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to Support the Career Devel   ent of Researc

The publication of the original Concordat in 2008
paved the way to widespread improvements in the

This aspirational Concordat sets out the conditions we believe are required to create the very best culture for our researchers to thrive. We identify working practices and clear responsibilities, vital to increase the appeal and sustainability of researcher careers in the UK.

The Concordat has three defining Principles covering and For each of these Principles, the Concordat outlines the key responsibilities of the four main stakeholder groups;

and These responsibilities are cast as obligations, given the pressing need to improve standards and to ensure a consistency of experience for our researchers across the UK. Some of these obligations will take time to implement, while some may need to be adapted or, occasionally, might not be appropriate for particular signatories given the nature and mission of their organisations. It is also recognised that some of the areas of most concern to researchers, such as the prevalence of fixed-term contracts and enforced mobility, will require long term systemic changes, which can only be realised through collective action across stakeholders.

Within institutions, ownership of the Concordat and accountability at the highest level is paramount, but there also needs to be shared responsibility across the wider academic and professional communities, so that centrally agreed policies and practices are effectively and consistently implemented across all relevant units. The revised Concordat highlights the key responsibilities of those who directly manage researchers, recognising the critical role that they play. It focuses primarily on the rights and responsibilities of researchers who are employed solely or largely to conduct research, given the continuing pressing need to improve their working conditions and wider research environments. However, institutions are encouraged to apply the Principles, where feasible, to other staff groups who engage in research. Finally, the revised Concordat recognises that funders are also key stakeholders, with shared responsibility for supporting the development and maintenance of healthy research cultures within the institutions they fund and for supporting the professional development of researchers. Critically, we must all hold ourselves to the Principles of the Concordat at every level, and recognise our collective responsibility and accountability.

All organisations with an interest in the career development of researchers are encouraged to become signatories of the Concordat. In committing to implement its Principles, signatories will undertake regular review and reporting of their progress, and contribute to sharing practice across the sector, helping to ensure ongoing improvement over the next decade.

1.

Ma a   a c   .:

1. Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.

2. Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct.

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.

4. Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers.

5. Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.

R   a c   .:

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.

2. Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion.

3. Take positive action towards maintaining their wellbeing and mental health.

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 misch Engage with opportunities to contribute development aimed at creating a more positive research environment and culture within their

Maa a c . :

1. Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.

1. Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.

2.

Managers to:

1. Engage in regular career development discussions with their researchers, including holding a career development review at least annually.

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.

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 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.

5. Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.

Researchers to:

1. Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.

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.

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.

4. Positively engage in career development reviews with their managers.

5. Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.

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.

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Researchers

These are defined as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. Within this group, it is recognised that these staff often have different contract types, levels of training, experience and responsibility, as well as different career expectations and intentions. Disciplinary and institutional context can also mean a broad range of job titles fall within this definition.

There are many other groups of individuals who actively engage in research within institutions and who would be expected to develop their research identity as part of their career progression, including postgraduate researchers, staff on teaching and research or teaching-only contracts, clinicians, professional support staff and technicians. However, whilst we encourage institutions to apply the benefits of the Concordat to as many of these groups as is feasible, the primary audience for this Concordat remains research staff.

Where institutions extend the beneficiaries of the Concordat to wider groups of researchers, they should communicate clearly to which groups the Concordat applies, and inform those communities of their rights and obligations.
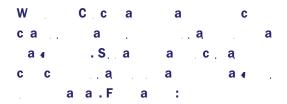
Managers of researchers

This includes all individuals who have direct line management responsibility for researchers as defined above. These managers will frequently be principal or co-investigators on research grants, although it is recognised that some research staff may be grant-holders and be line-managed by another senior researcher or head of unit. Where institutions designate other researchers as falling within the Concordat, then the managers/supervisors of these individuals would also be included in this category. It is also recognised that outside of this group of direct line managers, other staff have management responsibilities that have direct and important influence on the research environment, culture and working conditions. These include heads of faculty, department, unit and research directors, all of whom play a key role in ensuring that centrally agreed policies and practices in support of the Concordat are effectively implemented within their units.

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1. Raise the visibility of the Concordat and champion its Principles within their organisation at all levels.

2. Identify a senior manager champion and associated group with relevant representation from across the organisation with responsibility for annual review and reporting on progress.

3. For organisations employing researchers, ensure that they are formally represented in developing and monitoring organisational efforts to implement the Concordat Principles.

4. Undertake a gap analysis to compare their policies and practice against the Concordat Principles.

5. Draw up and publish an action plan within a year of signing up to Concordat.

6. Set up processes for systematically and regularly gathering the views of the researchers they fund or employ, to inform and improve the organisation's approach to and progress on implementing the Concordat.

7. Produce an annual report to their governing body or equivalent authority, which includes their strategic objectives, measures of success, implementation plan and progress, which is subsequently publicly available.

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- Seeking ways to provide more security of employment for researchers, such as, through reducing the use of fixed, particularly short term, contracts, providing bridging facilities, and flexible criteria for maternity and paternity benefits.

- Sharing examples of emergent practice in implementing various aspects of the Concordat, particularly in tackling difficult and complex issues, such as insecurity of employment.

- Gathering and publishing data on the career destinations and subsequent career paths of researchers.

- Aligning the Concordat with other concordats and frameworks to minimise reporting requirements and drawing on existing data sources.

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K . **c a** . Disseminating research to business, the charitable and public sectors and/or the wider community, for the benefit of the economy and society.

M . . . Mentoring is an ongoing, usually long-term, relationship between a more experienced

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R a c

R ac	Researchers increasing their impact by developing their professional research competencies and reputation through activities such as teaching, publishing, conference presentations/organisation, grant proposal writing, networking, managing budgets, knowledge exchange and secondments.
R ac	Demonstrating high standards in the conduct of research to maintain and enhance confidence in the ethics and rigour of research outcomes. Core elements include honesty, rigour, transparency and care and respect for all participants in research. www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/research-concordat.aspx
R ac c c	Behaviour or actions that fall short of the standards of ethics, research and scholarship required to ensure that the integrity of research is upheld.
S a	Organisations that sign up to the Concordat, and thereby openly commit to implementing and reporting progress on its expectations.
S a	Groups and individuals with a common interest in the successful implementation of the Concordat.
W a	The amount and type of work an employee is expected to do in a given period of time. In UK universities TRAC (www.trac.ac.uk) is used to allocate work activities across academic staff.

L a

Equalities Act 2010
https://www.legislation.gov.uk/ukpga/2010/15/contents

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
http://www.legislation.gov.uk/ssi/2012/162/contents/made

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
http://www.legislation.gov.uk/wsi/2011/1064/contents/made

Northern Ireland Act 1998: Equality of Opportunity
http://www.legislation.gov.uk/ukpga/1998/47/part/VII/crossheading/equality-of-opportunity

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Legislation

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
http://www.legislation.gov.uk/uksi/2002/2034/contents/made

Working Time Regulations 1998
http://www.hse.gov.uk/contact/faqs/workingtimedirective.htm

Health and Safety at Work etc Act 1974 (HSWA)
http://www.hse.gov.uk/legislation/hswa.htm

HE recruitment and appraisal

ACAS Code of Practice on discipline and grievance at work
https://www.acas.org.uk/index.aspx?articleid=2174

Open, Transparent and Merit-based Recruitment of Researchers (OTM-R)
https://euraxess.ec.europa.eu/europe/news/new-open-transparent-and-merit-based-recruitment-researchers-otm-r

Academic practice

CIPD Employment law fundamentals
https://www.cipd.co.uk/knowledge/fundamentals/emp-law

ACAS guidance on employment law
https://www.acas.org.uk/index.aspx?articleid=1339

UCU advice for research managers employing fixed-term staff
https://www.ucu.org.uk/media/5242/Advice-for-research-managers-employing-fixed-term-research-staff/pdf/ACC_res_managers_briefing.pdf

UCU Joint Negotiating Committee for Higher Education Staff (JNCHES)
https://www.ucu.org.uk/hepay

Career advancement

Universities UK Step Change
https://www.universitiesuk.ac.uk/stepchange

Charter for Employers Positive about Mental Health
http://www.mindfulemployer.net/

What Works Centre for Wellbeing characteristics of a good job
https://whatworkswellbeing.org/product/what-is-a-good-job/

Mind 'Five Ways to Wellbeing'
https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/

Career advancement

Vitae Researcher Development Framework
https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework

LERU vision for researchers
https://www.leru.org/files/LERU-PP-DeliveringTalent_2018-June.pdf

HE academy professional standards framework
https://www.heacademy.ac.uk/ukpsf

Academic Professional Apprenticeship
https://www.advance-he.ac.uk/end-point-assessment

HEA Fellowship
https://www.heacademy.ac.uk/individuals/fellowship

Chartered Scientist
https://sciencecouncil.org/scientists-science-technicians/which-professional-award-is-right-for-me/csci/

Chartered Engineer
https://www.engc.org.uk/ceng

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Concordat to Support Research Integrity