

Bournemouth University

Review of action plan 2013-17 – implementation of the Concordat to Support the Career Development of Researchers¹

Abbreviations:

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| ACF | ACF | RCSG | Research Concordat Steering Group |
| BU | Bournemouth University | RDF | Vitae's Researcher Development Framework |
| DDRPP | Deputy Dean – Research and Professional Practice | RKEO | Research and Knowledge Exchange Office |
| FRKEC | Faculty Research and Knowledge Exchange Committee | RKEDF | RKE Development Framework |
| HR | Human Resources | RSA | Research Staff Association |
| KE | Knowledge exchange | UET | University Executive Team |
| OD | Organisational Development | ULT | University Leadership Team |
| PGR | Postgraduate researcher | UREC | University Research Ethics Committee |
| PVC | Pro Vice Chancellor | URKEC | University Research and Knowledge Exchange Committee |

Table 1 – Bournemouth University's progress with implementing the Research Concordat: progress against original 2013-17 action plan and revised 2015-17 action plan:

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
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| General | <i>Enhancing engagement between research staff and their line managers and the Concordat/BU's action plan</i> | We have increased awareness among research staff of the Concordat and action plan from 10% in 2012 to 46% in 2014 (CROS13 sector average was 37%), and we have strengthened our recording of, and communication channels with, research staff, for example via the new BU RSA (see section B.2.1b), the new HR system (see section A.1.0), running CROS and PIRLS for the first time in 2013, and running our biannual internal surveys (research staff and their line managers). The Concordat and action plan are profiled on our external website and BU Research Blog, and updates are regularly communicated across the University. | <p>Action GEN1: To hold an annual Concordat-themed event open to research staff and their line managers to talk about the action plan and generate feedback and future ideas.</p> <p>Target date and success measure(s): first event to be held in autumn 2015.</p> <p>Owner: RCSG</p> | <p>GEN1: IN PROGRESS: The proposed event was discussed at RCSG and with research staff and their line managers. The plan was to run this as part of the announcement of the outcome of the ACF phase 2 project, however, this has been unavoidably delayed (see Action A.1.2). In the meantime, the objective of this action has been achieved via regular dialogue with research staff and their line managers who have stated they wish to continue to have regular meetings, linked to the RSA, to review and update the action log. One of the positives highlighted during the focus groups in 2016 was how willing BU is to engage research staff in discussion, particularly with the action plan.</p> |
| PRINCIPLE 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research | | | | |
| A.1.0 | <i>Principle 1 – general actions</i> | <p><i>1.0a Action (2012) – the University doesn't currently have a specific code of practice for the employment and career development of research staff and it is recognised that this would be beneficial. A code, with the Concordat embedded within it, will be developed in 2012-13 and communicated throughout the University. Staff researchers will be involved in the development of this code of practice.</i></p> <ul style="list-style-type: none"> We developed and launched a Code of | <p>Action A.1.0a: To review the content and the use and promotion of the Code of Practice for the Employment and Development of Research Staff.</p> <p>Target date and success measure(s): the Code will be reviewed in autumn 2015</p> | <p>A.1.0a: COMPLETE: The Code of Practice was reviewed by RCSG in August. A number of minor edits were made and the revised document was published in September 2015. This has now moved to business as usual.</p> |

¹ Please note this does not include the original gap analysis (2012). This can be found here: <https://research.bournemouth.ac.uk/wp-content/uploads/2013/11/BU-EC-HREIR-badge-gap-analysis-and-action-plan-FINAL.pdf>

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| | | <p>Practice for the Employment and Development of Research Staff in October 2014. The code provides guidance on the University's expectations for the recruitment, support, management and development of research staff in line with the Concordat to Support the Career Development of Researchers (2008) and the European Charter for Researchers (2005). It is relevant to research staff and their managers as well as to BU staff in general. It was produced by the RCSG. It has been sent to all research staff and their line managers, and it is sent to all new research staff (and their line managers) when they join BU. The survey of the line managers of research staff indicated that 100% of respondents were aware of the Code.</p> <p><i>1.0b Action (2012) – for the University to find ways of improving its database to maintain accurate and current data on staff researchers and their line managers. It is often difficult to identify researchers and their line managers and to obtain an accurate picture of the cohort overall. Providing accurate information means departments will be able to communicate effectively with researchers.</i></p> <ul style="list-style-type: none"> We launched a new HR/payroll system in April 2014 and we are now able to capture accurate information on research staff and their line managers. We are maintaining a research staff email group to improve communications with research staff. | <p>and annually thereafter. We will seek feedback from research staff and their line managers as part of this process.</p> <p>Owner: RCSG</p> <p>Action A.1.0b: To ensure the research staff email group is maintained.</p> <p>Target date and success measure(s): the email group will be updated on a quarterly basis based on data from HR.</p> <p>Owner: RKEO</p> | <p>A.1.0b: COMPLETE: The email group is updated monthly in response to the starters and leavers information provided by HR. An accurate list of research staff and their line managers is now maintained by RKEO. Awareness of this list could be improved.</p> |
| A.1.1 | <i>Members of the research community understand researchers are chosen for their ability to advance research at an institution.</i> | All selection panels must be chaired by someone who has undertaken our mandatory recruitment and selection training, which covers selecting the best candidate for the post and employment law. All line managers are also required to undertake this training prior to being involved in the recruitment and selection procedure. It is normal practice and strongly encouraged for other panel members to undertake the training. This training is regularly delivered by HR who keep the training under review in light of legislative and internal changes and good practice from the sector. | | |
| A.1.2 | <i>Recruitment and selection procedures should be informative, transparent and open to all qualified</i> | <i>1.2a Action (2012) – to improve the standard job descriptions for researcher posts, evaluated by Human Resources and Organisational Development via the Hay job evaluation scheme, and to train research</i> | Action A.1.2: Phase 2 of the ACF project will seek to review the career framework including the standard job | A.1.2: IN PROGRESS: The Embedding Fusion initiative aims to ensure that all relevant processes and initiatives that relate to the ACF are aligned to Fusion and to ensure that there are appropriate means to recognise and reward the range of academic contributions. This a large |

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| | <i>applicants regardless of background.</i> | <p>administrators to advise principal investigators and academic managers how to use these as appropriate.</p> <ul style="list-style-type: none"> This has been delayed slightly by Phase 1 of the ACF project. HR and RKEO reviewed the standard research staff job descriptions in 2013-14. Updated generic job descriptions will be agreed as part of phase 2 of the ACF project. <p>1.2b Action (2012) – to further develop the 'Working for BU' area of the website to incorporate information on life at BU, pay, reward and benefits, and promotional opportunities.</p> <ul style="list-style-type: none"> We have made these developments to the 'Working for BU' part of the website. This went live in 2013 and includes a wide selection of staff videos including videos of some of our researchers. | <p>descriptions, person specifications, pay and grading for research staff posts. The RCSG will have the opportunity to feed into this review. Once ratified, development opportunities will be reviewed, refreshed and aligned to the Framework/Fusion to assist staff in advancing their careers.</p> <p>Target date and success measure(s): Date yet to be confirmed however the aim is for it to be approved by autumn 2015 during the 2015/16 academic year</p> <p>Owner: HR</p> | <p>organisational initiative which is being implemented in stages, commencing with Lecturing staff and most recently Hourly Paid Lecturers. Work has already commenced on creating standardised job descriptions for research staff which have been reviewed by the RCSG and HR and are due to be discussed at the next RCSG meeting in 2017. Once approved at the University leadership level, they will form the basis for a broader exercise to also consider contractual terms and conditions, which may, depending on the scope / changes involve negotiations with both trade unions. The aim is to complete the research exercise in 2017 – this is later than planned but progress has been impacted by the earlier stages.</p> |
| A.1.3 | <i>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</i> | <p>Work Force Planning has now been implemented by the University. This requires management teams to regularly consider and scrutinise their staffing requirements for current and future years. Part of this process is to review the use of fixed-term contracts in their business functions. Work Force Planning is a tool used to support the appropriate usage of fixed term contracts.</p> | <p>Action A.1.3: To review the BU Code of Practice – Use of Fixed-Term Contracts and monitor its implementation.</p> <p>Target date and success measure(s): To review the policy and the proportion of staff on fixed-term contracts commencing autumn 2015.</p> <p>Owner: HR</p> | <p>Action A.1.3: COMPLETE: The BU Code of Practice – Use of Fixed-Term Contracts was reviewed in 2016 and assessed as still legally compliant and appropriate. However it was identified that procedural documentation (implemented Summer 2016) and Guidance for Recruiting Staff to Projects for managers (implemented Autumn 2016) was required to assist in the correct and appropriate implementation of the main provisions of the Code of Practice – namely minimising the use of fixed term contracts of employment where possible and to offer security and continuity of employment by the use of established contracts. The University regularly reviews the proportion of staff, including researchers, on fixed-term contracts, in a number of ways including monthly Fixed Term Contract reports which are provided to and reviewed with Faculties, quarterly Work Force Planning reports at ULT/UET/Board level and Annual Equal Pay Review (which analyses the workforce composition and impact on pay). Currently 67% (37 employees) of research staff including KTP Associates (total 55 employees) are on fixed-term contracts due to of short-term funding (74% national average CROS 15). To add some context, the University has 223 employees on fixed term contracts across all staff categories. An annual report of the analysis of research staff on Fixed Term Contracts is due to be discussed at the next RCSG meeting in 2017</p> <p>The use of fixed-term contracts and alternative contracting arrangements was discussed during the research staff focus groups in 2016. Whilst acknowledging some frustration at being employed on a temporary basis, research staff on fixed-term contracts understood the rationale for their temporary nature. Alternatives were discussed, such as established</p> |

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| | | | | contracts even for time-limited projects, however the research staff felt this could be perceived as "dishonest" if it was likely they could be at risk of redundancy at the end of the project's funding anyway. Their preference was to be kept on fixed-term contracts providing they were kept fully informed about the length of the contract at all times and to be given sufficient notice of any changes. |
| A.1.4 | <i>Recruitment and progression panels should reflect diversity as well as a range of experience and expertise. Recruitment and promotion panels should have received relevant recent training.</i> | <p><i>1.4a Action (2012) - BU has not previously submitted to PIRLS and plans to do so in 2013. Data collected will be used to assess current training available to principal investigators.</i></p> <ul style="list-style-type: none"> • BU took part in PIRLS 13. Further details are available in Sections B.2.3 and F.7.2. <p><i>1.4b Action (2012) – where possible the University attempts to include representatives from both genders on selection panels however this is an area which could be more proactively monitored and developed. And</i></p> <p><i>1.4c Action (2012) – BU will raise awareness with line managers of the importance of panel diversity and the benefits to recruitment and selection.</i></p> <ul style="list-style-type: none"> • HR have updated the recruitment procedures and the recruitment skills training for line managers by incorporating information on the importance of panel diversity and the benefits to recruitment and selection. | <p>Action A.1.4a: Once the Core eRecruitment module is implemented then we will undertake monitoring to ensure interview panels reflect diversity and experience/expertise.</p> <p>Target date and success measure(s): To instigate regular monitoring by Spring 2016 – delayed as eRecruitment yet to be confirmed for implementation</p> <p>Owner: HR</p> <p>Action A.1.4b: The mandatory recruitment and selection training will be updated to include reference to giving due consideration to the wider skill set of researchers including transferable skills and attributes. The aim is to ensure that researchers are given the best opportunity to advance their career.</p> <p>Target date and success measure(s): To be implemented by April 2015</p> <p>Owner: HR</p> | <p>CROS 15 data indicates that 100% of researchers felt they received all of the necessary information regarding the role to which they were applying as part of the recruitment process.</p> <p>A.1.4a: IN PROGRESS. A Project Brief for the configuration and implementation of several Core modules including e-Recruitment was endorsed by the BU IT Development Board in November 2016. A detailed plan including a systems roadmap identifying key deliverables, costings and benefits is due to be submitted to the Board in January/February 2017 with the aim of obtaining final approval and budget to proceed – implementation of the module will take approximately 9 months due to the requirement for a whole system upgrade in the first instance. E-Recruitment will provide the ability to monitor and report on interview panel composition.</p> <p>COMPLETE. Our Recruitment & Selection Procedures now state the requirement for interview panels to have a gender balance and HR manually check this requirement. Further this action has been embedded across the institution largely as a result of our action plan for Athena SWAN.</p> <p>A.1.4b: COMPLETE: This was actioned in early 2015.</p> |

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| A.1.5 | <i>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.</i> | Pay and grading for academic staff was reviewed in 2014 a part of phase 1 of the ACF project. Changes were made to two of the pay grades as a result of this in autumn 2014. Pay and grading for research staff will be reviewed as part of phase 2 of the ACF project in 2015. | Complete. This has been incorporated into action A.1.2. | |
| 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 | | | | |
| B.2.1 | <i>Employers should 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.</i> | <p>2.1 Action (2012) – 30% of current researchers reported feeling undervalued by the University, and 40% felt that how the University values researchers depends on a number of factors including how the School values researchers, how the researcher's post was funded (with researchers funded by external sources being perceived as more valued than internally funded researchers), contractual status (i.e. established, fixed-term or casual) and whether the researcher undertook other duties such as teaching. The University will review current and new ways of engaging with researchers as a group to optimise development and engagement and to provide a forum for researchers to express their views. Work will also be undertaken with other colleagues to ensure thorough understanding of the value of researchers to undertaking high quality research, building a strong research environment, and achieving the goals of the institution. This work is core to BU2018.</p> <ul style="list-style-type: none"> • BU has established the RSA, led by research staff, which provides research staff with a forum to discuss issues linked to the implementation of the Concordat and being a researcher at BU. The first meeting took place in October 2014. • Our 2014 internal survey of research staff showed that 54% thought that they are not recognised or valued by the University. The same question was put to line managers of research staff (also in 2014), the majority of whom were unsure whether the University recognised and valued research staff. Feedback from both surveys was similar with research staff roles and responsibilities, career progression and promotion opportunities, and contractual status all highlighted as concerns. Phase 2 of the ACF project will be reviewing these areas as a | <p>See Actions A.1.2 and B.2.6a.</p> <p>Action B.2.1a: Phase 2 of the ACF project will seek to review the contractual status of research staff. The RCSG will have the opportunity to feed into this review.</p> <p>Target date and success measure(s): Date yet to be confirmed however the aim is for it to be approved by Autumn 2015 during 2015/16 academic year</p> <p>Owner: HR</p> <p>Action B.2.1b: To ensure the RSA meets regularly and that views are shared with URKEC and RCSG.</p> <p>Target date and success measure(s): Termly meetings to be taking place from Spring 2015. To increase attendance at RSA meetings to 20% of research staff by Summer 2015.</p> <p>Owner: RSA chairs</p> <p>Action B.2.1c: To create a dedicated area on the BU Research Blog for the RSA and to ensure this is kept up</p> | <p>B.2.1a: IN PROGRESS: As per Action A.1.2.</p> <p>B.2.1b: COMPLETE: The inaugural RSA meeting was in October 2014; it now meets bimonthly. Regular updates are provided to URKEC and RCSG. The RSA meetings are currently held as coffee mornings, each with a theme that resonates with the work of research staff (e.g. research funding, ethics, etc.). To encourage participation, meetings are hosted by the recently appointed Faculty research staff reps and held in the Faculties. Approximately 15 staff attend each meeting (c. 38% research staff against a target of 20%).</p> <p>B.2.1c: COMPLETE: A webpage dedicated to the BU RSA has been set up on the BU Research Blog: http://blogs.bournemouth.ac.uk/research/researcher-toolbox/bu-research-staff-association/. The Research Staff webpage was updated</p> |

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| | | <p>priority in 2015.</p> <ul style="list-style-type: none"> One of the main concerns that has arisen through internal discussions as well as through the surveys undertaken with research staff and their line managers regards the contractual status of research staff at BU; as standard they are employed on Professional and Support Staff, rather than Academic, contracts. This is being reviewed alongside the role of research staff and their career promotion as part of the ACF project (A.1.2). | <p>to date.</p> <p>Target date and success measure(s): To populate the first draft of the webpages by Spring 2015. To promote these pages and monitor traffic with the aim of showing an increase in internal use of the pages.</p> <p>Owner: RKEO and RSA chairs</p> | <p>(http://blogs.bournemouth.ac.uk/research/researcher-toolbox/researcher-development/) and a section on careers guidance for research staff was added (http://blogs.bournemouth.ac.uk/research/researcher-toolbox/researcher-development/careers-guidance-for-research-staff/). We continue to monitor engagement with the page to ensure the information is current and of use to research staff. Focus group feedback in 2016 indicated that research staff find these pages useful and suggestions have been provided for how to improve them.</p> |
| B.2.2 | <i>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 Regulations</i> | <p>2.2 Action (2012) – A small proportion of the current University researchers surveyed raised concerns that prior to being given fixed-term contracts they were employed on full-time hours for significant periods of time on casual, hourly paid contracts (in one case this was a succession of short-term contracts for a combined period of c. two years). The University will review the use of casual, hourly paid contracts and provide clearer advice and guidance to line managers on how this can and should be used. The University recognised that its overhead model and focus on the recovery of full economic costs often drives non-desirable behaviour in this area, something which it is actively reviewing. In addition, a review of researchers currently on casual, hourly paid contracts will be undertaken to ascertain whether this practice is still ongoing and appropriate action will be taken.</p> <ul style="list-style-type: none"> A review of all PTHP, casual and fixed-term contracts was undertaken in 2013-14 and amendments are being made to the appointment documentation and procedures to ensure appropriate usage and monitoring of these contract types. RKEO regularly reviews costing and pricing policies, and this includes how research staff time is costed into projects. A non-fEC cost model has been developed that is being trialled with our KE units that have 'fast track status'. This trial started in March 2014 and is running for 12 months. If this is successful then it may be rolled out to other contract research/KE projects. The non-fEC model calculates overheads as a proportion of salary dependent on pay grade, regardless of job role. | <p>See Action A.1.3.</p> <p>Action B.2.2: To review the impact on employment contracts as part of the 'fast track' project.</p> <p>Target date and success measure(s): To conduct the first review as part of the fast track audit in Spring 2015 with the aim of showing a decrease in the number of casual contracts and an increase in fixed-term/permanent contracts.</p> <p>Owner: RKEO</p> | <p>B.2.2: COMPLETE: Audits of the 'fast track' scheme took place in 2015 and 2016, however, it was found that the research and KE teams with 'fast track' status aren't employing hourly paid research staff. Most of the activities are consultancy or short courses and are resourced by existing staff, specialist external consultants or, on occasion, temporary technical or field assistants on a one-off basis. As such, this is no longer considered an appropriate means of reviewing how short-term contracts are used for researchers and this will form part of the regular review undertaken by HR (see Action A.1.3).</p> |

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| B.2.3 | <p><i>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 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.</i></p> | <p>The leadership courses offered by OD have been refreshed to include programmes designed and run inhouse (for example Leadership and Management Essentials; Inspiring Leaders Programme; Associate Professors Programme) as well as programmes offered via the Leadership Foundation for Higher Education accessed either externally or internally (for example Leading Academic Departments; Preparing for Senior Strategic Leadership, Strategic Leadership Programme). Staff express an interest in attending these, and/or are recommended by their line managers. The value of participating in these programmes is extended and supported with provision of individual coaching sessions using coaches from the University's external coaching bank. In this way, leadership and (team) management- related issues specific to each individual can be addressed and reviewed confidentially. 36 academic staff (five of whom are known to be line managers of research staff) undertook leadership programmes in 2013/14, with one other such member of staff attending BU's new Foundation Programme in Coaching and Mentoring Practice.</p> <p>A number of HR development sessions are held throughout the year covering topics such as dignity in the workplace, managing conflict, recruitment and selection, setting and reviewing appraisal objectives, and personal and professional development planning. All staff, including academic research managers and research staff, have access to two online resources to support leadership development (Good Practice Toolkit for all Leaders and Epigeum University Leadership and Management). RKEO regularly promote Vitae's Leadership Development for Principal Investigators. Responses to the survey of line managers of research staff indicated that 50% of line managers are using the Good Practice Toolkit regularly, but are not using the Epigeum module or the Vitae resources.</p> <p>Responses to PIRLS13 and our internal survey of line managers of research staff indicated that line managers of research staff felt confident with all performance management tasks, with the exception of providing careers advice and promotion opportunities. This latter point may relate to the review referred to in action B.2.1a.</p> <p>Development sessions for staff will be run to support</p> | <p>See action C.3.1.</p> <p>Action B.2.3a: To continue to build this sub-principle into the leadership programmes.</p> <p>Target date and success measure(s): ongoing, however, the programmes are reviewed on an annual basis</p> <p>Owner: OD</p> <p>Action B.2.3b: To improve promotion of the leadership development programmes, for example by proactively targeting appropriate research leaders and managers and encouraging them to participate.</p> <p>Target date and success measure(s): ongoing, however, the programmes (including their promotion) are reviewed on an annual basis. Success measures will include:</p> <ul style="list-style-type: none"> - the effectiveness of the programmes evaluated with positive feedback and ideas for improvement addressed; - individual programmes of coaching evaluated with positive feedback received; - responses to internal research staff/research line manager surveys positive and/or improved in relevant areas; - overall annual staff survey results improved year-on-year in relevant areas. | <p>B.2.3a and B.2.3b: IN PROGRESS:</p> <p>Leadership development: In 2014-15, 18% of the line managers of research staff participated in leadership development programmes and were supported by coaching sessions with a coach from the BU external coaching bank. Two are undertaking the LFHE 'Preparing for Senior Strategic Leadership' Programme that includes a 360 degree feedback process and is being run inhouse, with two others attending the LFHE 'Leading Departments' programme offered externally.</p> <p>In 2015-16, one research line manager will be taking part in an inhouse leadership development programme; another is a participant on the BU Foundation Programme in Coaching and Mentoring Practice (FPCMP) and one has recently been promoted to Professor. A programme of academic leadership development is currently being planned and will shortly be promoted. Research line manager engagement with this Programme will be reported in the next action plan update by which time the new cohorts will be underway.</p> <p>The Academic Leadership Programme (ALP) launched in January 2016. Module A of the Programme covers: leading and managing talent and potential; managing performance; and, succession planning. Other elements include support for developing academic careers. The ALP aims to give participants the knowledge, skills and motivation to effect change within their own spheres of control. Launched in 2016, seven research staff line managers (28%) are currently participating in the ALP.</p> <p>Development to support implementation of the revised ACF (ACF): a <u>programme of development</u> has been scoped and almost all elements are now being delivered, for example, to support staff moving between grades 6 and 10+. Going forward, and once the model itself has been finalised, it will incorporate development sessions to support effective implementation of the BU Workload Planning Model, launched in 2016.</p> <p>A career development planning resource has now been developed through a series of focus groups and workshops with a cross section of the academic community. Its aim is to assist academic staff in developing their academic identities and careers within the context of the ACF and career outputs matrix and in the medium to long term, e.g. 3 – 5 years. A session to support the use of these resources by research line managers is proposed (see C.3.3a below) but not until the review of terms and conditions and career development pathways for research staff has concluded.</p> <p>The Academic Career Development resources are freely available on the Staff Intranet, with feedback sought from staff who use them for their own purposes, or with others. The resources will be diversified and expanded as their usage gathers pace and staff feedback about their scope and usefulness.</p> |

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| | | implementation of the revised ACF. A further series of sessions will be organised following completion of Phase 2 of the review (see action B.2.1a). | <p>Owner: OD</p> <p>Action B.2.3c: To raise awareness of the online resources by increasing internal promotion and improving signposting. To investigate whether more sophisticated tracking of engagement with the online resources is possible.</p> <p>Target date and success measure(s): To set up a regular series of blog posts advertising the online resources and to ensure the Project Officers in RKEO are signposting Pls to these resources as part of the project set up and post-award process. To liaise with the Graduate School and external suppliers about improved tracking. To be completed by summer 2015.</p> <p>Owner: RKEO</p> | <p>During the focus groups, both research staff and their line managers spoke of the importance of the role of the line manager and how instrumental this is in the support and development of the researcher. Some research staff highlighted examples of good practice displayed by their line managers and were able to articulate how this had helped them with the careers. However it was clear this wasn't the same across the board and the research staff agreed that a clarification of the line manager role and a more uniform approach as to how best to manage researchers would be beneficial.</p> <p>B.2.3c: COMPLETE: Resources are regularly promoted via the Research Blog and Project Officers in RKEO are signposting Pls to these resources as part of the project packs which are disseminated to Pls at the start of significant projects. Officers are also highlighting resources available to researchers in Faculty meetings (from Autumn 2015). We have collaborated with Research Support staff from Nottingham, Glasgow and Surrey to produce summary documents of various online researcher tools with a view to be published on the Research Blog in autumn 2016. The Vitae resources for Pls have been shared with all academic and research staff. It is standard practice for Epigeum modules to be sign-posted in all training delivered by RKEO such as supervisory training, PGR induction and RKE Development Framework sessions.</p> <p>Improved tracking for the Epigeum modules was investigated in 2015 (currently only tracks completions, not engagements) but unfortunately this was not possible at the time. In 2016 we released a new version of the Epigeum Ethics modules which includes enhancements such as better provision for visually impaired users. Customisation of the modules to reflect and promote BU specific practices is now possible and we propose to apply improvements during 2017.</p> <p>Resource issues have delayed the Ethics Roadshow but it is proposed this take place in the spring/summer of 2017 following a full review of current ethics processes; this review includes implementation of a wide range of changes to the online system and resources.</p> |
| B.2.4 | <i>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</i> | <p>2.4 Action (2012) – production of central advice and guidance on how to manage this situation to ensure consistency and fairness to all researchers on fixed-term contracts.</p> <ul style="list-style-type: none"> This work has yet to commence, however, the University has standard guidelines on the appropriate use of fixed term contracts and a University Code of Practice – Redundancy which ensure fair and consistent procedure. | <p>Action B.2.4: To produce a University-wide bridging fund policy and procedures to ensure fairness and consistency for research staff between grants/contracts.</p> <p>Target date and success measure(s): To have produced and had approved a policy by Summer 2015.</p> | <p>B.2.4: COMPLETE: The bridging fund scheme has been produced and was ratified by URKEC in May 2015. £20k is set aside annually in RKEO's budget. Equality impact assessment has been completed and the scheme was launched in August 2015. Six applications have been made to the fund to date; three were awarded. Feedback from research staff and line managers regarding the fund has been wholly positive.</p> |

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|---------|---|--|--|--|
| | <i>resources allow.</i> | | Owner: RKEO (primary) and HR (secondary) | |
| B.2.5 | <i>Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally.</i> | Pay progression for all staff is transparent and in accordance with the JNCHES National Pay Framework Agreement. Pay progression guidelines, including clear criteria for progression, are available to all staff on the University's I-drive: I:\Personnel\Public\Pay Progression . | The review of this action has been incorporated into action B.2.1a. | |
| B.2.6 | <i>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.</i> | <p>2.6 Action (2012) – to develop clear career progression frameworks for researchers and to actively promote these to academic research managers and researchers. To raise awareness of these opportunities via the regular ECR Forum meetings and BU Research Blog.</p> <ul style="list-style-type: none"> As part of phase 1 of the ACF project, new promotion criteria and procedures for academic staff were approved and launched in autumn 2014. The career framework, including the role of research staff and their career promotion, is scheduled to be reviewed in 2015 as part of the phase 2 of the project (A.1.2). | <p>Action B.2.6a: Phase 2 of the ACF project will seek to review promotion and development opportunities for research staff. The RCSG will have the opportunity to feed into this review. Once ratified, development opportunities will be reviewed, refreshed and aligned to the Framework/Fusion to assist staff in progressing their careers.</p> <p>Target date and success measure(s): Date yet to be confirmed however the aim is for it to be approved by Autumn 2015 during 2015/16 academic year</p> <p>Owner: HR</p> <p>Action B.2.6b: To produce and promote case studies on researchers (including research staff and academics) at BU and how their careers have developed.</p> <p>Target date and success measure(s): The first batch of case studies will focus on the ECRs submitted to RAE 2008 and will be available to</p> | <p>B.2.6a: IN PROGRESS: As per Action A.1.2.</p> <p>B.2.6b: COMPLETE: Four case studies of RAE 2008 ECRs were produced. Two were featured in the summer 2015 edition of InsideBU. Other case studies were produced of BU researchers who went on to other careers, including an academic career, a HE management career and a research career in industry. These are available via the Research Blog. In addition, the RKEDF aims to create case studies on an annual basis to gain deeper insights into its impact at all stages of an academic career. RKEO will look to engage academics with their development trajectory by using 'learning logs' over a three year period. The 'learning logs' will be based on Vitae's RDF profile wheel. The timeframe is being agreed, via the BU 'enCourage' group, for members to meet with academics to review their 'logs' and assist with developing case studies.</p> |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---|--|--|---|---|
| | | | all staff from Spring 2015 Owner: RKEO | Subject to RKEDF participation, it is envisaged that there will be at least two case studies of RKEDF interaction per Faculty; one case study from an early career researcher and the other at senior lecturer or above with evidence of submission to three or more externally funded bids, successful or not. This is part of a range of measures being developed in the RKEDF Pathway Assessment Matrix . |
| PRINCIPLE 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment | | | | |
| C.3.1 | <i>Researcher positions in the should be attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions).</i> | <p>In our survey of the line managers of research staff, we found that a third were aware of, and had advised their staff to access, the support available from BU's Careers and Employability Service. However, a third did not advise their staff to access this support and a third were not aware that support was available. Responses to a different question in the same survey revealed that a third of line managers felt unconfident with providing research staff with careers advice and guidance.</p> <p>Our survey of research staff revealed a similar issue in that only a third of respondents were aware of the services available to them to discuss their career development and 54% were not aware of <i>any</i> of the services available.</p> <p><i>3.1a Action (2012) – the University currently puts a dedicated training programme in place for researchers funded via certain grants such as Marie Curie Fellowships. Work will be undertaken to assess the benefits to providing this level of support and development to all researchers.</i></p> <ul style="list-style-type: none"> RKEO has designed and launched the Bournemouth Researcher/ Academic Development scheme (BRAD), based on Vitae's Researcher Development Framework. This is a combination of workshops and online modules. Initial interest in the scheme was strong and c. 30 colleagues attended the launch event. <p><i>3.1b Action (2012) – to implement core staff development and induction programmes, including Associate Professor and Professor Development, research leaders, leadership and management core skills, and establish secondments, work shadowing and volunteering opportunities.</i></p> <ul style="list-style-type: none"> Associate Professors continue to be offered the opportunity to work with an external coach from BU's Coaching Bank resource. In | <p>See Action B.2.3. Action C.3.1: To liaise with the Careers and Employability Service to investigate providing specialist advice to research staff and to improve support provided to line managers of research staff. To ensure these opportunities are promoted sufficiently.</p> <p>Target date and success measure(s): Initial discussions to have taken place by Spring 2016 and a plan of action agreed and taken forward. Aim to increase the proportion of research staff aware of the careers services available to them from 33% to 66% by autumn 2015.</p> <p>Owner: RKEO and Careers and Employability Service</p> | C.3.1: COMPLETE: Dedicated careers guidance resources for research staff were added to the Research Blog in September 2015 (http://blogs.bournemouth.ac.uk/research/researcher-toolbox/researcher-development/careers-guidance-for-research-staff/). Case studies of research staff who went on to pursue different careers were produced and added to the Blog. During the focus groups in 2016, most of the research staff present were aware of the dedicated careers guidance resources and the BU Careers and Employability Service, however, most had not engaged with the support available. This action, as it stands, is complete and the maintenance and promotion of these resources has moved to business as usual. |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|--|--|--|--|
| | | <p>addition, they can choose to participate in Action Learning Sets facilitated by OSD.</p> <ul style="list-style-type: none"> • A series of Leadership Masterclasses has been delivered to pick up themes emerging from the 2013 Leadership Conference and provide opportunities for continuing dialogue around all types of leadership, including academic leadership (the topic of one session led by a high profile speaker/researcher from within the HE sector). • A second Leadership Conference will take place in February 2015. A Leadership and Management Self-Development tool has also been drafted for staff with these responsibilities to use for self-reflection and to promote meaningful dialogue at appraisal. • Greater emphasis is now being placed on the Personal and Professional Development Planning (PPDP) aspect of appraisal prioritising the development of academic identity and career development within a medium to long term 3-5 year period, and in line with revisions to the ACF. Guidelines on work shadowing are now available on the Staff Intranet. The first draft of a secondment policy has been produced but needs further work by HR/OD before implementation. | | |
| C.3.2 | <p><i>A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. All career paths should be valued equally.</i></p> | <p><i>3.2 Action (2012) – for the Graduate School to implement the Researcher Development Framework to all postgraduate taught students from September 2013.</i></p> <ul style="list-style-type: none"> • Complete. This was launched in 2013. | <p>See Action B.2.6.</p> <p>Action C.3.2: To review and strengthen the implementation of the Vitae RDF. To explore how research staff could be involved in the delivery of some of the training sessions for staff and PGRs.</p> <p>Target date and success measure(s): To run a short intensive block of sessions in summer 2015 and for at least 50 academic/research staff to attend at least one session. To have undertaken a thorough</p> | <p>C.3.2: COMPLETE: The block of sessions (BRAD) took place in April 2015 (12 sessions – 103 attendees) with further sessions in June/July 2015 (6 sessions – 34 attendees). In total c. 96 academics/researchers participated in one or more BRAD events during 14-15 (target was 50). The 2015-16 programme was launched in November 2015. A block of sessions took place as part of the launch (five sessions – 38 attendees) with the main block of sessions held in April 2016 (15 sessions – 124 attendees). In total c. 91 academics/researchers participated in one or more BRAD events during 2015-16. This action is complete as BRAD has now been replaced by the Research and Knowledge Exchange Development Framework (RKEDF).</p> <p>The RKEDF was launched in September 2016. This offers a range of opportunities for academics at all career stages to develop their skills, knowledge and capabilities in relation to research and knowledge exchange. It has been implemented in response to the changing external environment, and developed in consultation with academic and research staff. The RKEDF has been based on Vitae's RDF and ensures that it is inter-linked with BU's ACF. It provides a number of pathways grouped around key topic areas. Sessions are either delivered by BU staff with</p> |

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| | | | <p>review of provision by summer 2015 and to launch a full programme to staff and students by autumn 2015.</p> <p>Owner: RKEO and OD</p> | <p>expertise in the topic (which includes research staff) or external facilitators, or comprise online materials which can be accessed at any time. This action is complete and has moved to business as usual.</p> |
| C.3.3 | <p><i>Development of transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets.</i></p> | <p><i>3.3a Action (2012) – to conduct some internal and external research to assess whether holding an annual event for early career researchers, similar to the Vitae 'GRADschool' model, would be beneficial, and to potentially hold the first event in summer 2013.</i></p> <ul style="list-style-type: none"> RKEO investigated interest in March 2013 and no large appetite was determined. However, the outline of this has been developed and designed and it is ready to run as and when required. When meeting in August 2013, the RCSG thought this sounded a worthwhile event and the RKEO will look into whether to run it in future. This is being taken forward as part of the redesign of how the University implements the Vitae researcher development framework in 2014-15 (action C.3.2). <p><i>3.3b Action (2012) – to monitor and further promote the Researcher Development Framework for PGRs, and to establish, monitor and promote the Researcher Development Framework for researchers and academics. To ensure that all training and development opportunities are regularly promoted and easily accessible to researchers through the BU Research Blog.</i></p> <ul style="list-style-type: none"> Vitae's RDF has been embedded in the training programmes available to staff researchers and was launched in 2013. Many of the development opportunities offered to researchers via these frameworks focus on transferable research skills and how these skills can be used in different contexts, including different career pathways. CROS13 data indicated that research staff would prefer a more integrated approach to staff development across BU, a more standardised quality and length of time and the opportunity to undertake more externally-focused events. A review of how the University implements | <p>See Action B.2.6.</p> <p>Action C.3.3a: To review the current training and development provision for line managers of research staff and connect this with the BU Leadership Programmes.</p> <p>Target date and success measure(s): To have completed the review and made the required improvements by Spring 2016</p> <p>Owner: RKEO and OD</p> <p>Action C.3.3b: To coordinate a public engagement event as part of the annual Festival of Learning for researchers (staff and students) to present their work.</p> <p>Target date and success measure(s): To run the first event as part of the Festival</p> | <p>C.3.3a: COMPLETE: Engagement in 2014/15 with leadership development programmes both internal and external can be found against action B.2.3 above. The 2015 CROS and PIRLS survey results suggested that research line managers needed support primarily with mentoring, but also in advising research staff about their career development options and with managing budgets. Reviewing current practice in, and capabilities for, mentoring, as well as developing a pool of academic career mentors (to which research staff would have access), are priority actions for Organisational Development.</p> <p>The enhanced resources marketed to line managers of research staff have been refreshed and are widely available. The BU-wide Development Opportunities 2016/17 document has been published and is available via the staff intranet; this is reviewed and updated regularly. The RKE Development Framework has now been launched and details are available via the staff intranet. Development opportunities around Finance to be picked up by RKEO.</p> <p>OD and RKEO continue to work closely to ensure that resources are refreshed and are widely available and to align development opportunities explicitly with the Academic Career Matrix. In addition, line managers of research staff are considered within the RKEDF, particularly within the 'post-award', 'building a team', and 'returning to academia after a break' pathways. These RKEDF pathways provide workshops and online sessions for financial and project management, how to build a research team, and building resilience, as well as other management-related topics. Research staff line managers were consulted in the development of the framework throughout 2015/16 and the RKEDF was built into Faculty pre-appraisal sessions to ensure that academics could plan their development requirements for the coming year.</p> <p>C.3.3b: COMPLETE: The inaugural Lightning Talks public engagement event took place on 13th July 2015. Eight research staff and one PGR presented their research in a 3-minute thesis style event, open to the public, and profiled their research to c. 25 attendees (who gave an average event score of 8.3/10). This session was led by Dr Genoveva Esteban and Julie Northam. Making this an annual event has been taken forward by the RSA who organised another public engagement event, profiling the work of BU research staff and PGRs, at the Festival of Learning in 2016; they are already working on plans for the 2017 event. Furthermore, RKEO hosted an internal Lightning Talks event in November 2015 (3 academics and 3 research staff presented their</p> |

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|---------|-----------------------|--|---|--|
| | | <p>the Vitae RDF began in summer 2014 and is being overseen by a steering group. Faculty Research Committees are being canvassed for their views about content and provision. The aim is to build on pre-existing development opportunities but to update and refresh this to provide a single programme for staff and PGRs. See Action C.3.2.</p> <p><i>Other activity</i> RKEO launched the Writing Academy programme in 2014 to provide researchers with specialist support as well as the time and space required to write research outputs. Responses to the survey of line managers of research staff indicated that the majority (83%) felt that the volume and quality of the current training and development provision for research staff was sufficient. 67% felt that the volume of training and development opportunities for line managers of research staff was sufficient and 83% felt the quality was sufficient. Feedback suggested that line managers need stronger, more engaging training and development opportunities rather than relying on online resources.</p> <p>We view public engagement as a vital part of being a researcher at BU and we offer and support regular opportunities for researchers to engage in exciting public engagement activities as part of their roles. We have a dedicated KE and Impact team in RKEO, including a full-time Public Engagement Officer who works with researchers to identify exciting public engagement opportunities. In 2014 we supported researchers to undertake public engagement in the science tents at Glastonbury and Bestival festivals as well as at BU's Festival of Learning and Festival of Learning on tour events.</p> <ul style="list-style-type: none"> As per C.3.2 we are currently reviewing our implementation of the Vitae RDF and this includes a review of how we offer training and development to researchers in areas such as communication and professional skills. | <p>of Learning in July 2015, featuring presentations from c. 15 researchers (staff/student) and to attract c. 50 attendees. Aim for this to be an annual event as part of future Festivals.</p> <p>Owner: RKEO and RCSG member</p> <p>Action C.3.3c: To explore the possibility of holding an annual event for research staff to present their work to colleagues, ideally forming part of the existing PGR Conference.</p> <p>Target date and success measure(s): To explore the possibility by spring 2015. If it goes ahead this should feature in the PGR Conference from spring 2016 spring 2017. Aim to have at least ten research staff presenting their work at the event.</p> <p>Owner: RCSG</p> <p>Action C.3.3d: To increase the proportion of research staff and PGRs who undertake public engagement.</p> <p>Target date and success measure(s): To strive for 100% of research staff and BU-funded PGRs to have engaged with at least two public engagement activities by 2018. This will be monitored on an annual basis.</p> <p>Owner: RKEO, Graduate School & RCSG member</p> | <p>research). The proportion of researchers and PGRs who undertake public engagement has definitely increased over the past four years. They are also taking part in more external public engagement events.</p> <p>C.3.3c: COMPLETE: Discussions between RKEO, the Graduate School and research staff concluded that an annual event for research staff to present their work to colleagues internally would be worthwhile but that the annual PGR Conference was not the right venue for this. The BU RSA took this forward as a public engagement event at the Festival of Learning in 2016 and plan to make this an annual event (see Action C.3.3b).</p> <p>C.3.3d: IN PROGRESS: A number of new vehicles for public engagement have been developed, including events for the U3A and new Festival of Learning On Tour (for example, in Bournemouth Town Centre). We are actively encouraging research staff and PGRs to be involved in the annual Festival of Learning; for example, the inclusion of a PGR in the event proposal will allow the event to score more highly and therefore be more likely to be supported. Of the 136 events scheduled to take place during the Festival of Learning 2016, c.95 were led by academics and at least 40 included a PGR co-organiser. RKEO are on track to have involvement from at least one PGR in each public engagement initiative, with PGRs taking part in Festival of Learning on tour events, a public lecture day and Café Scientifique. We are exploring new public engagement vehicles for PGRs, such as Pint of Science. Public engagement training continues to take place regularly for both research staff and PGRs. The Graduate School is being restructured in 2017 which offers the opportunity to enhance the processes which capture the numbers of PGRs undertaking public engagement and to improve the central support provided.</p> |

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|---------|--|---|---|--|
| C.3.4 | <i>Researchers should have access to 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.</i> | Since early 2013 all BU staff have access to an Employee Assistance Programme that offers free and confidential access to information, advice and support on a range of topics, including an annual career management and guidance session. | See Action B.2.6. | |
| C.3.5 | <i>Clear systems that help researchers plan their career development. Policies and processes for promotion and reward need to be transparent.</i> | The ECR Forum has been replaced with the RSA (see Action B.2.1b). Clear and transparent processes for promotion and reward are available from HR. See sections C.2.5 and C.2.6 for information on pay progression. As per section A.1.2, new policies and procedures for promotion and reward policies for academic staff were finalised and launched in 2014 and phase 2 of the project is underway to review this for research staff. | See Action B.2.6. | |
| C.3.6 | <i>Employers should provide a planned induction programme for researchers to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should ensure research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</i> | <i>3.6a Action (2012) – to raise the profile of research in the existing universal new staff induction event, including profiling the Concordat.</i> <ul style="list-style-type: none"> As of 2013, all new research staff and their line managers also receive a copy of the Concordat, the relevant Vitae Concordat letter, information about our action plan and a copy of the Code of Practice for the Recruitment and Development of Research Staff as part of their induction. CROS13 data indicated that 53% of research staff felt the University induction event was useful (sector average 33.6%). A specialist induction event for all new academic staff has been re-introduced. This looks at all aspects of BU's Fusion strategy, provides positive role models and explores how research, education and professional practice can be successfully integrated. <i>3.6b Action (2012) – the induction checklist has recently been reviewed and work is underway to replace this with an induction checklist and booklet. It is possible that there could be an induction checklist and booklet developed specifically for researchers and academics</i> | Action C.3.6a: To ensure that appropriate research leaders and managers attend the specialist academic induction. Target date and success measure(s): these inductions are already taking place. OD will review participation and ensure research leaders and managers are attending. We will ensure key messages, such as the Concordat and research ethics, are built into the programme by spring 2015. Owner: OD Action C.3.6b: To develop and run regular research-specific induction events for new academic and research staff. This will involve the profiling of the Concordat. | General: CROS 15 data indicates that most respondents found the BU-wide and local inductions useful (60% and 80% respectively). C.3.6a: COMPLETE: The Academic Career Development Programme now identifies three compulsory induction events for new academic staff: the generic New Staff Induction; the specialist Academic Career Development in Fusion and the RKEO Research Induction to which they are automatically invited. The content of the two specialist inductions is complementary and explicit links between the two are being strengthened. C.3.6b: COMPLETE: The first RKEO-led induction for new academic/research staff took place in April 2015; between three and four now take place each year. Between 20-30 academics/researchers attend each induction. Positive feedback has been received from attendees. |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|--|--|--|---|
| | | <p>which specifically highlights the Concordat. This will be investigated.</p> <ul style="list-style-type: none"> Induction processes and resources were reviewed in 2013-14 and a refreshed version of the induction checklist produced. Resources now include 'New to BU' webpages profiling essential information for any new member of staff. This includes specific information about the support provided to researchers by RKEO. | <p>Target date and success measure(s): To design and run the first events from spring 2015 and to run these on a regular basis. The content and delivery will be reviewed regularly.</p> <p>Owner: RKEO</p> <p>Action C.3.6c: To develop better support for local induction of academic and research staff.</p> <p>Target date and success measure(s): To be taken forward by the OD Adviser from December 2015. Aim for this change to be positively reflected in the CROS 17 data.</p> <p>Owner: OD</p> | |
| C.3.7 | <p>Articulation and encouragement of the skills that should be developed at each stage of their staff development frameworks.</p> | <p>3.7 Action (2012) – to develop and implement documentation on Academic Career Pathways, to include specific Researcher Career Pathways, as part of the HR&OD Delivery Plan for the 2013-14 academic year.</p> <ul style="list-style-type: none"> As per section 1.2. | <p>Action C.3.7: To develop and implement documentation on academic career pathways, to include specific research staff career pathways, as part of phase 2 of the ACF project.</p> <p>Target date and success measure(s): Date yet to be confirmed however the aim is for it to be approved by Autumn 2015 during 2015/16 academic year</p> <p>Owner: HR</p> | <p>C.3.7: IN PROGRESS: As per Action A.1.2.</p> |
| C.3.8 | <p>Provision of a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors.</p> | <p>3.8 Action (2012) – for the existing mentoring arrangements to be reviewed and improvements made where appropriate, and for the Academic Mentor Database to continue to be promoted to staff.</p> <ul style="list-style-type: none"> As detailed in section A.1.0, we developed and launched the BU Code of Practice for the Employment and Development of Research Staff in 2014. This document provides details | <p>Action C.3.8a: To deliver the FPCMP programme and to develop the BU Mentor Network.</p> <p>Target date and success measure(s): To recruit the second cohort in early 2015 and for participants to</p> | <p>C.3.8a: IN PROGRESS: The Academic Career Development Programme includes career mentoring. Further work is being carried out in 2016-17 to establish this aspect of the Programme, with the intention of having a broad range of mentors able to mentor in all aspects of our Fusion strategy. Consideration will be given as part of this work to mentoring arrangements for research staff.</p> <p>Academic case studies of good, 'Fused' and/or innovative practice are being developed with staff who can also then opt to join a pool of BU</p> |

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|---------|---|--|---|--|
| | | <p>on the specific career development for researchers, including mentoring arrangements.</p> <ul style="list-style-type: none"> A new Foundation Programme in Coaching and Mentoring Practice (FPCMP) has been launched to develop internal capability for coaching and mentoring, and the BU Mentor Network is being developed as part of this initiative. Both Programme and Network are open to research staff and will be promoted to them. As part of the Grants Academy scheme we are piloting external mentoring for eight BU academics in 2014-15. This will be reviewed in summer 2015. | <p>validate successfully as internal coaches by Spring 2016. To develop the BU Mentor Network alongside the FPCMP.</p> <p>Owner: OD</p> <p>Action C.3.8b: To review and evaluate the success of the external mentoring arrangements for the Grants Academy.</p> <p>Target date and success measure(s): The first cohort of mentees started in September 2014. This will be formally reviewed in summer/autumn 2015. We are aiming for mentees to have each submitted c. 1 research proposal and for all to have found the mentoring process useful. We will strengthen the structure for the mentoring arrangements for the second cohort in 2015-16.</p> <p>Owner: RKEO</p> | <p>Mentors. This work will be linked to the case studies already produced by RKEO.</p> <p>The Mentoring Steering Group had its initial meeting on 10th February 2016. A mentor profile (similar to the BU coach profile) has been developed, with some of the information it contains being used to populate the SUMAC Mentoring Administration Database. Six mentor profiles have now been developed for inclusion on the Academic Career Development Staff Intranet pages.</p> <p>C.3.8b: COMPLETE: RKEO evaluated the effectiveness of the external mentors provided through the Grants Academy on an on-going basis; a full review is planned for 2016-17. Informal feedback in both 2014-15 and 2015-16 has been positive and all mentors agreed to continue. Ten mentees benefitted from mentors and all but one of the mentees submitted research applications for external funding as PI. In total, 30 applications have been submitted as PI with ten successfully obtaining funding (three are still pending a decision).</p> <p>From September 2016, the Grants Academy has been replaced by the RKEDF. Therefore, we are amending the way the mentorship scheme will work. Mentoring will now align with the BU Research Centres who have each identified their research aims for the next three years. We will work with the Research Centres, giving them ownership of mentoring as they will identify who will benefit the most from this; this will have a particular emphasis on ECRs. We will be able to secure appropriate external mentors on behalf of the Research Centres, and additional mentors will also be able to be obtained by OD's scheme.</p> |
| C.3.9 | <i>Research managers should actively encourage researchers to undertake, plan for and record CPD.</i> | <p><i>3.9 Action (2012) – monitor the uptake of researchers to the development opportunities provided during 2012-13. Use the data collected from PIRLS 2013 to assess how principal investigators are undertaking CPD with their research staff.</i></p> <ul style="list-style-type: none"> The majority of research staff have an appraisal (CROS13 data indicates that 85% had undertaken an appraisal within the last two years and, of those who had not, most were still on probation, this is compared to the sector average of 60%). 57% of respondents to our research staff survey in 2014 had a personal and professional development plan in place, 43% had a long-term career development plan in | <p>Action C.3.9a: To continue to monitor engagement with appraisal ensuring that research staff have an annual appraisal and personal and professional development plans in place.</p> <p>Target date and success measure(s): To review engagement with appraisal twice each year. We are aiming for 100% of eligible research staff to have an annual appraisal.</p> | <p>C.3.9a: IN PROGRESS: PIRLS 15 indicated that 97% of research managers had participated in appraisal in the last two years, with 63% reporting the process to have been useful overall. CROS 15 indicated that 50% of research staff had done the same (25% were not eligible), with 100% reporting the process to have been useful overall. However, research staff appraisals are not all being logged formally on CoreHR, thus making it difficult for accurate tracking to take place. In addition, it emerged during the research staff focus groups in autumn 2016 that there is confusion regarding the documentation that needs to be completed with researchers using different versions of the appraisal form. There appears to be confusion among research staff and their line managers regarding the correct paperwork to complete, particularly for appraisal and pay progression.</p> |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---|--|---|--|--|
| | | place and 57% were mentored. | <p>Owner: OD</p> <p>Action C.3.9b: Linked to action C.3.2, we will review attendance figures for the Vitae Researcher Development Framework sessions to ensure research staff are attending these.</p> <p>Target date and success measure(s): We are aiming for at least 50 academic/research staff to attend at least one session at the 2015 intensive programme. We will review attendance figures on an annual basis and seek feedback on the training provision via CROS, PIRLS and our annual surveys.</p> <p>Owner: RKEO</p> | <p>C.3.9b: COMPLETE: See Actions C.3.2 and D.5.5. The RKEDF was launched in September 2016 (see C3.2 for more detail). RKEO and OD are working together to ensure that staff understand how the pathways within the framework can support their achievement of outputs identified in the Academic Career Matrix as well as how it aligns to the Vitae RDF. The first year programme is available on the OD intranet. Reference to development on offer from the various pathways under the RKEDF have been added to static Research Blog pages, particularly those available within the 'research lifecycle', 'research toolkit', and 'research funder guide'. RKEO and OD are arranging 'Faculty roadshows' to continue the promotion of the framework throughout 2016-17.</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 | | | | |
| C.4.10 | <i>Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should have appraisal systems for assessing researchers' performance</i> | The Employee Assistance Programme was launched to all BU staff in 2013. | Complete. This has been incorporated into actions C.3.9a and C.3.1. | |
| C.4.11 | <i>Development activities, including preparation for academic practice, should be open to researchers.</i> | As detailed in previous sections there are numerous opportunities for training and development open to research staff, many of which include preparation for academic practice. For example, the Grants Academy scheme develops skills in academic writing. We run a development scheme based on the Vitae RDF and we promote the Vitae Leadership Development for Principal Investigators resources; these are recognisable within the sector. In addition the University advises academic research managers to encourage their researchers to | <p>Action C.4.11: To review the content and delivery of the development schemes on a regular basis.</p> <p>Target date and success measure(s): We will review the schemes in summer 2015 and annually thereafter</p> | <p>C.4.11: IN PROGRESS: RKEO have reviewed all of the RKE development schemes and have implemented one overarching scheme, the RKEDF, from September 2016 (see C.3.9b). The RKEDF was launched in September 2016 (see Action C.3.2 for more detail). The evaluation and monitoring team 'enCourage' have designed a 'pathway assessment matrix' to determine what, how, why and who we are evaluating for each event, as well as developing a vision, mission and aims for the RKEDF itself. The timetable for reporting includes individual events, which will receive a short evaluation immediately after each event is held; together with a first evaluation of the RKEDF in Autumn 2017 and</p> |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|--|--|--|--|
| | | undertake teaching, demonstrating and supervision duties to develop their academic skills (CROS13 indicates that 96% of research staff undertake these activities). The Faculty of Science and Technology, for example, actively encourages all researchers to be involved in teaching to enhance their transferable skills and provide different experiences; in recent years there have been examples of research staff developing into lecturers in the Faculty. | Owner: RKEO and OD | <p>then a full evaluation in Autumn 2019.</p> <p>A final evaluation of the now obsolete development programmes (Grants Academy, EUADS and BRAD) is being carried out in 2016-17 and will be reported to URKEC. 140 academics (academics, research staff and some PGRs) participated in the Grants Academy over a four year period. This resulted in 269 applications being submitted as PI for external research funding and a total of >£2M being awarded in research income. 50 academics participated in EUADS (aimed at more senior researchers) over a five year period and submitted 92 applications as PI for external research funding with c. £1.7M income awarded. The BRAD attendance numbers are reported against Action C.3.2.</p> <p>32 academic/research staff attended the 'Introduction to Education Practice' events in 2014-15 and 2015-16 (that can lead to Associate Fellowship of the Higher Education Academy or HEA).</p> <p>BU has submitted its application for Institutional Re-accreditation by HEA of the PG Cert in Education Practice and TeachBU CPD route to Fellowship. The reaccreditation documents explicitly states that participants on the 'Introduction to Education Practice' will submit their applications for Associate Fellowship via the TeachBU route, after having completed some of the work during the three day introductory programme.</p> |
| C.4.12 | <i>Researchers are to be provided with teaching and demonstrating opportunities as part of their career development.</i> | Training and support are provided to researchers and academics with teaching responsibilities as part of the University's Educational Excellence Programme , PG Certificate in Education Practice , and Introduction to Education Practice development programmes. The latter programme is a three day event designed to prepare PGRs to undertake their teaching responsibilities. The individual master classes and events that form part of these development programmes are also open to researchers as standalone events. | Complete. This has been incorporated into action C.4.11. | |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---|---|--|--|---|
| C.4.13 | <i>Researchers should have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</i> | As of January 2013 URKEC has included a research staff representative who has the remit of representing research staff views. Our internal survey of research staff indicated that they felt they had sufficient opportunities to input into Faculty meetings (such as research centre meetings and Faculty Academic Boards) but that they felt this did not extend to University-wide meetings (such as URKEC), policies or procedures. | See Action B.2.1b. Action C.4.13a: To consider including a research staff representative on all Faculty RKE Committees with a standing agenda item for them to provide feedback from other research staff in the Faculty. Target date and success measure(s): This will be discussed with the Deans once the new Faculties are established with the aim of changing memberships from autumn 2015 Owner: RCSG and URKEC | C.4.13a: COMPLETE: The terms of reference and membership of the Faculty-based committees were discussed at the URKEC meeting in September 2015. It was agreed that the FRKECs would have a responsibility for ensuring compliance with all national concordats, as well as for this committee and the Faculty Research Degrees Committee to each have a research staff representative included in the voting membership. The Faculty DDRPPs have confirmed this is working and interesting Faculty-level discussions about the implementation of the Concordat are taking place. |
| | | | Action C.4.13b: To ensure the research staff representative at URKEC has a standing agenda item to provide feedback from the RSA and on behalf of other research staff across the University. Target date and success measure(s): This will be added to the URKEC agenda from spring 2015 Owner: URKEC | C.4.13b: COMPLETE: This was actioned in early 2015 and is working well. |
| C.4.14 | <i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i> | Mentoring opportunities are available to researchers. See section C.3.8 for further details. | See Action C.3.8a. | |
| PRINCIPLE 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning | | | | |
| D.5.1 | <i>Researchers are employed to advance knowledge and should exercise and develop increased capacity for</i> | <i>5.1 Action (2012) – The BU Code of Good Practice in Research was last updated in 2006 and needs to be reviewed and updated.</i> <ul style="list-style-type: none"> The BU Code of Good Practice in Research was significantly revised in 2014 and was | Action D.5.1: To continue to embed the principles of the Concordat to Support Research Integrity and to raise awareness of its | D.5.1: IN PROGRESS: All research staff were emailed about the Concordat to Support Research Integrity in the early part of 2015. Information has also been added to the Research Blog. CROS 15 indicated that 67% of BU research staff are aware of the Concordat (against our target of 50% and up from 28% in CROS 13) (28% |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|--|--|--|--|
| | <i>independent, honest and critical thought throughout their careers.</i> | <p>approved by URKEC on 24 September 2014. This sets out the standards and conduct expected of all those engaged in research at the University and clearly sets out the principles of good research practice, including independent thought, honesty and integrity.</p> <ul style="list-style-type: none"> CROS13 data indicated that 72% of research staff had not heard of the Concordat to Support Research Integrity (sector average 78%). | <p>importance amongst staff.</p> <p>Target date and success measure(s): as per the University's action plan for the Concordat to Support Research Integrity. We are aiming for CROS15 data to show an increase from 28% to 50% for the proportion of research staff who have heard of the Concordat, and for this to increase to 75% by CROS17.</p> <p>Owner: RKEO</p> | <p>nationally). The majority of BU respondents (50%) have heard of it but don't know the detail and 33% have never heard of it (20% and 73% respectively nationally).</p> <p>RKEO are working closely with the RSA and are supporting their coffee mornings on specific research topics such as the Concordat to Support Research Integrity.</p> <p>The chairs of the two BU Ethics Panels will take up responsibility to oversee research integrity at BU and this should be formalised at the next UREC meeting in January 2017. An annual statement outlining our activities in supporting the Concordat will be done and taken to URKEC for approval; this will be shared with research and academic staff. The Concordat is referred to and promoted in all ethics training sessions.</p> |
| D.5.2 | <i>Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research.</i> | <p><i>5.2 Action (2012) – the University does not currently run specific knowledge exchange training for academics/researchers and will assess whether this would be of benefit. This could include information on how knowledge exchange is part of the research process, how to engage with external organisations, networking, commercialisation and IP, and public engagement and outreach.</i></p> <ul style="list-style-type: none"> In 2014 we restructured our central research and KE support service (RKEO) and created a dedicated KE and Impact Team to further support researchers with these activities. BU has invested in a Policy and Public Affairs Coordinator and have developed a Public Affairs Strategy with the aim of increasing the use of BU research in policy making. In addition, an Engagement and Outreach Network with membership across BU has been established. RKEO offered a number of dedicated KE sessions as part of our Vitae RDF programme in 2013-14 and 2014-15, and these will be incorporated into a single development programme for staff and PGRs (see Action C.3.1). We launched a cohort-based KTP development scheme in autumn 2014 to provide dedicated support to researchers interested in applying for funding for KTPs. We are currently reviewing our commercialisation and IP policy to better support researchers with knowledge transfer, exploitation and commercialisation. | <p>See Actions C.3.1, C.3.3b and C.3.3c.</p> <p>Action D.5.2: To finalise the updated commercialisation and IP policy.</p> <p>Target date and success measure(s): To finalise and have the policy ratified by summer 2015</p> <p>Owner: PVC</p> | <p>D.5.2: IN PROGRESS: The final draft of the policy has been agreed by UET and was presented to the Unions in May 2015. UCU raised some concerns and these were discussed at a meeting in February 2016. Some minor amendments were agreed.</p> <p>Unfortunately the IP policy has been delayed further and work is continuing between BU and UCU to get the policy finalised. The main changes are that IP will be given to the individual staff and the rewards structure will be more favourable to academics. The policy was presented to URKEC in September 2016 for comment and, following further resolution with UCU, the updated IP Policy is due to be approved by the end of 2016.</p> |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|---|--|---|--|
| | | <ul style="list-style-type: none"> In 2013 we launched BU's inaugural Festival of Learning, a c.10 day festival offering c.100 free activities, run by researchers, to members of the public. This has become an annual event in the BU calendar and is supported by the Festival of Learning on tour events. We attract c. 4,000 attendees to each Festival and attendees give excellent feedback. | | |
| D.5.3 | <i>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.</i> | <p>5.3 Action (2012) – to action the recommendations made as part of the BU Ethics Review 2012.</p> <ul style="list-style-type: none"> We updated the Research Ethics Code of Practice in 2013 and strengthened support for ethics by launching an online ethics checklist (mandatory for all research projects) and a training unit for research ethics that is mandatory for all academics, research staff and PGRs to complete (completion rates are currently 91%). In February 2014 we launched a new governance structure for research ethics whereby all research considered to be above minimum risk is reviewed by one of two subject-specific panels. All research at the University must go through this model, including all student research. | <p>Action D.5.3: To continue to embed the new ethics governance structure, including raising awareness of the importance of research ethics across the University.</p> <p>Target date and success measure(s): To increase the number of academic/research staff who have completed the ethics module to 98% by summer 2015.</p> <p>Owner: RKEO</p> | <p>D.5.3: IN PROGRESS: There is a legacy issue with how the ethics module pass rate was being calculated which has affected the feasibility of the target for this action. Current compliance for completing the ethics module is c. 70% of all academic and research staff and PGRs, however, 100% of all those requiring ethical approval have undertaken the training. There will be a further emailing of all non-compliant staff with the aim of achieving 75% compliance within the 2016-17 academic year. For those who still do not complete the end of module test a monitoring report will be produced and highlighted to all DDRPPs and Deans. UREC increased the ethics panel membership in 2016 and there are now ethics champions in each faculty who are actively engaged in overseeing approvals for low risk PGR research. As part of the new ACF, in addition to ethics training for supervisors and PGRs, additional sessions targeting specific areas of interest (working with children, informed consent under the Mental Health Capacity Act, etc.) will seek to engage staff around ethical issues pertinent to their own subject areas and research interests. As part of the review of ethics processes and resources we are improving and extending user guides for ethics applications to improve user experience and therefore, engagement.</p> <p>The review of current ethics processes for PGRs has been completed and a new approval structure is now in place and has been supported with new user and approver guides. A broader review of the system of ethical approval for academic and research staff will involve the audit of existing research to assess the consistency of approach.</p> |
| D.5.4 | <i>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.</i> | See section and action C.3.7. | No further actions for now. | |

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|--|---|---|---|--|
| D.5.5 | <i>Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Research managers and employers 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 CPD.</i> | The University considers researchers as independent researchers responsible for seeking out the opportunities to develop their own careers. They are supported in their endeavours by a range of services, information and tools, such as their line manager, the performance appraisal process, OD, RKEO, the Careers and Employability Service and the BU Research Blog, and this provision is regularly reviewed to ensure it meets with researcher needs. Academic research managers encourage researchers to make the most of the support available however the emphasis is on the researcher to take responsibility for their own career development. | Action D.5.5: To regularly review provision to ensure it meets with researcher needs. To use CROS, PIRLS and staff surveys as a means of collating this information. Target date and success measure(s): To review provision in summer 2015 and regularly thereafter Owner: RCSG | D.5.5: IN PROGRESS: Resources and support available to research staff and their line managers is regularly reviewed. Feedback from staff informs these reviews. Where appropriate, new actions have been identified and taken forward / planned and embedded in updated action plans. |
| D.5.6 | <i>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities.</i> | All researchers are part of the appraisal cycle which includes a personal and professional development plan. See sections B.2.3, C.3.1 and C.3.6. A record staff attendance at development sessions organised in-house is kept centrally by OD. | No further actions for now. This has been incorporated into actions B.2.3, C.3.1 and C.3.6. | |
| PRINCIPLE 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers | | | | |
| E.6.1 | <i>The UK legislative framework outlaws discrimination on the basis of protected characteristics. Public bodies should take steps to promote equality and to develop schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.</i> | The University's Dignity, Diversity and Equality Policy Statement confirms the University "... is committed to both the avoidance of unlawful discrimination and the positive promotion of diversity and equality. In pursuit of this it is essential that no person shall experience more or less favourable treatment on the grounds of disability, gender, gender expression and identity, sexual orientation, marital or parental status, age, race, colour, ethnic origin, nationality (subject to UKBA permission), trade union membership and activity, political or religious beliefs, socio-economic background and any other distinction". The University's Recruitment and Selection Policy and Procedures document is consistent with the Dignity, Diversity and Equality Policy Statement. As part of its value statements, the University's Strategic Plan 2012-18 makes a number of commitments to equality and diversity, by talking about the opportunity "to learn from other cultures" and "increasing diversity, equality, inclusivity and internationalisation." The plan | Action E.6.1: To annually review dignity and diversity at BU. Target date and success measure(s): To review activities and produce an annual diversity report every year (summer) Owner: Dignity, Diversity & Equality Steering Group | E.6.1: IN PROGRESS: The DDE annual reports 2015 and 2016 were presented to ULT and approved. The 2015 annual report video is published at: https://www.youtube.com/watch?v=Nl-bkiap78A&list=PLCAGWsnZKYKXKOQDkw_snpfor3EyQnnsCa&index=1 . The 2016 video is being finalised. Diversity events are run throughout the year, including events to mark: World Mental Health Day; Disability History Month; LGBT History Month; Eating Disorder Week; International Women's Day; etc. |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|---|--|---|--|
| | | <p>builds on this through its commitment towards creating an “increasingly internationally diverse staff and student body” (C5B) and “realis[ing] the benefits of a diverse and engaged workforce” (P3D).</p> <p>The University requires an equality assessment to be regularly carried out on all policies and procedures. For example, a number of equality assessments were carried out on the internal preparations for the REF 2014 submission (such as on the code of practice and on the preparation exercises) to ensure these did not inadvertently discriminate against individual researchers / groups of researchers.</p> <p>The University has a Dignity, Diversity and Equality Steering Group which leads strategy and policy on all issues related to students and staff. The University’s E&D Adviser regularly organises events in conjunction with staff and student groups to promote diversity, and an annual review of activities in this area is conducted.</p> | | |
| E.6.2 | The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds. | See section E.6.1. | No further actions for now. This has been incorporated into Action E.6.1. | |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|---|--|---|--|
| E.6.3 | Address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others. | <p><i>6.3 Action (2012) – achieve institutional Athena Swan bronze award and start work with academic Schools towards the Athena Swan silver award.</i></p> <p>The University is currently working towards an institutional Athena Swan bronze award (anticipated submission in April 2015), with a view to supporting a couple of the Faculties to work towards the Athena Swan silver award over the next few years. The Head of the Graduate School is leading the Athena Swan Steering Group, with support from the E&D Adviser. The second Athena Swan Week took place at BU from 16-19 June 2014.</p> <p><i>Other activity</i></p> <p>A Women's Academic Network (WAN) was established and launched in September 2013. The Network has been active in organising a series of events open to staff across the University and delivered by some high-profile external speakers, such as Germaine Greer in 2014. The group is currently exploring the possibility of a women's mentoring scheme.</p> <p>BU submitted proportionally less female researchers than male researchers to REF 2014. This needs to be further understood.</p> | <p>Action E.6.3a: To be awarded a bronze institutional Athena Swan award and to make submissions for at least two silver departmental awards.</p> <p>Target date and success measure(s): To submit to the April 2015 deadline for the institutional bronze award and submit in spring 2018 (2 x silver)</p> <p>Owner: Athena Swan steering group</p> | <p>E.6.3a: COMPLETE: BU signed the new Athena SWAN charter in 2014-15 and achieved the Athena Swan bronze award in October 2015. The new Athena Swan institutional team is meeting regularly and engagement across the University is good. Where appropriate, research staff representatives are members of the Athena Swan Faculty and institutional committees. A short video has been produced which talks about why staff supported the Athena Swan submission at BU (available from: https://www.youtube.com/watch?v=05ICfkcGEjs&list=PLCAGWsnZKYKXKOQDkw_snpfor3EyQnnsCa&index=2).</p> <p>IN PROGRESS: Six departments/faculties are already working on departmental submissions (FHSS, Dept of Psychology, Dept of Computing, Dept of Life and Environmental Sciences, Media Production Dept, Dept of Sport). Unconscious bias development sessions have been requested for the departments making SWAN submissions.</p> <p>BU has become a member of the ECU – Race Equality Charter, signed in 2015-16.</p> |
| E.6.4 | <i>Ensure the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Working conditions should allow both female and male researchers to combine family and work, children and career.</i> | The Flexible Working Policy was updated in 2014 to permit flexible working requests from all staff and for all circumstances. | <p>Action E.6.4: To review maternity, paternity and adoption leave policies.</p> <p>Target date and success measure(s): To review the policies by summer 2016</p> <p>Owner: HR</p> | E.6.4: COMPLETE: BU implemented the Shared Parental Leave Policy in 2015 and subsequently reviewed all other family leave policies to ensure legality. The Maternity/Paternity/Adoption Leave policies were republished in April 2016 and will be reviewed again in April 2017. During the 2016 focus groups, research staff and line managers spoke positively about the flexible working practices available to them at BU. |
| E.6.5 | <i>Respond flexibly to</i> | See section E.6.4. | No further actions for now. | |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|--|---|--|--|
| | <i>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.</i> | | This has been incorporated into action E.6.4. | |
| E.6.6 | <i>Awareness of funding guidelines on provision of additional funding and duration of grant to cover maternity, paternity and adoptive leave.</i> | The University's policies and procedures apply to all staff, including those funded via external grants. In situations where external grant funding does not cover the cost of absence payments (such as maternity leave) then the University bears these costs, in accordance with its relevant policies and procedures. | No further actions for now. This is reviewed as part of the standard review of BU policies and procedures as relevant. | |
| E.6.7 | <i>Transparent equal opportunity policy at recruitment and at all subsequent career stages</i> | <p>6.7 Action (2012) – in response to the Equality Act (2010) it is planned that the existing Equality Schemes will be merged into one single scheme and action plan by winter 2012.</p> <ul style="list-style-type: none"> In response to the Equality Act (2010) the existing Equality Schemes were merged into one single scheme and action plan (http://www.bournemouth.ac.uk/facilitiesandresources/diversity/ddeg.html). This action plan was refreshed in summer 2014 and disseminated as part of the DDE annual report 2013-14. | No further actions for now. This has been incorporated into actions A.1.2, E.6.1 and E.6.3. | |
| E.6.8 | <i>Account should also be taken of the personal circumstances of groups of researchers, such as those who have responsibility for young children or adult dependants, those for whom English is not a first language, etc. Policies or practices that directly or indirectly disadvantage such groups should be changed.</i> | <p>6.8 Action (2012) – to assess how successful the English language tutoring has been and to put in place a more formalised structure for supporting academics and research for whom English is not a first language so they can be better supported with undertaking their roles and performing at their full ability.</p> <ul style="list-style-type: none"> Prompted by the Enhancing the Student Experience Programme (ESEP), OD have offered to researchers (for whom English isn't their first language) open advanced presentation skills workshops and specific one-to-one support. RKEO reviewed the Grants Academy and internal peer review scheme in 2013/14 and have incorporated proof reading and copy editing advice/services as part of these schemes from 2014/15. HR have implemented a requirement for all Lecturer / Senior Lecturer interview procedures to include a presentation (either on a specific topic or a mock lecture) so that an assessment can be made on the | No further actions for now. This has been incorporated into action E.6.4. | |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---|--|---|--|--|
| | | <p>candidates' command of the English language. Should language proficiency emerge as an issue either at, or subsequent to, recruitment the needs of relevant staff can be assessed on a 1-2-1 basis by Library and Learning Support staff and appropriate, individually-tailored support recommended and funded between central and Faculty budgets. A prompt about language proficiency for inducting line managers has been inserted into the revised induction checklist for new starters.</p> <ul style="list-style-type: none"> Resources on good business writing skills are available to all BU staff via: https://member.goodpractice.net/bournemouth-university-mkh/Search.qp?q=writing. <p><i>Other activity</i> Staff now have access to free and confidential advice via the Employee Assistance Programme (as of 2013).</p> | | |
| E.6.9 | <i>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.</i> | <p>6.9 Action (2012) – to see whether establishing a network of harassment advisers based in Academic Schools would be of benefit to staff.</p> <ul style="list-style-type: none"> A review of the Bullying and Harassment Policy has recently been undertaken. Equality assessment on the policy has been completed and communication/publicity drafted. As part of the launch of the new Dignity and Respect Policy and Procedures (covering staff and students) in Spring 2015 Dignity and Wellbeing Advisers will be sought. A Forum Theatre provider has been identified and a development programme to support the launch of the new policy will be offered. | <p>Action E.6.9: To launch the Dignity and Respect Policy and Procedures.</p> <p>Target date and success measure(s): The policy and procedures will be launched in spring 2015. To recruit Dignity and Wellbeing Advisers in summer 2015 and to evaluate the success of these posts in summer 2016.</p> <p>Owner: E&D Adviser</p> | <p>E.6.9: IN PROGRESS: Dignity and Respect sessions were launched in 2014-15 and continue to take place. The new policy has been launched. The Dignity and Wellbeing Advisers have been appointed and have undertaken development with ACAS in 2016. An evaluation of the Dignity and Respect sessions has been undertaken.</p> |
| E.6.10 | <i>Consideration of participation in schemes such as the Athena Swan Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.</i> | The University is currently working to achieve an institutional Athena Swan bronze award and has aspirations to achieve departmental silver awards in at least two Faculties. | See Action E.6.3. | See Action E.6.3. BU was awarded the Athena Swan bronze award in October 2015. |
| 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 | | | | |
| F.7.1 | <i>The implementation of the Concordat's principles will lead to greater integration of researchers into the</i> | <i>7.1a Action (2012) – a researcher representative will be invited to join Senate Research and Knowledge Exchange Committee in the 2012-13 academic year.</i> | Action F.7.1a: To review the membership, role and purpose of RCSG, as well as progress with the action | F.7.1a: COMPLETE: The terms of reference and membership for RSCG were reviewed at the start of 2015 and the group was reduced in size. Principle owners were identified to take forward the actions in the plan, which is being updated quarterly. The four year review provides a timely |

| Section | Sub-principle summary | Progress against original action plan (2013-17) | 2015-17 actions | Progress to date against revised action plan (2015-17) |
|---------|---|---|--|--|
| | <p><i>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.</i></p> | <ul style="list-style-type: none"> As of autumn 2012 a research staff representative is included as a member of URKEC (previously Senate Research and KE Committee), attending meetings from January 2013 onwards. The remit of this member is to represent BU research staff and their views at the Committee meetings. The current representative (Dr M Cash) is also a member of the RCSG and co-chair of the new BU RSA. URKEC significantly reduced its membership in May 2014 and the research staff representative role has remained as a valued part of the Committee. <p><i>7.1b Action (2012) – feedback from current researchers suggested that most were not aware of the Concordat and that those who were aware tended to have prior knowledge of it from previous employment, thus indicating that the University has not done enough to promote the Concordat internally. A new section has been built into the BU Research Blog to specifically promote researcher development, including the Concordat, and will continue to be updated. In addition a copy of the Concordat has been sent to all existing researchers and their academic line managers and a process established for sending the Concordat to all new researchers when they join the University and their academic line managers.</i></p> <ul style="list-style-type: none"> RCSG has been established as a formal sub-committee of UKREC and is chaired by the Pro Vice Chancellor, Research and Innovation. Membership includes at least one academic representative from all Faculties, research staff representatives and senior colleagues from HR, RKEO and OD. Membership and the terms of reference for RCSG were last reviewed in August 2014. A formal update on the implementation of the Concordat was provided to the University Leadership Team (ULT) in 2013 and an update was provided to Deans by email in 2014. CROS13 indicated that most research staff felt integrated into the Faculty research community (85%), the BU research community (70%) and their wider disciplinary community (67%). | <p>plan, on a regular basis.</p> <p>Target date and success measure(s): Action plan to be reviewed quarterly and RCSG to be reviewed annually, unless required sooner</p> <p>Owner: RCSG</p> <p>Action F.7.1b: To provide more frequent updates to Deans either at ULT or Deans Forum. These briefings will provide a summary of key points they need to know and over which they have influence.</p> <p>Target date and success measure(s): the first briefing will be provided in spring 2015. Updates will be provided twice per year thereafter.</p> <p>Owner: RCSG</p> <p>Action F.7.1c: To increase engagement with, and understanding of, the Concordat.</p> <p>Target date and success measure(s): we will review the University's committee structure to identify the appropriate places for the Concordat to be a regular item of business and implement this by summer 2015.</p> <p>Owner: RCSG</p> <p>Action F.7.1d: As a result of the actions identified in this plan, the Faculty restructure and other initiatives at BU, we aim to</p> | <p>point from which to revisit the governance structure.</p> <p>F.7.1b: COMPLETE: This was delayed due to the Faculty restructure. Updates on the progress to date with implementing the Concordat was shared with the University Leadership Team and with all academics/researchers via the Research Blog in January 2016 and again in June 2016. This has now become business as usual. A meeting with the Policy Adviser to the VC has been scheduled to discuss how the OVC can support promotion/engagement with the Concordat implementation.</p> <p>F.7.1c: Complete. RCSG now has a standing agenda item on the URKEC agenda and, from September 2015, it is included in the responsibilities of the revised Faculty RKE Committee ToR. Faculty DDRPPs have confirmed their research staff reps are attending the meetings and have a standing agenda item. Actions are being taken forward at Faculty-level, for example, issues being taken forward in the Faculty of Health and Social Sciences in 2015-16 include: mentorship, raising awareness of the REF, and Faculty inductions for research staff. In addition, where it is appropriate some staff straddle numerous committees to ensure consistency and clarity between related agendas, for example, the E&D Adviser attends both the RCSG and the Athena Swan steering group meetings.</p> <p>F.7.1d: IN PROGRESS: CROS 15 data indicated:</p> <ul style="list-style-type: none"> 63% feel integrated into their department's research community (77% nationally) 38% feel integrated into the University's research community |

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|---------|--|---|--|--|
| | | | <p>increase the proportion of academic/research staff who feel integrated into their Faculty, University and disciplinary communities.</p> <p>Target date and success measure(s): CROS and PIRLS data in 2017 to show an increase on these figures from 2015.</p> <p>Owner: RKEO</p> | <p>(60% nationally)</p> <ul style="list-style-type: none"> 75% feel integrated into their wider disciplinary community (70% nationally) <p>PIRLS 15 data indicated:</p> <ul style="list-style-type: none"> 72% feel integrated within the institution (66% nationally) <p>This was discussed at the RCSG meeting in January 2016. It was agreed to re-run a slimmed-down version of the CROS survey to encourage more responses. This gave a slightly more positive picture of integration but there are still issues to address:</p> <p>BU Research Staff Survey 2016 indicated (national figures are from CROS 15):</p> <ul style="list-style-type: none"> 79% feel integrated into their department's research community (77% nationally) 67% feel integrated into their Faculty's research community. 54% feel integrated into the University's research community (60% nationally) 64% feel integrated into their wider disciplinary community (70% nationally) <p>This was discussed at the RCSG meeting in April 2016. The main points of discussion were: i) improving the researchers sense of belonging by encouraging their engagement in wider activities; and, ii) for there to be a stronger UET presence/steer, for example, inviting the PVC (Research and Innovation) to the RSA meetings. The discussion highlighted the importance of the ACF which would provide better opportunities for research staff and a more inclusive and integrated package all round. A number of actions were agreed and proposed to the Faculty DDRPPs. These also informed our 2017-2021 action plan.</p> |
| F.7.2 | <p><i>The signatories agree:</i></p> <p><i>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.</i></p> <p><i>b. to procure an independent benchmarking study to assess the state of the</i></p> | <p><i>7.2a Action (2012) – the University will run CROS (and PIRLS) in 2013.</i></p> <ul style="list-style-type: none"> CROS and PIRLS were run at BU for the first time in 2013. The results were analysed and a report was circulated to the RCSG. The findings were presented at the next RCSG meeting. We have used these data sets as benchmarking tools. <p><i>7.2b Action (2012) – the Senate Research and Knowledge Exchange Committee will monitor progress against this action plan on a termly basis.</i></p> <ul style="list-style-type: none"> RCSG has been established to monitor progress with implementing the Concordat and reports into URKEC (previously Senate Research and KE Committee) quarterly. | <p>Action F.7.2: To run CROS and PIRLS in spring 2015.</p> <p>Target date and success measure(s): To run the surveys in spring 2015 and to analyse the results for presentation to RCSG in summer 2015. These will be used to review the actions in these plans, benchmark progress and identify new actions.</p> <p>Owner: RKEO and RCSG</p> | <p>F.7.2: COMPLETE: CROS and PIRLS were run in spring 2015, reports drafted and feedback shared with RCSG and URKEC in September 2015. The reports were also shared with the Athena Swan Steering Group, DDESG and FRKECs. The data was used, alongside the feedback to the BU research staff survey 2016, by RCSG to review and update the action plan in summer 2016 (see Action F.7.1d for further information).</p> |

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| | <p>sector at the launch of this Concordat.</p> <p>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</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> | | | |
| F.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> | <p>We are regularly monitoring the changing requirements of the signatory funders to ensure we are aware of their expectations and requirements.</p> | <p>Action F.7.3: To continue to monitor the expectations of signatory funders in relation to the implementation of the Concordat.</p> <p>Target date and success measure(s): This is an ongoing action that forms part of the role of the Funding Development Team in RKEO.</p> <p>Owner: RKEO</p> | <p>F.7.3: IN PROGRESS: This is being monitored. The principles of the Concordat were presented to RKEO in April 2015 as a means of raising awareness. The Funding Development Team in particular are ensuring it is mentioned as appropriate in funding applications.</p> |
| F.7.4 | <p>The signatories recognise the value of innovation in practices and of sharing</p> | <p>7.4 Action (2012) – for more staff to engage and actively participate with Vitae, particularly the regional South West and Wales Hub. To further liaise with Vitae and</p> | <p>Action F.7.4: To continue to engage with Vitae and to share good practice</p> | <p>F.7.4: IN PROGRESS: RKEO staff have presented at or attended a number of Vitae events. Staff in the Graduate School have renewed their engagement with the Vitae and the Wales and South West Hub.</p> |

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| | <p><i>practice between institutions and aim to promote these throughout the implementation and review process.</i></p> <p><i>The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</i></p> | <p><i>other institutions to share, disseminate and implement practices to support researchers' development.</i></p> <ul style="list-style-type: none"> • We have an institutional subscription with Vitae. • Staff from RKEO presented at the Vitae conference in September 2014. | <p>internally and externally.</p> <p>Target date and success measure(s): This is an ongoing action.</p> <p>Owner: RKEO and the Graduate School</p> | |
| F.7.5 | <p><i>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 and on the sharing of good practice between institutions and to provide evidence of its impact.</i></p> | <p>See section E.6.3. Equality and diversity data are monitored by the University in consultation with the relevant staff equality groups and networks.</p> | <p>See Action E.6.3b.</p> | |