

## Bournemouth University

### Action plan 2015-17 progress to support the implementation of the Concordat to Support the Career Development of Researchers

#### Abbreviations:

BU	Bournemouth University
HR	Human Resources
KE	Knowledge exchange
OD	Organisational Development
PGR	Postgraduate researcher
RCSG	Research Concordat Steering Group
RDF	Vitae's Researcher Development Framework
RKEO	Research and Knowledge Exchange Office
RSA	Research Staff Association
URKEC	University Research and Knowledge Exchange Committee

Section	Sub-principle description	Progress to date, including progress against original action plan	2015-17 actions
General	<i>Enhancing engagement between research staff and their line managers and the Concordat / BU's action plan</i>	<p><b>2013-15</b></p> <p>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>	<p><b>Action GEN1:</b> 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 (JN, LA, SG)</p>
<b>PRINCIPLE 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research</b>			
A.1.0	<i>Principle 1 – general actions</i>	<p><b>2013-15</b></p> <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 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> <ul style="list-style-type: none"> <li>We developed and launched a <a href="#">Code of Practice for the Employment and Development of Research Staff</a> 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 <a href="#">Concordat to Support the Career Development of Researchers</a> (2008) and the <a href="#">European Charter for Researchers</a> (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.</li> </ul>	<p><b>Action A.1.0a:</b> 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 and annually thereafter. We will seek feedback from research staff and their line managers as part of this process.</p> <p>Owner: RCSG (JN, LA, SG)</p> <p><b>Action A.1.0b:</b> To ensure the research staff email group is maintained.</p>

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		<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"> <li>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.</li> </ul>	<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 (JN, RH)</p>
A.1.1	<p><i>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</i></p>	<p><b>2012 &amp; 2013-15</b>  Recruiting and retaining high quality researchers and academics forms a key part of the <a href="#">University's Strategic Plan 2012-18</a>. Our Recruitment and Selection Policy and Procedures clearly sets out the institutional policy and guidance on the recruitment and selection of all roles. All staff involved in a recruitment decision are required 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 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.</p>	<p>Complete.</p>
A.1.2	<p><i>Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</i></p>	<p><b>2012</b>  Recruiting a diverse workforce is a feature of the <a href="#">University's Strategic Plan 2012-18</a> (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 Associate Director of HR 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 BU Equality and Diversity Report (part of the BU Annual Review) provides an overview of activities to promote diversity and an indication of how equality, diversity and inclusion are embedded throughout the University.</p> <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. 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><b>Action A.1.2:</b> Phase 2 of the Academic Career Framework project will seek to review the career framework including the standard job 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</p> <p>Owner: HR (SG)</p>

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		<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 HR prior to advertising the vacancy. 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><b>2013-15</b></p> <p><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 administrators to advise principal investigators and academic managers how to use these as appropriate.</i></p> <ul style="list-style-type: none"> <li>This has been delayed slightly by Phase 1 of the Academic Career Framework 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 Academic Career Framework project.</li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
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><b>2012</b></p> <p>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 Code of Practice – Use of Fixed-Term Contracts provides clear 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 HR. Other than in exceptional circumstances, the University transfers fixed-term staff to open-ended contracts after four years.</p> <p><b>2013-15</b></p> <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>The proportion of our research staff on fixed-term contracts has remained relatively static (64% in 2012 and 68% in 2014); this is lower than the sector average (77%, CROS13) and the stability is in line with the sector (CROS13 indicated that there was no significant change since 2011 to the proportion of research staff employed on fixed-term contracts).</p>	<p><b>Action A.1.3:</b> 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 (SG)</p>
A.1.4	<i>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</i>	<p><b>2012</b></p> <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, equality and panel diversity are included in this training.</p>	<p><b>Action A.1.4a:</b> Once the Core eRecruitment module is implemented then we will undertake monitoring to ensure interview panels reflect</p>

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	<p><i>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.</i></p>	<p>BU recognises that providing feedback is essential to candidates in career development and all candidates may receive feedback from the chair of the panel, regardless of whether they were successful. Interview notes are kept by HR 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><b>2013-15</b>  <b>1.4a Action (2012)</b> - 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.</p> <ul style="list-style-type: none"> <li>• BU took part in PIRLS 13. Further details are available in Sections B.2.3 and F.7.2.</li> </ul> <p><b>1.4b Action (2012)</b> – 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  <b>1.4c Action (2012)</b> – BU will raise awareness with line managers of the importance of panel diversity and the benefits to recruitment and selection.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>diversity and experience/expertise.</p> <p>Target date and success measure(s):  To instigate regular monitoring by Spring 2016</p> <p>Owner: HR (SG)</p> <p><b>Action A.1.4b:</b> 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>
A.1.5	<p><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></p>	<p><b>2012</b>  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 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 HR. 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> <p><b>2013-15</b>  Pay and grading for academic staff was reviewed in 2014 a part of phase 1 of the Academic Career Framework 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 Academic Career Framework project in 2015.</p>	<p>Complete. This has been incorporated into action A.1.2.</p>
<p><b>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></p>			
B.2.1	<p><i>Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should</i></p>	<p><b>2012</b>  Researchers are entitled to the same conditions of service as other staff in relation to: hours of work, annual leave, leave for long service, membership of the appropriate</p>	<p>See Actions A.1.2 and B.2.6a</p> <p><b>Action B.2.1a:</b> Phase 2 of the</p>

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	<p><i>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.</i></p>	<p>staff pension scheme, disciplinary and grievance provisions, union representation and time off for union duties, etc. (some of the values are variable between pay grades). They are entitled to the same provisions as other staff for: sick leave, sick pay, and maternity, paternity and adoption leave.</p> <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 internal departments – OD and RKEO.</p> <p>The <a href="#">BU Research Excellence Framework 2014 Code of Practice</a> on selecting outputs and staff for submission stated: '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 external 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 involved in selection decisions for the REF 2014 exercise all received comprehensive, dedicated REF equality and diversity training, as detailed in the BU REF 2014 Code of Practice.</p> <p><b>2013-15</b>  <i>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.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 Academic Career Framework project will be reviewing these areas as a priority in 2015.</li> <li>• One of the main concerns that has arisen through internal discussions as well as through the surveys undertaken with research staff and their line</li> </ul>	<p>Academic Career Framework 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</p> <p>Owner: HR</p> <p><b>Action B.2.1b:</b> 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 (MC and ARN)</p> <p><b>Action B.2.1c:</b> To create a dedicated area on the BU Research Blog for the RSA and to ensure this is kept up 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>

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		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 Academic Career Framework project (A.1.2).	
B.2.2	<p><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 (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</i></p>	<p><b>2012</b> As per A.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 Code of Practice – Use of Fixed-Term Contracts states that, other than in exceptional circumstances, the University will transfer fixed-term staff to open-ended contracts 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 HR (unless requested not to do so by the post-holder).</p> <p><b>2013-15</b> <i>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.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>See Action A.1.3.</p> <p><b>Action B.2.2:</b> 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 (SAS)</p>
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</i></p>	<p><b>2012</b> A project initiation meeting is held for all projects that have research staff working on them. One of the aims of this meeting is to ensure roles and responsibilities are understood and communicated, particularly between the line manager and their research staff. After this initial meeting the line manager is expected to hold regular one-to-one meetings with their research staff to discuss individual development needs</p>	<p>See action C.3.1.</p> <p><b>Action B.2.3a:</b> To continue to build this sub-principle into the leadership programmes.</p>

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	<p><i>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>□</p>	<p>and progress with the delivery of the project. During these meetings line managers are expected to provide 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 career plans, and a personal and professional development plan is agreed during the appraisal meeting. This is monitored throughout the year at regular meetings between the line manager and the research staff member. Aiming to ensure that all staff have a meaningful appraisal, OD monitor the level of engagement with appraisal across the University (normally twice yearly) and report this to the Faculties. The leadership and management development needs of research line managers should be reviewed as part of their own appraisal discussions.</p> <p>OD offer a range of leadership development opportunities to academic and professional and support staff at all levels.</p> <p><b>2013-15</b> The leadership courses offered by OD have been refreshed. They now 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 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 <a href="#">two online resources to support leadership development</a> (Good Practice Toolkit for all Leaders and Epigeum University Leadership and Management). RKEO regularly promote Vitae's <a href="#">Leadership Development for Principal Investigators</a>. 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>Target date and success measure(s): ongoing, however, the programmes are reviewed on an annual basis</p> <p>Owner: OD (LA)</p> <p><b>Action B.2.3b:</b> 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"> <li>- the effectiveness of the programmes evaluated with positive feedback and ideas for improvement addressed;</li> <li>- individual programmes of coaching evaluated with positive feedback received;</li> <li>- responses to internal research staff/research line manager surveys positive and/or improved in relevant areas;</li> <li>- overall annual staff survey results improved year-on-year in relevant areas.</li> </ul> <p>Owner: OD (LA)</p> <p><b>Action B.2.3c:</b> 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</p>

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		Development sessions for staff will be run to support implementation of the revised Academic Career Framework. A further series of sessions will be organised following completion of Phase 2 of the review (see action B.2.1a).	and to ensure the Project Officers in RKEO are signposting PIs 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.  Owner: RKEO (SAS)
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 resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</i>	<p><b>2012</b> 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 are expected to advise their research staff on all career options, including those that exist outside of academia as well as within.</p> <p>Decisions regarding supporting research staff between grant funding are currently undertaken at local level within the Faculties when the situation arises and decisions are made on a case by case basis. The University's Code of Practice – Use of Fixed-Term Contracts 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 HR.</p> <p><b>2013-15</b> 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"> <li>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.</li> </ul>	<p><b>Action B.2.4:</b> 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>Owner: RKEO (primary) (JN) and HR (secondary) (SG)</p>
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. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</i>	<p><b>2012 &amp; 2013-15</b> 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: <a href="I:\Personnel\Public\Pay Progression">I:\Personnel\Public\Pay Progression</a>.</p>	Complete. 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. It is helpful if</i>	<p><b>2012</b> 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.</p>	<b>Action B.2.6a:</b> Phase 2 of the Academic Career Framework project will seek to review promotion and development opportunities for

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	<p><i>clear career frameworks for early stage researchers are outlined in organisational HR strategies.</i></p>	<p><b>2013-15</b>            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"> <li>As part of phase 1 of the Academic Career Framework 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).</li> </ul>	<p>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</p> <p>Owner: HR (SG)</p> <p><b>Action B.2.6b:</b> 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 all staff from Spring 2015</p> <p>Owner: RKEO (JG)</p>
<p><b>PRINCIPLE 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</b></p>			
<p>C.3.1</p>	<p><i>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.</i></p>	<p><b>2012</b>            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. Researchers have access to development opportunities offered by OD and RKEO. Researchers also have access to careers support and guidance provided by the University's Careers and Employability Service, including information on a wide variety of research career pathways and one-to-one meetings with qualified Careers Advisers, and from the Employee Assistance Programme.</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><b>2013-15</b>            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</p>	<p>See Action B.2.3.</p> <p><b>Action C.3.1:</b> 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</p>

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		<p>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"> <li>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.</li> </ul> <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"> <li>Associate Professors continue to be offered the opportunity to work with an external coach from BU's Coaching Bank resource. In addition, they can choose to participate in Action Learning Sets facilitated by OSD. 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 Academic Career Framework. Guidelines on work shadowing are now available on the <a href="#">Staff Intranet</a>. The first draft of a secondment policy has been produced but needs further work by HR/OD before implementation.</li> </ul>	<p>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 (JN, SAS) and Careers and Employability Service (Student Support Services)</p>
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. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</i> □</p>	<p><b>2012</b></p> <p>As detailed in C.3.1, researchers have access to a wide range of resources and advice from the Careers and Employability Service.</p> <p>Vitae's RDF was launched to PGRs in 2012.</p> <p>Researchers are able to apply for funds from the University's <a href="#">Staff Mobility and</a></p>	<p>See Action B.2.6.</p> <p><b>Action C.3.2:</b> To review and strengthen the implementation of the Vitae RDF. To explore how research staff could be involved in the delivery</p>

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		<p><a href="#">Networking Fund</a> which provides support for staff for UK or overseas travel in pursuit of teaching, research and/or professional practice.</p> <p><b>2013-15</b>  3.2 Action (2012) – for the Graduate School to implement the Researcher Development Framework to all postgraduate taught students from September 2013.</p> <ul style="list-style-type: none"> <li>Complete. This was launched in 2013.</li> </ul>	<p>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 review of provision by summer 2015 and to launch a full programme to staff and students by autumn 2015.</p> <p>Owner: Research Methods Steering Group (inc RKEO (JG) and OD (LA))</p>
C.3.3	<p><i>Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.</i></p>	<p><b>2012</b>  The University provides a wide range of opportunities for professional development for researchers. See sections B.2.3 and C.3.2 for details. Supplementary to these RKEO run the <a href="#">Grants Academy</a> and EU Academic Development Scheme programmes which are open to all researchers. These support colleagues to develop their proposal writing skills and submit bids for external funding.</p> <p>The Faculties run localised programmes for researcher development, for example the Compendium of Scholarly Mentorship programme in the Faculty of Health and Social Sciences which draws together central researcher support and bespoke Faculty support. The programme provides postdoctoral proposal development and bidding support, a doctoral peer support group, a writing and publication group, and seminar sessions for researchers.</p> <p><b>2013-15</b>  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.</p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>Vitae's RDF has been embedded in the training programmes available to staff researchers and was launched in 2013. Many of the development</li> </ul>	<p>See Action B.2.6.</p> <p><b>Action C.3.3a:</b> 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 (JG) and OD (LA)</p> <p><b>Action C.3.3b:</b> 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 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 (JN, RE) and RCSG</p>

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		<p>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 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> <p>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>	<p>member (GE)</p> <p><b>Action C.3.3c:</b> 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. Aim to have at least ten research staff presenting their work at the event.</p> <p>Owner: RKEO (JN) and Graduate School (SB)</p> <p><b>Action C.3.3d:</b> 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 (RE), Graduate School (SB) and RCSG member (GE)</p>
C.3.4	<i>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.</i>	<p><b>2012</b> See section C.3.2 for support offered by the University's Careers and Employability Service.</p> <p><b>2013-15</b> 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.</p>	See Action B.2.6.
C.3.5	<i>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</i>	<p><b>2012</b> The ECR Forum provides the opportunity for researchers to discuss and consider career development with their peers and more experienced researchers and academics. As detailed in section C.3.2 the Careers and Employability Service offers impartial advice and guidance regarding careers.</p>	See Action B.2.6a.

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	<i>national career development strategies.</i>	<p><b>2013-15</b> The ECR Forum has been replaced with the RSA (see Action B.2.1b).</p> <p>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 will review this for research staff in 2015.</p>	
C.3.6	<i>Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</i>	<p><b>2012</b> Inductions to the workplace are organised locally by the Faculties and all managers are provided with an induction checklist to complete and return to HR. This local induction includes information about the organisation, its policies and procedures, and the departmental structure. Within the first month of joining BU all researchers receive an email from RKEO containing information about undertaking research at the University.</p> <p>All new staff attend a full-day <a href="#">University induction event</a>. This event aims to provide all those attending with a clear understanding of the nature of a modern university and its challenges and opportunities. The event includes an address by the Vice-Chancellor that emphasises the importance of research to the academic character of the institution, as well as a specific session led by a Professor that aims to demonstrate 'Fusion in action'.</p> <p><b>2013-15</b> <i>3.6a Action (2012) – to raise the profile of research in the existing universal new staff induction event, including profiling the Concordat.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><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 which specifically highlights the Concordat. This will be investigated.</i></p> <ul style="list-style-type: none"> <li>Induction processes and resources were reviewed in 2013-14 and a refreshed version of the induction checklist produced. Resources now include '<a href="#">New to BU</a>' webpages profiling essential information for any new member of staff. This includes specific information about the support provided to researchers by RKEO.</li> </ul>	<p><b>Action C.3.6a:</b> To ensure that appropriate research leaders and managers attend the specialist academic induction.</p> <p>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.</p> <p>Owner: OD (LA)</p> <p><b>Action C.3.6b:</b> To develop and run regular research-specific induction events for new academic and research staff. This will involve the profiling of the Concordat.</p> <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 (JG)</p>
C.3.7	<i>Employers and funders will wish to consider articulating the</i>	<b>2012</b>	<b>Action C.3.7:</b> To develop and

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	<p><i>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.</i></p>	<p>As detailed previously, we currently run two versions of the Vitae RDF – one for PGRs and one for staff. As per C.3.2 we are currently reviewing this to provide all training and development under one framework.</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 research staff as part of their development.</p> <p><b>2013-15</b>  3.7 Action (2012) – to develop and implement documentation on Academic Career Pathways, to include specific Researcher Career Pathways, as part of the HR&amp;OD Delivery Plan for the 2013-14 academic year.</p> <ul style="list-style-type: none"> <li>As per section 1.2.</li> </ul>	<p>implement documentation on academic career pathways, to include specific research staff career pathways, as part of phase 2 of the Academic Career Framework 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</p> <p>Owner: HR (SG)</p>
C.3.8	<p><i>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.</i></p>	<p><b>2012</b>  University guidance recommends that all new research staff and academics are provided with academic mentors and this is managed locally by the Faculties. 57% of respondents to our internal research staff survey had a mentoring arrangement in place.</p> <p>Where centrally managed development schemes operate (such as the Grants Academy or the EU Academic Development Scheme) we have attempted to link mentors with researchers on the scheme who do not already have mentors already. This was successful in some, but not all, cases. Realising that mentoring arrangements tend to work better when they develop organically and are established by the researcher, the schemes now provide researchers with the skills, information and support to seek out their own mentor. An academic mentor database does exist in the University and it is possible for staff to access mentoring through more formal routes through OD where appropriate.</p> <p><b>2013-15</b>  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"> <li>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 on the specific career development for researchers, including mentoring arrangements.</li> <li>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.</li> <li>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.</li> </ul>	<p><b>Action C.3.8a:</b> 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 validate successfully as internal coaches by Spring 2016. To develop the BU Mentor Network alongside the FPCMP.</p> <p>Owner: OD (LA)</p> <p><b>Action C.3.8b:</b> 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 (JG)</p>
C.3.9	<p><i>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD)</i></p>	<p><b>2012</b>  Researchers are encouraged by their line managers and RKEO to attend CPD/training</p>	<p><b>Action C.3.9a:</b> To continue to monitor engagement with appraisal</p>

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	<p><i>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.</i></p>	<p>sessions, and development opportunities are regularly promoted via the BU Research Blog, Staff Intranet and by word of mouth.</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><b>2013-15</b>  <b>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.</b></p> <ul style="list-style-type: none"> <li>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%).</li> <li>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 place and 57% were mentored.</li> </ul>	<p>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>Owner: OD (LA)</p> <p><b>Action C.3.9b:</b> 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 (JG)</p>
<p><b>PRINCIPLE 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</b></p>			
C.4.10	<p><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 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.</i></p>	<p><b>2012</b>  All researchers should 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 (see section C.3.9).</p> <p>The Careers and Employability Service provides impartial advice and guidance to researchers as part of their career development.</p> <p><b>2013-15</b>  The Employee Assistance Programme was launched to all BU staff in 2013.</p>	<p>Complete. This has been incorporated into actions C.3.9a and C.3.1.</p>
C.4.11	<p><i>Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice.</i></p>	<p><b>2012 &amp; 2013-15</b>  As detailed in previous sections there are numerous opportunities for training and</p>	<p><b>Action C.4.11:</b> To review the content and delivery of the development</p>

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	<i>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.</i>	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 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.	schemes on a regular basis.  Target date and success measure(s): We will review the schemes in summer 2015 and annually thereafter  Owner: RKEO (JG) and OD (LA)
C.4.12	<i>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.</i>	<b>2012 &amp; 2013-15</b> Training and support are provided to researchers and academics with teaching responsibilities as part of the University's <a href="#">Educational Excellence Programme, PG Certificate in Education Practice</a> , and <a href="#">Introduction to Education Practice</a> 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.
C.4.13	<i>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.</i>	<b>2012</b> Researchers are encouraged to input into other areas of University decision-making and are welcome to attend Faculty Academic Board meetings and Faculty Research and KE meetings (or equivalent). Their views are represented at the University Research and KE Forum by the academic representatives from their Faculty. Researchers can be elected as representatives to University Senate by other members of staff. Researchers are also invited to take part in relevant consultations, such as the Faculties Consultation in 2014, and in all sorts of staff engagement activities, such as the development of the University's Vision and Values.  <b>2013-15</b> 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.  <b>Action C.4.13a:</b> 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 (tbc) and Deans  <b>Action C.4.13b:</b> 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

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			agenda from spring 2015 Owner: URKEC (JF, JN)
C.4.14	<i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i>	<b>2012 &amp; 2013-15</b> Mentoring opportunities are available to researchers. See section C.3.8 for further details.	See Action C.3.8a.
<b>PRINCIPLE 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning</b>			
D.5.1	<i>Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.</i>	<b>2012</b> Recruiting and retaining high quality researchers and academics forms a key part of the <a href="#">University's Strategic Plan 2012-18</a> 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').  <b>2013-15</b> <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"><li>The BU Code of Good Practice in Research was significantly revised in 2014 and was 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.</li><li>CROS13 data indicated that 72% of research staff had not heard of the Concordat to Support Research Integrity (sector average 78%).</li></ul>	<b>Action D.5.1:</b> To continue to embed the principles of the Concordat to Support Research Integrity and to raise awareness of its importance amongst staff.  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.  Owner: RKEO (SAS)
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 for the benefit of their employing organisation, as well as the wider society and economy as a whole.</i>	<b>2012</b> BU recognises its role as a public institution and research at the University is increasingly driven by the societal agenda. This is presented externally via our research webpages ( <a href="https://research.bournemouth.ac.uk/theme/">https://research.bournemouth.ac.uk/theme/</a> ) and disseminated through KE, in which public engagement and student engagement are identified as key strands ( <a href="#">University's Strategic Plan 2012-18</a> ). In 2012 we 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.  <b>2013-15</b> <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> <ul style="list-style-type: none"><li>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.</li><li>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</li></ul>	See Actions C.3.1, C.3.3b and C.3.3c.  <b>Action D.5.2:</b> To finalise the updated commercialisation and IP policy.  Target date and success measure(s): To finalise and have the policy ratified by summer 2015  Owner: PVC (JF)

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		<p>Network with membership across BU has been established.</p> <ul style="list-style-type: none"> <li>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.</li> <li>We are currently reviewing our commercialisation and IP policy to better support researchers with knowledge transfer, exploitation and commercialisation.</li> <li>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 since 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 receive excellent feedback from attendees. The Festival will next run in July 2015.</li> </ul>	
D.5.3	<p><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>	<p><b>2012</b> The University's <a href="#">Research Ethics Code of Practice</a> and <a href="#">Code of Good Practice in Research</a> set out the responsibilities for researchers in conducting research in an honest and ethical manner.</p> <p>The University has a central, dedicated Research Governance Adviser who is responsible for providing advice, guidance and support to researchers on research ethics, integrity and governance. 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.</p> <p>Training on ethics and conduct is available to PGRs, research staff and academics as part of the RDF, and also as part of the Grants Academy.</p> <p><b>2013-15</b> <i>5.3 Action (2012) – to action the recommendations made as part of the BU Ethics Review 2012.</i></p> <ul style="list-style-type: none"> <li>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%).</li> <li>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.</li> </ul>	<p><b>Action D.5.3:</b> 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 (SAS)</p>
D.5.4	<p><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></p>	<p><b>2012 &amp; 2013-15</b> See section and action C.3.7.</p>	<p>See Action C.3.7.</p>
D.5.5	<p><i>Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly,</i></p>	<p><b>2012 &amp; 2013-15</b> The University considers researchers as independent researchers responsible for</p>	<p><b>Action D.5.5:</b> To regularly review provision to ensure it meets with</p>

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	<p><i>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.</i></p>	<p>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.</p>	<p>researcher needs. To use CROS, PIRLS and staff surveys as a means of collating this information.</p> <p>Target date and success measure(s): To review provision in summer 2015 and regularly thereafter</p> <p>Owner: RCSG (all)</p>
D.5.6	<p><i>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</i></p>	<p><b>2012 &amp; 2013-15</b> 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.</p>	<p>Complete. This has been incorporated into actions B.2.3, C.3.1 and C.3.6.</p>
<b>PRINCIPLE 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</b>			
E.6.1	<p><i>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.</i></p>	<p><b>2012 &amp; 2013-15</b> The University's Dignity, Diversity and Equality Policy (Employment) 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 (Employment) Statement.</p> <p>As part of its value statements, the <a href="#">University's Strategic Plan 2012-18</a> 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 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 Equality and Diversity Adviser regularly organises events in conjunction with staff and student</p>	<p><b>Action E.6.1:</b> To annually review dignity and diversity at BU.</p> <p>Target date and success measure(s): To review activities and produce an annual diversity report every year (summer)</p> <p>Owner: Dignity, Diversity and Equality Steering Group (JPK)</p>

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		groups to promote diversity, and an annual review of activities in this area in conducted.	
E.6.2	<i>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.</i>	<b>2012 &amp; 2013-15</b> See section E.6.1.	Complete. This has been incorporated into action E.6.1.
E.6.3	<i>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.</i>	<p><b>2012</b> 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><b>2013-15</b> <b>6.3 Action (2012) – achieve institutional Athena Swan bronze award and start work with academic Schools towards the Athena Swan silver award.</b></p> <ul style="list-style-type: none"> <li>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 Equality and Diversity Adviser. The second Athena Swan Week took place at BU from 16-19 June 2014.</li> </ul> <p><i>Other activity</i> 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><b>Action E.6.3a:</b> 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 (JPK)</p> <p><b>Action E.6.3b:</b> To review the diversity data for the REF 2014 preparation and submission.</p> <p>Target date and success measure(s): To review the data by spring 2015 and to produce a report, including recommendations, based on the findings.</p> <p>Owner: RKEO (JN) and Equality and Diversity Adviser (JPK)</p>
E.6.4	<i>Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the early career period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</i>	<p><b>2012</b> The University has developed policies and practices to support all staff in achieving a healthy work-life balance, including a Flexible Working Policy 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.</p> <p><b>2013-15</b> The Flexible Working Policy was updated in 2014 to permit flexible working requests from all staff and for all circumstances.</p>	<p><b>Action E.6.4:</b> 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 (SG)</p>
E.6.5	<i>It is important for employers to respond flexibly to requests for</i>	<b>2012 &amp; 2013-15</b>	Complete. This has been

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	<i>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>	See section E.6.4.	incorporated into action E.6.4.
E.6.6	<i>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.</i>	<p><b>2012 &amp; 2013-15</b></p> <p>The University's policies and procedures apply to all staff, including those funded via external grants. In situations whereby 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.</p>	Complete. This is reviewed as part of the standard review of BU policies and procedures as relevant.
E.6.7	<i>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.</i>	<p><b>2012</b></p> <p>See sections A.1.2, E.6.1 and E.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 Gender Equality Scheme and Action Plan confirm the vision for gender equality at BU is reflected through the institution's Equality and Diversity Policy 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><b>2013-15</b></p> <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"> <li>In response to the Equality Act (2010) the existing Equality Schemes were merged into one single scheme and action plan (<a href="http://www.bournemouth.ac.uk/facilitiesandresources/diversity/ddeg.html">http://www.bournemouth.ac.uk/facilitiesandresources/diversity/ddeg.html</a>). This action plan was refreshed in summer 2014 and disseminated as part of the DDE annual report 2013/14.</li> </ul>	Complete. 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. 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.</i>	<p><b>2012</b></p> <p>See section E.6.4 regarding the University's Flexible Working Policy and support available to researchers with families.</p> <p>Researchers have regular one-to-one meetings with their academic research managers and this forum should identify issues relating to personal circumstances.</p> <p>The University offers wellbeing advice to all staff, primarily provided by the Staff Wellbeing and Occupational Health Advisor and the Chaplain, including a confidential peer support service, staff counselling, and a chaplaincy.</p> <p>On occasion we have 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><b>2013-15</b></p> <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</p>	Complete. This has been incorporated into action E.6.4.

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		<p><i>undertaking their roles and performing at their full ability.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• RKEO reviewed the Grants Academy and internal peer review scheme in 2013/14 and have incorporated proofreading and copy editing advice/services as part of these schemes from 2014/15.</li> <li>• 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 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.</li> <li>• Resources on good business writing skills are available to all BU staff via: <a href="https://member.goodpractice.net/bournemouth-university-mkh/Search.gp?q=writing">https://member.goodpractice.net/bournemouth-university-mkh/Search.gp?q=writing</a>.</li> </ul> <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	<p><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>	<p><b>2012</b> We are committed to a working and learning environment that is free from harassment and bullying of individuals on any grounds (BU Code of Practice – Harassment). Expectations and requirements relating to general conduct are stated in the Staff Handbook. The BU Code of Practice – Harassment 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 Dignity, Diversity and Equality policy to which all staff are expected to adhere. Awareness of this policy is part of the induction process.</p> <p><b>2013-15</b> <i>6.9 Action (2012) – to see whether establishing a network of harassment advisers based in Academic Schools would be of benefit to staff.</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Action E.6.9:</b> 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: HR (SG)</p>

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E.6.10	<i>Employers should also consider participation in schemes such as the Athena Swan Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.</i>	<p>new policy will be offered.</p> <p><b>2012 &amp; 2013-15</b> 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.</p>	See Action E.6.3.
<b>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</b>			
F.7.1	<i>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.</i>	<p><b>2012</b> Implementation of the Concordat at BU is overseen by URKEC which meets three times a year. An update is provided at each meeting on progress with the implementation of the Concordat.</p> <p><b>2013-15</b> <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></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <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"> <li>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.</li> <li>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.</li> <li>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%).</li> </ul>	<p><b>Action F.7.1a:</b> To review the membership, role and purpose of RCSG, as well as progress with the action 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 (all)</p> <p><b>Action F.7.1b:</b> 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 (JN)</p> <p><b>Action F.7.1c:</b> 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 (all)</p>

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			<p><b>Action F.7.1d:</b> As a result of the actions identified in this plan, the Faculty restructure and other initiatives at BU, we aim to 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 2015 to show an increase on these figures from 2015.</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 sector at the launch of this Concordat.</i></p> <p><i>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</i></p> <p><i>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).</i></p> <p><i>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).</i></p>	<p><b>2012</b> 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><b>2013-15</b> <i>7.2a Action (2012) – the University will run CROS (and PIRLS) in 2013.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <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"> <li>RCSG has been established to monitor progress with implementing the Concordat and reports into URKEC (previously Senate Research and KE Committee) quarterly.</li> </ul>	<p><b>Action F.7.2:</b> 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>
F.7.3	<p><i>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.</i></p>	<p><b>2012 &amp; 2013-15</b> We are regularly monitoring the changing requirements of the signatory funders to ensure we are aware of their expectations and requirements.</p>	<p><b>Action F.7.3:</b> 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 (JG)</p>
F.7.4	<p><i>The signatories recognise the value of innovation in practices</i></p>	<p><b>2012</b></p>	<p><b>Action F.7.4:</b> To continue to engage</p>

Section	Sub-principle description	Progress to date, including progress against original action plan	2015-17 actions
	<p><i>and of sharing 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>Senior academic managers, the Head of the Graduate School and staff in RKEO regularly attend Vitae events, keep up to date with Vitae advice, and disseminate this information amongst staff at the University. The Head of the Graduate School is an active member of the South West and Wales Hub and the Head of Research and KE is an external reviewer for Vitae.</p> <p><b>2013-15</b>  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 other institutions to share, disseminate and implement practices to support researchers' development.</p> <ul style="list-style-type: none"> <li>• We have an institutional subscription with Vitae.</li> <li>• Staff from RKEO presented at the Vitae conference in September 2014.</li> </ul>	<p>with Vitae and to share good practice 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><b>2012 &amp; 2013-15</b>  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>

Table 1 – Bournemouth University's Research Concordat action plan 2015-17 progress