

**8 Year Review of Action Plan for the Implementation of the 2008 Concordat to Support the Career Development of Researchers: 2017-2019**

<b>Concordat Principle and Framework</b>	<b>Actions Identified : 2017-2019</b>	<b>Progress to date</b>	<b>Actions carried forward for 2020-2022</b>
<b>A. RECRUITMENT AND SELECTION</b> <b>PRINCIPLE 1 - Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>			
<b>Members of the research community understand researchers are chosen for their ability to advance research</b>	<ol style="list-style-type: none"> <li>1. Line Managers will continue to be encouraged to attend training and discussions at the research leader forums will highlight the importance of the recruitment process in developing our research community.</li> <li>2. HR will be utilising the L&amp;D function of the new HR Management system and will be able to report on attendance of such training.</li> <li>3. RKECC to continue to monitor research targets and to work with Directors of Research on supporting and developing staff in achieving success in bidding.</li> <li>4. The Enterprise strategy is currently being developed and will include targets for knowledge exchange and consultancy.</li> <li>5. The Workload Planner (WPL) is being developed to ensure that academic staff are designated time to achieve targets set as part of the SDR and annual planning process. VP (R&amp;E) as a member of the WPL group will continue to lobby for protected time for KE, Consultancy and Research Activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. HR has delivered training for Line Managers and have been working closely with the RDM to engage Line Managers of Researchers more closely with the broader leadership community whilst also targeting their specific needs. Research leaders meetings take place 3 times per year to share good practice and to discuss issues or research leadership and management, including training and development of researchers and their needs.</li> <li>2. This hasn't come to fruition yet due to other unplanned priorities within the HR department, however this remains a key priority for 2020.</li> <li>3. RKECC received action plans each Autumn for the year ahead, and reviews progress in Summer. Termly strategy meeting were held with School Research leads to discuss priorities and training needs. Funding workshops have been popular, especially with the ECR community and bid success rates have increased from 12% in 2016/17 to 18% in 2018/19.</li> <li>4. Workshops were held with HoS to discuss how the University can expand its E&amp;I activities that feed into the HE-BCI return. The consultancy policy has been refreshed and a new route for E&amp;I promotion implemented. A new PVC External (PVCE) has been appointed who will take development of the Enterprise Strategy forward. A new promotion route for Creative Enterprise and Innovation has been developed.</li> <li>5. Workload tariff document is still in draft form and has not yet been rolled out across the university. Research and scholarly activity tariffs were agreed with the Unions and incorporated into the REF2021 Code of Practice document and mapped against TRAC . There allocations were returned for the 2018/19 TRAC review.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gap Analysis and Action Plan development for the new Concordat - refocus on original principles and what expectations are of this research leadership community, as well as how best we can support them</li> <li>4. RSO will work closely with new PVCE on development of Enterprise Strategy</li> <li>5. Work continues with the WPL pilot across 3 of the new academic schools.</li> </ol>

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<b>Recruitment and selection procedures are informative, transparent and open to all qualified applicants</b>	HR will be utilising the L&D function of the new HR Management system and will be able to report on attendance of such training	As above, this functionality on the HR system hasn't yet been enabled but is still a priority and has been planned for mid 2020.	Ongoing
<b>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason</b>	RSO to discuss with HR and the Schools how we treat our researcher alumni and whether they allowed to retain their BSU affiliation and links to Research Centres at the end of their contract period to ensure they still have access to research communities.	All research and academic staff are offered the option of Visiting Research Fellow when they leave the University which allows them to retain access to e-mail and the Library. This includes staff who have taken redundancy. Two RFs were provided with this opportunity - two bids were submitted, one was successful.  New process has been put in place for Business Case approval for all research posts and fixed term teaching cover for staff undertaking research activities..	There will be an evaluation of the impact of this at the end of 2019/20.
<b>Recruitment and selection panels should have received relevant recent training</b>	HR will be utilising the L&D function of the new HR Management system and will be able to report on attendance of such training	HR summary of recruitment training to be logged and made available by mid 2020 as above	ongoing
<b>The level of pay or grade for researchers should be determined according to the requirements of the post and be consistent with pay or grading in the organisation as a whole</b>	The most recent Equal Pay Review showed that there has been a reduction in the percentage of males being paid more than females across the University and the overall pay gap has decreased from 15.68% to 12.04% since 2014. This compares favourably against the HESA HE benchmark figure of 14.1%.  Previous recommendations have found no unjustifiable reasons for pay gaps but the University will continue to monitor the areas.  The University continues to be committed to equality of opportunity for all staff and part of this commitment is equality in the application of its pay and grading structure to ensure equal pay for work of equal value and will undertake a further Equal Pay Review in 2018	Bath Spa University is committed to ensuring equal opportunities for all staff and dedicated to addressing issues that cause barriers to equal opportunity for all employees.  The mean average gender pay gap at Bath Spa University is 17.1% and the median average is 23.2%. In our case, this pay gap is mostly due to a higher proportion of female staff occupying more junior roles within the University, as well as the large number of female casual staff we employ, who are mainly Bath Spa University students. The large number of female casual workers is representative of our student population.  If this last group were excluded from the calculations above, the mean average gender pay gap at Bath Spa would be 10.9% and the median would be 8.5%. However, we are proud to employ our students and offer them development opportunities, and so will continue to do so despite the impact on our gender pay gap figures.  The current gender pay gap at Bath Spa is disappointing, but reducing the gap is achievable. We are working together as a community in addressing this vital moral and social challenge and things are moving in the right direction.  Encouragingly, an increasing number of our female staff are now in professorial roles which is higher than the sector average. And, if we look ahead to our gender pay gap report for 2020, we know that both the mean and median bonus pay gaps will be 0%.  To date, we've introduced a number of measures that aim to reduce the gender pay gap at Bath Spa, including Diversity and Unconscious Bias training and our Developing Leaders Programme.  More details can be found here: <a href="https://www.bathspa.ac.uk/work-at-bath-spa/equality-and-diversity/gender-pay-gap-2018/">https://www.bathspa.ac.uk/work-at-bath-spa/equality-and-diversity/gender-pay-gap-2018/</a>	HR - ongoing review and an additional equal pay review in 2020/21

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<p><b>B. RECOGNITION AND VALUE</b></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>			
<p><b>Value and afford equal treatment to all researchers</b></p>	<p>1. ESR pathway has been designed on RDP and all ESRs have been offered mentors from our Research Leadership community. This is currently being evaluated with research leaders and training developed to support the needs of researchers from ESR through to Reader.</p> <p>2. Continue to work with RF researchers to identify their specific training needs, and develop specific workshops to facilitate their needs.</p> <p>3. Continue to monitor feedback and evaluation of training, and explore the widening of options for virtual attendance of sessions for those off campus through Google Hangouts and Skype.</p>	<p>1. All 2017/18 new ESR starters and those in the years following are offered the opportunity to have a mentor allocated to them. The programme has been evaluated each year and feedback shows that the impact has been positive from both mentees and mentors. Out of the 2019-20 cohort who responded to our surveys, 100% of mentors and over 85% of mentees claimed that they would encourage colleagues to join the scheme.</p> <p>2. RDM has liaised with Research Fellows (RF) on their workshops needs and explored distance learning options. While in some years the RF research community decided that was that there was no requirements for specific sessions and that they would rather have their needs incorporated into the ESR programme, during others (inc. 2019-20) bespoke sessions have been designed for them to attend in response to their requests. See Case Study A on progress.</p> <p>3. Virtual attendance is offered for all appropriate RDP training sessions alongside on-line courses on ethics, Research Data Management , and research development webinars. MA modules in Researcher Development and Research Supervision that have been set up can be accessed remotely.</p>	<p>1. The programme will continue to be evaluated each year as part of this annual review process.</p> <p>2. RDM will continue to engage with RF research community and monitor their needs.</p>
<p><b>Research managers should be required to participate in active performance management. This includes career development guidance and supervision of their teams.</b></p>	<p>The Researcher Development Officer has been working with HR to review and redesign the training and development sections of the SDR form to ensure that Line Managers are noting and auditing internal and external training and encouraging researchers to engage more with the RD programme.</p> <p>Building on this work, the RSO will work closely with HR and the Workload Planner (WPL) working group to identify how best research managers can be supported to discuss these issues with their staff. RDP to be developed with HR to include training of managers in career development guidance as part of performance management training.</p>	<p>PVCRE has engaged in discussions with HR and WPL group to identify training needs for Line Managers with respect to Workload Planning issues, and training will be made available alongside the launch of the WLP system.</p> <p>Training was not redeveloped for 2018/19 round of Staff Development Reviews due to academic restructuring exercise. Discussions are on-going with HR on this issue.</p> <p>RDM has been working closely with HR on leadership and management training and collaborating with HR on Line Managers Forum training and development sessions.</p>	<p>Action plan for the revised Concordat will address how we support this for research manager responsibilities.</p>

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<p><b>Research managers should be aware of, and understand, their responsibilities for the management of researchers.</b></p> <p><b>Training should be provided, including equality and diversity training, to achieve this.</b></p>	<p>1. RSO is investigating further research leadership training opportunities for 2018/19 academic year. Leadership development events offer Research Managers opportunities to reflect on their practice, and lessons learnt continue to be shared across the community.</p> <p>A new Equality Officer has been appointed by HR and the University is currently working towards bronze Athena SWAN accreditation. The new HR system is being developed to allow monitoring of training attendance for all staff.</p>	<p>1. Line Management training was available to all managers and the Leadership Forum was launched in 2019/20. The Research Leaders forum meets 3 times per year and discusses relevant issues and training needs. Sessions have included workshops on mentoring, ethics and integrity, the development of criteria for independent research for REF Code of Practice, and good practice in research impact and public engagement. The RL group was also involved in the planning of the first annual Research Conference that was held in July 2019.</p> <p>A Professoriate is held annually and acts as a forum for Professors to discuss university strategy and to share their research with the aim of facilitation of multi-disciplinary research collaborations.</p> <p>Equality &amp; Diversity training is mandatory for all REF2021 UoA Leaders and UoA Advisory Group members, including all senior staff involved in the REF development process, including the VC.</p> <p>Athena Swan accreditation has been delayed to 2020/21 due to long-term sickness and also the academic restructuring exercise.</p>	<p>Research leadership training to be reviewed and discussed with RL as part of gap analysis and action plan for new Concordat.</p> <p>Equality Impact Assessment (EIA) for REF will be reviewed in Feb and Nov 2020 and actions identified for future REF exercises</p> <p>Athena Swan G to be re-established and progress made.</p>
<p><b>Consideration given to how research managers' performance in these areas is developed, assessed and rewarded, and that impact is monitored</b></p>	<p>Provide opportunities to ensure that the Research Leaders (RL) community enables staff to communicate and celebrate their successes, and that these are highlighted through meetings such as VC Advisory Group</p> <p>RL meetings will continue to take place each to provide a forum for collaboration and debate, and to highlight their activities amongst their peers.</p>	<p>Research Leaders meetings set up termly to share good practice and successes. Research Festival also gave opportunity to communicate research across the whole University community. Annual Professoriate also enables RLs to discuss interdisciplinary collaborations.</p> <p>The 2019 PIRLS survey was not done due to disruption caused by academic restructuring. RSO continues to liaise closely with research leaders to consult with them on relevant issues, research strategy and the development of a supportive research environment for all staff. In particular, Deputy PVC Research (DPVCR) has led discussions with new Heads of School on the management of research and research leadership in their areas.</p>	<p>A 'Research Matters' initiative has been launched with support from the VC</p>
<p><b>Organisational systems capable of supporting continuity of employment for researchers</b></p>	<p>Continue to review and update RDP to offer support for career development skills and for developing funding applications for all fixed term researchers.</p>	<p>Each year the RDP offers training in research bidding, finding funding, writing bids, developing yourself and your research, interviewing, employability skills and more, and these are well attended by the research community but particularly the ESRs and RFs. By July 2019 we had increased engagement and attendance from contract researchers in training on all areas to over 50%, with many engaging in further development opportunities (see Case Study A).</p> <p>4 research grant applications were supported and submitted from our community of 10 Research Fellows in 2018/19, one of which was successful (Wellcome Trust Research fellows). Our RF community are encouraged to attend funding workshop and supported to submit research grant applications, and we hope that this will lead to future successes.</p> <p>We have introduced a Research Assistant route for PhD students to support the development of impact case studies and e-portfolios for REF 2021 (see Case Study B) – this has led to successful research career employment for some students after their PhD.</p>	<p>Continue to offer support and development to RFs, and enable them to engage with Bath Spa on applications after contracts have been completed through the use of the Visiting Research Fellow scheme</p>

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<b>Researchers offered opportunities to develop their own careers</b>	As well as the 4 stage programme that has been developed with the Careers and Employability , further develop interviewing and CV writing workshops are also being delivered to ESRs and RFs researchers	Alongside the training opportunities listed above, the RDM also leads MA modules in Researcher Development (in which participants take control of their own career development and goals), Supervising Research (to increase their skills in supervisory practice), and offers opportunities and funding for PhDs, ESRs and RFs to design and lead their own training sessions through the Journeys in Research Series.  3 of our 11 RF staff were supported to develop funding bids in 2018/19 academic year, and one RF was awarded a Wellcome Trust Research Fellowship representing a 25% success rate, which is higher than our University average.  Training opportunities continue to be offered. ESRs, RF and PhDs have opportunity to complete accredited masters modules co-led with Teaching and Learning Team. We also offer opportunities for PhDs and ESRs to lead their own training workshops funded by the RSO and co-led with RDM.	On-going review and development in this area.
<b>Clear career frameworks for early stage researchers outlined in organisational HR strategies</b>	1. RSO is in the process of designing 15 credit MA modules in Researcher Development and Supervising Research as part of the MAPPHE programme (Master in Professional Practice in HE) which is linked to participants gaining various levels of HEA Fellowship.  2. As above, training and development is being embedded into the Staff Development Review process.	1.Launch of 15 credit module in Researcher Development in September 2018, with an initial cohort of 10 enrolled in 2018/19. The second module on Supervising Research was launched in June 2019 with a trial cohort of 4 (50% of whom are RF) and this course will be developed to connect to the new UKCGE Good Supervisory Practice Framework and recognition scheme. Feedback from the first cohort of the Researcher Development module was excellent and a new cohort of 10 were enrolled for 2019/20.  2. Redesigned SDR system to be put in place by end of 2018/19 academic year and as part of the June/July 2019 SDR cycle- progress has not been made in this area due mainly to the delay in the launch of the new HR system, and also the academic restructuring exercise.	Ongoing review and development of the programmes  Continue to work with HR on embedding this within the SDR systems.
<b>C: SUPPORT AND CAREER DEVELOPMENT</b> <b>PRINCIPLE 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</b>			
<b>Broad minded approach to researcher careers in terms of mobility across career paths, with all career paths valued equally</b>	A researcher led seed funded series has been piloted this academic year open to ESR, RF and PhD researcher to provide funding to run their own training and development. This will be reviewed and evaluated, and additional funding secured to develop this in the next academic year.  An audit is currently being undertaken of the skills and expertise of RF researchers so that these can be shared with Research Centre leaders and potential employment and funding opportunities discussed. RSO will run a series of 'spotlight' articles on RF individuals in its monthly newsletter.	The Journeys in Research series has continued to be a success and is welcomed by our ECR, RF and PhD communities. Since the inauguration of this series in 2017 the RDP has funded and supported 21 workshops designed and led by researchers for researchers. Materials on this series and its success were presented as a poster in the Vitae conference 2018.  There has been extensive consultation with our small RF about their development needs, and details of this can be set out in Case Study A. Feedback has focussed around the desire for them to be included as part of the wider researcher community, and in certain years, the request for bespoke training courses. We worked hard to increase RF engagement with training and development opportunities to over 50%, and in 2019-20 100% of our RFs have responded with an interest in attending bespoke training.  RFs have been encouraged to celebrate their successes and discuss their work in our Research Newsletter, and a small proportion of them have taken up this opportunity.	Journeys in Research series is a success and will continue as part of RDP  Research Matters agenda will include items from the RF community



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<p><b>Training, skills and competencies to carry out the funded project</b></p> <p><b>Development of transferable skills through embedded training - both for skills needed to undertake project and also in communication and other professional skills</b></p>	<p>RSO will continue to work with academic schools and researcher centre leaders to offer bespoke training which is more discipline specific to attract greater attendance</p>	<p>We aimed to deliver at least 1 discipline specific workshop to each of the 3 schools per term in 2018/19, focussing on project development and management skills – - this was offered to schools but there was little response.</p> <p>We are currently focussing training support around REF UoA areas, focussing on the development of outputs, writing retreats, impact workshops and the development of creative practice based e-portfolios.</p>	<p>We will continue to evaluate the programme each year and identify discipline specific needs.</p>
<p><b>Access to professional, independent advice on career management, particularly the prospect of employment beyond their immediate discipline base</b></p> <p><b>Articulation of skills that should be developed to support career progression</b></p>	<p>New training programme developed by Careers and Employability will be monitored and evaluated, and one-to-one sessions offered on career guidance for researchers.</p> <p>RSO will work with HR to develop training for Research Managers and Research centres leaders to enable them to engage in these discussions with staff they are managing and mentoring.</p>	<p>Due to a large restructuring exercise across the university, there has been little progress on developing the current undergraduate/PGT provision into support and advice for PGR students and RFs. Existing resources will be embedded into the existing Researcher Development Programme. The focus through the RSO has therefore been on support for the research mentoring programme, and development of our research leadership community to enable them to lead these discussions.</p> <p>We have also been working with the UK Council for Graduate Education (UKCGE) to develop workshops for PGR students to identify skills development and training leading to non-academic careers, and will open this out to our RF community.</p>	<p>PVCRE will continue to lobby for central support for career advice and guidance for researcher communities.</p> <p>Development of UKCGE workshops targeted at PGR and RFs.</p>
<p><b>Possibility of offering training and placements to broaden awareness of other sectors</b></p>	<p>RSO will continue to develop links with SMEs and Industry through institutional research projects, business breakfasts, and engagement events and to tap into these across the University, led by the new Enterprise Officer.</p> <p>New EO will continue to explore level 8 Apprenticeships with the new University Apprenticeship Manager, and through external funding streams.</p>	<p>Progress on this has been slow, due to a restructuring exercise and the development of a new PVC External to lead this area of work. A new Enterprise Steering Group has been set up to report into Research and Ethics Committee to steer this work, and the University has just opened a new Enterprise Hub (Palace Yard Mews) in Bath City centre to foster links with our local and regional business community. As a result of this initiative, new co-working spaces have been created to support staff/student and business interaction, which it is hoped will lead to internships and fellowship opportunities.</p> <p>5 members of academic staff have already been offered academic fellowships as part of the South West Creative Technology Network (in which Bath Spa is a partner) and have secured funding for industry collaboration through the AHRc Creative Clusters programme.</p>	<p>Increased activity to be focussed around the new Enterprise Centre at Palace Yard Mews.</p>
<p><b>Clear systems that help researchers to plan their career development</b></p>	<p>Development of better communications systems for the advertising of RDP using researcher forums and tag on sessions to target Research Centre and Departmental meetings and reach staff through those meetings.</p>	<p>We have monitored and increased the attendance of ESR and RF researchers on relevant career development training, whether workshops as part of the RDP, MA modules, the allocation of mentors within our ESR Mentoring Scheme or one-to-one professional coaching sessions and bespoke meetings with RSO staff. We will also be developing our provision in 2019-20 to include Writing Retreats, as these were requested in feedback from the 2018-19 RDP.</p>	<p>RSO to work with new PVC External on identifying career pathways outside of academia.</p>

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<b>Assist researchers to make informed choices about their career progression by ensuring policies and processes for promotion and reward are transparent and clearly stated</b>	VP (R&E) to work with Directors of Research to encourage more staff to apply for Readerships in the 2017/18 round, to encourage and support more junior colleagues. Applicant workshops to be reviewed and good practice documentation developed.	Original target for the Workload Planning system to allow dedicated time for research development by July 2018 to inform staff time allocations for 2018/19 academic year was delayed by a range of issues, and then due to restructuring. Workload allocations for research responsibilities have now been agreed with Heads of School for implementation in the 2019/20 pilot across 4 Schools, and for adoption more widely in 2020/21.  Promotions guidance and workshops were reviewed for the 2018/19 round. and a new Creative Enterprise and Innovation route for promotion has been developed.	Continue to work on the WLP tariff and guidelines for research responsibilities.
<b>Researchers are aware of local and national career development strategies</b>	Greater use of newsletter to highlight national resources and opportunities to research staff, and opportunities for sponsoring academic staff on national programmes to be explored (e.g. through NCCPE, Vitae, Leadership Foundation).	The PVCRE supported 3 members of academic staff to attend the NCCPE programme in 2018/19 and also funded the attendance at workshops and conferences for REF UoA Leaders and Research Centre Directors where content was appropriate for their areas.  3 members of staff also attended Writing retreat training, and are developing a series of writing retreats for 2019/20 and 2020/21 which will be open to all academic staff, and to our RF community.  Opportunities for internships and short-term fellowships are circulated to all academic and research staff, and we hosted the SW Parliament for Researchers workshop in June 2019.  Heads of School have agreed to ringfence the required 10 days for professional development within the new Concordat.	Action Plan for new Concordat to be developed in consultation with the RF community.
<b>Research managers provide effective research environments for training and development of researchers, encouraging CPD</b>	RSO to continue to work with research centre leaders to develop bespoke training sessions tailored to their researchers' needs, and to provide funding to PhD students to arrange research events for their peers.	The main focus of bespoke training in 2018/19 and 2019/20 has been on development towards REF2021, with discipline specific sessions arranged where required.  The Journeys in Research series for PhD students, ESRs and RFs continues to be a success. The addition of opportunities for accreditation through MA modules, formal mentoring through centrally organised schemes and funded opportunities for professional coaching has also added to the breadth of the training and development opportunities on offer.	Ongoing review of Researcher Development Programme
<b>And encouragement of researchers to develop those career development skills</b>  <b>Development of a specific career development strategy for researchers at all stages of their career</b>	1. HEQR seed funding will continue to be available for all research staff for teaching relief, for attending research training and events, and for undertaking primary research to underpin research pilot projects and the development of research outputs. New Impact Officer to work with all research staff on how to better evidence and identify the impact of their research.  2. Promotions workshops to be enhanced and redeveloped to support career development in more experienced staff.	We have monitored the attendance of ESR researchers (and specifically worked to raise the participation of RF researchers to over 50%) on relevant career development training, whether workshops as part of the RDP, MA modules, the allocation of mentors within our ESR Mentoring Scheme or one-to-one professional coaching sessions and bespoke meetings with RSO staff.  Promotions guidance and workshops were reviewed for 2018/19 round and a new promotion pathway developed for 2020/21.	Ongoing review of Researcher Development Programme

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<b>Availability of mentors in providing support and guidance for CPD and PD</b>	<p>1. Develop and run new mentor/mentee training workshops to support research leaders in this area, and as agreed with Research Leader community, identify mentors for Research centre leaders where appropriate from amongst senior research staff</p> <p>2. July 2018 – work with HR for a more systematic method of identifying ESR staff as part of preparations for REF 2021</p>	<p>A new ESR mentoring scheme has been put in place based on feedback from the researcher community. Each year, all ESRs (including RFs) are asked if they would like a mentor and are matched with a trained research leader who can support them in their defined needs. Feedback from each cohort has been very positive and the scheme has continued to evolve in response to annual feedback surveys. Out of the 2019-20 cohort who responded to our surveys, 100% of mentors and over 85% of mentees claimed that they would encourage colleagues to join the scheme.</p> <p>A new definition of ESRs has been developed in line with REF2021 guidance and a survey of all new staff to the university has been undertaken to enable staff to self-define as an ESR if they feel that they need support from the researcher development programme.</p>	mentor scheme to continue to be reviewed, evaluated and offered to ESR staff
<b>Researchers should be actively encouraged to undertake CPD and its impact recorded</b>	Enhancement of the SDR programme should ensure that this is discussed and mapped onto the WPL and that staff are supported and given time to engage in these activities.	<p>new Workload Planning Steering group has agreed that all Line Managers should agree an annual plan with researchers for incorporation into the workload planning tool, and that this should focus on all areas of their work, not just teaching.</p> <p>WLP tariff guidelines are being redeveloped and minimum time allocation for staff defined as significantly responsible for research for REF2021 has been agreed with Heads of School. This includes time for scholarship and professional development.</p> <p>Heads of School have agreed that 10 days requirement for CPD will be protected for researchers as required by the new Concordat.</p>	WLP pilot to be reviewed at end of 2019/20 academic year.
<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>			
<b>Developmental activities include preparation for academic practice</b>	<p>1. A new Graduate Research Assistant (GRA) scheme is being developed. This gives PhD students the opportunity to teach and engage in research activities, mentored by academic staff.</p> <p>2. New MA module is being developed, and all new staff are required to undertake the CPPHE which gives opportunities for the development of academic practice</p>	<p>GRA scheme is in place and are using this to employ Research Assistants for REF - Case Study B gives some details of the impact of this programme</p> <p>The new MA module has been launched and evaluation has been positive, with a new cohort commencing in 2019/20</p>	continue to monitor and evaluate the impact of these programmes
<b>Input to policy and practice through appropriate representation at staff meetings and through committees</b>	As our RF researcher community is small, it has been difficult to engage effectively with these members of staff, but a bespoke researcher development programme is being put in place for 2017/18 to encourage them to attend more events.	<p>Research Development Manager has been in regular contact with the RF community (see Case Study A)</p> <p>REC includes representation from the ESR community (which incorporated RFs). Up until 2019/20 an RF was an elected member, and the RF community is represented on the HR Excellence Working Group.</p>	Continue to engage with this community through regular contact with the RDM



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<b>Mentoring arrangements supported by employers as a key mechanism for career development and enhancement</b>	Mentor scheme is currently being evaluated with research leaders and training developed to support the needs of researchers from ESR through to Reader.	As above, the mentoring programme continues to be a success and is disseminated widely across our ESR community.	Continue to promote mentorship opportunities.
<b>D. RESEARCHERS RESPONSIBILITIES</b>			
<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>			
<b>Researchers should develop increased capacity for independent, honest and critical thought</b>  <b>Researchers should conduct and disseminate research in an honest and ethical manner</b>	Ethics and Integrity training and workshops will continue to be offered through 2018/19 and Ethics Working Group will work with academic community to embed ethics and integrity culture across university.  The new Epigeum suite of on-line training modules will be disseminated more strongly through school departmental meetings and committees	96% completion of the on-line mandatory training has been achieved to date.  A new Internal Ethics Review College has been put in place for 2019/20 and a training and development programme scheduled for the internal ethics college members.  Our Code of Good Practice for Research has been refreshed and disseminated to all staff.	Academic Misconduct Policy to be reviewed in line with the requirements of the new Concordat on Research Integrity.
<b>Researchers should develop their ability to transfer and exploit knowledge, and facilitate its use in policy making</b>	RSO staff continue to work with academic schools to identify KE and consultancy opportunities and to build external relationships to broker these externally.  Consultancy workshops are being offered in academic schools, tailored to discipline specific needs.  Internships and level 8 apprenticeships are also being explored.	The Enterprise Policy is still in development and consultancy and enterprise targets are being agreed with all academic schools.  The new PVC External is undertaking an audit of all KE opportunities across the whole of the academic community, including research staff.	Enterprise opportunities to be mapped and advertised to research staff as appropriate, including opportunities at Palace Yard Mews.  Consultancy policy to be reviewed.
<b>Employers should equip research staff with tools to manage their own careers</b>	As above, new training has been offered to enable staff to attain these tools, and the new MA module will help them to plan their research development as part of their professional practice.	Development of new workshops in the RDP has focused on enhancing skills in leadership, careers and employability training, alongside the launch of the MA module in Researcher Development continues. Moreover, these themes have come up frequently in sessions run by researchers for researchers as part of the Journeys in Research series.	
<b>Research managers should encourage CPD</b>	1.RSO to continue to work with Directors of Research to identify discipline specific training targeted at individuals, to encourage attendance on relevant courses  2. WPL group to ensure that time to attend these events is included in the WPL allocation model	Discipline specific training has been REF focussed as set out above, and will continue to be monitored and evaluated.  WLP tariff for research staff responsibilities, and time for CPD and professional development have been agreed with HoS.	WLP pilot to be reviewed at end of 2019/20

<b>Concordat Principle and Framework</b>	<b>Actions Identified : 2017-2019</b>	<b>Progress to date</b>	<b>Actions carried forward for 2020-2022</b>
<b>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated</b>	As above, new training has been offered to enable staff to attain these tools, and the new MA module will help them to plan their research development as part of their professional practice.	The Learning & Development function of the new HR Management system has been delayed, and it is still not possible to evaluate training data linked to annual appraisal. However, the current SDR process continues during which these conversations should happen.	new SDR system to continue to be reviewed
<b>Researchers encouraged to record their CPD for presentation to future employers and record via PDPs</b>	SDR updates should help with this process and the new MA module and seed fund opportunities will enable researchers to put together a portfolio of activities to take to new employers	New 15 credit MA module in Researcher Development launched in September 2018 and now in its second successful year, is co-led by the RDM in collaboration with the Teaching & Learning team. The module focuses on professional, personal and research development and embeds action planning and reflection on these aspects as part of its assessment requirements. This course, and others similarly co-designed, are part of the MAPPHE programme (Master in Professional Practice in HE) which is linked to participants gaining various levels of HEA Fellowship.	
<b>E: DIVERSITY AND EQUALITY PRINCIPLE 6 – Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</b>			
<b>Consideration of participation in schemes such as Athena Swan Charter, the Juno project, and other initiatives</b>	<p>1.The University is working towards Athena Swan bronze accreditation. A working group has been set up and progress towards accreditation is ongoing.</p> <p>2.The actions for Athena Swan will be reviewed by HR Excellence in Research Group and incorporated into the 2018/19 annual review.</p>	<p>The Athena Swan submission planned for July 2018 has been delayed due to academic restructuring and lack of resources to take this forward. This is now scheduled to take place in the 2020/21 academic year.</p> <p>Preparations for the submission have allowed us to analyse the make up of our staff body and take positive actions to address any areas where representation is not as balanced as we would like. The analysis has also been reflected in our REF Code of Practice Equality Impact Assessment, and we have set up a REF2021 Equality and Diversity Working Group that has highlighted areas for positive action through an analysis of staff that are ‘Significantly Responsible for Research’</p> <p>A number of new groups have been set up across the university to promote equality and diversity and these include:</p> <ul style="list-style-type: none"> <li>● BSU Staff grassroots equality network</li> <li>● BSU Staff LGBTQ+ network</li> <li>● BSU Disabled Staff Network</li> <li>● Women’s Network</li> </ul> <p>An annual equalities week takes place each year with a series of events and workshops, and International Women’s day is celebrated with a series of events celebrating and supporting women across Bath Spa.</p> <p>As well as these measures, Bath Spa University has also undertaken the following:</p> <ul style="list-style-type: none"> <li>● The University’s Equality Objectives were revised in 2018 to bring to the forefront the recruitment, inclusion and retention of women and BME staff and students</li> </ul>	review and implementation of the strategic equality objectives

<b>Concordat Principle and Framework</b>	<b>Actions Identified : 2017-2019</b>	<b>Progress to date</b>	<b>Actions carried forward for 2020-2022</b>
		<ul style="list-style-type: none"> <li>Actively supporting our female staff in their professional development via in-house initiatives such as Imposter Syndrome and Leadership workshops</li> <li>Continuing to monitor and address both the strengths and weaknesses of our university culture through our regular Staff Surveys</li> <li>Reviewing the use of positive action statements in recruitment advertisements</li> <li>Committed to completing the institutional application to the Athena SWAN Charter and external accreditation, which provides dedicated support and development for female staff</li> <li>The establishment of the Women's Leadership Network at Bath Spa.</li> <li>Ongoing Equal Pay Reviews and gender pay gap reviews</li> <li>Continued transparency and communication of gender pay gap information.</li> <li>72% of new staff have engaged with, and 61% of staff have passed the mandatory equality and diversity module required as part of the induction process.</li> </ul>	
<b>F. IMPLEMENTATION AND REVIEW</b>			
<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>			
<b>Undertake annual review of progress in implementing the principles of the Concordat</b>	<p>1. Research Leader community will consider and review the PIRLS action plan on a regular basis. This will be incorporated into the annual review of the Concordat Action plan by the HE Excellence in Research group.</p> <p>2. Aim to increase engagement with PIRLS 2019 from amongst this community.</p>	<p>The HR Excellence in Research Working Group has met twice a year since the 6 year review to review progress against the action plan and to discuss new developments and initiatives. The WG is a representative body across the academic schools, and includes representatives from HR and the RF fellow community. It reports into the University Research &amp; Ethics Committee, and is Chaired by the PVC (Research &amp; Enterprise)</p> <p>The University went through a period of restructuring in Spring/Summer 2019, and it was felt that it was not appropriate to take part in PIRLS at that time due to the sensitivities of academic staff facing redundancy.</p>	Continue to review Action Plan bi-annually and work with HR Excellence Working Group to develop an Action Plan to address the new Concordat principles across 2019/20 academic year.
<b>Use of the Careers in Research Online Survey</b>	<p>RSO will continue to meet with contract researchers as individuals and as a group, and encourage them to attend training and development events, and to engage in research centre and cross university activities until critical mass of Research only staff is reached to enable us to participate in CROS effectively.</p> <p>We will also review whether CROS should be extended to the ESR community</p>	<p>As part of our broader support of RFs, the RSO staff offer to meet with RFs on a one-to-one basis to support their needs. This opportunity fits within our wider programme or career development opportunities, whether workshops as part of the RDP, MA modules, the allocation of mentors within our ESR Mentoring Scheme or one-to-one professional coaching sessions and bespoke meetings with support staff. Further meetings of this kind have been requested by our RF community to be part of our bespoke training package for 2019-20.</p> <p>As RF numbers rise, we will continue to evaluate whether or not to take part in CROS, and whether we should widen this to the whole of the ESR community.</p>	Review by REC of extension of CROS community to include all ESRs

## **Glossary of Terms**

ARMA	Association of Research Managers and Administrators
CS	Careers Service
CLTD	Centre for Learning and Teaching Development
DoR	Directors of Research
DoS	Deans of School
DPVCR	Deputy Pro-Vice Chancellor (Research)
ESR	Early Stage Researcher
RF	Research Fellows
EO	Enterprise Officer
HR	Human Resources Department
PIs	Principal Investigator(s)
REC	Research & Ethics Committee
PVCRE	Pro-Vice Chancellor (Research & Enterprise)
RDM	Research Development Manager
RSO	Research Support Office
RDP	Researcher Development Programme
RKECC	Research, Knowledge Exchange and Consultancy Committee (previously RCSC)
RL	Research Leader
SD Forum	Staff Development Forum
SDR	Staff Development and Review
SWRHEEN	South West Region Higher Education Equality Network
WLP	Workload Planner