



**Bournemouth University:
Concordat to Support the Career Development of Research Staff**

European Commission HR Excellence in Research Badge

Gap analysis and action plan

Final Version

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Glossary of abbreviations

BU	Bournemouth University
CPD	Continuing professional development
CROS	Careers in Research Online Survey
DVC	Deputy-Vice Chancellor
ECR	Early career researcher
EU	European Union
HEFCE	Higher Education Funding Council for England
HR	Human Resources
HR&OD	Human Resources and Organisational Development
JNCHES	Joint Negotiating Committee for Higher Education Staff
NSS	National single spine
PG	Postgraduate
PIRLS	Principal Investigators and Research Leaders Survey
PVC	Pro-Vice Chancellor
R&KEO	Research and Knowledge Exchange Office
REF	Research Excellence Framework
UKBA	UK Border Agency
VC	Vice Chancellor

Bournemouth University Concordat to Support the Career Development of Research Staff European Commission HR Excellent in Research Badge

Gap Analysis and Action Plan

1.0 Executive summary

This document presents Bournemouth University's current compliance with the principles of the Concordat to Support the Career Development of Researchers and identifies actions for improving adherence to the Concordat. A gap analysis of current institutional policy and practice was conducted by key stakeholders between June and October 2012 and remedial actions identified. On the whole the University already has a significant number of policies and practices that adhere to the Concordat, putting it in a strong position to continue to build alignment. The action plan provides a framework for key University departments to work together with academics and researchers to increase the attractiveness of Bournemouth University to current and new researchers, to increase the vitality and sustainability of the research environment, and to improve the quantity, quality and impact of research undertaken by academics and researchers at the University.

2.0 Introduction

Bournemouth University has over 17,000 students with a reputation as one of the leading post-1992 universities.¹ The University undertakes research across a wide range of disciplines including computer animation, environmental sciences, and nursing and midwifery, and in the RAE 2008 the University was the fourth most improved institution in the UK for the quality of its research. The current strategic plan (2012-2018) identifies research that is led by societal need as a key activity and the University aims to undertake research regionally, nationally and internationally.² The University's research and knowledge exchange income for 2011-12 totalled £7.5 million, of which £2.0 million was received in HEFCE research funding and £5.5 million was from externally-funded grants and contracts. Research is primarily undertaken by the University's academic staff (c. 470 FTE) based in the University's six academic Schools and supported to undertake research by the central Research and Knowledge Exchange Office. In addition the University currently employs a small number of research staff (c. 20 FTE in total, spread across all six academic Schools), many of whom are linked to externally-funded grants and contracts. Numbers of researchers are increasing and the University aspires to increase numbers significantly over the duration of the strategic plan to c. 65 FTE by 2018.

The University strongly supports and welcomes the Concordat to Support the Career Development of Research Staff and the principles have been embedded into the strategic documents.³ In addition the University has existing policies and practices in place that are consistent with the career development, support and fair employment of researchers. The University greatly values its research staff and actively seeks to enhance the environment for researchers to develop their careers; recently implemented initiatives to support researcher development include introducing Vitae's Researcher Development Framework and holding regular researcher forums. The Graduate School currently provides a comprehensive development programme for postgraduate researchers which covers three major components: research skills training, personal development planning and internationalised student experience.

This document compares the current policy and practice for supporting the career development of research staff at Bournemouth University with the principles set out in the Concordat. Where the exercise has recognised that the University's policies and practices would benefit researchers and the University if they were more strongly aligned with the promotion of the principles of the Concordat then actions have been identified to strengthen the alignment.

3.0 Bournemouth University structure and governance

The majority of standard policies, procedures and practices at the University are determined centrally with the academic Schools responsible for setting and delivering their own research strategies (aligned to the University's strategic plan) and budgets, and managing academic staffing, with support from the central University where appropriate.

The central University provides an overall framework of policies and processes for the employment of staff. Changes to these policies and procedures are ratified by the HR Policies Committee which convenes when

¹ Bournemouth University was placed 55th in the Guardian University Guide 2013

² Available from: http://www.bournemouth.ac.uk/about/vision_and_values/vision_and_values.html

³ Available from: <http://www.vitae.ac.uk/CMS/files/upload/Vitae-Concordat-2011.pdf>

required. If necessary then changes are made in consultation with staff, primarily through the University's Information and Consultation of Employees Forum. Presently there are no policies developed specifically for researchers and the University recognises that having dedicated researcher policies and career pathways, where appropriate, would strengthen alignment to the principles of the Concordat, enable the University to more successfully implement the Concordat, and provide an enhanced working environment for researchers. Plans to develop this documentation are detailed in the action plan.

The structure of the University for supporting research is primarily centralised with academic Schools supported by central Professional Service departments including Human Resources and Organisational Development,⁴ the Research and Knowledge Exchange Office,⁵ and the Graduate Careers Service,⁶ in addition to other Professional Services that provide support, such as the Library, Finance and Performance, and IT Services.

The University is engaging with the Athena Swan scheme to promote equality for women in science, engineering and technology, and the School of Applied Science and the School of Design, Engineering and Computing are being encouraged and supported by the Equality and Diversity Adviser to submit applications for a silver award over the next few years.

4.0 Gap analysis and action plan

During the early part of 2011 the Vice Chancellor led a process of engaging with all staff to create a new vision for the University and establish a series of Values. This new Vision and Values was approved by the University Board in July 2011 and provided the foundation for a new strategic plan BU2018 approved by the Board in February 2012. As part of the Vision and Values work a series of staff 'Conversation Events' for all staff were held. The events were attended by c. 260 University staff including 90 academics and academic leaders (c. 20% of the academic body) who were invited to join with members of the University Leadership Team to initiate a discussion on the principles and values that will support the vision in the long-term. These events provided a rich seam of information with which to conduct this gap analysis and lay the foundations for the action plan presented in this document.

The discussions informed the development of the BU2018 strategic plan which was approved in early 2012 and which more closely aligned to the principles of the Concordat than the previous plan. Between June and October 2012 a gap analysis exercise was undertaken of how current policies and practices align to the Concordat and identified areas that could be improved. The gap analysis was undertaken by key stakeholders in research, researcher development and HR for researchers at the University. University staff who have contributed to this exercise include:

- Pro-Vice Chancellor (Research, Enterprise and Internationalisation)
- Deputy Director of Human Resources
- Head of Organisational and Staff Development
- Head of Research and Knowledge Exchange
- HR Manager
- Organisational Development Manager
- Organisational Development Adviser
- Equality and Diversity Adviser
- Recruitment and Selection Adviser
- Research Development Officer (Research Conduct)
- Research Development Officer (Public Engagement)
- Commercialisation and KTP Officer

In addition to the staff listed the gap analysis and action plan were reviewed by the members of the Senate Research and Knowledge Exchange Committee which is chaired by the Pro-Vice Chancellor (Research, Enterprise and Internationalisation) and includes the following staff members:

- An external member from the governing body
- A Dean from an academic School
- All Deputy Deans (Research and Knowledge Exchange) from the academic Schools
- All of the academic staff responsible for leading units of assessment for the forthcoming submission to the Research Excellence Framework
- Head of the Graduate School

⁴ For HR matters, staff development, and equality and diversity.

⁵ For all aspects of research support including pre- and post-award administration, external research assessment, ethics and governance, public engagement, research systems and processes, a central Graduate School, etcetera.

⁶ For careers advice and guidance.

- Head of Research and Knowledge Exchange

These staff members provided suggestions for improving the action plan as well as information about local practices and researcher experiences within the Schools.

As Bournemouth University has not yet taken part in Careers in Research Online Survey (CROS) or Principal Investigators and Research Leaders Survey (PIRLS), as part of the gap analysis staff on researcher contracts were contacted by the Research and Knowledge Exchange Office and asked to confidentially feedback on their experiences of being a researcher at the University, how well they felt the Concordat was being implemented, suggestions for improvement, etcetera. All 18 current researchers were contacted; the response rate was 56% and included researchers from three of the six academic Schools. The feedback was used to inform the gap analysis and shape the action plan, and specific reference has been made to this feedback throughout the gap analysis. Responses were fed back to researchers, along with a copy of the gap analysis and action plan.

The University is committed to taking part in CROS and PIRLS for the first time in 2013 and will use the results to shape priorities, identify new areas for consideration, and enhance the action plan in future. The CROS results will also be used to ascertain whether researchers feel the Concordat is being successfully implemented, whether the initiatives in the University's action plan are making a positive impact, identify gaps in the action plan, and ultimately whether they feel the University is providing a supportive environment for researchers. The PIRLS results will be used to inform the action plan with respect to academic research managers and principal investigators, for example whether they have access to appropriate training and development opportunities. A process has already been agreed between the Research and Knowledge Exchange Office and Human Resources and Organisational Development as to how these surveys will be conducted in 2013.

The Concordat and Vitae briefing guides have been sent to all current staff researchers, managers of researchers, staff in Human Resources and Organisational Development (including Staff Development), and careers advisers in the Graduate Employment Service. A process has been established to ensure the Concordat and relevant Vitae briefing guide are sent to all new researchers and managers of researchers as part of their induction when they join the University. A reminder of the Concordat and relevant Vitae briefing document will be sent periodically to Human Resources and Organisational Development (including Staff Development), and careers advisers in the Graduate Employment Service.

The implementation of the Concordat and therefore the action plan is overseen by the Senate Research and Knowledge Exchange Committee, a sub-committee of Senate, which includes representatives from all of the academic Schools and an external Board member. The Committee meets monthly and the action plan will be a standing agenda item for discussion on a termly basis, or more frequently if necessary. From October 2012 the Committee will also have a researcher representative as part of the membership to be involved in the monitoring and development of the action plan, as well as to contribute to other agenda items discussed by the Committee. The action plan will be monitored between meetings by the Research and Knowledge Exchange Office in liaison with Human Resources and Organisational Development. The Pro-Vice Chancellor (Research, Enterprise and Internationalisation) is ultimately responsible for the implementation of the action plan. A diagram of the University's governance structure, clearly showing the relationship between the Senate Research and Knowledge Exchange Committee, other committees, Senate and the Board is available in Annex 1.

Internal communication of the progress with action plan will be communicated to researchers, academics and other staff through the BU Research Blog.⁷ 90% of researchers surveyed as part of the gap analysis said they were subscribed to the Blog or regularly read the information posted. The Research and Knowledge Exchange Office has created a dedicated section focused on researcher development that was launched in October 2012 as a portal through which to communicate with researchers, advertise training and development opportunities, and promote both the Concordat and the information and projects resulting from the action plan. The Concordat has been profiled on the BU Research Blog and the gap analysis and action plan document are also available from this website;⁸ information and documentation on the Blog is available globally and there are no restrictions on access.

The gap analysis and action plan is presented in Table 1. Each principle of the Concordat is presented alongside evidence of current compliance and actions planned to strengthen compliance. Each principle is

⁷ Available from: <http://blogs.bournemouth.ac.uk/research/>

⁸ Available from: <http://blogs.bournemouth.ac.uk/research/files/2012/10/BU-EC-HREiR-badge-gap-analysis-and-action-plan-FINAL.docx>

given a status of either 'A' for Achieved, 'P' for partially met or 'O' for outstanding. The actions are numbered to reflect the sub-principle of the Concordat to which they relate. Each action is allocated to the department(s) that will lead on the successful delivery of the action and, wherever possible, a delivery timescale is given. Some actions do not have defined delivery dates as they relate to areas of continuous support, reinforcement and/or improvement and these have been given a timescale of 'ongoing'.

A summary of all of the actions is provided in Section 5 and a list of all referenced current policies and documents is provided in Section 6.

A. Recruitment and Selection

PRINCIPLE 1

Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research

Concordat	Evidence of current compliance and required actions	Status	Lead	Timescale
1.1	<p>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at the institution</p> <p>Recruiting and retaining high quality researchers and academics forms a key part of the University's Strategic Plan 2012-18 (P1 – 'Recruit, retain, recognise and develop a high performing workforce').</p> <p>The University's <i>Recruitment and Selection Policy and Procedures</i> clearly sets out the institutional policy and guidance on the recruitment and selection of all roles and requires all staff involved in a recruitment decision to 'follow a systematic and objective process aiming to attract and select the best person for the job'. All interviews are structured around the selection criteria and follow a consistent format.</p> <p>All selection panels must be chaired by someone who has undertaken 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 also normal practice and strongly encouraged for other panel members to undertake the training. This training is regularly delivered by Human Resources and Organisational Development who also keep the training under review in light of legislative and internal changes, and good practice from the sector.</p>	A		
1.2	<p>Employers should strive to attract excellence and respect diversity. Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</p> <p>Recruiting a diverse workforce is a feature of the University's Strategic Plan 2012-18 (P3D – '...we will aim to create an increasingly diverse workforce at all levels in BU by encouraging the recruitment, development and support for staff from under-represented groups'). The Director of Human Resources is responsible for ensuring all HR policies, practices and procedures, including those pertaining to recruitment and selection, embody the University's commitment to the principles of dignity, diversity and equality.</p> <p>The annual <i>BU Equality and Diversity Report</i> (part of the <i>BU Annual Review</i>) provides an overview of activities to promote diversity and an indication of how equality, diversity and inclusion are embedded throughout the University.</p>	P	HR&OD & R&KEO	Summer 2013

		<p>BU has achieved 'Disability Two Ticks Status', for the positive commitment made regarding the employment, retention, development and career development of disabled employees. BU is committed to interviewing all disabled applicants who meet the essential criteria for a job vacancy and to consider them on their abilities, reviewing the development needs of employees with disabilities at least once a year, and making every effort to ensure employees can stay in employment if they become disabled.</p> <p>The Disability Two Tick symbol appears on the 'Job vacancies' website and on all our recruitment literature, including job adverts and application forms. The symbol and associated responsibilities apply to all University vacancies.</p> <p>All posts are advertised with comprehensive job descriptions detailing the role, and which include person specifications detailing the knowledge, skills and attributes required for the post. All jobs are reviewed and graded by Human Resources and Organisational Development prior to advertising the vacancy. Broad grade descriptors for the relative levels of work involved for researchers and academics on the Academic Career Pathway (NSS Grades 6-9) are clearly identified in the <i>BU Framework Agreement (June 2008)</i> and form the basis of job description and person specification documentation for researcher / academic roles. There are generic job descriptions and person specifications for most researcher and academic roles, and these tend to be tailored to the specifics of individual roles.</p> <p>The number of available positions is always included in the advert. Where possible the date for the selection process is included in the advert.</p> <p><i>1.2a Action – 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 administrators to advise principal investigators and academic managers how to use these as appropriate.</i></p> <p><i>1.2b Action – 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.</i></p>			
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	The University abides by the provisions of the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and is committed to ensuring the proper use of fixed-term contracts. The University's <i>Code of Practice – Use of Fixed-Term Contracts</i> provides clear	A		

		guidelines as to when it is appropriate to use a fixed-term contract. Where an appointment on, or an extension to, a fixed term contract is sought this should be fair and justifiable on objective grounds and is reviewed by Human Resources and Organisational Development.			
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	<p>Recruitment and selection training is mandatory for those who chair interview panels and is strongly advised for those who sit on panels. Employment law, equal opportunities, and panel diversity are included in this training.</p> <p>Panel composition for Researcher, Lecturer and Senior Lecturer includes the Dean of the School and a member of the Professoriate. Normal practice is for a Dean from another School to be included on the panel. Panel composition for Grade 9s includes the Pro Vice-Chancellor, Dean of the School and Dean from another BU School. All Associate Professor and Professor appointments include the VC or nominee, the PVC or DVC, the Dean of the School and a Professor from the academic group and an external panel member. The external panel member should be a Professor from another University who is an expert in the academic subject area (See Prof process). All external panel members are approved by the Pro Vice-Chancellor. Written reports from an external assessor are also used to assess candidates at Professorial level when relevant.</p> <p>BU recognises that providing feedback is essential to candidates in career development and all candidates receive feedback from the chair of the panel, regardless of whether they were successful. Written feedback is kept by Human Resources and Organisational Development and can be requested by candidates after the interview. All internal candidates not short-listed for interview receive feedback from the chair of the panel.</p> <p><i>1.4a Action - 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> <p><i>1.4b Action – 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.</i></p> <p><i>1.4c Action – BU will raise awareness with line managers of the importance of panel diversity and the benefits to recruitment and selection.</i></p>	P	<p>1.4a HR&OD & R&KEO</p> <p>1.4b HR&OD</p> <p>1.4c HR&OD</p>	<p>Summer 2013</p> <p>Summer 2013</p> <p>Ongoing</p>
1.5	The level of pay or grade for researchers should be determined	Researchers must be paid on the BU National Single Spine scale and are entitled to in-scale incremental salary progression on the same basis as	A		

	according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	<p>other staff. Salary scale revisions are applied to all staff, including researchers.</p> <p>All posts are graded using the Hay job evaluation scheme and the grading of role profiles is undertaken only by trained staff in Human Resources and Organisational Development. This ensures fairness to all staff and ensures a consistent and transparent approach to pay and grading according to the requirements of the post.</p> <p>Researchers are eligible to be considered for promotion and merit pay (such as honoraria) in the same way as other staff.</p>			
	Principle 1 – general action	<p><i>1.0a Action – 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 in, 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> <p><i>1.0b Action – 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>	O	HR&OD & R&KEO	Summer 2013

B. Recognition and Value

PRINCIPLE 2

Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research

Concordat	Evidence of current compliance and required actions	Status	Lead	Timescale
2.1	<p>Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed-term or similar contract. In particular,</p> <ul style="list-style-type: none"> • Hours of work • Annual leave 	P	R&KEO	Ongoing

<p>employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p>	<ul style="list-style-type: none"> • Leave for long service • Membership of the appropriate staff pension scheme • Disciplinary and grievance provisions • Union representation and time off for union duties <p>Researchers are entitled to the same provisions as other staff for:</p> <ul style="list-style-type: none"> • Sick leave • Sick pay • Maternity and paternity leave <p>Research staff on fixed-term contracts are able to access the same career development opportunities as staff on permanent contracts. Research staff have access to career development opportunities via two main departments – Staff Development and the Research and Knowledge Exchange Office.</p> <p>The BU Research Excellence Framework 2014 Code of Practice on selecting outputs and staff for submission states ‘Staff on part-time and/or fixed term contracts and in post on the census date (31 October 2013) will be considered for inclusion alongside and using the same criteria as for staff on permanent contracts’. The Code of Practice was approved by the REF Team based at HEFCE in June 2012.</p> <p>All staff at the University are required to undertake an online e-learning module on equality and diversity (Marshall’s ACM) when they join the University. Staff who will be involved in selection decisions for the REF 2014 exercise will all receive comprehensive, dedicated REF Equality and Diversity training, as detailed in the BU REF 2014 Code of Practice.</p> <p><i>2.1 Action – 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</i></p>			
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2.2	<p>Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisation.</p>	<p><i>BU2018.</i></p> <p>As per 1.3, the University abides by the provisions of the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) in ensuring equal treatment of all staff, including those on fixed-term contracts. Fixed-term contracts are only used where there is a justifiable reason.</p> <p>The University's <i>Code of Practice – Use of Fixed-Term Contracts</i> states that other than in exceptional circumstances, the University will transfer fixed-term staff to established status after four years.</p> <p>Where a researcher is appointed on a fixed-term contract and the contract comes to an end the researcher is automatically added to the University's redeployment register by Human Resources and Organisational Development.</p> <p><i>2.2 Action – 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.</i></p>	P	HR&OD & R&KEO	Spring 2014
2.3	<p>Research management 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</p>	<p>A project initiation meeting is held for all projects that have research staff working on them. The aim of these meetings is to explain the purpose and aim of the project, to ensure roles and responsibilities are understood and communicated, and to determine administrative procedures and an internal governance structure. These meetings are attended by the principal investigator, project researchers, and colleagues from the Research and Knowledge Exchange Office. Depending on the project colleagues from other departments, such as Human Resources and Organisational Development or Legal Services, may also attend the meeting. After this initial meeting academic research managers are expected to hold regular one-to-one meetings with their researchers to discuss individual development needs and progress with the delivery of the project. During these meetings academic research managers are expected to provide</p>	P	R&KEO & HR&OD	Summer 2013

	<p>this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	<p>guidance and advice regarding career development, training opportunities, and performance.</p> <p>The annual appraisal cycle is used to identify longer term development needs and a personal and professional development plan is agreed during the meeting. This is monitored throughout the year at regular meetings between the academic research manager and the researcher.</p> <p>Staff Development run three leadership programmes (Leadership Essentials, Inspiring Leaders, and the Associate Professors Programme) and strongly encourage academics with management responsibilities to attend. There are also a number of HR development sessions held throughout the year covering topics such as bullying and harassment, managing conflict, and recruitment and selection. Staff, including academic research managers, also have access to two online resources to support leadership development (Good Practice Toolkit for all Leaders and Epigeum University Leadership and Management).</p> <p>The Research & Knowledge Exchange Office regularly promote Vitae's Leadership Development for Principal Investigators and all new principal investigators with limited experience are invited to join the University's Grants Academy scheme (strand 3 – post-award) whereby they receive post-award support in the form of direct mentorship from a colleague with significant experience of managing research projects. This scheme is based on Vitae's Leadership Development for Principal Investigators and mentee's are required to complete the Vitae online resource and discuss progress with their mentor, who will advise where they might benefit from additional training to obtain the skills required to further develop their career.</p> <p><i>See Action 1.4a – the University will submit to PIRLS 2013 and will use the response data to inform the provision of development opportunities for principal investigators.</i></p>			
2.4	<p>Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a</p>	<p>The University expects all researchers to be kept informed about the state of funding for their post and project, and about the likelihood of future funding and/or potential contract extensions. These discussions are led by the academic research manager responsible for line managing the researcher and are expected to take place well before the end of the contract, and certainly no later than three months prior to the contract end date. Academic research managers advise researchers on all career options, including those that exist outside of academia as well as within.</p>	P	HR&OD	Summer 2013

	priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.	Decisions regarding supporting researchers between grant funding are currently undertaken at local level within the Academic Schools when the situation arises and decisions are made on a case by case basis. The University's <i>Code of Practice – Use of Fixed-Term Contracts</i> states that other than in exceptional circumstances, the University will transfer fixed-term staff to established status after four years. Where a researcher is appointed on a fixed-term contract and the contract comes to an end with no further grant funding to cover further employment the researcher is automatically added to the University's redeployment register by Human Resources and Organisational Development. <i>2.4 Action – production of central advice and guidance on how to manage this situation to ensure consistency and fairness to all researchers on fixed-term contracts.</i>			
2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	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.	A		
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	Opportunities for promotion are advertised on the University's main website and are open to all staff who meet the essential criteria set out in the person specification. <i>2.6 Action – 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.</i>	P	HR&OD & R&KEO	Autumn 2013

C. Support and Career Development

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research

environment

Concordat		Evidence of current compliance and required actions	Status	Lead	Timescale
3.1	<p>It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<p>All researchers, regardless of whether they have fixed-term or permanent employment contracts, are accepted as an important part of the University's academic community.</p> <p>Researchers have access to development opportunities offered by the Staff Development team and the Research and Knowledge Exchange Office. Researchers also have access to careers support and guidance provided by the University's Graduate Employment Service, including information on a wide variety of research career pathways and one-to-one meetings with qualified Careers Advisers.</p> <p>All researchers are part of the annual appraisal cycle which is used to identify longer term development needs, including agreeing a personal and professional development plan. This is monitored throughout the year at regular meetings between the academic research manager and the researcher.</p> <p>Where funders require a specialist, dedicated training programme for researchers (for example, Marie Curie Fellowships), this is developed specifically for the individual researcher in discussion between the academic research manager and researcher.</p> <p><i>3.1a Action – 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> <p><i>3.1b Action – 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>	P	HR&OD and R&KEO	Summer 2013
3.2	<p>A wide variety of career paths is open to researchers, and the ability to move between different paths in key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and</p>	<p>As detailed in 3.1, researchers have access to a wide range of resources and advice from the Graduate Employment Service.</p> <p>ECRs can attend the regular ECR Forum meetings where they meet with a group of experienced academics and discuss their research, career development and potential career paths. Advice and guidance is also</p>	P	R&KEO	Autumn 2013

	<p>organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	<p>provided on a one-to-one basis by their academic research manager.</p> <p>Vitae's Researcher Development Framework has been embedded in the training available to postgraduate researchers by the Graduate School. A version of this is currently under development with a view to being offered to staff researchers during the 2012-13 academic year. 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.</p> <p>Researchers are able to apply for funds from the University's Staff Mobility and Networking Fund which provides support for staff for UK or overseas travel in pursuit of teaching, research and/or professional practice. Researchers are also able to apply for funds from the University's EU Networking Fund which provides support for staff to establish links with peers in other academic institutions and/or in other institutions within Europe.</p> <p>The majority of the academic Schools run localised incentive schemes for academics and researchers. For example the School of Design, Engineering and Computing runs an incentive scheme that rewards international journal publications and bid contribution – the scheme provides funding for conference travel, mobility, research equipment, etcetera.</p> <p><i>3.2 Action – for the Graduate School to implement the Researcher Development Framework to all postgraduate taught students from September 2013.</i></p>			
3.3	<p>Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need to support to develop the communication and other professional skills that they will need to be both effective</p>	<p>The University provides a wide range of opportunities for professional development for researchers. See sections 2.3 and 3.2 for details. In addition the University runs the Grants Academy development scheme which is open to all researchers and academics to support colleagues develop their proposal writing skills. 40% of current researchers do not think that the University provides enough training and development opportunities for researchers or that these are not promoted enough.</p> <p>The academic Schools run localised programmes for researcher development, for example the Compendium of Scholarly Mentorship programme run recently developed in the School of Health and Social Care which draws together central researcher support and bespoke School support. The programme provides postdoctoral proposal</p>	P	<p>3.3 a R&KEO</p> <p>3.3b R&KEO</p>	<p>Summer 2013</p> <p>Ongoing</p>

	researchers and highly-skilled professionals in whatever field they choose to enter.	<p>development and bidding support, a doctoral peer support group, a writing and publication group, and seminar sessions for researchers.</p> <p><i>3.3a Action – 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> <p><i>3.3b Action – 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>			
3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	See section 3.2 for support offered by the Graduate Employment Service.			
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.	<p>The ECR Forum provides the opportunity for researchers to discuss and consider career development with their peers and more experienced researchers and academics.</p> <p>As detailed in section 3.2 the Graduate Employment Service offers impartial advice and guidance regarding careers.</p> <p>Processes for promotion and reward are available from Human Resources and Organisational Development. See sections 2.5 and 2.6 for information on pay progression.</p>			
3.6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation	Inductions to the workplace are organised locally by the Academic Schools and all managers are provided with an induction checklist to complete and return to Human Resources and Organisational Development. This local induction includes information about the organisation, its policies and procedures, and the departmental structure.	P	3.6a R&KEO and HR&OD	Summer 2013 Summer 2013

	<p>and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>All researchers and academics receive an email within the first month from the Research and Knowledge Exchange Office containing information about undertaking research at the University. In addition all new staff attend a full-day University induction event.</p> <p>The annual appraisal cycle facilitates discussions between the researcher and their academic research manager, including developing a Personal and Professional Development Plan to support their development.</p> <p><i>3.6a Action – to raise the profile of research in the existing universal new staff induction event, including profiling the Concordat.</i></p> <p><i>3.6b Action – 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 which specifically highlights the Concordat. This will be investigated.</i></p>		3.6b HR&OD	
3.7	<p>Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<p>As detailed in 3.3 a version of the Researcher Development Framework is currently being established at the University and will contain sessions which focus on developing the skills required at each level.</p> <p>The principal investigator is responsible for the budget and personnel management for his/her project, however elements of this may be devolved to researchers as part of their ongoing development.</p> <p><i>3.7 Action – 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.</i></p>	P	HR&OD	Summer 2014
3.8	<p>Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>	<p>Action 1.0 is for the University to develop a specific code of practice for the employment and career development of research staff and recommends that such a document is developed and communicated to all staff in 2012-13. This document will provide details on the specific career development for researchers, including mentoring arrangements.</p> <p>University guidance recommends that all new researchers and academics are provided with academic mentors and this is managed locally by the Academic Schools with varying degrees of success. The School of Design, Engineering and Computing, for example, run a successful mentoring/buddy scheme for academics and researchers and the School of Applied Sciences has a strong peer mentoring culture within the School to support early career researchers.</p>	P	HR&OD	Autumn 2013

		<p>Where centrally managed development schemes operate (such as the Grants Academy or the EU Academic Development Scheme) attempts have been made to link mentors with researchers and academics on the scheme who do not have mentors already. Again this has been successful in some, but not all, cases. Realising that mentoring arrangements can work well when they develop organically and are established by the researcher, future schemes will provide researchers with the skills, information and support to seek out their own mentor. However, an Academic Mentor Database does exist in the University and it is possible for staff to access mentoring through more formal routes through Organisational and Staff Development where appropriate.</p> <p><i>3.8 Action – 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.</i></p>			
3.9	<p>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>Researchers are encouraged to attend CPD sessions by their academic research managers and the Research and Knowledge Exchange Office and opportunities are promoted via the BU Research Blog, Staff Intranet and ECR Forums.</p> <p>The annual appraisal cycle requires researchers in conjunction with their academic research managers to plan their development requirements for the forthcoming year and to reflect upon those undertaken during the review year.</p> <p><i>3.9 Action – 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>	P	R&KEO	Summer 2013
<p>C. Support and Career Development</p> <p>PRINCIPLE 4</p> <p>The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at</p>					

all stages of their career				
4.1	<p>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 introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>All researchers have an annual appraisal followed by several review meetings during the year. This is in addition to the regular one-to-one meetings they have with their academic research manager, and the initial probation review meetings that take place at 12 and 20 weeks into their employment.</p> <p>The Graduate Employment Service provides impartial advice and guidance to researchers as part of their career development.</p>	A	
4.2	<p>Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.</p>	<p>As detailed in previous sections there are numerous opportunities for training and development open to researchers, many of which include preparation for academic practice. For example, the Grants Academy scheme (strand 1) develops skills in academic writing, the Researcher Development Framework, and the promotion of Vitae's Leadership Development for Principal Investigators. In addition the University advises academic research managers to encourage their researchers to undertake teaching, demonstrating and supervision duties to develop their academic skills, and this takes place in the majority of cases. The School of Design, Engineering and Computing, 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 a handful of examples of research assistants developing into lecturers in the School.</p>	A	
4.3	<p>Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.</p>	<p>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 postgraduate researchers to undertake their teaching responsibilities. The individual masterclasses and events that form part of these development programmes are also open to researchers as standalone events.</p>		

4.4	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.	Researchers are encouraged to input into other areas of University decision-making and are welcome to attend School Academic Board meetings and School Research and Knowledge Exchange meetings (or equivalent). Their views are represented at the University Research and Knowledge Exchange Forum by the representatives from their Schools. Researchers can be elected to University Senate as the academic representative by other members of academic staff within a School. Researchers are also invited to take part in relevant consultations, such as took place for the draft BU Research Excellence Framework 2014 Code of Practice, and in all sorts of staff engagement activities, such as the development of the University's Vision and Values.	A		
4.5	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Mentoring opportunities are available to researchers. See section 3.8 for further details.	A		

D. Researchers' Responsibilities

PRINCIPLE 5

Individual researchers share the responsibility for an need to pro-actively engage in their own personal and career development, and lifelong learning

Concordat		Evidence of current compliance and required actions	Status	Lead	Timescale
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	Recruiting and retaining high quality researchers and academics forms a key part of the University's Strategic Plan 2012-18 and the development of researchers, particularly early career researchers, also features significantly in the plan (P1 – 'Recruit, retain, recognise and develop a high performing workforce'; C2E – 'Provide opportunities for growth for early career researchers'). The BU Code of Good Practice in Research 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 honesty and integrity. <i>5.1 Action – The BU Code of Good Practice in Research was last updated in 2006 and needs to be reviewed and updated.</i>	P	R&KEO	Spring 2013
5.2	Researchers should develop their ability to transfer and exploit	BU recognises its role as a public institution and research at the University is increasingly driven by the societal agenda. This is in the process of being	P	R&KEO	Winter 2012

	<p>knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</p>	<p>presented externally via the eight BU Research Themes and disseminated through knowledge exchange, in which public engagement and student engagement are identified as key strands (University's Strategic Plan 2012-18). The University has recently invested in a central, dedicated public engagement post to support researchers and academics to engage with wider society and to ensure that research undertaken is informed by societal need.</p> <p>The University is moving towards an open access policy to commercialisation (similar to the Easy Access IP model in place at other institutions) and aims to support staff in creative innovations.</p> <p>Researchers are encouraged to undertake knowledge exchange activities alongside their research and the Research and Knowledge Exchange Office support researchers with developing this type of work.</p> <p><i>5.2 Action – 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>			
5.3	<p>Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.</p>	<p>The University's Research Ethics Code of Practice and Code of Good Practice in Research set out the responsibilities for researchers in conducting research in an honest and ethical manner.</p> <p>The University has a central, dedicated officer responsible for ethics and conduct who is responsible for providing advice, guidance and support to researchers on research ethics, integrity and governance. The University runs a hybrid model for ethics with a central University Research Ethics Committee supported by School Research Ethics Committees based in the Academic Schools. In each Academic School there is at least one academic member of staff responsible for ethics in their School.</p> <p>Training on ethics and conduct available to postgraduate research students, researchers and academics as part of the Researcher Development Framework, and also as part of the Grants Academy (strand 1) scheme.</p> <p>A review of the University's research ethics model was undertaken in 2012 and highlighted a lack of awareness of the importance of research ethics amongst researchers and academics. Significant work is currently underway</p>	P	R&KEO	Summer 2013

		to improve awareness and understanding of research ethics at the University. <i>5.3 Action – to action the recommendations made as part of the BU Ethics Review 2012.</i>			
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	See section and action 3.7.	O	HR&OD	Summer 2014
5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.	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 the Research and Knowledge Exchange Office, the Graduate Employment 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.	A		
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be	All researchers are part of the appraisal cycle which includes a personal and professional development plan. See sections 2.3, 3.1 and 3.6. A record of all internal training and development undertaken is kept centrally by the Staff Development team in Human Resources and Organisational Development.	A		

presented to current and future employers as appropriate.				
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E. Diversity and Equality

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Concordat	Evidence of current compliance and required actions	Status	Lead	Timescale
6.1	<p>The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.</p>	<p>The University's <i>Dignity, Diversity and Equality Policy (Employment) Statement</i> 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 <i>Recruitment and Selection Policy and Procedures</i> document is consistent with the <i>Dignity, Diversity and Equality Policy (Employment) Statement</i>.</p> <p>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 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 impact assessment to be regularly carried out on all policies and procedures. For example, a number of equality impact assessments will be carried out on the internal preparations for the Research Excellence Framework 2014 submission (such as on the code of practice and on the preparation exercises) to ensure these do not inadvertently discriminate against individual researchers / groups of researchers.</p>	A		

		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 Equality and Diversity 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.			
6.2	As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	See section 6.1.	A		
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	<p>Equality and diversity data are monitored by the University in consultation with the relevant staff equality groups and networks. The data is presented as part of the annual Equality and Diversity Report.</p> <p>The University is currently working towards an institutional Athena Swan bronze award, with a view to supporting a couple of the Academic Schools to work towards the Athena Swan silver award over the next few years. The Head of the Graduate School will work on this with the Equality and Diversity Adviser.</p> <p><i>6.3 Action – achieve institutional Athena Swan bronze award and start work with academic Schools towards the Athena Swan silver award.</i></p>	P	HR&OD & R&KEO	Ongoing
6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the early career period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working	The University has developed policies and practices to support all staff in achieving a healthy work-life balance, including a <i>Flexible Working Policy</i> which states that the University will 'make every effort to reach an agreement on mutually convenient working hours', subject to operational requirements. The University supports staff and their family life through various policies, including maternity leave, paternity leave, and adoption leave. The University has an on-site nursery at the main Talbot Campus and provides staff with the opportunity to purchase childcare vouchers as part of a salary sacrifice scheme.	A		

	conditions should allow both female and male researchers to combine family and work, children and career.				
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	See section 6.4.	A		
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	Not applicable.	N/A		
6.7	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.	<p>See sections 1.2, 6.1 and 6.3 for details of how this is articulated in the University's strategic plan, how this is monitored and the policies and procedures underpinning recruitment and selection, including panel diversity.</p> <p>The University's <i>Gender Equality Scheme and Action Plan</i> confirms the vision for gender equality at BU is reflected through the institution's <i>Equality and Diversity Policy</i> and strategic plan.</p> <p>The University's policy for recruitment is that selection is based on merit and the best candidate for the job.</p> <p>See <i>Action 6.3</i>.</p> <p><i>6.7 Action – 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.</i></p>	P	HR&OD	Winter 2012
6.8	Account should also be taken of the	Researchers have regular one-to-one meetings with their academic	P	R&KEO	Summer 2013

	<p>personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.</p>	<p>research managers and this forum should identify issues relating to personal circumstances.</p> <p>See section 6.4 regarding the University's <i>Flexible Working Policy</i> and support available to researchers with families.</p> <p>The University offers wellbeing advice to all staff, primarily provided by the Staff Wellbeing and Occupational Health Advisor and the Senior Chaplain, including a confidential peer support service, staff counselling, and a chaplaincy.</p> <p>On occasion the University has provided researchers for whom English is not a first language with specific support from a tutor to improve and develop their spoken and written English.</p> <p><i>6.8 Action – 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.</i></p>			
6.9	<p>All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p>Bournemouth University is committed to a working and learning environment that is free from harassment and bullying of individuals on any grounds (<i>Code of Practice – Harassment</i>). Expectations and requirements relating to general conduct are stated in the <i>Staff Handbook</i>. The <i>Code of Practice – Harassment</i> clearly sets out the standards of behaviour required from all staff and provides a detailed procedure to follow if staff are being affected by any form of harassment or bullying.</p> <p>Training is available to line managers on conflict in the workplace which includes advice on managing harassment and bullying.</p> <p>The University has a <i>Dignity, Diversity and Equality</i> policy to which all staff are expected to adhere.</p> <p><i>6.9 Action – to see whether establishing a network of harassment advisers based in Academic Schools would be of benefit to staff.</i></p>	PM	HR&OD	Summer 2014
6.10	<p>Employers should also consider participation in schemes such as the Athena Swan Charter, the Juno Project and other initiatives aimed at promoting diversity in research</p>	<p>The University is currently working to achieve an institutional Athena Swan bronze award.</p> <p><i>See Action 6.3.</i></p>	P	HR&OD	Ongoing

careers.				
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E. Implementation and Review

PRINCIPLE 7

The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK

Concordat	Evidence of current compliance and required actions	Status	Lead	Timescale
7.1	<p>The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</p>	P	<p>1.0 HR&O D & R&KEO</p> <p>7.1a R&KEO</p> <p>7.1b R&KEO</p>	<p>Summer 2013</p> <p>Autumn 2012</p> <p>Autumn 2012</p>
	<p>Implementation of the Concordat at Bournemouth University is overseen by the Senate Research and Knowledge Exchange Committee.</p> <p>As posts become vacant they are advertised through the jobs site of the University's main website (www.bournemouth.ac.uk/jobs) and applications from internal applicants are strongly encouraged. The University has a good track record of staff progressing through several successive career stages.</p> <p>See sections 2.3, 3.3 and 4.2 for details of the main staff development opportunities currently available to researchers and academics at the University.</p> <p>See Action 1.0 which states that the University will develop a code of practice for the employment and career development of research staff; the Concordat will be embedded within this.</p> <p><i>7.1a Action – a researcher representative will be invited to join Senate Research and Knowledge Exchange Committee in the 2012-13 academic year.</i></p> <p><i>7.1b Action – 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</i></p>			

		<i>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>			
7.2	<p>The signatories agree:</p> <p>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.</p> <p>b. to procure an independent benchmarking study to assess the state of the 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>	<p>The University intends to run CROS and PIRLS in 2013.</p> <p>The Senate Research and Knowledge Exchange Committee, which meets monthly, will receive a termly update produced by the Research and Knowledge Exchange Office and Human Resources and Organisational Development on progress against this action plan.</p> <p><i>See Action 1.4 which states the University will run PIRLS in 2013.</i></p> <p><i>7.2a Action – the University will run CROS in 2013.</i></p> <p><i>7.2b Action – the Senate Research and Knowledge Exchange Committee will monitor progress against this action plan on a termly basis.</i></p>	O	R&KEO and HR&OD	Ongoing
7.3	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research	Not applicable	N/A		

	Organisations that they fund will adopt the principles of the revised Concordat.				
7.4	<p>The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.</p> <p>The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</p>	<p>A number of senior academic managers and staff in the Research and Knowledge Exchange Office, including the Head of the Graduate School, attend Vitae events, keep up to date with Vitae advice, and disseminate this information amongst staff at the University, however it is recognised that the University could be more engaged with Vitae, particularly the regional South West and Wales Hub.</p> <p><i>7.4 Action – for more staff to engage and actively participate with Vitae, particularly the regional South West and Wales Hub. To further liaise with Vitae and other institutions to share, disseminate and implement practices to support researchers’ development.</i></p>	P	R&KEO and senior academic managers	Ongoing
7.5	<p>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.</p>	<p>See section 6.3. Equality and diversity data are monitored by the University in consultation with the relevant staff equality groups and networks but currently we don’t do anything more specific in relation to diversity indicators for researchers.</p> <p><i>See Actions 1.4 and 7.2a regarding running CROS and PIRLS in 2013.</i></p>	P		

Table 1 – Bournemouth University and the Concordat – gap analysis and action plan

5.0 List of actions arising from the gap analysis

Action	Description	Owner	Timescale
1.0a	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 in, will be developed in 2012-13 and communicated throughout the University. Staff researchers will be involved in the development of this code of practice.	HR&OD and R&KEO	Summer 2013
1.0b	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.	HR&OD and R&KEO	Summer 2013
1.2a	To improve the standard job descriptions for researcher posts, evaluated by HR&OD via the Hay job evaluation scheme, and to train research administrators to advise principal investigators and academic managers how to use these as appropriate.	HR&OD and R&KEO	Summer 2013
1.2b	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.	HR&OD and R&KEO	Summer 2013
1.4a	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.	HR&OD & R&KEO	Summer 2013
1.4b	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.	HR&OD	Summer 2013
1.4c	BU will raise awareness with line managers of the importance of panel diversity and the benefits to recruitment and selection.	HR&OD	Ongoing
2.1	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.	R&KEO	Ongoing
2.2	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-	HR&OD & R&KEO	Spring 2014

Action	Description	Owner	Timescale
	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.		
2.4	Production of central advice and guidance on how to manage this situation to ensure consistency and fairness to all researchers on fixed-term contracts.	HR&OD	Summer 2013
2.6	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.	HR&OD and R&KEO	Autumn 2013
3.1a	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.	HR&OD and R&KEO	Summer 2013
3.1b	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.	HR&OD and R&KEO	Summer 2013
3.2	For the Graduate School to implement the Researcher Development Framework to all postgraduate taught students from September 2013.	R&KEO	Autumn 2013
3.3a	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.	R&KEO	Summer 2013
3.3b	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.	R&KEO	Ongoing
3.6a	To raise the profile of research in the existing universal new staff induction event, including profiling the Concordat.	R&KEO and HR&OD	Summer 2013
3.6b	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 which specifically highlights the Concordat. This will be investigated.	HR&OD	Summer 2013
3.7	To develop and implement documentation on Academic Career Pathways, to include specific Researcher Career Pathways, as part of the HR Delivery Plan for the 2013-14 academic year.	HR&OD	Summer 2014
3.8	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.	HR&OD	Autumn 2013

Action	Description	Owner	Timescale
3.9	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.	R&KEO	Summer 2013
5.1	The BU Code of Good Practice in Research was last updated in 2006 and needs to be reviewed and updated.	R&KEO	Spring 2013
5.2	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.	R&KEO	Winter 2012
5.3	To action the recommendations made as part of the BU Ethics Review 2012.	R&KEO	Summer 2013
6.3	Achieve institutional Athena Swan bronze award and start work with academic Schools towards the Athena Swan silver award.	HR&OD & R&KEO	Ongoing
6.7	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.	HR&OD	Winter 2012
6.8	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.	R&KEO	Summer 2013
6.9	To see whether establishing a network of harassment advisers based in Academic Schools would be of benefit to staff.	HR&OD	Summer 2014
7.1a	A researcher representative will be invited to join Senate Research and Knowledge Exchange Committee in the 2012-13 academic year.	R&KEO	Autumn 2012
7.1b	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.	R&KEO	Autumn 2012
7.2a	The University will run CROS in 2013.	R&KEO and HR&OD	Ongoing
7.2b	The Senate Research and Knowledge Exchange Committee will monitor progress against this action plan on a termly basis.	R&KEO and HR&OD	Ongoing
7.4	For more staff to engage and actively participate with Vitae, particularly the regional South West and Wales Hub. To further liaise with Vitae and other institutions to share, disseminate and implement practices to support researchers' development.	R&KEO and senior academic managers	Ongoing

Table 2 – List of actions arising from the gap analysis

6.0 List of relevant current policies

Current Bournemouth University policies, procedure and guidelines referenced in the gap analysis and action plan include:

- BU Code of Good Practice in Research
- BU Equality and Diversity Report
- BU Framework Agreement
- BU REF 2014 Code of Practice
- BU Research Ethics Code of Practice
- BU Staff Handbook
- BU Strategic Plan 2012-18
- Code of Practice – Harassment
- Code of Practice – Use of Fixed-Term Contracts
- Dignity, Diversity and Equality Policy (Employment) Statement
- Equality and Diversity Policy
- Flexible Working Policy
- Fusion Investment Fund – Staff Mobility and Networking Policy
- Gender Equality Scheme and Action Plan
- Pay Progression Guidelines
- Recruitment and Selection Policy and Procedures

Annex 1 – Committee Structure

