



		senior managers. Further engagement with PIs and senior managers through workshops /seminars on good management of research staff and related issues.	Staff Development / 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.	(2011) Promotion procedures for research staff are transparent and clearly outlined within the staff handbook and on the University intranet. (2011) The University intends to develop a  t this has already been made explicit in the University Strategy. (2011) The University will raise awareness amongst research staff of the existence of  We will appoint a Career Development Champion within the University for research staff.	HR / Research and Knowledge Transfer Committee (Senate)  Staff Development  Equal Opportunities and Human Resources Committee	Completed  Completed  Completed and continual regular activity: Sep 2013 onwards  By Oct 2014
: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. d Z ] u % } CE š v } ( CE • CE Z CE • [ % CE • } v o v CE , CE clearly recognised and promoted at all stages of their career. P				
3.4	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.	(2011) Greater involvement from the Placement and Careers Centre (PCC) will be requested, as outlined in the University  sessions for research staff on careers guidance and training will be developed, and research staff will be actively encouraged to participate in the forums that already exist linking Brunel to	Placement and Careers Centre / Graduate School	Jul 2011 t 13





		<p>researchers to access these; one-to-one coaching along with support for fellowship and grant applications (through the Graduate School and RSDO).</p> <p>The University will provide ILM Level 5 training in Coaching and Mentoring for Leadership, growing a central pool of coaches and mentors.</p>		<p>2012</p> <p>Jan tOct 2013 (first tranche); Jan tOct 2014 (second tranche)</p>
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3.9 Research managers should actively encourage researchers to undertake 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

	another.	for academic practice through which staff can develop their teaching and learning skills. See 4.12		
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4.12 Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support in their ca

		propose a formal mentoring system for research staff within the University (also see Principle 6 below).	Deputy Heads of Research	
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Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

- 5.2 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. (2011) Build on the training in knowledge transfer currently provided for research staff through the Graduate School. This involves internal and external knowledge t

5.3 Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical



