

ACTION PLAN TO SUPPORT THE IMPLEMENTATION OF
THE CONCORDAT TO SUPPORT THE CAREER DEVELOPMENT OF RESEARCHERS

A. Recruitment and Selection

PRINCIPLE 1

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

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
1. All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution. <i>This is demonstrated by the ethos of the University of Dundee as supported by HR strategy.</i>	A	Vice Principal for Research	Completed
2. Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role. <i>Our Recruitment and Selection procedures offer guidance to University staff so as to ensure they are successful in all Recruitment and Selection activities. They comply with all relevant legislation and Equality and Diversity best practice and will result in the most suitable person being appointed to the vacant post. On 2 August 2010, the University of Dundee launched e-recruitment and as a result our Recruitment and Selection policy is currently under review, however the principles and guidelines remain the same as the current policy.</i>	AP - Revise existing Recruitment and Selection policy and training in light of implementation of e-recruitment mechanism.	Human Resources	March 2012
3. Research posts should only be advertised as a fixed-term post where there is a recorded and justify able reason. <i>The Fixed-term contract policy has been developed in line with the modernisation of the HR</i>	A	Human Resources	Completed

<i>Policy Framework.</i>			
<p>4. a) To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. <i>Achieved through application of policy and procedure – Recruitment and Selection and Annual Review (Promotion).</i> b) In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. <i>Training provision, including on-line training programme on equality and diversity on recruitment and selection in place.</i> c) Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development. <i>Feedback on unsuccessful applications is provided through HR on request.</i></p>	<p>a) A</p> <p>b) AP – Review training provision on equality and diversity on recruitment and selection, combining the on-line training programme with some form of workshop training/coaching.</p> <p>c) A</p>	<p>Organisational and Professional Development (newly formed following merger of 'Generic Skills Dundee' and 'Management and Personal Development')</p>	<p>b) March 2013</p>
<p>5. The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation. <i>The HERA framework demonstrates compliance.</i></p>	<p>A</p>	<p>Human Resources</p>	<p>Completed</p>

B. Recognition and Value

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.

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
<p>1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p> <p><i>Researchers on fixed-term contracts are not discriminated against in terms of access to career development activities. Researchers are included in the University-wide Objective Setting and Review process for career development. CROS 2011 will be used to evidence this.</i></p>	A	Human Resources/Research Leaders	Completed
<p>2. Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</p> <p><i>This is HR policy and adopted throughout the University.</i></p>	A	Human Resources Committee	Not applicable

<p>3. Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management. <i>Objective Setting and Review covers active performance management. Supervisor supported in career development discussions via Generic Skills resources, a Career Development Scheme is in place in the School of Life Sciences Research. The Newly formed Organisational and Professional Development unit is to develop a training scheme for the development of Research Leaders.</i></p>	<p>AP - Review the support of the various mechanisms for performance management and career development guidance available to Research Leaders with a view to implementation of a bespoke training scheme for the development of Research Leaders.</p>	<p>Organisational and Professional Development</p>	<p>November 2012</p>
<p>4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective. <i>The University of Dundee is committed to supporting research employees experiencing funding gaps where possible. A variety of funding mechanisms exist and we are aiming to review and provide transparency.</i></p>	<p>AP</p> <p>Review and revitalise communication about bridging funds.</p> <p>Review and promote guidance to Postdocs at expiry of contract.</p> <p>Review and implement induction processes for Research Leaders and Postdocs.</p>	<p>Human Resources/Organisational and Professional Development</p>	<p>June 2012</p>

<p><i>We provide guidance to Postdocs on expiry of contract. CROS will be used to guide further development of communications at induction and end of contract milestones. A full review of induction for research leaders and Postdocs will also be carried out.</i></p>			
<p>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. <i>Clear guidelines on the Promotions Procedures (Annual Review) are published on the University website.</i></p>	A	Human Resources	Completed
<p>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. <i>See 2.5</i></p>			

C. Support and Career Development

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
<p>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 UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors. <i>The University of Dundee supports the individual's right to train. Substantive support is given for a minimum of 5 days training per year with access to the suite of tailored researcher development programmes available via Generic Skills Dundee (now Organisational and Professional Development).</i></p>	<p>AP - A completed pilot study on Early Career Researcher Tracking will inform on career destinations and will be used to develop communications, training and destination recording via the exit survey.</p> <p>AP – Use CROS benchmarking data from 2011 survey to inform on improvements.</p>	<p>Organisational and Professional Development</p> <p>Organisational and Professional Development</p>	<p>March 2012</p> <p>August 2011</p>
<p>2. A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally. <i>The University of</i></p>	<p>A</p>	<p>Organisational and Professional Development</p>	<p>Ongoing commitment</p>

<p><i>Dundee demonstrates commitment to supporting the broad-minded approach to research careers through funding Generic Skills Dundee (now Organisational and Professional Development) training options which underpins the Researcher Development Framework. Training and development options vary from seminars to conference events to workshops.</i></p>			
<p>3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter. <i>The University of Dundee is committed to supporting all researchers as part of the research endeavour. Organisational and Professional Development (formally Generic Skills Dundee and the Management and Personal Development) provide comprehensive training on all aspects of professional development and the Library and Learning Centre Supporting Teaching unit provide specific tailored training and development activities for researchers in the areas defined by the Researcher Development Framework. This is communicated and promoted to researchers centrally and</i></p>	<p>AP - Continuous review of training programme. CROS 2011 will inform the new programmes.</p>	<p>Organisational and Professional Development</p>	<p>Ongoing commitment</p>

<i>locally.</i>			
4. All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors. <i>Generic Skills Dundee (now Organisational and Professional Development) provide and promote lunch-time and on-line career development sessions.</i>	A	Organisational and Professional Development	Completed
5. Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies. <i>Refer to previous points including Objective Setting, Generic Skills Dundee (now Organisational and Professional Development) training and Annual Review (Promotion) procedure.</i>	A	Human Resources	Completed
6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development. <i>University and local induction</i>	AP Comprehensive review of induction at University and local level. Review of Principal Investigator (supervisor/Research Leader) training with a view to implementing a bespoke cohort training scheme.	Human Resources/Organisational and Professional Development Organisational and Professional Development	December 2011 March 2012

<p><i>information and processes in place require promotion of best practice. Organisational and Professional Development review of Principal Investigator (supervisor/Research Leader) training.</i></p>			
<p>7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students. <i>Encouraged through Objective Setting and Review.</i></p>	<p>AP - Review and implementation of Principal Investigator (supervisor/Research Leader) training in coaching and leadership skills.</p> <p>This approach with PIs would be mirrored by provision of appropriate training opportunities for Postdocs, eg financial management and budgets.</p>	<p>Organisational and Professional Development</p>	<p>March 2012</p>
<p>8. Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements. <i>There exists formal and informal mentoring mechanisms throughout the University.</i></p>	<p>AP - Review and develop a researcher career development strategy.</p> <p>AP – Review current mentoring systems and promote good practice.</p>	<p>Organisational and Professional Development</p> <p>Human Resources</p>	<p>February 2013</p> <p>March 2012</p>
<p>9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and</p>	<p>AP - Review of Principal Investigator (supervisor/Research Leader) training</p>	<p>Organisational and Professional Development</p>	<p>March 2012</p>

<p>increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p> <p><i>The University of Dundee is committed to funding tailored training opportunities for researchers via Generic Skills Dundee. The impact of training is discussed through the Objective Setting and Review process.</i></p>			
---	--	--	--

C. Support and Career Development

PRINCIPLE 4

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

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
10. Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should 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. <i>Objective Setting and Review. Principal Investigator (supervisor/Research Leader) training under review.</i>	AP Principal Investigators (supervisor/Research Leader) training under review.	Organisational and Professional Development	March 2012
11. 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. <i>All research staff have access to training on topics relevant to academic practice including teaching and learning (accredited) Postgraduate Certificate in Higher Education, people management and grant writing.</i>	A	Organisational and Professional Development	Completed
12. Employers will ensure that where researchers are provided with teaching	AP - Review support for individuals	Library and Learning Centre/Organisational	April 2012

and demonstrating opportunities as part of their career development, suitable training and support is provided. <i>Refer to 4.11 and review support for individuals including Teaching and Learning activities.</i>	including Teaching and Learning activities.	and Professional Development	
13. 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. <i>Concordat Steering Group recommend representation at all Division/Department, School, College and relevant University committees. Supported and active Postdoctoral Association/forum exist in two of the Colleges.</i>	AP - Adopt existing best practice University-wide.	Research Leaders	December 2011
14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement. <i>There exists formal and informal mentoring mechanisms throughout the University.</i>	AP - Review current mentoring mechanisms and promote good practice.	Human Resources	March 2012

D. Researchers Responsibilities

PRINCIPLE 5

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

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
<p>1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers. <i>University Research governance and integrity policies articulate the responsibilities and expectations of research staff, as articulated in role profiles.</i></p>	A	Vice Principal for Research	Completed
<p>2. 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. <i>Research and Innovation Services (RIS) guidelines available on website. In addition the Generic Skills Dundee Venture programme is designed to raise awareness and activity towards commercialisation.</i></p>	A	Research and Innovation Services	Completed
<p>3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge. <i>The University's Research Governance group set clear guidelines on responsibilities. Sessions on academic integrity are available to all researchers via Generic Skills Dundee.</i></p>	A	Vice Principal for Research/Research and Innovation Services	Completed

<p>4. Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position. <i>The University provides extensive information and training that demonstrates its commitment to researchers gaining, and understanding the importance of, transferrable skills.</i></p>	A	Organisational and Professional Development	Completed
<p>5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events. <i>The University recognises that that Researcher Development Framework underlines its tailored training programme. Post doc Association/Forum communication encourages all researchers to attend training, for example on career sessions. The individual's right to train and the 5 days minimum training provision is continuously promoted.</i></p>	AP – Share good practice on communication and promotion of training and career development courses and events.	Organisational and Professional Development/Research Leaders	Ongoing commitment
<p>6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and</p>	AP - Review of Personal Development Planning in light of the Researcher Development Framework and associated tool being published	Organisational and Professional Development	December 2012

<p>Continuing Professional Development (CPD) activities, a log of which may be presented to current and future employers as appropriate. <i>Objective Setting and Review and Postdoc Career Development Schemes provide a framework.</i></p>	<p>AP – Implementation of Researcher Development Framework tool to Postdoc community and integration with training programmes and discussions on integration with review processes.</p>		<p>August 2012 – November 2012</p>
--	---	--	------------------------------------

E. Diversity and Equality

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
<p>1. The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression. <i>Equality and Diversity is embedded in the culture and committee structure of the University monitored through Equality Impact Assessments.</i></p>	<p>AP - Review perception following CROS 2011 results.</p>	<p>Equality and Diversity/Human Resources/Research Leaders</p>	<p>December 2011</p>
<p>2. As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds. <i>The University endorses this as a legal requirement.</i></p>	<p>A</p>	<p>Human Resources</p>	<p>Completed</p>
<p>3. It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others. <i>Equality considerations taken into account for tenure review, REF. Where, exceptionally, funding bodies do not</i></p>	<p>AP On-going monitoring</p>	<p>Equality and Diversity</p>	<p>Ongoing commitment</p>

<i>provide for maternity cover funding, mechanisms exist in the University to make provision.</i>			
4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career. <i>The University's suite of Work Life Balance policies are designed to support staff to balance work and home life and deal with personal responsibilities, as well as some of life's major events.</i>	A	Human Resources	Completed
5. It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently. <i>The University's suite of Work Life Balance policies encourage accommodation of requests for changed working patterns.</i>	A	Human Resources	Completed
6. Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave. <i>Where, exceptionally, funding bodies do not provide for maternity cover funding, mechanisms exist in the University to make provision.</i>	AP - Highlight to all funding bodies areas where their funding strategies do not promote equality and diversity and how they could be improved to address this.	Vice Principal for Research	December 2011
7. Employers should aim for a	AP –	Equality and	Ongoing

<p>representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below. <i>Gender, ethnicity and disability equality targets are monitored annually and reported to the HR Committee. The need for gender representation on appointing committees is included in the recruitment and selection training and policy.</i></p>	<p>Ongoing monitoring</p>	<p>Diversity/Human Resources</p>	<p>commitment</p>
<p>8. Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups. <i>It is University policy to make reasonable adjustments for specific needs in training courses. The University provides specific advice and guidance for international staff through a website and Welcome Officer. HR Officers assist Research leaders in interpreting policy and procedure to meet individual requirements of members of staff.</i></p>	<p>AP Ongoing</p>	<p>HR/Organisational and Professional Development</p>	<p>Ongoing commitment</p>
<p>9. 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. <i>Clear policies and guidance, including the</i></p>	<p>A</p>	<p>Human Resources/Research Leaders</p>	<p>Completed</p>

<p><i>Dignity at Work and Study Policy and Procedures, Early Dispute Resolution and networks of advisers are available on the HR website.</i></p>			
<p>10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers. <i>The University has considered participation in the Athena SWAN Charter and supports women through STEM activities.</i></p>	A	Human Resources	Ongoing commitment

F. Implementation and Review

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.

Clause and evidence for current compliance	Achieved (A) Action Plan (AP)	Lead	Timescale
<p>1. The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress. <i>The University Concordat Steering Group is chaired by the Vice-Principal and Head of College of Life Sciences with representatives across all four Colleges of the University and across representative job roles, including Postdoctoral Researchers, Union representative, HR, Research Leaders in the form of Principal Investigators (supervisors), Dean of Research, Associate Dean of Research, Generic Skills Dundee (now Organisational and Professional Development). The Group meets once or twice a year with a remit to promote the implementation of the Concordat Principles through the collective commitment to reviewing progress. The Group reports to the HR Committee, which in turn reports to University Court. There are local Concordat Working Groups regularly reporting into but not constrained by the University-wide group. The University took part in the Higher Education Career Barometer survey in 2010. This has been benchmarked against an already established index and the University is reviewing the results through consultation with campus unions. An action plan will be developed. In</i></p>	<p>AP - Ongoing</p>	<p>Chair of the University Concordat Steering Group</p>	<p>Ongoing commitment</p>

<p><i>addition, the University is running the Careers in Research Online Survey (CROS) in spring 2011. Analysis in the context of findings from other surveys including the Career Barometer will be undertaken and an action plan will be developed. The University will engage with stakeholders to implement and promote good practice.</i></p>			
--	--	--	--

2. The signatories agree:
- a) to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.
 - b) to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.
 - c) to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.
 - d) to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).
 - e) to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).

3. The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.

4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.

5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources³ and on the sharing of good practice between institutions and to provide evidence of its impact.

