

**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 November 2016**

<b>A: RECRUITMENT AND SELECTION</b>					
<b>Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>					
	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>
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.	<p>This is demonstrated by the University's commitment to research staff over last 11 years – evidence in past copies of Research staff annual reports:  <a href="http://www.bris.ac.uk/researchstaff/policies/annual-reports.html">http://www.bris.ac.uk/researchstaff/policies/annual-reports.html</a></p> <p>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 work of the <a href="#">Research Staff Reps and Working Party</a>.</p>	No additional actions identified.*		

		<p>Research Staff Development is now integrated into the broader People Strategy and specifically mentioned in the associated action plan here: <a href="http://www.bris.ac.uk/hr/people-strategy/people-strategy-2014-2016.pdf">http://www.bris.ac.uk/hr/people-strategy/people-strategy-2014-2016.pdf</a></p> <p><b>Early Career research staff are specifically mentioned in the new <a href="#">University Strategy</a> including in the “Our staff and ways of working section”.</b></p> <p>Activity is reported on regularly through internal updates to various committees.</p>			
1.2	<p>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.</p>	<p>Use of University role profiles makes researcher role requirements clear.</p> <p>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: <a href="http://www.bristol.ac.uk/jobs/diversity.html">http://www.bristol.ac.uk/jobs/diversity.html</a></p> <p>Research vacancies are advertised widely and open for 4 weeks to attract the best possible international field of</p>			

		<p>candidates, including jobs.ac.uk, academicjobsEU, subject specific web sites, email alerts and social media including LinkedIn and Twitter.</p> <p>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.</p> <p><b>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.</b></p> <p>Full explanation here:  <a href="http://www.bristol.ac.uk/jobs/application-process.html">http://www.bristol.ac.uk/jobs/application-process.html</a></p> <p>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:  <a href="http://www.bristol.ac.uk/international-office/staff-support/">http://www.bristol.ac.uk/international-office/staff-support/</a></p>	<p>Sample monitor attendance on recruitment and selection training of panel composition to check adherence to policy. Success measure is 100% compliance.</p> <p><b>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 therefore decided to focus on providing refresher training within schools.</b></p>	<p><del>Eddie Procter,</del>  Resourcing Manager</p> <p><b>Richard Boyce,</b>  <b>Resourcing Manager</b></p>	<p>Once per year in November.</p>
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		<p>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.</p>	<p><u>New Action:</u> 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.</p> <p><u>New Action:</u> 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.</p> <p><u>New Action:</u> 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</p>	<p>Richard Boyce, Resourcing Manager</p> <p>Richard Boyce, Resourcing Manager</p> <p>Claire Wrixon, Research Staff Development Officer and new postholder.</p>	<p>October 2017</p> <p>Recruited to role by March 2017</p> <p>Agreed actions on monitoring the support by June 2017</p>
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			figures (we will update this when we have a baseline).		
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	<p>Fixed term contracts procedure (Ordinance 26)  <a href="http://www.bristol.ac.uk/personnel/ftc/ordinance26.html">http://www.bristol.ac.uk/personnel/ftc/ordinance26.html</a> 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</p> <p>Review took place in 2014 along with a review of the redundancy ordinance. RS reps and RSWP were involved in the consultation.</p>	<p>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.  <b>Completed – see 6 year report for data.</b></p>	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	<p>Clear guidance on recruitment which follows these principles:  <a href="http://www.bristol.ac.uk/personnel/recruitment/">http://www.bristol.ac.uk/personnel/recruitment/</a></p> <p>It is mandatory for all staff involved in the recruitment process to undergo a one day training programme.</p>	No additional actions identified.*		

	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.	Gender diversity is promoted on all selection panels.			
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). <a href="http://www.bristol.ac.uk/personnel/grading/academic/">http://www.bristol.ac.uk/personnel/grading/academic/</a>	Monitor perceived fairness of grade allocation amongst research staff. Success measure is 75% feel it is fair by 2017 CROS survey.  Review and update academic role profiles (including research staff job titles) and implement changes. <b>Completed – see 6 year report</b>	<del>Jackie Noorden</del> <b>Alison Wall</b> , Assistant Director HR (HR Operations)  Fiona Ford, Deputy HR Director/Head of Organisational Development	Sept 2017.  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.**

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>
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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). <b>Completed.</b>	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) <a href="http://www.bristol.ac.uk/hr/ftc-index/">http://www.bristol.ac.uk/hr/ftc-index/</a> goes significantly further than the legislation requires in a number of important respects. <b>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).</b>	See 1.3		
2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should	The University delivers a suite of Leadership and management programmes and courses for academics at various levels of their career.  Leadership is a core strand of the University's CREATE (Cultivating Research and Teaching Excellence)	Review, update and re-launch leadership programmes in order to ensure a structured programme which is tailored to the needs at different levels.	Alison Leggett, Head of Academic Staff Development	Oct 2015

	<p>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.</p>	<p>scheme which is mandatory for all new lecturers. Research Supervision is also a core session which all must attend.</p> <p>All those who act as reviewers in the University's Staff Review (SR&amp;D) process must first receive training.</p>	<p>Evaluate and review these programmes.</p> <p><b>Completed and launched in 2016, will be reported on in 2018 report. Success measure is 90% would recommend the programmes.</b></p> <p>Continue roll-out of training to all those who review research staff. Success measure is 100% of reviewers on the system have been trained.</p> <p><b>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.</b></p> <p><b><u>New Action:</u> 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.</b></p>	<p>Alison Leggett, Head of Academic Staff Development</p> <p>Fiona Ford, Deputy HR Director/Head of Organisational Development</p> <p>Sue Clyne, Deputy HR Director/Head of Organisational Development</p>	<p>Oct 2017</p> <p>Apr 2015</p> <p>Ongoing but review Oct 2017</p>
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			<p>Evaluate the impact of this training on the uptake of SR&amp;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.</p> <p><b>In the 2015 CROS survey 73% found it useful. In 2015/16 58% of research staff had engaged in SR&amp;D</b></p> <p><b><u>New Action:</u> Ask this again in CROS 2017 and aim for the success measure of 80% engaged and 80% found it useful.</b></p>	<p>Fiona Ford, Deputy HR Director/Head of Organisational Development</p> <p><b>Claire Wrixon, Research Staff Development Officer</b></p>	<p>Apr 2016</p> <p><b>July 2017</b></p>
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	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.*		

	priority to consider how their policies, 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.	<p>Clear guidelines on Career Pathways and Promotions Procedures and Criteria for researchers are published on the University website.  <a href="http://www.bristol.ac.uk/personnel/grading/academic/movement/">http://www.bristol.ac.uk/personnel/grading/academic/movement/</a></p> <p>HR managers deliver regular briefings on progression and promotion processes within Schools.</p> <p><b>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.</b></p>	<p>No additional actions identified.*</p> <p><b>New Action: Raise awareness of these guidelines through recruitment and selection training and online guidance.</b></p>	Richard Boyce, Resourcing Manager.	<b>Note - As part of the new University strategy there is a commitment to review Progression and Promotion and academic career pathways so</b>

					this action may be superseded by any changes there. Hence we are not able to provide more detail on success measures or timelines yet.
2.6	<p>Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>	<p>See 2.5</p> <p>People strategy is available on the HR website and the action plan mentions research staff specifically:  <a href="http://www.bris.ac.uk/hr/people-strategy/people-strategy-2014-2016.pdf">http://www.bris.ac.uk/hr/people-strategy/people-strategy-2014-2016.pdf</a></p> <p>There is a new <a href="#">University strategy</a> which references early career researchers and incorporates a section on "Our staff and ways of working".</p>			
<p><b>C: SUPPORT AND CAREER DEVELOPMENT</b>  <b>Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b></p>					

**Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>
3.1	<p>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 comparable to, and competitive with, other employment sectors.</p>	<p>Role profiles now enable research staff to clearly identify themselves as part of a complete academic community at the University of Bristol.</p> <p>Staff Review and Development process facilitates career development discussions between research staff and their managers.</p> <p>Research staff have access to significant training in transferable skills provided by Academic Staff 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.</p>	<p>See 1.5</p> <p>See 2.3</p> <p>Design and pilot a development programme specifically for research staff with personal fellowships in order to build this network across the institution and to support our future research leaders.</p> <p><b>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</b></p>	<p>Alison Leggett, Head of Academic Staff Development</p>	<p>Dec 2015</p>

			<p>which where appropriate will be extended to externally-funded fellows.</p> <p><b>New Action:</b> 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.</p>	<p>Alison Leggett, Head of Academic Staff Development</p>	<p>Programme designed and advertised by November 2016. Engagement can be reviewed July 2017</p>
3.2	<p>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.</p>	<p>Academic Career Pathways set out how it is possible to move between academic roles.</p> <p>Training provided on successful transition to non-academic careers, e.g. Regular career seminar series: <a href="http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/">http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/</a></p> <p>All reviewers for SR&amp;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.</p>	<p>Investigate ways to enhance provision around alternative careers using previous staff members who have left to pursue alternative careers.</p> <p><b>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</b></p>	<p>Alison Leggett, Head of Academic Staff Development</p> <p><b>Claire Wrixon, Research Staff Development Officer</b></p>	<p>Dec 2015</p> <p><b>Dec 2018</b></p>

		<p>Fortnightly development e-mail bulletin includes relevant vacancies alternative careers.</p> <p><b>We have replaced our fortnightly bulletin with a quarterly academic staff development newsletter and more regular targeted emails to research staff from the Research Staff Development Officer.</b></p>	<p><b>mentoring and other provision. We will report back in 2018.</b></p>		
3.3	<p>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 and highly-skilled professionals in whatever field they choose to enter</p>	<p>Training provided on successful transition to non-academic careers, e.g. Regular career seminar series: <a href="http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/">http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/alternatives/</a></p> <p>We place an emphasis on transferable skills in RS training provision.</p> <p><del>Career story videos are available on research staff website:</del> <a href="http://www.bris.ac.uk/researchstaff/yourcareer/training/outsideac/index.html">http://www.bris.ac.uk/researchstaff/yourcareer/training/outsideac/index.html</a></p> <p><b>These are a little out of date and Vitae has a large library of these that we now direct people to.</b></p> <p>Career coaching and access to Careers Service for all research staff:</p>	<p>No additional actions identified.*</p>		

		<a href="http://www.bristol.ac.uk/pwe/support/coaching-service/">http://www.bristol.ac.uk/pwe/support/coaching-service/</a>  <b>We have introduced 30 min careers guidance 1:1 appointments with the Research Staff Development Officer to supplement the Career Coaching – see report.</b>	<b><u>New Action:</u> Increase number of 1:1 careers guidance appointments made available to research staff by 50%.</b>	<b>Claire Wrixon, Research Staff Development Officer.</b>	<b>Dec 2017</b>
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.	<p>Staff Review and Development process facilitates career development discussions between research staff and their managers.</p> <p>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.  <a href="http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/">http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/</a></p>	See 2.3		

		Promotion and progression criteria clearly explained on HR website.			
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 provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	<p>All new research staff are invited to the main University induction day – “Welcome to the University”.</p> <p>Online induction videos detail various information of relevance to those new to the University.</p> <p>Induction to the local work environment and role takes place within departments and teams.</p> <p>Academic Staff Development provides lists of all new research staff in each school to RS reps every month to enable them to make contact.</p> <p>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.</p>	<p>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.</p> <p><b>New starter coffee mornings have been introduced for research staff. We will continue to review induction provision and report again in Dec 2018.</b></p> <p>Record and make available induction videos specifically targeted at research staff. Measure impact through hit rate on these pages to inform communication strategy.</p> <p><b>Complete - These have been recorded, linked to on the hub and are sent to all new starters via email.</b></p> <p><b><u>New Action: Monitor number of views these</u></b></p>	<p>Alison Leggett, Head of Academic Staff Development</p> <p>Andria Andiliou, Staff Development Officer (Academic Staff)</p>	<p>Jan 2016</p> <p>May 2015</p>

			<p>video have had to measure engagement. Success measure is views increase by 50% within a year. (Views are currently up to 65 views across the 4 videos)</p> <p>Review and update the Research Staff website, including content for new staff. <b>Complete – see report.</b></p> <p><b><u>New Action:</u> 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)</b></p>	<p>Claire Wrixon, Research Staff Development Officer</p> <p>Andria Andiliou, Staff Development Officer (Academic Staff)</p> <p>Claire Wrixon, Research Staff Development Officer</p>	<p>Measure monthly, review in November 2017.</p> <p>May 2015</p> <p>Measure monthly, review in November 2017.</p>
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	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	Alison Leggett, Head of Academic Staff Development	Oct 2015

	<p>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.</p>		<p>appropriate access to training.  <b>Complete.</b></p> <p><b><u>New Action:</u> Work with Research Staff Working Party to monitor the implementation of this policy. To do this we will start by:</b></p> <ol style="list-style-type: none"> <li><b>1. Surveying every School Manager to ascertain whether there have been local processes put in place to support the implementation of the policy.</b></li> <li><b>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.</b></li> </ol> <p><b>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</b></p>	<p><b>Alison Leggett, Head of Academic Staff Development</b></p>	<p><b>May 2017 (a year after launch of policy)</b></p>
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			<b>be involved in teaching are given an opportunity to.</b>		
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.	<p>Access to career development activities is open to all researchers, detailed on ASD website and advertised via regular e-mails.</p> <p><del>Mentoring circles scheme for researchers – open to all across disciplines.</del></p> <p><del>Athena SWAN mentoring circles for women in STEMM.</del></p> <p><b>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 supporting individual schools to set up mentoring schemes.</b></p>	<p>Develop online guidance for staff wanting to find a mentor and set up their own 1:1 mentoring relationship. <b>Complete and these pages can be found on the <u>website</u>.</b></p> <p><b>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 have attended one of these sessions.</b></p> <p>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.</p>	<p>Clare Brophy, Staff Development Manager (Coaching)</p> <p>Clare Brophy, Staff Development Manager (Coaching)</p>	<p>June 2015</p> <p>Jan 2015</p>

			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.		
3.9	<p>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.</p>	<p>Staff Review and Development process facilitates career development discussions between research staff and their managers.</p> <p>All reviewers must attend training before reviewing staff. The training includes raising awareness of development and career opportunities open to research staff.</p>	See 2.3		
3.10	<p>Researchers should be empowered by having realistic understanding of, and</p>	<p>Staff Review and Development process via online MyReview system facilitates</p>	See 2.3		

	<p>information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>career development discussions between research staff and their managers.</p> <p>Monitored by Staff survey and CROS shows good feedback around impact from RS.</p> <p>Information about career development is communicated to all Research staff via dedicated website and regular e-mails.</p>			
3.11	<p>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.</p>	<p>All research staff have access to training on topics relevant to academic practice including:</p> <ul style="list-style-type: none"> <li>- teaching and learning (accredited)</li> <li>- people management</li> <li>- grant writing</li> </ul> <p>all designed to prepare RS for academic practice.</p>	<p>See 3.7</p> <p>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. <b>Completed and renamed to distinguish from the</b></p>	<p>Jane Pritchard, Staff Development Manager (Academic Staff)</p>	<p>May 2016</p> <p>July 2015</p>

			<p>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 learning was equally positive.</p> <p>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.</p>	Jane Pritchard, Staff Development Manager (Academic Staff)	
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	The University's Research staff reps committee and Research staff working	No additional actions identified.*		

	policy and practice through appropriate representation at staff meetings and on organisation and management committees.	party offers significant involvement in University policy making.  Reps are encouraged to attend appropriate departmental staff meetings.			
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 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.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>
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: <a href="http://www.bris.ac.uk/red/support/governance/">http://www.bris.ac.uk/red/support/governance/</a>			
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. <a href="http://www.bris.ac.uk/red/">http://www.bris.ac.uk/red/</a> and Centre for Public Engagement: <a href="http://www.bristol.ac.uk/public-engagement/">http://www.bristol.ac.uk/public-engagement/</a> provide support for the commercialisation of research and its impact on wider society.	No additional actions identified.*		

5.3	<p>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</p>	<p>University Research governance and integrity policy lays out these responsibilities:  <a href="http://www.bris.ac.uk/red/support/governance/">http://www.bris.ac.uk/red/support/governance/</a></p> <p>Training is provided on research governance and ethics by the Research and Enterprise Development office (RED)</p>	<p>Create action plan related to the Research Integrity Concordat.  <b>Completed and from this a set of <a href="#">webpages</a> and new <a href="#">training</a> has been developed.</b></p>	<p>Birgit Whitman, Head of Research Governance</p>	<p>Dec 2015</p>
5.4	<p>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.</p>	<p>Role profiles and academic career pathways make this clear.</p>	<p>No additional actions identified.*</p>		
5.5	<p>Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under</p>	<p>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.</p>	<p>No additional actions identified.*</p>		

	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. <b>First workshop happening on the 28<sup>th</sup> Nov 2016. We will report progress in 2018 update.</b>	Alison Leggett, Head of Academic Staff Development.	July 2015 <b>Dec 2018.</b>

## E: DIVERSITY AND EQUALITY

**Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>
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	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.	No additional actions identified.*		

	specific issues of underrepresentation or lack of progression.	All relevant policies and action plans are in place and the impact of new policies on different equality groups is monitored.			
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 Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	<p>This legal requirement is policy at the University.</p> <p>All staff who sit on interview panels are required to attend recruitment and selection training which includes specific emphasis on E&amp;D <b>and unconscious bias.</b></p> <p><b>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. In July 2016 we took part in and sponsored Bristol Pride and in November 2016 we won Best Employer at the Bristol Pride Awards.</b></p>	No additional actions identified.*		

6.3	<p>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.</p>	<p><b>The EDI Steering Group has been 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.</b></p> <p><del>The Academic Career Equalities Working Group, chaired by the Deputy 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).</del></p> <p>The career pathways of women in academic roles (incl. research roles) are monitored and reported on annually as part of our E&amp;D Annual Monitoring Report <b>Each Faculty now has an Equality Committee that explores diversity-related issues locally</b></p> <p>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):  <a href="http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html">http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html</a></p>	No additional actions identified.*		
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Mentoring Circles for Women in STEM:  
<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/athenaswannewsletter.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.

		<p><b>HerStories</b> (<a href="http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/events_html">http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/events_html</a>) talks were launched in 2016 in addition to the Libra Lectures.</p> <p>Ada Lovelace day: <a href="http://www.bris.ac.uk/equalityanddiversity/act/protected/gender/adalovelaceday2014_html">http://www.bris.ac.uk/equalityanddiversity/act/protected/gender/adalovelaceday2014_html</a></p> <p><b>We have undertaken outreach events for ALD in 2015</b> (<a href="http://www.bristol.ac.uk/news/2015/november/ada-outreach.html">http://www.bristol.ac.uk/news/2015/november/ada-outreach.html</a>) and expanded it to Women in Science and Engineering in 2016.</p> <p><b>During 2016 we launched new guidance surrounding transgender staff and students and in November 2016 ran training to coincide with this by GIREs (Gender Identity Research and Education Society).</b></p>			
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	<p>See 6.3 and 6.5 for more details on flexible working and initiatives for women.</p> <p>The University has also introduced a “Work and Family” initiative that brings together key policy and information for mums, dads, and colleagues with</p>	No additional actions identified.*		

	<p>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.</p>	<p>other caring responsibilities:  <a href="http://www.bristol.ac.uk/equalityanddiversity/workandfamily">http://www.bristol.ac.uk/equalityanddiversity/workandfamily</a></p> <p>We have a Working Parents Network that enables employees to support each other as they make the transition into parenthood:  <a href="http://www.bristol.ac.uk/equalityanddiversity/workandfamily/workingparents.html">http://www.bristol.ac.uk/equalityanddiversity/workandfamily/workingparents.html</a></p> <p>The University is committed to upholding the principles laid out in the Athena SWAN charter and is a founder signatory.  <a href="http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/swancharter/overview.html">http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/swancharter/overview.html</a></p> <p><del>The University is committed to upholding the principles laid out in the Athena SWAN charter and is a founder signatory.  <a href="http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/swancharter/overview.html">http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/swancharter/overview.html</a></del></p> <p>The introduction of Academic Career pathways and role profiles ensure that career progression is based on role and competence rather than “time served”.</p>			
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		<p><b>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.</b></p> <p><b>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</b></p>			
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	<p>The University has a comprehensive flexible working policy:  <a href="http://www.bris.ac.uk/personnel/policies/flexwork.html">http://www.bris.ac.uk/personnel/policies/flexwork.html</a></p>	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.	<p>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.</p> <p>Guidance is available for Academic Managers on planning maternity for academic staff (incl. research staff), that includes guidance on funding maternity cover for externally funded staff:</p>	No additional actions identified.*		

		<a href="http://www.bristol.ac.uk/equalityanddiversity/workandfamily/managers/Maternityforacademics">http://www.bristol.ac.uk/equalityanddiversity/workandfamily/managers/Maternityforacademics</a>			
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.	<p>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&amp;D website:  <a href="http://www.bris.ac.uk/equalityanddiversity/annualreports/">http://www.bris.ac.uk/equalityanddiversity/annualreports/</a></p> <p>The importance of gender balance on recruitment and selection panels is included in recruitment and selection training and policy:  <a href="http://www.bris.ac.uk/personnel/recruitment/">http://www.bris.ac.uk/personnel/recruitment/</a></p> <p>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 senior academic staff within the organisation. The number of female professors currently stands at 22.3% of the professoriate (as at November</p>	Ongoing monitoring in line with University policy.	HR, Equality and Safety and Health Committee.	Ongoing
			<b>New Action: Continue to monitor number of staff of each gender at professorial level.</b>	<b>Jenny Smith, HR Manager (Policy &amp; Reward)</b>	<b>Ongoing</b>

		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	<p>Reasonable adjustments are made on an individual basis for disabled staff and accessibility is considered when planning any training courses.</p> <p>The University provides specific advice and guidance for international staff through a website and international advisers. <b>See 1.2 for new action on this.</b></p> <p>University policies and practices are subject to 'equality analysis' where relevant to ensure that they do not directly or indirectly discriminate against specific groups.</p>	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.	<p>The Acceptable Behaviour policy provides a framework within which instances of unacceptable behaviour can be addressed and resolved: <a href="http://www.bris.ac.uk/equalityanddiversity/acceptablebehaviour/">http://www.bris.ac.uk/equalityanddiversity/acceptablebehaviour/</a></p> <p>The University has an in-house counselling service and a network of Acceptable Workplace Behaviours advisers <a href="http://www.bristol.ac.uk/hr/acceptable-behaviour/">http://www.bristol.ac.uk/hr/acceptable-behaviour/</a></p>	No additional actions identified.*		

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.	<p>The University is an active member of the Athena SWAN charter.</p> <p><b>The University holds a Bronze renewal award whilst 14 schools have awards (11 Bronze and 3 Silver).</b></p> <p><b>The School of Physics holds a Practitioner level Juno award. They will be making a Champion level application in 2017</b></p> <p><del>The University holds a bronze award and 7 Schools have awards (3 silver, 4 bronze).</del></p> <p><del>The School of Physics holds a Juno award.</del></p>	<p>Continued support for Schools that put forward for accreditation. Success measure is that all STEM Schools have applied for an award by April 2015.</p> <p>Encourage and support Schools wanting to work towards Gender Charter Mark once it is introduced.</p> <p><b>This is no longer relevant.</b></p>	<p><del>Vikki Layton, Equality and Diversity Officer</del></p> <p><b>Tracy Brunnock, Equality and Diversity Manager</b></p> <p>Vikki Layton, Equality and Diversity Officer</p>	<p>Apr 2015.</p> <p><b>Ongoing</b></p>

**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.**

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead(s)</i>	<i>Timescale</i>
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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 through a collective commitment to reviewing its progress.	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 review progress against the action plan.	Ongoing monitoring. <b>Completed review Dec 2016.</b>	Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research)	Ongoing but review Dec 2016. <b>Next review Dec 2018.</b>
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 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. <b>Complete.</b>  <b>New Action: Carry out 2017 CROS survey. Success measure is 55% engagement.</b>  Carry out next Staff Survey and publish report and action plan. <b>Complete.</b> <a href="http://www.bristol.ac.uk/positive-working/staff-survey/">http://www.bristol.ac.uk/positive-working/staff-survey/</a>	Alison Leggett, Head of Academic Staff Development  <b>Alison Leggett, Head of Academic Staff Development</b>  Helen Woods, Staff Development Manager (Culture Change)	Dec 2015  <b>Dec 2017</b>  Apr 2016

	<p>monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>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 and the views of researchers and employers (both outside and within the HE sector).</p>				
7.3	<p>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.</p>	n/a	No actions required.		
7.4	<p>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.</p> <p>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</p>	<p>The University continues to share practice in this area with other Universities, including through attendance and involvement in the Vitae events.</p> <p>Academic Staff Development have run several joint events with other institutions, for example:</p> <ul style="list-style-type: none"> <li>• SouthWest Crucible with UWE and University of Bath (2013 and 2014).</li> <li>• RENKEI Researcher Development School with Newcastle and Kyoto</li> </ul>	<p>Review SouthWest Crucible and decide whether to continue to run this in the context of work with GW4 and other developments in</p>	<p>Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research)</p>	<p>March 2015</p>

	<p>sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</p>	<p>Universities (2013):  <a href="http://www.renkei-researcher-schools.org/">http://www.renkei-researcher-schools.org/</a></p> <p>We have offered places on a number of our programmes to local universities.</p> <p>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.</p>	<p>our portfolio for research staff.</p> <p><b>We are now running a Crucible programme as part of our GW4 alliance.</b></p> <p><b><u>New Action:</u> 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.</b></p> <p>Develop a process for offering places on development courses across the four institutions.  <b>Complete. 55 people attended courses at other institutions in 2015/16.</b></p> <p><b><u>New Action:</u> Increase this number to 100 people</b></p>	<p><b>Pam Lock, GW4 Developing People Officer.</b></p> <p>Richard Budd, GW4 Developing People Officer and Alison Leggett, Head of Academic Staff Development.</p> <p><b>Pam Lock, GW4 Developing People Officer.</b></p>	<p><b>Aug 2017</b></p> <p>June 2015</p> <p><b>Aug 2017</b></p>
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			<b>attending sessions at other institutions in 2016/17.</b>		
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 sources <sup>3</sup> 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.