Principle 1 - Recruitment and Selection	Tasks Planned
Principle 2 - Recognition and Value	Tasks in Progress
Principles 3 & 4 - Support and Career Development	Tasks Completed
Principle 5 - Researchers' Responsibilities	Further Related Tasks Planned
Principle 6 - Diversity and Equality	
Principle 7 - Implementation and Review	

	Concordat Principle Number	Action Plan	Lead	Timescale
1	3 & 4	The University's 2013 Staff Engagement Survey includes CROS-type questions and it is the University's intention to run the CROS survey in its entirety again in 2015. Survey results will be reviewed and evaluated to further inform on improvements to researcher development programmes.	Organisational and Professional Development	September 2015
2	7	Continue existing best practice on Postdoc representation on management committees and the support of active Postdoc Associations University wide, by way of succession planning and the provision of facilities as well as budgetary support.. Review practice across the University to ensure that it remains fit for purpose.	Research Leaders	September 2015
3	3 & 4	Provision of ongoing support for national surveys e.g. RCUK Doctoral Impact and Careers Tracking Survey 29 01 13 in recognition of need for hard data and to learn from best practice.	Organisational and Professional Development	September 2014
4	2	Review and revitalise communication about bridging funds with a view to explaining the scope for bridging funds between grants and to publicise provision.	Research Leaders	June 2014

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5	2		The HR for managers course covers the expiry of fixed-term contracts process including the PI role in conducting individual consultations. Training on the HR systems on-line project will be developed and designed to reinforce the message about the importance of early communication and consultation.	Human Resources/Organisational and Professional Development	September 2014

6	3&4		Implementation of Researcher Development Framework tool to Postdoc community and integration with training programmes and discussions on integration with performance management and career development processes.	Organisational and Professional Development	March 2014
	3&4		Awaiting outcome of pilot in order to assess benefits to University of implementing. On hold 6 months.		

The Research Development Statement (RDS) (appendix 3) and the Research Development Framework (RDF) will contribute to researcher training and development in the UK by providing a strategic statement (RDS) and operational framework (RDF) to support the implementation of the Concordat to Support the Career Development of Researchers, the QAA Code of practice for research degree programmes and the 'Roberts' recommendations for postgraduate researchers and research staff.

The RDF is structured in four domains encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher. The RDS is an evolution of the Research Councils' Joint Skills Statement (JSS)4 and replaces the JSS as the key reference statement for the development of postgraduate researchers' skills and attributes and researchers employed in higher education.

OPD will develop a web page that promotes the RDF and have courses that we run sub-sectioned into each of the 4 domains. All of our courses will then be mapped to the RDF nomenclature.

The results from a recent survey of higher education institutes (HEIs) indicate the considerable progress that has been made in the short time since the Researcher Development Framework was launched in September 2010. Over 90% of those who responded stated that their HEI had already used or was planning to use either the Researcher Development Statement or the Researcher Development Framework. The majority of respondents (92%) were using, or planning to use, the Researcher Development Framework with postgraduate researchers (PGRs) and/or research staff.
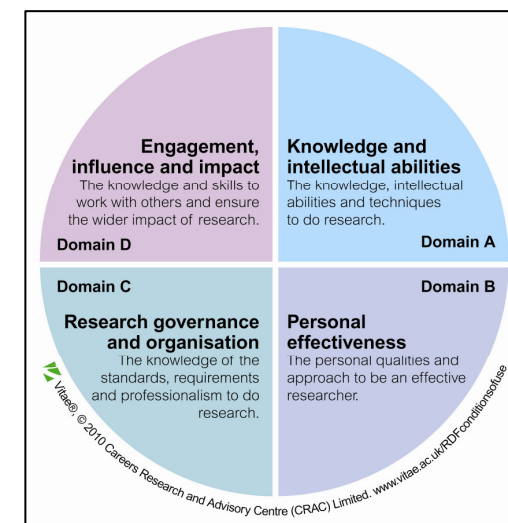
Following sector feedback via the survey and specialist input from the Equality Challenge Unit, an updated version of the Researcher Development Framework <www.vitae.ac.uk/CMS/files/upload/Vitae-Researcher-Development-Framework.pdf> has now been published.

The final version of the Researcher Development Statement, now endorsed by over 30 key UK organisations, is also available.

7	5		Review of Personal Development Planning in light of the Researcher Development Framework with the intention of publishing the tool 6 months' post review. Access to the pilot available autumn 2013 and a 'taster' session being organised. The Research Degree Sub-Committee will consider the case for application to postgraduate degree studies and recommendation of wider application to researchers.	Organisational and Professional Development	March 2014

8	3&4	Conduct an audit of existing provision and develop a researcher development strategy to be considered as part of overall review of University Staff Development Strategy relating to Organisational &Professional Development and the Library & Learning Centre. Scoping exercise underway autumn 2013 to establish the specific needs for researchers at Dundee. The Research Committee will consider findings and options in Spring 2014 to take forward.	Organisational and Professional Development and Research Leaders	January 2015

9	1&6	Review training provision on equality and diversity on recruitment and selection, combining the on-line training programme with some form of workshop training/coaching to be piloted before being introduced to the 14/15 programme.	Organisational and Professional Development	March 2014
	1	Review of on-line with specialist workshops underway – 14/15 programme.		