These sessions run throughout the year and are open to all staff. 121 coaching is delivered where 'emergency' gaps arise between formal sessions.</p> <p>EHU is currently developing a two part Online Recruitment and Selection module to further improve accessibility to this resource alongside an 'unconscious bias' module</p> <p>All interviewed candidates are offered constructive feedback on their performance at interview if they are unsuccessful to aid their career progression prospects, upon request. This is generally delivered by the chair of the panel but may be delegated to supporting panel members where appropriate.</p> <p>Applicants who are not shortlisted for interview can request feedback on their application which is provided within 7 days of the request via a panel member involved in the shortlisting exercise.</p> <p>The University reviewed the procedures for promotion and progression, which included the composition of the panel, defining a process map and establishing an appeals process in April 2018</p> | 1.4.2 | <p>Further improve understanding of the career aspirations of research staff and of their experience of working conditions and career development opportunities by undertaking a CROS survey every two years and taking appropriate follow up action to minimise identified barriers / areas of concern.</p> <p>Reach a position where we are able to provide data on demand on EHU's annual promotion round.</p> <p>Establish a fair, inclusive promotion process that does not disadvantage any particular group.</p> <p>Use data to inform development programmes, policies, procedures and practices to support researchers.</p> | HR / RO | <p>Introduce and communicate the importance of the CROS Survey to the research community using all available, internal, channels of communication and Launch the first CROS Survey by the end of the calendar year 2018.</p> <p>Adopt similar engagement strategies (e.g. regular email reminders / prize incentives / poster campaign / team briefings) to encourage the high participation rates seen with the Staff Survey (target 85%)</p> | <p>First Survey by 31.12.18</p> <p>Follow up Survey by 31.12.20</p> |

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| 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. | Nationally negotiated pay scales are in operation and changes agreed and communicated via the Joint Consultative committees | | | | | |
| | Research staff are paid on the relevant university scales. They are entitled to in-scale incremental salary progression on the same basis as other staff. | | | | | |
| | Lecturers at the appropriate grade are eligible to apply for promotion to the title of professor via the University's annual call for Readers and Professors process. | | | | | |
| | All posts are graded using the Higher Education Role Analysis Scheme / system (HERA) which assigns a grade to each post based on the level of responsibility for each job role. Staff are paid in relation to the grade of the post, generally at the starting point of the salary band unless the level of skills and experience possessed by the new appointee warrants a higher scale point. | 1.5.1 | Ensure all appropriate HR staff are trained and refreshed in HERA Analysis | HR | 100% of relevant HR staff HERA trained / refreshed | 31.12.18 |

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

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| 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 under mined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems | All employees, regardless of contract type or job role have access to the same staff benefits and wellbeing support to ensure that there is no detriment to a specific group. CPD support is available via the Conference and Grants Scheme and the RIF fund is available to support maternity returners A small number of Research Assistants are currently engaged on support contracts and associated terms and conditions. | 2.1.1 | Explore suitable alternative contracts for hybrid staff who are neither 100% support or academic and implement a best fit, standardised, contract template for use across EHU taking into consideration any pension implications and producing a plan to harmonise affected staff. | HR | standardised practice in place for hybrid / postdoctoral post holders Plan in place to manage the transition of staff to new contract types as required. | 30.06.19 31.08.19 |
| | We currently have very few Post Doctorate post holders on a temporary basis and manage these well locally on an individual | 2.1.2 | Talent Management System to be sourced and implemented to enable; the connecting and sharing of data, | HR | Talent Management | 31.12.20 |

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| | <p>basis. Recognising that this is a growth area it would be prudent to start to codify best practice in the sector, explore frameworks for bridge funding, explore ways in which CLT can expand their skillset, improve the induction process for early career researchers, explore ways in which the Language centre can support staff with English as a second language - thus standardising their experience during employment and increasing their chances of employment in the UK afterwards. We have a successful GTA programme which consistently results high numbers of the cohort being employed within the HE sector – it would be good to mirror this model specifically for Post-Doctoral researchers.</p> | | integration and alignment of core HR processes, an improved onboarding experience and the retention of top talent | | System fully implemented by 31.12.20 | |
| | <p>The Performance Review and Probation processes are currently being revised to enhance their effectiveness as a tool for individual development. The PR forms (and the related Portfolio of Activity, including the individual's research plans) will be online for the academic year 2018/19, allowing the University more easily to ensure that all staff have undertaken PR and research planning meetings</p> | 2.1.3 | Mock Ref process to be implemented – where results highlight concerns, supportive action is then taken to address the relevant issues. | PVC for Research | Mock Ref process undertaken and remedial actions implemented. | 31.12.19 |
| 2. | <p>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> | | See 1.3.2 | | | |
| 3 | <p>Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams.</p> | 2.3.1 | Review Probation period documentation to ensure it is fit for purpose specifically for research based staff – developing and implementing a supporting document and guidance note if appropriate | OD lead – consultation with RO | Effective management of probation periods monitored centrally and reported to each | 30.04.18 |

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| <p>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.</p> | <p>https://go.edgehill.ac.uk/display/hr/Performance+Review</p> <p>A range of workshops, events and seminars are offered (via the wiki / intranet) to support teaching staff, research active staff, and nonteaching staff where relevant, in providing the highest standards in teaching and learning, and are focussed on providing an exceptional student-centred experience and student employability. The workshops, events and seminars also aim to enhance the University's research environment, enhance its reputation and broaden its impact.</p> <p>https://go.edgehill.ac.uk/pages/viewpage.action?title=Teaching+and+Research+Practice&spaceKey=hr</p> <p>The University's Management Development programme is designed to equip both new and existing line managers with the necessary skills and behaviours to succeed and to thrive in their roles at Edge Hill. The programme consists of a mixture of sessions to ensure that all managers are up to date and equipped with everything they need to manage the staffing resource.</p> <p>The Centre for Learning and Teaching runs a pedagogic research capacity building programme for colleagues who mainly come from education and health professions. Guidance and mentoring is offered on research design, ethics, analyses and preparation for publication. This is supported by online resources related to the range of qualitative research approaches commonly deployed.</p> | | | | <p>department on a monthly basis</p> | |
| | 2.3.2 | <p>Consider a more formal research focused mentor / research supervisor scheme to support this agenda further outside of formally taught sessions, with a particular focus on people who win grants that perhaps might not be up to speed with these matters.</p> <p>Build on the success of the Management Development programme by including sessions designed to provide similar support specifically for PI's and communicate clearly (during induction / on boarding) resources available to them via Vitae</p> | OD lead – consultation with RO | <p>Establish research focus mentoring scheme and monitor uptake and feedback.</p> <p>Establish a development review process to establish training needs of those holding grants (PI's).</p> <p>Develop information and training resources to support PI's.</p> | 31.12.19 | |
| | 2.3.3 | <p>Establish a Code of Practice for the Employment and Career Development of Research Staff</p> | CLT/RO/HR | <p>Approved EHU Code of Practice for Research Staff implemented</p> | 31.12.19 | |

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| <p>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</p> | <p>This is an area in which EHU currently has limited experience due to limited numbers. Should short gaps arise between grants we work to secure further funding to continue / extend the post and have recent examples of this practice.</p> | <p>2.4.1</p> | <p>Develop guidance for PIs on managing the career of fixed term colleagues and understanding where / how additional bridging funds might be forthcoming</p> <p>See 2.1.1</p> | <p>RO</p> | <p>standardised practice in place for hybrid / postdoctoral post holders</p> <p>Plan in place to manage the transition of staff to new contract types as required.</p> | <p>30.06.19</p> <p>31.08.19</p> |
| <p>their policies, guidance and funding can be enhanced to help employers to achieve this objective</p> | | | | | | |
| <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> | <p>All categories of staff, including career researchers are progressed automatically (ingrade) in compliance with the Framework Agreement.</p> <p>Holidays and other service-linked benefits continue to accumulate if funded posts run into new posts consecutively</p> <p>The salaries of Research staff are represented by the Joint Negotiating Committee for Higher Education Staff (JNCHES)</p> | <p>2.5.1</p> | <p>Communicate the research career pathway and promotion procedures for Researchers to Researchers themselves, PIs, HoDs and Faculty Managers at induction and via the Staff Wiki pages</p> <p>See 1.1.5</p> | <p>RO / PVC Research / HR</p> | <p>Research career pathways clearly articulated and available on wiki.</p> <p>Add a field to the online application for promotion to establish where the applicant found the information to enable us to monitor which communication methods are most effective.</p> <p>Monitoring any associated increases in applicants for promotion.</p> | <p>31.12.18</p> |

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| <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>The University recognises that in order to retain talented and excellent staff the opportunity for such staff to progress will be essential. The University also recognises that expectation of progression between certain roles (Lecturer grade 8 – 9, 9 – 10,) will be particularly high, it therefore gives a commitment that wherever possible this type of promotion will be “actively encouraged and supported.”</p> <p>Clear criteria for career promotion is set out in The University’s Progression Policy.</p> <p>The University’s Research Strategy further articulates the commitment to support early career researchers</p> <p>The Performance Review process is used to identify possible career development opportunities. The discussion at the PR highlight all the options that exist for academic career opportunities.</p> <p>ACDWG reviewed suggested amendments to the call for Readers process and endorsed appropriate improvements including the introduction of an appeals process</p> | <p>2.6.1</p> | <p>To design a supporting guidance documentation to advise those that manage research teams and individuals regarding career development, paying attention to doctoral/PHD level students, Graduate trainees and appointees from practice (business, Health or Education in particular) in relation to becoming research active.</p> | <p>ACDWG sub group</p> | <p>Guidance document in place and available on the wiki</p> | <p>30.09.18</p> |
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Principle 3 Support and Career Development

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

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| 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. | Section 5 of EHU's the Research Strategy focuses on 'People' and articulates the aspirations of the Institution in terms of supporting career development PR provides a dialogue on short and longer-term career plan, including careers outside academia; it is also a mechanism for the identification of relevant support and development. EHU currently have a subscription to Vitae which show cases alternative research career pathways | 3.1.1 | Review all development programmes offered to University Researchers to make them compatible with the Researcher Development Framework (RDF) developed by Vitae | ACDWG | RDF used to identify skills sets required by individual researchers and consideration given to the opportunities that can be made available to support acquisition of those skills | December 2018 |
| | The RDF informs the RDP and PGR students use this to inform their training needs analysis on a yearly basis. | 3.1.2 | Develop and offer to PGR / PDT a session on completing application forms for a mock job and encourage attendance. | HR/RO | Session in place and available to book via the e-booking system | December 2019 |
| | Researchers are made aware, through the University website, of advertised posts and the skills they are required to successfully demonstrate in order to be shortlisted for them | 3.1.3 | Monitor existing training provision to ensure it meets the needs of research staff and supports them in career development across sectors. | CLT / Research Office | Researchers have access to a flexible and appropriate mentoring scheme that enables career development | September 2018 |
| | EHU currently has membership to the Association of Graduate Careers Advisory Services (AGCAS) and access to associated online resources; | 3.1.4 | Maintain membership | Careers | EHU membership to AGCAS maintained | 2018 - 2020 |
| | EHU currently has an in-house Careers department who are excellent at providing career guidance to undergraduates. | 3.1.5 | Explore the possibility of establishing oneto-one specialist career advice with Career Advisors to offer comparable support to researchers in exploring career opportunities inside / outside academia. | RO/ Careers | 121 careers advice offered to research via Careers Service | January 2019 |
| | The HR/OD Department currently coordinate a voluntary mentoring scheme – with the objective of supporting the advancement of career aspirations for any staff across the university. | 3.1.6 | Explore the expansion of this scheme to include academic mentors for academic staff | OD/RO | A bank of academic mentors are available for buddying with research post holders | January 2019 |

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| 2. 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. | The PR provides a tool for the discussion of career plans and the identification of required development needs. | 3.2.1 | Ensure staff employed to teach students at Masters level are research active to enrich their delivery and the student experience. | HRMIS / HoD | 100% evidence of objective setting in PRs for all research active academics to support individual and organisational KPIs/targets | December 2018 (data collection) | |
| | Conference travel fund supports researchers in developing networks and communicating research. | | | | | | |
| | RDP is designed around RDF which focuses on researchers competencies/skills and knowledge requirements (national/best practice) RDP is designed around RDF which focuses on researchers competencies/skills and knowledge requirements (national/best practice) | | | | | | |
| | All research staff are emailed regularly to highlight generic development opportunities RDP sessions are also advertised on research wiki and blog | | | | | | |
| 3. 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 | Bi-annual early career research conference has already been developed. | 3.4.1 | Development of an annual Research Staff Conference would provide information of career development across sectors, personal development, research policy and funding | OD/RO/ Careers | Annual Research Staff Conference established | September 2019 | |
| | Also See information in 3.2 and 3.3 | 3.4.2 | Support PI further by enhancing training to include the expectation placed on them as Line managers and how to use the PR effectively in the management of research staff, realistically managing the expectations of researchers and offering career support within or outside academia – bespoke 'Complex Role of the Line Manager' to be offered | HR/RO | Bespoke training for PI's available | December 2018 | |
| 4. Researchers benefit from clear systems that help them to plan their career development. | The PDR provides a tool for the discussion of career plans and the identification of required development needs. | 3.5.1 | Monitor implementation of PDR responses from research staff to inform future developments | HR | Where departmental performance | Annual PR Process windows | |

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| 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 | | | | | review rates are below 50% action is taken to drive completion rates | for each department |
| 5. 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 | New Research staff have access to Corporate Induction which provides new starters with an institutional overview including information about the university, its history and its plans for the future as well as planned local inductions. The Director of the Research Office also runs specific research induction session twice a year (EHU Research Strategy and Code of Practice) Corporate induction 3 times / year Research Induction 2 times / year Local induction initiatives are implemented, but are currently uneven in quality | 3.5.1 | Sub-group of ACDWG (HR/L&D and RSO) to work collaboratively to create a template Induction programme specifically for academic staff and supportive wiki guidance notes for Managers/PIs | ACDWG sub-group HR | Research Induction template and guidance notes available on EHU wiki 100% Attendance of new Research Staff at Induction monitored, and appropriate action taken to improve attendance as required | December 2020 December 2020 |
| 6. 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 practice 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. | Through the Academic Career Working Group the University has produced fresh Job Descriptions for academic support roles; these articulate the skills and competencies that should be developed at each grade. | 3.6.1 | This activity must be widened to include all academic roles from lecturer – to professor across all faculties then resources produced must be easily accessible for staff | HR/OD | See 2.6.1 | August 2020 |
| 7. Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of | All research active staff are encouraged to apply for career progression via the annual call for Professors and Readers process. Advice / guidance / mentorship is provided by the PVC Research to individuals considering this avenue in relation to where they may need to | 3.7.1 | Develop and implement a communication plan to promote greater use of the University's Mentoring Scheme to encourage engagement of Research staff | HR/RO | Annual Promotion Round key dates are clearly communicated to staff up to a year in advance | 31.12.20 |

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| | 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 | develop/focus in order to gain career advancement. | | | | Promotional Criteria is clearly articulated to support development conversations. Staff survey / CROS results indicate EHU as supporting career development. | |
| 8. | 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 | The PDR provides a tool for the discussion of career plans and the identification of required development needs - providing an opportunity to scan opportunities available via University's Learning and Development provision and matching / training needs to the support available. | 3.8.1 | Build on current tools to incorporate appropriate joined-up support for international researchers with English as a second language. | HR/RO/CLT | L&D offer informed by PR outputs and developed in partnership (HR/RO/CLT) | December 2019 |

Principle 4

The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at stages of their career.

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| 1. 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. | We use probation to start aligning new staff with both the strategic aims and their own career aspirations. This process affords new staff at least 4 formal meetings with their Line Manager at the beginning of their journey at EHU. | | | | | |
| | Once employees are confirmed in post they transfer across to the performance review process - meeting their line manager twice yearly, providing further opportunity for; the appraisee and appraiser to build on performance and achievements to date, to agree objectives for the forthcoming year, to identify appropriate learning and development activity that will support achievement of the objectives and review the impact of the learning activities. | | | | | |
| | The University also runs an established mentoring scheme for all employees. This means that staff can receive neutral, honest advice on career options and strategies | 4.1.1 | Expand the current mentoring scheme to match research Staff with academic mentors | OD/RO | Establish and communicate the existence of the Research Mentor Scheme | December 2018 |
| 2. Employers will wish to ensure that development 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. | We have a central RDP offer, which is aligned to the RDF and includes preparation for academic practice and the University supports staff to become HEA fellows. Individual faculties also run | 4.2.1 | Map staff development against Vitae's Researcher Development Framework https://www.vitae.ac.uk/researchers HYPERLINK "https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework"professional-development/about-the-vitaeHYPERLINK "https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework"researcher-development-framework"researcher-development-framework" to ensure that there is broad recognition of development themes from other organisations, especially when moving between HEIs. HYPERLINK "https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework"HYPERLINK "https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework"HYPERLINK "https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae- | RO/HR | RDF displayed on the EHU wiki / External Research Webpage | December 2018 |

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| | | | researcher-development-framework"HYPERLINK "https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework" | | | |
| 3. Employers will ensure that when researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided. | All staff have access to a Centre for Learning and Teaching (CLT) professional development suite focused on teaching practices. All GTAs undertake a compulsory program delivered by the CLT focused on teaching, learning assessment and TEL. | | | | | |
| | GTAs are able to apply to undertake additional paid teaching in the casual capacity of an AT to enrich their experience and improve employability prospects. We also encourage staff to become speaker/guest lectures as part of departmental series. | | | | | |
| 4. 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 | The University has a number of joint consultative committees at which the Pro-VC for Research attends. This enables input to policy and practice from a research perspective and updates and outcomes are cascaded to department heads to share at a local level. | 4.4.1 | Set up with AQDU a way to monitor the contract type of staff on committees Establish a database that can produce monitoring reports on the representation of different staffing groups - including researchers. This data should be included in annual committee reports. | HRMIS /ADQU | Evidence of researcher input in policy development | December 2018 |
| 5. Mentoring arrangements should be supported by employers as a key mechanism for career development. | All employees at EHU have access to the Mentoring Programme. The programme aims to support the personal and professional development of staff through mentoring, with access to a mentor who can give valuable advice and encouragement and assist with formulating strategies or plans, enabling the staff member to identify their personal and professional objectives and to develop their skills. | 4.5.1 | OD to monitor / coordinate matches. RO to input into most suitable Mentors for GTAs whilst giving consideration to the best mentors for hybrid support/academic contracts i.e. GTAs | HR/RO | Evaluation report following pilot mentor/ee networking event Testimonials gathered and communicated to promote benefits of mentoring | December 2019 |
| | | 4.5.2 | Pilot a mentor/ee networking event as a way to enhance the benefits of the scheme, share experience and good practice and develop networks between early career academics. | | | |

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| | | 4.5.3 | Develop bite sized refresher training (consider e-modules) to remind staff of their responsibilities as Mentors / Mentees and towards the research governance aspects of the roles and the positive impact of frameworks such as the Probation and Performance Reviews | | career development | |
| | The University supports women to go on the Arora programme. Developing future leaders for higher education. Aurora is a women-only leadership development programme. It is a unique partnership initiative bringing together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector | | | | | |

Principle 5 Researchers' Responsibilities

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

| Clause | What we do already | ID | What we need to do | Who's responsible | How will we measure success? | Delivery date |
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| 1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers | Research Role Descriptors have been developed for all research related posts and have been verified through the HERA quality process and ACDWG | | | | | |
| | Sessions on Equality and Diversity and adhering to research governance are available to all staff | 5.1.1 | Promote such development opportunities and join up with appropriate OD provision / mechanisms to increase attendance rates | RO/OD | Attendance rates on staff development events recorded and available to line managers to act upon | April 2018 |
| | Staff can apply through the RIF and usual staff development route for external opportunities such as summer schools, methods workshops, conferences and networking events | | | | | |

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| 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 | Innovations fund in place to encourage KE and to identify collaborators/partners | 5.2.1 | Encourage research staff to engage with entrepreneurial, knowledge exchange initiatives via the PR framework Faculties to share data on the amount of KE, consultancy funding etc EHU has received. Using increases in this type of funding and where the money is coming from as a measure of increased partnerships and activity. | HoDs Business Development staff in faculties / AD for Enterprise where they exist. | Evidence of a 10% increase in external engagement activity | December 2020 |
| 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 | The university is committed to maintaining high ethical standards in the research undertaken by its staff and students | | | | | |
| | The University is in the process of introducing new training with resources from the UK Research Integrity Office for panel members. Running sessions on ethics through the RDP. Ethics and governance is also addressed in the induction programme for new starters. | | | | | |
| | Annual Research Integrity report is submitted to Research Committee | 5.3.1 | Build on current good practice by offering support and relevant training on research governance and research ethics. | REC | Annual Research Integrity report to be provided to the Research Committee | 31.12.18 |
| 4. Researchers should also be aware that the skills and achievements | Funding is available to fund attendance at networking events with a view to improve | 5.4.1 | Working in conjunction with the University's Career Service - ensure all research staff are offered an appropriate Mentor | RO / OD / Careers | Monitor and report on the uptake of Academic Mentoring Scheme | 31.12.19 |
| required to move on from a research position may not be the same as the skills and achievements which they display to reach that position | presentation skills and promotion of Researcher specialisms within their field and/or wider / international audiences | | | | | |

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| <p>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 that 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> | <p>The Performance Review and Development process is an opportunity for constructive dialogue with every researcher on his or her career and development needs.</p> <p>A discreet research session is included on the current Induction programme; however we have identified low attendance levels where academics struggle to be released from teaching as an area for improvement</p> <p>After a review of the first three years, it has been agreed that GTA are not allocated any teaching in their first semester to allow their acclimatisation to the role and expectations.</p> <p>GTA's also shadow staff within department in regards to teaching and attend CLT sessions. – Developing skills outside of research role to give them more employment opportunities/options</p> | 5.5.1 | <p>Line Managers / PI's are required to plan in advance for teaching cover so new staff can take advantage of this / other opportunities. Requirement to attend these sessions should be incorporated in individual probation objectives (and should be included in the Researchers Induction checklist along with information on resources available; Vitae subscription Research Professional subscription and external funding support Careers service University mentoring scheme RDP RIF and Conference fund</p> | HoD | <p>Update Academic probation and performance review forms to include mandatory training in objectives. Monitor the uptake of mandatory training.</p> <p>Use staff survey to evaluate whether probation and performance review processes are effective</p> | <p>January 2019</p> <p>July 2020 (Staff Survey is biannual)</p> |
| <p>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, a log of which may be presented to current and future employers as appropriate</p> | <p>All researchers are required to maintain research plans as part of their portfolio of activity; these form the basis of discussion at individual PR's.</p> <p>Whenever someone applies for an internal research award, They are required to produce a three year research plan</p> | 5.6.1 | <p>Ensure a three year plan accompanies all internal applications for research awards.</p> | Line Managers | <p>Evidence of individual research plans provided for all internal research awards</p> | December 2018 |

Principle 6 Diversity and Equality

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

| Clause | What we do already | ID | What we need to do | Who's responsible | How will we measure success? | Delivery date |
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| 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 | Edge Hill's vision for equality and diversity is that it will be a place where everyone feels able to participate, contribute, enjoy and influence every aspect of their experience; and where inclusive practices will be embedded in everything we do. Respect for and celebration of individual's diversity will shape institutional strategy, direction and behaviour. | 6.1.1 | Monitor the implementation of Recruitment, Salary on Appointment, Progression, and engagement in PR, access to the corporate training programme, Diversity and Equality of Opportunity on an annual basis. | HR – MIS | Statistical analysis of these themes reported in the HR Annual Report | Annual Report – August. | |
| | Data extracted as part of the equal pay audit (31.12.17) related to gender, disability, race, nationality and age for GTA and DTs engaged at EHU are comparatively the most diverse at the University – reflecting successful, inclusive, methods of attraction and selection Continually monitor demographic trends within research based posts to build on best practice and modify process and practice to improve underrepresented groups as required | | | | | | |
| | EHU are currently developing and E-module on Equality & Diversity – this will be the first training module to be mandated at the institution Ownership of outcomes to sit with DMG for action. | | | | | | |
| | Edge Hill operate an equality and diversity policy in which all staff and managers must adhere to during their employment at EHU. https://go.edgehill.ac.uk/display/hr/Equality+and+Diversity . The policy outlines expectations EHU require from staff for all protected characteristics. | | | | | | |
| | In March 2018, Stonewall delivered a session on trans awareness and is planning a regular series of events to address trans issues in relation equality on campus. EHU 'Diversity Champions' will receive additional guidance and staff development opportunities on trans issues, which they will be expected to cascade to staff. Stonewall has also approved the guidance document itself. Stonewall concluded that whilst this reflects good practice, it would be improved by distinct guidance within the document aimed | 6.1.2 | The University to consider including the guidance in staff and student development opportunities from the start of the academic year 2018/19. The EHU Equality and Diversity Action Plan specifies that the University will consult with organisations concerned with trans equality every three years to ensure deployment and development of best practice. EHU is therefore committed to developing an audit process that will ensure that the | HR – E&D | Mandatory training in E&D rolled out to all staff Maintain Stonewall Award and Disability Confident status | Academic year 2018/19 and 2019/20 | |

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| | at managers, HR, colleagues and the trans staff member/student themselves. | | guidance keeps abreast of best practice and in particular following any recommendations and changes in policy ensuing from the review of the Gender Recognition Act 2004, which proposed to extend legal recognition to individuals identifying as non binary. The consultation process related to this review ends in March 2018 and could see new legislation late 2018/early 2019 | | | |
| | The University achieved Athena Swan bronze award in 2013 and is committed to ongoing development and review the position of women in terms of recruitment, retention, progression, mentoring, engagement and wellbeing. Progress is monitored against the action plan on a regular basis and is steered by an Athena Swan Working Group | | | | | |
| | Athena Swan departmental sub-working-groups in place to support the application of individual departments for Bronze - Silver Athena Swan awards. Continue to encourage departments across the university to submit for individual Athena Swan Awards | | | | | |
| | The University is signed up to the Disability Confident scheme, which supports employers to make the most of talents that disabled people can bring to the workplace. Being Disability Confident sends a clear message to employees, potential employees and all other stakeholders about our commitment to equality in the workplace; enables us to draw from the widest possible pool of talent, secure high quality staff who are skilled, loyal and hardworking, improve employee morale and commitment by demonstrating that we treat all employees fairly | | | | | |

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| <p>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> | <p>The equality and diversity policy promotes fair treatment for anyone applying to work at the University and to existing staff from diverse backgrounds.</p> <p>The relocation policy helps to assist staff in making a move from not only in the UK or Europe, but also across the world. Resulting in staff of different nationalities feeling better supported financially and reducing the stresses related to relocation</p> <p>The Recruitment and Selection processes are under review to ensure that at all times the University is mindful of equality and diversity (See section 1.1)</p> <p>International research candidates are not invited in person (unless for very senior roles) to attend interview – and are instead provided with Skype interviews during which they may not be able to provide their best performance nor are the panel able to assess performance in the most objective way discussions continue about how we support staff whose first language is not English (particularly in relation to writing Research bids and preparing lessons / presentations)</p> | <p>6.2.1</p> | <p>Explore the development of a welcome handbook for all new staff (previous handbook has been discontinued). The book should contain places of worship, cultural groups and services within the North West.</p> | <p>Language Centre / RO / HR</p> | <p>Welcome Handbook in place.</p> | <p>Underway – completion expected August 2019</p> |
| <p>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</p> | <p>This strategy directly links to the objectives of the Athena Swan agenda (in particular section 4.1) and the identified area of opportunity for the career progression of female researchers. It is a future growth area and strategies must be identified to minimise barriers to the progression of careers.</p> <p>We continue to provide support for those returning from careers breaks (Maternity, Shared Parental Leave etc) arranging phased return programmes and Mentors as appropriate to each individual case</p> | <p>6.3.1</p> | <p>Monitor early career researcher appointments and progression through Athena Swan mechanisms - recognising the small numbers of research-only staff and how difficult it is to identify trends with such small quantities of data.</p> | <p>HR</p> | <p>Examples of positive action taken to minimise barriers to progression</p> | <p>30.04.18</p> |
| | | <p>6.3.2</p> | <p>Ensure that new researchers are aware of these processes and are enabled to raise concerns.</p> | <p>HR</p> | <p>All policies and procedures available to access via wiki and are signposted on Induction checklists</p> | <p>30.04.18</p> |
| <p>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</p> | <p>EHU recognises that staff have outside commitments and is striving to improve work-life balance. All employees have equality of opportunity in accessing family friendly policies stated on the internal wiki; https://go.edgehill.ac.uk/display/hr/Family+Friendly+and+Work+Life+Balance</p> | <p>6.4.1</p> | <p>Currently Flexible Working request are low in relation to the number of established staff at EHU, potentially indicating that informal flexible working arrangements may be in place in pockets of the university. This makes it difficult to monitor</p> | <p>HR</p> | <p>All Flexible Working applications and decisions are monitored centrally, and</p> | <p>30.04.18</p> |

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| | | | and ensure equity of application and exposes the University to potential risk. | | uptake reported on an annual basis. | |
| <p>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 combine family and work, children and career.</p> | <p>Policies include: Maternity Leave Paternity Leave Shared Parental Leave Adoption Policy & Procedure Special Leave – including family emergencies and carers leave Flexible Working Childcare Vouchers</p> | | | | | |
| | <p>Local statistics regarding levels of formal flexible working applications are low in relation to the number of staff within the organisation.</p> | 6.4.2 | <p>Communicate to departments through faculty level mechanisms the process for requesting flexible working arrangements.</p> | HR | <p>Action recorded in DMG minutes</p> | 31.12.20 |
| | | 6.4.3 | <p>Provide EQiA training to staff / decision makers to ensure that they are prepared to completed EQiA's with Business Cases for Change and Policies and Procedures</p> | HR | <p>EQiA training session in place and available to book</p> | 31.12.19 |
| <p>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</p> | <p>The University recognises that employees may need to work flexibly to ensure a work life balance and to support their wellbeing. Employees with 26 weeks continuous service have a right to request flexible working and the University will give due consideration to all requests.</p> | 6.5.1 | <p>Create a formal recording of flexible working requests to review outcomes and highlight any areas of concern.</p> | HR | <p>Where outcomes re flexible working requests highlight concerns, action is then taken to address the relevant issues</p> | 31.12.08 |
| | <p>Employee will receive the outcome of any flexible working request within 28 days. If their request in unsuccessful, employees will have the right to appeal the decision.</p> | | | | | |

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| <p>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</p> | <p>The University is compliant. Where funding from external sources does not include provision for additional costs incurred because of diversity and equality legislation, the University will try to reasonably cover the cost of any shortfall, as most funders do not provide cover (money) for maternity etc. Some just provide time extensions to grants so the individual can pick the project back up on their return. Some projects will be required to continue in the absence of a researcher therefore the university would need to cover mat leave and back fill post. University would also need to consider whether the role or a different role will still be available on return from mat leave as the project may have ended.</p> | <p>6.6.1</p> | <p>Develop policy to include explicit guidance / signposting in this area</p> | <p>PVC Research / RO / HR</p> | <p>Clear policy guidance available</p> | <p>30.09.19</p> |
| <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>All interview panels consist of both male and female panel members where possible and those with appropriate expertise and experience in the identified area.</p> | | <p>See 1.4.1 and 1.2.2</p> | | | |
| | <p>Unconscious bias training / Recruitment and Selection training see 2.2</p> | | | | | |
| | <p>Depending on the type of job role the University automatically use National / international advertising agents such as; Job Centre Plus, Jobs.ac.uk, Total Jobs, Guardian Jobs, Find PhD, TMP Worldwide.</p> | <p>6.7.1</p> | <p>Positive action is the deliberate introduction of measures to eliminate or reduce discrimination or its 'effects'. It is about encouraging people from particular, demonstrably under-represented, groups to apply for jobs. Following guidelines from The Equality and Human Rights Commission (EHRC) EHU will explore alternative mechanisms for attracting underrepresented groups and pilot statements on advertisements such as "We encourage applications from women and ethnic minorities, who are currently under-represented in this part of the University".</p> | <p>HR</p> | <p>Proactive statements on recruitment advertisement encouraging applications from underrepresented groups</p> | <p>30.05.18</p> |
| <p>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</p> | <p>EHU was assessed and retained the 'Disability Confident' status on 19 March 2018. The framework supports a proactive approach and positive commitment towards the employment, retention, training and career development of disabled employees.</p> | <p>6.8.1</p> | <p>Maintain Disability Confident status</p> | <p>HR</p> | <p>Maintain Disability Confident status</p> | <p>Renewal 18 March 2020</p> |

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| English is not a first language, older or younger researchers, or researchers with disabilities and longterm health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups. | EHU operate a Childcare voucher scheme and a suite of flexible working policies and procedures to help members of staff balance their work-life with childcare or caring responsibilities. | 6.8.2 | Ensure all Policies and procedures have a corresponding Equality Impact Assessment | HR | All policies are linked to corresponding AQIA and available to view on the wiki | 30.09.18 |
| | EHU currently provides English language support to students and staff (and their dependents) as required free of charge | | | | | |
| 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 | EHU currently has a Bullying and Harassment Policy and Procedure, which provides a formal framework to manage complaints that arise. | 6.9.1 | Special working group to focus on producing guidelines for dealing with complaints that arise involving both staff and students (students against staff and vice versa). | HR / Student Services | Revised Staff/Student Complaints & Bullying and Harassment Policy and guidance are in place and available via the wiki | 30.09.18 |
| 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 | EHU is actively involved with Athena Swan having achieved Bronze status for the University and many of our departments striving to achieve individual bronze and silver status. Action plans, related activities and Athena Swan Steering Group minutes are available via the University's wiki; https://go.edgehill.ac.uk/display/research/Athena+SWAN | 6.10.1 | Monitor attendance/engagement and impact of ASSG activity | ASSG | All EHU polices reviewed by Stonewall to assure of inclusiveness | |
| | Edge Hill has become a member of the Stonewall Diversity Champions programme for Lesbian, Gay, Bisexual and Trans (LGBT) equality. The Stonewall Diversity Champions programme is a framework for creating a workplace that enables LGBT staff to reach their full potential. It will also offer expert support and guidance towards best practice approaches around LGBT equality. | 6.10.3 | We continue our efforts to creating an even more inclusive environment for LGBT staff and students and are due to mandate the University's first e-learning module on Equality and Diversity | HR | Equality & Diversity eLearning module to be mandated for all staff | 31.12.18 |

Principle 7 Implementation and Review

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

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| <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 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</p> | <p>Concordat principles are displayed on the wiki</p> <p>Continue to oversee enhancements to the University's provision for the contract research staff and evaluate the effectiveness of activities</p> | <p>7.1.1</p> | <p>Establish a cross-university working group (perhaps a sub-group of the Academic Career Development Group) to input into, monitor progress and implementation of the HREiR Action Plan and Concordat principles as well as engaging in national developments.</p> | <p>HR</p> | <p>Progress against HREiR Action Plan and Concordat principles included in HR Annual Report to the Board</p> | <p>31.12.18</p> |
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| <p>inform the UK Research Base Funders' Forum of progress.</p> <p>b) b. to procure an independent benchmarking study to assess the state of the sector at the launch of this</p> <p>c) Concordat.</p> <p>d) to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>e) to draw up an implementation plan for the Concordat, to ensure a coherent and 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).</p> <p>f) to undertake and publish a major review of the implementation of the Concordat after three years</p> <p>g) 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)</p> | | | | | | |
| <p>2. 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</p> | | 7.2.1 | HREiR Working Group to take responsibility for the implementation of Concordat Principles, including in the area of research grants | HR | Steering Group established to oversee implementation and review Concordat | 31.12.18 |
| <p>3. 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</p> | | 7.3.1 | HREiR Working Group to scan external environment for national developments linked to this area and cascade as appropriate | HR | Steering Group established to oversee implementation and review Concordat | 31.12.18 |

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| <p>4. 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> | | 7.4.1 | HREiR Working Group to continuously monitor developments in the sector and engage productively for the benefit of research staff – circulating appropriate information / development opportunities / networking opportunities as they arise | HR | Steering Group established to oversee implementation and review Concordat | 31.12.18 |
|---|--|-------|---|----|---|----------|

Glossary

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| ACDWG | Academic Career Development Working Group |
| AT | Associate Tutor |
| CLT | Centre for Learning and Teaching |
| CLT | Centre for Learning and Teaching |
| DMG | Directorate Management Group |
| DT | Doctoral Tutors |
| EHU | Edge Hill University |
| GTA | Graduate Teaching Assistant |
| HEA Fellow | Higher Education Academy Fellow |
| HR | Human Resources |
| KE | knowledge exchange |
| KE | Knowledge Exchange |
| LC | Language Centre |
| OD | Organisational Development |
| PDT | Post-Doctoral Tutor |
| PGR | Post Graduate Researcher |
| PR | Performance Review |
| RDF | Research Developer Framework |
| REC | Research Ethics Committee |
| RIF | Research Investment Fund |
| RO | Research Office |