

Appendix 1. Concordat to Support the Career Development of Researchers Action Plan 2019-22

STAKEHOLDER	Statement	Current Practices (based on UoB Actions 2019-21 against 2008 Concordat) & 2019 Gap Analysis	Actions 2021-22	By whom	How will this be measured
INSTITUTIONS	Ensure that all relevant staff are aware of the Concordat	HR Excellence Award Actions were produced for HoD that relate to implementing the Concordat.	Assess progress on actions	RSWG DSRC HoD	CEDARS 2021 & 2022 responses Feedback from Departmental Research Committees/HoDs
		CEDARS 2020: 25% and 33% of managers of researchers and research staff, respectively, had never heard of the Concordat.	Redesign Research Staff Development webpages to highlight Concordat and its value	RDM	CEDARS 2022 & 2022 responses
	Ensure that institutional processes and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	All institutional policies and codes aim to be inclusive and transparent for all staff and can be accessed via the website.	Increase the visibility of institutional policies & practices <i>via</i> research staff newsletter, termly email to managers of researchers, and new starters/leavers emails to research staff.	RDM	CEDARS 2021 & 2022 responses
	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination bully and harassment, including providing	The University has a Health & Wellbeing policy ; and offers Wellbeing and Mental Health Awareness workshops and other initiatives for all staff and managers. The University has created a new post of Staff Health & Wellbeing Manager who is leading a range of work in this area.	Create information signposting documents for managers of research staff relating to Health & Wellbeing, Dignity & Respect, and EDI	HR EDI RDM	CEDARS 2021 & 2022 responses Engagement with signposting documents and attendance to Wellbeing workshops

	<p>appropriate support for those reporting issues</p>	<p>All staff can access a free Counselling and Support Services.</p> <p>The University has a 'statement of equality objectives'. It has recently completed re-written its 'Dignity & Respect Policy and Procedure in line with recent guidance.</p> <p>The University has introduced new training for managers and investigators of dignity and respect complaints – covering complaints against students and staff</p> <p>The University has an online reporting and tool for discrimination, misconduct, harassment or assault. Staff can report anonymously or get support from an adviser.</p>			
	<p>Ensure that managers of researchers are effectively trained in relation to diversity and inclusion, wellbeing and mental health</p>	<p>Online training mandatory for managers:</p> <ul style="list-style-type: none"> • Diversity in the workplace • Diversity in the workplace refresher • Unconscious bias • Unconscious bias – refresher <p>Mandatory training for recruiting managers in recruitment and selection of staff. This and the composition of all panels is monitored for all shortlisting and interviews.</p>	<p>University is applying for an institutional Athena SWAN Silver award</p> <p>University has appointed a Head of the Race Equality Taskforce and an Executive Chair of the Equality, Diversity & Inclusion Committee to drive forward practice in these crucial areas.</p>	<p>EDI HR</p>	<p>Successful institutional Silver application</p> <p>University publishes an EDI Vision</p>

	<p>Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity</p>	<p>Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant</p> <p>The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created.</p> <p>Annual statement on research integrity is published on university webpages</p>	<p>Create a new digital system to guide users through the ethical review process</p> <p>Deliver new training (designed with support from UKRIO) to researchers on research ethics and integrity (beyond the system user)</p>	<p>PM(UR) AEIC PVC(R)</p>	<p>Positive feedback from users of the system</p> <p>Increased engagement with RE&I training across all researchers</p>
	<p>Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices</p>	<p>Each department is appointed a Departmental Research Staff Coordinators (DRSC) to provide local support and feedback from researchers to HoDs</p> <p>CEDARS is run annually (its previous iteration, CROS, was run biannually), which is used to inform the university's actions to implement the Researcher Development Concordat; however, only a 20% response rate to CEDARS 2020</p>	<p>RDM to attend Faculty Research Committee once a year to provide update on researcher development & culture and obtain feedback</p> <p>Create DRSC network to share best practice between coordinators</p> <p>Create a CEDARS communications strategy to increase the response rate for CEDARS 2021 that will better reflect the views of all research staff & managers across University</p>	<p>RDM</p> <p>RDM HoD</p> <p>RDM HoD RSWG DRSC</p>	<p>Attendance by RDM of ≥1 FRC per year</p> <p>≥2 DRSC network meetings per year</p> <p>≥35% response rate to CEDARS 2021 & 2022</p>

		Views of researchers are represented by the Research Staff Working Group (RSWG) and the RSWG Co-Chair attends RKEC	Increase RSWG membership to ensure full representation, where necessary, in all departments	RSWG	RSWG membership represents research staff across all departments
		Promote the value of local research staff networks and support their creation in underrepresented departments through examples of best practice and online events/groups	RSWG	>50% departments (where there is sufficient research staff numbers) have active research staff networks	
		CEDARS 2020: Only 50% research staff feel integrated into the Departmental, University and wider research community.	Consider ways to build research staff community and networking both online and in-person that will have sustainability beyond COVID19	RSWG RDM	Successful pilot of ≥1 research staff event (between/within departments where appropriate)
		The USAT and EDN have had a research staff representative since autumn 2019.	Research staff representative provides report to RSWG on USAT and EDN actions for feedback <i>et vice versa</i> where necessary	USAT EDN	Standing item on RSWG meetings for report on USAT/EDN Increased response rate for CEDARS 2021

MANAGERS OF RESEARCHERS	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	<p>Online training mandatory for managers:</p> <ul style="list-style-type: none"> • Diversity in the workplace • Diversity in the workplace refresher • Unconscious bias • Unconscious bias – refresher <p>Mandatory training for recruiting managers in recruitment and selection of staff. This and the composition of all panels is monitored for all shortlisting and interviews</p>	<p>University is applying for an institutional Athena SWAN Silver award</p> <p>University has appointed a Head of the Race Equality Taskforce and an Executive Chair of the Equality, Diversity & Inclusion Committee to drive forward practice in these crucial areas.</p>	EDI EDN	<p>Successful institutional Silver application</p> <p>University publishes an EDI Vision</p>
	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	<p>Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant.</p> <p>The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created;</p> <p>Annual statement on research integrity is published on university webpages</p>	<p>Create a new digital system to guide users through the ethical review process</p> <p>Deliver new training (designed with support from UKRIO) to researchers on research ethics and integrity (beyond the system user)</p>	PM(UR) AEIC PVC(R)	<p>Positive feedback from users of the system.</p> <p>Increased engagement with RE&I training across all researchers</p>

<p>Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity</p>	<p>The University has a Health & Wellbeing policy; and offers Wellbeing and Mental Health Awareness workshops and other initiatives for all staff and managers.</p> <p>The University has created a new post of Staff Health & Wellbeing Manager who is leading a range of work in this area. All staff can access a free Counselling and Support Services.</p> <p>The University has a 'statement of equality objectives'. It has recently completed re-written its Dignity & Respect Policy and Procedure in line with recent guidance.</p> <p>The University has introduced new training for managers and investigators of dignity and respect complaints – covering complaints against students and staff</p> <p>The University has an online reporting and tool for discrimination, misconduct, harassment or assault. Staff can report anonymously or get support from an adviser.</p>	<p>Create information signposting documents for managers of research staff relating to Health & Wellbeing, Dignity & Respect, EDI</p>	<p>HR RDM HoD</p>	<p>Documents are published on webpages and sent to all managers of researchers</p>
<p>Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers</p>	<p>The University has a Flexible & Leave Working Policy.</p> <p>CEDARS 2020: 92% of research staff agree that they are treated fairly in relation to requests for flexible working.</p> <p>A staff survey was run in June & October 2020, and Feb 2021 to assess staff wellbeing & support during COVID: 83% and 84% reported</p>	<p>Continue to consult with staff regarding flexible working during COVID restrictions and provide up-to-date flexible work/return to work guidance for managers.</p>	<p>RDM HR</p>	<p>CEDARS 2021 & 2022 responses</p> <p>Staff Wellbeing survey responses</p>

		that their manager was supportive of combining work/home commitments, respectively.			
Researchers	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Athena SWAN Silver USAT includes managers of researchers & research staff. All research staff and DRSCs receive fortnightly a <i>Research Staff News</i> email providing information about learning and development opportunities, events, policies and other topics relevant to research staff at the University Research staff representation is invited at departmental research committee meetings.	Increase representation across departments in RSWG and departmental EDI committees	USAT RDM RSWG	Successful institutional silver & 100% departments have Athena SWAN Bronze Full representation from all departments at RSWG and departmental EDI committees
		CEDARS 2020: Only 50% research staff feel integrated into the Departmental, University and wider research community.	Consider ways to build Research Staff community and networking both online and in-person that will have sustainability beyond COVID19	RSWG DRSC	Successful pilot of ≥1 research staff event (between/within departments where appropriate)
	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	All research staff receive an invitation to a University-wide induction from HR There is a Research Staff Induction Moodle with relevant information. All research staff and DRSCs receive fortnightly a <i>Research Staff News</i> email providing information about learning and development opportunities, events, policies and other topics relevant to research staff at the University	All research staff to receive a 'Welcome to Bath' email, which will include relevant signposting for local and University-wide support, and an invite to the University-wide induction. Research Staff Induction Moodle is updated and publicised	RSWG RDM DRSC	Engagement with 'new starter' email (open rate & qualitative feedback) Engagement with Induction Moodle (traffic to page & qualitative feedback) Assess the departmental research staff mentoring/induction

	<p>All research staff are offered a mentor within their department when they start, arranged by the DRSC</p> <p>CEDARS 2020: 24% & 20% research report not being offered an induction at Institutional & Department level, respectively. 10% were not offered local to their current role. Of those that were offered, 60-70% said these inductions were useful.</p>			process and produce a report to show efficacy/create recommendations
<p>Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion</p>	<p>Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant.</p> <p>The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created;</p> <p>Annual statement on research integrity is published on university webpages</p> <p>The University has a 'statement of equality objectives'. It has recently completed re-written its Dignity & Respect Policy and Procedure in line with recent guidance.</p>	<p>Create a new digital system to guide users through the ethical review process</p> <p>Deliver new training (designed with support from UKRIO) to researchers on research ethics and integrity (beyond the system user)</p>	<p>PM(UR) AEIC PVC(R)</p>	<p>Positive feedback from users of the system.</p> <p>Increased engagement with RE&I training across all researchers</p>
<p>Take positive action towards maintaining their wellbeing and mental health.</p>	<p>The University has a Health & Wellbeing policy; and offers Wellbeing and Mental Health Awareness workshops and other initiatives for all staff and managers.</p> <p>The University has created a new post of Staff Health & Wellbeing Manager who is leading a range of work in this area.</p>	<p>Promote Health & Wellbeing policy and training in <i>Research Staff News</i></p>	<p>RDM DRSC HR</p>	<p>CEDARS 2021, 2022 and staff survey responses</p>

		<p>A staff survey was run in June & October 2020, and Feb 2021 to assess staff wellbeing & support during COVID: 70% staff reported that they know how to access support when they need it</p> <p>All staff can access a free Counselling and Support Services.</p>			
	<p>Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct</p>	<p>The University has an online reporting and tool for discrimination, misconduct, harassment or assault. Staff can report anonymously or get support from an adviser.</p> <p>CEDARS 2020: Approximately 40% of research staff disagree or don't know that they would feel comfortable reporting bullying and harassment, or that the University would take appropriate action after a fair investigation of reported bullying and harassment.</p>	<p>Work with HR to improve knowledge of current policies and within departments to identify barriers to speaking out.</p>	<p>EDI HR</p>	<p>CEDARS 2021 & 2022 responses</p>
	<p>Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution</p>	<p>USAT and the EDN have had a research staff representative since autumn 2019.</p>	<p>USAT is creating a 'buddy system' for new reps on the institutional USAT to support diversity of contributions</p> <p>Research staff representative provides report to RSWG on USAT and EDN actions for feedback <i>et vice versa</i> where necessary</p>	<p>USAT EDN</p>	<p>Standing item on RSWG meetings for report on USAT/EDN</p> <p>Increased response rate for CEDARS 2021 & 2022</p>

2. Employment	Obligation	Current Practices (based on UoB Actions 2019-21 against 2008 Concordat) & Gap Analysis	Actions	By whom	How will this be measured
<i>Institutions</i>	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	<p>The University has a Recruitment & Selection Code of Practice to ensure all staff involved in the process for recruiting staff know their roles and responsibilities.</p> <p>Recruiting managers and panel members have to attend the recruitment panel and selection training course.</p> <p>The University have a set of generic job descriptions for research staff to ensure a consistent standard.</p> <p>CEDARS 2020: >70% research staff believe that recruitment, selection and appointment is fair, inclusive, transparent and merit-based.</p>	Continue to monitor recruitment practices to ensure fairness and inclusivity.	HR	CEDARS 2021 & 2022 responses
	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	<p>All research staff receive an invitation to a University-wide induction from HR</p> <p>There is a Research Staff Induction Moodle with relevant information; however, this is not well publicised and needs to be updated for 2020.</p> <p>All research staff and DRSCs receive fortnightly a <i>Research Staff News</i> email providing information about learning and development opportunities, events, policies and other topics relevant to research staff at the University</p> <p>CEDARS 2020: 24% & 20% research report not being offered an induction at Institutional & Department level, respectively. 10% were not offered local to their current role. Of those that</p>	<p>Introduce guidelines for research staff inductions for managers of researchers</p> <p>Review content on the Research Staff Induction Moodle and publicise more prominently on Bath webpages & through regular comms. All RSWG members & DRSCs include moodle link in email signature.</p>	RDM RSWG HoD DRSC	CEDARS 2021 & 2022 responses Increased engagement with Moodle

		were offered, 60-70% said these inductions were useful.			
	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances	<p>Developed decision tree style guidance to help staff understand whether or not they are eligible to apply for certain funding in a certain role</p> <p>Annual contribution pay scheme open to all staff</p> <p>The University has a clear promotion pathway from Research Associate to Research Fellow. Eight research staff were promoted since its introduction</p> <p>Annual Ede & Ravenscroft Prize for member of research staff for outstanding performance in their duties</p> <p>CEDARS 2021: 60% of research staff are unclear about promotion and progression, and redundancy at the University, and disagree that progression processes are equitable and fair.</p>	<p>Consultation on current guidance on applying for certain grants as Co-I/PI following feedback.</p> <p>Publish case studies of RS who have applied for funding while at the University of Bath on University webpages & <i>via Research Staff News</i></p> <p>Formally monitor the numbers of research staff who successfully apply for promotion & Contribution Pay Award</p>	RIS RDM HR	<p>Updated guidance on grant application eligibility</p> <p>Case studies on researcher development webpages</p> <p>CEDARS 2021 & 2022 responses</p>
	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<p>New Management Curriculum launched September 2020</p> <p>CEDARS 2020: 71% research staff agree that their manager clearly articulates their expectations with respect to role and performance; 81% research staff agree that their manager provides constructive feedback on their performance; 75% research staff agree that their managers support them in their broader career aspirations; 68% research staff</p>	<p>Local targeted promotion of training for managers of researchers and HoDs</p> <p>Feedback on new Managers of Researcher training programme</p> <p>Fistral Project Management training programme opened to all researchers, including managers & HoDs</p>	HR HoD RDM	<p>CEDARS 2021 & 2022</p> <p>Engagement & feedback of training.</p>

		agree that the manager supports them to develop their research identity.			
	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	There is a clear set of transparent promotion criteria – the Career Progression in the Education & Research job family documents that provides routes to promotion for researcher staff.	Consult with HR on current promotion and appraisal process to consider changes to funder guidance on assessing research leadership	RIS HR	Creation of a working group to consider ways to ensure that excellent people management is championed throughout the organisation and embedded in institutional culture
	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	The University operates a Redeployment Register which gives staff at risk of redundancy a priority opportunity to apply for possible redeployment posts and be considered before other candidates. Anecdotally, this has been successful in redeploying researcher staff; however, research staff do not generally see the redeployment process as helping with providing job security.	Monitor and report on current redeployment rates	HR	Annual report of redeployment rates
	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Research staff have been invited to have representatives at departmental research committees.	Increase RSWG membership to ensure full representation, where necessary, in all departments	RSWG	RSWG membership represents research staff across all departments
		CEDARS 2020: 50% research staff do not think that the contributing to institutional policy and decision making is applicable to them	Promote the value of local research staff networks and support their creation in underrepresented departments through examples of best practice and online events/groups;	RSWG	>50% departments (where there is sufficient research staff numbers) have active research staff networks;

			Consider ways to build Research Staff community and networking both online and in-person that will have sustainability beyond COVID19	RSWG RDM	Successful pilot of ≥1 research staff event (between/within departments where appropriate)
		USAT and the EDN have had a research staff representative since autumn 2019.	Research staff representative provides report to RSWG on USAT and EDN actions for feedback <i>et vice versa</i> where necessary	USAT EDN	Standing item on RSWG meetings for report on USAT/EDN Increased response rate for CEDARS 2021
Managers of researchers	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	'Managing People in a Research Context' and Confident Conversations is offered on the 'Academic Professional Development for All Staff (APDaS)' programme	Local targeted promotion of training for managers of researchers and HoDs Feedback on new Managers of Researcher training programme Fistral Project Management training programme opened to all researchers, including managers & HoDs	HR HoD RDM	CEDARS 2021 & 2022 Engagement with & feedback of training
	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	Code of practice (CoP) for the employment of research staff is published on the University webpages	Update the CoP to align with the 2019 Researcher Development Concordat	HR RDM	Publication of updated CoP

	<p>Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers</p>	<p>The University has a Recruitment & Selection Code of Practice to ensure all staff involved in the process for recruiting staff know their roles and responsibilities.</p> <p>Recruiting managers and panel members have to attend the recruitment panel and selection training course.</p> <p>The University have a set of generic job descriptions for research staff to ensure a consistent standard.</p> <p>CEDARS 2020: >70% research staff believe that recruitment, selection and appointment is fair, inclusive, transparent and merit-based.</p>	<p>Continue to monitor recruitment practices to ensure fairness and inclusivity.</p>	<p>HR</p>	<p>CEDARS 2021 &2022 responses</p>
	<p>Actively engage in regular constructive performance management with their researchers</p>	<p>Managing People in a Research Context' and Confident Conversations is offered on the 'Academic Professional Development for All Staff (APDaS)' programme</p> <p>CEDARS 2020: 71% research staff agree that their manager clearly articulates their expectations with respect to role and performance; 81% research staff agree that their manager provides constructive feedback on their performance; 75% research staff agree that their managers support them in their broader career aspirations; 68% research staff agree that the manager supports them to develop their research identity.</p>	<p>Local targeted promotion of training for managers of researchers and HoDs</p> <p>Feedback on new Managers of Researcher training programme</p> <p>Fistral Project Management training programme opened to all researchers, including managers & HoDs</p>	<p>RDM HR</p>	<p>CEDARS 2021 &2022 responses</p> <p>Engagement with & feedback of training</p>

	Engage with opportunities to contribute to relevant policy development within their institution	<p>The annual action plan to implement the 2019 Concordat is reported to the RKEC, which includes managers of researchers.</p> <p>The RSWG is chaired by a member of the academic staff. CEDARS is used to gain feedback from managers of researchers.</p>	Increase response rate to CEDARS	HR RSWG RDM	<p>≥35% response rate to CEDARS 2021 & 2022</p> <p>Increased % staff reporting knowledge of the Concordat</p>
Researchers	Ensure that they work in accordance with institutional policies, procedures and employment legislation, as well as the requirements of their funder	All institutional policies and codes aim to be inclusive and transparent for all staff and can be accessed via the website.	Increase the visibility of institutional policies & practices <i>via</i> research staff newsletter, termly email to managers of researchers, and new starters/leavers emails to research staff.	RDM	CEDARS 2021 & 2022 responses
	Understand their reporting obligations and responsibilities	All institutional policies and codes aim to be inclusive and transparent for all staff and can be accessed via the website.	Increase the visibility of institutional policies & practices <i>via</i> research staff newsletter, termly email to managers of researchers, and new starters/leavers emails to research staff.	RDM	CEDARS 2021 & 2022 responses
	Positively engage with performance management discussions and reviews with their managers	<p>SDPRs are mandatory for research staff. SDPR training is run annually for reviewees and reviewers</p> <p>Career Conversations is being trialled across different departments as an alternative to SDPR to support better career development conversations between staff and line managers</p> <p>CEDARS 2020: 37% research staff have not participated in staff appraisal/review over the last two years. Of those that did, 76% found it useful. If those that didn't, 37% were not</p>	<p>Actively promote SDPR training and monitor uptake/feedback</p> <p>Continue to roll out the use of Career Conversations as an alternative to SDPR in departments</p>	RDM HR	<p>CEDARS 2021 & 2022 responses</p> <p>% completion rates of SDPRs or Career Conversations</p>

		invited to participate (47% were only recently appointed or on probation).			
	Recognise and act on their role as key stakeholders within their institution and the wider academic community	<p>Research staff have been invited to have representatives at departmental research committees.</p> <p>CEDARS 2020: 50% research staff do not think that the contributing to institutional policy and decision making is applicable to them</p>	<p>Increase RSWG membership to ensure full representation, where necessary, in all departments</p> <p>Promote the value of local research staff networks and support their creation in underrepresented departments through examples of best practice and online events/groups</p> <p>Consider ways to build Research Staff community and networking both online and in-person that will have sustainability beyond COVID19</p>	RSWG RDM	<p>RSWG membership represents research staff across all departments (where there are sufficient research staff numbers)</p> <p>>50% departments (where there is sufficient research staff numbers) have active research staff networks</p> <p>Successful pilot of ≥1 research staff event (between/within departments where appropriate)</p>
3. Professional and career development	Obligation		Actions	By whom	How will this be measured

<p><i>Institutions</i></p>	<p>Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors</p>	<p>The University has a Vision for Research Staff working at the University setting out that we strive to ensure researcher have the highest quality of leadership and management an resources to develop.</p> <p>Various formal training opportunities for research staff are offered as part of the Researcher Development Programme, APDaS, Careers Advisor Service, Library and RIS. Researchers receive regular emails reminding them of opportunities on offer.</p> <p>CEDARS 2020: Most staff report taking 3-4 days of training per year (33%); 73% report taking <5 days per year, 13% report taking ≥10 days per year.</p> <p>All research staff and DRSCs receive fortnightly a <i>Research Staff News</i> email providing information about learning and development opportunities, events, policies and other topics relevant to research staff at the University.</p>	<p>Termly email to managers of researchers highlighting opportunities for their own and research staff professional development, including career signposting</p> <p>Create case studies in this of how CPD can benefit research groups to add to researcher development webpages</p> <p>Update researcher development webpages to boost visibility of opportunities & provide appropriate links to these resources on Staff Development webpages</p>	<p>RDM RIS HR</p>	<p>CEDARS 2021 & 2022 responses</p> <p>New webpages published that include case studies</p>
	<p>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers</p>	<p>Workforce development provides training on SDPRs/career conversations for managers</p> <p>Guidance for career conversation for managers of research staff developed by Careers Advisor Service</p>	<p>Produce a termly email to managers of researchers highlighting opportunities for their own and research staff professional development, including career signposting</p>	<p>HR Careers</p>	<p>Engagement with email</p> <p>% SDPR/Career Conversation returns</p>

<p>Ensure that researchers have access to professional advice on career management, across a breadth of careers</p>	<p>The University has a Careers Advisor for researchers who provides 1-1 support, workshops and guidance across a breadth of careers. This is regularly advertised to researchers via email.</p> <p>CEDARS 2020: 42% research feel they do not have knowledge of the range of future career opportunities available to them.</p>	<p>Researcher careers adviser to invite PDRAs for a conversation in last six months of contract.</p> <p><i>Research Staff News</i> email will highlight different careers based on case-studies in Careers webpages & promote careers activities/1:1 support.</p>	<p>Careers</p>	<p>CEDARS 2021 & 2022 responses</p> <p>Increase attendance to Careers events & activities, 1:1 support</p>
<p>Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills</p>	<p>Develop decision tree style guidance to help staff understand whether or not they are eligible to apply for certain funding in a certain role.</p>	<p>Consultation on current guidance on applying for certain grants as Co-I/PI following feedback.</p>	<p>RIS RDM HR</p>	<p>New guidance published and approved in 2022</p>
	<p>Since September 2017, research staff can officially be members of the supervisory team for doctoral students (see QA7, section 8.3.8)</p> <p>CEDARS 2020: 63% did not know that they could be official members of the supervisory team for doctoral students.</p>	<p>Monitor and report on current research staff supervisory contributions to understand if all opportunities are being taken up/what are current barriers.</p>	<p>RDM DC ASD</p>	<p>CEDARS 2021 & 2022</p> <p>Produce report on role of research staff supervisory contributions at Bath</p>
	<p>Leadership in Action (LiA) programme pilot launched January 2021 as part of wider Researcher Development Programme for 6 PDRAs.</p> <p>CEDARS 2020: 57% & 55% research staff agree that they have time to develop their research identity & leadership skills, respectively.</p>	<p>Obtain feedback from pilot.</p> <p>Roll-out LiA to higher numbers of PDRAs.</p>	<p>RDM</p>	<p>CEDARS 2021 & 2022</p> <p>Feedback from LiA</p> <p>Attendance rates for LiA</p>

	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	No current practices	Investigate opportunities provided by funders for researchers to move between, and work across, employment sectors can bring benefits to research and researchers	Careers RDM RIS	Produce report on current opportunities and generate recommendations of how the University can support this
	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Different professional services departments monitor engagement of researchers with their activities, which may not be recorded in a central database (e.g. iTrent) Some departments report engagement e.g. CLT and RIS)	Better signposting Researcher Development opportunities on webpages Consult on creating a central location of all CPD opportunities available for research staff Engage with departments to create a formal monitoring system for professional development activities	RDM RIS CLT HR	Produce annual Researcher Development report that collates engagement of researchers & managers with professional development activities, and researcher career development reviews
<i>Managers of Researchers</i>	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Workforce development provides training on SDPRs/career conversations for managers. Guidance for career conversation for managers of research staff developed by Careers Advisor Service. CEDARS 2020: 71% research staff agree that their manager clearly articulates their expectations with respect to role and performance; 81% research staff agree that their manager provides constructive feedback on their performance; 75% research staff agree that their managers support them in their broader career aspirations; 68% research staff	RDM to attend departmental meetings to highlighting opportunities for managers' own and research staff professional development, including career signposting Create case studies in this of how CPD can benefit research groups to add to researcher development webpages	HR Careers RDM	RDM attends ≥ 1 departmental meeting per year % SDPR/Career Conversation returns Case studies on researcher development webpages

		agree that the manager supports them to develop their research identity.			
	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	<p>The University has a mentoring scheme for all staff that is managed by Departmental mentoring coordinators</p> <p>The University has a Careers Advisor for researchers who provides 1-1 support, workshops and guidance across a breadth of careers.</p>	Investigate opportunities provided by funders for researchers to move between, and work across, employment sectors can bring benefits to research and researchers	Careers HR HoD RIS	Produce report on current opportunities and generate recommendations of how the University can support this
	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	CEDARS 2020: 69% research staff agree that their manager encourages them to engage in personal and career development activities. However, qualitative responses reflect a lack of support from managers for researchers to engage in professional development that is not directly related to their research project.	<p>RDM to attend departmental meetings to highlighting opportunities for managers' own and research staff professional development, including career signposting.</p> <p>Create case studies in this of how CPD can benefit research groups to add to researcher development webpages.</p>	RDM HoD HR	<p>RDM attends ≥ 1 departmental meeting per year</p> <p>CEDARS 2021 & 2022 responses</p> <p>Case studies on researcher development webpages</p>
	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	[linked to the above]	[linked to the above]	[linked to the above]	[linked to the above]

	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	<p>New Management Curriculum launched September 2020 by HR</p> <p>CEDARS 2020: 71% research staff agree that their manager clearly articulates their expectations with respect to role and performance; 81% research staff agree that their manager provides constructive feedback on their performance; 75% research staff agree that their managers support them in their broader career aspirations; 68% research staff agree that the manager supports them to develop their research identity.</p>	<p>Local targeted promotion of training for managers of researchers and HoDs</p> <p>Consultation on new Managers of Researcher training programme</p>	HR HoD RDM	<p>CEDARS 2021 & 2022</p> <p>Engagement & feedback of training.</p>
<i>Researchers</i>	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	<p>Various formal training opportunities for research staff are offered as part of the Researcher Development Programme, APDaS, Careers Advisor Service, Library and RIS. The Researcher Development Programme that offers professional development and training covering all domains outlined in the Researcher Development Framework.</p> <p>CEDARS 2020: Most staff report taking 3-4 days of training per year (33%); 73% report taking <5 days per year, 13% report taking ≥10 days per year.</p> <p>All research staff and DRSCs receive fortnightly a <i>Research Staff News</i> email providing information about learning and development opportunities, events, policies and other topics relevant to research staff.</p>	Create online resources for research staff to identify their own training needs and reflect on their professional development and signposting to available resources/opportunities.	RDM Careers	<p>CEDARS 2021 & 2022</p> <p>Attendance on Researcher Development courses</p>

	<p>Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments</p>	<p>The University has a mentoring scheme for all staff that is managed by Departmental mentoring coordinators</p> <p>The University has a Careers Advisor for researchers who provides 1-1 support, workshops and guidance across a breadth of careers.</p>		<p>Careers HR HoD</p>	<p>Responses from departments regarding the uptake of mentoring</p> <p>Attendance to career 1:1s and events</p>
	<p>Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications</p>	<p>CEDARS 2020: 69% research staff maintain a formal record of their continuing development</p>	<p>Create online resources for research staff to identify their own training needs and reflect on their professional development</p>	<p>RDM Careers</p>	<p>CEDARS 2021 & 2022</p> <p>Engagement with online resources</p>
	<p>Positively engage in career development reviews with their managers</p>	<p>SDPRs are mandatory for research staff. SDPR training is run annually for reviewees and reviewers</p> <p>Career Conversations is being trialled across different departments as an alternative to SDPR to support better career development conversations between staff and line managers</p> <p>CEDARS 2020: 37% research staff have not participated in staff appraisal/review over the last two years. Of those that did, 76% found it useful. If those that didn't, 37% were not invited to participate (47% were only recently appointed or on probation)</p>	<p>Continue to roll out the use of Career Conversations as an alternative to SDPR in departments</p>	<p>RDM HR HoD</p>	<p>CEDARS 2021 & 2022 responses</p> <p>% completion rates of SDPRs or Career Conversations</p>

	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Since September 2017, research staff can officially be members of the supervisory team for doctoral students (see QA7, section 8.3.8) CEDARS 2020: 63% did not know that they could be official members of the supervisory team for doctoral students	Monitor and report on current research staff supervisory contributions to understand if all opportunities are being taken up/what are current barriers	RDM DC ASD	CEDARS 2021 Produce report on role of research staff supervisory contributions at Bath
		Leadership in Action (LiA) programme pilot launched January 2021 as part of wider Researcher Development Programme for 6 PDRAs CEDARS 2020: 57% & 55% research staff agree that they have time to develop their research identity & leadership skills, respectively	Obtain feedback from pilot Roll-out LiA to higher numbers of PDRAs	RDM	Feedback from LiA Attendance rates for LiA
	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	No current practices	Investigate opportunities provided by funders for researchers to move between, and work across, employment sectors can bring benefits to research and researchers	Careers RDM RIS	Produce report on current opportunities and generate recommendations of how the University can support this

Abbreviations:

AEIC: Academic Ethics and Integrity Committee

ASD: Academic Staff Development

CEDARS: Culture, Employment and Development in Academic Research Survey

CLT: Centre for Learning and Teaching

DC: Doctoral College

DRSC: Departmental Research Staff Coordinators

EDI: Equality, Diversity & Inclusion RDM: Researcher Development Manager

EDN: Equality and Diversity Network

HR: Human Resources

HoD: Head of Department

PM(UR): Project Manager (University Research)

RIS: Research & Innovation Services

RSWG: Research Staff Working Group

USAT: University self-assessment team

WD: Workforce Development