

Research Staff Induction

New member of Research Staff Induction Guidelines

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Research Staff Induction

New member of Research Staff Induction Guidelines

Welcome to the University of Strathclyde, these guidelines are provided to assist you, as a new member of research staff, in the 'settling in' to your new post as quickly and easily as possible and to help you feel welcomed into the University and the department/school. These guidelines are not meant to replace effective induction procedures where these may already exist in departments but rather compliment them or provide a good practice framework in departments where little or no induction procedures exist. The guide will help point you in the right direction for sources of support and information to help you get started. Do refer to or ask about your job description and any project plans to help you understand your role.

1 Purpose of Induction

Induction within the University of Strathclyde has three main objectives:

1. To help new members of staff settle into their new environment
2. To help them understand their responsibilities
3. To ensure that the University receives the benefit of a well-trained and motivated member of staff as quickly as possible

In order to meet these objectives the University has introduced an integrated approach to the induction of new staff. Section two outlines the Induction support we provide when you start employment.

1.1 Who is responsible for your Induction?

Your manager (e.g grant holder, Principle Investigator, Supervisor) or a colleague may be a supporting role throughout your period of Induction. Their role will be to explain processes and procedures to you as well as being a support should you need any questions answered. They will also introduce you to others in your department/school and other department/schools as appropriate. The Head of departments/schools are notified by HR upon acceptance of your post to have the Induction documents available ready for your first day in post. You will probably take a role in the progression of your own induction, through seeking information, booking useful training or development opportunities and networking with other staff. Don't be afraid of asking questions of your colleagues to get the information you need to be effective in your role.

1.2 Important questions you may want to ask

Although you will be appointed someone to look after you throughout your induction period and you have your induction material here, there may be some information you want to find about more quickly. Sometimes we don't know what we need to ask or what we need to know, so we have provided some of these here as a prompt:-

Have I found out about all available induction events and activities, and booked myself to attend?

Am I clear of the nature of my role and what is expected of me, including timescales for work, reporting and supervision arrangements?

Do I know who I am supposed to call if I am ill, book days off or any other reason cannot come into work?

Have I had the necessary health and safety training, including equipment I may be using, in order to carry out my role safely?

Do I know the contact details of staff that could help me in my role: administrative staff, technical staff, fellow research staff, learning and development staff, HR staff etc?

What research specific policies and procedures relate to my job? Do I know where to access them? Which are most important to understand?

Do I know what facilities and equipment are available to help me in my role?

Am I familiar with parking regulations and any support available for cyclists?

Do I know the available social areas (e.g kitchen, canteens, staff rooms) etc?

Do I know of social networks, activity groups which run locally, or are supported centrally by the University? Have I made friends with other staff who I can meet up with, talk to, go for coffee or lunch with?

Am I familiar with all the work related, 'pastoral', sports, arts and education support services available in the University, and how I can access them?

2 Induction Pack

This will have been sent to you by Human Resources on written acceptance of your appointment and consists of:

- a) Getting Started Leaflet – essential information for the first few days in post, you will find information on the following: car parking facilities, computer facilities, identification cards, library facilities, payroll contact numbers, security, sports facilities, university webpage and organisation chart. You can also access the [Getting Started leaflet](#) on our webpages.
- b) Abbreviated version of the University's Strategic plan which gives details of the University strategic priorities
- c) Freedom of information at the University of Strathclyde
- d) Data Protection at the University of Strathclyde

You will also have access to a [New Research Staff Induction Checklist](#) which is available to download.

3 Induction Seminars

These will run approximately 3 times per year (September, January and May) and will last no more than 2 hours. The seminars will cover:

- 1) Welcome by the Principal
- 2) Past, Present and Future of the University
- 3) University Structure, Strategy and Finance

The morning's event also includes an Information Marketplace where you will be able to find out about the University of Strathclyde facilities, benefits and support available from a variety of Professional Services departments, and information sessions covering:

- 1) Staff Benefits and Wellbeing
- 2) Student Support
- 3) Researcher Development
- 4) Finance

You will automatically be booked onto the next New Staff Induction Seminar following your appointment. Should you wish to amend your booking, you can do so on the Organisational and Staff Development (OSDU) web site: <http://www.strath.ac.uk/hr/learninganddevelopment/>

3.1 Research staff specific Seminar

These will run approximately 3 times per year after the Seminar for new members of staff as above and will last no more than 3 hours. This seminar will cover:

- 1) Welcome
- 2) Being a member of Research Staff at Strathclyde
- 3) Fellowship and Grant Applications (Research Funding, Making successful applications, International funding opportunities)
- 4) Researcher Development and Looking forward
- 5) Networking with Research staff and Lunch

The date of the seminar is arranged in advance, you can book this on the Organisational and Staff Development Unit (OSDU) website:

4 Safety Policy and Fire Safety Training

It is a legal requirement that every member of staff attends the Safety and Fire Safety Training. Safety Services run training sessions on a regular basis and your departmental/school Safety Convenor will liaise with Safety Services regarding your attendance at the relevant course.

5 New Research Staff Induction Checklist

Your Induction Checklist will help support you in the things you need to know in your first 8 weeks in your role, although this can vary depending on your role. This is provided as a guide to ensure that as far as possible, you will receive sufficient information to enable you to become familiar with the University, department and work areas and what is required of you, so that you can be effective in your post as soon as possible.

A copy of the [checklist](http://www.strath.ac.uk/staffinduction/researcher/) together with guidelines can be downloaded from the Human Resources web page by using the following link: <http://www.strath.ac.uk/staffinduction/researcher/>. Heads of Departments/Schools are notified by HR upon acceptance of your post to ensure someone in the department has downloaded your induction documents ready for your first day in your post. This is to ensure that you cover all relevant areas of the induction process and both you and the nominated buddy/mentor 'sign off' the induction process when it has been completed. Details on using the checklist are provided in section 7 below.

6 Planning / Nomination of a Co-ordinator

Someone within the department/school will be nominated to take responsibility of the co-ordination of your induction programme. This person will ensure that all the areas of induction are covered and liaise as appropriate with those covering each stage of the process. This will include planning a meeting with the line manager ideally 1-4 weeks and 4-8 weeks after the start date for a discussion of how the employee is getting on, using this meeting as an opportunity to discuss any issues and provide/seek feedback (a line manager is the person designated to be essentially responsible for overseeing you and your work. If you have been employed to work on a grant which is not in your name, it is likely the grant holder will be your line manager).

7 Using the Induction Checklist

The checklist provides a framework for the process and therefore some topics will not be relevant and others not included may be essential (a space is provided on the list for departments to cover such topics). The stages indicated by boxes for each topic are notional, although it is anticipated that most of the topics highlighted to be covered on the first day will in fact be covered then. It is recognised, however, that the timescale will vary from post to post and person to person.

7.1 Initial Reception

This is the responsibility of someone within the department/school who should meet with you on your arrival and introduce you to work colleagues and the area where you will work. Documentation relates to checking you have received and understood the induction pack and issuing any appropriate information regarding the department/school. You may be assigned a Buddy or Mentor by the department/school head or the person who is managing your Induction.

7.2 Administration

This is the responsibility of the new member of staff but the department/school should ensure that this has been covered and direct you, where appropriate, to the Finance Office, Payroll & Pensions, Human Resources and IT Services. You will find more information on computer facilities/IT, identification cards, library facilities, payroll contact numbers, security, sports facilities, university webpage and organisation chart in our [Getting Started leaflet](#).

7.3 The Department/School

It will be the responsibility of the department/school to cover its aims, objectives, structure etc. Probation is an area which will require a more detailed explanation with some posts.

7.4 Occupational Health and Safety

There is a legal requirement for employers to provide comprehensive and relevant information on a number of health and safety issues. At Strathclyde this is provided in two complementary Parts. There is a statutory requirement for staff to complete the training by Safety Services.

[Occupational Health and Safety Induction](#) – Part 1 is provided by Safety Services via an online presentation and deals with a number of general health and safety issues that are applicable to all new staff across the University. New staff are required to download and return a Confirmation of Completion form to their Department Safety Convenor (DSC).

Occupational Health and Safety Induction – Part 2 should be conducted by the induction co-ordinator, the person with managerial responsibility for the new member of staff, or the Departmental Safety Convenor (DSC) and should provide information on health and safety precautions and procedures specific to the department.

There should be two main outcomes to Part 2. You should be provided with a Personal List of Essential Health and Safety Information, as well as a Personal Training Schedule of relevant health and safety courses.

7.5 Training / Development/ Review

To plan and arrange your immediate and future development requirements, your 'buddy/mentor' will show you where you can access learning and development opportunities, programmes and events. You can also go the Section 8 of these guidelines for more detailed information on development, training & learning for research staff. The [Accountability & Development Review](#) (ADR) will help you plan your development and work objectives agreed with your line manager, grant holder or if you are an independent researcher (e.g. a Research Fellow) you may have been designated a more senior academic staff member as a manager or mentor when you joined. If you are not clear who your manager may be, it is best to contact your designated department/school or HR person for advice. Also general information on the above will be given at the induction seminar for new staff and the [induction seminar specific to research staff](#). It is the requirement of the department to inform you how these operate within the department and ensure you have your immediate development requirements are met. Information on the above is available on the [Human Resources webpage](#).

The University has a [Staff Development Policy](#) which outlines our commitment to developing all staff employed within the University. The University also has regulations which support members of staff undertaking an accredited course of study within the University of Strathclyde. Within Part 1 of the University regulations, you can view: [Fees for members of staff](#) (Regulation 7.2.11 to Regulation 7.2.17 inclusive).

7.6 University Policies/ Procedures

The above is covered on the staff web page by using the link <http://www.strath.ac.uk/staff/policies/> the department/school is also asked to ensure that you are made aware of this at the earliest opportunity. Please clarify with your buddy / mentor if you don't understand anything on the checklist or these guidelines.

7.7 Confidentiality

Any member of staff may at any time be exposed to commercially sensitive information, information related to potentially valuable intellectual property or information which may otherwise be of a confident nature. This information, which could be found anywhere in the University, may be written or disclosed orally, can include information of a commercial or technical nature, and may be owned by the University or by third parties. The University requires all employees to keep any such information confidential in the first instance and not disclose, publish or otherwise disseminate it without prior consent of the University. Such confidentiality obligations are commonplace and in the commercial interests of the University. When in doubt advice should be sought from Research and Knowledge Exchange Services prior to disclosure. Please also see information on [Data Protection](#) on our webpages.

7.8 Intellectual Property

You will find useful information on what Intellectual Property is and how best to protect it in the [Research & Knowledge Exchange Portal](#) (R&KE Portal). Please note that intellectual property created by you is owned by the University when that IP is created in the course of your normal duties at the University.

7.9 Equality & Diversity & E-Learning Module

There is a statutory requirement for staff to complete the e-learning module. The University Court (Governors) and Senior Management are committed to promoting and implementing best practice on [Equality and Diversity](#) as prescribed by legislation and our own equality policies and schemes. The University is committed to providing a positive learning, working and social environment in which dignity and the rights of students, staff and visitors are respected. The University seeks to advance equality of opportunity and promote good relation on campus between people with different characteristics - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We are also committed to eliminating all forms of direct and indirect discrimination, victimisation and harassment.

E-Learning Module: In order to raise staff awareness the University would like staff to participate in a range of equality courses, including an online module. [The Diversity in the Workplace module](#) has been produced especially for Strathclyde University staff. The course takes about 60 - 90 minutes to complete.

7.10 The University, Structures and Finance

This will be covered through the seminars for new staff. [Please follow this link for information.](#)

7.11 Communication

Communication includes: Prism (the regular University newsletter), e-mail, weekly digest, Resnews, departmental/school meetings, newsletters, team briefings etc. Information which is particularly relevant to staff is contained on the staff web page <http://www.strath.ac.uk/staff/>

8 Development, Training & Learning for Research Staff

The development of world-class researchers is key to underpinning a knowledge-based economy, maintaining international competitiveness and providing solutions to the most pressing global challenges. Thus, development of world-class researchers is a top priority for research-led universities, Research and Funding Councils, and governments across the globe. The UK Government committed substantial resources to researcher development which we have invested in at the University of Strathclyde. This section will provide you with details and links for development, training and information to support you in aspiring to excellence in your career whatever stage you are at.

8.1 Researcher Development Strategy

The University's [Researcher Development Strategy and Operational Plan 2011-15](#) sets out our vision and goals, to support and strengthen the development and employability of our research community and to help shape the provision until 2015.

8.2 University Strategic Plan

At Strathclyde, researcher development is an integral part of the [University's Strategic Plan](#) and is designed to ensure that the University achieves its ambition to be a leading international technological university and that, through research, education and knowledge exchange, we remain engaged with public life globally as a place of useful learning. It is a strategic framework for 2011-15, designed to help us meet challenges and realise ambitions. It covers all University activity and is divided into three core and six supporting strategies: Research, Education and Knowledge Exchange; and Finance, Staff, Students, Engagement, Infrastructure and Governance.

8.3 Concordat to Support the Career Development of Researchers

The [Concordat](#) is an agreement between the funders and employers of researchers in the UK, setting out the expectations and responsibilities of each stakeholder in researcher careers – researchers themselves, their managers, employers and funders. It aims to increase the attractiveness and sustainability of research careers in the UK and to improve the quantity, quality and impact of research for the benefit of UK society and the economy. The Concordat articulates [key principles](#) for the support and management of research careers and illustrates how each principle may be embedded into institutional practice.

8.4 Researcher Development Framework (RDF)

The [Vitae](#) Researcher Development Framework is a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce and develop world-class researchers. The [Researcher Development Framework](#) is a tool for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It describes the knowledge, skills, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development. [The leadership lens](#) on the Vitae Researcher Development Framework has been developed to focus on the knowledge, behaviours and attributes that you develop as a researcher and how these can be acquired through or used in leadership opportunities. The RDF supports the implementation of the Concordat to Support the Career Development of Researchers. [Top 10 tips](#) for using the Researcher Development Framework.

8.5 Strathclyde's Postgraduate Certificate in Advanced Academic Studies

[Strathclyde's Postgraduate Certificate in Advanced Academic Studies](#) is an HEA-accredited CPD framework for academics and researchers, offering progressive and relevant modules for self-directed, reflective professional development. There are two pathways, the Researcher Development pathway comprises a series of research-specific, 20-credit modules such as [Building a Successful Research Career](#) (Core Module), [Research Bidding and Design](#), and [Public Engagement for Researchers](#), which participants can choose to suit their needs. You will find more information about the PG Cert on the [webpages](#).

8.6 My CPD

[My CPD](#) is a University of Strathclyde online tool that allows researchers to take greater responsibility for their personal and career development by providing a framework to allow analysis of development stage, planning and recording of activity using the online tool. A University of Strathclyde specific [Career Pathway](#) for research staff has been developed to help with the analysis of development stage and needs, the pathway sets out the specific knowledge, skills and behaviours of a Researcher at different levels of development. The Pathway gives a clear journey through your development as a Researcher. Within each part it draws on relevant descriptors from the [Researcher Development Framework](#) then links to relevant parts of the [University of Strathclyde Strategic Plan 2011-2015](#).

8.7 Researcher Development Programme

In order to support the skills development of our researchers, there has been significant investment in researcher development. This funding has facilitated the creation of the [Researcher Development Programme](#) (RDP) where you will find details of courses, current projects, a resource centre and video case studies. The [Researcher Development Programme Handbook](#) is your guide as a Strathclyde researcher to the opportunities and resources available as part of the RDP. Please note some information may change throughout the academic year. You can also view additional Researcher Development support within the [Organisational Staff Development Unit](#) including My CPD, [Mentoring@Strathclyde](#), [End of Contract Support](#), [Researcher Induction](#) and [Career Information](#).

8.8 Research & Knowledge Exchange Portal (R&KE)

The Researchers' Portal has been renamed the [R&KE Portal](#) to reflect its range of Research and Knowledge Exchange resources. This includes information on [Research Funding and Advice](#), [Knowledge Exchange](#), Research Excellence Framework (REF) and Impact and [Internationalisation](#). The Portal is available to the University's staff, researchers and postgraduate students.

8.9 Mentoring@Strathclyde

Mentoring@Strathclyde was officially launched on 7th February 2012. Mentoring has long been a feature of developing research staff here at Strathclyde, the Mentoring scheme can offer career and personal development and contributes to interdisciplinary and collaborative working. The Mentoring@Strathclyde [Handbook](#) explains the mentoring scheme and what it can offer you as a researcher seeking development as well as those who would wish to be a mentor. If you wish to apply to be a mentor or mentee please complete the [application form](#). For more information about Mentoring and the scheme, please see our dedicated [Mentoring@Strathclyde](#) webpages.

8.10 Vitae

[Vitae](#) is the UK organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes. Vitae plays a major role in the drive for high-level skills and innovation and in the UK's goal to produce world class researchers. Vitae brings together all those with a stake in realising the potential of researchers. Vitae will establish strategic partnerships between funders and national organisations to champion the needs and demonstrate the impact of researchers. The programme plays a key role in the UK drive for high-level skills and innovation in a globally competitive research environment. Vitae brings together experts, policy makers, employers and those working with researchers to develop policy and practice with a view to making real and positive change. Activities that Vitae provide include: a dedicated researchers' portal with information, news and opportunities www.vitae.ac.uk, a programme of national courses and activities including: 'GRADschools', three to four day experiential programmes for postgraduate researchers focusing on developing their professional skills and career goals; 'Careers in Focus' programmes; and other activities, labour market and careers information including surveys and research, opportunities to input to national policy developments and initiatives. You will find current events [here](#).

8.11 Leadership Foundation for Higher Education

[The Leadership Foundation for Higher Education](#) (LFHE) provides a dedicated service of support and advice on leadership, governance and management for all the UK's universities and higher education colleges. The Leadership Foundation is committed to developing and improving the management and leadership skills of existing and future leaders of Higher Education. You will find current events [here](#). The University of Strathclyde has its own be-spoke programme to support the development of Research and Academic Leaders. Please see information on our [SPIRAL](#) Programme in section 8.14.

8.12 University of Strathclyde HR Excellence in Research Award

The University of Strathclyde was presented the [HR Excellence in Research Award](#) in 2011 by the European Commission for its commitment to supporting the personal, professional and career development of its researchers. This was a UK-wide process, incorporating the QAA Code of Practice for Research Degree Programmes and the Principles of the Concordat to Support the Career Development of Researchers, which enables institutions to gain the European Commission's 'HR Excellence in Research' badge, acknowledging alignment with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment.

8.13 University of Strathclyde Athena SWAN Charter Bronze Award

Athena SWAN is an award scheme for good practice in employing women in science, engineering and technology (SET) in higher education and research institutions. Institutions applying for awards have to demonstrate to a panel of expert judges that their policies, practices and statistics demonstrate a pro-active approach to recruiting and retaining women in SET. University of Strathclyde gained the [Athena SWAN Bronze Award](#) in August 2011 and the first Scottish University to gain this award.

8.14 Strathclyde Programme in Research and Leadership (SPIRAL)

[Strathclyde Programme in Research and Leadership](#) has been developed for our Research and Academic staff who play a part in leading individuals and teams. This programme has been designed by academics for academics to support development in Research and Knowledge Exchange. The SPIRAL programme is designed to directly support and align with the strategic ambitions of the University- such as in our REF performance, winning more grant funding, increasing PGR numbers, building strong international links, and strengthening our work with external organisations and our impact on society and the economy. The activities in this programme have been designed with our research community specifically to support a broad range of career stages from emerging through to more experienced and established leaders. The programme is flexible, uses blended learning techniques and is output driven. Those who engage with the programme can select their own mix of activities to meet their own needs.

9 Support for International New Starts

There is available information for staff that has started with the University of Strathclyde who may require [orientation](#). Although this information is aimed at the student population, you will find useful details of the following:- Accommodation, Banks and banking, cost of living, Impressions of Scotland, Visas and Visa extensions.

9.1 Explore & develop international links

We have information in our [Internationalisation Information Portal](#). The Internationalisation Information Portal is a one-stop-shop information resource to support staff to develop or manage a range of international activities. The Internationalisation Information Portal gathers together information, intelligence, guidance and support from a number of Professional Services Directorates - including Research & Knowledge Exchange Services (RKES), the Recruitment and International Office (RIO), Corporate Services, and Student Experience and Enhancement Services (SEES). You will also find useful links and upcoming events.

10 Signing off the Process

At the conclusion of the induction process the person responsible for induction and yourself should sign and date the checklist to signify that the process has been completed. This will be held by the department/school.