

Action Plan  
to support the Implementation of the ‘Concordat to Support the Career Development of Researchers’  
Update July 2012  
Update August 2013

<b>A: RECRUITMENT AND SELECTION</b>				
<b>Principle 1:</b>				
<b>Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>				
	<b>Concordat Clause</b>	<b>Achieved (A) Outstanding (O) and evidence for current compliance and action points</b>	<b>Lead</b>	<b>Timescale</b>
1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p><b>A – no additional action required</b></p> <p>Our research is internationally recognized. We seek to recruit and retain excellent researchers and to develop an active research culture that fosters the highest achievements, encourages originality and innovation, and enriches the student learning experience.</p> <p>This can be seen from the Universities Research Strategy: <a href="http://www.bath.ac.uk/research/about/strategy/">http://www.bath.ac.uk/research/about/strategy/</a></p>	HR	Completed
2	Employers should strive to attract excellence and respect	<p><b>A – no additional action required</b></p> <p>The University of Bath is committed to recruiting a high quality workforce with appropriate</p>	HR	Completed

	<p>diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</p>	<p>expertise and experience. Equality of opportunity is a core value of the University and recruitment and selection procedures have been designed to provide ways to assess and appoint the most capable and effective employees while ensuring that all individuals are treated with fairness and sensitivity. It is the University's policy to recruit the most appropriate person for each approved vacancy regardless of age, colour, race, ethnic origin, family circumstances, nationality, religion, sexual orientation, marital status, gender, socio-economic status or disability.</p> <p>Selection is a subjective process, so a systematic framework is essential to ensure that decisions are soundly based, consistent and defensible. The Human Resources Department will ensure the recruitment and selection process is clear and up to date with regards to legislation. The department is available to provide advice and guidance at every stage of the recruitment and selection process. This is underpinned by the University's People Strategy: <a href="http://www.bath.ac.uk/opp/policy/People.html">http://www.bath.ac.uk/opp/policy/People.html</a></p> <p>(Guidance on engaging people for work: <a href="http://www.bath.ac.uk/hr/working/recruitment/guidance/engaging-people-for-work/index.html">http://www.bath.ac.uk/hr/working/recruitment/guidance/engaging-people-for-work/index.html</a> and Recruitment and Selection Code of Practice <a href="http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html">http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html</a> )</p> <p>Tailored guidance is provided for the recruitment and employment of research staff: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></p>		
3	<p>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</p>	<p><b>A – no additional action required</b></p> <p>The authorisation form for externally funded posts requires the period of the fixed term covered by the funding. This form is only to be used for research roles that are supported by funding from external sources.</p> <p>The authorisation form for centrally funded posts requires the fixed term period and a reason for the fixed term.</p>	HR	Completed

4	<p>To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.</p>	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>• The person acting as Chair of the interview must have successfully completed the University's recruitment and selection training. Human Resources will undertake regular checks to ensure this requirement is met.</li> <li>• All recruiting managers are expected to have attended the Chairing Recruitment Panels course if they are going to be involved in any recruitment activity.</li> <li>• Chairs of interview panels are responsible for ensuring that they have received the appropriate information and training in recruitment and selection including knowledge of relevant University policies.</li> <li>• A member of the panel is designated to give feedback to candidates upon request</li> </ul> <p>(These responsibilities are laid out in the Guidance on engaging people for work: <a href="http://www.bath.ac.uk/hr/working/recruitment/guidance/engaging-people-for-work/index.html">http://www.bath.ac.uk/hr/working/recruitment/guidance/engaging-people-for-work/index.html</a> and Recruitment and Selection Code of Practice <a href="http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html">http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html</a> )</p>	HR/SD	Completed
5	<p>The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the</p>	<p><b>A – no additional action required</b></p> <p>The grades for all jobs covered by the University of Bath's pay structure (Grades 1-9) are determined through job evaluation. Job evaluation and review is the ongoing process of evaluating new jobs, and reviewing existing ones where appropriate to ensure pay and grading is appropriate to the duties and responsibilities of jobs. The key purpose of job evaluation is to ensure fairness and consistency by measuring all jobs against the same criteria. The criteria used at the University are contained within the Higher Education Role</p>	HR	Completed

	research organisation.	Analysis (HERA) job evaluation scheme.		
<p><b>PRINCIPLE 2</b>  <b>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.</b></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 and systems.	<p><b>O</b></p> <ul style="list-style-type: none"> <li>• Researchers on fixed-term contracts are not discriminated against in access to career and skills development activities. In addition to the activities offered to all staff there are dedicated training and career development opportunities for researchers on fixed-term contracts (RDU: <a href="http://www.bath.ac.uk/learningandteaching/rdu/index.php">http://www.bath.ac.uk/learningandteaching/rdu/index.php</a>)</li> <li>• The Code of Practice for the Employment of Research staff states in section 4 that ‘Research staff should be fully integrated into the academic and social life of the University, recognising that their status and contribution to the institution’s success is no less than any other staff group. The underpinning principles should be inclusivity and equity of status between members of research staff and other staff groups. Research staff should only be distinguished from other staff when there are clear and objective reasons for doing so.’</li> <li>• Investigate in which Departments research staff is invited to departmental staff and research meetings. Promote examples of good practice.</li> <li>• Encourage RDSO, HoD know Code of Practice and support researchers to apply as main author on grant applications as appropriate</li> <li>• Review HR/University guidance on involvement of research staff in consultancy</li> </ul>	<p>HR</p> <p>RSWG</p> <p>RSWG</p> <p>RSWG</p> <p>BV/HR</p>	<p>Completed</p> <p>Completed</p> <p>completed December 2011</p> <p>completed December 2012</p> <p>completed</p>
2	Commitment by everyone involved to improving the stability of employment conditions for researchers and	<p><b>A – no additional action required</b></p> <p>Policy in use for all staff on fixed term contracts. Purpose is to ensure that fixed term appointments on expiry are terminated fairly and in accordance with Statutory procedures:</p> <p><a href="http://www.bath.ac.uk/hr/working/leaving/end-ft-contract/index.html">http://www.bath.ac.uk/hr/working/leaving/end-ft-contract/index.html</a></p>	HR	Completed



	<p>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 managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	<p>teams</p> <ul style="list-style-type: none"> <li>• Develop shared process with RDSO and Faculty Finance teams for taking on of research staff that emphasises the role of PIs as managers of Researchers and what is required from them (<a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a>). Update: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></li> <li>• As part of the implementation of the upgraded i-Trent HR &amp; Payroll System each Researcher will have their line manager PI identified which will help ensure that they carry out their responsibilities.</li> <li>• Offer training for academics on how to support career development of researchers.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Run more in-depth leadership programme for academics: 'leading research teams'</li> <li>• Re-launch update version of Code of Practice for the Employment of Research Staff to promote good practice</li> <li>• Monitor uptake of SDPR by research staff and continue to prompt managers to undertake SDPR with their staff - this will also be seen through responses to CROS 2015</li> <li>• Develop training on how to best deal with the redundancy process and make the most out of redeployment opportunities.</li> </ul>	<p>HR</p> <p>CAS</p> <p>RDU RSWG</p> <p>HR/HoD</p> <p>HR/CAS</p>	<p>Completed March 2012</p> <p>Completed March 2012</p> <p>September 2014 December 2013</p> <p>September 2014</p> <p>April 2014</p>
4	<p>Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within</p>	<p><b>A – no additional action required</b></p> <p>Employees under notice of redundancy and employees approaching the end of a fixed term appointment will be given preferential consideration in respect of vacancies within the University. <a href="http://www.bath.ac.uk/hr/working/difficult-situations/organisational-change/index.html">http://www.bath.ac.uk/hr/working/difficult-situations/organisational-change/index.html</a></p>	<p>HR</p>	<p>Completed</p>

	organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.			
5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	<p><b>A – no additional action required</b></p> <p>There is a clear pay progression system at the University for all jobs. Grades 1-9 each contain a number of normal progression increments. Each increment is recurrent and pensionable once paid. The normal expectation in Grades 1-9 is for annual progression through the increment points to the non-discretionary maximum of a grade. This progression is subject to a minimum of 6 months service and satisfactory performance.</p>	HR	Completed
6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay	<p><b>O</b></p> <ul style="list-style-type: none"> <li>• We offer a large variety of events, opportunities and workshop to support researchers in developing their careers</li> <li>• Review policy on funding source for contribution pay (merit awards) for research staff to ensure equal opportunity for all staff when applying for it.  <a href="http://www.bath.ac.uk/hr/working/pay-reward/pay-policies/contribution-pay/index.html">http://www.bath.ac.uk/hr/working/pay-reward/pay-policies/contribution-pay/index.html</a></li> </ul>	RDU/CAS HR	Completed Completed

	<p>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.</p>	<ul style="list-style-type: none"> <li>Remind HoDs that research staff can apply for merit award and should be encouraged to do so if appropriate</li> <li>Remind departments that research staff should be encourage to attend skills training and take part in other career development opportunities – academics/HoDs will be reminded when opportunities arise</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Publish generic job descriptions for researchers online – generic job descriptions have been written and will be published shortly on:  <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a>  Guidelines on how to write job descriptions are available to all staff:  <a href="http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/guidancedocs/writingjd.html">http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/guidancedocs/writingjd.html</a></li> <li>Include guidelines for promotion procedures and criteria for researchers in Academic Job family document and publish on University website</li> </ul>	<p>HR</p> <p>RDU</p> <p>HR</p> <p>HR</p>	<p>Completed</p> <p>Completed/ Ongoing</p> <p>In progress –by December 2013</p> <p>In progress</p>
<p><b>PRINCIPLE 3</b>  <b>Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b></p>				
1	<p>It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher</p>	<p><b>A – no additional action required</b></p> <p>The University of Bath offers a variety of career development opportunities for researchers. These include workshops, online modules, careers advice, webpages offering information on different career options, links to case studies (e.g. HESDA), skills evaluation (<a href="http://www.bath.ac.uk/research/researchers/careerdev/">http://www.bath.ac.uk/research/researchers/careerdev/</a> and <a href="http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/rdf.html#id1">http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/rdf.html#id1</a>)</p> <ul style="list-style-type: none"> <li>Encourage RDSO,/HoD to support researchers at the departmental level to apply for grants for extension of funding in their current research capacity if appropriate.</li> <li>Revise Code of Practice for the Employment of Research Staff on managing workload for research staff –the CoP has been revised by the RSWG</li> </ul>	<p>CAS</p> <p>RSWG</p> <p>RSWG</p>	<p>Completed</p> <p>Completed</p> <p>Completed May 2013</p>



	<p>positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<ul style="list-style-type: none"> <li>The Faculty of Engineering &amp; Design has developed 'Fellowship Academy to support promising researchers in developing a fellowship proposal</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>RDSO is supporting cohorts of researchers to apply for fellowships e.g. ESRC Future Leaders – the first cohort will submit their applications in Sept 2013 and a new cohort will be recruited in spring 2014</li> </ul>	RDSO	<p>Completed</p> <p>Ongoing</p>
2	<p>A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	<p><b>A – no additional action required</b></p> <p>There is a variety of different mechanisms in place to support researchers in their career choice:</p> <ul style="list-style-type: none"> <li>A variety of career development workshops looking at careers within as well as outside science and how to get into them as well as events in which researchers can meet alumni who have pursued careers outside of the typical academic career path are in place (<a href="http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#CD">http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#CD</a>).</li> <li>Research Staff are regularly made aware of the opportunity to take part in 1 to 1 meetings with a Careers Advisor for Research Staff to discuss their options and plans.</li> <li>All staff have the chance to benefit from an annual appraisal to review progress and discuss the immediate and longer-term aims: <a href="http://www.bath.ac.uk/staff-development/appraisal/index.html">http://www.bath.ac.uk/staff-development/appraisal/index.html</a></li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Lunchtime career networking sessions for research staff will be set up to facilitate discussions and support around career development and progression.</li> </ul>	<p>CAS HR</p> <p>CAS</p>	<p>Completed</p> <p>December 2013</p>

3	Employers, funders and researchers recognise that researchers need to develop transferable training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	<p><b>A – no additional action required</b></p> <p>The University has shown its commitment to this agenda by forming the Researcher Development Unit (<a href="http://www.bath.ac.uk/learningandteaching/rdu/index.php">http://www.bath.ac.uk/learningandteaching/rdu/index.php</a>):</p> <ul style="list-style-type: none"> <li>• A large variety of transferable skills courses and events are available to Research Staff through the researchers@bath skills development programme run by the Researchers Development Unit. These are face to face workshops as well as online courses (<a href="http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/index.html">http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/index.html</a>) Provision is adapted according to feedback (e.g. CROS and end of year survey's)</li> <li>• Research Staff is also able to engage in the Bath Course in Enhancing Academic Practice (<a href="http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php">http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php</a>) and the Intensive Training and Development of Graduate Teaching Associates (<a href="http://www.bath.ac.uk/learningandteaching/events-workshops/coursepages/gta_and_pgr_training.php">http://www.bath.ac.uk/learningandteaching/events-workshops/coursepages/gta_and_pgr_training.php</a>) offered by ASD and in all appropriate skills courses offered by SDU (<a href="http://www.bath.ac.uk/hr/learning/">http://www.bath.ac.uk/hr/learning/</a>)</li> <li>• Additional relevant training is provided by the Research Development and Support Office, Computing Services and the Library</li> </ul>	RDU ASD SDU	Completed
4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>• The University of Bath has a careers advisor responsible for Research Staff and PGRs who gives independent advice. Researchers are reminded about the opportunity for 1-1 careers advice in regular intervals and at their induction to the University.</li> <li>• There is a wide programme of career development courses for research staff and online resources (<a href="http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/index.html">http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/index.html</a>)</li> <li>• Research Staff are made aware of local (SWW Hub) and national career events via the</li> </ul>	CAS RDU	Completed

	their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	<p>monthly newsletter</p> <ul style="list-style-type: none"> <li>Research staff have the opportunity to take part in 6 1-1 coaching sessions to develop a clearer picture of their future plans (<a href="http://www.bath.ac.uk/learningandteaching/rdu/researchersatbath/coaching.html">http://www.bath.ac.uk/learningandteaching/rdu/researchersatbath/coaching.html</a>)</li> <li>Lunchtime career networking sessions for research staff will be set up to facilitate discussions and support around career development and progression.</li> <li>Mentoring circles will be rolled out across the University to facilitate the building of a network and exchange of knowledge between all researchers</li> </ul>	CAS RDU	December 2013 2013/14
5	<p>Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p><b>O</b></p> <ul style="list-style-type: none"> <li>Researchers are reminded at the induction event that their post is fixed-term and only a step in their career path. Procedures for end of contract are discussed and discussion on development opportunities for next career step is started.</li> <li>Researchers are regularly made aware via email of new policies affecting their career</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Publish generic job descriptions for researchers online – generic job description have been written and will be published shortly on: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></li> <li>Include guidelines for promotion procedures and criteria for researchers in Academic Job family document and publish on University website</li> </ul>	RDU  HR  HR	Completed  In progress – will be published December 2013  In progress
6	Employers should provide a planned induction programme for researchers, on appointment to	<p><b>O</b></p> <ul style="list-style-type: none"> <li>The Code of Practice for the Employment of Research Staff (<a href="http://www.bath.ac.uk/hr/recruitment/Code_of_Practice.pdf">http://www.bath.ac.uk/hr/recruitment/Code_of_Practice.pdf</a>) lays out the expectation about induction to Departments, Supervisors and the University (CoP 1.3 and 2.3.2): All new research staff are invited to a University wide induction for all staff and one</li> </ul>	RDU RSWG HoD	Completed

	<p>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>specific to research staff.  Update: a Moodle page with information for new research staff has been created to replace University induction for research staff</p> <ul style="list-style-type: none"> <li>• Remind departments of duty to include new research staff promptly on webpage and staff lists and remove staff that have left.</li> <li>• Circulate models of good practice on how to introduce researchers to the Department to HoD/faculty Administrators</li> <li>• Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included induction.</li> <li>• Joint RDSO / HR guidance on managing researchers effectively which includes the consistent induction for all researchers. Online guidance is now available at: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Consultations and results from CROS 2013 show that Induction on departmental and faculty level still needs to be improved. This will be done by reminding Heads of Departments to appoint Departmental Research Staff Coordinators whose responsibility it is to support departmental induction.</li> <li>• Invite Departmental Research Staff Coordinators to a RSWG meeting to support them and ensure induction into their role and responsibilities.</li> <li>• Develop a guide for departments on how to run induction for research staff to ensure early effectiveness and that research staff feel part of their departments.</li> </ul>	<p>RDU</p> <p>HR</p> <p>HR</p> <p>HR/RDSO</p> <p>RSWG</p> <p>RSWG</p> <p>RSWG</p> <p>RSWG/HR</p>	<p>Completed March 2012</p> <p>Completed December 2011</p> <p>Completed December 2011</p> <p>Completed</p> <p>Completed</p> <p>March 2014</p> <p>March 2014</p> <p>March 2014</p>
7	<p>Employers and funders will wish to consider articulating the skills</p>	<p><b>O</b>  The University is making use of the RDF as a framework for articulating skills that should be developed at different stages of the career. All training courses for ECRs are categorized according to the RDF.</p>	<p>RDU</p>	<p>Completed</p>

	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.	<ul style="list-style-type: none"> <li>Encourage research staff to deliver courses as part of the PG skills programme to develop teaching skills.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop accredited training programme for research staff on supervision of students and teaching. The Bath Scheme for professional recognition of Teaching &amp; Supporting Learning in HE (launch October 2013) will allow all those who support learning to be accredited.</li> <li>Publish generic job descriptions for researchers online – generic job description have been written and will be published shortly on: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></li> </ul> <p>Update: Guidelines for writing job descriptions have been published: <a href="http://www.bath.ac.uk/hr/working/recruitment/approvalto recruit/guidancedocs/writingjd.html">http://www.bath.ac.uk/hr/working/recruitment/approvalto recruit/guidancedocs/writingjd.html</a></p> <ul style="list-style-type: none"> <li>Include guidelines for promotion procedures and criteria for researchers in Academic Job family document and publish on University website (AF). This document is still in the process of being revised.</li> </ul>	RDU  ASD  HR  HR	Completed September 2012  Ongoing - launch October 2013  Ongoing – by December 2013  ongoing
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 providing support and guidance for the personal and	<p><b>O</b></p> <ul style="list-style-type: none"> <li>Research staff are encouraged to develop an individual career development strategy. They receive a welcome email from the careers advisor with an open invitation to all workshops and 1-1 support in developing a strategy. First discussions on skills they need to developed happens at the University wide induction event for research staff</li> <li>Resources for developing a career can be found on the researchers@bath webpage.</li> <li>Set up internal mentoring scheme for research staff. A Pilot was run in the Faculty of Science</li> <li>Offer workshop and support for Academics on how to support the career development for their researchers</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Highlight benefits of having a mentor at Induction and encourage researchers to discuss appropriate external mentors with their PIs – will be included in online induction with link</li> </ul>	CAS  RDU  CAS  RDU	Completed  Completed  Completed  Ongoing – by

	professional development of researchers. All researchers should be familiar with such provisions and arrangements.	<p>to mentoring circles</p> <ul style="list-style-type: none"> <li>• Mentoring circles will be rolled out across the University to facilitate the building of a network and exchange of knowledge between all researchers</li> <li>• Lunchtime career networking sessions for research staff will be set up to facilitate discussions and support around career development and progression and to help create a community of research staff.</li> </ul>	RDU CAS	February 2014 2013/14 December 2013
9	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 and effectiveness of researchers in key areas such as writing for publication or communicating with	<p><b>O</b></p> <ul style="list-style-type: none"> <li>• The University of Bath has shown its commitment to researcher development by setting up the Researcher Development Unit (RDU, <a href="http://www.bath.ac.uk/learningandteaching/rdu/index.php">http://www.bath.ac.uk/learningandteaching/rdu/index.php</a>). RDU staff is currently attending staff meetings to inform all staff at the university of the commitment and their responsibilities.</li> <li>• Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included CPD</li> <li>• Joint RDSO / HR guidance on managing researchers effectively which includes their responsibility to encourage CPD when taking on a new member of staff Update: A webpage with guidance has been set up: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Monitor uptake of SDPR by research staff and continue prompt managers to undertake SDPR with their staff - this will also be seen through responses to CROS 2015</li> </ul>	PVC –R RDU  HR  HR  HR/HoD	Completed  Completed  Completed  September 2014

	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.			
<b>PRINCIPLE 4</b>				
<b>The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</b>				
10	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their	<p>○</p> <ul style="list-style-type: none"> <li>All staff are expected to take part in the Staff Development Performance Review (SDPR) scheme annually, including those responsible for reviewing. Employees should undertake their first SDPR no more than 6 months after the end of their probation period, referring to the objectives set during their end of probation review (<a href="http://www.bath.ac.uk/staff-development/appraisal/index.html">http://www.bath.ac.uk/staff-development/appraisal/index.html</a>). It is possible to have the SDPR with someone other than the line manager should that be preferred.</li> <li>Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included Probation and SDPR</li> <li>Joint RDSO / HR guidance on managing researchers effectively which includes the need to complete Mid/end of probation meetings and SDPRs with research staff and of good practice during those meetings Update: <ul style="list-style-type: none"> <li>A webpage with guidance has been set up: <a href="http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html">http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html</a></li> <li>Completing performance review with all members of staff is now mandatory</li> </ul> </li> </ul>	HR  HR  HR	Completed  Completed  Completed

	professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	<p>Actions:</p> <ul style="list-style-type: none"> <li>• Monitor uptake of SDPR by research staff and continue prompt managers to undertake SDPR with their staff - this will also be seen through responses to CROS 2015</li> <li>• Develop training on how to best deal with the redundancy process and make the most out of redeployment opportunities.</li> </ul>	HR/HoD HR/CAS	September 2014 March 2014
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.	<p><b>A –no additional action required</b></p> <ul style="list-style-type: none"> <li>• A review of the training provision for researchers has just taken place and as a result the Researcher Development Unit (<a href="http://www.bath.ac.uk/learningandteaching/rdu/index.php">http://www.bath.ac.uk/learningandteaching/rdu/index.php</a>) has been formed. This ensures continued provision of skills training and events for research staff.</li> <li>• Research Staff with teaching responsibilities can attend the Bath Course in enhancing Academic practice (<a href="http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php">http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php</a>) and were previously able are able to take relevant units on the Postgraduate Certificate in Academic and Professional Practice (<a href="http://www.bath.ac.uk/learningandteaching/professional/probationary/">http://www.bath.ac.uk/learningandteaching/professional/probationary/</a> which is accredited by the HEA).</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• The Bath Scheme for professional recognition of Teaching &amp; Supporting Learning in HE (launch October 2013) will allow all those who support learning to be accredited. Research staff who teach will be encouraged to take part if appropriate.</li> </ul>	ASD LTEO RDU  ASD	Completed  2013/14
12	Employers will ensure that where researchers are provided with teaching and demonstrating	<p><b>A –no additional action required</b></p> <ul style="list-style-type: none"> <li>• Researchers can take part in the 'Intensive Training and Development of Graduate Teaching Associates' (<a href="http://www.bath.ac.uk/learningandteaching/events-workshops/coursepages/gta_and_pgr_training.php">http://www.bath.ac.uk/learningandteaching/events-workshops/coursepages/gta_and_pgr_training.php</a>)</li> </ul>	ASD LTEO RDU	Completed



	opportunities as part of their career development, suitable training and support is provided.	<ul style="list-style-type: none"> <li>Research Staff is also able to engage in the Bath Course in Enhancing Academic Practice (if appropriate for them) (<a href="http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php">http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php</a>)</li> <li>Research Staff is also encouraged to deliver skills sessions on the generic skills training programme for PGRs. Training for this is available.</li> </ul>		
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.	<ul style="list-style-type: none"> <li>The Chair of the Research Staff Working Group (RSWG) (<a href="http://www.bath.ac.uk/research/researchers/rswg/">http://www.bath.ac.uk/research/researchers/rswg/</a>) largely made up of research staff and early career academics, reports to the University Research Committee (URC) and informs the RSWG of decisions taken by the URC.</li> <li>The Code of Practice for the employment of research staff states (section 4.1) <i>'Research staff should have membership by right on those Departmental Committees that are currently inclusive of all lecturing staff, and proportional representation on other Committees.....'</i> and that <i>'Research Staff should be invited to Departmental away-days and other meetings that facilitate end-of-year analysis of Departmental performance.'</i> Compliance to this varies from department to department.</li> <li>Attendance of Research staff in the focus groups for the formulation of the new UoB People Strategy</li> <li>Check in which Departments Research staff are involved in staff meetings/committees and promote examples of good practice</li> </ul>	RSWG  HR RSWG	Completed  Completed Completed
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	<ul style="list-style-type: none"> <li>A mentoring scheme for researchers is being implemented. A successful pilot has been run in 2012/13</li> <li><b>Action:</b> <ul style="list-style-type: none"> <li>Roll out mentoring scheme to whole University</li> </ul> </li> </ul>	RDU  RDU	completed  by end of 2013/14
<b>PRINCIPLE 5</b>				
<b>Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</b>				
1	Researchers are	<b>A –no additional action required</b>	PVC -R	Completed

	employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	This is evident in the Research strategy ( <a href="http://www.bath.ac.uk/research/about/strategy/">http://www.bath.ac.uk/research/about/strategy/</a> )		
2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	<p><b>O</b></p> <ul style="list-style-type: none"> <li>The Researcher Development Unit and The Research Development Support Office offer a variety of workshops and events to encourage researchers to engage with commercialisation of their research (<a href="http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#CR">http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#CR</a>), knowledge transfer (<a href="http://www.bath.ac.uk/cta/">http://www.bath.ac.uk/cta/</a>) and transfer of research into policy.</li> <li>We also have an annual photo competition, Images of research, that encourages engagement with the public (<a href="http://www.bath.ac.uk/research/about/imagesofresearch/">http://www.bath.ac.uk/research/about/imagesofresearch/</a>).</li> <li>Research Staff is reminded of the opportunities regularly via the monthly newsletter.</li> <li>Since summer 2012 we have a Public Engagement unit that offers individual support to researchers for Public Engagement activities and also runs workshops on Public Engagement (<a href="http://www.bath.ac.uk/research/about/public-engagement/public-engagement-examples.html">http://www.bath.ac.uk/research/about/public-engagement/public-engagement-examples.html</a>)</li> <li>Review HR/University guidance on involvement of research staff in consultancy</li> </ul>	RS RDU RDSO	Completed
3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>The University seeks to promote the highest standards of scientific and professional integrity and to give due consideration to the ethical, social and environmental issues arising from our activities (<a href="http://www.bath.ac.uk/research/ethics/">http://www.bath.ac.uk/research/ethics/</a>).</li> <li>The University has a Good Practice Code for Research (<a href="http://www.bath.ac.uk/opp/resources.bho/Senate_Final_Good_Practice.doc">http://www.bath.ac.uk/opp/resources.bho/Senate_Final_Good_Practice.doc</a>). This is sent to all researchers at the start of their time here in Bath. Researchers are also made aware of it during the Induction for Research Staff.</li> <li>An Ethics form, must be completed before a Research Grant application is submitted to an external body (<a href="http://www.bath.ac.uk/research/ethics/">http://www.bath.ac.uk/research/ethics/</a>).</li> </ul>	RS ASD EC	Completed

		<ul style="list-style-type: none"> <li>An online ethics course is available for all staff and students and promoted regularly.</li> <li>The Bath Course in Academic Practice covers research ethics and governance (<a href="http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php">http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php</a>).</li> </ul>		
4	<p>Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</p>	<p><b>A – no additional action required</b></p> <p>The University has recently formed the Researcher Development Unit (<a href="http://www.bath.ac.uk/learningandteaching/rdu/index.php">http://www.bath.ac.uk/learningandteaching/rdu/index.php</a>) showing its ongoing commitment to continuing the extensive information and training for researchers. The Unit promotes continuing professional development to early career researchers ensuring that researchers are aware of the importance of transferable skills.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Lunchtime career networking sessions for research staff will be set up to facilitate discussions and support around career development and progression and to help create a community of research staff.</li> </ul>	<p>RS RDU</p> <p>CAS</p>	<p>Completed</p> <p>December 2013</p>
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</p>	<p><b>A – no additional action required</b></p> <p>Our provision is based on researchers taking responsibility for their own development. We provide information about training and events via email, website etc and researchers need to take the initiative to attend.</p> <ul style="list-style-type: none"> <li>Researchers are made aware during induction, career development and generic skills training events that the primary responsibility for managing and pursuing their career is theirs.</li> <li>Starting research staff is being sent a copy of the Concordat and the Code of Practice for the Employment of Research staff.</li> <li>The Code of Practice for the employment of research staff (section 7) emphasises that the responsibility for managing their career is on the researcher and suggests key behaviours for researchers.</li> </ul>	<p>RS</p> <p>RDU CAS</p>	<p>Completed</p>

	<p>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>			
6	<p>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers</p>	<p>○ Measures are in place to make researchers aware of the procedures in place to help them monitor and evaluate their career :</p> <ul style="list-style-type: none"> <li>• Researchers are encouraged at the Induction event for research staff to regularly review their career development.</li> <li>• Researchers are regularly invited for career development advice/interviews.</li> <li>• All staff are expected to take part in the Staff development performance review (SDPR) scheme annually .Staff Development provides training on how to conduct an SDPR and how to get the most out of your SDPR (<a href="http://www.bath.ac.uk/staff-development/appraisal/index.html">http://www.bath.ac.uk/staff-development/appraisal/index.html</a>) Annual Performance review is now mandatory for all staff (since 2013).</li> <li>• A log of all CPD activities taken at the University can be obtained on request. Since implementation of the new itrent system staff can view their course attendance/learning record anytime through employee self-service</li> <li>• The RDU team will attend staff meetings in each Department to remind all staff of the training we offer, training requirements and to introduce the RDF as a tool for planning development activities</li> </ul>	<p>RS</p> <p>RDU</p>	<p>Completed</p> <p>Completed</p>

	as appropriate.	<b>Actions:</b> <ul style="list-style-type: none"> <li>The Researcher Development Unit will launch the development programmes for academics, research staff and PhD students at the same time emphasizing a coherent approach and the importance of skills training for all</li> <li>Lunchtime career networking sessions for research staff will be set up to facilitate discussions and support around career development and progression and to help create a community of research staff.</li> </ul>	RDU  CAS	September 2013  December 2013
<b>PRINCIPLE 6</b> <b>Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>				
1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	<b>A – no additional action required</b> <ul style="list-style-type: none"> <li>The University of Bath is committed to promoting diversity and equality of opportunity for all staff and students. The purpose of this Scheme is to ensure that students, staff and visitors regardless of gender, trans1 status, race or disability are treated with equity.</li> <li>Single Equality Scheme and Action Plan: <a href="http://www.bath.ac.uk/equalities/pdf/SES-revised_June_2011.pdf">http://www.bath.ac.uk/equalities/pdf/SES-revised_June_2011.pdf</a></li> </ul>	E& D	Completed
2	As is the case for society as a whole, UK research will benefit from increasing	<b>A – no additional action required</b>  The University of Bath is committed to recruiting a high quality workforce with appropriate expertise and experience. Equality of opportunity is a core value of the University and	HR	Completed

	<p>equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p>	<p>recruitment and selection procedures have been designed to provide ways to assess and appoint the most capable and effective employees while ensuring that all individuals are treated with fairness and sensitivity. It is the University's policy to recruit the most appropriate person for each approved vacancy regardless of age, color, race, ethnic origin, family circumstances, nationality, religion, sexual orientation, marital status, gender, socio-economic status or disability.</p> <p>Recruitment and Selection Code of Practice:  <a href="http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html">http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html</a></p>		
3	<p>It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>• Bath is holder of the Athena Swann Bronze Award and committed to upholding the principles laid out in it <a href="http://www.bath.ac.uk/equalities/activities/athenaswan/">http://www.bath.ac.uk/equalities/activities/athenaswan/</a></li> <li>• E &amp;D hold regular lunchtime networking sessions with a short talk (e.g. on mentoring) for all female staff</li> <li>• E&amp;D in collaboration with Vitae and UKRC ran a 1 day regional event on 'Sustaining Women's Career Progress in Science, Engineering &amp; Technology' (<a href="http://www.bath.ac.uk/universitysecretary/equalities/events/setconf300910.html">http://www.bath.ac.uk/universitysecretary/equalities/events/setconf300910.html</a>)</li> <li>• We are actively participating in the 'Every researcher Counts' Initiative from Vitae/Hefce</li> <li>• Parents and Carers Flexible Working Policy <a href="http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html">http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html</a></li> <li>• The Career Advisor for Research Staff provides individual tailored careers guidance .</li> <li>• We offer the opportunity of 6 sessions of 1-1 coaching with a qualified coach to research staff to support them in addressing potential issues <a href="http://www.bath.ac.uk/learningandteaching/rdu/researchersatbath/coaching.html">http://www.bath.ac.uk/learningandteaching/rdu/researchersatbath/coaching.html</a></li> </ul> <p>Update August 2012: the University is currently preparing a renewal submission for Athena Swan (<a href="http://www.bath.ac.uk/equalities/news/news_0006.html">http://www.bath.ac.uk/equalities/news/news_0006.html</a>)</p>	<p>E&amp;D  ASD  HR  CAS  RDU</p>	<p>Completed</p>

4	<p>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.</p>	<p><b>A – no additional action required</b></p> <p>See 6.5 for more details.</p> <ul style="list-style-type: none"> <li>• Parents and Carers Flexible Working Policy <a href="http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html">http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html</a></li> <li>• The University is also committed to upholding the principles laid out in the Athena SWAN agenda.</li> </ul>	HR	Completed
5	<p>It is important for employers to respond flexibly to requests for changed work patterns</p>	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>• A flexible working hour scheme is in place and is being promoted</li> </ul>	HR	Completed

	and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	<a href="http://www.bath.ac.uk/hr/working/absence/flexible-working/index.html">http://www.bath.ac.uk/hr/working/absence/flexible-working/index.html</a> <ul style="list-style-type: none"> <li>• Or if eligible: Parents and Carers Flexible working Policy: <a href="http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html">http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html</a></li> </ul>		
6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.			
7	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>• The University of Bath is committed to promoting diversity and equality of opportunity for all staff and students. The purpose of this Scheme is to ensure that students, staff and visitors regardless of gender, trans1 status, race or disability are treated with equity.</li> </ul> <p>Single Equality Scheme and Action Plan:  <a href="http://www.bath.ac.uk/universitysecretary/equalities/policies/singleequalityscheme.pdf">http://www.bath.ac.uk/universitysecretary/equalities/policies/singleequalityscheme.pdf</a></p> <ul style="list-style-type: none"> <li>• The University of Bath is committed to recruiting a high quality workforce with appropriate expertise and experience. Equality of opportunity is a core value of the University and recruitment and selection procedures have been designed to provide ways to assess and</li> </ul>	HR	Completed



	<p>recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>appoint the most capable and effective employees while ensuring that all individuals are treated with fairness and sensitivity. It is the University's policy to recruit the most appropriate person for each approved vacancy regardless of age, colour, race, ethnic origin, family circumstances, nationality, religion, sexual orientation, marital status, gender, socio-economic status or disability.  Recruitment and Selection Code of Practice:  <a href="http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html">http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html</a></p>		
8	<p>Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom</p>	<p><b>A – no additional action required</b></p> <ul style="list-style-type: none"> <li>Parents and carers have the right to make a request to the University to work flexibly. Whilst there is no automatic right to flexible working, the University recognizes the contribution of such arrangements to the retention of skilled staff and encourages managers to be as accommodating as possible to individuals wishing to vary their work patterns, to give fair and thorough consideration to all requests and, where possible, respond positively.  Parents and Carers Flexible working Policy:  <a href="http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html">http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html</a>.</li> </ul>	HR ELC	Completed

	<p>English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.</p>	<ul style="list-style-type: none"> <li>• Support is available for all staff who are disabled or become disabled during the course of their employment: <a href="http://www.bath.ac.uk/hr/working/disabilitysupport/index.html">http://www.bath.ac.uk/hr/working/disabilitysupport/index.html</a>.</li> <li>• Advice is also available to Managers of disabled staff: <a href="http://www.bath.ac.uk/universitysecretary/equalities/disability/documents/Advice_to_managers.pdf">http://www.bath.ac.uk/universitysecretary/equalities/disability/documents/Advice_to_managers.pdf</a></li> <li>• Free Language training is available to staff whose first language is not English: <a href="http://www.bath.ac.uk/elc/courses-for-current-students/in-sessional-courses">http://www.bath.ac.uk/elc/courses-for-current-students/in-sessional-courses</a></li> </ul>		
9	<p>All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p><b>A – no additional action required</b></p> <p>Clear guidance and policies are offered in these areas via the HR web pages</p> <ul style="list-style-type: none"> <li>• Covered in Dignity and respect for staff and students of the University of Bath: Policy and procedures for dealing with complaints - <a href="http://www.bath.ac.uk/hr/working/difficult-situations/dignity-and-respect/index.html">http://www.bath.ac.uk/hr/working/difficult-situations/dignity-and-respect/index.html</a></li> <li>• Guidance is given to staff at the University wide induction event for researchers by an HR Business partner.</li> </ul>	HR RDU	Completed
10	<p>Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.</p>	<p><b>A – no additional action required</b></p> <p>Bath is holder of the Athena Swann Bronze Award <a href="http://www.bath.ac.uk/equalities/activities/athenaswan/">http://www.bath.ac.uk/equalities/activities/athenaswan/</a></p> <p>Update August 2012: the University is currently preparing a renewal submission for Athena Swan (<a href="http://www.bath.ac.uk/equalities/news/news_0006.html">http://www.bath.ac.uk/equalities/news/news_0006.html</a>)</p>	E& D  E&D	Completed  December 2013

ASD: Academic Staff Development  
BV: Bath Ventures  
CAS: Careers Advisory Service  
EC: Ethics Committee  
E&D: Equalities & Diversity  
ELC: English Language Centre  
HoD: Head(s) of Department  
HR: Human Resources  
LTEO: Learning and Teaching Enhancement Office  
PVC R: Pro Vice Chancellor Research  
RDU: Researcher Development Unit  
RDSO: Research and Development Support Office  
RS: Research Staff  
RSWG: Research Staff Working Group  
SD: Staff Development Unit

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