

Action Plan to support the Implementation of the
'Concordat to Support the Career Development of Researchers'
2017-2020

A: RECRUITMENT AND SELECTION						
Principle 1:						
Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.						
	Principle	New Actions	Success measures	Progress	Lead	Timescale
1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	1.1.1 Develop vision for research staff at the University of Bath endorsed by University Research Committee	A vision has been developed by the RSWG and agreed by University Research Committee by August 2018. This will then be communicated to academic and research staff via various channels including good practice workshops (see 5.5.1 and 5.5.2)	The ' <u>Vision for research staff working at the University of Bath</u> ' has been developed and agreed by URC. The Vision was launch with a feedback event in March 2019. The event was hosted by the PVC Research and 45 staff (research staff, PIs and Associate Deans Research) attended and discussed ideas how to improve the working environment for researchers. Feedback from the event has informed our 2019-2021 action plan. Additionally the	DDHR RSWG	Completed

				Vision was send to all HODs by the PVC Research asking them to circulate it in their departments/divisions. We will continue to promote the Vison by including information on it in the welcome letter to research staff, training materials for PIs (new action plan 2.3.1) and in the redeveloped Code of Practice for the Employment of Research Staff (new action plan: 3.1.1).		
<p>PRINCIPLE 2 Researchers are recognised and valued by their employing organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.</p>						
1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures	2.1.1 Define a common structure for the web profile for research staff and encourage its use	All research staff have the opportunity to have a web profile following the common structure	All research staff now automatically have a web profile in the same way as all other staff in the Education & Research job family. New research staff starters are made aware of the opportunity to populate their profile in the welcome email. Research Staff are regularly encouraged encouraged by emails from Research and Innovation Services as well as regular reminders in the monthly researchers@bath newsletter to complete their profile. Around 35% of research staff have added a profile picture to their webpage and 70% of those have further	HD RSWG	Completed

	and systems.	2.1.2 Review current policy on eligibility of research staff (grade 7) to apply for external funding. Develop transparent guidance on what external funding opportunities research staff can apply for.	Have developed transparent guidance on external funding opportunities research staff can apply for and publicise it	populated their profile. The PVC Research has reviewed the policy. Guidance documents and case studies will be published as part of the new action plan (action 3.5.1 and 3.5.2)	PVCR	Completed
3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research	2.3.1 Ensure each member of research staff has been given the opportunity to develop a career management plan in first few months of starting at the University	Research Staff have a been given opportunity to discuss career management plan, confirmed by Departmental Research Staff Coordinator	There have been discussions about who would be the best person to discuss a career management plan with and that this might not necessarily be the line manager. The Department of Architecture & Civil Engineering is piloting a new approach. As part of the probation process, RS staff are strongly encouraged to find/supported to find a mentor by their line manager and to discuss and develop a career management plan with the mentor by the end of probation. Depending on success of this initiative, we will share the approach with the other departments.	PI	Ongoing

	managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.					
6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	1.4.1 Roll out promotion process for research staff (grade 7 to grade 8)	<p>Research Staff and PI's are aware of promotion opportunities and first applications for promotion received</p> <p>60% of staff in CROS 2019 aware that promotion process exists</p>	<p>Information on the promotion process is included in the regular promotion round emails to Heads of Departments. Information is included in the <u>Career Progression document</u> for staff in the Education & Research job family and on the relevant <u>webpages</u>. Additionally, Research Staff are reminded of the existence of a promotion pathway in workshops and the researchers@bath monthly newsletter.</p> <p>In CROS 2019 50% of respondents overall were aware that the University had a promotion route for research staff. However, over 48% of respondents had only been at Bath for a year or less. When looking at respondents who have been here for a year or more 63% were aware of the promotion route highlighting the need for continued awareness raising</p>	PVCR HoD HRM	<p>Completed</p> <p>Completed</p>

		<p>1.4.2 Run pilot project in a research group in Mechanical Engineering to develop improved career structure for research associates.</p> <p>1.4.3 (action added in 2019) Introduction of the annual Ede & Ravenscroft Prize to award the most outstanding performance by a member of research staff in the delivery of their duties.</p>	<p>Improved career structure for research staff has been developed. In the long term this should lead to increased retention of research staff.</p> <p>Establish Ede & Ravenscroft Prize for research staff</p>	<p>especially with new starters. Since its introduction in October 2017, 6 RS have already been promoted through this route</p> <p>The Sustainable Talent for the Powertrain and Vehicle Research Centre project has uncovered some critical insights into the current recruitment and talent challenges. As a result the scope of the project has been modified and to increase stability in the resourcing model a suggested next step is to consider developing a business case for a permanent model of research staff.</p> <p>The <u>inaugural Ede & Ravenscroft Prize</u> was awarded in June 2019. 4 candidates were shortlisted (from 10 applicants) and Dr Mi Tian from the Department of Chemical Engineering won the inaugural Ede & Ravenscroft Prize for Research Staff.</p>	<p>HRBP</p> <p>URC ASDM</p>	<p>Completed</p> <p>completed</p>
<p>PRINCIPLE 3 Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</p>						
6	Employers should provide a planned induction programme for researchers, on	3.6.1 Continue to improve departmental induction process for research staff by establishing	<p>Guide has been developed</p> <p>Guide circulated to Departments</p>	A group of research staff, led by a RSWG member, was established to find out about existing induction	RSWG	Completed and new action

	<p>appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>a working group to develop a University wide induction guide for research staff, to be used in departments</p> <p>3.6.2 Improve induction and management by PI by setting up an automated trigger email for PIs when their research staff commence which links them to a specific 'Managing research staff' web page as well as to HR webpages and resources including on induction, probation, SDPR etc.</p>	<p>and is used across the University. Research staff who receive induction to department increased to 70% (from 62% and role to 80% (from 72%) in CROS 2019</p> <p>Automated email send out with every new research staff starter. Research staff who receive induction to department increased to 70% (from 62% and role to 80% (from 72%) in CROS 2019</p>	<p>processes in departments. Research Staff from across the University were invited to attend the group and contribute. The group established that departments had some form of guide/wiki for all staff and the decision was taken to not develop additional guides just for research staff. CROS respondents who started in the time covered by the action plan 81.5% received and induction to their role. However only 59% of them perceive to have received an induction to the department. To improve this, as part of our new action plan, we will develop management guidance regarding induction for new PIs (2.3.1) and share examples of good practice of departments who manage departmental induction (3.5.6) processes well.</p> <p>PIs receive an automated email when a new member of research staff starts in their team. The email provides links to induction, probation and review processes etc. To take this further HR is working with Computing Services to develop a system where managers receive emails focussed on specific processes and support for the staff group of</p>	<p>DDHR</p>	<p>Completed</p>
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				the new starter e.g. managers of research staff will receive an email tailored to support they should provide to Research Staff.		
7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	3.7.1 Continue to use the Vitae Researcher Development Framework within the skills development and career development programme for research staff	All development workshops advertised for research staff clearly show which RDF category they relate to	Workshops offered were aligned to the RDF.	ASDM	Completed
8	Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in	3.8.1 Train PIs on how to use the Staff Development and Performance Review for career development, for example, to consider greater use being made of research staff being research coinvestigators	80% research staff taking a Staff Development and Performance Review report it as useful (CROS 2017- 61%)	We continued to train people on how to use the Staff Development and Performance Review for career development. However, feedback from Research Staff and their managers indicates that the current SDPR process might not be the most suitable support mechanism for Research Staff anymore. This is confirmed by	TDM	Completed

	<p>providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>			<p>results from CROS 2019 where only 47% of those who have undertaken an SDPR indicated that they found it useful overall. As a result, we are moving towards a new system of career conversations, which focus on the individual's goals and ambitions. The new scheme is currently being piloted in some departments and additional departments have expressed interest already. Staff undertaking the career conversations attend training provided by Workforce Development in HR.</p>		
9	<p>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill</p>	<p>3.9.1 Create a web based career management hub for all staff providing a focal point for accessing resources</p>	<p>April 2019: Initial Hub page created</p> <p>August 2019: Enhancements identified based on feedback from staff during trial</p> <p>Take-up in accessing the Hub via staff surveys reaches 50% of academic staff and 80% of those report it being very useful</p>	<p>A <u>web based career management hub</u> for all staff providing a focal point for accessing resources has been created and was launched in May 2019.</p>	DDWD	<p>Completed</p> <p>Launch hub in January 2020.</p>

	<p>and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>					
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	PRINCIPLE 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.					
11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	4.11.1 Increase readiness of researchers for academic posts Pilot a university wide programme to support a cohort of research staff to prepare for application for a lectureship position	Programme has run and received positive feedback with over 60% of participants indicating that they feel better placed to apply for an academic position	The <u>Academic Career Academy</u> has been developed, based on the successful Bath Science Academy, and was piloted in semester 2 2017/18. Research staff across the institution were invited to apply to take part. The programme received excellent feedback and will now run once every academic year. 100% of participants agreed/fully agreed that they were more aware of what is required from an independent researcher and what Universities look for in a job application.	ASDM	Completed
		4.11.2 Continue to raise awareness that research staff can be formally recognised to be part of the PGR supervisory team now	Proportion of research staff aware that they can be formally recognized as supervisor increases by at least 10% to 60% as measured by CROS 2019.	In CROS 2019 52% (46% in 2017) said they were aware that they could be formally recognized as part of supervision team. The only small increase might be due to the fact that over 48% of respondents has only been at Bath for a year or less. Initiatives around Doctoral Supervision in the new action plan will help to raise awareness see action 4.12.2 in new action plan	RSWG ASDM	Completed

		<p>4.11.3 Develop online resource about best practice in doctoral supervision for all staff, including research staff that supervise doctoral students.</p> <p>4.11.4 (action added in 2018) Develop and deliver programme for Research Staff wanting to explore career options beyond academic research and teaching.</p>	Online resource launched	<p>The '<u>Doctoral Supervision Online Resource</u>' for all staff supporting Doctoral Students was launched in November 2018. It is regularly advertised to RS in the monthly researchers@bath newsletter. Since its launch, 93 staff have made use of the resource.</p> <p><u>Careers beyond Academia</u>, an intensive and practical programme, to help RS explore career options and get an insight into their transferable skills and values was piloted in 2018/19. 100% of participants agree/fully agree that the programme has increased their awareness of what career options are available beyond academia, where to look for jobs that interest them and how to construct a CV and cover letter for a career beyond academia.</p>	ASDM RCDA	Completed Completed
12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	4.12.1 Develop online resources on best practice in doctoral supervision	Online resources launched	The ' <u>Doctoral Supervision Online Resource</u> ' for all staff supporting Doctoral Students was launched in November 2018. It is regularly advertised to RS in the monthly researchers@bath newsletter. Since its launch, 93 staff have made use of the resource.	ASDM	Completed

		4.12.2 Develop University wide guidance on providing opportunities and, best practice in teaching and supervision	Guide developed and endorsed by University Research Committee, circulate to all relevant staff	A working group to discuss supervision practice was set up in January 2018 after the establishment of the Doctoral College. The membership included all stakeholders across the University. It was decided to develop an online doctoral supervision training for all staff (action 4.12.2 in new action plan). A survey of research staff and HoDs (see 4.12.3) was conducted to start to understand current practice in departments. The results indicated a wide variation of practice and but also valid reasons for differences which could not be easily addressed in a common best practice guide. To overcome this an action has been taken forward in the new action plan (action 4.11.3) to set up systems to allow RS to get teaching experience in departments/divisions.	ASDM	Taken forward/ new action
		4.12.3 Run a pilot scheme to provide research staff with the opportunity for teaching experience	A process for capturing and monitoring the dataset of research staff with teaching experience	It was not known how many research staff are given the opportunity to teach, how they are selected and what support they receive. A survey was developed to explore what the opportunities and barriers across the institution are for research staff to get	ASDM DDHR RSWG HoDs	Completed

		4.12.4 Run a pilot scheme to provide research staff with the opportunity to become Associate Fellows of HEA	A first cohort of research staff is working towards achieving AFHEA with at least 50% of cohort submitting an application.	<p>teaching experience and how many were teaching. Research staff and HoDs were surveyed. As a result, a new programme, <u>Kick Start to HE teaching</u>, for research staff with any level of teaching experience has been established (also see 4.12.4) Both the Academic Career Academy and Kick Start to HE teaching include discussions on how to get practice in supervision and teaching. We will now set up systems in department/division that gives RS the opportunity to get teaching experience (action 4.11.3 inn new action plan)</p> <p>Research staff who have sufficient experience in teaching and supporting learning have been encouraged and supported (by their departments and also <u>Kick Start to HE teaching</u>) to apply for HEA Fellowship via the Bath Scheme. Since 2017 4 research staff have achieved AFHEA via this route. This means that all that submitted an application so far have achieved fellowship. Another 6 research staff are currently registered for the Bath Scheme and working on their application.</p>	DCLT	Completed
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13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.	4.13.1 (action added in 2018) Introduce Research Staff Co-Chair to the RSWG to give RS more ownership of the agenda and increase their voice. The Co-Chair also attends URC.		The first RSWG Co-Chair, Dr Joanne Hinds, was elected in January 2019.	PVCR Chair of RSWG	Completed
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	4.14.1 Continue to promote the mentoring scheme for the Education and Research job family to research staff by supporting departments to increase take up in mentoring and advertise twice a year centrally that a trained mentor is available to all staff that request one	50% of all staff surveyed in Education and Research job family to have a mentoring relationship by 2019	Reminders about the mentoring scheme are regularly included in the monthly newsletter to research staff. We will continue to regularly advertise the opportunity. No data is available to report on % of staff in the Education and Research job family having a mentoring relationship as the culture survey was not run due to Change in Vice Chancellor. In CROS 2019 67% are aware that there is a mentoring scheme. Of those 21% have a mentor and 7% would like a mentor. To support conversion from awareness of the mentoring scheme to having a mentor (if they want one) staff will be in future offered a mentor when starting to work here (action 4.14.1 in new action plan)	TDM	Completed and new action

PRINCIPLE 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.						
5	<p>Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>5.5.1 Communicate best practice to academics Deliver short briefings in departmental meetings to all current and future PI's to share best practice and expectations in research staff management</p> <p>5.5.2 Communicate best practice to research staff Deliver 2-4 hours sessions in departments/ faculty/school (as appropriate) to support research staff in managing their career</p>	<p>Session has been run in half of all academic departments in 2018/19</p> <p>Session has been run in half of all academic departments in 2018/19</p>	<p>It became clear in discussions that the approach proposed would not have the intended results. A different approach was developed and included in the 2019-2021 action plan. For example, we will update the Code of Practice for Employment of research staff (action 3.1.1) to make it more user friendly and clearly show responsibilities of research staff and PIs.</p> <p>Additionally, short best management practice signposting documents for PIs will be produced (action 2.3.1).</p>	<p>ASDM RSWG</p> <p>HoD/ ASDM RCDA</p>	<p>Taken forward/ new action</p>

PRINCIPLE 6						
Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.						
4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.	6.4.1 Enhance support for staff with caring responsibilities by establishing and promoting a new staff group for staff with caring responsibilities (childcare, elderly, disabled dependents etc.) to provide peer support	In the next culture survey reduction from 65% to less than 35% of staff thinking that it should be easier for those with caring responsibilities to move into key roles	In January 2019 the University has launched a new group for staff with caring responsibilities – the Carer Support Network . This is now meeting regularly to provide peer support. All staff are invited. Due to the recruitment of a new VC the culture survey has not been run.	DDHR	Completed
10	Employers should also consider participation	6.10.1 Continue to support	100% academic departments	The Equality, Diversity & Inclusion	DSATs	August

				<ul style="list-style-type: none"> Architecture and Civil Engineering (2018) 		
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ASDM: Academic Staff Development Manager
 CAS: Careers Advisory Service
 CLT: Centre for Learning & Teaching
 CROS: Careers in Research Online Survey
 DDHR: Deputy Director Human Resources
 DDWR: Deputy Director Workforce Development
 Depts.: departments/divisions
 DCLT: Director of the Centre for Learning and Teaching
 DSATs: Departmental Athena Swan Chairs
 HD: Head of Digital
 HoD: Head(s) of Department/Division
 HRBP: HR Business Partner
 HRM: Human Resource Manager, HR
 HR: Human Resources
 PI: Principle Investigator/Line Manager
 PVCR: Pro-Vice Chancellor Research
 RCDA: Researcher Career Development Advisor, CAS
 RIS: Research and Innovation Service
 RSWG: Research Staff Working Group
 TDM: Talent Development Manager

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