Action Plan
to support the implementation of the
'Concordat to Support the Career Development of Researchers'*
2019-2021

	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.				
	Principle	**Action**	**Success measure(s)**	**Lead**	**Achieved by**
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	2.1.1 All RS are given the opportunity to have their photo on staff photo boards in departments/divisions	Each department/division that has a staff photo board includes up to date photos of those research staff who would like their photo on it.	HoD DRSC	July 2020

	be embedded throughout all departmental structures and systems.				
3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and	2.3.1 Support PIs in their management practice by creating a number of short best practice signposting documents including: - Recruitment/Interviews - Induction - Management - Mental Health support - Setting/Managing Expectations - Career Conversations - Getting experience and recognition for Teaching & Supervision	Signposting documents have been developed and are widely accessible on webpage Signposting documents have been circulated to PIs (via HoDs) and RS as well as through all available communication channels (website, twitter, newsletters/staff digest)	ASDM RCDA LODM SHWM	July 2020

	rewarded, and how effectively this supports good research management.				
6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	2.6.1 Advertise fellowship writing support provided by RIS	RS included on all relevant emails by RIS	HRGD	December 2019
		2.6.2 Consider implementation of additional initiatives to support RS developing Fellowship applications e.g. cohort based programmes	Decision made on support going forward and if needed responsibilities for implementation allocated	ADRs PVCR ASDM RDM	March 2020
		2.6.3 Run annual workshop on how to write grant proposals to give RS opportunity to	Course is fully booked, evaluated after delivery and content changed if needed for next delivery	HRGD	February 2020
	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	3.1.1 Redeveloping the University Code of Practice for Employment of Research Staff (CoP) to make it more user friendly and to ensure that it aligns with the updated Concordat to Support the Career Development for Researchers. The CoP will be co-developed with the RSWG and ADRs	CoP has been updated and published via various routes. In CROS 2021 50% of RS are aware that CoP exists	ASDM, RSWG CoP endorsed	August 2020

	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, 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.			by URC	
5	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	3.5.1 Develop decision tree style guidance to help staff understand whether or not they are eligible to apply for certain funding in a certain role	Guidance developed and published on webpage	RIS	March 2020
			Guidance advertised via all appropriate channels.		
		3.5.2 Publish case studies of RS who have applied for funding while at the University of Bath	Case studies published on webpage	PVCR HRGD HRII	July 2020
			80% of RS who take part in consultation to explore if 3.5.1 and 3.5.2 provide increased clarity on the process of determining eligibility agree that it does	ASDM	August 2020

	aware of local and national career development strategies.				
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 to maintain or start their continuous professional development.	3.5.6 Share examples of good practice on how to have an induction to department/division for all staff	Examples shared via email with DRSC, HoDs and DCs % of RS who been offered a departmental induction increased from 56% to 70% as measured by CROS 2023 (starters after introduction of good practice documents)	ASDM RSWG	October 2020
8	Employers also should provide a specific career development strategy for researchers at all	3.8.1 Update careers conversation guide to include advise on how to have honest conversations about what is required for next steps, job prospects in academia	Guide has been updated and circulated to PIs News item on webpage	RCDA	March 2020

	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.		about guide 70% of PIs consulted feel the guide provided useful advice on how to conduct a careers conversation. % of RS who have knowledge of future career options available to them has risen from 51% to 60% as measured by CROS 2021		
	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	4.10.1 Remind RS, HoD, PIs that SDPRs can be with staff member other than PI 4.10.2 Explore development of a database to collect information from exit interviews where research staff go when leaving the University	SDPR/careers conversation training and relevant guidance developed in 2.3.1 includes information on this Decision made if database development would be of benefit	LODM RCDA	March 2020 December 2020

	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.				
11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	4.11.1 Share examples of good practice in departments on systems to provide teaching experience with DoT 4.11.2 Set up a system in department/division (as a result of 4.11.1) that gives RS the opportunity to get teaching experience (if contract allows). This should include: • advertising opportunities in departments/divisions • recognise contribution by treating RS as part of teaching team	Examples of good practice have been developed Share good practice at DoS/T event so DOS/T are aware and can adapt for their department/ division Survey of RS and HoD shows that 50% of departments/divisions have set up a system to advertise teaching opportunities At least 60% of those who teach feel they are treated as part of the teaching team of the course they	RSWG, ASDM DoT DoS RSWG	July 2020 March 2021 March 2021

			are involved in as measured by CROS 2021.		
		4.11.3 Develop process of capturing RS who supervise UG/Masters project students	50% of Departments (where it is relevant) have numbers on how many RS support UG/Masters projects	DoT DoS	July 2021
12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	4.12.1 Encourage RS (who teach) to attend centrally offered teaching training and training offered in departments.	Survey of RS shows that at least 60% of those who teach were encouraged to attend training (as measured by CROS 2021)	PI DoT ASDM	March 2021
		4.12.2 Develop online doctoral supervision training for staff	Doctoral Supervision training has been developed	ASDM	August 2020
			40% of RS who supervise Doctoral students are aware of Doctoral Supervision training as measured by CROS 2021	ASDM	March 2021
13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on	4.13.1 RS representative on the Universities Self-Assessment Team (USAT) for Athena SWAN in preparation for Silver submission	USAT membership includes RS representative	EDO	December 2019
		4.13.2 Faculties/School/Departments/divisions to recruit RS representatives on all relevant committees (e.g. Research, ED&I, Athena Swan)	RS have been invited to have representatives at all	DRSC HoD	December 2020

			relevant committees		
	organisation or management committees.	4.13.3 Raise awareness that RS are welcome at departmental/division meetings: • Invite all RS (or have RS representative) • Include RS in all emails about departmental/division meetings. • Set up mechanism so RS have a standing item on RS matters on the agenda • PIs to actively encourage RS to attend all department/division meetings	CROS 2021 indicates that RS in 50% of departments are invited to attend departmental/division meetings 60% of RS feel part of departmental community (as measured in CROS 2021 compared to 50% in CROS 2019)	HoD DC	December 2020
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	4.14.1 All research staff to be offered a mentor when starting a new role at Bath	50% of RS are aware of mentoring support available as measured by CROS 2021	DRSC MC	March 2021
	PRINCIPLE 5 **Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.**				
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	5.4.1 Departments/Divisions to support RS in establishment of RS networks (if appropriate Faculty/School wide) for example by: • HoD/DRSC chairing a first RS meeting • HoD providing a small catering budget for network	Survey across University shows that we have 5 networks	DRSC HoD	December 2020

5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.	5.5.1 Increase awareness amongst RS of Concordat to Support Career Development of Researchers and the Universities Code of Practice for the Employment of Research Staff.	Increase percentage of RS aware of Concordat and CoP as measured by CROS (from 50% in 2019 to 70% in 2021)	ASDM, RSWG, URC	March 2021
	reach that position.				
		5.5.2 Remind HoD at HoD meeting what the HR Excellence in Research award is and inform them of the new actions; then follow up with regular emails to update on developments	HoD aware of new action plan and can thus support implementation	PVCR, Chair of RSWG	March 2020
		5.5.3 Explore efficient ways to regularly inform PIs: Together with the Department of Communications explore best ways to communicate with PIs	Have a strategy for efficient communication with PIs	ASDM, HoC	March 2020

	PRINCIPLE 6 **Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**				
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.	6.10.1 Continue to support departments to achieve the Athena SWAN Bronze Award	100% academic departments have a minimum of Bronze award by 2020.	FC, DSAT	August 2020
		6.10.2 Continue to work towards University of Bath submission for Athena SWAN Silver Award	Application submitted	USAT	April 2021

* The Action plan has been developed against the Concordat that was published in 2008.

ADR: Associate Dean Research
ASDM: Academic Staff Development Manager
CoP: Code of Practice
CROS: Careers in Research Online Survey
DRSC: Departmental Research Staff Coordinator
DC: Departmental Coordinator
DoS: Director of Studies
DoT: Director of Teaching
DSAT: Department Self-Assessment Team
EDO: Equality and Diversity Officer
FC: Faculty Champion
HoC: Head of Communications
HoD: Head of Department
HRGD: Head of Research Grant Development
HRII: Head of Research Information & Impact
LODM: Learning & Organisational Development Manager
MC: Mentoring Co-ordinator
PI: Principle Investigator/Line manager of research staff
PVCR: Pro-Vice Chancellor Research
RCDA: Researcher Career Development Adviser
RDM: Research Development Manager

RIS: Research and Innovation Services

RS: Research Staff
SDPR: Staff Development & Performance Review
SHWM: Staff Health & Wellbeing Manager
URC: University Research Committee
USAT: University Self-Assessment Team