Action Plan to Support the Implementation of The Concordat to Support the Career Development of Researchers

<table>
<tr><td colspan="5">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.</td></tr>
<tr><td></td><td>Concordat Clause</td><td>Achieved (A)
Outstanding (O)
and evidence for current compliance and action points</td><td>Lead</td><td>Timescale</td></tr>
<tr><td>1</td><td>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</td><td>A – no additional action required

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/about/strategy/</td><td>HR</td><td>Completed</td></tr>
<tr><td>2</td><td>Employers should strive to attract 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</td><td> A – no additional action required

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</td><td>HR</td><td>Completed</td></tr>
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	and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	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/opp/policy/People.html (Recruitment and Selection Code of Practice: http://www.bath.ac.uk/hr/recruitment/recruitmentcode.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** The authorisation form for externally funded posts requires the period of the fixed term covered by the funding: http://www.bath.ac.uk/hr/recruitment/exfund.pdf, 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: http://www.bath.ac.uk/hr/recruitment/EP4.doc	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. • 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 Recruitment and Selection Code of Practice: http://www.bath.ac.uk/hr/recruitment/recruitmentcode.html)	HR/SD	Completed
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	**A – no additional action required** 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	HR	Completed

	research organisation.	Analysis (HERA) job evaluation scheme.		
	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) • 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.' **Actions:** - Investigate in which Departments research staff is invited to departmental staff and research meetings. Promote examples of good practice. - Review HR/University guidance on involvement of research staff in consultancy - Encourage RDSO, HoD know Code of Practice and support researchers to apply as main author on grant applications as appropriate	HR RSWG RSWG BV/HR RSWG	Completed Completed January 2012 December 2012 December 2012
2	Commitment by everyone involved to improving the stability	**A – no additional action required** Policy in use for all staff on fixed term contracts. Purpose is to ensure that fixed term	HR	Completed

	of employment 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.	appointments on expiry are terminated fairly and in accordance with Statutory procedures: http://www.bath.ac.uk/hr/staff/morehr/ftexpiry.html and http://www.bath.ac.uk/hr/staff/morehr/organisationalchange.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/recruitment/Code_of_Practice.pdf		
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	**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/recruitment/Code_of_Practice.pdf) • The Bath Course in Academic Practice for Lectures in Probation includes a section that focuses on research 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)	HR ASD HR/SD E&D	Completed Completed Completed Completed

	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 rewarded, and how effectively this supports good research management.	**Actions:** • Develop Leadership programme/workshops for more senior academics • 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. • 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. • Offer training for academics on how to support career development of researchers.	ASD HR/RDSO HR CAS	March 2012 August 2011 December 2012 January 2012
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	**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/staff/morehr/redundancy.html)	HR	Completed

	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.	**A – no additional action required** 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.	HR	Completed
6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay	**O** • We offer a large variety of events, opportunities and workshop to support researchers in developing their careers **Actions:** • Publish generic job descriptions for researchers online	RDU/CAS HR	Completed October 2011

	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.	• Include guidelines for promotion procedures and criteria for researchers in Academic Job family document and publish on University website	HR	October 2011
		• Review policy on funding source for contribution pay (merit awards) for research staff to ensure equal opportunity for all staff when applying for it.	HR	December 2012
		• Remind HoDs that research staff can apply for merit award and should be encouraged to do so if appropriate	HR	December 2012
		• Remind departments that research staff should be encourage to attend skills training and take part in other career development opportunities.	RDU	December 2011
	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, solely as potential stepping stones to permanent academic	**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 (http://www.bath.ac.uk/research/researchers/careerdev/)	CAS	Completed
		Actions: • Encourage RDSO,/HoD support researchers at the departmental level to apply for grants for extension of funding in their current research capacity if appropriate.	RSWG	December 2012
		• Revise Code of Practice for the Employment of Research Staff on managing workload for research staff	RSWG	October 2013

	positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.			
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 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.	**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 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	CAS HR	Completed
3	Employers, funders and researchers recognise that researchers need to develop transferable training and	**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	RDU ASD SDU	Completed

	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.	Development Unit. These are face to face workshops as well as online courses (http://www.bath.ac.uk/research/researchers/careerdev/courses/courses.html#OO) 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/staff-development/courses/index.php) • Additional relevant training is provided by the Research Development and Support Office, Computing Services and the Library		
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.	**A – no additional action required** • 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/research/researchers/careerdev/courses/courses.html#CD) • 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/research/researchers/careerdev/courses/coaching.html)	CAS RDU	Completed
5	Researchers benefit from clear systems that help them to plan their career	**O** • Researchers are reminded at the induction event that their post is fixed-term and only a	RDU	Completed

	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.	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 **Actions:** • Publish generic job descriptions for researchers online • Include guidelines for promotion procedures and criteria for researchers in Academic Job family document and publish on University website .	HR	October 2011
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	**O** • The Code of Practice for the Employment of Research Staff (http://www.bath.ac.uk/hr/recruitment/Code_of_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. • Induction to departments; The last CROS shows variation between levels/existence of induction to the Department and the job for different researchers. • Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included induction. **Actions:** • Joint RDSO / HR guidance on managing researchers effectively which includes the consistent induction for all researchers • Circulate models of good practice on how to introduce researchers to the Department to HoD/faculty Administrators • Remind departments of duty to include new research staff promptly on webpage and staff lists and remove staff that have left.	RDU RSWG HoD HR/RDSO HR/RDU HR HR	Completed Completed October 2011 December 2011 December 2011

	development of researchers and encourage them to maintain or start their continuous professional development.			
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. **Actions:** • Publish generic job descriptions for researchers online • Include guidelines for promotion procedures and criteria for researchers in Academic Job family document and publish on University website (AF) • Develop accredited training programme for research staff on supervision of students and teaching • Encourage research staff to deliver courses as part of the PG skills programme to develop teaching skills	RDU HR HR ASD RDU	Completed October 2011 December 2011 March 2013 February 2012
8	Employers also should provide a specific career development strategy for researchers at all stages of their career,	**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.	CAS	Completed

	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.	**Actions:** • Set up internal mentoring scheme for research staff • Highlight benefits of having a mentor at Induction and encourage researchers to discuss appropriate external mentors with their PIs • PIs to support researchers in finding appropriate external mentor • Offer workshop and support for Academics on how to support the career development for their researchers	RDU CAS	March 2012 March 2012
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	**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/index.php). RDU staff is currently attending staff meetings to inform all staff at the university of the commitment and their responsibilities. • Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included CPD **Actions:** • Joint RDSO / HR guidance on managing researchers effectively which includes their responsibility to encourage CPD when taking on a new member of staff	PVC –R RDU HR HR	 Completed Completed October 2011

	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.			
	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.	**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. • Presentation to Deans and HoDs on the requirements for PIs in managing researchers within each of the 3 Faculties which included Probation and SDPR	HR HR	Completed Completed

		Actions:	HR	October 2011
	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.	• 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		
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.	**A –no additional action required** • 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.php) 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/professional/BCEAP/bceap-about.php) and were previously able are able to take relevant units on the Postgraduate Certificate in Academic and Professional Practice (http://www.bath.ac.uk/learningandteaching/professional/probationary/ which is accredited by the HEA).	ASD LTEO RDU	
12	Employers will ensure	**A –no additional action required**	ASD	Completed

	that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	• 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.	LTEO RDU	
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 **Actions:** • Check in which Departments Research staff are involved in staff meetings/committees and promote examples of good practice	RSWG HR RSWG	Completed Completed August 2011
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and	**O** **Action:** • A mentoring scheme for researchers is being implemented.	RDU	March 2012

	enhancement.			
	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** This is evident in the Research strategy (http://www.bath.ac.uk/research/about/strategy/)	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 whole.	**O** • 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. **Action:** • Review HR/University guidance on involvement of research staff in consultancy .	RS RDU RDSO BV /HR	Completed December 2012
3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest	**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	RS ASD EC	Completed

		(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).		
and ethical manner and to contribute to the wider body of knowledge.				
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 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	**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 to take the initiative to attend. • 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.	RS RDU CAS	Completed

	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.			
6	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	**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. • Researchers are regularly invitations 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) • A log of all CPD activities taken at the University can be obtained on request. **Actions:** • 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	RS RDU	Completed December 2011

	which may be presented to current and future employers as appropriate.			
	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 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.	**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	E& D	Completed
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	**A – no additional action required** 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	HR	Completed

	researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	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/recruitment/recruitmentcode.html		
3	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.	**A – no additional action required** • Bath is holder of the Athena Swann Bronze Award and commited to upholding the principles laid out in it (http://www.bath.ac.uk/universitysecretary/equalities/AthenaSWANfiles/) • 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' (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/staff/supportandwellbeing/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/research/researchers/careerdev/courses/coaching.html)	E&D ASD HR CAS RDU	Completed
4	Employers should ensure that the	**A – no additional action required**	HR	Completed

	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.	See 6.5 for more details. • Parents and Carers Flexible Working Policy (http://www.bath.ac.uk/hr/staff/supportandwellbeing/parentsandcarers.html) • The University is also committed to upholding the principles laid out in the Athena SWAN agenda.		
5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals	**A – no additional action required** • A flexible working hour scheme is in place and is being promoted (http://www.bath.ac.uk/hr/staff/supportandwellbeing/flexibleworking.html)	HR	Completed

	on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	• Or if eligible: Parents and Carers Flexible working Policy: (http://www.bath.ac.uk/hr/staff/supportandwellbeing/parentsandcarers.html		
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	**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	HR	Completed

	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.	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/recruitment/recruitmentcode.html		
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	**A – no additional action required** • 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/staff/supportandwellbeing/parentsandcarers.html • Support is available for all staff who are disabled or become disabled during the course	HR ELC	Completed

	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.	of their employment: http://www.bath.ac.uk/hr/staff/supportandwellbeing/disability.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		
9	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.	**A – no additional action required** 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/universitysecretary/equalities/policies/08dignityrespectpolicy.html • Guidance is given to staff at the University wide induction event for researchers by an HR Business partner.	HR RDU	Completed
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** Bath is holder of the Athena Swann Bronze Award (http://www.bath.ac.uk/universitysecretary/equalities/AthenaSWANfiles/)	E& D	Completed

Glossary:

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