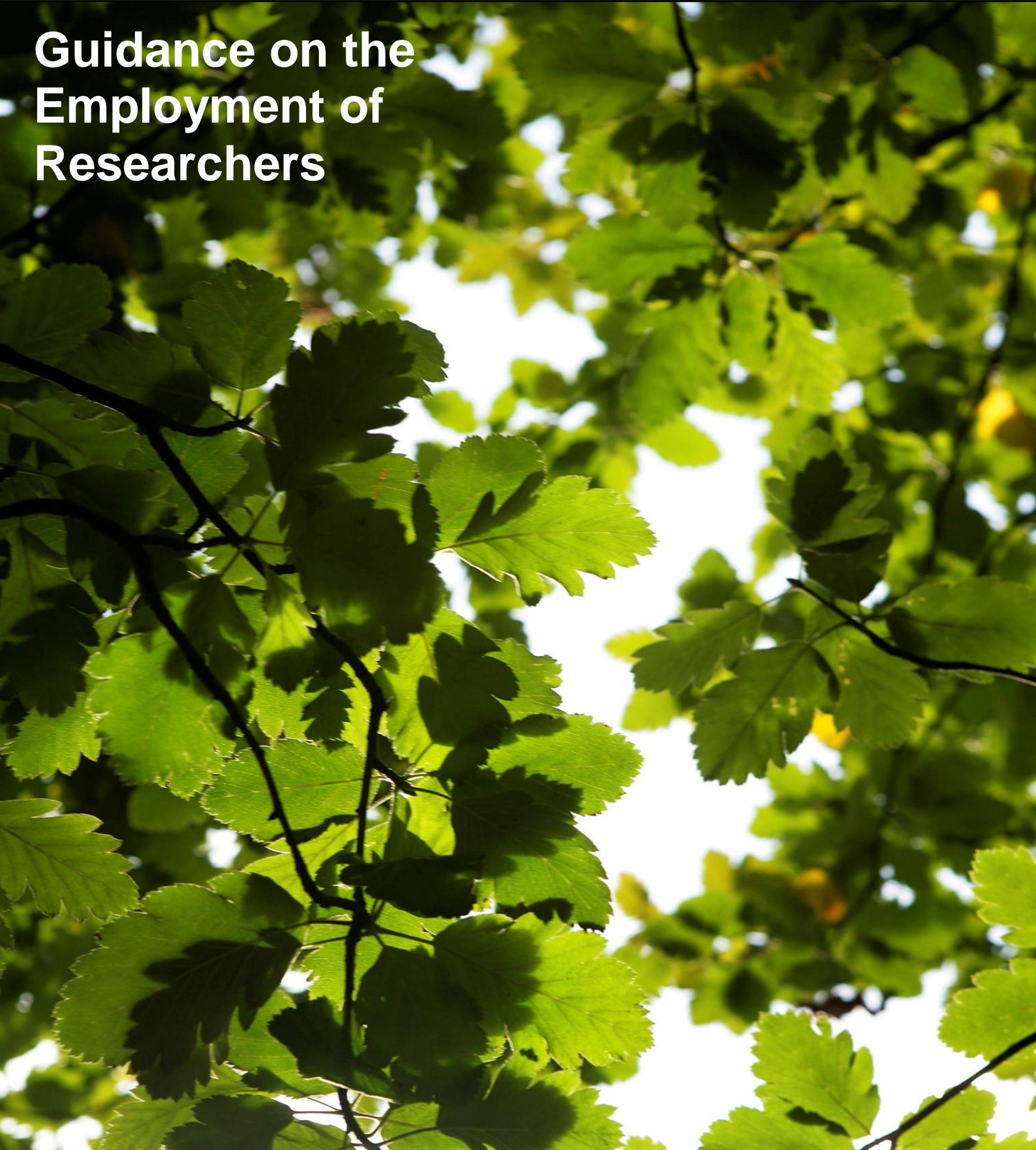




UNIVERSITY OF LEEDS

Guidance on the Employment of Researchers





HR EXCELLENCE IN RESEARCH

"A UK-wide process enables UK HEIs to gain the European Commission's 'HR excellence in research' badge, which acknowledges their alignment with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment. The UK process incorporates both the QAA Code of Practice for Research Degree Programmes and the Concordat to Support the Career Development of Researchers to enable institutions that have published Concordat implementation plans to gain the 'HR excellence in research' badge. The UK approach includes ongoing national evaluation and benchmarking."



The Importance of Researchers

The University of Leeds aims to achieve an influential world-leading research profile, increasing our impact on a local to global scale. The University recognises the major contribution played by researchers in delivering research of the quality and impact which characterises a world-class research-intensive University. It is committed to attracting the very best researchers and helping them to develop their careers and make their career choices realistically and effectively, whatever their chosen career path. In recognition of this commitment, the University was one of the first UK HEIs to receive the prestigious [HR Excellence in Research Award](#).

Guidance Statement

This document provides guidance on the University's expectations for the support, management and development of researchers in line with the [Concordat to Support the Career Development of Researchers](#).

Section 1 addresses the responsibilities, including those of researchers themselves, for implementing and delivering University policy (Principle 5). Sections 2-5 cover the remaining key principles of employment¹:

- 1 Recruitment and Selection
- 2 Recognition and Value
- 3/4 Support and Career Development
- 6 Diversity and Equality.

For the purpose of this document, the term *researchers* includes pre- and post-doctoral staff on fixed-term research contracts, open-ended contracts funded through limited period grants and named fellowships.

1. RESPONSIBILITIES FOR IMPLEMENTATION AND DELIVERY OF UNIVERSITY POLICY

1.1 University Governance

The University of Leeds Research Skills Training and Development Academic Steering Group provides academic leadership for the career development and skills training for postgraduate research students and research staff. The Committee, which reports to the Research and Innovation and Graduate Boards, has oversight of training and development provision for early career researchers, its communication, financial management and strategic development,

1.2 Faculty Deans

- a) Work with the Faculty Human Resources Manager to ensure that appropriate Faculty procedures are developed and in place, in line with University guidance on the employment of researchers. In particular all Faculties should have procedures on Equality and Diversity and Contribution Pay and Promotion which encompass researchers.
- b) Assign responsibilities at Faculty level for delivery of University policy and implementation of Faculty procedures.
- c) Ensure that Faculty procedures are implemented by all Schools within the Faculty. Where Faculty-level procedures are not appropriate, ensure that School procedures exist and are implemented.
- d) Ensure that Heads of Schools report back on the implementation of University policy and School procedures.

1.3 Heads of Schools/Institutes

¹ The titles of the principles are taken from the [Concordat to Support the Career Development of Researchers](#)

- a) Take overall responsibility for ensuring the development, implementation and delivery of effective staff recruitment, management, development and contractual procedures in the School, in line with Faculty procedures and University guidance on the employment of researchers.
- b) Assign responsibilities at School level for delivery of University policy and implementation of Faculty/School procedures.
- c) Ensure that those responsible are trained in staff review and staff management.
- d) Ensure that the responsibilities are carried out effectively and that the management and development responsibilities of Principal Investigators as line managers are part of their own reviews.
- e) Have general oversight of staffing matters, particularly any cases of disagreement between a line manager and member of staff and of underperformance.
- f) Ensure that *all* researchers have:
 - i. An effective induction to the School, their project and the University.
 - ii. Regular probation meetings.
 - iii. Annual staff review meetings, with interim follow-up.
 - iv. The opportunity to have a mentor.
 - v. A personal development plan and follow-up action.
 - vi. Access to staff development opportunities.
- g) Report annually to the Dean on the outcomes of implementation of University policy and School procedures.

1.4 Line Managers

For researchers employed on a project basis, the line manager will normally be the principal investigator from the outset. For researchers who are independent investigators (e.g. holders of Fellowships) the line manager will be determined by the Head of School (or equivalent). Line managers have the following responsibilities:

- a) Take seriously management and development responsibilities towards researchers.
- b) Undertake training as a staff reviewer and appropriate additional management training in line with the University's [Leadership and Management Standard](#)
- c) Wherever possible include provision for researcher training when costing research grant applications.
- d) Be aware of, and implement, the Faculty/School procedures that support University guidance on the employment of researchers.
- e) Provide researchers with clear and unambiguous information from the outset about the nature of their contract².
- f) Ensure that new researchers receive an effective induction to the project and project group, even if they are not new to the School.
- g) Meet with the researcher during the first six weeks of appointment to agree and document a probation plan, and return this to the School HR administrator to forward to Human Resources.
- h) Have regular discussions throughout the period of probation to monitor and review the researcher's performance and progress against objectives, resulting in constructive outcomes including a personal development plan and follow-up action. At least two discussions per year will be formal meetings at which notes must be taken and retained.
- i) Have a formal review, including a detailed career discussion, at the end of the first probationary year, to help the researcher to begin to identify and plan a career route that is both desirable and potentially available, their potential to achieve that route and the actions needed.
- j) Have a formal review towards the end of the probationary period, when a decision will be made as to whether probation should be confirmed.
- k) Once probation has been completed and throughout the subsequent period of employment, hold an annual Staff Review and Development meeting with the researcher to review contribution and achievements, set objectives, discuss career development and agree staff development. Interim meetings with reviewees are very strongly encouraged.

² For example that the contract is for a fixed term or otherwise and that, in the case of a fixed-term contract, whilst the University will seek to redeploy the researcher, there is no guarantee of a further contract once it ends.

- l) Work with the researcher to help them to develop their career by:
 - Keeping them informed about the funding for their post and project and about the likelihood of future funding and employment at the end of the current appointment.
 - Being aware of and encouraging participation in training and development opportunities within the School, Faculty, University and beyond.
 - Guiding and helping them to choose a mentor.
- m) Provide opportunities within projects for researcher development.

1.5 Mentors

- a) Take mentoring responsibilities seriously and undertake any appropriate training.
- b) Be aware of the procedures in the University guidance on the employment of researchers.
- c) Be aware of training and development opportunities within the project, School, Faculty, University and beyond.
- d) Meet when appropriate with the researcher to encourage and support their career development during and beyond the end of the current contract or project and to help them to plan an appropriate career route.

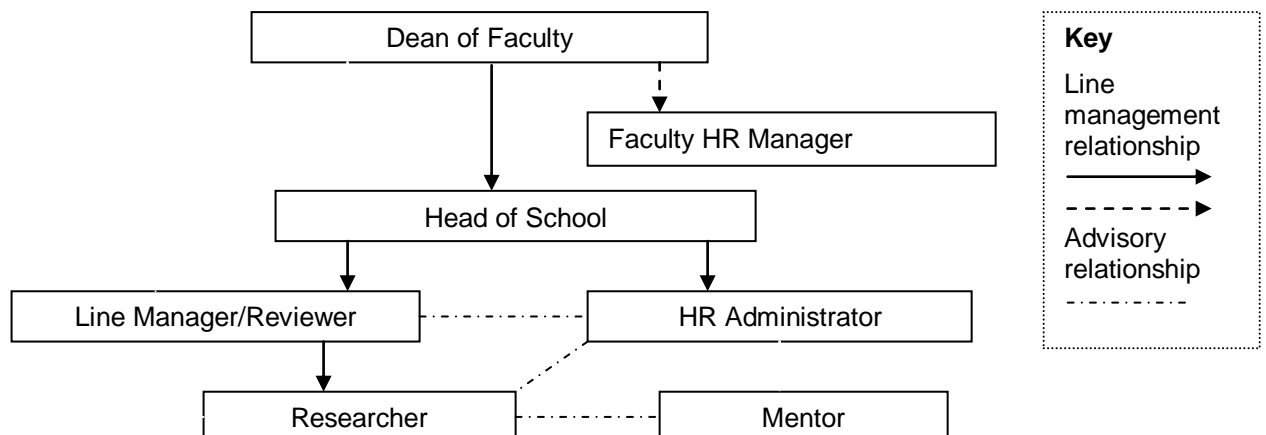
1.6 Researchers

“Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.”

(Principle 5.1, [Concordat to Support the Career Development of Researchers](#))

- a) Take primary responsibility for furthering own development, including choosing a mentor (with the help of the line manager and Head of School as appropriate), working in partnership with the line manager and any mentor.
- b) Be proactive in meeting with the line manager and any mentor during probation and subsequently, working collaboratively to ensure that probation, staff review and career development meetings occur regularly and are productive.
- c) Adhere to the [University’s policies relating to research](#).
- d) Take responsibility for keeping informed of development opportunities available within and beyond the University; take an active interest and participate in such opportunities.
- e) Engage in the wider aspects of the School/Faculty beyond the particular project.
- f) Keep an up-to-date CV and personal development plan.
- g) Keep informed about the funding of own post and project and about the likelihood of future funding and employment at the end of the current appointment.
- h) Take a proactive approach to obtaining a new contract in the University or a post elsewhere, through use of media such as the [University website](#) and [Redeployment](#), the external press and web-based resources such as [jobs.ac.uk](#).

1.7 Responsibility Structure



1.8 Summary of Roles and Responsibilities in Schools for Implementation and Delivery of Guidance on Employment of Researchers

- ✓ primary responsibility for implementation
- ✓✓ primary responsibility for delivery
- (✓) responsibility for supporting delivery

Responsibility ⇨	Faculty Dean	Faculty HR Manager	Head of School	Head of School Nominee e.g. HR Administrator	Line Manager	Mentor	Researcher
Aspect ↓							
1. Appointment		(✓)	✓	(✓)	✓✓		
2. Fixed-Term Contracts		(✓)	✓	(✓)	✓✓		
3. Contribution Pay and Promotion	✓	✓	✓	(✓)	✓✓		
4. Induction to School			✓	✓✓			
Induction to Project			✓		✓✓		
Induction to University			✓	(✓)	✓✓		
5. Probation		(✓)	✓	(✓)	✓✓		✓✓
6. Staff Review and Development Scheme		(✓)	✓	(✓)	✓✓		✓✓
7. Mentoring	(✓)	(✓)	✓	(✓)	(✓)	✓✓	✓✓
8. Personal/ Professional/ Career Development and Training	(✓)	(✓)	✓	(✓)	✓✓	✓✓	✓✓
9. Diversity and Equality	✓	✓	✓	(✓)	✓✓	(✓)	

PRINCIPLES OF EMPLOYMENT	RESPONSIBILITY
2. CONCORDAT PRINCIPLE 1: RECRUITMENT AND SELECTION	
<p>2.1 Appointments of researchers are made in accordance with University policy on Recruitment and Selection.</p> <p>2.2 Researchers are employed on the appropriate terms and conditions of service.</p> <p>2.3 Researchers have the same opportunities as all staff in accordance with the University Policy on Equality and Diversity</p> <p>2.4 Induction. Within the early weeks of their employment, researchers will receive an effective induction to their School³ and their project.</p> <p>i. Induction to the School will be provided by the member(s) of staff designated by the Head of School</p> <p>ii. Responsibility for induction to the project lies with the line manager.</p> <p>Information for new staff is on the Staff and Departmental Development Unit (SDDU website). All new staff are invited to the Introductory Programme for Recently-Appointed Staff, coordinated by the SDDU. The University expects all new staff to attend the 'Welcome' session, and strongly encourages attendance at other sessions as appropriate, as they provide an important introduction to the University. Researchers are also encouraged to visit the Careers Centre at an early stage.</p> <p>2.5 Fixed-Term Contracts</p> <p>2.5.1 The University is committed to protecting and maintaining the security of the employment of its staff, irrespective of contract type or funding stream, as far as possible. Staff will be employed on fixed term contracts in specific circumstances, which will usually include their initial research position within the University. However, the temporary nature of external funding will not, of itself, be a reason for the continued use of a fixed term contract and, for subsequent contracts that extend the employment beyond three years, fixed term contracts will not be used other than in exceptional circumstances, e.g. a short extension to finish a project, to cover a bridging period etc.</p> <p>2.5.2 Where a post is identified as a potential redundancy, the HR Manager/Officer (HRM/O) will write to the member of staff on behalf of the Head of School to inform them that their funding and/or contract is due to end and to initiate appropriate individual consultation. The consultation process, including the search for appropriate⁴ alternative employment, requires the active and timely engagement and participation of the employee. Where an individual wishes to pursue redeployment, the HRM/O will seek to arrange further meetings to ensure appropriate consultation and the opportunity to discuss the redeployment process. Staff on the redemption register will be encouraged and supported in undertaking relevant and appropriate training, reorientation and/or career guidance to help them to meet identified development needs and to support them in continuing their employment within the University.</p>	<p>Head of School ⇒ Line Manager</p> <p>Head of School ⇒ Line Manager</p> <p>Head of School</p> <p>i) Head of School ⇒ nominee, e.g. HR Administrator</p> <p>ii) Line Manager</p> <p>Line Manager + Researcher</p> <p>Head of School ⇒ Line Manager</p> <p>HR Manager/ Officer</p>

³ The term 'School' is used throughout this policy statement. It includes Institutes, Centres and any other organizational units in which researchers are employed.

⁴ Alternative employment will be sought via the Redeployment Framework. For the purposes of this procedure 'appropriate' means a post which is within the skills and knowledge of the employee concerned (or would be with appropriate reasonable training) and which has similar terms and conditions of employment to the current role. For the avoidance of doubt 'appropriate' can by agreement include a role at a grade lower than the current role if an appropriate role cannot be found at the same grade.

PRINCIPLES OF EMPLOYMENT	RESPONSIBILITY
<p>2.5.3 If appropriate alternative or continued employment has not been secured at the point when notice needs to be given in line with the employee's contract, the HRM will issue the employee with the required notice that their contract will end. They will be offered a right of appeal. The letter will also outline the employee's entitlement to their redundancy payment and reassure them of ongoing support and assistance throughout their notice period. Throughout the notice period, the HRM/O, employee and Redeployment Service will continue actively to seek appropriate alternative employment. An employee can be offered continuing employment at any time up to the date redundancy is effective. The employee is expected to engage in the process.</p>	HR Manager / Researcher
<p>2.5.4 Full details are set out in the University's procedure to support the employment security of staff on fixed funding or fixed-term contracts.</p>	
<p>2.5.5 Line managers should keep researchers informed about the state of funding for their projects and the likelihood of future funding or employment at the end of their present appointment.</p>	Line Manager

2.6 Timeline for an Initial 3-Year Fixed-Term Contract

Month	Activity	Lead Responsibility
1	<ul style="list-style-type: none"> - Appointment - Induction - Probationary adviser nominated 	Head of School
2	Probation plan agreed and sent to Human Resources	Line Manager
6	Formal probation meeting (notes taken and retained)	Line Manager
12	Formal probation review including detailed career discussion and updating of probation plan	Line Manager + Head of School
18	Formal probation meeting (notes taken and retained)	Line Manager
21	Formal probation review and decision re whether probation should be confirmed, extended for 12 months or not confirmed:	Line Manager + Head of School
24	<ul style="list-style-type: none"> • Probation not to be confirmed: Contact Human Resources 	Head of School
24	<ul style="list-style-type: none"> • Probation to be confirmed: <ul style="list-style-type: none"> - Objectives + PDP agreed and documented for months 25-36 - Completed probation plan returned to Human Resources - Formal career review meeting 	Line Manager
24	<ul style="list-style-type: none"> • Probation to be extended for 12 months maximum: <ul style="list-style-type: none"> - New probation plan agreed, documented and sent to Human Resources - Revisit process for months 12-24 	Line Manager + Head of School
30	Contract review and meeting with researcher. Discussion about whether funding exists to extend contract and opportunity of joining redeployment register	Head/Deputy HoS + Line Mgr +HRM
33	Meeting to provide notice if no further funding or redeployment yet secured, and to discuss options	HRM
36	If: <ul style="list-style-type: none"> • Extension to contract – objectives set for period of extension • Renewal of contract – objectives set for next year • Redeployment to an alternative role – objectives set in new role Or: End of contract.	Line Manager

Notes

1. Additional informal meetings should take place throughout the period of probation.
2. It is recommended that line manager & researcher should meet informally between formal staff review meetings.
3. Meetings between researcher & any mentor should take place on an ongoing basis, as agreed between the two.

3. CONCORDAT PRINCIPLE 2: RECOGNITION AND VALUE	RESPONSIBILITY
<p>3.1 Contribution Pay and Promotion. Researchers may apply for contribution pay and/or promotion or may be recommended by their manager using the normal University procedures.</p> <p>i. Contribution pay. For transparency and consistency there is one scheme for all staff which encompasses all recurrent and one-off payments to reward members of staff who exceed the normal expectation of their role. Award is dependent on merit and not on the availability of funding in research project budgets.</p> <p>ii. Promotion. All roles have been evaluated using the University of Leeds role analysis scheme. Where an ongoing need for the job at a higher level has been confirmed, an individual may provide evidence to demonstrate how they meet the entry criteria for the higher grade. All applications will be considered in line with the University's promotion procedures.</p> <p>3.2 Membership of Faculty. Researchers have automatic membership of the faculty with which their School is associated. Membership of a faculty is the basic qualification enabling a member of staff to play a part in the government of the University. It includes the rights to elect faculty representatives to the Court, Council, Senate and main committees and to stand for election to the same; and to attend meetings of the relevant faculty.</p>	<p>Faculty Dean & HR Manager ⇒ Head of School ⇒ Researcher and/or Line Manager</p> <p>Faculty Dean & HR Manager ⇒ Head of School ⇒ Researcher &/or Line Manager</p> <p>Researcher</p>

4. CONCORDAT PRINCIPLES 3 AND 4: SUPPORT AND CAREER DEVELOPMENT	RESPONSIBILITY
<p>4.1 Probation. Appointees who have not successfully completed a period of probation, either at Leeds or at another University in a post including the same range of responsibilities as those associated with the new post, have a two year probationary period, in line with normal University probationary procedures for academic and research staff. The Head of School will nominate a probationary adviser to the member of staff. The adviser will normally be the line manager. The adviser will:</p> <p>a) Meet with the probationer within the first six weeks of appointment to agree and document a probation plan setting out work and personal/career development objectives, and send this to the School HR contact, who will forward it to Human Resources.</p> <p>b) Have regular discussions with the probationer to monitor and review performance and progress against objectives. At least two discussions per year will be formal meetings at which notes must be taken and retained.</p> <p>c) There will be formal documented reviews between the adviser, researcher and Head of School (or nominee) at the end of the first year and towards the end of the probationary period, when a decision will be made as to whether probation should be confirmed, or whether a recommendation for extension or non-confirmation should be submitted.</p> <p>d) Have a detailed career discussion with the probationer at the end of the first year, as part of the formal review, helping the researcher to begin to identify and plan a career route that is both desirable and potentially available, their potential to achieve that route and the actions needed.</p> <p>e) Provide guidance and advice that relates specifically to the objectives detailed in the probation plan.</p> <p>f) Ensure that appropriate support, including training and development, is in place to help the individual to achieve their objectives.</p> <p>Passing probation does not imply that the contract is indefinite or that probation for any other type of post has been completed.</p>	<p>Head of School</p> <p>Line Manager</p> <p>Line Manager</p> <p>Head of School/ Line Manager/ Researcher</p> <p>Line Manager</p> <p>Line Manager</p> <p>Line Manager</p>

4. CONCORDAT PRINCIPLES 3 AND 4: SUPPORT AND CAREER DEVELOPMENT	RESPONSIBILITY
<p>4.2 Staff Review and Development. On completion of probation, all staff, including researchers, participate in the University’s annual Staff Review and Development Scheme (SRDS). The objectives agreed at the end of probation are those discussed at the first review meeting.</p> <p>a) The Head of School will indicate the suggested reviewer. This will be someone who is able to discuss progress with the reviewee and help them to set meaningful objectives and development plans. For most researchers this will be the line manager.</p> <p>b) SRDS provides an opportunity for the reviewer and reviewee to look back at past contribution, recognise achievements, successes and difficulties, and provide constructive feedback. SRDS also looks forward, providing an opportunity to set objectives for the next period, to discuss career aspirations and to agree any development needed to achieve these objectives and further these aspirations.</p> <p>c) The outcome of the review process is a set of agreed objectives and a development plan to help the researcher meet the objectives. Interim discussions should be held during the year to review objectives and progress. Reviewer and reviewee should agree the timing of these meetings.</p> <p>d) The Head of School is responsible for ensuring that all reviewers are trained before undertaking a review and that all reviewees are invited to attend a briefing</p> <p>4.3 Mentoring is an important way of developing staff. It is recommended that each researcher, whether appointed on a fixed-term or open-ended contract, should have a mentor who has responsibility for encouraging and supporting the member of staff’s career development during and beyond the end of the current fixed-term contract or project. The role of mentor is not to replace or substitute the role of the line manager but rather to provide guidance, encouragement, support, challenge and vision to help the researcher to identify and plan a career route that is desirable and potentially available, to develop their potential to achieve that route and to plan the actions needed. Guidance and resources on finding and becoming a mentor, including research mentoring, are on the SDDU website. The choice of mentor should be driven by the researcher, with the help of the line manager and Head of School as appropriate.</p> <p>4.4 Training and Development. The University takes the development of all staff very seriously and the training and development policy relates to <i>all</i> employees. Through the Careers for Research Online Survey (CROS) and the Principal Investigator and Research Leaders Survey (PIRLS) the University is committed to regular review of training needs and provision for researchers to ensure that needs are identified and, wherever reasonably practicable, met.</p> <p>4.4.1 Line managers are responsible for helping researchers to identify opportunities in a conscious and structured way that will develop and broaden their skills and knowledge. This can often be done by working alongside and perhaps shadowing more experienced staff. For staff who have the potential to move onto the full academic career pathway, opportunities for involvement in teaching and/or supervising research students are encouraged. Other opportunities might include being a co-applicant on a grant proposal; publishing and presenting work, for example at conferences; supervising or managing staff, budgets and projects; support to obtain a prestigious Fellowship; or undertaking an SDDU credit-bearing course in learning and teaching. For those who wish to work in an industrial or commercial environment, particularly one related to academic research, opportunities to work in a University spin-out company or to obtain a Knowledge Transfer or Enterprise Fellowship might be developed.</p>	<p>Head of School ⇒ Line Manager</p> <p>Line Manager & Researcher</p> <p>Researcher & Line Manager</p> <p>Head of School</p> <p>Researcher</p> <p>Mentor / Researcher</p> <p>SDDU</p> <p>Line Manager & Researcher</p>

4. CONCORDAT PRINCIPLES 3 AND 4: SUPPORT AND CAREER DEVELOPMENT	RESPONSIBILITY
<p>4.4.2 Researchers. Ultimate responsibility for individual career development rests with the researcher, working closely with the line manager and any mentor, and taking advantage of the opportunities afforded by their School and Faculty, the Staff and Departmental Development Unit (SDDU) (section 4.5), Careers Centre (section 4.7) and other University and external providers of training and development. In particular, researchers are expected to⁵:</p> <ul style="list-style-type: none"> a) Take responsibility for keeping themselves informed of personal, professional and career development opportunities available within and beyond the University. b) Take an active interest and participate in such opportunities. c) Engage in the wider aspects of their School/Faculty beyond their particular project. d) Take primary responsibility for furthering their professional and career development, working in partnership with their line manager and any mentor. The choice of mentor should be driven by the researcher, with the help of the line manager and Head of School as appropriate. e) Keep informed about the funding of their own post and project and about the likelihood of future funding and employment at the end of the current appointment. 	<p>Researcher</p>
<p>4.4.3 Teaching. A key part of the University's strategy is to translate excellence in research and scholarship into learning opportunities for students. The opportunity to engage in teaching will also often be beneficial to the individual's personal development. The scope for involvement in teaching will be dependent on a number of factors. When considering teaching duties for research staff these should be:</p> <ul style="list-style-type: none"> a) agreed with the staff member and the line manager (for example as part of probationary or staff review discussions); b) agreed with the module leader; c) consistent with the conditions of the funding body. <p>In such circumstances, the researcher will have access to necessary training and support through the Staff and Departmental Development Unit and/or Faculty/School.</p>	<p>Line Manager & Researcher</p>
<p>4.5 The Staff and Departmental Development Unit (SDDU) is the principal central support agency for staff development, working in close partnership with other corporate services, faculties and schools to meet the training and development needs of all University staff and research students. SDDU aims to provide a continuum of research development opportunities covering skills and career development, ethics and good research practice, managing the research degree, attracting research income, planning and managing research, presenting and publishing the results of research, research impact, supervising research students, and research leadership and management. SDDU also provides a wide-ranging programme of teaching and professional skills.</p>	<p>SDDU</p>
<p>4.6 Next Generation Researcher Framework. The University has developed this framework in the context of internal and external drivers including the Concordat, HR Excellence Award and Researcher Development Framework (section 4.9). The Research Skills Training and Development Academic Steering Group has oversight and responsibility for the implementation of the framework; an operational group has responsibility for its delivery. The framework outlines support for the training and development of all researchers from postgraduate researcher to senior academic.</p>	<p>SDDU</p>

⁵ Principle 5 of the [Concordat to Support the Career Development of Researchers](#)

4. CONCORDAT PRINCIPLES 3 AND 4: SUPPORT AND CAREER DEVELOPMENT	RESPONSIBILITY
<p>4.7 The University Careers Centre works closely with SDDU, faculties and individual researchers to support researchers' employability in the broadest context. A range of workshops and individual discussions about career paths within and outside higher education is available.</p> <p>4.8 The Vitae Programme, funded by Research Councils UK, supports the personal, professional and career development of UK researchers and provides a range of information and opportunities specifically designed for research staff. The <i>Vitae</i> Programme also facilitates the UK Research Staff Association (UKRSA), which holds an annual conference and provides a voice for research staff at UK HEIs.</p> <p>4.9 Researcher Development Framework. This framework is an extensive career development tool developed by the <i>Vitae</i> Programme in response to a range of recommendations to create a UK development framework for postgraduate researchers and research staff in higher education institutions.</p>	<p>Careers Centre</p> <p>Researcher</p> <p>SDDU</p>
5. CONCORDAT PRINCIPLE 6: DIVERSITY AND EQUALITY	RESPONSIBILITY
<p>The University of Leeds is committed to ensuring a supportive and professional working environment for our staff. Equality issues are absolutely central to delivering on these aims.</p> <p>5.1 Flexible working. The University has a number of policies relating to flexible working which can be accessed through the HR website.</p> <p>5.2 Athena SWAN Charter. The University of Leeds has been commended, in the form of a prestigious bronze award under the Athena SWAN Charter for Women in Science, for its work to support the career development of talented women working in the traditionally male-dominated fields of science, engineering and technology.</p> <p>5.3 Dignity and Mutual Respect. The University has a policy against bullying, harassment and victimisation</p>	<p>Head of School/ Line Manager/ Researcher</p> <p>Head of School</p> <p>Head of School/ Line Manager/ Researcher</p>

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