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

Update July 2012 & August 2013
Update February, April, November 2014 & June 2015
Update July 2015

	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.			
	Concordat Clause	**Achieved (A)** **Outstanding (O)** **and evidence for current compliance and action points**	**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.	**A – no additional action required at this time** 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. This can be seen from the Universities Research Strategy: http://www.bath.ac.uk/research/pdf/research-strategy-2013-2016.pdf	HR	Completed
2	Employers should strive to attract	**A – no additional action required at this time**	HR	Completed

	excellence and respect 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.	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 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. 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: http://www.bath.ac.uk/hr/working/people-strategy/index.html (Guidance on engaging people for work: http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/engaging-people-work/ and Recruitment and Selection Code of Practice http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/code-practice/) Tailored guidance is provided for the recruitment and employment of research staff: http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/research-staff/index.html		
3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	**A – no additional action required at this time** 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. The authorisation form for centrally funded posts requires the fixed term period and a reason for the fixed term.	HR	Completed

| 4 | 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. | **A – no additional action required**

• 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.
• All recruiting managers are expected to have attended the 'Chairing Recruitment Panels' course if they are going to be involved in any recruitment activity.
• 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.
• A member of the panel is designated to give feedback to candidates upon request

(These responsibilities are laid out in the Guidance on engaging people for work: http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/engaging-people-work/ and Recruitment and Selection Code of Practice http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/code-practice/)

Interview and shortlisting panels for research staff posts to have gender mix from April 2014; evidence is being gathered on a sample basis by HR

Training of all interview panel members and those involved in shortlisting; evidence gathered on sample basis by HR | HR/SD

HR, Deans, HoDs

HR | Completed

Completed April 2014

Completed April 2014 |
| 5 | 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 research organisation. | **A – no additional action required at this time**

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 Analysis (HERA) job evaluation scheme. | HR | Completed |

	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.**			
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.	**O** • 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: http://www.bath.ac.uk/learningandteaching/rdu/index.php)	HR	Completed
		• 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.'	RSWG	Completed
		• Investigate in which Departments research staff is invited to departmental staff and research meetings. Promote examples of good practice.	RSWG	completed December 2011
		• Encourage RIS, HoD know Code of Practice and support researchers to apply as main author on grant applications as appropriate	RSWG	completed December 2012
		• Review HR/University guidance on involvement of research staff in consultancy	BV/HR	completed March 2013
		Actions: • Improve and disseminate guidance on maternity/paternity/adoption leave for staff on externally funded contracts. Keep guidance under review	HR	December 2015
		• Explore mechanisms to ensure all research staff are in directory of the departmental/School webpages	Depts, DRSC	May 2016
2	Commitment by everyone involved to improving the stability of employment	**A – no additional action required at this time** 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:	HR	Completed

	conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	http://www.bath.ac.uk/hr/working/leaving/end-ft-contract/index.html and http://www.bath.ac.uk/hr/working/difficult-situations/organisational-change/index.html The policy is also highlighted in the Code of Practice for the Employment of Research Staff section 3.6: http://www.bath.ac.uk/hr/hrdocuments/research-staff-code-practice.pdf Tailored guidance is provided for the recruitment and employment of research staff: http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/research-staff/index.html **Action:** • Raise awareness of importance of recording sickness/disability status of researchers. Monitor if more staff use itrent to record this.	HR RSWG	December 2015
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	**O** • Good management practice for managing research staff is detailed in the Code of Practice for the Employment of Research staff http://www.bath.ac.uk/hr/hrdocuments/research-staff-code-practice • The Bath Course in Academic Practice for Lectures in Probation includes a section that focuses on research staff management. All academics in probation have to attend the course to pass probation (http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php). • Staff development/HR offer regular training sessions for Academics and Research Staff on the Staff Development Performance Review. • Online training package to enhance and promote excellence and diversity is available to all staff (http://www.bath.ac.uk/universitysecretary/equalities/marshalls.html) • Develop Leadership programme/workshops for more senior academics e.g. Leadership	HR ASD HR/SD E&D ASD	Completed Completed Completed Completed Completed March

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 managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	@lunchtimes, Academic Leadership Programme and for 2013/14: Leading research teams. Leadership@lunchtime was a great success with academics, research and academic staff as well as PGRs attending. Speakers ranged from the VC to HoD/Service and the programme created an environment in which leadership opinion and experiences could be discussed.			2014
	• Develop shared process with RIS 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 (http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html). Update: http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html	HR/RIS		Completed June 2012
	• As part of the implementation of the upgraded i-Trent HR & Payroll System each Researcher will have their line manager PI identified which will help ensure that they carry out their responsibilities. Implementation has raised the awareness of researchers and helped increase in SDPRs.	HR		Completed March 2012
	• Offer training for academics on how to support career development of researchers. This workshop wasn't very popular and CAS is exploring different ways to reach academics	CAS		Completed March 2012
	• Re-launch update version of Code of Practice for the Employment of Research Staff to promote good practice An event was held in March 2014 to celebrate the re-award of the HR excellence in Research' award and re-launch the Code of Practice for the Employment of Research Staff over 50 staff attended.	RSWG		Completed March 2014
	• Develop training on how to best deal with the redundancy process and make the most out of redeployment opportunities. The first session was successfully run in March 2013. It is planned to run the session every six months. Feedback on the training was positive and it created awareness over issues regarding the redundancy process that could be addressed to make it more personal.	HR/CAS		Completed March 2013
	• HR to send out email to all research staff to remind them about SDPRs at appropriate time (line managers get reminded automatically by itrent) RSWG to send out email to remind all research staff of benefits in taking part in SDPR. As a result of these actions above participation in the SDPR process has increased significantly to 65% (from 36% in 2013, data from CROS).	HR RSWG		Completed September 2014 Completed September 2014
	• HR and RSWG to send out email to all research staff to raise awareness of contribution pay process at relevant time. The email created high interest from researchers planning to talk to their HoD about applying.	HR RSWG		Completed November 2014
	• Run more in-depth leadership programme for academics: 'leading research teams'. The programme was offered but there wasn't enough uptake. Instead 2 1 day workshops on	RDU		Completed September 2014

		leadership issues with an external trainer have been arranged for spring 2014.		
		Actions: • Raise awareness of best management practice for staff in probation • Continue to raise awareness of the benefits of SDPR and encourage research staff to take part in it. • Continue to provide training for reviewers and reviewees. • Roll out guidance for SDPRs developed by SD/ASD Through these actions Increase take up of staff taking part in annual appraisal by 10% to 75% (measured through CROS 2017)	HR,RSWG SD, ASD, depts	February 2016
4	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 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.	**A – no additional action required** 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. http://www.bath.ac.uk/hr/working/difficult-situations/organisational-change/index.html • HR in collaboration with CAS are running an information session for research staff (every 6 months) on how to make the most out of redeployment opportunities. The first session was successfully run in March 2013. It is planned to run the session every six months. Feedback on the training was positive and it created awareness over issues regarding the redundancy process that could be addressed to make it more personal.	HR HR/CAS	Completed Completed March 2013
5	Pay progression for	**A – no additional action required**	HR	Completed

	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.	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.		
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	**O** • We offer a large variety of events, opportunities and workshop to support researchers in developing their careers • Review policy on funding source for contribution pay (merit awards) for research staff to ensure equal opportunity for all staff when applying for it. • http://www.bath.ac.uk/hr/working/pay-reward/contribution-pay/index.html • Guidelines on how to recruit staff and write job descriptions are available to all staff: http://www.bath.ac.uk/hr/recruiting-and-hiring/recruiting-staff/preparing-to-recruit/index.html • 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 • Include guidelines for promotion procedures and criteria for researchers in the Academic Job family document and publish on University website. This has been included and will now be taking further to discuss a career progression framework for research staff. • HR and RSWG to send out email to all research staff to raise awareness of contribution pay process at relevant time. The email created high interest from researchers planning	RDU/CAS HR HR RDU HR HR, RSWG	Completed Completed Completed Completed July 2013 Completed October 2014 Completed November 2014

	strategies.	to talk to their HoD about applying. **Actions:** • Publish generic job descriptions for researchers online – generic job descriptions have been written and will be published shortly on: http://www.bath.ac.uk/hr/working/recruitment/research-staff/index.html Consultation is taking longer than expected to ensure the document is relevant and useful for all • Set up working group to be chaired by the PVC (Research) to discuss and develop framework for career progression in research only roles. The group will produce a report with findings and recommendations.	RSWG, HR RSWG, HR	In progress –by August 2016 September 2016
	PRINCIPLE 3 **Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**			
1	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 positions in the UK are attractive in themselves (and not, for example,	**A – no additional action required** 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.) • Revise Code of Practice for the Employment of Research Staff on managing workload for research staff –the CoP has been revised by the RSWG and been circulated to staff. • The Faculty of Engineering & Design has developed 'Fellowship Academy to support promising researchers in developing a fellowship proposal. 2 of the around 6 research staff who went through the programme are now lecturers at the University with one holing a fellowship. • RIS 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. Information workshops for the second cohort have taken	CAS RSWG RDU RIS	Completed Completed July 2013 Completed May 2013 Completed October 2013

	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.	place in January 2014 and the programme is set. This programme is continuing and programmes for other cohorts, e.g. ERC, have been started. • The Bath Science Academy was developed in 2014-15 to support research staff in developing a career in academia. This one year cohort program for ambitious and talented members of research staff aims to give the insight and knowledge needed to reach the next stage in the academic career. It is envisaged that we will run it every other year in future. Feedback showed that not only benefited the research staff participating from the programme by feeling more prepared for a career in academia but senior academics sharing their experiences learned about the issues of research staff today • We have run two SouthWest Crucibles in collaboration with the Universities of Bristol and West of England to foster collaboration between the Universities and support researchers in developing collaborative skills. Participants found the programme increased their confidence in many skills necessary for collaboration. We are currently considering running a GW4 Crucible to build on the success. **Actions:** • Provide opportunities for research staff who would like to teach. Run at least one training event per year just for research staff. • Support and development for research staff who teach will be considered as part of the University's QA Code of Practice review in 2015/16 • Support, formal recognition and development for research staff who supervise PhD students will be considered as part of the University's QA Code of Practice review in 2015/16	Faculty of Science, RDU RDU PVC (Research, L&T),LTEO, HR with input from academic depts	Completed June 2015 Completed December 2013 September 2016
2	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	**A – no additional action required** There is a variety of different mechanisms in place to support researchers in their career choice: • 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	CAS HR	Completed

	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.	place (http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#CD). • 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. • All staff have the chance to benefit from an annual appraisal to review progress and discuss the immediate and longer-term aims: http://www.bath.ac.uk/staff-development/appraisal/index.html		
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.	**A – no additional action required** The University has shown its commitment to this agenda by forming the Researcher Development Unit (http://www.bath.ac.uk/learningandteaching/rdu/index.php): • 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 (http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/index.html) Provision is adapted according to feedback (e.g. CROS and end of year survey's) • Research Staff is also able to engage in the Bath Course in Enhancing Academic Practice (http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php and the Intensive Training and Development of Graduate Teaching Associates (http://www.bath.ac.uk/learningandteaching/events-workshops/coursepages/gta_and_pgr_training.php) offered by ASD and in all appropriate skills courses offered by SDU (http://www.bath.ac.uk/hr/learning/) • Additional relevant training is provided by the Research Development and Support Office, Computing Services and the Library	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 their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	**O** • 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. • There is a wide programme of career development courses for research staff and online resources (http://www.bath.ac.uk/learningandteaching/rdu/courses/researchersatbath/index.html) • Research Staff are made aware of local (SWW Hub) and national career events via the monthly newsletter • Research staff have the opportunity to take part in 6 1-1 coaching sessions to develop a clearer picture of their future plans (http://www.bath.ac.uk/learningandteaching/rdu/researchersatbath/coaching.html) • Lunchtime career networking sessions for research staff will be set up to facilitate discussions and support around career development and progression. The sessions started in autumn 2013 and are taking place ~ 3 months. The sessions started in autumn 2013 and are taking place ~ 3 months. In 2013/14 over 40 researchers attended. • Mentoring circles will be rolled out across the University to facilitate the building of a network and exchange of knowledge between all researchers. The university wide scheme was launched in February 2014. After an initial pilot in the Faculty of Science the mentoring circles for researchers were reviewed and successfully rolled out across the University. 43 members of research and academic staff participated in the University wide circles sharing experiences and supporting each other. Feedback was very positive. **Action:** • Develop and launch mentoring scheme for all staff in education and research job family	CAS RDU CAS RDU E&D	Completed Completed May 2014 Completed January 2015 October 2015
5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist	**O** • 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. • Researchers are regularly made aware via email of new policies affecting their career	RDU	Completed

	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.	• Investigate how well the current re-grading process (from grade 7 to 8) is working **Actions:** • Consider further Prize fellow appointments after success of first round • Set up working group to be chaired by the PVC (Research) to discuss and develop framework for career progression in research only roles. The group will produce a report with findings and recommendations.	HR PVC R RSWG, HR	Completed December 2014 September 2015 September 2016
6	Employers should provide a planned induction programme for researchers, on 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	**O** • The Code of Practice for the Employment of Research Staff (http://www.bath.ac.uk/hr/hrdocuments/research-staff-code-practice.pdf) 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 specific to research staff. Update: a Moodle page with information for new research staff has been created to replace University induction for research staff • Remind departments of duty to include new research staff promptly on webpage and staff lists and remove staff that have left. • Circulate models of good practice on how to introduce researchers to the Department to HoD/faculty Administrators • 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. HoD were contacted in September/October2013 and the list of DRSC was updated. The percentage of researchers who have received an induction to their role has improved significantly to 75% (from 49% in 2013). • Invite Departmental Research Staff Coordinators to a RSWG meeting to support them and ensure induction into their role and responsibilities. They are all invited to an annual	RDU RSWG HoD RDU HR HR HR/RIS RSWG	Completed Completed March 2012 Completed December 2011 Completed December 2011 Completed Completed February 2014

	to maintain or start their continuous professional development.	networking and information event with the RSWG. Some great initiatives have been recently established for research staff by some of the DRSCs, e.g. regular coffee mornings in Psychology, a researchers network in Mechanical Engineering. • 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. **Actions:** • Explore mechanisms to ensure all research staff are in directory of the departmental/School webpages	RSWG/HR Depts, DRSC	Completed September 2014 May 2016
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.	**O** 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. • Encourage research staff to deliver courses as part of the PG skills programme to develop teaching skills. Courses by research staff and prize fellows received very good feedback from PGRs and staff valued the teaching experience. **Actions:** • Develop accredited training programme for research staff on supervision of students and teaching. The Bath Scheme for professional recognition of Teaching & Supporting Learning in HE (launch October 2013) will allow all those who support learning to be accredited. **Actions:** • Provide opportunities for research staff who would like to teach. Run a research staff only workshop at least once a year. • Support and development for research staff who teach will be considered as part of the University's QA Code of Practice review in 2015/16 • Support, formal recognition and development for research staff who supervise PhD students will be considered as part of the University's QA Code of Practice review in 2015/16	RDU RDU ASD PVC (Research, L&T),LTEO, HR with input from academic depts	Completed Completed September 2012 Completed October 2013 September 2016

| 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 professional development of researchers. All researchers should be familiar with such provisions and arrangements. | **O**
• 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
• Resources for developing a career can be found on the researchers@bath webpage.
• Set up internal mentoring scheme for research staff. After an initial pilot in the Faculty of Science the mentoring circles for researchers were reviewed and successfully rolled out across the University. 43 members of research and academic staff participated in the University wide circles sharing experiences and supporting each other. Feedback was very positive.
• 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 to mentoring circles. The online induction has been updated to include information on the benefits of mentoring and what is available at Bath.
• 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. The sessions started in autumn 2013 and are taking place ~ 3 months. In 2013/14 over 40 researchers attended.

Actions:
• Consider further Prize fellow appointments after success of first round

• Raise awareness of PI's of the opportunity to include in their funding proposals the appropriate funding to support the promotion of research staff working on the grant.
• Provide support for research staff who would like to write grants
• Support research staff who would like to apply for fellowships
• Offer regular (at least monthly) grant writing club for staff | CAS

RDU

RDU

CAS

PVC-R

RIS
RIS, Depts
RIS, Depts
RIS | Completed

Completed February 2015

Completed February 2014

Completed November 2013

September 2015

October 2015 |
| 9 | Research managers should actively encourage researchers to undertake Continuing | **O**
• The University of Bath has shown its commitment to researcher development by setting up the Researcher Development Unit (RDU, http://www.bath.ac.uk/learningandteaching/rdu/). RDU staff is currently attending staff meetings to inform all staff at the University of the commitment and their | PVC –R
RDU | Completed |

			HR	Completed
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 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.	responsibilities. • Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included CPD • Joint RIS / HR guidance on managing researchers effectively which includes their responsibility to encourage CPD when taking on a new member of staff Update: A webpage for manager with guidance on recruiting and supporting research staff has been set up to improve both processes and have a easily accessible resource: http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/research-staff/index.html • 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. Participation in the SDPR process has increased to 65% (from 36%in 2013) **Actions:** • Continue to raise awareness of the benefits of SDPR and encourage research staff to take part in it. Increase participation to 75% by 2017. • Continue to provide training for reviewers and reviewees. • Roll out guidance for SDPRs developed by SD/ASD		HR HR/HoD SD, ASD, depts	Completed June 2013 Completed May 2015 Do annually at time points relevant for SDPR process
PRINCIPLE 4				

	The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.			
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 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.	**O** • 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 (http://www.bath.ac.uk/staff-development/appraisal/index.html). It is possible to have the SDPR with someone other than the line manager should that be preferred. • A webpage for manager with guidance on recruiting and supporting research staff has been set up to improve both processes and have a easily accessible resource: http://www.bath.ac.uk/hr/recruiting-and-hiring/employing/research-staff/index.html • Completing performance review with all members of staff is now mandatory • 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. Reminders were/are send out to all reviewers and reviewees that research staff should take part in a review and training to support the process was offered. As a result participation in the SDPR process by 2015 has increased significantly to 65% (from 36% in 2013, data from CROS). **Actions:** • Continue to raise awareness of the benefits of SDPR and encourage research staff to take part in it. Increase participation to 75% by 2017. • Continue to provide training for reviewers and reviewees. • Roll out guidance for SDPRs developed by SD/ASD	HR HR HR/HoD SD, ASD, depts	Completed Completed June 2013 Completed September 2014 Do annually at time points relevant for SDPR process

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.	**O** • A review of the training provision for researchers has just taken place and as a result the Researcher Development Unit (http://www.bath.ac.uk/learningandteaching/rdu/index.html) has been formed. This ensures continued provision of skills training and events for research staff. • Research Staff with teaching responsibilities can attend the Bath Course in enhancing Academic practice (http://www.bath.ac.uk/learningandteaching/courses-development/the-bath-course/index.html and were previously able are able to take relevant units on the Postgraduate Certificate in Academic and Professional Practice • The Bath Scheme for professional recognition of Teaching &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. **Action:** • The re-development of the Bath Course for Enhancing Academic practice in 2015/16 will include opportunities for research staff to access training and HEA fellowship recognition • Provide support for research staff who would like to write grants • Support research staff who would like to apply for fellowships • Offer regular grant writing club for staff	ASD LTEO RDU ASD ASD RIS	Completed Completed October 2013 October 2016 October2015
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.	**O** • Researchers can take part in the 'Intensive Training and Development of Graduate Teaching Associates' (http://www.bath.ac.uk/learningandteaching/events-workshops/coursepages/gta_and_pgr_training.php) • Research Staff is also able to engage in the Bath Course in Enhancing Academic Practice (if appropriate for them) (http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php) • Research Staff is also encouraged to deliver skills sessions on the generic skills training programme for PGRs. Training for this is available. • Developed and ran 'Introduction to teaching for research staff'. This was an intensive 1 day course for 10 staff and received excellent feedback. We have now integrated this into our annual development programme.	ASD LTEO RDU ASD	Completed Completed June 2015

		Action: • Provide opportunities for research staff who would like to teach • Support and development for Research Staff who teach will be considered as part of the University's QA Code of Practice review in 2015/16 • Support, formal recognition and development for Research Staff who supervise PhD students will be considered as part of the University's QA Code of Practice review in 2015/16	PVC (Research, L&T),LTEO, HR with input from academic depts	September 2016
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.	**O** • The Chair of the Research Staff Working Group (RSWG) (http://www.bath.ac.uk/research/researchers/rswg/l) 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. • The Code of Practice for the employment of research staff states (section 4.1) *'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…..'* and that *'Research Staff should be invited to Departmental away-days and other meetings that facilitate end-of-year analysis of Departmental performance.'* Compliance to this varies from department to department. • Attendance of research staff in the focus groups for the formulation of the new UoB People Strategy • Mechanical Engineering have now a research staff representative on their departmental research committee. **Actions:** • Consider how to increase transparency of decision making processes to staff who aren't in the relevant committees	RSWG HR dept depts	Completed Completed Completed May 2015 September 2016
14	Mentoring arrangements should be supported by employers as a key	**O** • A mentoring scheme for researchers is being implemented. A successful pilot has been run in 2012/13. After the initial pilot in the Faculty of Science the mentoring circles for researchers were reviewed and successfully rolled out across the University. 43	RDU	Completed February 2015

	mechanism for career development and enhancement.	members of research and academic staff participated in the University wide circles sharing experiences and supporting each other. Feedback was very positive with researchers appreciating perspective from others. **Action:** • Develop and launch individual mentoring scheme for all staff in Education and research job family	E&D	October 2015
	PRINCIPLE 5 **Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.**			
1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	**A –no additional action required at this time** This is evident in the Research strategy (http://www.bath.ac.uk/research/pdf/research-strategy-2013-2016.pdf)	PVC -R	Completed
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	**A –no additional action required at this time** • 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 (http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#CR), knowledge transfer (http://www.bath.ac.uk/kta/) and transfer of research into policy. • We also have an annual photo competition, Images of research, that encourages engagement with the public (http://www.bath.ac.uk/research/about/imagesofresearch/). • Research Staff is reminded of the opportunities regularly via the monthly newsletter. • 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 (http://www.bath.ac.uk/marketing/public-engagement/).	RS RDU RIS	Completed

	whole.			
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.	**A – no additional action required** • 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 (http://www.bath.ac.uk/research/ethics/). • The University has a Good Practice Code for Research (http://www.bath.ac.uk/opp/resources.bho/Senate_Final_Good_Practice.doc). This is send 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. • An Ethics form, must be completed before a Research Grant application is submitted to an external body (http://www.bath.ac.uk/research/ethics/). • An online ethics course is available for all staff and students and promoted regularly. • The Bath Course in Academic Practice covers research ethics and governance (http://www.bath.ac.uk/learningandteaching/professional/BCEAP/bceap-about.php). • The Concordat to support research integrity is send to all research staff in welcome email from staff development manager • A mandatory online module on research integrity has been developed and will be rolled out across the University. Completion will be monitored by departments.	RS ASD EC RDU ASD	Completed Completed November 2014 Completed July 2015
4	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.	**A – no additional action required** The University has recently formed the Researcher Development Unit (http://www.bath.ac.uk/learningandteaching/rdu/index.php) 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.	RS RDU	Completed
5	Researchers should recognise that the primary responsibility for managing and	**A – no additional action required** 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	RS RDU CAS	Completed

		to take the initiative to attend.		
	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.	- 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. - Starting research staff is being sent a copy of the Concordat and the Code of Practice for the Employment of Research staff. - 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. - RSWG (staff development manager and careers advisor) to continue to make research staff aware of Code of Practice for the Employment of Research staff and Departmental Research Staff Co-ordinator in welcome email - RSWG to remind all Heads of Departments of Code of Practice for the Employment of Research Staff	RDU/CAS RSWG	Completed May 2014 Completed May 2014
6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated	**O** Measures are in place to make researchers aware of the procedures in place to help them monitor and evaluate their career : Researchers are encouraged at the induction event for research staff to regularly review their career development.	RS	Completed

	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 as appropriate.	• Researchers are regularly invited for career development advice/interviews. • 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 (http://www.bath.ac.uk/staff-development/appraisal/index.html) Annual Performance review is now mandatory for all staff (since 2013). • 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 • 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		
		• 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. The programmes were launched together. We are aiming to increase the coherence of the programmes by academic year.	RDU RDU	Completed December 2013 Completed September 2014
		• 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. The sessions started in autumn 2013 and are taking place ~ 3 months. In 2013-14 over 40 research staff attended the sessions.	CAS	Completed May 2014
	PRINCIPLE 6 **Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**			
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	**A – no additional action required at this time** • 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. • Single Equality Scheme and Action Plan: http://www.bath.ac.uk/equalities/pdf/SES-_revised_June_2011.pdf	E& D	Completed

	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.			
2	As is the case for society as a whole, UK research will benefit from increasing 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.	**A – no additional action required at this time** 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 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. Recruitment and Selection Code of Practice: http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html	HR	Completed
3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend	**A – no additional action required** • Bath is holder of the Athena Swann Bronze Award and committed to upholding the principles laid out in it http://www.bath.ac.uk/equalities/activities/athenaswan/ • E &D hold regular lunchtime networking sessions with a short talk (e.g. on mentoring) for all female staff • E&D in collaboration with Vitae and UKRC ran a 1 day regional event on 'Sustaining Women's Career Progress in Science, Engineering & Technology'	E&D ASD HR CAS RDU	Completed

	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.	(http://www.bath.ac.uk/universitysecretary/equalities/events/setconf300910.html) • We are actively participating in the 'Every researcher Counts' Initiative from Vitae/Hefce • Parents and Carers Flexible Working Policy http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html • The Career Advisor for Research Staff provides individual tailored careers guidance . • 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 http://www.bath.ac.uk/learningandteaching/rdu/researchersatbath/coaching.html • The University has been successful in renewing its Athena Swan Award (http://www.bath.ac.uk/equalities/activities/athenaswan/) and two departments (Pharmacy and Mechanical Engineering) have been successful in achieving bronze awards with four more departments in the process of applying. • The E&D team has continued to offer a series of lunchtime workshops focused on women in academia/science. These sessions are regularly attended by 20+ staff from across the University including research staff. **Actions:** • Improve and disseminate guidance on maternity/paternity/adoption leave for staff on externally funded contracts. Keep guidance under review	E&D HR	Completed June 2015 December 2015
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	**A – no additional action required** See 6.5 for more details. • Parents and Carers Flexible Working Policy http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html • The University is also committed to upholding the principles laid out in the Athena SWAN agenda.	HR	Completed

	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.			
5	It is important for employers to respond flexibly to requests for changed work patterns 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 – no additional action required** • A flexible working hour scheme is in place and is being promoted http://www.bath.ac.uk/hr/working/absence/flexible-working/index.html • Or if eligible: Parents and Carers Flexible working Policy: http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html	HR	Completed
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 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	**A – no additional action required** • 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. Single Equality Scheme and Action Plan: http://www.bath.ac.uk/universitysecretary/equalities/policies/singleequalityscheme.pdf • 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 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: http://www.bath.ac.uk/hr/working/recruitment/approvaltorecruit/codeofpractice.html	HR	Completed

	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.			
8	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 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.	**A – no additional action required at this time** • 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: http://www.bath.ac.uk/hr/atozhrdocs/parentsandcarers.html. • Support is available for all staff who are disabled or become disabled during the course of their employment: http://www.bath.ac.uk/hr/working/disabilitysupport/index.html. • Advice is also available to Managers of disabled staff: http://www.bath.ac.uk/universitysecretary/equalities/disability/documents/Advice_to_managers.pdf • Free Language training is available to staff whose first language is not English: http://www.bath.ac.uk/elc/courses-for-current-students/in-sessional-courses	HR ELC	Completed
9	All managers of research should	**A – no additional action required at this time**	HR RDU	Completed

	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.	Clear guidance and policies are offered in these areas via the HR web pages • Covered in Dignity and respect for staff and students of the University of Bath: Policy and procedures for dealing with complaints - http://www.bath.ac.uk/hr/working/difficult-situations/dignity-and-respect/index.html • Guidance is given to staff at the University wide induction event for researchers by an HR Business partner.		
10	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.	**A – no additional action required** • Support departments in their Athena Swan submissions • The E&D team has offers a series of workshops focused on women in academia/science • The University has been successful in renewing its Athena Swan Award (http://www.bath.ac.uk/equalities/activities/athenaswan/) and two departments (Pharmacy and Mechanical Engineering) have been successful in achieving bronze awards with four more departments in the process of applying. **Action:** • Develop and launch mentoring scheme for all staff in Education and Research job family • Run an event for women in STEM to celebrate female researchers as part of the Universities 50 year celebrations • University resubmission for Bronze application	E& D E&D E&D E&D E&D E&D and academics E&D	Completed ongoing ongoing Completed June 2015 October 2015 September 2017 April 2017

ASD: Academic Staff Development
BV: Bath Ventures
CAS: Careers Advisory Service
Depts.: departments
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
RIS: Research and Innovation Service
RS: Research Staff
RSWG: Research Staff Working Group
SD: Staff Development Unit