Gap Analysis and Action Plan to support the implementation of

The Concordat to Support the Career Development of Researchers

University of Bristol December 2014

Progress update December 2016

Progress Update December 2018

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.					
	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	~~This is demonstrated by the University's commitment to research staff over last 11 years – evidence in past copies of Research staff annual reports:~~ ~~http://www.bris.ac.uk/researchstaff/policies/annual-reports.html~~ The University has dedicated staff within Academic Staff Development providing tailored support and development and has demonstrated a commitment to this staff group for many years, including through the	No additional actions identified.*		

		work of the **Research Staff Reps and Working Party**. ~~Research Staff Development is now integrated into the broader People Strategy and specifically mentioned in the associated action plan here:~~ ~~http://www.bris.ac.uk/hr/people-strategy/people-strategy-2014-2016.pdf~~ **Early Career research staff are specifically mentioned in the new University Strategy including in the "Our staff and ways of working section".** Activity is reported on regularly through internal updates to various committees.			
1.2	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 and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	Use of University role profiles makes researcher role requirements clear. The University's recruitment and selection process is fully compliant with the UK Chartered Institute of Personnel and Development's (CIPD) best practice and reflects our commitment to equality and diversity: http://www.bristol.ac.uk/jobs/diversity.html			

| | | Research vacancies are advertised widely and open for 4 weeks to attract the best possible international field of candidates, including jobs.ac.uk, Times Higher, Guardian Jobs, Research Gate and Nature (where appropriate) as well as subject specific web sites.

All members of any interview panel at the University must first attend a training session which includes information on Equality and Diversity. HR provide full day recruitment training, tailored training for specific departments and small group or 1:1 refresher sessions. **This training has been reviewed and re-focused and now includes unconscious bias as a core topic. It runs for half a day to engage more people and a number of tailored sessions are run in Schools.**

Full explanation here: http://www.bristol.ac.uk/jobs/application-process.html

The International Office provides comprehensive information and advice on working in the UK and Bristol to prospective candidates and new members of staff. Further information at: | Sample monitor attendance on recruitment and selection training of panel composition to check adherence to policy. Success measure is 100% compliance.

When we tried to ascertain this information, we found it was not possible as we had changed our training records system 3 years ago and do not have data going back further than this. We found that in Nov 2016, of 50 panel members for research staff roles, only 3 had been on the training in the last 3 years. However, a number of them had been at the institution for much longer and may well have attended before. We have | ~~Eddie Procter, Resourcing Manager~~

Richard Boyce, Resourcing Manager | Once per year in November. |

		http://www.bristol.ac.uk/international-office/staff-support/	therefore decided to focus on providing refresher training within schools. **New Action:** Design and run refresher training for experienced panellists who want to update their skills and knowledge. Success measure is that a session has been run in every school. Completed - 22 refresher training sessions have been run, covering 75% of academic schools and 350 staff.	Richard Boyce, Resourcing Manager	October 2017
		The University's new strategy places a focus on our international staff and the associated support for this group has been reviewed resulting in budget allocated to recruit a new post in the HR resourcing team to support this staff group. This will now sit in HR rather than the International Office which has a focus on students.	**New Action:** Recruit person to HR resourcing team to support international staff and build webpages and information to support this group. Success measure is a member of staff in post. Completed – We now have an International Adviser role in place in the Resourcing team who is a point of contact for this group of staff. They have	Richard Boyce, Resourcing Manager	Recruited to role by March 2017

		developed webpages: http://www.bristol.ac.uk/jobs/relocation-support/, a welcome email, a buddy scheme and other support (see report).		
		New Action: Once this person is in post, survey staff about the specific challenges in this area and then the uptake/value of this support via the CROS survey 2017 or other surveys. Success measure is that views improve after new provision has been put in place – until we know what our baseline is, we cannot determine exact figures (we will update this when we have a baseline).	Claire Wrixon, Research Staff Development Officer and new postholder.	Agreed actions on monitoring the support by June 2017
		Completed – staff were surveyed about the most useful types of support they require and these have been implemented. We will ask staff about their experiences through CROS 2019 (see new action plan).		

1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Fixed term contracts procedure (Ordinance 26) http://www.bristol.ac.uk/personnel/ftc/ordinance26.html goes significantly further than the legislation requires in a number of important respects. Bristol currently has one of the lowest percentages of Research Staff employed on FTC's in the UK Review took place in 2014 along with a review of the redundancy ordinance. RS reps and RSWP were involved in the consultation.	Substantially extend the use of open-ended contracts for research staff – recommendations to be considered by Senate Dec 2014 and approved by Council in Feb 2015. Implementation over 2015. **Completed – see 6 year report for data.**	Guy Gregory, HR Director	Oct 2015
1.4	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	Clear guidance on recruitment which follows these principles: http://www.bristol.ac.uk/personnel/recruitment/ It is mandatory for all staff involved in the recruitment process to undergo a one day training programme. Gender diversity is promoted on all selection panels.	No additional actions identified.*			

	requested as this may be of assistance to the researcher in considering their further career development.				
1.5	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.	The University's Academic Career Pathways and grading scale ensures this. There is now a totally transparent pay and grading system for all academic staff (inc researchers). http://www.bristol.ac.uk/personnel/grading/academic/	Monitor perceived fairness of grade allocation amongst research staff. Success measure is 75% feel it is fair by 2017 CROS survey. **There was significant engagement with research staff in 2017 around their progression and promotion which surfaced these issues again so we did not ask this in CROS 2017. This will be addressed as part of the review of these policies (see new action plan 2.5).**	~~Jackie Noordon~~ **Alison Wall**, Assistant Director HR (HR Operations)	Sept 2017.
			Review and update academic role profiles (including research staff job titles) and implement changes. **Completed – see 6 year report**	Fiona Ford, Deputy HR Director/Head of Organisational Development	Dec 2015

B: RECOGNITION AND VALUE

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.

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale
2.1	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	Researchers on fixed-term contracts are not discriminated against in access to career development activities. There is no evidence to suggest that this is a barrier to career development at the University. However, the new fixed-term contract (FTC) policy position (see 1.3) will largely remove research staff from FTCs	Implement revised policy (see 1.3). **Completed.**	Guy Gregory, HR Director	Oct 2015.
2.2	Commitment by everyone involved to improving the stability 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.	Fixed term contracts procedure (Ordinance 26) http://www.bristol.ac.uk/hr/ftc-index/ goes significantly further than the legislation requires in a number of important respects. **Reviewed in 2015 to extend open-ended contracts to the majority of research staff on fixed-term funding (see 1.3 and 6 year report for details).**	See 1.3		
2.3	Research managers should be required to participate in active performance management, including career	The University delivers a suite of Leadership and management programmes and courses for	Review, update and re-launch leadership programmes in order to	Alison Leggett, Head of Academic Staff Development	Oct 2015

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 rewarded, and how effectively this supports good research management.	academics at various levels of their career. Leadership is a core strand of the University's CREATE (Cultivating Research and Teaching Excellence) scheme which is mandatory for all new lecturers. Research Supervision is also a core session which all must attend. All those who act as reviewers in the University's Staff Review (SR&D) process must first receive training.	ensure a structured programme which is tailored to the needs at different levels. **Completed and launched in 2016.** Evaluate and review these programmes. **Completed and launched in 2016, will be reported on in 2018 report. Success measure is 90% would recommend the programmes.** **In 2017/18 across all programmes 95.3% would recommend them.**	Alison Leggett, Head of Academic Staff Development	Oct 2017
		Continue roll-out of training to all those who review research staff. Success measure is 100% of reviewers on the system have been trained. **We have 797 Academic reviewers on the system and 1243 academics trained. Majority on system are trained or are waiting to attend training/booked on.**	Fiona Ford, Deputy HR Director/Head of Organisational Development	Apr 2015

		New Action: Continue to monitor whether all reviewers on the MyReview system have been trained. Success measure is 100% of reviewers on the system have been trained. **Complete – As of Dec 2018, 70% of reviewers on the MyReview system have completed the training (see new action plan)**	**Sue Clyne, Deputy HR Director/Head of Organisational Development**	**Ongoing but review Oct 2017**
		Evaluate the impact of this training on the uptake of SR&D amongst research staff and their experience of the review process (including via CROS). In last survey, 70% reported finding the process useful. Success measure is to increase engagement to 80% and 70% of CROS respondents still report it as useful.	Fiona Ford, Deputy HR Director/Head of Organisational Development	Apr 2016

			Completed - In the 2015 CROS survey 73% found it useful. In 2015/16 58% of research staff had engaged in SR&D		
			New Action: Ask this again in CROS 2017 and aim for the success measure of 80% engaged and 80% found it useful.	Claire Wrixon, Research Staff Development Officer	July 2017
			Completed - CROS 2017 says 69.5% of research staff have had a Staff Review which is an increase. Overall, 74.2% found it useful or very useful which is also an increase.		
2.4	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,	University's e-recruit system enables staff to register in a University-wide redeployment pool. All vacancies advertised at the University must first go to the redeployment pool for matching and matched staff are given one week to apply for the role before it is advertised more widely.	No additional actions identified.*			

	guidance and funding can be enhanced to help employers to achieve this objective.	Bridging funding is at the discretion of the Dean of each faculty.			
2.5	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.	Clear guidelines on Career Pathways and Promotions Procedures and Criteria for researchers are published on the University website. http://www.bristol.ac.uk/personnel/grading/academic/movement/ HR managers deliver regular briefings on progression and promotion processes within Schools. **Opportunity for research staff to progress within grant funding was raised by the Research Staff Reps and resulted in new guidance being provided for PIs to ensure that this is considered when applying for a grants and using the FEC tool.**	No additional actions identified.* **New Action: Raise awareness of these guidelines through recruitment and selection training and online guidance.** **Complete: Online guidance can be found here: www.bristol.ac.uk/media-library/sites/staffdevelopment/documents/rs-hub/RSWP%20paper%20on%20Pathway%202%20movement%20and%20progression.pdf**	**Richard Boyce, Resourcing Manager.**	
2.6	Researchers need to be offered opportunities to develop their own	See 2.5			

	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.	~~People strategy is available on the HR website and the action plan mentions research staff specifically:~~ ~~http://www.bris.ac.uk/hr/people-strategy/people-strategy-2014-2016.pdf~~ **There is a new University strategy which references early career researchers and incorporates a section on "Our staff and ways of working".**			

C: SUPPORT AND CAREER DEVELOPMENT
Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
3.1	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 positions). This requires that they provide career development which is	Role profiles now enable research staff to clearly identify themselves as part of a complete academic community at the University of Bristol. Staff Review and Development process facilitates career development discussions between research staff and their managers. Research staff have access to significant training in transferable skills provided by Academic Staff	See 1.5 See 2.3 Design and pilot a development programme specifically for research	Alison Leggett, Head of Academic Staff Development	Dec 2015

comparable to, and competitive with, other employment sectors.	Development (ASD). Details are on the ASD website and linked to the RDF. Research staff are alerted to upcoming opportunities by a fortnightly development e-mail bulletin.	staff with personal fellowships in order to build this network across the institution and to support our future research leaders. **This was put on hold due to other priorities and during the strategy consultation. Part of the new strategy states that we will have a VC Fellowship scheme which will include targeted development activity which where appropriate will be extended to externally-funded fellows.** **New Action: Design and launch a cohort-based programme to support development of awardees of VC Fellowships. Success measure is an articulated programme, promoted to all VC fellows and 100% engagement.** **Completed – we designed and launched a cohort-based programme in November 2017, and there**	**Alison Leggett, Head of Academic Staff Development**	**Programme designed and advertised by November 2016. Engagement can be reviewed July 2017**

			was 100% engagement. This programme will be repeated in 2018. See website for full details www.bristol.ac.uk/vc-fellows/		
3.2	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.	Academic Career Pathways set out how it is possible to move between academic roles.

Training provided on successful transition to non-academic careers, e.g. Regular career seminar series **and a webpage to help researchers consider other career options:** www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/

All reviewers for SR&D are required to undertake training, part of which focuses on careers outside academia and the support available to research staff who want to discuss this option.

Fortnightly development e-mail bulletin includes relevant vacancies alternative careers.

We have replaced our fortnightly bulletin with a quarterly academic staff development newsletter and | Investigate ways to enhance provision around alternative careers using previous staff members who have left to pursue alternative careers. **This has not yet been achieved as we have focused on reviewing and refreshing our workshop programme around this topic. We are looking into possibilities for getting better information about who these people are and tapping into them for mentoring and other provision. We will report back in 2018.**

Update - Having investigated HR data we discovered that determining where our previous staff members are working now is not | ~~Alison Leggett, Head of Academic Staff Development~~

Claire Wrixon, Research Staff Development Officer | ~~Dec 2015~~

Dec 2018 |

		more regular targeted emails to research staff from the Research Staff Development Officer.	**data we have successfully collected. We have therefore decided to focus on continuing our career seminars with PhD students who have gone on to a career outside of academia as these individuals are easier to trace via our alumni team. Also using data from the alumni team we will contact individuals who are in a variety of careers to see if they would be willing to be mentors to our early career researchers.**		
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary 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	Training provided on successful transition to non-academic careers, e.g. Regular career seminar series: www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/

We place an emphasis on transferable skills in RS training provision.

~~Career story videos are available on research staff website:~~ | No additional actions identified.* | | |

	and highly-skilled professionals in whatever field they choose to enter	http://www.bris.ac.uk/researchstaff/yourcareer/training/outsideac/index.html **These are a little out of date and Vitae has a large library of these that we now direct people to.** Career coaching and access to Careers Service for all research staff: www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rs-coaching/ **We have introduced 30 min careers guidance 1:1 appointments with the Research Staff Development Officer to supplement the Career Coaching – see report.**	**New Action: Increase number of 1:1 careers guidance appointments made available to research staff by 50%.** **Completed:** **In 2016/17 we provided 65 1:1s and 100% of those who gave us feedback found them valuable. In 2017/18 we provided 94 1:1s and 98% of those who gave us feedback found them valuable. In 2018/19 we have scheduled 112 appointments.**	**Claire Wrixon, Research Staff Development Officer.**	**Dec 2017**

3.4	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.	See 3.2 and 3.3	No additional actions identified.*		
3.5	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 aware of local and national career development strategies.	Staff Review and Development process facilitates career development discussions between research staff and their managers. Information about career development is communicated to all research staff via dedicated website and regular emails. Training targeted at research staff is mapped to the RDF. http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/ Promotion and progression criteria clearly explained on HR website.	See 2.3		
3.6	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	All new research staff are invited to the main University induction day – "Welcome to the University".	Develop and deliver a new Academic Induction day with a specific strand targeted at research staff. Success measure is that 50% of those invited attend.	Alison Leggett, Head of Academic Staff Development	Jan 2016

provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	Online induction videos detail various information of relevance to those new to the University. Induction to the local work environment and role takes place within departments and teams.	**New starter coffee mornings have been introduced for research staff. We will continue to review induction provision and report again in Dec 2018.** **Discontinued due to low attendance (19 attended over 9 months with 180 available spaces = <10%) See new action plan for an alternative approach.**		
	Academic Staff Development provides lists of all new research staff in each school to RS reps every month to enable them to make contact. People management for academics is a key strategic area for Academic Staff Development and it includes an emphasis on supporting the career development of your staff.	Record and make available induction videos specifically targeted at research staff. Measure impact through hit rate on these pages to inform communication strategy. **Complete - These have been recorded, linked to on the hub and are sent to all new starters via email.**	Andria Andiliou, Staff Development Officer (Academic Staff)	May 2015
		New Action: Monitor number of views these videos have had to measure engagement. Success measure is views	**Claire Wrixon, Research Staff Development Officer**	**Measure monthly, review in November 2017.**

		increase by 50% within a year. (Views are currently up to 65 views across the 4 videos). **Complete - In 2017 the videos had 117 views, so far in 2018 they have had 75 views.**		
		Review and update the Research Staff website, including content for new staff. **Complete – see report.**	Andria Andiliou, Staff Development Officer (Academic Staff)	May 2015
		New Action: Monitor number of unique visitors to the website on a monthly basis to measure engagement. Success measure is an increase in visitors by 50% within a year. (In Nov 2016 we had 131 unique visitors). **Complete - Nov 2016 – Nov 2017 we had 110 new visitors. Nov 2017 – Oct 2018 we had 223 new visitors. See new action plan as website has been updated in line with new developments.**	**Claire Wrixon, Research Staff Development Officer**	**Measure monthly, review in November 2017.**

3.7	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.	Role profiles articulate skills and responsibilities needed at different stages of researcher career pathway.	Develop a policy for research staff who teach to ensure clarity and consistency and appropriate access to training. **Complete.** **New Action: Work with Research Staff Working Party to monitor the implementation of this policy. To do this we will start by:** 1. **Surveying every School Manager to ascertain whether there have been local processes put it place to support the implementation of the policy.** 2. **Surveying research staff to discover what opportunities they have to get involved in teaching activities and if they have been supported to attend the training.**	Alison Leggett, Head of Academic Staff Development **Alison Leggett, Head of Academic Staff Development**	Oct 2015 **May 2017 (a year after launch of policy)**

| | | | Success measures are that all schools have a process to support the implementation of the policy and that 70% of research staff who wish to be involved in teaching are given an opportunity to.

This action has been delayed due to changes in HR staffing and is addressed in new action plan. | | |
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| 3.8 | Employers also should provide a specific research 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. | Access to career development activities is open to all researchers, detailed on ASD website and advertised via regular e-mails.

~~Mentoring circles scheme for researchers – open to all across disciplines.~~

~~Athena SWAN mentoring circles for women in STEMM.~~

We reviewed these circles and it was decided that better value could be gained from a combination of 1:1 mentoring and enhanced workshop provision. We have developed a workshop to train mentors and we are | Develop online guidance for staff wanting to find a mentor and set up their own 1:1 mentoring relationship. Complete and these pages can be found on the website.

We have also developed a mentoring workshop to train those new to being a mentor or who want to refresh their knowledge and have introduced a mentoring and coaching workshop as one of the options within our CREATE scheme. To date 39 people | Clare Brophy, Staff Development Manager (Coaching) | June 2015 |

		supporting individual schools to set up mentoring schemes.	have attended one of these sessions. We ran these workshops again in 207/18 and 56 people attended. Offer mentoring supervision through the staff coaching service to support mentors of these circles. Seek feedback on value – success measure is that 90% who took it up found it valuable. As we are no longer running these circles, this is no longer offered. We are providing an open training session for mentors and delivering this training to support specific local schemes. We are in discussions about how else we might support mentors but no actions to commit to yet. In 2018 we have developed a 1:1 Mentoring scheme for research staff –	Clare Brophy, Staff Development Manager (Coaching)	Jan 2015

			see 3.14 and new action plan.		
3.9	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.	Staff Review and Development process facilitates career development discussions between research staff and their managers. All reviewers must attend training before reviewing staff. The training includes raising awareness of development and career opportunities open to research staff.	See 2.3		
3.10	Researchers should be empowered by having 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	Staff Review and Development process via online MyReview system facilitates career development discussions between research staff and their managers. Monitored by Staff survey and CROS shows good feedback around impact from RS. Information about career development is communicated to all Research staff	See 2.3		

	to honest and transparent advice on their prospects for success in their preferred career.	via dedicated website and regular e-mails.			
3.11	Employers will wish to ensure that development 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 duly disadvantaged when moving from one employer to another.	All research staff have access to training on topics relevant to academic practice including: - teaching and learning (accredited) - people management - grant writing all designed to prepare RS for academic practice.	See 3.7 Review pilot of Starting to Teach sessions for research staff. If successful, roll out in line with new policy. Success measure is that in feedback 80% of attendees found it useful. **Completed and renamed to distinguish from the session for PGRs. Now named "Teaching@Bristol for Research Staff". In 2015/16 99% of participants scored the facilitator as quite or very effective and 90% would recommend the course to others. The qualitative feedback about the**	Jane Pritchard, Staff Development Manager (Academic Staff)	May 2016

			learning was equally positive.		
			Pilot CREATE scheme route for research staff (HEA accredited). **54 members of research staff have enrolled in CREATE over the last 2 years and 9 have completed (3 level 1 and 6 level 2). Apart from 2 who suspended their enrolment, the rest are engaged in the programme but haven't yet completed.** **80 members of research staff have enrolled on CREATE since 2016, and 34 have completed (28 level 1 and 6 level 1 and 2,) with 36 still to submit in January 2019. 3 have left the University after level 1 and been awarded AFHEA.**	Jane Pritchard, Staff Development Manager (Academic Staff)	July 2015
3.12	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.	See 3.11 and 3.7			

3.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	The University's Research staff reps committee and Research staff working party offers significant involvement in University policy making. Reps are encouraged to attend appropriate departmental staff meetings.	No additional actions identified.*		
3.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	~~RS mentoring circles open to all research staff and Athena SWAN circles open to women in STEM.~~ **No longer running.**	No additional actions identified.*		

D: RESEARCHERS' RESPONSIBILITIES
Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	Role profiles and University Research governance and integrity policy articulate the responsibilities and expectations of research staff: http://www.bris.ac.uk/red/support/governance/			
5.2	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.	Research and Enterprise Development office. http://www.bris.ac.uk/red/ and Centre for Public Engagement: http://www.bristol.ac.uk/public-engagement/ provide support for the commercialisation of research and its impact on wider society.	No additional actions identified.*		

| 5.3 | 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 | University Research governance and integrity policy lays out these responsibilities: http://www.bris.ac.uk/red/support/governance/

Training is provided on research governance and ethics by the Research and Enterprise Development office (RED) | Create action plan related to the Research Integrity Concordat. **Completed and from this a set of webpages and new training has been developed.**

Run twice a year over last 2 years, 16/40 spaces taken in 2017, 20/40 in 2018. Moving to run once in 2019 with 24 spaces, and refine key objectives with RED. | Birgit Whitman, Head of Research Governance | Dec 2015 |
|---|---|---|---|---|---|
| 5.4 | 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. | Role profiles and academic career pathways make this clear. | No additional actions identified.* | | |
| 5.5 | 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 | This is very much the ethos of our provision. We provide information and opportunities via website, e-mail etc. but the emphasis is on RS to take the initiative. | No additional actions identified.* | | |

	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.				
5.6	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 which may be presented to current and future employers as appropriate.	Staff Review and Development process facilitates career development discussions between research staff and their managers.	Develop and deliver a workshop for research staff on how to get the most out of their Staff Review. Success measure is that 80% of attendees found the workshop useful. **First workshop happening on the 28th Nov 2016. We will report progress in 2018 update.** **We ran two workshops in 2016/17 and had 18 attendees – of those who completed feedback 100% found the session very or quite effective. We paused on running these in 2017/2018 due to a change in priorities but are running two sessions in 2018/19.**	Alison Leggett, Head of Academic Staff Development.	July 2015 **Dec 2018.**

			No additional actions identified.*		

E: DIVERSITY AND EQUALITY
Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
6.1	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.	E&D is embedded in the culture and committee structure of the University and the principles are upheld in all our policies. E&D team develops and monitors policy and practice across the University within the context of the legislation. All relevant policies and action plans are in place and the impact of new policies on different equality groups is monitored.	No additional actions identified.*		
6.2	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	This legal requirement is policy at the University.	No additional actions identified.*		

	Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	All staff who sit on interview panels are required to attend recruitment and selection training which includes specific emphasis on E&D **and unconscious bias.** **In March 2014 the University joined the Stonewall Diversity Champions programme, Britain's leading employers' programme for ensuring all lesbian, gay, bi and trans staff are accepted without exception in the workplace. On 24th June 2014 there was a launch event to celebrate the University joining the programme. From July 2016 we have taken part in and sponsored the annual Bristol Pride celebrations and in November 2016 we won Best Employer at the Bristol Pride Awards.** .			
6.3	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	**The EDI Steering Group was established to drive through activity that will help diversify our staff and student communities and create a more inclusive culture. This Group is chaired by our PVC for Research.** ~~The Academic Career Equalities Working Group, chaired by the Deputy~~	No additional actions identified.*		

| | may disproportionately impact on some groups more than others. | ~~Vice-Chancellor, was established in 2013 to support the University's commitment to equality in the career development, progression and retention of all academic staff (including research staff).~~

The career pathways of women in academic roles (incl. research roles) are monitored and reported on annually as part of our E&D Annual Monitoring Report **Each Faculty now has an Equality Committee that explores diversity-related issues locally**

The University's Returning Carers' Scheme supports individuals in re-establishing their independent research careers on their return from extended leave for reasons connected to caring (such as maternity or adoption leave): http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html

~~Mentoring Circles for Women in STEMM:~~ ~~http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/swancharter/setmentoring.html~~

See 3.8. | | | |

		University SWAN network set up for Schools to share practice (via meetings, Yammer and email discussions). The network attends an annual event with other SWAN leads from the Universities of GW4 to hear presentations, ask questions and learn from others experiences. Athena SWAN newsletter: http://www.bris.ac.uk/equalityanddiversity/act/protected/gender/swancharter/athenaswannewletter_html **The newsletter was replaced with the Yammer and Twitter account where we can provide real time news and updates.** ~~Annual Libra lecture:~~ ~~http://www.bris.ac.uk/equalityanddiversity/act/protected/gender/events_html~~ **~~. Libra Lecture being arranged for 2017.~~** **The EDI team has established a framework for outreach activity under our Women in STEMM initiative. See https://www.bristol.ac.uk/biochemistry/public/news/2017/women-in-stemm-day-2017.html and**			

https://www.bristol.ac.uk/chemistry/swan/women-in-stemm/

HerStories (http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/events_html) talks were launched in 2016.

Ada Lovelace day: http://www.bris.ac.uk/equalityanddiversity/act/protected/gender/adalovelaceday2014_html
We have undertaken outreach events for ALD in 2015 (http://www.bristol.ac.uk/news/2015/november/ada-outreach.html) and expanded it to Women in Science and Engineering in 2016.

Bristol Doctoral College hosts a blog by one of our postdoc researchers annually for ALD see: https://bdc.bris.ac.uk/tag/ada-lovelace-day/

During 2016 we launched new guidance surrounding trans staff and students and commenced a programme of sessions to raise awareness and increase understanding of issues facing trans staff and students working with GIRES (Gender Identity Research and

		Education Society) and more recently Gendered intelligence. See www.bristol.ac.uk/inclusion/events-and-campaigns/inclusion-matters-events/trans-awareness-the-basics.html			
6.4	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 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 6.3 and 6.5 for more details on flexible working and initiatives that are available to our staff who may have caring responsibilities. We have the "Work and Family" web resource that brings together key policy and information parents and carers: www.bristol.ac.uk/inclusion/support-and-guidance/work-and-family/ We have a Parents' and Carers' Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/ The University is committed to upholding the principles laid out in the Athena SWAN charter and is a founder signatory.	No additional actions identified.*		

https://www.bristol.ac.uk/inclusion/events-and-campaigns/athena-swan/

The University is committed to upholding the principles laid out in the Athena SWAN charter and is a founder signatory. http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/swancharter/overview.html

The introduction of Academic Career pathways and role profiles ensure that career progression is based on role and competence rather than "time served".

In May 2016 we held a week of events for Mental Health Awareness Week, these included talks and workshops on mental health and exercise classes such as yoga and walking.

We hold 1 event per term for our Working Parents and Carers Networks. Recent events have included First Aid for Parents, Coffee Catch up and Looking After Me! Workshop

In October 2017 the University signed the Time to Change pledge as a visible sign of our commitment to mental wellbeing. See

		www.bristol.ac.uk/news/2017/october/time-to-change.html **We have improved guidance and policy for mangers supporting staff with mental health difficulties and introduced the Wellness Action Plan initiative to the University to facilitate conversations around mental health in the workplace. See https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-mental-health-and-wellbeing/**			
6.5	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	The University has a comprehensive flexible working policy: http://www.bris.ac.uk/personnel/policies/flexwork.html	No additional actions identified.*		
6.6	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.	The process in place is that the individual department concerned should talk to the funder directly. If the funder will not support the leave, HR become involved and the University will cover the period of leave.	No additional actions identified.*		

| 6.7 | 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 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. | Our staff profile is monitored by age, gender, ethnicity, sexual orientation, religion and disability and reported on annually to the HR Committee and to the Board. These reports are published on the E&D website: https://www.bristol.ac.uk/inclusion/governance-and-reporting/

The importance of gender balance on recruitment and selection panels is included in recruitment and selection training and policy: http://www.bris.ac.uk/personnel/recruitment/

We provide briefing sheets on mitigating unconscious bias to recruiting managers at shortlisting and interview stage, and have a range of resources available online https://www.bristol.ac.uk/inclusion/training/unconscious-bias/ | Ongoing monitoring in line with University policy. | HR, Equality and Safety and Health Committee. | Ongoing |
| | | We have a particular focus on supporting the career development of female academic staff, in order to enable women to progress into key leadership positions and to improve the diversity of the workforce, and this includes an ongoing commitment to monitoring the proportion of female | **New Action: Continue to monitor number of staff of each gender at professorial level.**

See report for latest data | **Jenny Smith, HR Manager (Policy & Reward)** | **Ongoing** |

		senior academic staff within the organisation. ~~The number of female professors currently stands at 22.3% of the professoriate (as at November 2016), which is a 5% increase since 2014-15~~			
6.8	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	Reasonable adjustments are made on an individual basis for disabled staff and accessibility is considered when planning any training courses. The University provides specific advice and guidance for international staff through a website and international advisers. **See 1.2 for new action on this.** University policies and practices are subject to 'equality analysis' where relevant to ensure that they do not directly or indirectly discriminate against specific groups. See https://www.bristol.ac.uk/inclusion/governance-and-reporting/equality-analysis/	No additional actions identified.*		
6.9	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.	The Acceptable Behaviour policy provides a framework within which instances of unacceptable behaviour can be addressed and resolved: https://www.bristol.ac.uk/inclusion/support-and-guidance/acceptable-behaviour/	No additional actions identified.*		

		The University has an in-house counselling service and a network of Acceptable Workplace Behaviours advisers https://www.bristol.ac.uk/inclusion/support-and-guidance/acceptable-behaviour/acceptable-workplace-behaviour-advisers/			
6.10	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.	The University is an active member of the Athena SWAN charter. **The University holds a Bronze renewal award whilst 14 schools have awards (10 Bronze and 4 Silver).** **The School of Physics holds a Practitioner level Juno award.** ~~They will be making a Champion level application in 2017~~ ~~The University holds a bronze award and 7 Schools have awards (3 silver, 4 bronze).~~ ~~The School of Physics holds a Juno award.~~	Continued support for Schools that put forward for accreditation. Success measure is that all STEMM Schools have applied for an award by April 2015. **13 out of 15 STEMM schools currently hold an award (see new action plan for future application timeline.)** **New action: Actively encourage non-STEMM Schools to engage with the charter.**	Vikki Layton, Equality and Diversity Officer **Vikki Layton, Equality and Diversity Officer**	Apr 2015. **Ongoing**

		Complete - We received our first non STEMM Award following a April 2018 submission, whilst 2 further Schools are planning to submit in November 2019.		
		~~Encourage and support Schools wanting to work towards Gender Charter Mark once it is introduced.~~		
		~~This is no longer relevant.~~		

E: Implementation and Review
Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause	*Evidence for current compliance*	*Actions*	*Lead(s)*	*Timescale*
7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation	The University's Concordat Implementation Group consists of the HR director (Guy Gregory) and Deputy HR director (Fiona Ford), PVC Research (Prof. Nishan Canagarajah) and Head of Academic Staff Development (Alison Leggett). This group will regularly	Ongoing monitoring. **Completed review Dec 2016.**	Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research)	Ongoing but review Dec 2016. **Next review Dec 2018.**

	through a collective commitment to reviewing its progress.	review progress against the action plan.			
7.2	The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report. d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS). e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report	Monitoring of Concordat implementation is overseen by the Group mentioned in 7.1 which gathers relevant information from a number of sources including: - Consultation with the Research Staff Representatives committee and Research Staff Working Party - CROS survey - Internal Staff Survey	Carry out CROS 2015 survey and publish report and action plan. **Complete.** **New Action: Carry out 2017 CROS survey. Success measure is 55% engagement.** **Complete – Engagement level almost identical to 2015. Engagement appears to have dropped at 39%. However, 2017 cohort included over 250 staff left out in 2015 (due to systems coding).** Carry out next Staff Survey and publish report and action plan. **Complete.** **http://www.bristol.ac.uk/positive-working/staff-survey/** **Complete - Staff survey 2018 carried out, and results disseminated.**	Alison Leggett, Head of Academic Staff Development **Alison Leggett, Head of Academic Staff Development** Helen Woods, Staff Development Manager (Culture Change)	Dec 2015 **Dec 2017** Apr 2016

	and the views of researchers and employers (both outside and within the HE sector).				
7.3	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.	n/a	No actions required.		
7.4	The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.	The University continues to share practice in this area with other Universities, including through attendance and involvement in the Vitae events. Academic Staff Development have run several joint events with other institutions, for example: • SouthWest Crucible with UWE and University of Bath (2013 and 2014). • RENKEI Researcher Development School with Newcastle and Kyoto Universities (2013): http://www.renkei-researcher-schools.org/ We have offered places on a number of our programmes to local universities.	Review SouthWest Crucible and decide whether to continue to run this in the context of work with GW4 and other developments in our portfolio for research staff. **We are now running a Crucible programme as part of our GW4 alliance.**	Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research)	March 2015

| | | The University is now a partner in the GW4 alliance with Bath, Cardiff and Exeter universities. The Developing People strand of GW4 activity is looking at how we can coordinate programmes across the institutions for added value. | **New Action: Evaluate this programme and the potential for developing an alumni network. Success measures are that 90% of participants would recommend the main programme to others and that we have an alumni event once a year.**

Complete - Alumni network was built into Crucible 2016/17. Cruciblees attended sections of Crucible 2017/18. This integration will be ongoing. Across the two Crucible programmes we have run, an average of 95% of participants would recommend it to others. | **Pam Lock, GW4 Developing People Officer.** | **Aug 2017** |
| | | | Develop a process for offering places on development courses across the four institutions. **Complete. 55 people attended courses at other institutions in 2015/16.** | Richard Budd, GW4 Developing People Officer and Alison Leggett, Head of Academic Staff Development. | June 2015 |

			New Action: Increase this number to 100 people attending sessions at other institutions in 2016/17. GW4 elected not to prioritise promoting shared development in 2017 action plan but these sessions are still available to those staff who want to attend something at another of the institutions.	Pam Lock, GW4 Developing People Officer.	Aug 2017
7.5	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources3 and on the sharing of good practice between institutions and to provide evidence of its impact.	CROS data provides some of this data.	No additional actions identified.*		

*Where no additional actions have been identified at the current time, we will continue to maintain activity, monitor and review on regular basis to ensure ongoing effectiveness. We will therefore be able to identify any further actions through this review process.