

Key Principles and obligations			
<b>Principle 1:</b>  <b>Environment and culture</b> Excellent research requires a supportive and inclusive research culture	<b>Requirement</b>	<b>Current practice/infrastructure</b>	<b>Gaps/needs</b>
<b>Institutions</b>	1. Ensure that all relevant staff are aware of the Concordat.	<p>Organisational Development (OD) have implemented a new Academic Induction Programme across the university to allow academics access to the same organisational knowledge</p> <p>Researcher Development Framework to develop ECR training programme</p>	<p>Lack of specific induction to the Concordat to Support the Career Development of Research Staff to highlight the benefits, responsibilities and commitments</p> <p>Ongoing use of Researcher Development Framework to develop ECR training programme promoted across the university.</p> <p>Researcher/ECR specific induction in addition to the annual ECR conference.</p> <p>Need to account for year-round start dates.</p> <p>Increase visual and user-friendly access to all information on research needed for new starters.</p>
	2. Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	<p>Aston University has dedicated Equality, Diversity and Inclusion web pages for staff at Aston University. Aston has an Equality and Diversity Forum, which considers way to improve the University across all levels. Equality &amp; Diversity training is mandatory for all staff at Aston.</p>	<p>Lack of analysis on effectiveness of training and resources.</p>

**Concordat to Support the Career Development of Research Staff**

**Aston University Gap Analysis September 2019**

		<p>The university holds an Athena SWAN silver award, which demonstrates our commitment to working towards gender equality</p> <p>Advance HE's equality charters (Athena SWAN and the Race Charter, has prompted our recruitment of a dedicated E&amp;D Data Officer who is able to report on all aspects of our equality data)</p> <p>The university regularly review its policies and track its planned engagement with external charters and awards.</p>	<p>Working towards gold award</p> <p>Historically we have produced regular staff equality reports but not been utilised effectively from Research perspective</p> <p>Planned: Equality and Diversity policy is due for review in 2021</p> <p>Aston university timelines for engagement with external charters and awards are:</p> <ul style="list-style-type: none"> <li>a) December 2019 Disability Confident Employer (level 2)</li> <li>b) July 2020 Race Equality Charter Bronze</li> <li>c) November 2020 Engineering and Applied Sciences Athena SWAN Gold</li> <li>d) December 2020 Internal audit of Stonewall Workplace Equality Index</li> <li>e) July 2022 Disability Confident Leader (level 3)</li> <li>f) November 2021 Life and Health Sciences Athena SWAN Silver</li> <li>g) April 2022 Institutional Athena SWAN Silver/Gold</li> <li>h) November 2022 Languages and Social Sciences Athena SWAN Silver</li> <li>i) December 2022 Internal audit of Stonewall Workplace Equality Index</li> <li>j) April 2023 Aston Business School Athena SWAN Silver</li> <li>k) July 2023 Race Equality Charter Silver</li> <li>l) November 2024 Engineering and Applied Sciences Athena SWAN Gold</li> </ul>
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**Concordat to Support the Career Development of Research Staff**

**Aston University Gap Analysis September 2019**

			<p>m) December 2024 Internal audit of Stonewall Workplace Equality Index  n) November 2025 Life and Health Sciences Athena SWAN Silver/Gold  o) April 2026 Institutional Athena SWAN Gold  p) July 2026 Race Equality Charter Gold</p>
	<p>3. Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.</p>	<p>We promote and embed an inclusive culture within the workplace, to the benefit of all staff groups.  The university holds an Athena SWAN silver award, which demonstrates our commitment to working towards gender equality.</p> <p>The University has an Equality and Diversity Policy and supports the formation of staff groups such as the LGBT group which promotes inclusion. We have a Prevention of Harassment Policy and Procedures, we also have a Gender Identity Policy and Procedures.</p> <p>We also have Policy for the Prevention and Management of Work-Related Stress which aim to:</p> <ul style="list-style-type: none"> <li>a. promoting a culture of encouragement, participation and open communication.</li> <li>b. increasing awareness of the phenomenon of work-related stress and the methods available to combat this.</li> <li>c. assisting staff in managing stress in themselves and others</li> <li>d. providing appropriate and confidential support for those who are experiencing stress</li> </ul> <p>Aston University Counselling and Mental Wellbeing Service: support a wide range of issues including anxiety, academic stress,</p>	<p>Diversity and Inclusion Strategy for 2019-2026.</p>

		low mood and depression, relationship difficulties, and bereavement. Also offer a range of counselling approaches, including Person Centred, Cognitive Behavioural Therapy (CBT), and Solution Focused Brief Therapy. The service will also signpost to self-help resources and refer to further specialist services should there be a need to.	
	4. Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.	Equality & Diversity training is mandatory for all staff at Aston. Aston University has dedicated Equality, Diversity and Inclusion web pages for staff at Aston University. Aston has an Equality and Diversity Forum, which considers way to improve the University across all levels.	Comprehensive online training resources
	5. Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.	We have dedicated procedures and pages for the promotion of the concordat to support research integrity, Research Ethics, University Research Ethics Regulations & Procedures. This is in addition to the Research Integrity Policy, research misconduct, procedures, and Speak up policy	Research integrity, ethics and governance is not well promoted across the University
	6. Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices.	Aston has dedicated resources and pages for the development of managers and provides e-learning modules. Effective Probations Health and Safety Responsibilities Improving stress resilience Investigations Managing Capability Disciplinary & Grievance Hearings Preventing Harassment at Work  Also: Vidcasts and quick reference guides, Development journey for managers, Aspiring Manager course, ILM Level 3 Qualifications in Leadership and Management, The Aston Women's Leadership, Development Programme, ILM Level 5 Coaching and	Lack of analysis to assess how useful the existing resources are to managers and research leaders.

		Mentoring, And Management Essentials Handbook	
<b>Managers of researchers</b>	1. Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>Aston has dedicated resources and pages for the development of managers and provides e-learning modules:            Effective Probations            Health and Safety Responsibilities            Improving stress resilience            Investigations            Managing Capability            Disciplinary &amp; Grievance Hearings            Preventing Harassment at Work</p> <p>Also: Vidcasts and quick reference guides, Development journey for managers, Aspiring Manager course, ILM Level 3 Qualifications in Leadership and Management, The Aston Women's Leadership, Development Programme, ILM Level 5 Coaching and Mentoring, And Management Essentials Handbook</p> <p>Aston University have dedicated HR business partners for each of the schools to provide professional and advisory support to Schools and Departments.</p>	Lack of analysis to assess how useful the existing resources are to managers and research leaders.
	2. Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	<p>My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end.</p> <p>We have dedicated procedures and pages for the promotion of the concordat to support research integrity, Research Ethics, University</p>	Research integrity, ethics and governance is not well promoted across the University.

		<p>Research Ethics Regulations &amp; Procedures. This is in addition to the Research Integrity Policy, research misconduct, procedures, and Speak up policy.</p>	
	<p>3. Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity.</p>	<p>Aston University Counselling and Mental Wellbeing Service: support a wide range of issues including anxiety, academic stress, low mood and depression, relationship difficulties, and bereavement. Also offer a range of counselling approaches, including Person Centred, Cognitive Behavioural Therapy (CBT), and Solution Focused Brief Therapy. The service will also signpost to self-help resources and refer to further specialist services should there be a need to.</p> <p>We also have Policy for the Prevention and Management of Work-Related Stress which aim to:</p> <ol style="list-style-type: none"> <li>a. promoting a culture of encouragement, participation and open communication.</li> <li>b. increasing awareness of the phenomenon of work-related stress and the methods available to combat this.</li> <li>c. assisting staff in managing stress in themselves and others</li> <li>d. providing appropriate and confidential support for those who are experiencing stress</li> </ol> <p>HR provide dedicated resources on maintaining ones wellbeing and wellness of physical, psychological and social state of staff working at Aston.</p>	<p>More promotion, training and guidance on infrastructure and training available to PIs to support this process effectively.</p> <p>The development and dissemination of good practice, the recognition of the symptoms of stress, training and the raising of university-wide awareness of work-related stress needs more promotion.</p>

		<p>Training and development on Work-related Stress and wellbeing sessions are regularly provided to staff.</p> <p>Aston university provides confidential support 24 hours a day, 7 days a week for all staff who need the support through PAM group Ltd (<a href="https://www.pamgroup.co.uk/view-our-services">https://www.pamgroup.co.uk/view-our-services</a>). In addition, Aston has 27 trained mental health first aiders distributed across the schools and departments to assist in the early signs and symptoms where someone may be becoming unwell and ways people can support themselves and where they can go for more help.</p>	
	<p>4. Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers.</p>	<p>Aston has dedicated resources and pages for the development of managers and provides e-learning modules:          Effective Probations          Health and Safety Responsibilities          Improving stress resilience          Investigations          Managing Capability          Disciplinary &amp; Grievance Hearings          Preventing Harassment at Work</p> <p>Also: Vidcasts and quick reference guides, Development journey for managers, Aspiring Manager course, ILM Level 3 Qualifications in Leadership and Management, The Aston Women's Leadership, Development Programme, ILM Level 5 Coaching and Mentoring, And Management Essentials Handbook</p> <p>Organisational Development (OD) have implemented a new Academic Induction Programme across the university to allow</p>	

		<p>academics access to the same organisational knowledge</p> <p>The University encourages flexible and part time working. Managers are provided with guidance and support to reinforce the point that applications should be considered favourably unless there is a strong justification for refusal. Flexible working – the right to apply scheme - provides the framework. HR track applications and their success/unsuccessful outcomes</p>	<p>Flexible Working policy is due for review in 2022</p>
	<p>5. Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.</p>	<p>There is a coaching and mentoring scheme in which established academics can provide mentorship and support to ECRs.</p> <p>School based research committees are available to raise and suggest. Schools also have Associate deans for research who are the links between Researcher managers and the University Research Committee. The chairs of the school's ethics committees act as the links to the University Research Ethics committee.</p>	<p>Implement a strand of the Aston Mentoring Scheme dedicated to ECR mentoring</p>
<p><b>Researchers</b></p>	<p>1. Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students</p>	<p>Research staff are encouraged to take opportunities to engage with the working life at Aston and broader research communities. Research staff are able to progress to professorial level on either our Research &amp; Teaching or Research promotion pathways. These pathways are available to staff in all schools.</p>	<p>Need to identify assess and further promote available opportunities for participation in researcher based committees, societies, and feedback survey results</p>



**Concordat to Support the Career Development of Research Staff**

**Aston University Gap Analysis September 2019**

		Aston Professional Mentoring Scheme is available for all university staff. There is also a Graduate Mentoring Scheme	ECRs feel that they would benefit from a scheme where they can be able to participate as a mentor to junior colleagues.
	2. Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Aston University has dedicated Equality, Diversity and Inclusion web pages for staff at Aston University. Aston has an Equality and Diversity Forum, which considers way to improve the University across all levels. Equality & Diversity training is mandatory for all staff at Aston.	Research integrity, ethics and governance is not well promoted across the University.
	3. Take positive action towards maintaining their wellbeing and mental health.	Aston University Counselling and Mental Wellbeing Service: support a wide range of issues including anxiety, academic stress, low mood and depression, relationship difficulties, and bereavement. Also offer a range of counselling approaches, including Person Centred, Cognitive Behavioural Therapy (CBT), and Solution Focused Brief Therapy. The service will also signpost to self-help resources and refer to further specialist services should there be a need to.  We also have Policy for the Prevention and Management of Work-Related Stress which aim to: <ul style="list-style-type: none"> <li>a. promoting a culture of encouragement, participation and open communication.</li> <li>b. increasing awareness of the phenomenon of work-related stress and the methods available to combat this.</li> <li>c. assisting staff in managing stress in themselves and others</li> </ul>	

		<p>d. providing appropriate and confidential support for those who are experiencing stress</p> <p>HR provide dedicated resources on maintaining ones wellbeing and wellness of physical, psychological and social state of staff working at Aston.</p> <p>Training and development on Work-related Stress and wellbeing sessions are regularly provided to staff.</p> <p>Aston university provides confidential support 24 hours a day, 7 days a week for all staff who need the support through PAM group Ltd (<a href="https://www.pamgroup.co.uk/view-our-services">https://www.pamgroup.co.uk/view-our-services</a>). In addition, Aston has 27 trained mental health first aiders distributed across the schools and departments to assist in the early signs and symptoms where someone may be becoming unwell and ways people can support themselves and where they can go for more help.</p>	
	<p>4. Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct.</p>	<p>We have dedicated procedures and pages for the promotion of the concordat to support research integrity, Research Ethics, University Research Ethics Regulations &amp; Procedures. This is in addition to the Research Integrity Policy , research misconduct procedures, and Speak up policy</p> <p>Aston University have dedicated HR business partners for each of the schools to</p>	

		provide professional and advisory support to Schools and Departments.	
	5. Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	We have an ECR committee, which any ECR can join. This committee informs the programme of ECR career development activities across the year.	
<b>Principle 2:</b>  <b>Employment</b> Researchers are recruited, employed and managed under conditions that recognise and value their contributions	<b>Requirement</b>	<b>Current practice/infrastructure</b>	<b>Gaps/needs</b>
<b>Institutions</b>	1. Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Researchers are recruited based on their ability to advance research in their field and their potential to contribute to the research output of the institution. Person and vacancy specifications must clearly identify the relevant skills, knowledge and behavioural qualities required for the post with	

		<p>specific attention paid to avoiding all forms of unconscious and implicit bias.</p> <p>JDs are reviewed and approved by HR, including selection criteria.</p> <p>The training we provide gives a level of competence to all staff involved. The training is currently being reviewed and relaunched in the coming few months. Training provided: 1. Equality &amp; Diversity 2. Unconscious Bias 3. Recruitment and Selection</p> <p>Shortlisting and interview panels should contain 3 members (2 is the minimum) and a diversity of gender is required. The vacancy manager system requires identification of a named person to provide feedback</p> <p>HR conducts regular surveys of new starters on the recruitment and induction process at the university</p>	<p>Comprehensive online training resources</p> <p>Lack of steps to monitor training uptake.</p>
	<p>2. Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position</p>	<p>Researcher Development Framework to develop ECR training programme</p> <p>OD have implemented a new Academic Induction Programme across the university to allow academics access to the same organisational knowledge.</p>	<p><b>Ongoing</b> use of Researcher Development Framework to develop ECR training programme promoted across the university</p> <p>Researcher/ECR specific induction in addition to the annual ECR conference.</p>

	<p>3. Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances</p>	<p>We have clear role description for promotion up to the rank of Professorial Research Fellow and encourage researchers to apply as part of the annual promotions process. Successful applications are publicised and communicated by the Vice-Chancellor. The promotions process includes analysis of E&amp;D criteria to inform future cycles and to pick up any unintended disadvantages.</p> <p>We offer exit surveys, in order to understand the career progression and motivations of researchers as they transition to a new role</p> <p>Aston map HERA research staff role profiles against all research positions. For those researchers who have an objective to move into an academic role, Aston offers courses, training, advice and support on offer via a range of mechanisms: Aston's CLIPP department offers a PGCert which facilitates the professional development of participants as teachers. It is available to all those researchers involved in teaching. As well as developing the skill set required of lecturers, the fact that this is a recognised masters level qualification is an important for those applying for jobs. The Research inspired Teaching Excellence (RITE) programme enables Aston University staff to apply for and gain professional recognition at four different levels.</p> <p>Aston incorporates redeployment with an aim to retain staff who are finishing fixed term contracts</p>	<p><b>Ongoing:</b> The annual academic promotions cycle includes a promotion path for those on the research career path. Applications for research posts up to Professorial equivalent level are considered. The criteria for researcher promotions are set out in the Procedure for Academic Promotions which is available on the staff intranet</p> <p>In the future, we will monitor the progression of research staff</p>
	<p>4. Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent</p>	<p>Aston University provides dedicated resources for new Managers and Leaders to assist with the day to day management of their staff. This includes current employees moving to their first management or leadership position.</p>	

		<p>Training and development for at Aston is currently delivered through the Graduate School training programme, through all-staff training delivered by OD and through local training delivered by RKE and Schools.</p> <p>Aspiring Manager - a 2.5 day course for anyone who wants to be a manager or is starting in their first management role.</p> <p>ILM Level 3 Qualifications in Leadership and Management</p> <p>The Aston Women's Leadership Development Programme</p> <p>ILM Level 5 Coaching and Mentoring</p> <p>And a whole range of online and face to face training programmes available to all ECRs and managers.</p> <p>Aston's ECR Development Programme are largely mapped against the four domains, 12 sub-domains and the set of descriptors outlined in the RDF</p>	<p>Tailored programme of training to meet the needs of ECRs</p> <p>The current ECR development programme needs to be evaluated and assessed to fulfil the needs of ECRs.</p>
	<p>5. Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.</p>	<p>We have clear role description for promotion up to the rank of Professorial Research Fellow and encourage researchers to apply as part of the annual promotions process. Successful applications are publicised and communicated by the Vice-Chancellor. The promotions process includes analysis of E&amp;D criteria to inform future cycles and to pick up any unintended disadvantages.</p> <p>Aston map HERA research staff role profiles against all research positions. For those researchers who have an objective to move into an academic role, Aston offers courses, training, advice and support on offer via a range of mechanisms:</p> <p>Aston's CLIPP department offers a PGCert which facilitates the professional development of</p>	<p><b>Ongoing:</b></p> <p>The annual academic promotions cycle includes a promotion path for those on the research career path. Applications for research posts up to Professorial equivalent level are considered. The criteria for researcher promotions are set out in the Procedure for Academic Promotions which is available on the staff intranet.</p>

		<p>participants as teachers. It is available to all those researchers involved in teaching. As well as developing the skill set required of lecturers, the fact that this is a recognised masters level qualification is an important for those applying for jobs. The Research inspired Teaching Excellence (RITE) programme enables Aston University staff to apply for and gain professional recognition at four different levels.</p>	
	<p>6. Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.</p>	<p>Aston map HERA research staff role profiles against all research positions. For those researchers who have an objective to move into an academic role, Aston offers courses, training, advice and support on offer via a range of mechanisms: Aston's CLIPP department offers a PGCert which facilitates the professional development of participants as teachers. It is available to all those researchers involved in teaching. As well as developing the skill set required of lecturers, the fact that this is a recognised masters level qualification is an important for those applying for jobs. The Research inspired Teaching Excellence (RITE) programme enables Aston University staff to apply for and gain professional recognition at four different levels.</p> <p>Aston incorporates redeployment with an aim to retain staff who are finishing fixed term contracts</p> <p>The University has a variety of career paths and the ability to move between different paths ensures a broad minded approach to career development</p> <p>RKE provides sessions and advice on Knowledge Transfer as part of the Annual ECR conference. This is to encourage engagement trends, participating in committees to increase</p>	<p>We do not have a process to guarantee redeployment</p> <p>We need to start monitoring retention and report the progress on redeployment</p>

		awareness, and gaining knowledge / experience on how to influence policy	
	7. Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	<p>Researchers represented on University Research committee by ECR and the ECR Academic Lead. We have an ECR committee, which any ECR can join. This committee informs the programme of ECR career development activities across the year.</p> <p>School based research committees are available to raise and suggest. Schools also have Associate deans for research who are the links between Researcher managers and ECRs and the University Research Committee. The chairs of the school's ethics committees act as the links to the University Research Ethics committee.</p>	<p>We need to ensure that CROS survey results are fed back to this committee too</p> <p>Online visibility of ECR researchers would increase the potential for KE. More organised KE sessions.</p> <p>In CROS 2017 30% of those that responded felt that they were not integrated into their School research environment Integration for ECRs into the Schools' and departments' research communities is not aligned across the schools and a more unified approach is needed across the university.</p>
<b>Managers of researchers</b>	1. Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	<p>Aston has dedicated resources and pages for the development of managers and provides e-learning modules: Effective Probations Health and Safety Responsibilities Improving stress resilience Investigations Managing Capability Disciplinary &amp; Grievance Hearings Preventing Harassment at Work</p> <p>Also: Vidcasts and quick reference guides, Development journey for managers, Aspiring Manager course, ILM Level 3 Qualifications in Leadership and Management, The Aston</p>	<p>Lack of analysis to assess how useful the existing resources are to managers and research leaders.</p> <p>Further encourage managers take up of the relevant training.</p>



		Women's Leadership, Development Programme, ILM Level 5 Coaching and Mentoring, And Management Essentials Handbook	
	2. Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	Aston University has made all related resources available through the website and staff intranet in addition to the available training noted above. RKE provides dedicated resource and staffing to support research staff when applying for funding and to understand the terms and conditions of grant funding schemes.	
	3. Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers.	<p>JDs are reviewed and approved by HR. Training provided: 1.Equality &amp; Diversity 2.Unconscious Bias 3.Recruitment and Selection The training we provide gives a level of competence to all staff involved. The training is currently being reviewed and relaunched in the coming few months.</p> <p>Shortlisting and interview panels should contain 3 members (2 is the minimum) and a diversity of gender is required. The vacancy manager system requires identification of a named person to provide feedback</p> <p>Unsuccessful shortlisted applicants are given appropriate feedback, when requested,</p> <p>Aston map HERA research staff role profiles against all research positions at costing and appointment stages. The academic promotions procedure provides the criteria against which researchers can evidence their achievements regardless of funding source</p>	<p>Lack of steps to monitor training uptake.</p> <p>Recruitment &amp; Selection, Relocation, Gender Identity, and Equality and Diversity policies are due for review in 2021</p>

	4. Actively engage in regular constructive performance management with their researchers.	My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end. It is also about taking responsibility for own performance and development and owning the role in t	
	5. Engage with opportunities to contribute to relevant policy development within their institution.	School based research committees are available to raise and suggest. Schools also have Associate deans for research who are the links between Researcher managers and ECRs and the University Research Committee. The chairs of the school's ethics committees act as the links to the University Research Ethics committee.	
<b>Researchers</b>	1. Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	Aston University has made all related resources available through the website and staff intranet in addition to the available training noted above. RKE provides dedicated resource and staffing to support research staff when applying for funding and to understand the terms and conditions of grant funding schemes.	
	2. Understand their reporting obligations and responsibilities.	We have dedicated procedures and pages for the promotion of the concordat to support research integrity, Research Ethics, University Research Ethics Regulations & Procedures. This is in addition to the Research Integrity Policy, research misconduct procedures, and Speak up policy  OD have implemented a new Academic Induction Programme across the university to	Research integrity, ethics and governance is not well promoted across the University.

		<p>allow academics access to the same organisational knowledge.</p> <p>Researcher Development Framework to develop ECR training programme</p>	<p><b>Ongoing</b> use of Researcher Development Framework to develop ECR training programme promoted across the university.</p> <p>Researcher/ECR specific induction in addition to the annual ECR conference.</p> <p>Need to account for year-round start dates.</p> <p>Introducing Microsoft Sway, piloting this approach, within Aston Business School to allow a more visually and user friendly access to all new starters with all the information they need on the research Need to evaluate and assess the advantages in expanding this to other schools.</p>
	<p>3. Positively engage with performance management discussions and reviews with their managers</p>	<ul style="list-style-type: none"> <li>• My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end. It is also about taking responsibility for own performance and development and owning the role in the process.</li> <li>• Organisational Development provide course for staff development on Leadership and Management Essentials.</li> <li>• ECR Development Programme and Training Needs Analysis (TNA) which is based upon Vitae's Researcher Development Framework (RDF)</li> <li>• Graduate School made available the following for ECR             <ul style="list-style-type: none"> <li>a) Microsoft PowerPoint Advanced (A)</li> <li>b) Box Cloud Storage - an Introduction</li> <li>c) EndNote Bibliographic Software (A)</li> <li>d) Microsoft Excel Intermediate (A)</li> </ul> </li> </ul>	<p>Sessions on Career Development Planning to be delivered through ECR training programme</p> <p>Lack of informed and coordinated liaison within Aston involving multiple stakeholders</p>

		<p>e) Reading and Note-Taking for Academic Purposes (A)  f) Designing Questionnaires and Surveys: An Introduction (A)  g) Research Student Supervision  h) Nvivo - an introduction (A)  i) Reading and Note-Taking for Academic Purposes (A)  j) Running Focus Groups (A)  k) Microsoft Word for Researchers (A)</p> <ul style="list-style-type: none"> <li>• Access to Vitae's independent support: All academics undertaking research at Aston have access to its extensive advice, tools and resources which will help them to plan and take ownership of their career development.</li> </ul>	
	<p>4. Recognise and act on their role as key stakeholders within their institution and the wider academic community.</p>	<p>Research staff are encouraged to take opportunities to engage with the working life at Aston and broader research communities. Research staff are able to progress to professorial level on either our Research &amp; Teaching or Research promotion pathways. These pathways are available to staff in all schools.</p> <p>We have an ECR committee, which any ECR can join. This committee informs the programme of ECR career development activities across the year.</p> <p>The University has a variety of career paths and the ability to move between different paths ensures a broad minded approach to career development</p>	<p>Need to identify assess and further promote available opportunities for participation in researcher based committees, societies, and feedback survey results</p> <p>We need to ensure that CROS survey results are fed back to this committee too</p> <p>Further promote and increase awareness of where to access Concordat requirements</p>



		<p>Aston Professional Mentoring Scheme is available for all university staff. There is also a Graduate Mentoring Scheme</p> <p>We are committed to work with funders across the academic landscape to find achievable ways to improve employment conditions for researchers through their policies and guidance</p>	
	<p>2. Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers</p>	<p>ECR Development Programme and Training Needs Analysis (TNA) which is based upon Vitae's Researcher Development Framework (RDF)</p> <p>Career Development Planning for Researchers. There is good evidence from CROS that Career Development Planning for Researchers is being implemented.</p> <p>My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end.</p>	<p>Disseminate career development strategy for ECRs Encourage ECRs to develop and own a clear Career Development Plan</p> <p>The current online system does not include staff on probation and not inclusive of short research contracts.</p>

	<p>3. Ensure that researchers have access to professional advice on career management, across a breadth of careers.</p>	<p>Aston University Careers and Employability Centre provides careers guidance and information for all research staff.</p>	<p>Not well promoted within Aston</p>
	<p>4. Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills</p>	<p>Alternative and unusual career pathways inside and outside academia are featured in the Annual ECR conference.</p>	<p>Alternative and unusual career pathways inside and outside academia not sufficiently promoted.</p>
	<p>5. Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.</p>	<p>Assist Researchers to develop the transferable skills required to be successful in different contexts, such as leadership, people management and project management skills. Training and development at Aston is currently delivered through the Graduate School training programme, through all-staff training delivered by OD and through local training delivered by RKE and Schools. Aston's ECR Development Programme are largely mapped against the four domains, 12 sub-domains and the set of descriptors outlined in the RDF</p> <p>Researchers/ECRs have the flexibility to peruse available training and development resources within Aston University. Generic skills development is also encouraged.</p>	<p>tailored programme of training to meet the needs of ECRs</p> <p>The current ECR development programme needs to be evaluated and assessed to fulfil the needs of ECRs.</p> <p>Session on Career Development Planning for PIs to support ECR.</p>
	<p>6. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and</p>	<p>We offer exit surveys, in order to understand the career progression and motivations of researchers as they transition to a new role</p>	<p>No clear analysis of exit surveys and how they feed into the promotion of alternative career paths.</p>

	researcher career development reviews.	We currently rely on feedback from PIRLS and CROS surveys to review.	Longitudinal trends in CROS and PIRLS survey results have not been explored.
<b>Managers of researchers</b>	1. Engage in regular career development discussions with their researchers, including holding a career development review at least annually.	My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end.	We do not have PI specific training to help PIs deliver this.
	2. Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Aston has dedicated resources and pages for the development of managers and provides e-learning modules: Effective Probations Health and Safety Responsibilities Improving stress resilience Investigations Managing Capability Disciplinary & Grievance Hearings Preventing Harassment at Work  Also: Vidcasts and quick reference guides, Development journey for managers, Aspiring Manager course, ILM Level 3 Qualifications in Leadership and Management, The Aston Women's Leadership, Development Programme, ILM Level 5 Coaching and Mentoring, And Management Essentials Handbook	Lack of analysis to assess how useful the existing resources are to managers and research leaders.
	3. Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery	We are committed to work with funders across the academic landscape to find achievable ways to improve employment conditions for researchers through their policies and guidance	Ensure ECRs have workload allowances to reflect their status and they get their 10 days of professional development per annum guaranteed across all schools and departments



	of their research and their own professional development.		
	4. Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	This is very much available and implemented at Aston University.	Engagement in a minimum of 10 days professional development pro rata per year, is not consistent
	5. Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	<p>Aston has dedicated resources and pages for the development of managers and provides e-learning modules:</p> <ul style="list-style-type: none"> <li>Effective Probations</li> <li>Health and Safety Responsibilities</li> <li>Improving stress resilience</li> <li>Investigations</li> <li>Managing Capability</li> <li>Disciplinary &amp; Grievance Hearings</li> <li>Preventing Harassment at Work</li> </ul> <p>Also: Vidcasts and quick reference guides, Development journey for managers, Aspiring Manager course, ILM Level 3 Qualifications in Leadership and Management, The Aston Women's Leadership, Development Programme, ILM Level 5 Coaching and Mentoring, And Management Essentials Handbook</p>	Lack of analysis to assess how useful the existing resources are to managers and research leaders.
<b>Researchers</b>	1. Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days	<ul style="list-style-type: none"> <li>• My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end. It is also about</li> </ul>	

	<p>professional development pro rata per year.</p>	<p>taking responsibility for own performance and development and owning the role in the process.</p> <ul style="list-style-type: none"> <li>• Organisational Development provide course for staff development on Leadership and Management Essentials.</li> <li>• ECR Development Programme and Training Needs Analysis (TNA) which is based upon Vitae's Researcher Development Framework (RDF)</li> <li>• Graduate School made available the following for ECR             <ul style="list-style-type: none"> <li>l) Microsoft PowerPoint Advanced (A)</li> <li>m) Box Cloud Storage - an Introduction</li> <li>n) EndNote Bibliographic Software (A)</li> <li>o) Microsoft Excel Intermediate (A)</li> <li>p) Reading and Note-Taking for Academic Purposes (A)</li> <li>q) Designing Questionnaires and Surveys: An Introduction (A)</li> <li>r) Research Student Supervision</li> <li>s) Nvivo - an introduction (A)</li> <li>t) Reading and Note-Taking for Academic Purposes (A)</li> <li>u) Running Focus Groups (A)</li> <li>v) Microsoft Word for Researchers (A)</li> </ul> </li> <li>• Access to Vitae's independent support: All academics undertaking research at Aston have access to its extensive advice, tools and resources which will help them to plan and take ownership of their career development. Researchers/ECRs have the flexibility to peruse available training and development resources within Aston University. Generic skills development is also encouraged.</li> </ul>	<p>Session on Career Development Planning for PIs to support ECR. Clearer pathways, resources for PIs to deliver and facilitate this</p>
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	<p>2. Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.</p>	<p>Research staff are encouraged to take opportunities to engage with the working life at Aston and broader research communities. Research staff are able to progress to professorial level on either our Research &amp; Teaching or Research promotion pathways. These pathways are available to staff in all schools.</p> <p>We have an ECR committee, which any ECR can join. This committee informs the programme of ECR career development activities across the year.</p> <p>The University has a variety of career paths and the ability to move between different paths ensures a broad minded approach to career development</p>	<p>Need to identify assess and further promote available opportunities for participation in researcher based committees, societies, and feedback survey results</p> <p>We need to ensure that CROS survey results are fed back to this committee too</p> <p>Further promote and increase awareness of where to access Concordat requirements</p>
	<p>3. Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.</p>	<p>My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end. It is also about taking responsibility for own performance and development and owning the role in the process.</p>	<p>Sessions on Career Development Planning to be delivered through ECR training programme</p>
	<p>4. Positively engage in career development reviews with their managers.</p>	<p>My Development Conversation (My DC) is a new approach to how we hold performance reviews. It is about having positive, future focused conversations throughout the year rather than simply at the beginning and at the end. It is also about taking responsibility for own performance and development and owning the role in the process.</p>	

**Concordat to Support the Career Development of Research Staff**

**Aston University Gap Analysis September 2019**

	<p>5. Seek out, and engage with, opportunities to develop their research identity and broader leadership skills</p>	<p>Research staff are encouraged to take opportunities to engage with the working life at Aston and broader research communities. Research staff are able to progress to professorial level on either our Research &amp; Teaching or Research promotion pathways. These pathways are available to staff in all schools.</p> <p>We have an ECR committee, which any ECR can join. This committee informs the programme of ECR career development activities across the year.</p> <p>The University has a variety of career paths and the ability to move between different paths ensures a broad minded approach to career development</p>	<p>Need to identify assess and further promote available opportunities for participation in researcher based committees, societies, and feedback survey results</p> <p>We need to ensure that CROS survey results are fed back to this committee too</p> <p>Further promote and increase awareness of where to access Concordat requirements</p>
	<p>6. Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.</p>	<p>RKE provides sessions and advice on Knowledge Transfer as part of the Annual ECR conference. This is to encourage engagement trends, participating in committees to increase awareness, and gaining knowledge / experience on how to influence policy</p>	<p>Online visibility of ECR researchers would increase the potential for KE. More organised KE sessions.</p> <p>In CROS 2017 30% of those that responded felt that they were not integrated into their School research environment Integration for ECRs into the Schools' and departments' research communities is not aligned across the schools and a more unified approach is needed across the university.</p>