

University of Westminster HR Excellence in Research Action Plan 2015 to 2017

Below we have identified the policies and practices (**green header**) we have in place followed by the additional actions we believe we need to take (**orange header**)

KEY to abbreviations

HROD	Human Resources and Organisation Development	HRERA	HR Excellence in Research Award
LOD	Leadership and Organisation Development	RQSO	Research Quality and Standards Office
SLD	Staff Learning and Development	UEB	University Executive Board
GS	Graduate School	WAM	Workload Allocation Model
RDM	Research Development Managers	VL	Visiting Lecturer
PIs	Principal Investigators	CROS	Careers in Research Online Survey
PPDR (Appraisal)	Personal, Professional and Development Review	PIRLS	Principal Investigator and Research Leaders Survey
HODs	Heads of Department	ABE	Faculty of Architecture & the Built Environment
WBS	Westminster Business School (one of the 5 Faculties)	MAD	Faculty of Media Art and Design
SSH	Faculty of Social Science and Humanities	FST	Faculty of Science and Technology
VRE	Virtual Research Environment	FRD	Faculty Research Director
UREC	University Research Ethics Committee	PPCD	Personal & Professional Career Development
SES	Staff Engagement Survey	RGF	Research Governance Framework

Principle	Overarching Actions	Responsibility	By when	Success Measures
All	The HRERA Steering Group will report to the University HR Committee who in turn report to the Court of Governors. HRERA will formally review the progress of the Action Plan each academic term and at the end of Year 1 and Year 2.	Provost HRERA Steering Group	October 2017	All actions in place or scheduled as per the Action Plan and a successful two year Internal Review.

Principle 1 Recognition of the importance of recruiting, selecting and training researchers with the highest potential to achieve excellence in research

Concordat principle	University of Westminster policies and practices in place
1	Westminster is committed to engaging with the Concordat and this document demonstrates that the University has made significant progress in addressing the principles forming the basis of the Concordat. This document forms a gap analysis and action plan, with associated timescales, for the University to achieve full compliance with the provisions of the Concordat.
1	<p>The effective recruitment and selection of staff is important for the University's achievement of its stated strategic objectives. The specific objective which relates to recruitment is:</p> <p>To recruit, develop and support staff capable of keeping the University at the forefront of all that it does in a sustainable manner and help maintain their professional standing.</p> <p>The recruitment and selection procedures aim to ensure that the University recruits and selects the best candidates by a fair, transparent and appropriate selection process. The Systematic approach to recruitment and selection of staff at the University consists of five steps (a separate process applies to student recruitment, VL, agency and temporary staff)</p> <p>Reference: Employment Life Cycle Toolkit – recruitment and selection https://myintranet.westminster.ac.uk/my-tools/managers-toolkit/recruitment-and-selection</p> <p>Reference: Employment Life Cycle Toolkit – VL, agency and temporary staff For an overview of the process for VL, agency and temporary staff see link below. https://myintranet.westminster.ac.uk/about-us/corporate-services/human-resources-organisation-development/our-services-and-information/staff-recruitment</p>

1	<p>Any member of staff who is required to take part in a staff recruitment and selection panel must first participate in a mandatory recruitment and selection workshop or team briefing, delivered by the LOD team in HROD. The workshop examines the recruitment and selection process, job descriptions and person specifications, the vacancy approval process, documentation, advertising, short-listing, and the legal issues involved.</p> <p>Reference: Employment Life Cycle Toolkit – recruitment and selection</p> <p>Workshop Reference: Learning and Development Programme and Calendar of Staff Development</p> <p>https://myintranet.westminster.ac.uk/about-us/corporate-services/human-resources-organisation-development/leadership-and-organisational-development/leadership-and-management-development/recruitment-and-selection-briefing</p> <p>A Recruitment and Selection online module for Managers will be online from October 2015.</p>
1 & 2	<p>A simple, fair, and consistent opportunity for grade review is available to all staff in the University on a twice yearly basis. The University is strongly committed to the principles of equal pay for work of equal value and will aim to ensure a consistent and impartial process.</p> <p>Reference: Grade Review Flow Chart and Guidance</p> <p>https://docs.google.com/a/my.westminster.ac.uk/viewer?a=v&pid=sites&srcid=bXkud2VzdG1pbN0ZXluYWMudWt8Z3JhZGluZy1yZXZpZXd8Z3g6NmUyYzhZWYyNTdjZTgxOA</p>

1	<p>At Westminster most research is conducted by academic staff on teaching and research contracts – see the chart below:</p> <p>Research Profile by contract type</p> <table border="1" data-bbox="253 328 954 608"> <thead> <tr> <th></th> <th>Permanent</th> <th>Fixed Term</th> </tr> </thead> <tbody> <tr> <td>Research Only Headcount</td> <td>26</td> <td>52</td> </tr> <tr> <td>Teaching & Research Headcount</td> <td>870</td> <td>15</td> </tr> <tr> <td>Research Only Profile</td> <td>33.3%</td> <td>66.7%</td> </tr> <tr> <td>Teaching & Research Profile</td> <td>98.3%</td> <td>1.7%</td> </tr> </tbody> </table> <p>Fixed term contracts are in place due to the nature of research funding. The majority of staff on research only contracts are on fixed term contracts. Records indicate the following number of research staff who moved from fixed term to permanent contracts over a three year period are as follows. 2012/13 -1 researcher 2013/14 – 2 researchers 2014/15 – 2 researchers (1 moved into a permanent lecturing role.)</p>		Permanent	Fixed Term	Research Only Headcount	26	52	Teaching & Research Headcount	870	15	Research Only Profile	33.3%	66.7%	Teaching & Research Profile	98.3%	1.7%
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1	<p>Westminster conducts a biannual equal pay audit, looking at gender, race, disability and other appropriate protected characteristics http://www.westminster.ac.uk/_data/assets/pdf_file/0014/345110/Staff-Equality-Report-201314-equal-pay-report.pdf</p>															
1	<p>Academic Career Route Flow Chart – Page 7 of the Academic Practice Development Brochure</p> <p>Reference: Academic Practice Development Brochure https://myintranet.westminster.ac.uk/my-journey/learning-and-development/?a=187490:workspace%3A%2F%2FSpacesStore%2F15cffed4-4ad8-</p>															
1&6	<p>As part of its commitment to equality, diversity and inclusion, the University commissioned a powerful three-hour workshop on unconscious bias and inclusive management. All leaders and managers in the University, to include research leaders and managers, were targeted for this training which took place in April-June 2015.</p> <p>Workshop Reference: Learning and Development Programme https://myintranet.westminster.ac.uk/my-journey/learning-and-development/westminsters-learning-and-development-programme/courses/inclusive-management-and-unconscious-bias</p>															

Actions

Concordat principle	Actions	Responsibility	By when	Success Measures
1 & 2	Explore the possibility of continuity (bridging) funding for researchers between grants.	Director of Finance Provost	July 2017	Review the number of successful bridging fund allocations. Assess retention of key research talent
1	Make more use of specialist research sites / documents to advertise research posts e.g. Euraxess and become a local contact point for Euraxess. http://ec.europa.eu/euraxess/	Director of HRM Head of HR Information	February 2017	Increase the number of applications for research posts received by the University. A greater pool of diverse applications for research vacancies.
1	Identify clear career progression pathways for researchers	Director of HROD Head of Reward & Recognition Provost	April 2017	Increase the number of research staff who transfer from a fixed term contract to a permanent contract by a further two positions.

Principle 2 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

Concordat principle	University of Westminster policies and practices in place
2	<p>Westminster’s Strategic Plan 2015-2020 states its commitment Research With Impact. “We are committed to ensuring that the University promotes and develops innovative, cutting-edge and interdisciplinary research which adds value through its originality, significance and rigour and its critical impacts on global society.” http://www.westminster.ac.uk/_data/assets/pdf_file/0007/366334/Download-the-Westminster-2020-strategy.pdf</p>
2 &4	<p>Westminster is committed to regular Professional Performance and Development Reviews (PPDRs) for all staff and its PPDR (Appraisal) scheme applies equally to researcher staff. My PPDR is an ongoing 3-staged process, and for each PPDR stage a meeting is required in order for staff and managers to discuss, agree key performance objectives, assess development needs and evaluate performance. These meetings are opportunities to contribute towards personal and developmental reviews.</p> <p>Reference: Performance Management Policy https://myintranet.westminster.ac.uk/my-journey/learning-and-development/monitoring-your-performance/about-myhr-ppdr</p> <p>Training and support for use of My PPDR is available for all staff and includes scheduled workshops and workshops tailored to new staff and managers, written guidance and fact sheets, e-tutorials and drop-in sessions Research managers as with all staff are required to go through a Equality, Diversity and Inclusion Essentials online training programme as part of their induction. The University does not differentiate in its provision of training and development opportunities between staff employed on fixed term contracts and staff employed on a contract which is on-going.</p> <p>Reference: Learning and Development Programme and Calendar https://myintranet.westminster.ac.uk/my-journey/learning-and-development/monitoring-your-performance/ppdr-support</p> <p>Westminster’s Code of Research Good Practice reinforces the need for managers of research staff to ensure research specific training and development needs are discussed when a need is identified and during their Personal and Professional Review meetings. http://www.westminster.ac.uk/research/research-framework</p>

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2,3,4 & 5	<p>For the first time in 2015, Westminster offered Leadership in Action, Vitae's highly acclaimed three-day intensive experiential leadership programme designed to prepare researchers for leadership in their chosen research field, or within the wider community. The course was developed in collaboration with UCL.</p> <p>Workshop Reference: Learning and Development Programme and Calendar https://myintranet.westminster.ac.uk/news/staff-news/corporate-services/2015/leadership-in-action-programme-for-researchers-closing-date-extension-to-monday-9-february-10am</p> <p>A range of courses for staff in leadership and management roles, and those aspiring to take responsibility for staff and resources at Westminster, are provided by the LOD team. Leadership and Management Development provision offers focused development pathways which can help with staff roles as a research manager / leader or support in building an effective team. The LOD team provide tailored support for managers and leaders.</p> <p>Reference: Leadership and Organisational Development Services https://myintranet.westminster.ac.uk/about-us/corporate-services/human-resources-organisation-development/leadership-and-organisational-development/tailored-support-for-managers</p>
2	<p>The University's Code of Research Good Practice states that Research Leaders are required to ensure researchers receive appropriate mentoring and development to enable them to carry out their research responsibilities competently. The University's Framework for Research Governance – an overarching policy statement for research activity, commits to developing and sustaining a culture of integrity, based on good governance, best practice and support for the development of researchers in accordance with the requirements of the Vitae Researcher Development Framework.</p> <p>http://www.westminster.ac.uk/research/research-framework</p>

Actions

Concordat Principle	Actions	Responsibility	By when	Success Measures
2	<p>Review use of PPDRs (Appraisals) for researchers, ensuring that managers of researchers are able to hold effective PPDRs and one-to-ones that are motivating for researchers, identifies the career and personal development needed by them and leaves them feeling valued members of the University.</p> <p>PIRLS 2015: 44% of respondents reported they would benefit from more support/training on conducting Appraisals PIRLS 2015: 54% of respondents reported they would benefit from more support/training on managing staff performance</p>	Director of OD Wellbeing Head of SLD HODs	September 2017	Improved engagement in completing PPDRs and quality of discussions about career and personal development during PPDR; Conduct focus groups for qualitative data for researchers experience on doing PPDRs. Measured by PIRLS 2017 increase in confidence for PPDR and managing performance by 20% or more.
2	Deliver an annual leadership training programme for academic leaders and managers across the University, designed and run in-house to enhance leadership and line management skills for academic leaders.	Head of LOD LOD Adviser(s)	August 2017	Increase levels of engagement with researcher development and increased confidence. Confidence ratings will be measured through PIRLS Increased levels of engagement for researchers by 10% through the LOD Engagement scores in the L&D Annual Report

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2	Review support needs associated with academic roles and how support roles might be created so as to free up time for research activity.	Provost HRERA Steering Group Deans of Faculties	Review by March 2017 Proposal by July 2017	Initiate an internal process of REF quality assessment. Measure the success rate of the internal REF quality assessment before external submission for REF 2020. Review the current WAM tool and how time is currently spent on support activity and then make WAM allocation recommendations - REF 2020 results measurements
2	As part of an ongoing research ethics training programme, design, develop and launch development and training tailored for research supervisors to raise awareness of the Principles of Research Ethics and external and internal governance arrangements and the relationship between different approval bodies and provide guidance for how to access and fulfil Westminster processes and systems.	Provost SLD Academic Development Adviser Research Quality and Standards Office	November 2016	Measured by increased awareness of the University's ethical review framework and necessary supervisor involvement and responsibility in the process of ethical scrutiny of student research projects. Increased confidence reported in PIRLS 2017 from 40% reporting they would benefit from support or training in PIRLS 2015 to the national level of 28%. Measured by increased levels of engagement of research ethics training - review training statistics

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2	Ensure that the RDF planner is integrated into PPDR and the competency framework, for 2015/16 so that research staff (and their managers) undertake an assessment of their competencies in relation to the RDF as part of PPDR.	SLD Adviser HROD Systems	December 2016	Measured by increased engagement with the RDF Planner as part of the increase of completed PPDRs – Increase in numbers of RDF based PPDRs by 30%
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Principle 3 Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile global research environment

Concordat principle	University of Westminster policies and practices in place
3 & 6	<p>Westminster has an online induction programme designed to help all staff settle into their new role easily and quickly. All new staff are expected to attend a one-day induction, 'Welcome to Westminster' which includes a personal, professional and career development session tailored for academic and research staff.</p> <p>Reference: Personal and Professional Development https://myintranet.westminster.ac.uk/my-journey/new-starters/corporate-induction-briefing</p> <p>All staff on a contract of 12 weeks or longer must complete an online health and safety induction with the first six weeks of joining the university. All staff on a contract of 12 weeks or longer and VLS who teach for 110+ hours must complete the Equality, Diversity & Inclusion Essentials programme. The aim of this diversity programme is to raise awareness and knowledge of diversity issues across the University and continue our commitment to embracing diversity and promoting equality. They have the option of retaking the test if they are not successful, however they are expected to complete the programme within the first six weeks of employment. VLS teaching less than 110 hours per Academic year should read the University's diversity factsheet.</p> <p>Reference: Induction and Employer Obligations https://myintranet.westminster.ac.uk/my-journey/new-starters/online-induction-programme/first-things-first/essential-training</p>

<p>3</p>	<p>A range of courses for researchers are provided by the SLD Academic Development team, Library Services, Information Services, Department of Leadership and Professional Development in Westminster Business School and the Graduate School. Reference: Learning and Development Programme and Calendar Reference: Graduate Programme https://myintranet.westminster.ac.uk/my-journey/learning-and-development</p> <p>Westminster’s work shadowing scheme, ‘Outside Insight’ has been offered up to researchers for the first time in 2015. It provides practical career and professional development through sharing best practices and encouraging networking within Higher Education. The shadowing scheme is open to three universities in London who have created this partnership work shadowing scheme. (Goldsmiths College, University of Greenwich and School of Oriental and African Studies.) Reference: Personal and Professional Development https://myintranet.westminster.ac.uk/my-journey/learning-and-development/westminsters-learning-and-development-programme/courses/outside-insight-professional-staff-work-shadowing-scheme</p> <p>Westminster has a Sabbatical Policy. Researchers must have completed three continuous years’ service at one of Westminster’s Faculties to be eligible to apply. Reference: Sabbatical Policy https://myintranet.westminster.ac.uk/about-us/corporate-services/academic-registrar/academic-and-student-administration/research/?a=187490:workspace%3A%2F%2FSpacesStore%2Fed0e6e3f%2Dd640%2D46ae%2D826e%2Df0b876308c03</p> <p>15 sabbaticals were agreed for 2014/15.</p>
<p>2&3&6</p>	<p>In 2015 Westminster offered the Springboard programme for women researchers - the programme was facilitated and offered in collaboration with UCL – University College London</p> <p>Workshop Reference: Personal and Professional Development and Learning and Development Calendar https://myintranet.westminster.ac.uk/news/staff-news/corporate-services/2015/westminster-to-collaborate-with-ucl-to-run-springboard-womens-development-programme-for-researchers</p> <p>The Leadership Foundation Aurora women’s development programme is offered annually (7 places 2015/16)</p>

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3	<p>Westminster's Graduate School offers a four year Doctoral Research Development Programme of tailor-made workshops, individual sessions and personal development planning activities, designed so as to gain experience and skills which are highly relevant to academic study. The programme is based on the national Vitae Researcher Development Framework. The DRDP covers topics and issues identified by practicing researchers, approaching them from a discipline-specific perspective and also considering research activity in a wider context. The programme has been designed to introduce students to the wide range of qualities, skills and attributes that a successful researcher may develop during their career.</p> <p>http://www.westminster.ac.uk/research/graduate-school/doctoral-researcher-development-programme</p>
3	<p>The University launched a Researcher Network in April 2013. It is open to all members of staff who are involved in research, whether that is the sole focus of their work or an element alongside other roles. The network seeks to foster cross-faculty dialogue and interdisciplinary collaboration among researchers at the University. It provides a focus, to bring to prominence the amount and the diversity of research that is taking place here. It also addresses the practical issues that researchers face in pursuing their topics, from the ethical to the financial. Through the ensuing dialogue, the network seeks to enhance the profiles of individual researchers and research groups as well as strengthen the research profile of the University as a whole. The Network is run by a Steering Group made up of researchers from across the University and is supported by HROD.</p> <p>Reference: Personal and Professional Development – Researcher Network</p> <p>https://myintranet.westminster.ac.uk/my-journey/learning-and-development/career-and-personal-development-pathways/staff-networks/researcher-network</p>

Actions

Concordat principle	Actions	Responsibility	By when	Success Measures
3	<p>UK initiatives relevant to research staff to be highlighted and copies of Vitae's PPCD programmes and the Concordat to be made available at the University's Welcome to Westminster induction. Copies of Vitae's RDF to be made available. Encourage researchers to use the Vitae website – University membership entitles them to use it as a free resource.</p>	<p>Head of SLD SLD Adviser Academic Development Graduate School</p>	<p>July 2016</p>	<p>Measured by % awareness of all relevant UK and European initiatives in CROS 2017 to exceed 2015 results by 30% or more. Qualitative comments from staff engagement survey and researcher network evaluation</p>

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3	Design a dedicated research staff website for researcher development and researcher career opportunities on the University intranet to include all relevant information needed such as links to external organisations e.g. Euraxess, Vitae, and to Vitae's RDF and the Concordat and link to the VRE as appropriate.	SLD Adviser Intranet Team	September 2016	Measured by the CROS & PIRLS results 2017 by an increase of 10% or more awareness of Staff Development Policy. Qualitative comments from staff engagement survey and researcher network evaluation Statistical to show usage of websites Increase in % researchers attending Vitae events
3	Review and revise the Central Induction Policy for all staff and ensure consistent local faculty based induction is provided for researchers. CROS 2015: 33% of respondents reported they were not offered induction for their current role CROS 2015: 42% of respondents reported they were not offered induction at Department/faculty level CROS 2015: 17% of respondents reported they were not offered induction at institutional level	Head of SLD SLD Adviser	August 2016	Induction Policy in place and informing practice across the university, to include induction for researchers. Newly recruited researchers able to describe their local induction, measured through staff survey and CROS 2017 results to reduce the number of respondents not offered induction by 10% or more
3	Identify the skills needed by researchers at different levels of their careers, (map against Vitae RDF), what career pathways are available to them and how they access appropriate development. Create a pack of career-focused information for researchers and run career briefing sessions.	SLD Research Managers FRMs Deans HODs	December 2016	Measured by % staff take up of researcher development programmes to create a benchmark for future reference. Less research staff leaving stating improved career prospects elsewhere, measured as a function of staff turnover

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3	Design a series of career development workshops for researchers to include preparation and writing CVs & personal statements, interviewing skills.	SLD Advisers FRMs	February 2017	Measured by take up of workshops to create a benchmark for future reference
3	Provide experienced and well briefed mentors for researchers to support their career development and ensure the time needed for mentors and mentees to meet is supported / provided.	Head of SLD FRMs HODs	October 2017	Mentor programme in place and accessed by 25% of mentors. Researchers receive mentoring support. 25% have a mentor. Improved levels of grant funding application, 10% or greater success rate. All researchers have, or have had, a mentor by 2017
3	Raise awareness of different researcher career paths through networking events. Invite external facilitators and stakeholders to attend e.g. alumni. Extend existing careers offer to researchers.	Research Centres Researcher Network SLD Academic Development Team	Starting March 2016 and ongoing	Conduct minimum of 3 events for the annual networking programmes. Measure the quantitative and qualitative data for networking evaluations.

Principle 4 The importance of researchers personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

Concordat principle	University of Westminster policies and practices in place
4	<p>The Code of Research Good Practice states its commitment to the continuous professional development of researchers. The Framework for Research Governance states that it expects researchers to participate in a programme of continuous professional development and comply with the requirements of Vitae's Researcher Development Framework. http://www.westminster.ac.uk/research/research-framework</p> <p>Research managers are required to have a PPDR conversation with their research team members each year.</p>
4	<p>Westminster's Professional Recognition and Enhancement Scheme for Teaching (PRESTige) has been designed to encourage staff to recognise and record their learning and teaching expertise and apply for recognition against a national benchmark of professional standards in teaching. The HEA has accredited (PRESTige) for the award of all categories of HEA Fellowship. Achieving HEA recognition for teaching staff is a major priority for the University. The University Executive Board has approved a target of 100% teaching staff to become HEA Fellows through the PRESTige scheme. This target is also reflected in the strategic priorities of Westminster's Learning and Teaching Strategy. There are two routes to fellowship via PRESTige: http://www.westminster.ac.uk/_data/assets/pdf_file/0007/386314/Information-for-students-Learning-and-Teaching-Strategy.pdf</p> <p>The PRESTige qualifications route (Associate Fellowship HEA, Fellowship HEA and Senior Fellowship HEA) The PRESTige individual e-portfolio route (Fellowship HEA, Senior Fellowship HEA)</p> <p>Reference: Learning and Teaching Portal https://myintranet.westminster.ac.uk/learning-and-teaching</p> <p>A programme of workshops and other activities for teaching and learning are provided for researchers who also teach. Reference: Learning and Development Programme and Calendar and Learning and Teaching Portal https://myintranet.westminster.ac.uk/my-journey/learning-and-development/?a=187490:workspace%3A%2F%2FSpacesStore%2F15cffed4-4ad8-42df-92fd-dcb98d81f350</p>

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4	<p>Westminster has a staff mentoring scheme in place which is designed to be a supportive personal and professional developmental activity, open to all staff. It aims to help staff plan their personal career development, facilitate the process of identifying their goals, support them to achieve their goals and evaluate their career progression. It is a formal scheme - a structured programme - but participation is voluntary and confidential. The intention of the scheme is to match a person with relevant experience with an individual who can benefit from this experience by holding regular meetings and discussions. There are two schemes, one for academic and research staff and one for professional support staff. All new mentees are invited to attend a short briefing. Mentors are required to attend a half-day workshop. Matching is managed by Sumac, an in-house matching management database developed by St Andrews University.</p> <p>Reference: Westminster Mentoring Scheme https://myintranet.westminster.ac.uk/my-journey/learning-and-development/career-and-personal-development-pathways/personal-and-professional-development/westminster-mentoring-scheme</p>
4	<p>Staff engaged in research are represented on the following University Committees, Groups, Boards and Networks:</p> <ul style="list-style-type: none">HRERA Steering GroupResearcher NetworkGraduate School BoardFaculty Research CommitteeResearch Data Management GroupResearch Governance Task and Finish GroupUniversity Research CommitteeUniversity Research Ethics Committee (sub)Faculty Research Ethics Committees – and any Departmental Research Ethics CommitteesResearch Degree Progression Committee (sub)Professional Doctorates and Collaborative Committee (sub)

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Actions				
Concordat principle	Actions	Responsibility	By when	Success Measures
4	Provide links from researcher careers pages to external careers information sites such as the 'sector information' pages of the vitae website as well as Vitae resources on career case studies and researcher career destination studies for the UK	SLD	July 2016	Measured by % staff take up of researcher development programmes to create a benchmark for future reference. Less research staff leaving stating improved career prospects elsewhere Measured as a function of staff turnover
4 & 5	An open programme of ten 90 minute research ethics training for research staff commissioned from Association for Research Ethics or equivalent provider CROS 2015: 11% of respondents have some understanding of the RGF; and 51% know that it exists (but don't know the detail)	SLD (Academic Development) UREC	September 2016	Measured by take up of workshops and less compliance issues and reduction of complaints. Increased awareness of the Ethical Review Framework showing increased awareness in CROS 2017 to 80% or more of respondents
4 & 5	Learning and development needs identified from the gap analysis – to be incorporated into PPCD training plan for 2015/16 and 2016/17.	Head of SLD SLD Academic Development Team	From October 2015 and on going for yearly programme	Measured by increased participation with researcher development programmes and activities. Measured by improved satisfaction levels through evaluations CROS 2015 had 77% reporting access to training opportunities. Target to increase this to National level of 88% by CROS 2017

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4 & 5	Consider developing an accredited and coherent programme of researcher development for 2016/17 to include Epigeum blended learning modules and mapped to the RDF.	Head of SLD SLD Adviser Academic Development	From September 2016	Measured by improved take up for researcher development activities, reduced number of cancellations of events. Evaluation of satisfaction levels.
4	There are pockets of local mentoring happening across the faculties. Identify good practice and incorporate it into the university mentoring framework so as to ensure consistency; grow the mentoring framework and scope to include e.g. ECRs and to support researchers who are new in post.	Head of SLD SLD Adviser Academic Development FRMs	September 2017	Measured by take up of the researchers mentoring framework Evaluate the researchers mentoring partnerships and career outcomes Conduct focus groups for qualitative data
4	Design/write a mentoring policy and guidelines to incorporate mentoring for research staff.	Head of SLD SLD Adviser Westminster Change Academy 2015	September 2016	University Mentoring Policy and guidelines in place Measured by Increased activity in mentoring partnerships and awareness of the scheme

Principle 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning

Concordat principle	University of Westminster policies and practices in place
3&5	<p>The University's researchers, and indeed, all its staff are subject to the Code of Practice Governing the Ethical Conduct of Research which articulates the University's requirements in relation to establishing the ethical basis of proposed work in research and scholarly activity and describes the procedures of the University's Research Ethics Committees which are responsible for the ethical approval of projects falling into certain categories.</p> <p>http://www.westminster.ac.uk/_data/assets/pdf_file/0009/384624/Ethics-Code-of-Practice-2015-16.pdf</p>
5	<p>A function of Westminster's online My PPDR is to record development and training provided by Westminster or external providers; attendance at institutional provided training is recorded centrally by HROD and staff are able to view, add in data and print out their training plan and record. Line managers have access to their direct reports' training record to help them inform their PPDR conversations and meet continuous professional development needs.</p>
5	<p>The University's Code of Research Good Practice outlines misconduct in research and outlines good practice for researchers.</p> <p>http://www.westminster.ac.uk/research/research-framework</p>
5	<p>A series of workshops on research ethics will be available to researchers as part of SLD's Open Programme of PPCD for 2015/16. The workshops will be facilitated by Association for Research Ethics.</p>
5	<p>The University of Westminster offer The Erasmus+ scheme, a staff exchange programme, for both professional support and academic staff. This gives an opportunity to travel to other EU HE institutions for professional development and the acquisition of new skills and knowledge. It allows staff to:</p> <ul style="list-style-type: none"> * acquire knowledge or specific know-how from experiences and good practices abroad * gain practical skills relevant for their current job and their professional development * build cooperation between HE institutions and enterprises * gain international experience and practice a foreign language * experience on the ground immersion in a field of interest at another EU institution / centre of excellence * engage in personal professional development * bring innovative ideas and best practices back to Westminster

Actions

Concordat principle	Actions	Responsibility	By when	Success Measures
5	<p>Raise awareness and understanding of Westminster's University Research Governance Framework and Code of Practice for Research.</p> <p>PIRLS 2015 – 44% of respondents have some understanding of the Research Governance Framework CROS 2015 – 11% of respondents have some understanding of the Research Governance Framework</p>	FRMs Provost RQS Office Graduate School Academic Development Research Committee & Research Governance Working Group	From September 2015 and ongoing	Measured by increased % awareness of RGF in CROS and PIRLS 2017 to exceed 2015 results by 40% or more.
5	Increase number of research staff to have active personal development plans on PPDR	Head of SLD SLD Adviser Faculty HODs	From January 2016 and ongoing	Measured by targeted increase of 10% or more in PPDR completed plans on system
5	Consider applying for Vitae's RDF Planner and pilot the planner with three to five research staff in each faculty.	Director of HROD Head of SLD SLD Academic Development Team PIs and Research Managers	August 2017	Measured by RDF being used in development planning conversations / PPDR Measured by improved researcher experience at Westminster in SES 2017 Measured by analysis of quantitative PPDR data Measured by qualitative responses via focus groups/events with researchers

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3&4 & 5	Develop a central programme of career development activities for researcher staff and appropriate local faculty activities as needed and provide careers advice for researchers.	Head of SLD SLD Academic Development Team	April 2017	Increase attendance at researcher development activities and events. Measured by staff accessing development activities through the on-line learning management system Review the evaluation feedback.
3,4 & 5	Provide development and support in ethics, research impact, interdisciplinary research, knowledge exchange, public engagement and supervision of Doctoral/Masters students.(As per CROS / PIRLS / Researcher Network feedback)	Head of SLD SLD Academic Development Team	November 2015 and on-going	Measured by Increased attendance at researcher development activities and events. Positive evaluation feedback.
2&5	Researchers should be encouraged to engage with Vitae's RDF as a vehicle for considering future skills needs and requirements relating to personal career planning. This is a matter for consideration and discussion at the PPDR conversation. Guidance on the RDF should be outlined in PPDR guidance and manager's training.	SLD SLD Adviser Line Managers, Research Leaders, Supervisors and PIs.	January 2017	Measured by RDF usage in PPDR activity for research staff.

Principle 6 Diversity and Equality must be promoted in all aspects of the recruitment and career management of researchers

Concordat principle	University of Westminster policies and practices in place
6	<p>Equality, Diversity and Inclusion (EDI) is embedded across the university through training, monitoring and reporting and all EDI initiatives and activities are being consolidated onto a newly designed webpage which will be ready for October 2015.</p> <p>Westminster's Single Equality Policy was approved by UEB and the HR Committee in July 2015 and the Single Equality Scheme will replace the Equal Opportunity Policy.</p> <p>Reference: Single Equality Policy https://myintranet.westminster.ac.uk/my-journey/diversity</p>
6	<p>As part of its commitment to equality, diversity and inclusion, the University commissioned a powerful three-hour workshop on unconscious bias and inclusive management. All leaders and managers in the University were targeted for this training which took place in April-June 2015.</p> <p>Reference: Personal and Professional Development and Learning and Development Calendar https://myintranet.westminster.ac.uk/my-journey/learning-and-development/westminsters-learning-and-development-programme/courses/inclusive-management-and-unconscious-bias</p>
6	<p>The University's LGBT Network welcomes all individuals who work for the University, who identify as Lesbian, Gay, Bisexual and Transgender. It provides information and support to staff, assists with the coordination of diversity events and helps the University to progress equality by providing a regular forum for discussing diversity issues at work, providing networking opportunities, organising social events and arranging events to raise awareness. Members are drawn from all staff groups from across the Departments. Reflecting the distinctive needs of the Lesbian, Gay, Bisexual and Transgendered communities is a Network Priority, which is demonstrated in membership of the Network Committee Group. It also regularly holds events for all of the communities and undertakes surveys to discover relevant issues.</p> <p>Reference: Diversity Champions Programme https://myintranet.westminster.ac.uk/my-journey/learning-and-development/career-and-personal-development-pathways/staff-networks</p> <p>The University of Westminster is part of Stonewall's Diversity Champions programme. The programme – run by the charity Stonewall – is Britain's good practice employers' forum on lesbian, gay and bisexual equality. Additionally, the Diversity Champions programme promotes a good working environment for all existing and potential staff and students and helps to ensure equal treatment for those who are lesbian, gay or bisexual.</p>

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6	<p>Westminster has a Dignity at Work Policy, which is currently being updated. Reference: Dignity at Work Policy https://myintranet.westminster.ac.uk/my-tools/managers-toolkit/?a=187490:workspace%3A%2F%2FSpacesStore%2F5d98de79%2Dc3e3%2D4ca5%2Dbef%2D4f6c0671a82a The Single Equality Policy Statement was approved by UEB in June 2015 and the HR Committee in July 2015. The action plan is currently being updated and will inform implementation across the University. Reference: Single Equality Policy https://myintranet.westminster.ac.uk/my-journey/diversity</p>
6	<p>Westminster is a member of Athena Swan and is submitting for Bronze Award in November 2015 which will further gender equality practice.</p>

Actions

Concordat principle	Actions	Responsibility	By when	Success Measures
6	<p>Raise the awareness of the applications and action plans for Equality Challenge Unit: Athena Swan Bronze Award , Race Equality Charter Mark and Stonewall and the Aurora Programme - how we are addressing the need for more senior female role models in all disciplines within the university. CROS 2015: 17% awareness of Athena Swan Gender Equality Charter Mark</p>	<p>LOD Adviser Researcher Network Head of SLD</p>	<p>From October 2015 and on-going</p>	<p>Measured by increased awareness shown in CROS 2017 by a target of 50% or more, and SES 2017. Measured by engagement of researchers in the action plan and activities for the relevant awards as shown in CROS 2017</p>
6	<p>Raise Awareness of the revised Dignity at Work Policy and Flexible Working Policy manager's responsibilities within the policy via a programme of Leadership and Management Development. Awareness of Flexible Working Policy CROS 2015 – 51% awareness PIRLS 2015 – 60% awareness</p>	<p>HR Services Team LOD</p>	<p>July 2017</p>	<p>Greater awareness measured via CROS and PIRLS 2017 by 10% or more and increased satisfaction in the SES 2017</p>

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6	<p>Set up a series of cross-University focus groups to analyse what might be the issues around responses received from CROS, PIRLS and researcher focus groups held in July 2015.</p> <p>CROS 2015 – Westminster performed less well than nationally for the extent to which respondents agreed that they are treated equally (as a member of research staff) with other types of staff.</p> <p>CROS & PIRLS 2015 – over 60% of respondents to both surveys were not satisfied with their work-life balance</p>	Head of SLD and Head of LOD SLD Academic development Team and LOD Advisers	From February 2016	<p>Detailed qualitative analysis of perceived gaps in the Principles of the Concordat to feed into the review of the Action plan.</p> <p>Target to increase satisfaction on this issue by 10% or more in CROS and PRILS 2017</p>
6	<p>Launch staff networks to support and develop underrepresented groups for career progression and engagement in the university community:</p> <ol style="list-style-type: none"> 1) Women's Network 2) BME network 	Head of SLD LOD Adviser	November 2016	<p>Networks launched and running for November 2016</p> <p>Measured by SES 2017 and also quantitative and qualitative evaluation of events</p>

Principle 7 The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK

Concordat principle	University of Westminster policies and practices in place
7	CROS and PIRLs ran for the first time at Westminster in 2015. Institutional results have been analyzed and summaries provided to the HRERA Steering Group and this will be published on the staff intranet.
7	We are an institutional member of Vitae and various people represent the University at regional meetings.
7	The University will draw on all relevant sources to inform its understanding of research careers, including the analysis developed in the course of periodic Research Excellence Framework exercises, and will deploy this as appropriate for the enhancement of policy and practice.

Concordat principle	Actions	Responsibility	By when	Success Measures
7	In order to strengthen the attractiveness and sustainability of research careers at Westminster we will review the system for WAM management to enable research staff to have the appropriate hours in order to conduct world class research.	Provost Deans HODs	April 2016 and on going	For staff on a teaching and research contract consider an appropriate allocation of hours for research activity after a review of the WAM scheme has been taken into account. Note: This does not apply to staff on research only contracts.

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7	Increase levels of participation by Westminster researchers in national CROS and PIRLS surveys in 2017.	Provost HRERA Steering Group SLD Academic Development Team Researcher Network	May 2017	Response rates for CROS 2015 was 7.4% and PIRLS 2015 was 11.6%. The participation target for CROS/PIRLS 2017 is to increase response rates to 30% or more across the institution.
7	Continue to evaluate implementation of the Concordat in terms of policies and training offered.	HRERA Steering Group Research Committee	Reviewed each term and annually	Measured by actions in place or scheduled as per the Action Plan and a successful two year Internal Review.
7	Clarify criteria for category of 'research staff' in the Staff Engagement Survey and introduce research specific questions into the Staff Engagement Survey.	HROD LOD	January 2016	Measured by level of participation of research staff in Staff Engagement Survey is increased. This was approx.15% of staff on research-only contracts in 2015. Target 30% or more in 2017.