BU Bournemouth University | **hr** INVESTED IN PEOPLE AND RESEARCH

	Details			
Institution name:	**Bournemouth University**	The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Cohort number:	8	Audience	#	Comments
Date of submission:	May-21	Research staff	68	
		Postgraduate researchers	568	
		Research and teaching staff	660	
		Teaching-only staff	0	
		Technicians	15	
		Clinicians	11	
		Professional support staff	972	
		Other (please provide numbers and details):	6	University Executive Team

	Obligation	Act on	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result: updating our future actions
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	1a. Create a dedicated hub of information for research staff on how to progress their careers. 1b. Hold two engagement events per year, led by the RSA, promoting the work of researchers and the importance of the RCSG, as well as to obtain feedback to inform future work and actions. 2. RSA, supported by RDS to promote activity and engagement. 3. Ensure the Concordat is a standing agenda item at the FRPPCs and that matters raised are suitably discussed at URPPC. 4. Monitor annual awareness of the Concordat through annual surveys (both CROS and internal).	1a. 100% of research staff to be advised by RDS every three months of the opportunities available. 1b. Increase attendance at engagement events from c20 individuals to 50% of research only staff and c5% of staff on academic contracts. 2. Improved attendance at RSA events to c50% of staff on research only contracts. 3. All FRPPC/URPPC Agenda/Minutes to reference progress towards the research concordat. Report annually to URPPC compliance of this. 4. Reduce the number of researchers who have never heard of the Concordat from 47% in 2019, to 20% in 2021 (CEDARS).	Jul-23	Senior RDS Manager	1a. RDS have continued to promote the opportunities available to research staff, utilising a dedicated Brightspace page which targets research staff, and included in cross University communications via the Research Blog. We have also targeted relevant groups, for example, through the Early Career Researcher Network. 1b. C. 50 attendees, including c10 research staff attending an event led by Vitae intended to promote the Concordat. 2. Engagement with RSA events remain limited, with c20-25% of eligible staff attending. 3. The Concordat has been discussed at two-thirds of the University's Research and Professional Practice Committee meetings. 4.CEDARS 2023 Number of those who have never heard of the concordat reduced from 47%(2019) - 32%. (The RSA have been promoting the Concordat at the BU Induction Fair over the last few months, including giving out slips of paper with the link to the Concordat)	Continue action in an updated form. *We need to engage managers of researchers further to promote the importance of the Concordat and opportunities to support the career development of researchers. We need to ensure Faculties use FRPPC meetings to further promote the Concordat and provide managers with resources that they would benefit most from. Our internal research indicates that managers of researchers would find a check list helpful for them to do this and mechanisms to ensure that the profile of research staff is raised.*
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	1. RCSG to review the policies with relevance to researchers annually and agree input with policy owners annually. 2. Promote policies relevant to research staff on the staff intranet. Link relevant policies within the BU Research Blog area 3. Promote relevant policies in the RDS Academic & Researcher Induction and at twice yearly event 4. Undertake and publish Equality Analysis for any updated or new policies and procedures.	1. Minute the RCSG review of policies impacting researchers annually in June each year. 2. RSA reps to promote policies in September each year through FRPPC. 3. 100% of new research staff are invited to the RDS Academic & Researcher Induction, 75% to attend and 90% to feedback the session is helpful. 4. 100% of policies relevant to research staff to have an equality analysis that is undertaken and published annually (or as stated on the Policy if not annually).	Jul-21	Senior RDS Manager	1. All RKE related policies and processes are currently under review. Where applicable, Research Staff have been invited to contribute to the development of policies. At a strategic level, Research Staff have been invited to contribute to University Leadership Team meetings on the improvements required, with future workstreams structured around this. 2. Faculty Research and Professional Practice Committee meetings terms of reference have a standing agenda item for this. Engagement has been variable depending on the priority agenda items coupled with a number of changes of Chair. 3. 100% of new Research Staff are invited to the RDS Academic & Researcher Induction. 4. Undertaking equality analysis forms part of our Athena Swan action plan.	Continue action.
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	1. Promote good mental health and wellbeing (including how to get support for discrimination, bullying and harassment) through communications to researchers and sessions at events. 2. Link the Health, Safety and Wellbeing team directly to the RSA through an annual event which addresses the specific challenges to researchers and agrees an action plan for the way forward.	1. Sign posting for good mental health and wellbeing to be included in 100% of communications and at bi-annual engagement events. 2. Action planning event to take place annually with demonstrable progress made against the actions provided year on year. Create an action plan for this and aim for 75% of researchers to be on-track or completed. 3. Record an increase in the proportion of researchers believing that BU promotes better mental health from 68% to 75% in CEDARS.	Jul-23	Head of Health, Safety & Wellbeing	1. Sign-posting of wellbeing undertaken regularly for all staff across BU, including research staff. 2. Event and associated action plan outstanding at this time. However, the RSA, institutional BU ECR Network and British Academy ECR Network provide the opportunity for researchers to meet with their peers and talk about issues affecting them, supporting good mental health and wellbeing. These work alongside specific sessions on work life balance etc. 3. CEDARS 2023 63% of staff (99 out of 157 responses) agreed that BU actively promotes the importance of good mental health & staff wellbeing	Continue action.
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	1. Continue to provide wellbeing development and guidance for Managers 2. Provide equality, diversity and bias awareness development for managers	1. Establish a baseline for the managers of researchers undertaking relevant training. 2. Aim for 100% of mandatory training elements to be completed by managers of researchers and 50% of non-mandatory components.	Jul-23	Equality & Diversity Adviser	1. Baseline for current Managers of researchers established (44% trained). 2. Aiming for 100% completion of mandatory element by 1 July 2023. (18 outstanding managers have been contacted) In addition to this, in 2022, we commissioned a bespoke 'Fairness in Research Assessment' e-learning unit which was mandatory development for all internal REF panel members (c.150 staff) ahead of mock review exercise. The unit addressed unconscious bias in a research assessment context covering issues such as contrast bias, confirmation bias, selective attention and group think.	Continue action.
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	1. Provide training on research integrity through the RKEDF; to include debate on what the term means and why it is essential for practice. 2. RDS to monitor exceptions and facilitate one to one training for researchers where breeches have occurred. 3. Ensure key information (including the Research Integrity Statement) is kept up to date on BU's website.	1. 100% of research staff to be offered training on research integrity through the RKEDF on an annual basis. 2. 100% researchers deemed to have not maintained the highest standards of research integrity to be offered supported to improve practice 3. 100% of researchers to be sign posted to the Research Integrity Statement on an annual basis.	Jul-22	Faculty DDRPP	1. All research staff have been invited to Research Integrity Week, which includes a debate on excellence in practice. 2. All appropriate support where applicable has been put in place where improved practice is required, including technical guidance. 3. All researchers are sign posted to our research integrity statement, made publicly available on BU's website. 4. CEDARS 2023 - 48% of managers (12 out of 25 have attended training on research integrity)	Continue action.
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	1. Undertake an annual survey of research staff to review the progress of the research concordat in addition to undertaking CEDARS every other year. 2. Twice per year at Research Concordat Engagement events, facilitate tripartite discussion on enabling the research concordat. 3. Develop case studies on the progression of research staff and the role of professional service staff.	1. Engagement of over 50% of research staff in annual survey. Analysis to be led by RSA representatives and shared through central corporate communications once per year. 2. Twice yearly output of tripartite dialogue to be fed into action planning. 3. Profile two research staff case studies and one professional service staff case study per year.	Jul-22	Senior RDS Manager	1. BU has commissioned contract research to improve engagement with CEDARS and garner greater insight into research staff, early career researchers and managers of researchers. In depth interviews were held with staff to understand their experiences, gather insights and ideas for strengthening the research culture. 2. The results and recommendations are shared research leaders and ULT contribute to the drive to the current drive to improve institutional practices. 3. Case studies continue to be published on BU's website. In addition to this, we have created culture cafes to activity explore the research environment and create a deliberative environment to agree future actions. In Spring 2023, we have commenced a mock REF exercise, including a review of the research environment and associated cultures. The outcome of this exercise is supporting improvements to our research environment.	Continue action.
Managers of researchers must:							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	1. Managers of researchers to undertake training on EDI and implement inclusive working practices in their work 2. See ECI3	1. Departmental Athena SWAN submissions/associated action trackers to demonstrate that 90% of managers of research staff have undertaken EDI training and there is demonstrable evidence of inclusive working practices (see an increase in CEDARS data in the number undertaking training up from 63% to 90%; and those reporting the training to be beneficial to increase from 55% to 75%). Increase visibility and awareness of mandatory training and development, ensuring completion of training by new starters 2. 100% of development programmes offered and coordinated by RDS to have embedded E&D principles.	Jul-22	HoDs/line managers of researchers	1. CEDARS 72% staff (113 out of 157 respondents) agreed that BU was committed to equality and diversity. 80% (20 out of 25 people) of those with management responsibilities had undertaken training on equality, diversity and inclusion. There was no specific question on how beneficial managers found it, however, 96% of managers (24 out of 25 people) reported that they feel confident being inclusive, equitable and transparent in their recruitment processes. 51% of researchers (67 out of 131) reported that they had undertaken training in equality, diversity and inclusion. 2. All RDS development programmes have EDI principles embedded within them and we have provided development on EDI itself in the context of research assessment (Fairness in Research Assessment e-Learning unit). For course sessions around bidding activity and publication development this is actively monitored.	Continue action.
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	1. Managers of researchers to receive training on research integrity and appropriate professional conduct. 2. Managers of researchers to work with researchers them to ensure they are attending relevant training and maintaining the highest standards of research integrity and professional conduct.	1. Faculty DDRPPs to confirm that 100% of managers have been offered appropriate training. In CEDARS, 90% (up from 71%) to considered to be very important as an excellent researcher leader. 2. Research Staff Association representatives to feedback twice per year to DDRPPs the extent to which relevant training/embedding of practice is taking place across the research community.	Jul-22	HoDs/line managers of researchers	1. All managers of researchers are offered training on Research Integrity (included dedicated Research Integrity week) 2. No question in CEDARS about the importance of research integrity as a research leaders. Of those with management responsibilities who answered these questions 48% (12 out of 25) had undertaken training in research integrity and 36% (9 out of 25) expressed an interest in doing this. CEDARS 2023 41% (53 out of 131 researchers) have undertaken training in research integrity.	Continue action.
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	1. Managers of researchers to promote a healthy working environment. 2. Managers of researchers are aware of resources to support their mental health and wellbeing, and also how to report/address incidents of discrimination, bullying and harassment, and poor research integrity.	1. Research Staff Association representatives to feedback quarterly on the extent to which managers of researchers are promoting a healthy working environment, and to encourage research staff to escalate issues impacting their working environment with their mentors/Faculty DDRPPs/HR & OD Partnership Manager (as appropriate) if they have concerns. Confirmation in RCSG minutes that this is taking place successfully. 2. Faculty DDRPPs to confirm that 100% of managers have received the relevant resources to sign-post their research staff to and willingness to discuss concerns raised by researchers directly with them/another nominate representative of their Faculty executive team.	Jul-22	HoDs/line managers of researchers	1. No reports received. 2. Wellbeing support and guidance promoted via central channels, reference ECI1. Of those with management responsibilities who answered these questions 88% (22 out of 25) are confident in their ability to respond to issues related to bullying & harassment; 88% (22 out of 25) were confident in their ability to respond to issues related to health & wellbeing; dealing with poor performance of staff 76% (19 out of 25).	Continue action.
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	1. Managers of researchers to fully consider and enable flexible working requests to support researchers, wherever possible 2. Managers to highlight existence of flexible working policies and processes and examples of best practice	1. Faculty DDRPPs confirm on a quarterly basis the extent to which that flexible working opportunities are being utilised by their community of researchers (further to feedback at FRPPC meetings) 2. HR to report how many formal flexible working requests have been logged on iTrent annually.	Jul-22	HoDs/line managers of researchers	1. CEDARS 2023 78% of staff (115 out of 150) agreed that they were treated fairly with requests for flexible working. (Most of the others 16% -24 people, indicated that this was not applicable or they didn't know). 2. Two Flexible Working Requests made and approved in the past year. No requests not approved.	Continue action.
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	1. DDRPPs to ensure that researchers have the opportunity to feed into developing a positive research culture, e.g. through input into the development of departmental and faculty policies.	1. At least one example to be identified each year on how researchers have fed into policy development, to published on the central Research Hub.	Jul-22	HoDs/line managers of researchers	1. This action has not progressed to its intended conclusion, however, in 2022/23, we ran a research culture survey followed by a series of culture cafes within the Faculty of Health and Social Sciences, both opportunities were promoted to research staff. The aim of the cafes were to discuss what our research culture currently is, identify the key challenges for staff and to discuss ideas for improvement both institutional and for the wider research sector. These will be developed into action plans by the faculty and rolled out across the rest of the institution. We have been signatories of DORA since 2019 and are currently engaging with all staff on our draft Statement on Responsible Research Assessment and Management. Using our network of output and impact champions we engage with staff frequently on topical research issues such as research assessment, open research and reward and recognition.	Continue action.

Researchers must:

Ref	Statement	Action	Success measure	Date	Responsibility	Progress	Status
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	1. Researchers to develop actively engage in opportunities to develop BU's research culture, and for established RSA members to support new appointments (providing formal mentorship where appropriate)	50% of RSA members to have supported/mentored 1 or more new researchers each year and offer 100% of researchers within their Faculty the opportunity to raise/escalate issues	Jul-23	Researchers	1. All RSA reps are contacting research staff regularly via email to provide opportunity to raise issues. Recent RSA events (Writing Workshop / Christmas social in December etc) - attendees were given chance to raise issues of concern in person and through email networks.	Continue action.
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	1. Researchers to proactively seek out policies, and undertake training related to, research integrity, and equality, diversity and inclusion.	50% of researchers to demonstrate in CEDARS in 2021 that they have understanding of Athena Swan (up from 46%), Concordat to Support the Career Development of Researchers (up from 11%) and Race Equality Charter (up from 11%).	Jul-22	Researchers	1. CEDARS 2023 68% of staff (107 out of 157) have heard of the Concordat. There was no question about Athena SWAN or the Race Equality Charter. As an institution, we are progressing our Athena Swan and REC action plans.	Continue action.
ECR3	Take positive action towards maintaining their wellbeing and mental health	1. Researchers to utilise institutional resources, the RSA and beyond, in order to enable positive action in relation to their wellbeing and mental health	The RSA, working with the Head of Health, Safety & Wellbeing, to identify one case study per year of a researcher who has utilised these resources to develop an alternative career path - to be published on the central hub.	Jul-23	Researchers	1. Action currently on hold.	Resume action.
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	1. Researchers to proactively utilise mechanisms available internally to address standards of behaviour which fall below expectations.	RSA to develop an annual case study highlighting how formal mechanisms have been used effectively to improve working conditions for researchers. To be published on the Research Hub.	Jul-23	Researchers	1. Action currently on hold.	Resume action.
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Undertake annual analysis of how researchers have fed into FRPPC and URPPC to influence policy development.	Minutes of FRPPC and URPPC meetings to demonstrate how researchers have fed into policy development.	Jul-23	Researchers	1. Action currently on hold.	Resume action.

Employment

Institutions must:

Ref	Statement	Action	Success measure	Date	Responsibility	Progress	Status
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	1. Continue to ensure that all selection panel chairs have completed BU Recruitment & Selection training which includes bias awareness, fairness and equity , etc 2. Undertake an annual survey of new research staff seeking their feedback on the selection and appointment process 3. Review advertisements to ensure that they are as inclusive and balanced to encourage a diverse applicant pool 4. Implement the e-Recruitment module and undertake monitoring to ensure interview panels reflect diversity and experience/expertise 5. Revise and launch new and updated professional development for recruiting managers which includes significant insights into diversity and equality, including the importance and benefits of an inclusive workforce	1. Implementation and compliance with panel composition and mandatory training requirements 2. Implement and establish a baseline response rate to the new starter survey 3. Report annual survey response to RSCG and identify any appropriate actions 4. Relaunch Recruitment and Selection professional development for managers	Jul-25	HR Senior Manager	1. Continuing to monitor panel composition. Recruitment and selection training (including bias awareness) now scheduled for every other month. 2. Aim to go live with survey in June 23 (intention is to get feedback on the processes based on experience of researchers). 3. Now using Gender Bias Tool, reviewing advert template, promoting flexibility and inclusivity, and rebrand / rewrite of whole site. 4. Procured an e-recruitment solution and due to implement in Summer 2023, after which the re-launch will take place.	Continue action.
EI2	Provide an effective induction, ensuring that researchers are aware of policies and practices relevant to their position	1. To develop better support for Faculty/Departmental induction of academic and research staff. 2. Develop a BU mentor network so that all researchers have at least 1 suitable mentor who is separate from their line manager	1. 80% of researchers (up from 77% in CROS19) to have attended a Faculty/Departmental induction and 70% to report this as being useful (up from 47%) 2. Evidence that a mentor network has been created and all researchers have been sign posted to relevant BU colleague. See an increase from 8% (CROS19) to 50% (CEDARS).	Jul-23	Senior RDS Manager	1. 86% (40) staff had attended a departmental/faculty induction of which 71% (33) had found this useful. 2. 48% of staff said they had a mentor (72 out of 149 responses). 83%(73) of staff with a mentor reported that this was beneficial 38% (28) or very beneficial 45% (33). Staff reported that in addition to their official mentor many were benefitting from informal mentoring from former supervisors, other colleagues across the campus, peers such as in the RSA, and external mentors/colleagues. RDS have been holding dedicated 'Research and Knowledge Exchange Inductions' approximately three every year, to which all new employees are invited. Traditionally, these inductions were held in person but moved to virtual deliver during the pandemic. We now run with mixed delivery.	Continue action in an updated form. Ensure that RDS/OD develop check lists for new researchers to ensure they know their own responsibilities, but also the expectations they can have of their manager/institution in working according to the Concordat.
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	1. Review the Probation approach for Research staff (reflection their role as academics, not professional service staff) 2. Faculties to review development opportunities for research staff as part of their succession planning and talent management activity 3. To seek to develop and implement a research staff career pathway	1. Undertake research (through focus groups) with researchers to garner greater insight into the probation approach 2. Updated Probation approach to be delivered 3. Researcher career pathway to be updated	Jul-23	RDS, DDRPP, HR&OD	1-3 dependent on career pathway. Career pathway expected to be delivered during 2023 in line with negotiations. Currently research staff have opportunity to receive recognition for performance in their role through pay progression. Further BU operates an honorarium scheme which offers a number of rewards.	Continue action.
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Provision of training in effective line/project management for those with direct reports including research staff.	In CEDARS, 25% of researcher leaders to say they would benefit from more development on managing staff performance (down from 59%) and 30% to say they would benefit from more training on project finances (down from 66%).	Aug-22	OD	1. CEDARS 2023 of the managers who responded 24% (6 out of 25) said they would like to attend training in managing staff performance & 56% (14) said that they have completed the training. There was no question on managing project finances. 2. Given the small number of research staff at BU, the central research office provide one-to-one training for research staff on running project finances, specific to their funder.	Continue action.
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	1. Ensure managers of research staff fully understand, and are able to undertake, the role. 2. Ensure consistency of approach to the management of research staff. 3. Ensure that Faculties monitor appraisals ensuring that research staff have annual appraisals and personal and professional development plans in place .	1. OD to arrange a Supporting Induction & Probation session, targeted at managers of research staff, 50% of staff to have attended. 2. Promote use of PPDP/Appraisal Brightspace resources by managers of research staff - 100% to have received appropriate resources. 3. At least 75% of research staff to have received an appraisal including objective setting and development conversations as evidenced by Faculties, and 80% to have found it useful (CEDARS).	Aug-22	OD	1. Induction and Probation sessions are made available to all managers with a toolkit provided to line managers of researchers. 2. How we conduct Appraisals is currently being reviewed and negotiated with the Unions. Appraisals and the resultant development and talent management plans are managed and recorded at a local level and for researchers within faculties. We now have a new Appraisals SharePoint site that contains all of the resources about appraisals for both appraisees and appraisers. 3. CEDARS 2023 68% (90 out of 132 people) agreed that their manager/supervisor encourages them to engage in personal & career development activities. Only 31% (41 out of 132) agreed that they had a regular formal career development review with their manger (separately or as part of their appraisal/development review). Of those who had a review 69% said that this was useful (28 out of 41). Appraisal - CEDARS 85% (127 staff) of staff have participated in an appraisal in last 2 years. 52% of these staff felt this was useful/very useful. Of those who had not participated in an appraisal (15% - 22 people) - 56%(14) of them had only just been appointed or were not eligible. (There was no question on objective setting)	Continue action.
EI5	Related to above	1. Continue with workforce planning conversations and provision of relevant people metrics for Faculties to undertake succession planning and redeployment for research staff. 2. Review the Code of Practice for the Employment and Development of Research Staff and procedural guidance on probation, and appraisal for research staff to ensure it is clear to follow and consistently applied across all Faculties.	1. Ensure senior academics undertake and have access to management of fixed term contracts, recruitment and workforce planning and talent, performance and succession development. To be evidenced by the reduction in the number of Research Staff on fixed term contracts from 86% by 50%.	Aug-25	HR&OD	1. All senior academics continue to be offered support on access to management of fixed term contracts, recruitment and workforce planning and talent, performance and succession development. However, currently 92% of research staff are on fixed term contracts. This is because several researchers who were on established contracts, have now been promoted into higher grade academic positions. The aspiration remains to reduce the use of fixed-term contracts across the Institution.	Continue action.
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	1. To monitor and understanding the impact of COVID-19 on researcher contracts and seek to mitigate early cessation through use of Bridging Fund 2. Through work force planning proactively seek to reduce uncertainty for staff on fixed term contracts through early intervention and identification of options (extension, new project, etc) 3. Faculties to use work force planning to inform their workforce decisions in order to create greater stability	1. Research managers offered development in respect of management of fixed term contracts, redeployment and career development 2. Ensure that 100% of research staff are in employment and research ready, if this employment is within BU or elsewhere 3. Bridging Fund highlighted to Researchers and Managers at regular intervals (12/9/6/3 months) prior to planned expiry date	Aug-22	HR & RDS	1. All managers of researchers continue to be offered support on the management of fixed term contracts. BU has a strong commitment to reducing the use of fixed term and casual contracts and work continues in this regard. Regular workforce planning conversations occur and contract expiry conversations in relation to researchers, commence well in advance of expiry, in order to seek alternative opportunities and continuity of employment. 2. Currently not monitoring destinations of research staff but will implement a process and report to capture this ready for 23/24. 3. The Bridging Scheme continues to be promoted to all research staff and their managers as an opportunity to extend contracts. This is being used as follows: 2021/22: 12 (note that one researcher was supported twice) 2022/23 YTD: 8 (note that one researcher was supported twice and one researcher was supported three times) Also, BU has provided career development opportunities with investment in Post-Doctoral Research Fellow positions through the investment of QR in new positions nestled within clusters of high performing research teams.	Continue action.
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	1. To support and resource the RSA and to strengthen links with other BU staff/departments 2. To ensure research staff have, and know they have, a voice at URPPC, FRPPCs and RCSG. 3. To survey the RSA constituency to understand the types of activities that will interest and engage them, and build this into the RSA's plan of activities. 4. Create opportunities for researchers to profile their research activities within senior management teams	1. 75% of active RSA members to report strengthened links with other BU staff/departments 2. Ensure that research staff input is minuted at formal committees; and that these are circulated through research staff. 3. Undertake an annual survey and consult reps at the steering group as to appropriate survey. Evidence that these have been incorporated. 4. To have ensured that researchers have had opportunities to present to FRPPCs, URPPC and strategic research development groups.	Sep-21	Senior RDS Manager	1-4. RSA reps are now included on the agenda/regular contributors at the URPPC, FRPPCs and the RCSG where they give updates and represent the perspectives/issues of researchers. In addition, one of the RSA reps has been contributing to a ULT workstream. This included survey of the RSA constituency to understand which activities were the most beneficial. The RCSG also commissioned a qualitative study (Nov 2022 - July 2023) to help elucidate the CEDARS survey findings. In depth interviews explored the experiences and needs of managers of researchers/researchers as well as the most effective strategies for helping researchers develop their skills. The findings from this study will shortly be presented to strategic research development groups and will contribute to new initiatives/policy.	Continue action in an updated form. Ensure that Faculty DDRPPs have responsibility for researchers to present their research at relevant Faculty fora and for updates on the progress of research staff projects discussed at FRPPC meetings.

Managers of researchers must:

Ref	Statement	Action	Success measure	Date	Responsibility	Progress	Status
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	1. Managers of researchers to undertake relevant training opportunities to effectively manage researchers.	See EI4, EI5	Jul-22	HoDs/line managers of researchers	See EI4. In CEDARS 2023, 96% (24 out of 25 people) of those who manage researchers said they were confident/fully confident in managing appraisal/development processes effectively and providing effective feedback to staff. 76% (19 out of 25) confident in dealing with poor performance of staff 92% (23 out of 25) confident in actively supporting staff towards they career aspirations, 88%(22 out of 25) confident in responding to issues relating to bullying and harassment.	Continue action in an updated form. Invite managers of researchers to update progress of researchers quarterly to the i.e. mentor, days training, opportunities to present at internal and external events, included on bids, active member of RSA/ECR network, and a research centre.
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	1. Managers of researchers undertake relevant training with regards to relevant legislation, practice and policies, including T&Cs on grant funding.	75% of colleagues to have undertaken the relevant training and minimal number of breaches reported.	Jul-22	HoDs/line managers of researchers	1. No data on this collected, however, this guidance is promoted through the central training for managers and at the point of award through our Contract Authorisation Forms.	Continue action.

Ref	Action	Detail	Measure	Date	Responsibility	Progress	Status
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See EI3	Implementation of a career framework	Dec-22	HoDs/line managers of researchers	1. Work across BU on career pathways continues. The current institutional focus is on the renegotiation of the Academic Career Framework. The aim of these negotiations is to provide an academic pathway. BU intends to complete or have made significant progress on this by Summer 2023 given that work has already commenced. Thereafter the academic career pathway will provide a foundation on which we can establish a career pathway for researchers beginning in Autumn 2023. This work will be wide-ranging and include not only a career pathway, but also consideration of the contractual status, reward and talent pipeline for our researchers. The overarching timeline is wholly dependent on working in partnership with our recognized Trade Unions.	Continue action.
EM4	Actively engage in regular constructive performance management with their researchers	1. Managers of research to undertake monthly one to one meetings, which include appropriate review of performance against appraisal objectives	RSA representatives to report to the RSCG quarterly meeting the extent to which this objective is being met	Jul-21	HoDs/line managers of researchers	1. Quantitative data not received; however, this is discussed at Steering Group meetings and also as part of the research being undertaken internally by BU to understand the management practices of researchers. CEDARS 2023 74% (93 out of 125) agreed that their managers set expectations and objectives appropriate to their role and 69% (86 out of 125 people) agreed that their managers provided clear, constructive and timely feedback on their performance. No timeframe given. Qualitative interviews - some managers said that they met regularly/frequently with their researchers.	Continue action.
EM5	Engage with opportunities to contribute to relevant policy development within their institution	Managers of researchers to encourage researchers to contribute to institute policy development where opportunities to arise.	RSA representatives to report to the RSCG examples of when researchers have fed into policy development	Jul-22	HoDs/line managers of researchers	No data received.	Continue action.
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	1. Researchers to embrace working within relevant policies, procedures and legislation and their funder requirements.	No registered breaches occurring.	Jul-22	Researchers	No breaches reported	Continue action.
ER2	Understand their reporting obligations and responsibilities	1. Researchers to work with their line managers, senior managers and central research office to ensure they understand and adhere to reporting obligations and responsibilities]	1. No breaches occurring.	Jul-22	Researchers	No breaches reported	Continue action.
ER3	Positively engage with performance management discussions and reviews with their managers	1. Researchers to positively embrace the opportunities to review performance with management teams.	1. 50% of researchers reporting in CEDARS21 they are regularly undertaking performance management reviews, up from 32% in 2019.	Jul-21	Researchers	1. Qualitative research and insight from the RSA indicates that opportunities to review performance are mixed. CEDARS 2023 no question on regular performance reviews but 79% of staff (99 out of 125) articulates that their expectations with respect to their role and performance and - 69% of staff (86 out of 125) agreed that their manager provides clear, constructive and timely feedback on their performance.	Continue action.
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	1. Researchers to recognise their role as stakeholders and act positively on this	1. 50% of researchers to undertaken 1 or more development opportunities (offered through the RKEDF, RSA etc) each year.	Jul-22	Researchers	1. Research staff engagement with the RKEDF remains modest with 87 bookings on RKEDF sessions since August 2021, further analysis needs to be undertaken to explore if opportunities are being taken up by a range of staff. Academic citizenship opportunities for roles such as internal REF review panel members and internal funding panel members have been promoted actively to research staff and ECRs which has seen an increase in diversity of expressions of interest in these roles however full analysis has been yet to be undertaken. The networks (RSA, ECR and BAECR) have also provided opportunities for staff to act on their role as stakeholders.	Continue action.
Professional and Career Development							
Institutions must:							
PCDI 1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	1. To continue to provide a comprehensive training programme across the academic year relevant to researcher orientation, funding acquisition, managing research projects and teams, and impact and knowledge exchange, with sufficient places so that each researcher (academic or otherwise) could have 10 days of training per person. 2. To ensure that research staff have the same access to this training as other staff, by providing research staff the same information about research training and support as academic staff - on starting and at induction and via BU blogs, intranet and other forums (e.g. the Early Career Researchers Network and the Research Staff Association). 3. To provide managers of research staff information about the research training and support their member of staff is entitled to when they start in their role. 4. To monitor attendance of training courses to be able to analyse and report on whether the minimum number of training days per member of staff is being met. This will require identifying whether or not an attendee is a member of the research staff.	1. Provide sufficient volume of training activities aligning to the Vitae RDF, for researchers to undertake a minimum of 10 days training opportunities per year. 2. 100% of applicable training opportunities to be open to researchers and for these to be cross promoted through the ECRN/RSA. 3. 100% of HoDs, DHoD and DDRRPs to receive details of the training opportunities available annually and for this to be included within new starter induction packs 4. To produce an annual report monitoring attendance at institutional training.	Dec-21	RDS (Funding Development Manager)	1-4. The Research and Knowledge Exchange Development Framework (RKEDF) was launched in September 2016, bringing together a variety of initiatives to provide research support that is appropriate for academic staff at different levels and different career stages to help develop their research performance and impact. The RKEDF is reviewed annually to ensure it remains adaptable to meet researchers' needs as our research culture grows. That said the years 2019/20, 2020/21 and 2021/22 were challenging for all, with the Covid-19 pandemic, budgetary constraints, and staff turnaround all having an impact on progress. Despite challenges we have continued to be able to offer a range of development accessible to research staff each year, this includes access to intensive bidding support in the form of workshops and external application reviewers (EARs), the Writing Academy an intensive 3 day programme focused on helping staff form publication strategies, build knowledge of publications routes and having the time and space away from everyday distractions to get started with writing; an impact programme providing development on Public Engagement with Research and engaging with policy makers as well as other range of support.	Continue action in an updated form. *Embed in grant preparation process that bids include funding/time for researcher training (where applicable) and that managers inform researchers of this provision.*
PCDI 2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	1. To improve workforce planning and information to Faculties for the proactive management of succession planning and redeployment for research staff. This would support talent retention and career security. 2. Target appropriate research leaders and managers and encourage them to participate in training and development.	1. 75% Senior academics leaders to have participated in the forthcoming Talent, Performance and Succession Programme 2. CEDARS results to increase the number of researchers with a career development plan from 57% in 2019 to 75%.	Dec-22	HoDs/line managers of researchers	1. Scheme not taken forward as planned. 2. In CEDARS 2023 37% of staff (42 out of 132) reported that they had a career development plan	Continue action in an updated form. *OD will develop materials for managers based on the principles of the Concordat the address the specific challenges of staff on research only contracts.*
PCDI 3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	1. Regularly advertise careers advice services available directly to research staff 2. Provide documentation on research staff career pathways. 3. Facilitate external mentorship with researchers who have pursued non-academic careers	1. Highlight careers service to researchers each quarter, with a minimum of one consultation taking place. 2. Publish two case studies per annum detailing career development of researchers in academic and non-academic career paths 3. Broker two mentor/mentee relationships per year	Dec-22	Head of Leadership & Talent Management	1-3. The full CareersBU service has continued to be available to research staff throughout this period including confidential one-to-one appointments. We delivered one panel event open to staff and students in June 2022 called 'Panel on where you can go with a research career and networking' exploring which different paths an academic career can take someone. This included representatives from Industry, research management and third sector organisations.	Continue action.
PCDI 4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	1. Clarify institutional expectation that - in line with the concordat - researchers will have the opportunity to develop their research identify and broader leadership skills	1. The average number of days of training undertaken by researchers to increase from an average of 3.6 (CROS19) to 7.	Dec-22	Head of Leadership & Talent Management	1. The Research Leadership Programme (RLP) which is part of the RKEDF provides academics with skills and knowledge to plan and deliver research projects, and to get the best out of research teams. It follows on from a successful pilot conducted in 2019/20. With Research England's 'Enhancing Research Culture' funds, the RLP was re-activated in 2022 and delivered in hybrid format with online modules and face-to-face learning sets. The RLP is organised into three cohorts to support different needs - from research staff at the beginning of their research journeys to those who are experienced research leaders and line managers of researchers. The programme was designed to help participants develop the necessary knowledge and skills to lead teams to successfully deliver research projects to provide an understanding of effective team leadership and team working within a research context in order to be able to devise strategies to get the best out of teams in the challenging environment of research and to equip researchers with an understanding of their strengths and limitations in order to be confident in developing their leadership skills in line with their career stage and future aspirations. The RSA, institutional BU ECR Network and British Academy ECR Network also provide the opportunity for researchers to meet with their peers regularly helping researchers to develop their research identity amongst their peers . However, in CEDARS 2023, The average number of days training undertaken by researchers has gone down. (It is impossible to calculate this statistically as the grouping of answers range from no days, less than 1 days 5-9 days etc.) What we can say is that 50% of researchers had between none to 2 days training. Only 9% had 10 of more days training. (The majority of researchers had between 1-2 days training 29%). In further information several researchers on externally funded fixed term contracts explained there was no provision for them to attend training in the grant.	Continue action in an updated form. *Embed in grant preparation process that bids include funding/time for researcher training (where applicable) and that managers inform researchers of this provision.*
PCDI 5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	1. Offer workshops on how to change career paths between academia and other industries. 2. Facilitate external mentorships with researchers who have pursued non-academic careers.	1. Offer two workshops per year on how to develop your career as a researcher within and beyond academia. 2. Broker two mentor/mentee relationships per year.	Dec-21	Careers Service (Careers Adviser) and Doctoral College (DC Programme Manager)	1. The full CareersBU service has continued to be available to research staff throughout this period including confidential one-to-one appointments. We delivered one panel event open to staff and students in June 2022 called 'Panel on where you can go with a research career and networking' exploring which different paths an academic career can take someone. This included representatives from Industry, research management and third sector organisations. 2. Still to progress.	Continue action.
PCDI 6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	1. Identify how existing central data sources / systems can monitor and report on this action 2. Run an annual focus groups with researchers, and with managers, to explore the extent of engagement and barriers to progress	1. Production of an annual report of centrally collated information to be presented at the RCSG to inform future action planning 2. Report thematic analysis of focus groups to RCSG to inform future action planning	Dec-21	Head of Leadership & Talent Management	1-2. Awaiting systems upgrades to enable us to collate this data.	Continue action.
Managers of researchers must:							
PCD M1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	1. Line managers to ensure that they undertake annual formal appraisal an interim appraisal with researchers that include discussion around career development. 2. Line managers of researchers to have undertaken relevant internal training on how to support/enable the career development of researchers. 3. URPPC to discuss on an annual basis to review progress of the development of researcher careers and agree actions to promote cross-institutional culture change.	1. 75% of researchers to have received an appraisal (up from 32% in CROS19) and over 80% to have found it useful (up from 67% in CROS2019). 2. 100% of line managers to have been offered relevant training. 3. URPPC to review progress on an annual basis and agree actions on how cultural change can be accelerated.	Sep-22	HoDs/line managers of researchers	1. CEDARS 2023 85% (127 staff) of staff have participated in an appraisal in last 2 years. 52% of these staff felt that this was useful/very useful. Of those who had not participated in an appraisal (15% - 22 people) - 56%(14) of them had only just been appointed or were not eligible. Career aspirations of researchers 56% (69 out of 125 people) felt their manager supported them in their broader career aspirations 63% (79 out of 125 people) felt that their manager supported them in developing their career identity. 2. All line managers have been advised of training. 3. Principle discussed and promoted annually at URPPC.	Continue action in an updated form. *OD will develop materials for managers based on the principles of the Concordat the address the specific challenges of staff on research only contracts.*
PCD M2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	1. Line managers to ensure that researchers are aware of the mentor allocated to them and ensure it is an active relationship. 2. Ensure that researchers access the central careers guidance available to them.	1. See a rise in the number of researchers meeting a mentor, from 8% (CROS19) to 50%. 2. See an annual increase in the number of researchers accessing the careers service by 10% each year.	Jul-23	HoDs/line managers of researchers	1. CEDARS 2023 48% of staff said they had a mentor (72 out of 149 responses). 83%(124) of staff with a mentor reported that this was beneficial 38%(28) or very beneficial 45% (33). Staff reported that in addition to their official mentor many were benefiting from other senior colleagues, former supervisors, across the campus and external mentors. Mentors have been useful for encouraging ECRs to go for grants/for new jobs and for sharing contacts/helping them to network. 2. The Careers Service is awaiting a systems upgrade to monitor the number of research staff engaging more effectively.	Continue action.
PCD M3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	1. All line managers of researchers to ensure researchers are empowered to spend 10 days per year on professional development, as a minimum. Activities to include time (e.g. through the RKEDF, work experience or external training opportunities. Time, for example, to write publications, should not be included within this allocation.	1. The average number of days of training undertaken by researchers to increase from an average of 3.6 (CROS19) to 7.	Dec-23	HoDs/line managers of researchers	1. CEDARS 2023 The average number of days training undertaken by researchers has gone down. (It is impossible to calculate this statistically as the grouping of answers range from no days, less than 1 days 5-9 days etc.) What we can say is that 50% of researchers had between none to 2 days training. Only 9% had 10 of more days training. (The majority of researchers had between 1-2 days training 29%). The only other thing of note is that this question was answered by 157 people and we know that only 23+ of those who answered were post doc researchers. The majority were mid-career or senior academics some of whom said they had little time for training). In further information several researchers on externally funded fixed term contracts explained there was no provision for them to attend training in the grant.	Continue action in an updated form. *Embed in grant preparation process that bids include funding/time for researcher training (where applicable) and that managers inform researchers of this provision.*

HREiR Action plan template (2021-2023)

Ref	Description	Action	Success measure	Date	Responsible	Progress	Future action
PCD M4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	1. All line managers of researchers to empower their staff to develop their research identity/leadership skills through activities including writing publications, convening academic events (such departmental seminars) etc., as part of their day-to-day duties outside of their formal professional development allocation.	1. The RSA to report quarterly to the RCSG feedback on the extent to researchers are empowered to do this at a local level. 2. See a rise in the number of researchers meeting a mentor, from 8% (CROS19) to 50%.	Dec-23	HoDs/line managers of researchers	1. CEDARS 2023 - 33% of staff (43 out of 132) said that they had time to develop their research identity. 2. All research staff have been allocated a mentor. However, our qualitative research demonstrates that there is considerable variability with regards to the efficacy of this allocation.	Continue action in an updated form. *Managers to ensure that researchers are included in a research centre and given the opportunity to present their research.*
PCD M5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	1. All academic line managers to undertake appropriate training 2. Include performance management and development in both leadership and management development.	1. CEDARS survey to report that 60% of academic staff have undertaken BU leadership programmes (up from 45% in CROS19).	Dec-23	HoDs/line managers of researchers	1. See PCDI4. CEDARS 2023 indicates that despite no specific question on BU leadership programmes, 25 managers who answered these questions 96% reported being confident or fully confident in managing appraisal/development reviews. 100% confident in providing effective feedback to staff. 76% were confident in dealing with poor performance - 20 not very confident. Actively supporting staff towards their career aspirations 92% felt confident, 8% not very confident.	
Researchers must:							
PCD R1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	1. Researchers to engage positively with their professional development	1. The average number of days of training undertaken by researchers to increase from an average of 3.6 (CROS19) to 7. 2. See a rise in the number of researchers meeting a mentor, from 8% (CROS19) to 50%.	Jul-22	Researchers	1. See PCDM3.	Continue action.
PCD R2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	1. Researchers to engage positively with opportunities to develop a range of future employment options	1. See a rise in the number of researchers meeting a mentor, from 8% (CROS19) to 50%. 2. Establish a mechanisms for recording the number of researchers engaging with the careers service and secure a growth in this number.	Jul-22	Researchers	1. See PCDM2. 2. See PCDM2.	Continue action.
PCD R3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	1. Researchers to ensure they develop and maintain a PPDP as part of their annual appraisal process.	1. 75% of researchers to report in the annual institutional survey/CEDARS that they have a PPDP.	Jul-22	Researchers	1. CEDARS 2023 indicated that 62% (82 out of 132) had a formal record of continuing professional development activities.	Continue action.
PCD R4	Positively engage in career development reviews with their managers	1. Researchers to positively engagement in career development reviews with their managers.	1. As above	Jul-22	Researchers	1. CEDARS 2023 No specific question on how well researchers engage with their performance reviews but 69% (86 out of 125) agreed that their immediate manager provides clear, constructive and timely feedback on their performance. (So it appears that the review is helpful and that they engaged with it).	Continue action in an updated form. *OD to develop check lists for researchers with their responsibilities and the responsibilities of their manager in working according to the Concordat will contribute to career development reviews.*
PCD R5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	1. Researchers to take responsibility for developing their research identity and leadership skills	1. 90% of respondents to CROS to report that they have taken ownership of their career development (up from 86% in CROS19) 2. 50% of respondents to CROS to report that they have undertaken leadership training (up from 14% in 2019)	Jul-22	Researchers	1. CEDARS 2023 no question on taking control of careers. Leadership training 64% (16 out of 25) reported that they had done leadership training, 24% (6 out of 25) said they would like to.	Continue action.
PCD R6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	1. Researchers to take responsibilities for developing their experience of the wider research experience	1. See an increase the number of researchers reporting they have undertaken training across the research system (up from an average of 23% in CROS19 to 50%).	Jul-22	Researchers	1. See PCDM3. British Academy ECR Network provides the opportunity for researchers to meet with their peers across the south west of England and develop awareness of the wider research system with sessions on topical issues such as open research and reproducibility. Research staff are able to attend RKEDF sessions which include a suit of sessions on engaging with parliament, developing the impact of your research and public engagement with research. We also hold regular small public engagement with research events at a local venue called 'Cafe Scientifique' geared to help staff develop their public engagement with research skills	Continue action.

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on t