



Ollscoil Chathair Bhaile Átha Cliath  
Dublin City University



HR EXCELLENCE IN RESEARCH

# HRS4R – The Human Resources Strategy for Researchers GAP Analysis

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# Dublin City University - HR Strategy for Researchers

## Gap Analysis of Current DCU Policies and Practices against the Principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

### I Ethical and Professional Aspects.

| <p>1. Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.</p> |   |   |  |
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| Existing DCU Practices / Policies  | Weblinks  | Action  | Owner and Target Completion Date   |
| <p>As articulated in its 2012-2017 strategic plan, DCU's mission is to transform lives and societies through education, research and innovation. To support this mission DCU is creating an environment that promotes research, scholarship and external engagement; arranging much of the University's research activities to address major areas of societal and economic needs - health, information technology, sustainability and resilience, with an emphasis on the effective conversion of knowledge arising from research into societal and economic benefits.</p> <p>The University expects that its researchers</p>   | <p><a href="#">DCU Strategic Plan 2012-2017</a></p> <p><a href="#">Code of Good Research Practice</a></p> | <p><b>1.1</b> DCU has endorsed the principles of Ireland's National Policy on Research Integrity and will start to integrate the principles into its internal Code of Good Research Practice.</p> <p><b>1.2</b> DCU will develop and implement mechanisms to embed the principles of Ireland's National Policy on Research Integrity across the University.</p> | <p><b>1.1 &amp; 1.2</b> RIS</p> <p>Target Completion Date:</p> <p><b>1.1</b> Q4 2015</p> <p><b>1.2</b> Ongoing</p> |

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| <p>conduct their research in accordance with DCU's Code of Good Research Practice which sets out DCU's overarching policies in relation to research integrity, research misconduct, financial management and Intellectual Property.</p> <p>DCU is committed to ensuring the highest standards of integrity in all aspects of its research, and has endorsed the National Policy Statement on Ensuring Research Integrity in Ireland. In order to promote best practice in responsible research behaviour, DCU provides online training in Research Integrity.</p> <p><b>Academic Freedom</b> is provided under The Universities Act 1997 (Chapter 1 Section 14).</p> | <p>(DCU internal access)</p> <p><a href="#">National Policy Statement on Ensuring Research Integrity in Ireland</a></p> <p><a href="#">Universities Act 1997</a></p> |  |  |
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**3. Professional Responsibility:** Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.

| Existing DCU Practices / Policies  | Weblinks   | Action   | Owner and Target Completion Date   |
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| <p>The University expects that its researchers conduct their research in accordance with DCU’s Code of Good Research Practice which sets out DCU’s overarching policies in relation to research integrity, research misconduct, financial management and Intellectual Property.</p> <p>In addition to the Code of Good Research Practice there are specific policies for:</p> <ul style="list-style-type: none"> <li>• Intellectual Property Policy</li> <li>• Policy for Dealing with Allegations of Research Misconduct</li> <li>• Conflicts of Interest Policy</li> <li>• Academic Integrity &amp; Plagiarism Policy</li> <li>• Data Privacy Policy</li> <li>• Academic Regulations for Postgraduate Degrees by Research and Thesis.</li> </ul> | <p><a href="#">Code of Good Research Practice</a><br/>(DCU internal access)</p> <p><a href="#">Intellectual Property Policy</a><br/>(DCU internal access)</p> <p><a href="#">Research Misconduct Policy</a><br/>(DCU internal access)</p> <p><a href="#">Conflict of Interests Policy</a></p> <p><a href="#">Academic Integrity &amp; Plagiarism Policy</a></p> <p><a href="#">Data Privacy Policy</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> | <p><b>1.1</b> DCU has endorsed the principles of Ireland’s National Policy on Research Integrity and will start to integrate the principles into its internal Code of Good Research Practice.</p> <p><b>1.2</b> DCU will develop and implement mechanisms to embed the principles of Ireland’s National Policy on Research Integrity across the University.</p> <p><b>3.1</b> DCU will review the information provided to newly recruited researchers during induction to ensure they are aware of their professional responsibilities</p> | <p><b>1.1 &amp; 1.2</b> RIS<br/>Target Completion Date:<br/><b>1.1: Q 4 2015</b><br/><b>1.2: Ongoing</b></p> <p><b>3.1</b> HR<br/>Target Completion Date: <b>Ongoing</b></p> |

| <p><b>4. Professional Attitude:</b> Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.</p>  |   |   |   |
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| Existing DCU Practices / Policies  | Weblinks  | Action  | Owner and Target Completion Date  |
| <p>Research Support at DCU, through its internal website, offers guidance to the research community on both the proposal preparation phase and post-award phase of research funding. Researchers also have access, through a research support system to the contract between the university and the funder But feedback indicates a lack of awareness of funder terms and conditions among researchers.</p> <p>DCU has an online Institutional Proposal Approval System which Principal Investigators are required to complete before they submit any grant application to an external funding agency., however this IT system is old and no longer fit for purpose</p> <p>RIS and the Training and Development Section of HR provide 'Orientation for Researchers' as part of the <i>Research Development Programme</i>. This half day course aims to provide information about the origins and structure of DCU, the research environment at DCU and the internal resources and support available to those involved in research.</p> | <p><a href="#">DCU Research Support</a><br/> <a href="#">Institutional Proposal Approval System</a><br/> <a href="#">Orientation for Researchers</a></p> <p><a href="#">DCU - Orientation for Researchers</a></p> | <p><b>4.1</b> DCU will update its internal proposal approval IT system to better enable compliance with internal approval processes for research projects.</p> <p><b>4.2</b> DCU will develop and implement mechanisms to increase awareness among researchers of their obligations in relation to their funded research.</p> | <p><b>4.1</b> RIS<br/>Target Completion Date: <b>Q4 2016</b></p> <p><b>4.2</b> RIS<br/>Target Completion Date: <b>Q3 2016</b></p> |

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| <p>New postgraduate researchers are offered the opportunity to attend an Orientation Programme, and an extended induction programme of information sessions which run through Semester 1 annually. These programmes are co-ordinated by DCU's Graduate Studies Office (GSO). GSO is also responsible for a suite of policies and guidance documents outlining supervisor and postgraduate researcher responsibilities.</p> | <p><a href="#">Graduate Research Guide</a></p> <p><a href="#">Student Charter</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> <p><a href="#">Postgraduate Research Scholarship Terms and Conditions letter template for Schools</a></p> <p><a href="#">Academic Roles and Responsibilities in Graduate Research</a></p> <p><a href="#">Policy on Research Supervision and Awards in Collaboration with Other Institutions</a></p> <p><a href="#">Orientation and induction for new postgraduate researchers</a></p> |  |  |
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| <p><b>5. Contractual and Legal Obligations:</b> Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc) as set out in the terms and conditions of the contract or equivalent document.</p> |   |  |   |
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| Existing DCU Practices / Policies.   | Weblinks  | Action   | Owner and Target Completion Date  |
| <p>Researchers have access, through its current research support system to the contract between the University and the funder which states their contractual and legal obligations, including specific requirements in relation to intellectual property. However feedback from researchers indicated that more support could be provided.</p> <p>DCU’s Intellectual Property Policy states for University faculty, researchers and students the relevant policies, as well as the nature of faculty, staff, researchers and students’ responsibilities, privileges and options when they have made an invention.</p>    | <p><a href="#">Research Support System</a></p> <p><a href="#">Intellectual Property Policy</a> (DCU internal access)</p> <p><a href="#">Terms &amp; Conditions Template Letter for New Postgraduate Researchers</a> (DCU internal access)</p> | <p><b>4.2</b> DCU will develop and implement mechanisms to increase awareness among researchers of their obligations in relation to their funded research.</p> <p><b>5.1</b> Conduct periodic audits to ensure Terms and Conditions letters are issued for funded Post Graduate Researchers.</p> | <p><b>4.2</b> RIS<br/>Target Completion Date: <b>Q3 2016</b></p> <p><b>5.1</b> GSO<br/><b>Q1 2016</b><br/><b>Q1 2017</b><br/><b>Q1 2018</b></p> |

**6. Accountability** . Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees. Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.

| Existing DCU Practices / Policies  | Weblinks   | Action   | Owner and Target Completion Date  |
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| <p>DCU has a number of finance policies which outline procedures for handling of financial payments/procurement, expense claims. DCU's Code of Good Research Practice includes a statement on financial management of projects.</p> <p>The University has defined intellectual property and lab notebook policies.</p> <p>Dublin City University, as a Data Controller, is required by law to comply with the following Irish legislation relating to the processing of Personal Data:</p> <ul style="list-style-type: none"> <li>• The Data Protection Act 1988 (The Principle Act)</li> <li>• The Data Protection (Amendment) Act 2003</li> </ul> <p>DCU's Records Management policy is a statement of intent declaring records management standards for the administration of University records.</p> | <p><a href="#">DCU Finance Office Policies &amp; Procedures</a><br/> <a href="#">Travelling &amp; Subsistence policy</a><br/> <a href="#">Code of Good Research Practice</a><br/>           (DCU internal access)</p> <p><a href="#">Intellectual Property Policy</a> (DCU internal access)<br/> <a href="#">DCU Laboratory Notebook policy</a></p> <p><a href="#">DCU's Data Protection Policy</a></p> <p><a href="#">DCU Records Management Policy</a></p> | <p><b>6.1</b> Review and further develop procedures and guidelines for researchers to support them in their responsibility for accountability in their research.</p> <p><b>6.2</b> DCU will conduct an audit of current practices in relation to retention of research data to determine what further actions are required in order to adhere to national best practice.</p> | <p><b>6.1</b> RIS &amp; Finance Office<br/>           Target Completion Date:<br/> <b>Q4 2016</b></p> <p><b>6.2</b> RIS,ISS, Library<br/>           Target Completion Date:<br/> <b>Q4 2016</b></p> |





| <p><b>9. Public Engagement</b> Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.</p>   |  |  |  |
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| Existing DCU Practices / Policies   | Weblinks   | Action   | Owner and Target Completion Date                             |
| <p>Civic Engagement is a key component of DCU's broader mission of engagement which includes enterprise and public engagement. It is not an optional add -on, or even a 'third stream ' activity but lies at the very core of the university's strategic outlook</p> <p>DCU has established a Societal Impact Platform with the key objectives of:</p> <ul style="list-style-type: none"> <li>• evaluating and advising the DCU research community in general on social issues and societal impact associated with their research proposals and with the outputs of such</li> <li>• increasing public engagement with DCU research and innovation, through 'outreach' programmes, the Innovation Campus and other science/society interaction</li> </ul> <p>DCU's annual President's Award for Engagement recognises outstanding contributions by staff and students to the engagement mission of DCU. Engagement is defined widely to embrace civic engagement, public engagement, enterprise engagement, sustainability engagement and student engagement</p> | <p><a href="#">DCU Civic Engagement Office</a></p> <p><a href="#">DCU Societal Impact Platform</a></p> <p><a href="#">President's Award for Engagement</a></p> | <p><b>9.1</b> Increase the awareness of existing training and support opportunities available to researchers that enable them to communicate their research to non-expert audiences.</p> | <p><b>9.1</b> RIS Target Completion Date: <b>Q3 2016</b></p> |

| <b>10. Non Discrimination</b>   |  |   |  |
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| Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.   |  |   |  |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>   | <b>Owner and Target Completion Date</b>                            |
| <p>In accordance with the Equality Acts 1998 and 2004, which deal with discrimination in employment, DCU supports the implementation of this principle.</p> <p>DCU is a multi-cultural community that values and promotes equality and diversity. The Equality Office, headed by the Equality Director, monitors processes and procedures within the University to ensure equality of opportunity.</p> <p>The main aim of the DCU Equality and Access Policy is to create the conditions whereby students, staff and all others associated with the University are treated equitably regardless of gender, disability, sexual orientation, race, membership of the Traveller community, religious beliefs, age, marital status or family status.</p> <p>By embedding equality and diversity practices in DCU, it aims to ensure a positive working and learning environment where all members of the DCU community treat one another with mutual respect and dignity. This is referred to in Orientation programmes for new staff and</p> | <p><a href="#">DCU - Legislation and Policies</a></p> <p><a href="#">Equality Office</a></p> <p><a href="#">DCU Equality and Access Policy</a></p> <p><a href="#">Respect and Dignity Policy</a></p> | <p>No gap identified.</p> <p>See Principle 27, Action 27.1.<br/> <b>27.1</b> Review actions identified for HR and RIS that arise from the submission for the Athena SWAN award.</p> | <p><b>27.1</b> HR, RIS<br/> Target Completion Date : Q1, 2017.</p> |

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| <p>students, and re-orientation programmes for Heads of School.</p> <p>In accordance with the Disability Act 2005, DCU is committed to providing access to the University and to University education by economically or socially disadvantaged people, by people who have a disability and by people from sections of society significantly under-represented in the student body.</p> <p>The Disability and Learning Support Service for students aims to promote equality of access for learners with disabilities, specific learning difficulties and on-going medical conditions in DCU. In line with best practice guidelines, the Service coordinates a range of supports for students to ensure they have equity of access to their studies.</p> <p>As legislated for in the Disability Act 2005, DCU has an appointed Access Officer. The Access Service at DCU exists to empower and support students from socio-economically disadvantaged backgrounds to realise their full potential.</p> | <p><a href="#">Code of Practice for the Employment of People with Disabilities</a></p> <p><a href="#">Disability and Learning Support Service- Code of Practice for Students.</a></p> <p><a href="#">DCU Access Officer</a></p> |  |  |
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| <b>11. Evaluation / Appraisal Systems</b>   |  |  |   |
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| Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.   |  |  |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>  | <b>Owner and Target Completion Date</b>                   |
| <p>In accordance with the provision of the current Social Partnership Agreement, Sustaining Progress, and the previous agreement, the Programme for Prosperity and Fairness, the University implemented a Performance Management and Development Scheme (PMDS) to meet the development needs of staff across the University, improve performance, enhance quality and promote a culture of continuous improvement.</p> <p>The <i>Research Career Framework</i> (RCF) provides for three defined levels within the research career path with continuous professional development at each level. The RCF facilitates researchers in developing a set of valuable and transferable skills to enhance their own career opportunities. One of the Guiding Principles of the RCF requires all new entrants to the Framework to complete a probationary process and an annual performance evaluation conducted through the PMDS process.</p> | <p><a href="#">Performance Management Development Scheme (PMDS) Probation</a></p> <p><a href="#">Research Career Framework</a></p> <p><a href="#">RCF - Guiding Principles</a></p> | <p><b>11.1</b> Ensure full implementation of existing PMDS, Probation procedure and support systems and continue to monitor completion rates for PMDS and Probation reviews.</p> | <p><b>11.1</b> HR<br/>Target Completion Date: Ongoing</p> |

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| <p>Although there is no gap in DCU policy, in a recent review of the implementation of the RCF, it was recommended to ensure the implementation of existing Probation and PMDS procedures.</p> <p>A postgraduate researcher's progress through their degree is formally evaluated on an annual basis through the completion of an online Annual Progress Report. The Report is completed and evaluated by the student and their Principal Supervisor, and approved by the supervisory panel and Head of School. Continued registration is dependent on satisfactory progress.</p> | <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> <p><a href="#">Graduate Research Guide</a></p> |  |  |
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## II. RECRUITMENT

| <p><b>12. Recruitment.</b><br/>Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning of their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.</p>  |   |                           |                                  |
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| Existing DCU Practices / Policies   | Weblinks  | Action                    | Owner and Target Completion Date |
| <p>The DCU Recruitment and Selection Policy provides clear guidelines on the recruitment and selection of all staff in order to ensure the most suitable person is appointed to every vacancy within the University. The selection process ensures equity, fairness, flexibility and equal opportunity principles.</p> <p>The Equality office monitors processes and procedures within the University to ensure equality of opportunity.</p> <p>The RCF adheres to the principles set out in the Code of Conduct for the Recruitment of Researchers.<br/>Entry and admission standards for researchers are clearly specified in the RCF.<br/>The RCF Recruitment and Selection Guidelines outlines best practice recruitment and selection guidelines and the steps required to ensure the swift recruitment of</p> | <p><a href="#">Overview of Recruitment Policies</a><br/><a href="#">DCU - Recruitment and Selection Policies</a></p> <p><a href="#">DCU Equality Office</a></p> <p><a href="#">Research Career Framework</a><br/><a href="#">Recruitment and Selection Guidelines for the DCU Research Career Framework</a></p> | <p>No gap identified.</p> |                                  |

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| <p>top research talent to the University under the Research Career Framework.</p> <p>The guidelines covers all aspects of the recruitment and selection process and is divided into the following five sections:</p> <ol style="list-style-type: none"> <li>1. Pre Advertising</li> <li>2. Advertising</li> <li>3. Pre-Interview</li> <li>4. Interview</li> <li>5. Appointment</li> <li>6. Contract Renewals/Extensions.</li> </ol> <p>The DCU Equality and Access Policy outlines the University’s commitment to develop, maintain and support policies to improve access to the University and to University education by economically or socially disadvantaged people, by people who have a disability and by people from sections of society significantly under-represented in the student body.</p> <p>Unconscious Bias training commenced in 2015 with a view to becoming integrated into the training initiatives that support the recruitment and selection processes.</p> <p>Entry requirements for DCU’s postgraduate research programmes are stated in the Academic Regulations and clearly outlined on the DCU Registry website. Instructions on how to apply to DCU are provided on the</p> | <p><a href="#">Pre-Advertising Advertising Pre-Interview Interview Appointment Contract Renewals / Extensions</a></p> <p><a href="#">DCU Equality and Access Policy</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> |  |  |
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| <p>Graduate Studies Office (GSO) website.<br/>The Disability and Learning Support Service for students aims to promote equality of access for learners with disabilities, specific learning difficulties and on-going medical conditions in DCU. In line with best practice guidelines, the Service coordinates a range of supports for students to ensure they have equity of access to their studies.</p> <p>The Access Service at DCU exists to empower and support students from socio-economically disadvantaged backgrounds to realise their full potential</p> | <p><a href="#">Graduate Research Guide</a></p> <p><a href="#">Registry website – entry requirements</a></p> <p><a href="#">GSO website – How to Apply</a></p> <p><a href="#">Disability &amp; Learning Support Service</a></p> <p><a href="#">Access Service</a></p> |  |  |
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| <b>13. Recruitment (code)</b>  |  |   |  |
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| Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge and competencies required, and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.   |  |   |  |
| <b>Existing DCU Practices / Policies</b>   | <b>Weblinks</b>  | <b>Action</b>   | <b>Owner and Target Completion Date</b>                    |
| <p>The DCU Recruitment and Selection Policy provides clear guidelines on the recruitment and selection of all staff in order to ensure that the selection process ensures equity, fairness, flexibility and equal opportunity principles.</p> <p>The RCF Guiding Principle on Recruitment and Selection states that recruitment and selection to all the appropriate levels in the framework shall be completed in line with University policy and the process shall be open, competitive, transparent and in line with best practice.</p> <p>The competencies required for positions are outlined in Job Descriptions and on the DCU website.</p> <p>The RCF Guiding Principle on advertising includes an advert template. The advert will specify the level on the framework, criteria required and timings.</p> <p><i>The DCU Guide of Good Practice in the</i></p> | <p><a href="#">Overview of Recruitment Policies DCU - Recruitment and Selection Policies</a></p> <p><a href="#">Research Career Framework</a></p> <p><a href="#">RCF – Guiding Principles - Recruitment and Selection Guidelines for the DCU Research Career Framework</a></p> <p><a href="#">RCF - Guiding Principle on Pre Advertising</a> (including Job Description Templates)</p> <p><a href="#">RCF Competency Guidelines</a></p> <p><a href="#">RCF - Advertising</a></p> | <p><b>13.1</b> Conduct an initiative to encourage the adoption of the Guide of Good Practice in the Recruitment and Selection of Research Students.</p> | <p><b>13.1</b> GSO<br/>Target Completion Date: Q4 2016</p> |

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| <p><i>Recruitment and Selection of Research Students</i> outlines the postgraduate research recruitment process and gives guidelines to PIs / supervisors on best practice.</p> <p>Specific programme information on postgraduate research degrees is provided on individual programme websites.</p> <p>Instructions on how to apply to DCU are provided on the Graduate Studies Office (GSO) website.</p> <p>DCU has an internationally comparable recruitment procedure for all research students. All formal research degree applications are submitted to the University via PAC (Postgraduate Applications Centre <a href="http://www.pac.ie">www.pac.ie</a>) and require an approved project proposal, the agreement of at least one named, qualified Principal Supervisor to supervise the project, and approval of the Head of School of which the Principal Supervisor is a member, or is affiliated to. PAC applications are reviewed by Registry, and International office in the case of non-EU applications, to ensure that the entry requirements are met and that the application is complete. The application is then reviewed for approval by the Supervisor and School to which the applicant is applying. The is to ensure appropriate expertise and other resources are available to support the project, that the project is at the appropriate</p> | <p><a href="#">DCU Guide of Good Practice in the Recruitment and Selection of Research Students</a></p> <p><a href="#">Graduate Research Guide</a></p> <p><a href="#">Student Recruitment Office – Postgraduate Programmes</a></p> <p><a href="#">GSO website – How to Apply</a></p> <p><a href="#">Postgraduate Applications Centre</a></p> |  |  |
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| level, and that the applicant has evidenced having the appropriate skillset, motivation and capacity to successfully pursue the specific project and award level. |  |  |  |
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| <b>14. Selection (code)</b>   |   |  |   |
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| <p>Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained should be realistic.</p>  |   |  |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>   | <b>Action</b>  | <b>Owner and Target Completion Date</b>   |
| <p>In accordance with the DCU Selection Boards policy, a formally constituted Selection Board must be convened for all advertised positions. The Board will, where possible, in addition to the Head of School/Unit, include other appropriate School/Unit membership, gender representation and external representation.</p> <p>Interview processes are outlined, including Guidelines for Conducting Interviews. Irrespective of level, University staff who become involved in Selection Boards undergo a formal training programme on Interviewing Skills.</p> <p>Unconscious Bias training commenced in 2015 with a view to becoming integrated into the training initiatives that support the recruitment and selection processes.</p> <p>Postgraduate research students are invited to make a formal application to the University (via the Postgraduate Applications Centre <a href="http://www.pac.ie">www.pac.ie</a>) when a project proposal has been agreed with a Principal Supervisor who will supervise the project, and the Head of</p> | <p><a href="#">Selection Board Policy</a></p> <p><a href="#">Interview</a> (including Guidelines for Conducting Interviews)</p> <p><a href="#">Interviewer Skills Training</a></p> <p><a href="#">Graduate Research Guide</a></p> <p><a href="#">GSO website – How to Apply</a></p> <p><a href="#">PAC (Postgraduate Applications Centre)</a></p> | <p><b>14.1</b> Integrate Unconscious Bias training into the initiatives that support the recruitment and selection process.</p> <p><b>14.2</b> Revise professional development (interviewing, supervision) for Pls to include reference to the DCU Guide of Good Practice in the Recruitment and Selection of Research Students.</p> | <p><b>14.1</b> HR, Target Completion Date: Q2 2016</p> <p><b>14.2</b> GSO / HR Target Completion Date: Q3, 2016</p> |

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| <p>School to which the supervisor is affiliated approves. A Principal Supervisor may advertise for prospective students to express their interest in a pre-defined / funded project, or a student with funding may approach a prospective supervisor to discuss undertaking a project under their supervision.</p> <p>Selection committees are not used for Post Graduates , however the <i>DCU Guide of Good Practice in the Recruitment and Selection of Research Students</i> outlines the postgraduate research recruitment process and gives guidelines to PIs / supervisors on best practice.</p> | <p><a href="#"><u>DCU Guide of Good Practice in the Recruitment and Selection of Research Students</u></a></p> |  |  |
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| <b>15. Transparency</b>   |   |                    |   |
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| Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.   |   |                    |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>   | <b>Action</b>      | <b>Owner and Target Completion Date</b> |
| <p>All vacancies are advertised on the HR Vacancies website. Previous positions are also archived on this site. Job descriptions and advertisements outline the selection criteria and number of available positions.</p> <p>Within the RCF, the guiding principle on pre-advertising stipulates the format for job descriptions and job advertisements. Further information on the recruitment process is available on the DCU website to which candidates are referred to.</p> <p>Feedback is available to candidates after the selection process in accordance with DCU Feedback Guidelines in order to inform the candidate about the strengths and weaknesses of their applications with a view to more successful future applications.</p> <p>Information about the admissions process, the entry criteria, and programme duration for postgraduate research degrees is provided on Registry, Graduate Studies Office and</p> | <p><a href="#">HR - Vacancies</a></p> <p><a href="#">RCF - Guiding Principle on Pre Advertising</a> (including Job Description Templates)</p> <p><a href="#">RCF - Advertising</a></p> <p><a href="#">RCF Guiding Principles</a></p> <p><a href="#">RCF Competency Guidelines</a></p> <p><a href="#">Notification of Candidates</a></p> <p><a href="#">Student Recruitment Office – Postgraduate Programmes</a></p> <p><a href="#">Registry website – entry</a></p> | No gap identified. |   |

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| <p>individual programme websites.</p> <p>Information about current scholarship opportunities for postgraduate research are advertised on the Graduate Studies Office website.</p> | <p><a href="#">requirements</a></p> <p><a href="#">GSO website – How to Apply</a></p> <p><a href="#">GSO Scholarship Opportunities</a></p> |  |  |
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## 16. Judging Merit

The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.

| Existing DCU Practices / Policies  | Weblinks  | Action                    | Owner and Target Completion Date |
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| <p>A wide range of evaluation criteria is considered in the selection process.</p> <p>Key competencies and job descriptions are available for candidates at each level on the RCF.</p> <p>Applications are short listed against the selection criteria / competencies as defined in the job descriptions.</p> <p>The interview process is conducted as per the normal DCU recruitment process.</p> <p>The Selection Board follows the Guidelines for Conducting Interviews.</p> <p>Ranking and selection of candidates is based on all aspects of the role criteria, the competencies and any other part of the selection process. This includes written application, interview, presentation (if appropriate to the competition), research publication record, referees' reports, and any other aspect of the selection criteria.</p> | <p><a href="#">Overview of Recruitment and Selection</a></p> <p><a href="#">Recruitment and Selection Guidelines for DCU Research Career Framework</a>,</p> <p><a href="#">RCF – Competency Guidelines</a></p> <p><a href="#">RCF – Job Descriptions</a></p> <p><a href="#">RCF - Pre Interview</a></p> <p><a href="#">RCF - Interviews</a></p> | <p>No gap identified.</p> |                                  |

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| <p>The recognition of prior learning (RPL) is inherent to DCU. RPL supports and facilitates access to DCU by recognising and rewarding prior learning. The DCU RPL policy is designed to be fair and transparent. The purpose of RPL is specifically to support students with diverse prior learning experiences who, based on this prior learning, are judged to be suitably prepared for postgraduate study and who can greatly benefit from such study. Students are admitted to research programmes through recognition of prior accredited and experiential learning, or a combination of both.</p> | <p><a href="#"><u>Recognition of Prior Learning (RPL) Policy for Research Programmes</u></a></p> |  |  |
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**17. Variations in the chronological order of CVs**

Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.

| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>                  | <b>Action</b>      | <b>Owner and Target Completion Date</b> |
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| Ranking and selection of candidates is based on all aspects of the role criteria, the competencies and any other part of the selection process. This includes written application, interview, presentation (if appropriate to the competition), research publication record, referees' reports, and any other aspect of the selection criteria. | <a href="#">RCF - Interviews</a> | No gap identified. |   |

| <b>18. Recognition of mobility experience</b>  |   |                           |   |
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| Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.  |   |                           |   |
| <b>Existing DCU Practices / Policies</b>   | <b>Weblinks</b>   | <b>Action</b>             | <b>Owner and Target Completion Date</b> |
| <p>Ranking and selection of candidates is based on all aspects of the role criteria, the competencies and any other part of the selection process.</p> <p>If mobility experience is deemed to be one of the criteria necessary for the post then it will be considered by the board of assessors in the same manner as the other criteria and scored accordingly in line with the recruitment procedure based on experience for the competency.</p> <p>International mobility of researchers is encouraged and promoted through DCU's strategic linkages with other universities. Research funding schemes such as the Marie Skłodowska Curie Actions that promote mobility are actively promoted by Research &amp; Innovation Support at DCU</p> <p>Please see Principle 29. Value of Mobility.</p> <p>DCU's Standard Operating Procedures outline the processes that enable inter-institutional module delivery, student registration, records</p> | <p><a href="#">DCU - Policies and Procedures - Screening Process</a></p> <p><a href="#">Funding Opportunities for International Researchers</a></p> <p><a href="#">DCU International Office</a></p> <p><a href="#">Policy on Research Supervision and Awards in Collaboration</a></p> | <p>No gap identified.</p> |   |

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| <p>transfer and credit exchange for DCU students, and research students of DCU's partner institutions.</p> <p>The Academic Regulations for Postgraduate Degrees by Research and Thesis outline the regulatory circumstances governing research student mobility. Detail is provided in the DCU Policy on Research Supervision and Awards in Collaboration with Other Institutions, and the associated suite of Collaborative Agreement Templates which have been developed for use by staff.</p> | <p><a href="#">with Other Institutions</a></p> <p><a href="#">Collaborative Agreement Templates</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> <p><a href="#">Inter-institutional Mobility SOP</a></p> |  |  |
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| <b>19. Recognition of qualifications</b>  |  |                           |   |
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| <p>Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including non-formal qualifications, of all researchers, in particular within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.</p>   |  |                           |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>             | <b>Owner and Target Completion Date</b> |
| <p>DCU Human Resources office request the original qualifications of applicants at offer stage of post for all permanent positions, regardless of the awarding institute(s).</p> <p>The National Framework of Qualifications is used to compare non EU qualifications of applicants.</p> <p>The National Framework of Qualifications (NFQ) is a ten-level system giving an academic or vocational value to qualifications obtained in Ireland, and is linked to similar frameworks in Europe. The NFQ is used in the assessment and evaluation of academic qualifications. DCU International Office also employs NARIC to provide information on non-EU qualifications.</p> <p>All formal research degree applications are submitted to the University via PAC (Postgraduate Applications Centre). PAC applications are reviewed by Registry, and International Office in the case of non-EU applications, to ensure that the entry requirements are met and that the</p> | <p><a href="#">National Framework of Qualifications</a></p> <p><a href="#">NARIC</a></p> <p><a href="#">Postgraduate Applications Centre</a></p> <p><a href="#">GSO website – How to Apply</a></p> | <p>No gap identified.</p> |   |

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| <p>application is complete. A full list of all documentation required for the assessment of evaluation of the academic and professional qualifications is provided on the GSO How to Apply website.</p> |  |  |  |
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## 20. Seniority

The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.

| Existing DCU Practices / Policies. NO GAP   | Weblinks  | Action                    | Owner and Target Completion Date |
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| <p>The DCU Recruitment and Selection Policy provides clear guidelines on the recruitment and selection of all staff in order to ensure that the most suitable person is appointed to every vacancy within the University. The selection process ensures equity, fairness, flexibility and equal opportunity principles. Qualifications required are in line with the needs of the positions and are outlined clearly in Job Descriptions and Advertisements.</p> <p>Ranking and selection of candidates is based on all aspects of the role criteria, the competencies and any other part of the selection process.</p> | <p><a href="#">Overview of Recruitment Policies</a><br/><a href="#">DCU - Recruitment and Selection Policies</a></p> <p><a href="#">Recruitment and Selection Guidelines for DCU Research Career Framework,</a></p> <p><a href="#">RCF – Competency Guidelines</a><br/><a href="#">RCF – Job Descriptions</a></p> <p><a href="#">RCF - Interviews</a></p> | <p>No gap identified.</p> |                                  |

| <b>21. Postdoctoral appointments</b>  |  |   |  |
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| <p>Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of long-term career prospects.</p>  |  |   |  |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>   | <b>Owner and Target Completion Date</b>                    |
| <p>Clear rules and explicit guidelines for the recruitment and appointment of researchers have been established and are outlined in the RCF Recruitment and Selection Guidelines. Maximum durations and appointment objectives are specified. Overall, a researcher can have up to a maximum of 8 years in total on the RCF, but no more than 4 years at each of the three levels.</p> <p>Time spent in prior postdoctoral positions is taken into consideration. In the interests of fairness and consistency, research staff will be placed on the appropriate framework level based on what he/she has achieved so far in his/her career.</p> <p>In line with University practice, one of the over-arching objectives of the RCF is to provide significant professional development and give the best opportunities in terms of a wider career path.</p> <p>The RCF Guiding Principles specifies that the RCF provides for three defined levels within</p> | <p><a href="#">Recruitment and Selection Guidelines for DCU Research Career Framework</a>,</p> <p><a href="#">Overview of RCF</a></p> <p><a href="#">RCF - The Levels</a></p><br><p><a href="#">Professional Development Opportunities for Researchers</a> – Includes information on the <a href="#">Researcher Development Programme</a></p><br><p><a href="#">RCF - Guiding Principles</a></p> | <p><b>21.1</b> Complete the process to communicate the explicit aims, purpose and benefits of the Research Career Framework (RCF), including the context in which the RCF operates, to ensure continuous and sustained understanding by all stakeholders.</p> | <p><b>21.1</b> HR,<br/>Target Completion Date: Q3 2017</p> |

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| <p>the research career path with continuous professional development at each level. The intended outcome of this development is to support the Principal Investigators (PI's) in delivering excellence in research at DCU. In addition, participating researchers are facilitated in developing a set of valuable and transferable skills that shall enhance their own career opportunities.</p> <p>Senior Research Fellows who successfully complete Level 3 will be strongly placed to secure a longer term position outside of the Framework as a senior researcher or an academic in DCU or alternatively, other positions in industry or the wider public service.</p> <p>Training and development opportunities are provided at the three levels of the RCF under the following headings:</p> <ul style="list-style-type: none"> <li>▪ Orientation</li> <li>▪ Career Development</li> <li>▪ Leadership and Management Training</li> <li>▪ Publications, funding and intellectual property</li> <li>▪ Finance and Budgeting</li> <li>▪ Project Management</li> <li>▪ Teaching and Learning</li> </ul> <p>Although there is no gap in policy, feedback from reviews has highlighted a need to communicate the explicit aims, purpose and benefits of professional development and the</p> |  |  |  |
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| RCF, considering the transitional nature of postdoctoral research positions and the context in which the RCF operates. |  |  |  |
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### III. WORKING CONDITIONS AND SOCIAL SECURITY

| <p><b>22. Recognition of the profession.</b><br/>         All researchers engaged in a research career should be recognized as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).</p>  |  |                           |                                  |
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| Existing DCU Practices / Policies   | Weblinks   | Action                    | Owner and Target Completion Date |
| <p>All research staff are recognized as professionals in DCU and treated accordingly at all levels of their careers.</p> <p>The RCF includes Professional Development Opportunities for Researchers and in particular, the Research Development Programme (RDP) which includes Career Development support.</p> <p>As part of their professional development, research staff (particularly at the post-doctoral stage) are encouraged and supported in applying for research funding in their own name and can avail of an equivalent level of proposal preparation support in as is available to academic members of staff.</p> | <p><a href="#">Research Career Framework</a></p> <p><a href="#">Professional Development Opportunities for Researchers</a></p> <p><a href="#">Research Development Programme</a></p> <p><a href="#">Career Development</a></p> | <p>No gap identified.</p> |                                  |

| <p><b>23. Research environment</b> Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.</p>   |  |  |   |
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| Existing DCU Practices / Policies.  | Weblinks   | Action   | Owner and Target Completion Date  |
| <p>Research is a core activity in DCU and developing research activity is a fundamental pillar of the University Strategy. To this end, DCU has developed a Research Development Programme (RDP) in order to support academic and research staff in the development of skills related to the performance of research. The programme is delivered in modular form and it targets a number of categories of research staff including postdoctoral researchers, research fellows and research managers including academic staff. Feedback from the gap analysis process suggests that awareness of this programme could be improved across the University.</p> <p>Postgraduate researchers also have access to a broad range of training opportunities, including credit-bearing, discipline-specific and generic modules, as well as shorter workshops and events through DCU's <a href="#">Graduate Training Programme</a>. The aim is to give students the right skills at the right time to optimise their performance in research and to augment their research qualification with skills transferable outside the academic and research arenas. The full range of graduate training options on offer by the University is reviewed and updated on an annual basis.</p> <p>As a research intensive university DCU has substantial research infrastructure at its disposal. However, knowledge of available research infrastructure within DCU is fragmented and some researchers are not aware of existing facilities. There is currently no defined process for requesting access to equipment/infrastructure.</p> | <p><a href="#">DCU Research Development Programme</a></p> <p><a href="#">DCU Graduate Training Programme</a></p> | <p><b>23.1</b> Improve communication to researchers of the researcher training and development opportunities offered by the University.</p> <p><b>23.2</b> DCU will develop and implement a research infrastructure management plan.</p> | <p><b>23.1</b><br/>RIS, HR<br/>Target Completion Date: <b>Q3 2016</b></p> <p><b>23.2</b> RIS<br/>Target Completion Date: <b>Ongoing</b></p> |

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| Through the Science and Technology Enhancement Platform (STEP) administration unit, event outreach and communication support is available to researchers. |  |  |  |
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| <b>24. Working Conditions</b>   |   |                    |   |
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| Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.  |   |                    |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>   | <b>Action</b>      | <b>Owner and Target Completion Date</b> |
| <p>In accordance with the Equality and Access Policy, DCU aims to create the conditions whereby students, staff and all others associated with the University are treated equitably.</p> <p>All employees, including researchers are issued with a contract of employment which provides comprehensive information on terms and conditions of employment. In addition, the DCU HR web pages provide information on relevant policies and procedures.</p> <p>Researchers are also covered by any collective bargaining agreements and are in compliance with national legislation. In accordance with DCU Policies on leave, all leave must be approved by the line manager as appropriate. The DCU Maternity leave policy applies to all DCU research staff.</p> <p>Paid sabbatical leave is restricted to Academic staff. This is in line with other Irish Universities.</p> | <p><a href="#">DCU Equality and Access Policy</a></p> <p><a href="#">DCU - HR Policies and Procedures</a></p> <p><a href="#">Code of Practice for the</a></p> | No gap identified. |   |

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| <p>DCU is committed to providing equality of opportunity to people with disabilities in all aspects of employment. As part of this commitment, DCU aims to ensure that people with disabilities have full access to employment, training, promotion and career development within the University, and are facilitated to give effective performance in the posts that they hold, and are not disadvantaged by reason of having a disability.</p> <p>Postgraduate research students may undertake their studies on a part-time basis, and pay only associated part-time fee. Where required, formal temporary cessation of registration (for one academic semester or one academic year) is also available to research students who wish to take temporary leave from their studies e.g. for maternity purposes. During any temporary cessation of registration, the student's participation on the research programme is suspended, no supervision takes place, and any minimum period of registration is extended by a corresponding period. In accordance with existing national legislation, no tuition fees are payable during the deferred period, and the student does not receive a stipend during the deferral period</p> | <p><a href="#">Employment of People with Disabilities</a></p> <p><a href="#">Graduate Research Guide</a></p> <p><a href="#">Registry – Deferral</a></p> |  |  |
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| <b>25. Stability and permanence of employment</b>   |   |                    |   |
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| Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.   |   |                    |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>   | <b>Action</b>      | <b>Owner and Target Completion Date</b> |
| <p>DCU are fully compliant with the Fixed Term Workers Act 2003.</p> <p>All employees are given written employment contracts.</p> <p>The RCF Guiding Principles specify that general terms and conditions of employment under which researchers are employed shall be consistent within each level of the Framework irrespective of the funding source. Vacancies at the three levels requires external funding to be in place prior to advertising. The PI ensures that the contract duration matches the funding available.</p> | <p><a href="#">Fixed Term Work Act 2003</a></p> <p><a href="#">RCF - Guiding Principles</a> -</p> | No gap identified. |   |

| <b>26. Funding and Salaries</b>  |   |                           |   |
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| <p>Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.</p>  |   |                           |   |
| <b>Existing DCU Practices / Policies</b>   | <b>Weblinks</b>   | <b>Action</b>             | <b>Owner and Target Completion Date</b> |
| <p>DCU adhere to the Irish Universities Association (IUA) guidelines for researcher salaries at all career stages.</p> <p>Contracts of employment issued to research staff include provisions on employment entitlements such as annual leave, sick leave and pension entitlements.</p> <p>A significant proportion of research students, particularly those in science and engineering, secure funding for their study. Self-funding, or partial self-funding is more common in the humanities, social sciences and business disciplines. The purpose of scholarship funding is to provide financial support to the student during their research degree. The amount, type, duration and elements of funding vary significantly between scholarships.</p> <p>A Terms &amp; Conditions Letter template exists for use by Heads of School to issue to new postgraduate research students to clarify scholarship and project budget information,</p> | <p><a href="#">IUA Salary Guidelines</a></p> <p><a href="#">RCF - The Levels</a></p> <p><a href="#">GSO – scholarships</a></p> <p><a href="#">DCU Daniel O’Hare PhD Scholarship Scheme</a></p> <p><a href="#">Scholarship Terms &amp; Conditions Letter</a></p> | <p>No gap identified.</p> |   |

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| <p>including what and how much is being funded, by whom and for how long.</p> <p>The Graduate Studies Office Scholarships and Opportunities webpage lists a selection of current scholarship opportunities, and also run the annual competitive DCU Daniel O'Hare PhD Scholarship Scheme for new students.</p> |  |  |  |
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| <b>27. Gender Balance</b>  |   |   |  |
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| Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.   |   |   |  |
| <b>Existing DCU Practices / Policies</b>   | <b>Weblinks</b>   | <b>Action</b>   | <b>Owner and Target Completion Date</b>                                  |
| <p>DCU Recruitment Policies specify that equal employment opportunity and equal status principles are constructively and proactively applied.</p> <p>DCU is working to address gender imbalances in the higher education sector through the extension of the Athena SWAN Charter to Ireland. In applying for an Athena Swan Award , DCU has expressed its commitment to advancing equality and diversity in the workplace for the benefit of all staff and students.</p> <p>The DCU Equality office monitors processes and procedures within the University to ensure equality of opportunity.</p> <p>DCU is committed to supporting a comprehensive policy of equality within the University</p> <p>Selection Boards incorporates gender balance in accordance with the Selection Board Policy.</p> <p>Unconscious Bias training commenced in</p> | <p><a href="#">Overview of Recruitment Policies</a></p> <p><a href="#">Athena Swan</a></p> <p><a href="#">DCU Equality Office</a></p> <p><a href="#">DCU Equality and Access Policy</a></p> <p><a href="#">Selection Board Policy</a></p> | <p><b>27.1</b> Review actions identified for HR and RIS that arise from the submission for the Athena SWAN award.</p> | <p><b>27.1</b> HR, RIS</p> <p>Target Completion Date: <b>Q1 2017</b></p> |

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| 2015 with the intention of becoming integrated into the training initiatives that support the recruitment and selection processes. |  |  |  |
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| <b>28. Career Development.</b>  |  |   |  |
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| Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.   |  |   |  |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>   | <b>Owner and Target Completion Date</b>  |
| <p>The RCF provides for three defined levels within the research career path with continuous professional development at each level. Participating researchers are facilitated in developing a set of valuable and transferable skills to enhance their own career opportunities.</p> <p>The Research Development Programme (RDP) includes Career Development support including the following:</p> <ul style="list-style-type: none"> <li>• Developing and Managing your Research Career</li> <li>• CV Clinic for Researchers and Academics</li> <li>• Preparation for Interviews for Researchers and Academics</li> <li>• Maximising your Research Profile</li> </ul> <p>Professional Skills for Research Leaders is a blended learning programme for researchers incorporating online courses and supporting workshops on the following topics:</p> <ul style="list-style-type: none"> <li>• Developing and Consolidating your Research Career</li> </ul> | <p><a href="#">Research Career Framework</a></p> <p><a href="#">Professional Development Opportunities for Researchers</a></p> <p><a href="#">Research Development Programme</a></p> <p><a href="#">Career Development</a></p> <p><a href="#">Professional Skills for Research Leaders</a></p> | <p><b>28.1</b> Include the research community in the University's Mentoring Scheme.</p> <p><b>28.2</b> Enhance career support services for all researchers.</p> <p><b>21.1</b> Complete the process to communicate the explicit aims, purpose and benefits of the Research Career Framework (RCF), including the context in which the RCF operates, to ensure continuous and sustained understanding by all stakeholders.</p> | <p><b>28.1</b> HR<br/>Target Completion Date: <b>Q4 2016</b></p> <p><b>28.2</b> HR, RIS, GSO, SSD<br/>Target Completion Date: <b>Q4 2016</b></p> <p><b>21.1:</b> HR<br/>Target Completion Date: <b>Q3 2017</b></p> |

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| <ul style="list-style-type: none"> <li>• Funding your Research</li> <li>• Managing a Research Team</li> <li>• Research Collaboration</li> <li>• Communicating your Research</li> </ul> <p><a href="#">DCU Mentoring Scheme</a> has been established for academic staff. It is intended to include the research community into this programme.</p> <p>The Training and Development Section of HR aims to support all DCU staff in delivering the University's strategic plan by offering training and development opportunities. The Training and Development Schedule offers over 60 courses, including programmes specifically designed for Researchers and Academics, as well as career development programmes.</p> <p>DCU Graduate Studies Office (GSO), Careers Support Service (CSS) and Research and Innovation Support (RIS) work together to offer a comprehensive careers support and advisory service to research students. GSO offer a suite of professional development workshops and events; RIS run regular funding information seminars and guidance on engaging in competitive funding schemes, including the use of metrics, publishing for impact etc.; and DCU CSS offer research students advisory sessions in CV composition, interview skills and career planning.</p> | <p><a href="#">DCU Mentoring Scheme</a></p> <p><a href="#">Training and Development</a></p> <p><a href="#">Training and Development Schedule</a></p> <p><a href="#">Graduate training opportunities</a></p> |  |  |
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**29. Value of mobility.**

Employers and/or funders must recognize the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.

| Existing DCU Practices / Policies   | Weblinks  | Action                    | Owner and Target Completion Date |
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| <p>DCU values and supports mobility experience. Current research staff include the following:<br/>57% listed as Irish Nationals<br/>18% listed as EU(not including Irish)<br/>26% listed as non-EEA nationals.</p> <p>Erasmus, the EU's flagship education and training programme, encourages student and staff mobility and European co-operation involving higher education institutions and other key players in the knowledge-based economy. DCU welcomes students from our partner institutions as incoming students and encourages and supports DCU students who wish to avail of this opportunity.</p> <p>Research mobility is strongly supported by Research &amp; Innovation Support at DCU; schemes such as the Marie Slodowska- Curie Individual fellowships are actively promoted.</p> <p>The experience of students undertaking postgraduate research is increasingly mobile</p> | <p><a href="#">DCU - Erasmus Programme</a></p> <p><a href="#">Marie Slodowska- Curie Individual fellowships</a></p> <p><a href="#">Policy on Research Supervision and Awards in Collaboration</a></p> | <p>No gap identified.</p> |                                  |

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| <p>and internationalized. The University participates in a large number of Memoranda of Understanding and other formal collaborative agreements which facilitate multi-institutional graduate research programmes and the inter-institutional mobility of postgraduate research students.</p> <p>The Academic Regulations for Postgraduate Degrees by Research and Thesis outline the regulatory circumstances governing research student mobility. Detail is provided in the DCU Policy on Research Supervision and Awards in Collaboration with Other Institutions, and the associated suite of Collaborative Agreement Templates which have been developed for use by staff. Standard Operating Procedures outline the processes that enable inter-institutional module delivery, student registration, records transfer and credit exchange for DCU students, and research students of DCU's partner institutions.</p> <p>Graduate Studies Office also operates two annual international placement programmes with academic and industry partners, specifically for DCU postgraduate research students.</p> | <p><a href="#">with Other Institutions</a></p> <p><a href="#">Collaborative Agreement Templates</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> <p><a href="#">Inter-institutional Mobility SOP</a></p> <p><a href="#">GSO Postgraduate Research Internship Opportunities</a></p> |  |  |
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| <b>30. Access to career advice</b>   |  |  |   |
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| Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.   |  |  |   |
| <b>Existing DCU Practices / Policies</b>   | <b>Weblinks</b>  | <b>Action</b>  | <b>Owner and Target Completion Date</b>   |
| <p>The Training and Development Section of HR aims to support all DCU staff in delivering the University's strategic plan by offering training and development opportunities. A comprehensive framework of Training and Development is provided in the University including career planning, CV clinics and interview preparation.</p> <p>The <i>Developing and Managing Your Research Career</i> programme aims to support researchers in developing career strategies. This programme offers 16 hours of career support to participants and a 90 minute one-to-one coaching session.</p> <p>The Training and Development section of HR also provides one-to-one career coaching on request.</p> <p>The RCF provides for three defined levels within the research career path with continuous professional development at each level. The intended outcome of this development is to support the Principal Investigators (PI's) in delivering excellence in research at DCU. In addition, participating researchers are facilitated in developing a set</p> | <p><a href="#">Training and Development</a></p> <p><a href="#">Training and Development Schedule</a></p> <p><a href="#">Developing and Managing your Research Career</a></p> <p><a href="#">RCF - Guiding Principles</a></p> | <p><b>30.1</b> Analyse further, data from the Performance Management Development Scheme to ensure researcher professional development needs are being met.</p> <p><b>28.2</b> Enhance career support services for all researchers.</p> | <p><b>30.1</b> HR,<br/>Target Completion Date: <b>Ongoing</b></p> <p><b>28.2</b> HR, RIS, GSO, SSD<br/>Target Completion Date: <b>Q4 2016</b></p> |



### 31. Intellectual Property Rights

Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.

| Existing DCU Practices / Policies   | Weblinks  | Action  | Owner and Target Completion Date                                  |
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| <p>DCU has an explicit policy on Intellectual Property which outlines what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.</p> | <p><a href="#">Intellectual Property Policy</a> (DCU internal access)</p> | <p><b>31.1</b> DCU will update and monitor its policies in relation to intellectual property to ensure consistency with national best practices and update as required.</p> | <p><b>31.1 RIS</b><br/>Target Completion Date: <b>Ongoing</b></p> |

**32. Co-authorship** Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).

| Existing DCU Practices / Policies  | Weblinks | Action  | Owner and Target Completion Date                                  |
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| <p>DCU is in the process of defining an institutional policy on co-authorship; DCU also promotes best practice in responsible research behavior by providing online training in Research Integrity</p> <p>DCU are committed to ensuring the highest standards of integrity in all aspects of our research, as outlined in the National Policy Statement on Ensuring Research Integrity in Ireland. These standards are also reflected in the DCU Code of Good Research Practice. Research Integrity is a key component in the induction of graduate students and research supervisors.</p> |          | <p><b>32.1</b> DCU will complete institutional guidelines on authorship that will include reference to co-authorship and a complaints procedure to mediate author disputes.</p> | <p><b>32.1</b> RIS<br/>Target Completion date: <b>Q4 2015</b></p> |

| <b>33. Teaching</b>   |   |  |   |
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| <p>Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.</p>  |   |  |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>   | <b>Action</b>  | <b>Owner and Target Completion Date</b>   |
| <p>Teaching is considered to be an important component of professional development for researchers in DCU and this is reflected in the RCF.</p> <p>At each level of the RCF, research staff are expected to undertake teaching activities that normally take no more than 50 hours per annum. The basis for this provision is that the researcher benefits from professional development opportunities within mainstream academia. The activity, which is allocated by the Head of School, is under the supervision of a fulltime academic member of that school.</p> <p>The DCU Teaching Enhancement unit, together with the Training and Development section of Human Resources, provide the following training programmes to support staff who wish to develop their teaching skills:</p> <ul style="list-style-type: none"> <li>• Starting Out as a Tutor</li> <li>• Developing your Professional Portfolio in Teaching and Learning</li> </ul> | <p><a href="#">RCF - Teaching</a></p> <p><a href="#">RCF - Teaching</a></p> <p><a href="#">Starting Out as a Tutor</a></p> <p><a href="#">Developing your Professional Portfolio in Teaching and Learning</a></p> | <p><b>33.1</b> In co-operation with the Teaching Enhancement Unit (TEU), further develop existing professional development supports for teaching and learning.</p> <p><b>33.2</b> Conduct an audit of School's policies for postgraduate research learning support activities.</p> | <p><b>33.1</b> HR, TEU<br/>Target Completion Date: <b>Q2 2016</b></p> <p><b>33.2</b> GSO<br/>Target Completion Date: <b>Q2 2016</b></p> |

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| <p>PIs are expected to encourage researchers to attend this training where appropriate. Tutoring, demonstrating and other learning support duties can be performed alongside a research student's programme of research to further enhance their skill-base. The DCU module Postgraduate Tutoring and Demonstrating (module GS602) can enhance students' approach to such activities. The amount of such work that research students are expected to undertake varies significantly between disciplines and Schools. It is recommended that each DCU School has a policy on Learning and Support Duties. Students may also be remunerated by their School for learning support duties (tutoring and demonstrating) undertaken but this is also subject to the local School policy.</p> | <p><a href="#">Learning</a></p> <p><a href="#">Postgraduate Tutor/Demonstrator Module</a></p> |  |  |
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### 34. Complaints / appeals

Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.

| Existing DCU Practices / Policies   | Weblinks   | Action                    | Owner and Target Completion Date |
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| <p>By embedding equality and diversity practices in DCU, it aims to ensure a positive working and learning environment where all members of the DCU community treat one another with mutual respect and dignity. This policy is referred to in Orientation programmes for new staff and information is included in Orientation packs.</p> <p>The Policy to Promote Respect and Dignity provides information on a resolution process which focuses on trying to reestablish a good working or study environment following an experience of harassment or bullying for any member of the DCU community. The resolution process is comprised of a four step process. Steps one to three make up the informal part of the process. In the event that an informal resolution process has failed or a member of the DCU community wishes to proceed to a formal investigation of a complaint, the formal resolution investigation process will be initiated.</p> <p>The DCU Grievance Procedure provides an</p> | <p><a href="#">Respect and Dignity Policy</a></p> <p><a href="#">Policy to Promote Respect and Dignity by Preventing Harassment or Bullying</a></p> <p><a href="#">Grievance Procedure</a></p> | <p>No gap identified.</p> |                                  |

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| <p>orderly procedure for the resolution of the problems of staff members and promotes a climate conducive to the achievement of excellence and efficiency in all the Universities activities.</p> <p>The DCU Code of Conduct for Employees is an important part of an overall framework within which employees are expected to work. The purpose of the Code is to provide guidance to employees of DCU in performing their duties as employees. While the conduct of employees is primarily governed by the contract of employment, employees are required to comply with the University Statutes as well as a wide range of policies.</p> <p>The Student Grievance Procedure has been devised to deal with students' grievances in a fair, timely and effective manner and to provide important information to the University's management so that the student experience at the University can be improved on an ongoing basis. The Student Grievance Procedure document outlines the 2-stage procedure to be followed, which includes an informal stage and a formal stage. In the first instance, a student with a grievance is expected to make a reasonable effort to resolve the matter on an informal basis and in a timely manner, prior to requesting a formal resolution, and is encouraged to approach the relevant member of staff to discuss any issues with him/her directly.</p> | <p><a href="#">Code of Conduct for Employees</a></p> <p><a href="#">Graduate Research Guide</a></p> <p><a href="#">Student Grievance Policy and Procedures</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> |  |  |
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| <p>Research students can submit an appeal in respect of decisions regarding their: a) Progression b) Transfer / confirmation c) Examination. These are the three key points at which decisions are made regarding a student's progress. Appeals must be submitted, using the appropriate form and with supporting written documentation, to the Secretary of the Graduate Research Studies Board. Full details of the grounds for appeal and the procedure to be followed are given in Section 13 of the Academic Regulations for Postgraduate Degrees by Research and Thesis.</p> |  |  |  |
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| <b>35. Participation in decision- making bodies</b>  |  |                    |                    |
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| Employers and/or funders of researchers should recognize it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.   |  |                    |                    |
| <b>Existing DCU Practices / Policies</b>   | <b>Weblinks</b>  | <b>Action</b>      | <b>Owner, Date</b> |
| <p>The DCU Governing Authority is charged with the overall Governance of the University in accordance with the Universities Act 1997. The research community is represented on Governing Authority.</p> <p>Postgraduate Research Student (PGR) Representatives are a critical component in the effective communication between postgraduate research students and the University’s senior research community and management. Their role as elected representatives is to represent research students by communicating issues affecting the postgraduate research experience, and work closely with the Students’ Union (SU) to engage with and foster activities for research students. The seats on University committees for PGR representatives are as follows:</p> <ul style="list-style-type: none"> <li>• Academic Council: 1 seat</li> <li>• Graduate Research Studies Board: 1 seat</li> <li>• Governing Authority: 1 seat</li> <li>• Faculty Research Committees: at least 1 seat in each Faculty</li> <li>• PGR Student Committee – all Faculty PGR representatives sits on this Committee with SU Education Officer.</li> </ul> | <p><a href="#">DCU Governing Authority</a></p><br><p><a href="#">Postgraduate Research Student (PGR) Representatives</a></p> | No gap identified. |                    |



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| <p>Graduate Research.</p> <p>Responsibilities include regular and systematic meetings to provide constructive evaluation and criticism and ensure that the student is made aware of any inadequacies of progress; to meet with the student and other supervisory panel members at least twice a year and complete an annual progress report with the student. These reports include details of the frequency of contact maintained with the student and an appraisal of the progress of the work to date.</p> | <p><a href="#">Postgraduate Degrees by Research and Thesis</a></p> |  |  |
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### 37. Supervision and managerial duties

Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.

| Existing DCU Practices / Policies  | Weblinks   | Action  | Owner and Target Completion Date                                 |
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| <p>Standards for Senior Researcher roles are established and communicated, along with recommended Professional Development.</p> <p>The University values professional leadership and management skills and provides specific supports for Senior Researchers including a blended learning programme - Professional Skills for Research Leaders which includes modules on:</p> <ul style="list-style-type: none"> <li>• Developing and Consolidating your Research Career</li> <li>• Funding your Research</li> <li>• Managing your Research Team</li> <li>• Research Collaboration</li> <li>• Communicating your Research.</li> </ul> <p>GSO and the Training and Development section of HR provide a 'Supervising the PhD Student' training programme for supervisors. Under DCU Academic Regulations, this training is mandatory for colleagues new to research supervision.</p> <p>Feedback from the research community</p> | <p><a href="#">RCF - Levels; Overview and Job Descriptions</a></p> <p><a href="#">Professional Skills for Research Leaders</a></p> <p><a href="#">Supervising the PhD Process.</a></p> | <p><b>37.1</b> Enhance Leadership and Management Training and Development interventions for Senior Researchers and PIs.</p> | <p><b>37.1</b> HR<br/>Target Completion Date: <b>Q4 2016</b></p> |

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| indicates that further enhanced training and development interventions could be provided to meet the needs of Senior Researchers and PIs. |  |  |  |
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| <b>38. Continuing Professional Development</b>  |  |  |   |
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| Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.  |  |  |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>  | <b>Owner and Target Completion Date</b>   |
| <p>The Training and Development Section of HR aims to support all DCU staff in delivering the University's strategic plan by offering training and development opportunities, including initiatives specifically designed for researchers.</p> <p>The RCF provides for three defined levels within the research career path with continuous professional development at each level. Professional development is a major focus of the framework and aims to ensure researchers can meet the demands of their roles and be in a position to maximise opportunities within the University and develop a wider career path.</p> <p>The Research Development Programme (RDP) provides skills based training opportunities which encourage both the personal and professional growth of Researchers.</p> <p>Other professional development activities include:</p> <ul style="list-style-type: none"> <li>▪ Shadowing researchers in their field</li> <li>▪ Participating in conferences</li> </ul> | <p><a href="#">Training and Development</a></p> <p><a href="#">Training and Development Schedule</a></p> <p><a href="#">RCF - Guiding Principles</a></p> <p><a href="#">RCF - Professional Development Opportunities for Researchers</a></p> <p><a href="#">Research Development Programme</a></p> <p><a href="#">Further Professional</a></p> | <p><b>23.1</b> Improve communication to researchers of researcher training and development opportunities.</p> <p><b>28.2</b> Enhance career support services for all researchers.</p> <p><b>30.1</b> Analyse further, the data from Performance Management Development Scheme to identify training and career development needs and inform professional development opportunities offered by HR and RIS.</p> <p><b>36.1</b> Ensure PIs and Supervisors utilise existing Performance Management Development Scheme to identify appropriate training and development requirements for researchers.</p> <p><b>37.1</b> Enhance Leadership and Management Training and Development interventions for Senior Researchers and PIs.</p> | <p><b>23.1</b> HR, RIS<br/>Target Completion Date: <b>Q3 2016</b></p> <p><b>28.2</b> HR, RIS, GSO,SSD<br/>Target Completion Date: <b>Q4 2016</b></p> <p><b>30.1</b> HR<br/>Target Completion Date: <b>Ongoing</b></p> <p><b>36.1</b> HR<br/>Target Completion Date: <b>Ongoing</b></p> <p><b>37.1</b> HR<br/>Target Completion Date: <b>Q4 2016</b></p> |

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| <ul style="list-style-type: none"> <li>▪ Participating in research seminars to demonstrate expertise, knowledge gained</li> <li>▪ On line learning</li> <li>▪ Teaching activities</li> <li>▪ On the job training.</li> </ul> <p>All research students are required to undertake a periodic training needs analysis and maintain a PDP, as stated in the Academic Regulations for Postgraduate Degrees by Research and Thesis. This is normally done each year as part of the student’s Annual Review in association with the Principal Supervisor. The PDP involves an analysis of the student’s skills needs and the development of an associated plan to address these needs through specific advanced training and professional development activities. Supervisors must approve the choice of training activities to ensure that they fully support the completion of the research project, and that the time available to the core research and its associated activities is not compromised.</p> <p>A Skills Needs Analysis Tool is available for supervisor and student use when preparing the Annual Progress Report – this allows students to map their professional development plans against the IUA PhD Graduate Skills Statement (2014). An ePortfolio facility has also been developed for research students to provide a means for tracking their professional development.</p> | <p><a href="#">Development Advice and Support</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> <p><a href="#">Graduate training opportunities</a></p> <p><a href="#">IUA PhD Graduate Skills Statement (2014)</a></p> <p><a href="#">DCU ePortfolio</a></p> |  |  |
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| <b>39. Access to research training and continuous development</b>   |   |   |   |
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| <p>Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, take up and effectiveness in improving competencies, skills and employability.</p>   |   |   |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>   | <b>Action</b>   | <b>Owner and Target Completion Date</b>                               |
| <p>The Training and Development Section of HR aims to support all DCU staff in delivering the University's strategic plan by offering training and development opportunities, including initiatives specifically designed for researchers.</p> <p>The RCF provides for three defined levels within the research career path with continuous professional development at each level. Participating researchers are facilitated in developing a set of valuable and transferable skills to enhance their own career opportunities.</p> <p>The RCF Guiding Principles establishes that:</p> <ul style="list-style-type: none"> <li>• it is the responsibility of the PI to facilitate the researchers undertaking of training opportunities</li> <li>• it is the responsibility of the researcher to consult with PI to ensure training days are taken.</li> </ul> <p>The Training and Development Section of HR monitor and evaluate all training courses for</p> | <p><a href="#">Training and Development Schedule</a></p> <p><a href="#">RCF - Levels; Overview and Job Descriptions</a></p> <p><a href="#">RCF - Roles and Responsibilities</a></p> | <p><b>23.1</b> Improve communication to researchers of researcher training and development opportunities.</p> | <p><b>23.1</b> HR, RIS<br/>Target Completion Date: <b>Q3 2016</b></p> |

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| <p>relevance, effectiveness and uptake. The most recent HR Quality Review (Q4 2013) afforded the opportunity to assess accessibility and relevance of training for all staff. This revealed that 90% were aware of training programmes available and 75% had the ability to avail of training and development. However, feedback from the gap analysis process for the HRS4R indicated that awareness of specific programmes for the research community could be improved.</p> <p>Advanced training, in the form of modules and master classes (known as ‘Graduate Training Elements’), is an important aspect of the graduate research experience in DCU. The University offers a wide range of credit-bearing, discipline-specific and generic modules, as well as shorter one-off events and training classes. The aim is to give students the right skills at the right time to optimise their performance in research and to augment their research qualification with skills transferable outside the academic and research arenas. The full range of graduate training options on offer is reviewed and updated on an annual basis.</p> <p>An annual, semester-long, Postgraduate Research Induction Programme is also available for new students and offers a suite of short introductory courses in generic skills.</p> | <p><a href="#">Graduate training opportunities</a></p> |  |  |
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| <b>40. Supervision</b>  |  |  |   |
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| Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.  |  |  |   |
| <b>Existing DCU Practices / Policies</b>  | <b>Weblinks</b>  | <b>Action</b>  | <b>Owner and Target Completion Date</b>   |
| <p>For all early stage researchers, a PI to whom they report, and who supports them in their professional development, is identified.</p> <p>The University values professional leadership and management skills and provides specific supports for all staff in leadership / management or supervisory positions.</p> <p>The Training and Development Section of HR provide support to supervisors/ reviewers who conduct PMDS review meetings.</p> <p><a href="#">DCU Mentoring Scheme</a> has been established for academic staff. It is intended to include the research community into this programme.</p> <p>Research students are supported by one or more supervisors and an independent panel member whose function is to participate in formal decision-making on the student's progress, and to provide advice, support and pastoral care to the student. It is the responsibility of the Head of School where the student is registered to appoint a Supervisory Panel for each new student within 3 months</p> | <p><a href="#">Training and Development Schedule</a></p> <p><a href="#">DCU Mentoring Scheme</a></p> <p><a href="#">Academic Roles and Responsibilities in Graduate Research</a></p> <p><a href="#">Academic Regulations for Postgraduate Degrees by Research and Thesis</a></p> | <p><b>28.1</b> Include the research community in the DCU Mentoring Scheme.</p> <p><b>37.1</b> Enhance Leadership and Management Training and Development interventions for Senior Researchers and PIs.</p> | <p><b>28.1</b> HR,<br/>Target Completion Date: <b>Q4 2016</b></p> <p><b>37.1</b> HR,<br/>Target Completion Date: <b>Q4 2016</b></p> |

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| <p>of the student's initial registration. The Supervisory Panel is made up of the following:</p> <ul style="list-style-type: none"> <li>• Principal Supervisor(s) At least one required for all research students.</li> <li>• Secondary / External Supervisor(s):<br/>When specific expert academic input is needed or being given on a significant aspect of the project or when supervision is being provided by a person who is not a member of DCU staff</li> <li>• Other Panel Member(s): At least one other member of panel in addition to supervisor(s) required for all students.</li> </ul> <p>The requirements for supervisors' are detailed in the Academic Regulations for Postgraduate Degrees by Research and Thesis and expanded on in the Academic Roles and Responsibilities in Graduate Research.</p> |  |  |  |
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