



University of the West of England



HR EXCELLENCE IN RESEARCH

University of the West of England, Bristol. Action Plan for 2016 to 2018 to continue the implementation of the Concordat to Support the Career Development of Researchers

A: RECRUITMENT AND SELECTION					
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					
	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions 2016 - 2018</i>	<i>Lead</i>	<i>Timescale</i>
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p>The overall strategic direction (UWE 2020) of the institution sets out the importance of Research with Impact.</p> <p>During 2015, drawing upon REF 2014 outcomes, faculty implementation plans' insights and aligning with UWE 2020, a new 'UWE Research Strategy 2020' was approved by Academic Board on 16 September 2015.</p>	<p>Publish the new UWE Research 2020 Strategy on the strategy pages</p> <p>Faculties to revise their research implementation plans to align with the new Strategy.</p>	<p>Professor Martin Boddy, Pro Vice-Chancellor (Research & Business Engagement)</p> <p>Associate Deans (Research) in Faculty</p>	<p>February 2016</p> <p>September 2016</p>

1.2	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.	<p>UWE Human Resources issue specific guidance for the recruitment of all staff. Chairs of appointment panels are required to attend mandatory training before they chair a Panel. This is monitored when panels are appointed to ensure diversity and experience.</p> <p>All the relevant policy, guidance documents and video training clips have been brought together on the Human Resources intranet site</p> <p>UWE has made a commitment to improve the support it offers to disabled job applicants and employees by gaining accreditation as a Two Ticks employer. Chairs of recruitment panels have been required to update their knowledge through a series of bitesize learning and development sessions.</p> <p>CROS 2013 indicated that 94% of UWE respondents reported the provision of appropriate job description. This figure dropped to 74% (compared to 89% of UK respondents) in CROS 2015</p>	<p>Review of recruitment and selection processes has been initiated as part of the Performance 2020 strategic programme and begins in January 2016.</p> <p>Ensure that all recruitment panels are appropriately constituted and monitor engagement with the training available to recruiting managers.</p> <p>Success measure is 100% engagement</p> <p>Roll out the Two Ticks symbol on all job adverts</p> <p>Monitor the impact of the Performance 2020: Recruitment project on the provision of clear information to job applicants using CROS 2017.</p> <p>Success measure to exceed</p>	<p>Andrea Barnes, Organisation Development Consultant</p> <p>Andrea Barnes, Organisation Development Consultant</p> <p>Andrea Barnes, Organisation Development Consultant</p> <p>Dr Paul Spencer, Researchers' Forum Planning Group</p>	<p>January 2017</p> <p>July 2016</p> <p>February 2016</p> <p>July 2017 and July 2019</p>
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			the UK CROS average on provision of appropriate person and vacancy specifications		
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	<p>UWE Human Resources has a specific policy that covers the use of fixed term contracts. The appendix of that policy specifically refers to research staff and sets out the university's goal of minimising the use of fixed term contracts wherever possible.</p> <p>70% of staff on research grades are employed on fixed term contracts.</p>	<p>A quarterly review will take place of all research staff in a faculty to review current funding streams, their security and duration, and future funding duration and security.</p> <p>Request the proportion of staff on research grades on fixed term contracts as subset of the data collected for the Staff Compendium each year</p>	<p>Associate Deans (Research) in Faculty</p> <p>Human Resources</p>	<p>Quarterly</p> <p>Annually in December</p>
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if	<p>See 1.2 for actions already in place</p> <p>UWE also operates a dedicated Research Review and Progression Panel which meets four times a year to consider promotion applications for staff on research grades (two rounds per year). There are clear role profiles and criteria that are considered.</p>	<p>Annual review by Research Review and Progression Panel and Resourcing Team in Human Resources of the composition of panels to ensure they reflect diversity and experience of new researcher appointments.</p>	<p>Resourcing Team, Human Resources</p>	<p>Annually In October</p>

	requested as this may be of assistance to the researcher in considering their further career development.	All unsuccessful candidates are given the opportunity to have feedback on their application and interview performance.			
1.5	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.	UWE operates a pay scale for researchers in line with the National Academic Role Profiles (NARP). The salary scales are published on the Human Resources policies webpage.	No further actions identified		

B: RECOGNITION AND VALUE

Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead</i>	<i>Timescale</i>
2.1	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 ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental	Feedback from research staff who took part in Career in Research Online Survey (CROS) 2015 suggests that they are not treated unfairly (74%) in terms of access to career development opportunities with respect to their employment contract.	Continued monitoring of research staff feedback from representatives, Careers in Research Online Survey and UWE staff survey	Researchers' Forum Planning Group	July 2017 and July 2019

	structures and systems				
2.2	<p>Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</p>	<p>The UWE policy with respect to the use of fixed term contracts has an appendix specifically for staff on research grades in which there is clear guidance on how to reduce the number of staff on fixed term contracts.</p> <p>Fixed term contracts are continually monitored with faculties and services. The reason for the appointment on a fixed term basis has to be specified for all posts.</p> <p>Managers are contacted prior to the end date of the contract to comment about further extensions and where contracts are to be terminated, to ensure a fair and appropriate process is implemented.</p> <p>Faculties are encouraged to involve research leaders in the Annual Planning Round and consider where new research and teaching posts could make use of the existing pool of talent</p>			
		Data on the use of fixed term	Request that Human	Andrea Barnes,	December

		contracts by equality group are published in the Staff Compendium every year	Resources create a subset of data about Fixed Term Contract for staff on research grades	Organisation Development Consultant	2016 December 2017 December 2018
2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	<p>Performance 2020 includes a project to develop leadership behaviours across all senior academic staff.</p> <p>As part of this strategic programme the senior leadership team created a set of leadership behaviours in 2014 and since then working to implement these behaviours with the senior team. This has involved completion of a 360 on line personal review followed by a meeting with an external coach to discuss and develop a personal development plan. We are now working on a senior leadership development programme for this group. We have also embedded these behaviours in the senior management selection tools.</p>	<p>All academic staff on Associate Professor and Professor grades to undergo 360° reviews to determine current leadership behaviours.</p> <p>Launch a tailored development programme to meet identified needs for Associate Professors and Professors</p> <p>Success Measure will be via the Staff Survey (end of 2016) and through Performance and Development Reviews</p>	<p>Pam Fitzsimmons, Leadership and staff development manager</p> <p>Pam Fitzsimmons, Leadership and staff development manager</p>	<p>From November 2015 to July 2016</p> <p>December 2016 – July 2017</p>
2.4	Organisational systems must be capable of supporting continuity of employment for researchers, such as	The fixed term contracts policy deployed at UWE makes it clear that the preferred position is to place	Associate Deans (Research) to continue to monitor research income streams on a quarterly	Associate Deans	Quarterly

	<p>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.</p>	<p>researchers on open ended contracts where possible by utilising a number of income streams. It is possible for researchers to be funded from the Quality Related (QR) income stream to cover periods between employment contracts. Redeployment opportunities are sought for staff whose contract is being terminated.</p>	<p>basis and identify a case for continuation based on funding from an identified source or range of sources.</p> <p>Research Centre Directors to develop strategic bidding plans to provide a range of funding streams</p>	<p>Research Centre Directors</p>	<p>Annually</p>
2.5	<p>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.</p>	<p>Research grades on the UWE salary scale are in line with the national Framework Agreement. Applications for progression to Research Fellow or Senior Research Fellow are considered by the Research Review & Progression Panel, which is chaired by the Deputy Vice Chancellor. Unsuccessful applicants receive feedback which includes advice on areas for further development.</p> <p>Performance 2020 also has a Talent Management project central to which is to introduce clear career pathways for all staff at UWE. The current academic pathways will be reviewed under the auspices of this project using research into talent management mechanisms from across the higher education sector</p>	<p>Continue to raise awareness among research staff as to the procedures involved in making applications to the Research Review and Progression Panel.</p>	<p>Researchers' Forum and research staff representative networks</p>	<p>March 2017</p>

2.6	<p>Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>	<p>See 2.5, there is a clear progression path for researchers, the role descriptors are set out and there is a dedicated Research Review and Progression Panel that considers applications for promotion.</p> <p>The Learning and Development Centre, Human Resources, implement an annual programme of personal and management development which is funded by the University and can be accessed by all staff including researchers</p>	<p>Improve visibility of the opportunities to progress through the Researchers' Forum & Human Resources webpages.</p> <p>Monitor take up of staff sponsorship scheme by staff on research grades</p>	<p>Researchers' Forum</p> <p>Human Resources – Operations Team</p> <p>Pam Fitzsimmons, Leadership and staff development manager</p>	<p>October 2016</p> <p>September 2016</p>
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C: SUPPORT AND CAREER DEVELOPMENT

Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead</i>	<i>Timescale</i>
3.1	<p>It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are</p>	<p>The Academic Career Pathways framework at UWE sets out the role profiles of all academic related roles at UWE incl, teaching & scholarship, research roles, management roles, knowledge exchange roles as well as teaching & research roles which shows the relationship of the grade</p>	<p>Incorporate the feedback from researchers in CROS 2013/2015 in the review of Career Pathways in Performance 2020 Talent Management project and will be reviewed in 2016</p>	<p>Pam Fitzsimmons, Leadership and Staff development,</p>	<p>December 2016</p>

	<p>attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<p>structures for each. In addition staff can see what criteria there are for moving between roles in an academic environment.</p> <p>The dedicated Research staff webpages outline the development opportunities provided by Research, Business & Innovation which are found on the events programme</p> <p>http://www.uwe.ac.uk/researchevents</p> <p>as well as the broader UWE Staff Development Programme offered by the Learning and Development Centre</p>	<p>The development opportunities offered to academic researchers is currently being reviewed. The aim is to audit the opportunities that are available across the institution and to formulate a core development programme that is appropriate for the contemporary higher education environment and incorporating research governance and professional standards.</p> <p>Roll out a revised annual researcher development programme to incorporate the recommendations above.</p>	<p>Professor Glenn Lyons, Researchers' Forum Convenor</p> <p>Dr. Paul Spencer, Researcher Development Manager</p>	<p>February 2016</p> <p>September 2016</p>
3.2	<p>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</p>	<p>The skills development programme delivered by Research, Business & Innovation focus a number of their activities on the transferable nature of research skills and include courses that are designed to encourage</p>	<p>To build on the alternative careers section of the development programme by involving careers specialists more.</p>	<p>Dr. Paul Spencer, Researcher Development Manager</p>	<p>September 2016</p>

	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.	researchers to consider how they might use those skills in different contexts.			
3.3	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.	<p>There is a wide ranging skills development programme available to researchers at UWE which has been designed to deliver workshops on many of the competency areas set out in the Researcher Development Framework. Skills development is also provided through the Researchers' Forum events.</p> <p>UWE has an institutional subscription to the Vitae Researcher Development Framework Planner.</p> <p>Development opportunities available at UWE have been mapped to the RDF within the planner.</p> <p>The Researchers' Forum revisits many topics on career development, e.g. balancing teaching and research roles.</p>	<p>Continue to review the development programme from direct feedback from the courses, via the CROS and via the research staff representative network</p> <p>Commit to subscribe to the RDF Planner beyond July 2016</p> <p>Review the development opportunities offered under the auspices of the Researchers' Forum</p>	<p>Researcher Development Manager</p> <p>Pro Vice Chancellor (Research & Business Engagement)</p> <p>Researchers' Forum Planning Group</p>	<p>Annual planning round (July)</p> <p>July 2016</p> <p>March 2016</p>
3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of	We address this topic via the Researchers' Forum events to provide the space to run development activities on the broader theme of career	To review and expand the provision of opportunities to encourage research staff to consider broadening their career horizons	Researchers' Forum Planning Group	March 2016

	employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	<p>development for researchers</p> <p>All staff have access to workshops which are offered by the UWE Careers. These include 'How get the job that you want' and 'Interviewing skills - for interviewees'. These workshops are offered during the year and are funded centrally.</p> <p>UWE staff have access to Professional Plus via UWE Careers</p>	Review this provision as part of Performance 2020	Pam Fitzsimmons, Leadership and staff development	January 2017
3.5	<p>Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>The Researchers' Forum provides the opportunity for research staff to consider career development in a broader sense and to discuss those options with their peers from other subject areas as well as hear from senior researchers about their own career pathways</p> <p>Researchers receive communications from Vitae regarding opportunities for them to engage in workshops or courses run on national basis.</p>	<p>Researchers' Forum Planning Group to review the topics covered to ensure that broader career choices are included</p> <p>Request metrics from Vitae on registrations from UWE to the Vitae website to assess whether researchers are taking advantage</p>	<p>Researchers' Forum Planning Group</p> <p>Dr Paul Spencer, Researcher Development Manager</p>	<p>July 2017</p> <p>February 2016</p>
3.6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation	<p>37% of respondents in CROS 2015 stated they had not been offered an institutional induction.</p> <p>All staff are invited to attend the Welcome Fair that is offered</p>	<p>Review the content and update for 2016</p> <p>Monitor uptake of institutional induction (both</p>	<p>Human Resources operations</p> <p>Learning and Development Centre</p>	<p>February 2016</p> <p>Throughout 2016</p>

	<p>and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>quarterly to all new starters with 229 attending in 2015. Researchers therefore attend this event with other UWE staff. Feedback is reviewed regularly to make sure that this remains relevant and useful.</p> <p>Researchers are also invited to have a 'stand' at the Fair demonstrating an aspect of UWE research in order to raise awareness for all.</p>	<p>online and Welcome Fairs)</p> <p>Roll out a new online induction to give staff access to comprehensive information about the University in an accessible format</p> <p>Monitor feedback from research staff regarding their perspective of induction via CROS and research staff representative network.</p>	<p>Researchers' Forum Planning Group</p>	<p>July 2017</p>
3.7	<p>Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<p>The Researcher Development Framework is being rolled out to all researchers with the skills development programme being mapped to it.</p> <p>Of the UWE users of the RDF Planner, 30% are staff with the remainder being doctoral students</p>	<p>Use the researcher development framework to audit the skills development offering across the whole institution.</p> <p>Advertise the availability of the RDF Planner more widely</p>	<p>Researcher Development Manager</p> <p>Researchers' Forum</p>	<p>July 2016</p> <p>September 2016 and again in September 2017</p>
3.8	<p>Employers also should provide a</p>	<p>There are a number of different</p>	<p>Develop and roll out a</p>	<p>Pam Fitzsimmons</p>	<p>January 2017</p>

	<p>specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>	<p>mentoring schemes in operation at UWE.</p> <p>The Women Researchers Mentoring Scheme is an annual scheme that is supported and monitored by Research, Business & innovation</p> <p>The Faculty of Health and Applied Sciences research mentoring scheme supports research careers for junior researchers.</p> <p>Diversity Mentoring exchange (previously diversity mentoring scheme) enables mentors and mentees to better understand diversity issues.</p> <p>Probation mentoring for new academic staff – all new staff are given a mentor to work with during their probationary period</p>	<p>Mentoring Framework as part of the Performance 2020 strategic programme designed to identify and plug the gaps in existing mentoring provision</p>		
3.9	<p>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that</p>	<p>The focus of the performance development review is to engage in professional development activities in areas discussed between manager and staff member.</p> <p>84% of UWE respondents to CROS</p>			

	<p>developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>2015 indicated that they had participated in a Performance & Development Review up from 74% reported in CROS 2013 which compares with the overall PDR engagement as measured by the staff survey is 71%.</p> <p>Research staff are also encouraged directly by Research, Business & Innovation to attend skills development activities via e-mail advertisements, especially via the Researchers' Forum.</p>	<p>Monitor uptake of research staff to the opportunities provided using the data captured from registrations broken down by department.</p>	<p>Research, Business & Innovation</p>	<p>Annually in July</p>
3.10	<p>Researchers should be empowered by having 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</p>	<p>See 3.9</p>	<p>Continue to review the number of research staff engaging in the performance and development review process</p>	<p>Human Resources</p>	<p>Annually</p>

	<p>manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>				
3.11	<p>Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.</p>	<p>Research staff are offered access to development opportunities in teaching and learning.</p> <p>The Foundation course in Learning and Teaching is offered to all staff who have some teaching responsibilities but for whom teaching is not normally the main part of the role.</p> <p>The introductory Postgraduate Certificate in Teaching and Learning offered by the department of Education is available for staff who are responsible for delivering some teaching (at least 40 hours per year) as part of their role. Completion leads to the award of Associate Fellow, Higher Education Academy</p> <p>Additionally there is a more formal Postgraduate Certificate in Learning and Teaching in Higher Education which leads to Higher Education Academy (HEA) recognition. There are optional routes through this programme for new academic staff</p>	<p>This is a key strand of the Learning 2020 strategic programme – reviewing how staff are appropriately equipped to deliver excellent teaching.</p>	<p>Professor Jane Harrington, Deputy Vice Chancellor and Provost</p>	<p>July 2016</p>

		(taught), those with experience (portfolio) and those progressing from the introductory Postgraduate Certificate			
3.12	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.	See 3.11. Also see the profiles for Research Associate, Research Fellow & Senior Research Fellow			
3.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	The Researchers' Forum is one of the main research staff representative channels. The planning group is comprised of research staff representatives & staff from relevant professional services and is convened by one of the Associate Deans (Research) who directly reports into the Research and Knowledge Exchange Executive.	The UWE Researchers' Forum has run for 10 years. Review the format and constitution of the planning group to ensure that it is still fit for purpose as we implement the Research 2020 strategy	Researchers' Forum Convenor	March 2016
3.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	A mentoring scheme is offered to all UWE staff. See also 3.8			

D: RESEARCHERS' RESPONSIBILITIES

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and

lifelong learning.					
	Clause	Evidence for current compliance	Actions	Lead	Timescale
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	<p>The standards expected of all Researchers are clearly set out on the advice provided by Research, Business & Innovation. Researchers are clearly directed on how to seek advice on ethical approval for research projects.</p> <p>UWE has published its own Code of Good Research Conduct supported by a Research Governance Team who offer specialist advice.</p>	Integrate research governance requirements into the core researcher development programme	Ros Rouse, Research Governance Manager	September 2016
5.2	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.	Research, Business & Innovation offer tailored support to researchers on technology transfer and other forms of knowledge exchange.	Incorporate sessions on working with enterprise, commercialisation and impact of research in society offered by the Research and Business Development team into the core researcher development programme	Dr. Paul Spencer, Researcher Development Manager	September 2016
5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge	<p>Specific processes relating to ethics and governance are comprehensively laid out including UWE code of practices for the conduct of research</p> <p>Research, Business & Innovation reviewed the institutional support for research governance and ethics</p>	Pilot the use of two online modules on research integrity and safeguarding children	Ros Rouse, Research Governance Manager	June 2016

		and we have appointed a manager to oversee Research governance at UWE			
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	The Academic Career Pathways framework has this information clearly laid out as well as the criteria for progressing through the grades	Incorporate the feedback received about career development from CROS 2013/2015 into the Performance 2020 review of career pathways	Pam Fitzsimmons, Leadership and staff development manager	July 2016
5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.	The emphasis on proactivity by researchers regarding their own career development opportunities is one of the overarching themes of the Researchers' Forum for example the Researchers' Forum in May 2012 and May 2013	Review the role that the Researchers' Forum plays in promoting the proactivity in Career Development	Researchers' Forum Planning Group	March 2016
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed,	Career development requirements are an integral part of the Performance and Development	To consider how to embed the principle of time allotted to career development activity		

	<p>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.</p>	<p>Review process.</p> <p>84% of UWE Researchers who responded to CROS 2015 have had a PDR up from 74% in 2013</p>	<p>within a researchers' contract of employment – this is part of the Talent Management project for Performance 2020</p> <p>To increase the proportion of researchers who have had a PDR to >90% in CROS 2017</p>	<p>Pam Fitzsimmons, leadership and staff development</p>	<p>July 2017</p>
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E: DIVERSITY AND EQUALITY

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead</i>	<i>Timescale</i>
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6.1	<p>The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.</p>	<p>Human Resources have comprehensive information on all matters relating to equality & diversity in a single point to emphasise the importance of equality and diversity in everything that we do as an institution.</p> <p>This is illustrated by our Single Equality Scheme that brings together and builds on our previous equality schemes and sets out our objectives across all areas of work.</p> <p>In 2015, UWE was ranked number 11 in the top 100 of the Stonewall Workplace Equality Index and the highest placed university.</p>	<p>Review staff perceptions of the equality and diversity strategy at UWE via staff survey, CROS and through feedback from the staff network groups.</p> <p>Submit an application for the Race Equality Charter Mark</p>	<p>Equality and diversity unit (Human Resources)</p> <p>Equality and diversity unit (Human Resources)</p>	<p>December 2016, December 2017 & December 2018</p> <p>July 2016</p>
6.2	<p>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.</p>	<p>The recruitment policy operated is compliant with the relevant legislation and has been assessed for its equality impact. This has been published on the University intranet.</p>	<p>Monitor equality groups in the staff compendium each year</p>	<p>Equality and diversity management group</p>	<p>Annually in April</p>
6.3	<p>It should be emphasised that the demanding nature of research</p>	<p>See above. Equality and diversity data are monitored by the institution</p>	<p>No further actions identified</p>		

	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.	in consultation with relevant staff network groups representing each equality group			
6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.	Flexible working arrangements are in place for all staff including research staff. More info can be found here The University also has a flexible working policy which is published by Human Resources.	No further actions identified		
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research	See 6.4	No further actions identified		

	has always been carried out in a particular way, it cannot be done differently				
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	Arrangements are in place with the main funders of research to cover periods of parental leave in line with national legislation.	No further actions identified		
6.7	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage	Gender, ethnicity and disability equality targets are monitored annually and reported to the Equality & Diversity Forum . Publish our target KPIs in our Single Equality Scheme Equality related information is published annually in the University Staffing Compendium .	No further actions identified		

	in the available pool at the level immediately below.				
6.8	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	<p>One to one meetings with managers should pick up changes in personal circumstances.</p> <p>HR is involved in the work related to the Researchers Forum where such issues may also be identified.</p> <p>Any issues are raised and discussed at the Research Review and Progression Panel as appropriate to determine the approach to be taken and any further support needed</p>			
6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	<p>The University has a Dignity at Work policy which all staff and managers are expected to implement.</p> <p>There are also University Dignity at Work Advisers available to support staff and managers.</p> <p>84% of UWE researchers reported in CROS 2015 reported that they had not felt discriminated against.</p>	To continue to monitor researchers views on discrimination through Careers in Research Online Survey	Researchers' Forum Planning Group	May 2017
6.10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the	UWE became a member of Athena Swan in February 2012. UWE applied for and were awarded a			

	<p>Juno Project and other initiatives aimed at promoting diversity in research careers.</p>	<p>bronze award in April 2013 for the institution and for the Department of Biological, Biomedical and Analytical Sciences.</p> <p>The Department of Engineering, Design and Mathematics achieved a bronze award following an application in November 2014</p> <p>A joint application in April 2014 by the departments of Nursing and Midwifery along with Allied Health Professions resulted in a Bronze Award.</p> <p>The department of Health and Social Sciences submitted an application in November 2015 and are awaiting the outcome.</p> <p>A webpage with all current submissions and awards can be found here</p>	<p>To continue the work of the University Athena Swan Self-Assessment Team in encouraging departments to prepare and submit applications</p> <p>Submit institutional application for renewal of Bronze Award</p>	<p>University Athena Swan Self-Assessment Team (SAT) and departmental Self-Assessment Teams</p> <p>University Self Assessment Team</p>	<p>Meets 4 times per year</p> <p>November 2016</p>
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F: IMPLEMENTATION AND REVIEW

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK

	<i>Clause</i>	<i>Evidence for current compliance</i>	<i>Actions</i>	<i>Lead</i>	<i>Timescale</i>
7.1	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	The university has established a working group to oversee the implementation of the concordat. It is comprised of the Researchers' Forum Convenor (Professor Glenn Lyons), Researcher Development Manager (Dr Paul Spencer), Leadership and staff development manager (Pam Fitzsimmons) and a research staff representative (Dr Yvette Morey).	Ongoing monitoring of progress	Professor Glenn Lyons, Associate Dean for Research and Researchers' Forum convenor	Four times a year
7.2	The signatories agree: 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. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate	Monitoring of Concordat implementation is overseen by the working group mentioned in 7.1 which gathers relevant information from a number of sources: - Consultation with the Research Staff through the Researchers' Forum - CROS survey - Internal staff satisfaction survey	Sharing of practice and information from the Researchers' Forum as widely as possible through the research staff website Undertake and analyse CROS survey 2015 and engage with researchers Liaise with Human Resources on extracting data from staff satisfaction survey w.r.t. researchers	Researchers' Forum planning group Researchers' Forum Planning Group	Ongoing after each Researchers' Forum event (twice a year) Bi-annually

	<p>share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>				
7.3	<p>The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>	n/a	No action required		

7.4	<p>The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.</p> <p>The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</p>	<p>UWE is a subscriber to Vitae to augment the provision of development resources for researcher, supervisors and staff supporting researchers.</p> <p>In collaboration with the Universities of Bath and Bristol – the <u>South West Crucible</u> for future research leaders ran in 2013 and again in 2014.</p>	Renew subscription to Vitae	Pro VC (Research) Professor Martin Boddy,	August 2017
7.5	<p>Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on</p>	<p>CROS provides some of this data Additional data under this heading can be found in the staffing compendium and Athena Swan Action Plans</p> <p>CROS 2015 data analysed and</p>	<p>Participate in CROS to maintain the monitoring of researcher careers at UWE</p> <p>The Equality & Diversity Unit regularly publish data to monitor progress under the Single Equality Scheme</p>	<p>Researchers' Forum Planning Group</p> <p>Equality and Diversity Unit</p>	<p>April 2017</p> <p>December 2016, and December 2017</p>

	<p>the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>compared, where appropriate, to data from 2013 and national aggregate data. Result disseminated and discussed at Researchers' Forum event in November 2015</p>	<p>Update the Athena Swan pages with departmental submissions and action plans as they become available</p>	<p>Equality and Diversity Unit</p>	<p>Bi-annually</p>
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