

Details

Institution name:	University of Bath	The institutional audience* for this action plan includes:		
Cohort number:	Three	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	24th September 2021	Research staff	~330	Including research assistants, associates, and fellows (Grade 5-8)
Institutional context:	University of Bath received the HR Excellence in Research Award in September 2011 and has retained it since. The values underlying University of Bath Strategy 2021–26 align with the three Researcher Development Concordat principles, which shows the importance of research staff (RS) and their role in the University of Bath community, and the importance of creating a positive research culture where everyone feels heard. Additionally, these principles align with our 'driving high impact research' and 'fostering and outstanding and inclusive community' strategic pillars. With these in mind, we are committed to recruiting, retaining, and developing diverse and talented RS across the university. This action plan is one initiative that supports our intentions, together with the institutional Silver Athena SWAN (AS) action plan (2021) and departmental action plans, Research Strategy, and Vision for Research Staff.	Research and teaching staff	~1100	This includes all staff on the Education and Research Job Family, of which ~200 are managers of research staff

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	Develop resources and training for all staff to improve the Letters of Support/Host Institution eligibility in early career fellowship and funding applications, which include examples of best practice and why/how the Concordat principles can help write these documents.	(1) >50% researchers report some understanding of the Concordat in CEDARS 2023; (2) 20% increased in conversion rate for submitted:successful early career fellowship/funding applications.	(1) Jun-23 (2) Jun-24	HRGD		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	See ECM2, ECM4, ECR2, ECR4, E17, EM2, EM3, and ER2 for how Bath are fulfilling this obligation.	(1) CEDARS 2023: >70% researchers believe that institutional policies and practices are easy to find (2) CEDARS 2023: >80% researchers believe that institutional policies and practices are inclusive, equitable and transparent	(1 & 2) Jun-23	RrDM	The university has recently created a section of the website 'Research Policy and Governance' (https://www.bath.ac.uk/topics/research-policy-and-governance/) to bring together relevant internal and external policies and governance that may have an impact on research staff or their research.	
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	No new action has been identified				The University has a Health & Wellbeing policy, and offers Wellbeing and Mental Health Awareness workshops and other initiatives for all staff and managers. It has recently updated the Wellbeing support and resources online and completed an update to its 'Dignity & Respect Policy and Procedure in line with recent guidance. The University has introduced new training for managers and investigators of dignity and respect complaints – covering complaints against students and staff. The University has an online reporting and tool for discrimination, misconduct, harassment or assault. Staff can report anonymously or get support from an adviser.	CEDARS 2021: 68% and 72% researchers feel confident in reporting incidences of discrimination, and bullying and harassment, respectively. Further, 76% agree that they take positive action to maintain their mental health and wellbeing.

Old Concordat principle and clause
New
P2.1 P6.8
P6.9

ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	No new action has been identified					The university has mandatory 'Diversity in the Workplace' and 'Unconscious Bias' training for all managers.' This is monitored through an automated reminder to their line managers, to prompt any staff to attend this training.	CEDARS 2021: 71% managers report that they have attended EDI training, with 13% saying they would like to. 81% managers are confident in responding to any issues relating to health and wellbeing. University of Bath has recently been awarded an institutional Athena SWAN Silver award.		P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	No new action has been identified					Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant. The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created. Annual statement on research integrity is published on university webpages.	CEDARS 2021: 80% researchers believe that the institution promotes the highest standards of research integrity.		P6.1
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Explore opportunities for further development of research culture, building on good practice and seeking feedback from a variety of groups	(1) Recommendation approved by URKEC on best approach to review and report on the quality of the research culture and environment; (2) Recommendation implemented.	(1) Dec-21 (2) Mar-22	HRPI					P6.10 P7.5
Funders must:										
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	Not applicable.								P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	Not applicable.								New
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions	Not applicable.								P6.6
Managers of researchers must:										
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	No new action has been identified					The university has mandatory 'Diversity in the Workplace' and 'Unconscious Bias' training for all managers.' This is monitored through an automated reminder to their line managers, to prompt any staff to attend this training.	CEDARS 2021: 71% managers report that they have attended EDI training, with 13% saying they would like to. 81% managers are confident in responding to any issues relating to health and wellbeing.		New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	No new action has been identified					Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant. The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created. Annual statement on research integrity is published on university webpages.	CEDARS 2021: 80% researchers believe that the institution promotes the highest standards of research integrity.		New
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	No new action has been identified.						CEDARS 2021 shows that managers are confident in responding to issues in health and wellbeing, bullying and harassment. Additionally, 81% RS report that their manager promotes a good work-life balance.		P6.9

ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	No new action has been identified.				The university has clear guidance on flexible working and how to manage these requests. In addition, over the last 18 months, weekly emails have reported any new information or guidance on working/returning to work on campus - including sources of support.	CEDARS 2021 shows that 73% managers are confident in managing requests for flexible working appropriately.	
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	No new action has been identified.				We will continue to seek feedback and contributions from managers through CEDARS 2023, and EC16, EI4, and EI7.	58% of all managers of researchers responded to CEDARS 2021, up from 20% in 2020. These data have been instrumental in identifying key priorities and developing this action plan.	
Researchers must:								
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	Create sustainable research staff networks across all faculties	(1) All departments (where there is sufficient RS numbers) or groups of departments have a research staff network that includes 1 annual RS welcome event + >1 social/networking event per year; RS from these networks are represented in the RSWG; (2) CEDARS 2023 50% RS feel connected to their peers or part of a RS community	(1) Aug-22 (2) Jun-23	RSWG, DRSC			
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Create clear signposting to relevant guidance on the 'Research Policy and Governance' webpages within the Researcher Development Hub (see PCDR1)	CEDARS 2023: >70% RS are familiar with mechanisms to report incidences of misconduct (up from ~50%)	Jun-23	RrDM			
ECR3	Take positive action towards maintaining their wellbeing and mental health	No new action has been identified.				There will be a dedicated section on wellbeing and mental health in the Researcher Development Hub (see PCDR1).	CEDARS 2021: 78% RS agree that they take positive action to maintain their mental health and wellbeing.	
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Create clear guidance on the expected standards of behaviour at Bath, including signposting of how to report incidences of poor behaviour, within the Researcher Development Hub (see PCDR1)	CEDARS 2023: >70% RS are familiar with mechanisms to report incidences discrimination or bullying & harassment (up from ~50%)	Jun-23	RrDM			
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See ECR1	CEDARS 2023 response rate >40% (up from 21%); (3)	Jun-23	RrDM	The RSWG continues to increase its membership to ensure RS representation across the university. All faculties are now represented by at least two RS members, and three out of the top four departments with the highest numbers of RS are now represented. There is RS representation on relevant departmental committees, including research, health and safety, and EDI, in 13 out of 16 departments. Additionally, there is RS representation on the Athena Swan University Self-Assessment Team and Climate Action Framework Research Sub-Group.		
Employment								
Institutions must:								

New
New
New
P5.3
New
P6.9
P3.13

EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	No new action has been identified.				The university has comprehensive guidance on recruitment policies and processes, including standard job descriptions for academic posts at all levels. The Textio service is provided for all staff who are recruiting to ensure that they attract a wider pool of talent. Guidance on selection and recruitment including Chair and interview panel requirements. All Chairs and those involved in shortlisting must complete the University Recruitment and Selection training.	CEDARS 2021: >95% of researchers who had been recruited in the last two years agree that the recruitment, selection and appointment was fair, inclusive and transparent.		P1.2 P6.2 P6.7
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Integrate and update 'Induction for Research Staff' guidance pages into the Researcher Development Hub (see PCDR1)	(1) >50% new staff access Induction resources in the Researcher Development Hub; (2) CEDARS 2023: >70% say institutional induction was useful	(1) Jan-23; (2) Jun-23	RrDM		There is a significant increase in the number of RS who reported being offered a departmental-level induction (82%) in 2021 compared with 56% in 2019; however, the value of institutional inductions remains low (43%).		P3.6
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	(1) Case studies of recently promoted academic staff at different levels are published prominently on webpages highlight their contribution to people management	(1) At least six promotion case studies produced and published on the staff intranet. Schedule in place for updating case studies annually; (2) CEDARS 2023: >70% researchers believe that the institution has equitable opportunities for career progression.	(1) Sep-22 (2) Jun-23	DD of WD, PVC(R)				P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Develop additional support for managers focused on performance as managers as well as on managing performance, including creating communities of practice within faculties, to build confidence in managing performance and teams	(1) Pilot Managing Researchers programme with cross-faculty representation completed; (2) Feedback from pilot used to improve and promote training to all managers; (3) communities of practice established within all faculties	(1) Feb-22 (2) May-22 (3) Dec-22 (4) Jun-23	RrDM, WDM				P2.3
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	(1) Explore the possibility of introducing criteria within academic promotion processes that recognise contributions to the career development and leadership of others, and other collegiality roles via focus groups	(1) Use focus group feedback to produce recommendations to changes in criteria and processes, e.g., how development of others is accounted for; (2) CEDARS 2023: >50% researchers believe that the university mostly or more values the contributions they make to developing researchers	(1) Feb-23 (2) Jun-23	DD of WD, PVC(R)				P2.6 P6.3 P6.4
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	(1) Working group to be established with the brief of making recommendations to improve career progression for researchers and reduce the use of fixed term contracts for these roles; (2) Working group to lead actions to gain agreement from UEB and to implement recommendations	(1) Deliverable recommendations put forward to Director of HR and signed off by UEB; (2) i. Recommendations implemented; (2) ii. Report of career progression of RS staff and progression produced and reviewed annually; (2) iii >80% of RS on FTC report that support for career progression is good/very good in biennial AS survey	(1) Dec-22 (2) July-23	DD of WD, DD of HR				P1.3 P2.1 P2.2
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Improve engagement of managers of researchers with universities policies and up-to-date practices by creating monthly 'Managing Researchers' emails that include signposting to appropriate guidance and support, and showcasing examples of good practice	(1) Managing Researchers email launched; (2) >50% open rate maintained	(1) Oct-21 (2) Oct-22					P3.13
Funders must:									
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	Not applicable.							P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	Not applicable.							New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	Not applicable.							P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	Not applicable.							New
Managers of researchers must:									

EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	See E14	CEDARS 2023: >75% managers confident with dealing with poor performance (up from 46%).	Jun-23	RrDM, WDM	New information on recruitment/interviews, mental health & wellbeing, and a new Management Curriculum has been widely publicised to all managers and targeted emails to managers of researchers have highlighted these changes.	CEDARS 2021: 68% RS report that their manager clearly articulates the expectations of the role, 62% agree their manager gives clear, constructive, timely feedback; 60% agree their manager supports them to develop their research identity and in their broader career aspirations. Additionally, >90% managers are confident in acknowledging good performance & providing feedback; however, 46% are not confident in dealing with poor performance.		P2.3
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	No new action has been identified.				The university has recently created a section of the website 'Research Policy and Governance' (https://www.bath.ac.uk/topics/research-policy-and-governance/) to bring together relevant internal and external policies and governance that may have an impact on research staff or their research. Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant. The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created. Annual statement on research integrity is published on university webpages.	CEDARS 2021: 77% researchers believe that the institution promotes the highest standards of research integrity and conduct.		P2.2
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	No new action has been identified.				The university has comprehensive guidance on recruitment policies and processes, including standard job descriptions for academic posts at all levels. The Textio service is provided for all staff who are recruiting to ensure that they attract a wider pool of talent. Guidance on selection and recruitment including Chair and interview panel requirements. All Chairs and those involved in shortlisting must complete the University Recruitment and Selection training.	CEDARS 2021: 92% managers report being confident in using inclusive equitable and transparent recruitment processes.		P6.3
EM4	Actively engage in regular constructive performance management with their researchers	See E14, PCDI2	CEDARS 2023: 90% managers feel confident to manage appraisal/review processes (up from 77%); >75% managers confident with dealing with poor performance (up from 46%).						P2.3
EM5	Engage with opportunities to contribute to relevant policy development within their institution	No new action has been identified.				We will continue to seek feedback and contributions from managers through CEDARS 2023, and EC16, E14, and E17.	58% of all managers of researchers responded to CEDARS 2021, up from 20% in 2020. These data have been instrumental in identifying key priorities and developing this action plan.		New
Researchers must:									

ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	No new action has been identified.				The university has recently created a section of the website 'Research Policy and Governance' (https://www.bath.ac.uk/topics/research-policy-and-governance/) to bring together relevant internal and external policies and governance that may have an impact on research staff or their research. Gap Analysis for the Concordat to Support Research Integrity was conducted, which concluded that the University is fully compliant. The ethical review process was revised, and research ethics and integrity webpages were updated to ensure clarity of processes, and a dedicated mailbox for RE&I questions has been created. Annual statement on research integrity is published on university webpages.	CEDARS 2021: 80% RS believe that the institution promotes the highest standards of research integrity and conduct.	
ER2	Understand their reporting obligations and responsibilities	Create clear guidance on the expected standards of behaviour at Bath, including signposting of how to report incidences of poor behaviour, within the Researcher Development Hub (see PCDR1)	CEDARS 2023: >70% RS are familiar with mechanisms to report incidences discrimination or bullying & harassment (up from ~50%)	Jun-23	RrDM			
ER3	Positively engage with performance management discussions and reviews with their managers	Create case studies/best practice examples on Researcher Development Hub of the value of a the performance review with their manager.	CEDARS 2023: 75% RS report having a career development review with their manager (up from 62%).	Jun-23	RrDM, RSWG			
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	No new action has been identified				The RSWG continues to increase its membership to ensure RS representation across the university. All faculties are now represented by at least two RS members, and three out of the top four departments with the highest numbers of RS are now represented. There is RS representation on relevant departmental committees, including research, health and safety, and EDI, in 13 out 16 departments. Additionally, there is RS representation on the Athena Swan University Self-Assessment Team and Climate Action Framework Research Sub-Group.		
Professional and Career Development								
Institutions must:								
PCD11	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Promote institutional support for the engagement in a minimum of 10 days professional development for research staff by (1) creating guidance and case studies on 'What does professional development look like for research staff' and 'How can this benefit me as a researcher and/or manager.' (2) updating the Code of Practice for Employment of Research Staff to include specific language about expectations for engagement with 10 days professional development; and (3) updating annual appraisal forms to include questions about using the 10 days professional development	CEDARS 2023: 75% RS have taken >3 days CPD per year; 25% have taken 10 or more days (up from 11%)	(1) Apr-22 (2) July-22 (3) Apr-23	DD of HR, RrDM			Part of Action 3.1.1 (Updating Code of Practice)

New
New
P5.6
P5.2
P3.1 P3.3 P5.5

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Update careers conversation guide to include advise on how to have honest conversations about what is required for next steps, job prospects in academia	(1) Guide has been updated and circulated to PIs; (2) 70% of PIs consulted feel the guide provided useful advice on how to conduct a careers conversation; (3) CEDARS 2023: 50% RS have a clear career development plan (up from 25%) and 50% RS state that they have a formal career development review with their manager (up from 25%)	(1) Nov-21 (2) Jun-22 (3) Jun-23	DD of WD, RCDA			Action 3.8.1
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Complete First Steps into Teaching online module for PGRs and PDRA's who teach and promote this in all departments as recommended training for non-academic staff who teach at the university	HoD survey 2022: >50% departments have used this resource as required training for non-academic staff before they teach; 20% increase in AFHEA applications from PDRA's in 2022	Jan-23	ASDM, RrDM			
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Create clearer guidance for the eligibility of postdoctoral researchers to become Co-Investigators on grants, where the funders allow this	Consultation undertaken with support from HoDs and RSWG: 80% of RS and HoD who take part in consultation agree that this process provides increased clarity on the process of determining eligibility	Apr-22	HPA, PVC(R)	New guidance is being piloted in one department with the support of the RS network, with it being scheduled to be endorsed by RKEC in Spring 2022.		Action 3.5.1 & 3.5.2
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	Create opportunities to connect research staff with mentors beyond academia, either through existing mentoring/connection schemes or creating a new scheme	(1) Focus group on RS use of Bath Connections; (2) recommendation from focus group used to design best way to create mentoring support beyond academia for RS	(1) Aug-22 (2) Dec-22	RrDM, ART			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	See PCDR1						
Funders must:								
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning	Not applicable.						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	Not applicable.						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit	Not applicable.						
Managers of researchers must:								
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Update careers conversation guide to include advise on how to have honest conversations about what is required for next steps, job prospects in academia	(1) Guide has been updated and circulated to PIs; (2) 70% of PIs consulted feel the guide provided useful advice on how to conduct a careers conversation; (3) CEDARS 2023: 50% RS report having a career development review with their manager (up from 25%).	(1) Nov-21 (2) Jun-22 (3) Jun-23	DD of WD, RCDA		CEDARS 2021: 95% managers report being confident in actively supporting their researchers in working towards their career aspirations.	Action 3.8.1
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	See PCDI5	CEDARS 2023: 70% RS agree that their manager encourages a wider range of future career options within and beyond academia (up from 53%)	Jun-23	RrDM, ART		CEDARS 2021: 71% RS agree that their manager supports them in their broader career aspirations.	
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	See PCDI1	CEDARS 2023: >80% RS agree that their manager encourages them to engage in personal and career development activities (up from 70%)	Jun-23	DD of HR, RrDM			
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	See PCDI4	(1) Consultation undertaken with support from HoDs and RSWG: 80% of RS and HoD who take part in consultation agree that this process provides increased clarity on the process of determining eligibility; (2) CEDARS 2023: 60% managers of RS are aware of updated guidance and process of supporting their RS to apply.	Apr-22	HPA, PVC(R)	New guidance is being piloted in one department with the support of the RS network, with it being scheduled to be endorsed by URKEC in Spring 2022		Action 3.5.1 & 3.5.2
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See E14	CEDARS 2023: >75% managers confident with dealing with poor performance (up from 46%).	Jun-23	RrDM, WDM			
Researchers must:								

P3.10
P3.1
P3.11 P3.14
P3.2 P3.4
New
P3.7 P3.9
New
New
P2.3
P3.4 P3.8 P5.5
New
P3.6 P3.9 P5.5
New

PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	Create an online Researcher Development Hub that centralises support and training available for research staff, including a self-directed interactive skills assessment tool that signposts research staff to appropriate resources, training or other support offered by the university	CEDARS 2023: 50% RS have a clear career development plan (up from 25%); 25% have taken 10 or more days of CPD per year (up from 11%)	Dec-21	RrDM, RCDA				P5.5
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	See PCD15	CEDARS 2023: 40% RS report having experience in another employment sector (up from 22%, with 60% saying they would like to in CEDARS 2021).						P3.8
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	See PCDR1	CEDARS 2023: 50% RS have a clear career development plan (up from 25%)	Jun-23	RrDM, RCDA	In addition to the ongoing offer of careers guidance appointments, the Researcher Career Development Adviser has been running monthly 'drop-in' sessions for RS throughout 2020-21, particularly focusing on careers planning during/after COVID19. These have received excellent feedback. Further, 61% of RS are now registered with the Careers Service system.			P5.5
PCDR4	Positively engage in career development reviews with their managers	Create case studies/best practice examples on Researcher Development Hub of the value of a career development review with their manager.	CEDARS: 50% RS state that they have a formal career development review with their manager (up from 25%)	Jun-23	RrDM, RSWG				P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See PCDR1	CEDARS 2023: 30% RS report undertaking Leadership training (up from 18%, with 65% stating a desire to in CEDARS 2021)			In response to CEDARS 2020, where 71% of RS stated a desire to undertake leadership training, we offered 12 places on Leadership in Action. We have continued to support RS to obtain a qualification in project management; in 2020-21, 27 RS have undertaken all or part of the 23-h training required in preparation for their qualification exam. The ACA continues to prepare RS for a lectureship position.	CEDARS 2020: 14% reported undertaking Leadership training, which increased to 18% in CEDARS 2021. (3) Since 2017, 66 RS have attended ACA, inclusive of the current 2021 cohort. Of those researchers who have completed the Academy, 42% have obtained a lectureship position or independent fellowship, with 9 being promoted at University of Bath.		P5.5
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Create case studies/best practice examples on Researcher Development Hub of the value of engaging with different aspects of the research system and how to do this at Bath.	CEDARS 2023: >30% RS have engaged with one or more of the following aspects of the research system: knowledge exchange, public engagement, citizen science, institution/policy decision making (up from <18% in all cases).	Jun-23	RrDM, RSWG				P5.2

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

Abbreviations:

- ACA: Academic Career Academy
- ART: Alumni Relations Office
- ASDM: Academic Staff Development Manager
- CEDARS: Culture, Employment and Development in Academic Research Survey
- CoP: Code of Practice
- DDHR: Deputy Director of Human Resources
- DDWD: Deputy Director of Workforce Development
- DRSC: Departmental Research Staff Coordinator
- HoC: Head of Communications
- HoD: Head of Department
- HPA: Head of Pre-Award
- HRGD: Head of Research Grant Development
- HRII: Head of Research Information & Impact
- LODM: Learning & Organisational Development Manager
- PVCR: Pro-Vice Chancellor Research
- RCDA: Researcher Career Development Adviser
- RDM: Research Development Manager
- RIS: Research and Innovation Services
- RS: Research Staff
- RrDM: Researcher Development Manager
- URKEC: University Research and Knowledge Exchange Committee
- USAT: University Self-Assessment Team