



Gap Analysis and Action Plan to Further the Implementation of The Concordat to Support the Career Development of Researchers

European Commission HR Excellence in Research Badge

Introduction

University College London was established in 1826 to open up education in England for the first time to students of any race, class or religion. UCL was also the first university to welcome female students on equal terms with men.

Academic excellence and conducting research that addresses real-world problems the spectrum of research projects, from arts and humanities to the basic and applied sciences and medicine; UCL is open to talent from around the world; and, furthermore, it is engaged with the needs of an interconnected world. research excellence. This results in

A: RECRUITMENT AND SELECTION

PRINCIPLE1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

Concordat Clause

- **Achieved (A) – no additional action required**
- **Partially met (P)**
- **Outstanding (O)**

Actions to be Pursued

and evidence for current compliance and action points

1.1 All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.

A –

| | | | |
|-----|---|--|-----------------|
| 1.3 | Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason. | policy has explicit guidance about the use of clear person specifications and how these must be used for shortlisting and interview purposes. http://www.ucl.ac.uk/hr/docs/recruitment.php#sec5 A – no additional action required | Lead: HR |
|-----|---|--|-----------------|

Research staff

- Measure UCL's progress against its key performance indicators regarding the development of

| | | | |
|-----|---|---|--|
| | funding can be enhanced to help employers to achieve this objective. | | |
| 2.5 | Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework. | <p>A – no additional action required</p> <p>There is clear incremental pay progression for all staff on grades 1 – 9. In addition there are opportunities for the awarding of contribution or discretionary points for outstanding achievement. This is in line with the Pay Framework as agreed nationally with the recognised Trade Unions.</p> <p>http://www.ucl.ac.uk/hr/salary_scales/index.php</p> <p>http://www.ucl.ac.uk/hr/docs/accelerated_and_contribution_points.php</p> | Lead: HR |
| 2.6 | Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies. | <p>A – no additional action required</p> <p>UCL has clear and agreed promotion procedures for all research staff. The promotions round is advertised to all staff at the commencement of the annual process through the agreed UCL</p> <p>http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php</p> <p>We provide an online Lecturecast and tips and strategies for success in the senior promotions round, including audio clips. http://www.ucl.ac.uk/hr/equalities/race/promotions.php. This was undertaken with</p> <p>We publicise all successful promotions, including those who have come purely through the researcher route http://www.ucl.ac.uk/hr/docs/successful_sp_2012.php</p> <p>In addition to the open training and development programme, available to all staff, there is explicit training provided for researchers to promote career development - see the Professional Development Programme. We offer a large variety of events, opportunities and workshops to support researchers in developing their careers.</p> <p>http://www.ucl.ac.uk/hr/osd/research/index.php http://www.ucl.ac.uk/hr/osd/timetable/theme.php</p> <p>and in particular:</p> <p>Taking Control of Your Career http://www.ucl.ac.uk/hr/osd/research/programme/sdtycr/index_1213.php</p> | <p>Lead: HR</p> <p>Lead: OSD</p> |

| | | | |
|--|--|--|---|
| | | <p>Springboard Development Programme for Women Researchers http://www.ucl.ac.uk/hr/osd/research/programme/sdsb/index_1213.php</p> <p>Leadership in Action: http://www.ucl.ac.uk/hr/osd/research/programme/sdlia</p> <p>Best Practice in People Management: http://www.ucl.ac.uk/hr/osd/timetable/programme/sdbppmu/index.php</p> <p>In 2009 we held the first UCL Research Staff Conference which is now a Bi Annual event. This</p> <p>Academic https://www.ucl.ac.uk/hr/osd/research/conference/programme11.php</p> <p>Research students have access to workshops on both academic and non-academic career planning which are designed to empower them to take charge of their careers. This is supplemented by the opportunity for one on one careers coaching through our research student careers appointments available twice weekly. These services are advertised via the Graduate Skills Development Programme.</p> <p>Research staff also have access to career planning workshops and one to one appointments. These are advertised directly using Research School - specific global mailing lists. Details of the above support programmes can be seen on the Researcher Careers pages at www.ucl.ac.uk/careers/researchers This site also contains reference information on both academic and non-academic careers relevant to all researchers</p> <p>See Section 3.2 for details of the Research Staff promotions procedure at UCL http://www.ucl.ac.uk/hr/docs/promotions_procedure_research.php</p> | <p>Lead: OSD Action: Run Bi-Annual Research Staff Conference Timescale: June 2013</p> <p>Lead: CAS</p> <p>Lead: HR</p> |
| PRINCIPLE 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. | | | |
| | Concordat Clause | Evidence of Achievement | Actions to be Pursued |
| 3.1 | It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is therefore imperative that researcher positions in the | <p>A – no additional action required</p> <p>University College London offers a variety of career development opportunities for researchers. These include workshops, online modules, careers advice.</p> <p>http://www.ucl.ac.uk/hr/osd/timetable/index.php</p> <p>http://www.ucl.ac.uk/hr/osd/resources/online.php</p> <p>Research students and staff at UCL have access to a wide variety of services and products provided by The UCL Careers Service that are in line with services offered by other sectors: access to career</p> | <p>Lead: OSD</p> <p>Lead: CAS</p> |

UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires

3.5

Researchers benefit from
clear systems that help

staff.

| | | | |
|------|---|--|--|
| | <p>introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p> | <ul style="list-style-type: none"> Links from our researcher careers pages to external careers information sites such as the tae resources on career case studies and researcher career destination studies for the whole of the UK <p>Our academic career workshops use information obtained by the UCL Careers Service in their 2010 survey of senior UCL academics in relation to the skills, experience and personal qualities needed to be successful in university research.</p> <p>Our comprehensive employer programme currently consists of 6 events each covering a particular sector where researchers and their skills are valued. The format of these events allows researchers to hear about different career paths from invited speakers who also hold research degrees. These events are currently open to research students and a percentage of places are set aside for research staff to attend. Details available at: http://www.ucl.ac.uk/careers/researchers/events</p> <p style="text-align: right;">see section 2.3.</p> <p>Coaching and Mentoring programmes offer skills development to managers and supervisors so that they may fulfill their roles and responsibilities as coaches to individuals and teams. http://www.ucl.ac.uk/hr/osd/timetable/programme/coaching/SDCM-Intro/ and http://www.ucl.ac.uk/hr/osd/timetable/programme/coaching/SDCM-Intro/</p> | <p>Lead: CAS</p> <p>Lead: HR</p> <p>Lead: OSD</p> |
| 4.11 | <p>Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p> | <p>P – partially met</p> <p>A review of the training provision for researchers is currently being undertaken. This will aim to provide continued provision of skills training and events for research staff. The current provision gives research staff the opportunity to apply for D1, D2 or D3 of the UKPSF and it is expected that this will continue in the revised scheme.</p> <p>The Careers Advisory Service is also a key mechanism in supporting research staff to identify other potential avenues for development. See 3.2 above.</p> <p>OSD offers a large variety of transferable skills courses through the OSD Professional Development Programme, http://www.ucl.ac.uk/hr/osd/research/programme/index.php</p> | <p>Lead: CALT</p> <p>Action: CALT review of training provision for researchers Timescale: Revised scheme to be implemented in 2013/14</p> <p>Lead: CAS</p> <p>Lead OSD</p> |
| 4.12 | <p>Employers will ensure that where researchers are provided with teaching and demonstrating</p> | <p>A – no additional action required</p> <p>Postgraduate Teaching Assistants (PGTAs) can r -accredited programme) http://courses.grad.ucl.ac.uk/course-details.pht?course_ID=2158 (organised via CALT and the UCL</p> | <p>Lead: CALT, VP(E),</p> |

| | | | |
|------|---|--|--|
| | <p>opportunities as part of their career development, suitable training and support is provided.</p> | <p>Graduate School)</p> <p>face to face training in skills and career development (http://www.ucl.ac.uk/hr/osd/research/programme/index.php)</p> <p>PGTAs can also register for the OSD-staff (http://www.ucl.ac.uk/hr/osd/research/programme/sdtyr/index_1213.php)</p> <p>The Institute of Education provides teacher training in higher and professional education to UCL's probationary lecturers and other academic and teaching staff (including research staff who undertake any teaching) as appropriate (http://www.ucl.ac.uk/calt/prof-cert)</p> | <p>Lead: OSD</p> <p>Lead: OSD</p> <p>Lead: CALT</p> |
| 4.13 | <p>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</p> | <p>P – partially met</p> <p>The governance that existed until 2010 was via the Research Staff Sub-committee. This was intended to act as the Steering Group for implementation and monitoring progress and to report through to Senior disbanding. However, a Researcher Development Working Group (RDWG) was established in February 2013 with the intention to develop programmes that support the researcher on a career path towards becoming a leader in research or a related activity that benefits from their research-based and leadership skills. UCL seeks a framework that offers clear pathways whilst retaining flexibility and a fundamentally self-driven character to researcher development. Clearer articulations of what a researcher should expect from their manager/supervisor, department and UCL as a whole may well be required. The Researcher Development Framework provided by Vitae will act as a starting point but needs to be evolved into a form that reflects UCL priorities and structures. The Concordat also provides the guiding principles detailing expectations for the support and management of research careers.</p> <p>Membership of the RDWG:</p> <p>Chair Professor David Bogle, Head of the Graduate School Secretary Member of Staff from VP Research Office Graduate School: Ben Colvill Graduate School Administrator Daniela Bultoc Skills Development Programme Manager VP Research Office: Dr Andrew Clark - Director of Research Planning CALT: Ken Marsden Deputy Director HR: Cheryl Newsome Director - HR Consultancy, Organisational and Staff Development Penny Bridges - OSD Consultant Sarah Guise - Head of Equalities and Diversity Careers Service: Dr Calum Leckie Deputy Director of the Careers Service</p> | <p>Lead: VP(R), HR, GS</p> |

Research representatives of the three UCL Schools:

| | | | |
|------------|---|--|--|
| | <p>independent, honest and critical thought throughout their careers.</p> | | |
| <p>5.2</p> | <p>Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</p> | <p>A – no additional action required</p> <p>Research staff are permitted to carry out consultancy work through the dedicated UCL service in the capacity of</p> | |

showing how the experience will expose the intern to all facets of how a small and medium sized enterprise operates.

www.ucl.ac.uk/advances/support/internship-programme

Bright Ideas Awards. This competition aims to help bridge the gap that many new companies find themselves in when they search for their first funding. In the university context, this is a particular problem for those businesses that emerge from unconventional beginnings or where they have a seed of an idea, but are not yet ready for venture capital investment. This is open to both post-graduate researchers and undergraduate students.

www.ucl.ac.uk/advances/support/brightideas

Entrepreneurship Guest Lectures Series. We organise a series of guest lectures from leading entrepreneurs and investors. These inspirational speakers provide an insight into the highs and lows of being an entrepreneur and share advice for those wishing to start their own business or who have already embarked on this journey.

www.ucl.ac.uk/advances/training/entrepreneurshiplectures/index

Student Business Advisors. UCL Advances business advisors can provide students (undergraduate and postgraduate) and recent alumni with business support to start, develop and progress their businesses. The advisors offer impartial, confidential advice that is grounded in practicality and based on pragmatic no

| | | | |
|-----|--|---|--|
| | <p>or indirectly disadvantage such groups.</p> | | |
| 6.9 | <p>All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p> | <p>A – no additional action required</p> | |

Glossary:

CALT: Centre for the Advancement of Teaching and Learning

CAS: Careers Advisory Service

E&D: Equalities and Diversity

GS: Graduate School

HoD: Head(s) of Department

HR: Human Resources

CLIE: Centre for Languages International Education

OSD: Organisational and Staff Development

PEU: Public Engagement Unit

RGC: Research Governance Committee

REC: Research Ethics Committee

UCLA: UCL Advances

UCLC: UCL Consultants

VP(E): Vice-Provost (Education)

VP(R): Vice-Provost (Research)