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

	A: RECRUITMENT AND SELECTION **Principle 1:** **Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.**				
	Concordat Clause	**New Actions**	**Success measures**	**Lead**	**Timescale**
1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	1.1.1 Develop vision for research staff at the University of Bath endorsed by University Research Committee	A vision has been developed by the RSWG and agreed by University Research Committee by August 2018. This will then be communicated to academic and research staff via various channels including good practice workshops (see 5.5.1 and 5.5.2)	Deputy Director, HR RSWG	August 2018
	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.	2.1.1 Define a common structure for the web profile for research staff and encourage its use	All research staff have the opportunity to have a web profile following the common structure	Head of Digital Research Staff Working Group	January 2018
		2.1.2 Review current policy on eligibility of research staff (grade 7) to apply for external funding. Develop transparent guidance on what external funding opportunities research staff can apply for.	Have developed transparent guidance on external funding opportunities research staff can apply for and publicise it	PVC Research	July 2018
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	2.3.1 Ensure each member of research staff has been given the opportunity to develop a career management plan in first few months of starting at the University	Research Staff have a been given opportunity to discuss career management plan, confirmed by Departmental Research Staff Coordinator	line managers	June 2018

	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.				
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	1.4.1 Roll out promotion process for research staff (grade 7 to grade 8)	Research Staff and PI's are aware of promotion opportunities and first applications for promotion received 60% of staff in CROS 2019 aware that promotion process exists	PVC Research HoD Human Resource Manager, HR	December 2018
		1.4.2 Run pilot project in a research group in Mechanical Engineering to develop improved career structure for research	Improved career structure for research staff has been	HR Business Partner, HR	December 2018

	organisational HR strategies.	associates.	developed. In the long term this should lead to increased retention of research staff.		
	PRINCIPLE 3 **Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**				
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.	3.6.1 Continue to improve departmental induction process for research staff by establishing a working group to develop a University wide induction guide for research staff, to be used in departments	Guide has been developed Guide circulated to Departments and is used across the University. Research staff who receive induction to department increased to 70% (from 62% and role to 80% (from 72%) in CROS 2019	RSWG	May 2018 September 2018
		3.6.2 Improve induction and management by PI by setting up an automated trigger email for PIs when their research staff commence which links them to a specific 'Managing research staff' web page as well as to HR webpages and resources including on induction, probation, SDPR etc.	Automated email send out with every new research staff starter. Research staff who receive induction to department increased to 70% (from 62% and role to 80% (from 72%) in CROS 2019	Deputy Director, HR	December 2018
7	Employers and funders will wish to consider articulating the skills that should be	3.7.1 Continue to use the Vitae Researcher Development Framework within the skills development and career development programme for research staff	All development workshops advertised for research staff clearly show which	Academic Staff Development Manager, CLT	October 2017

			RDF category they relate to		
	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.				
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.	3.8.1 Train PIs on how to use the Staff Development and Performance Review for career development, for example, to consider greater use being made of research staff being research coinvestigators	80% research staff taking a Staff Development and Performance Review report it as useful (CROS 2017-61%)	Talent Development Manager, HR	December 2018

| 9 | Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with 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. | 3.9.1 Create a web based career management hub for all staff providing a focal point for accessing resources | April 2019: Initial Hub page created

August 2019: Enhancements identified based on feedback from staff during trial

Take-up in accessing the Hub via staff surveys reaches 50% of academic staff and 80% of those report it being very useful | Deputy Director Workforce Development, HR | Launch hub in January 2020. |
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	PRINCIPLE 4				
	The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.				
11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	4.11.1 Increase readiness of researchers for academic posts Pilot a university wide programme to support a cohort of research staff to prepare for application for a lectureship position	Programme has run and received positive feedback with over 60% of participants indicating that they feel better placed to apply for an academic position	Academic Staff Development Manager, CLT	August 2018
		4.11.2 Continue to raise awareness that research staff can be formally recognised to be part of the PGR supervisory team now	Proportion of research staff aware that they can be formally recognized as supervisor increases by at least 10% to 60% as measured by CROS 2019.	RSWG

Academic Staff Developer, CLT | December 2017 |
		4.11.3 Develop online resource about best practice in doctoral supervision for all staff, including research staff that supervise doctoral students.	Online resource launched	Academic Staff Developer, CLT	March 2018
12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development,	4.12.1 Develop online resources on best practice in doctoral supervision	Online resources launched	Academic Staff Development Manager, CLT	March 2018
		4.12.2 Develop University wide guidance on providing opportunities to get experience in, best practice in teaching and supervision	Guide developed and endorsed by University Research Committee,	Academic Staff Development Manager, CLT	May 2018

	suitable training and support is provided.		circulate to all relevant staff	Deputy Director, HR RSWG	
		4.12.3 Run a pilot scheme to provide research staff with the opportunity for teaching experience	A process for capturing and monitoring the dataset of research staff with Associate Fellowship of the HEA established	HoD's, co-ordinated by Academic Staff Development Manager, CLT	June 2019
		4.12.4 Run a pilot scheme to provide research staff with the opportunity to become Associate Fellows of HEA	A first cohort of research staff is working towards achieving AFHEA with at least 50% of cohort submitting an application.	Director of CLT	January 2020
14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	**4.14.1** Continue to promote the mentoring scheme for the Education and Research job family to research staff by supporting departments to increase take up in mentoring and advertise twice a year centrally that a trained mentor is available to all staff that request one	50% of all staff surveyed in Education and Research job family to have a mentoring relationship by 2019	Talent Development Manager, HR	December 2017
	PRINCIPLE 5 **Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.**				
5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify	5.5.1 Communicate best practice to academics Deliver short briefings in departmental meetings to all current and future PI's to share best practice and expectations in research staff management	Session has been run in half of all academic departments in 2018/19	Academic Staff development Manager, CLT with input/support from chair of	July 2020

	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.	5.5.2 Communicate best practice to research staff Deliver 2-4 hours sessions in departments/ faculty/school (as appropriate) to support research staff in managing their career	Session has been run in half of all academic departments in 2018/19	RSWG And HR HoD/senior academics in the departments Academic Staff development Manager, CLT Researcher Career Development Adviser, CAS	July 2020
	PRINCIPLE 6 **Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**				
4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research	6.4.1 Enhance support for staff with caring responsibilities by stablishing and promoting a new staff group for staff with caring responsibilities (childcare, elderly, disabled dependents etc.) to provide peer support	In the next culture survey reduction from 65% to less than 35% of staff thinking that it should be easier for those with caring	Deputy Director, HR	Autumn 2017

	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.		responsibilities to move into key roles		
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 6.10.2 Support Departments with Athena Swan Bronze award to step up to the silver award and implement their action plans	100% academic departments have a minimum of Bronze award by 2020. First departments submit silver award applications by 2020.	Faculty Champions to support DSATs	August 2020

CAS: Careers Advisory Service
CLT: Centre for Learning & Teaching

Depts.: departments
DSATs: Departmental Athena Swan Chairs
HoD: Head(s) of Department
HR: Human Resources
PVC Research: Pro Vice Chancellor Research
RIS: Research and Innovation Service
RSWG: Research Staff Working Group