### 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.

<table>
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<tr>
<th>Clause</th>
<th>Evidence for current compliance</th>
<th>Actions</th>
<th>Level(s)</th>
<th>Timescale</th>
<th>Action status</th>
<th>Progress update</th>
<th>Result/ outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</td>
<td>The University has dedicated staff within Academic Staff Development providing tailored support and development and has demonstrated a commitment to this staff group for many years, including through the work of the Research Staff Reps and Working Party. Early Career research staff are specifically mentioned in the new University Strategy including in the “Our staff and ways of working section”. Activity is reported on regularly through internal updates to various committees.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>1.3</td>
<td>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.</td>
<td>Use of University role profiles makes researcher role requirements clear. The University’s recruitment and selection process is fully compliant with the UK Chartered Institute of Personnel and Development’s (CIPD) best practice and reflects our commitment to equality and diversity: <a href="http://www.bristol.ac.uk/jobs/diversity.html">http://www.bristol.ac.uk/jobs/diversity.html</a>. Research vacancies are advertised widely and open for 4 weeks to attract the best possible international field of candidates, including jobs.ac.uk, Times Higher, Guardian Jobs, Research Gate and Nature (where appropriate) as well as subject specific web sites. The University’s new strategy places a focus on our international staff and there is now an International Staff Officer in the Resourcing team in HR who acts as a point of contact for this staff group. There are also webpages to support this group: <a href="http://www.bristol.ac.uk/jobs/relocation-support/">http://www.bristol.ac.uk/jobs/relocation-support/</a>.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>
All members of any interview panel at the University must first attend a training session which includes information on Equality and Diversity (including unconscious bias). HR provide half-day recruitment training, tailored training for specific departments and small group or 1:1 refresher sessions.

Continue to run refresher training sessions in Schools to cover all Schools. Success measure is that a session has been run in every school since 2015. This will ensure that experienced panelists have had a reminder of the training and updated their skills and knowledge.

Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.

To assure fairness, consistency and the best assessment of the candidates’ potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.

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.

B. RECOGNITION AND VALUE

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clause</strong></td>
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<tr>
<td>1.4</td>
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</tbody>
</table>
Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.

University’s e-recruit system enables staff to register in a University-wide redeployment pool. All vacancies advertised at the University must first go to the redeployment pool for matching and matched staff are given one week to apply for the role before it is advertised more widely.

Promotions Procedures and Criteria for researchers are published on the University website. [http://www.bristol.ac.uk/hr/grading/academic-development](http://www.bristol.ac.uk/hr/grading/academic-development)

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.

Clear guidelines on Career Pathways and Promotions Procedures and Criteria for researchers are published on the University website. [http://www.bristol.ac.uk/hr/grading/academic-development](http://www.bristol.ac.uk/hr/grading/academic-development)

Pay progression for researchers should be transparent, effectively communicated and in accordance with the Framework Agreement, ensuring that any criteria divided into four categories: Research, Education, Engagement & Impact and Leadership & Citizenship. All are essential to the University and a shared responsibility across the whole academic community. The work to extend the framework to other levels has started by forming a group of academic managers from across the six faculties and three Schools.

Staff Working Party.

The new framework will be used during the academic year 2020/21 for promotion to Associate Professor and Professor, and in 2021/22 for promotion to Lecturer/ Senior Lecturer and Research Fellow/ Senior Research Fellow, which will be of direct relevance to our pathway 2 research staff. As an outcome of the 2017 review all upward movement across grades will be referred to as promotion for all Academic Staff, which includes all of our pathway 2 research staff.

The programme includes the continuation of the gender pay gap (GPG) project (see 6.7) that includes two approaches to support pathway 2 researchers in the Faculty of Health Sciences: a bridging fund to support researchers between grants (delayed due to Covid) and a process to enable a change from a grant-funded to a core-funded contract.

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

**Update 2020**

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
<th>Actions Identified</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Organisational HR strategies.</td>
<td>No additional actions identified.</td>
<td>n/a</td>
</tr>
<tr>
<td>2.5</td>
<td>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.</td>
<td>No additional actions identified.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Evidence for current compliance</th>
<th>Actions</th>
<th>Lead(s)</th>
<th>Timetable</th>
<th>Action status</th>
<th>Progress update</th>
<th>Result/ outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>A wide variety of career paths is open to researchers, with other employment sectors.</td>
<td>See 1.5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Role profiles now enable research staff to clearly identify themselves as part of a complete academic community at the University of Bristol.</td>
<td>See 2.3</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Staff Review and Development process facilitates career development discussions between research staff and their managers.</td>
<td>See 2.3</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td></td>
<td>It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>ongoing</td>
<td>Bristol Clear was established in 2018 as the University’s Research Staff Development Centre. Research staff have always been supported through the Academic Staff Development team, however in 2018 Bristol Clear was established as the University’s Research Staff Development Centre in recognition of the specific needs of research staff, who are in the majority employed through external project funding. Bristol Clear was set up with the vision “to provide an environment for clarity, honesty and a renewed perspective for our research staff. Time to learn and to reflect. Space to explore choices. Encouragement to speak your mind and find the quiet confidence to define your own path. This is what we mean by Bristol Clear.”</td>
<td>n/a</td>
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<td></td>
<td>Research staff have access to significant training in transferable skills provided by Academic Staff Development (ASD) through ‘Bristol Clear’. Details are on the ASD website and linked to the RDF. Research staff are alerted to upcoming opportunities via email, twitter and other communications.</td>
<td>Launch new development programme of events targeted at those with a personal fellowship to include a welcome event, topics-based sessions and a “fellows day” to build this cohort. Success measure is to have 100 fellows attend across these events in the first year and that 90% of attendees rate them as very or quite effective.</td>
<td>Research Staff Development Officer</td>
<td>Jul-19</td>
<td>completed</td>
<td>Feedback from fellows indicated a need for networking and collaboration opportunities across the University. Based on this feedback these events were held in 2019 (197 fellows were invited), a welcome event in January (47 participants), a symposium in June (36 participants) and a networking event in July (31 participants).</td>
<td>100% of participants who returned a feedback form would recommend the events to colleagues. A need was expressed for Research Fellows to have more opportunities to network and collaborate across disciplines. Due to the Covid-19 situation there was no event held in spring/summer 2020 but this is planned to be continued. As a member of GW4, University of Bristol research staff had the opportunity to apply and participate in early career symposia schemes held during 2020, and to be part of the GW4 Crucible.</td>
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<td></td>
<td>The Vice Chancellor’s Fellowship scheme was launched in 2017 and each cohort is provided with tailored development and 1:1 coaching support: <a href="http://www.bristol.ac.uk/vc-fellows/">www.bristol.ac.uk/vc-fellows/</a></td>
<td>The VC Fellows scheme recruited 40 University-funded Vice Chancellor Fellows over three annual recruitment intakes. All Fellows are supported through a tailored programme of development including a coaching and development programme, and through a small research expenses budget.</td>
<td>n/a</td>
<td>n/a</td>
<td>ongoing</td>
<td>The VC Fellows scheme recruited 40 University-funded Vice Chancellor Fellows over three annual recruitment intakes. All Fellows are supported through a tailored programme of development including a coaching and development programme, and through a small research expenses budget.</td>
<td>Of our 40 fellows funded to date, 8 have been awarded permanent lectureships, 2 have received further post-doc positions, 2 have been awarded prestigious Henry Dale fellowships and 1 has been successful in getting a highly competitive UKRI future leaders fellowship.</td>
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<tr>
<td></td>
<td>Academic Career Pathways set out how it is possible to move between academic roles: <a href="https://www.bristol.ac.uk/hr/grading/academics/">https://www.bristol.ac.uk/hr/grading/academics/</a></td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>
Training is provided on successfully transitioning to alternative careers, e.g. Regular career seminar series and a webpage to help researchers consider other career options: www.bristol.ac.uk/staffdevelopment/academics/researchstaffhub/alternatives/

All reviewers for SR&D are required to undertake training, part of which focuses on careers outside academia and the support available to research staff who want to discuss this option. See 2.3

Career coaching and 1:1 Careers guidance appointments are available to all research staff: www.bristol.ac.uk/staffdevelopment/academics/researchstaffhub/opportunities/workshops/

We place an emphasis on transferable skills in RS training provision: http://www.bristol.ac.uk/staffdevelopment/academics/researchstaffhub/opportunities/wkshops/

Monthly drop-in careers afternoons were launched in 2018 with the launch of Bristol Clear. Monitor engagement with this new initiative. Success measure is that attendance increases over the first year to reach an average of 8 people per session. Research Staff Development Officer Dec-19 closed Monthly drop-in careers afternoons were held from autumn 2018 – summer 2019. The uptake was slow despite widespread advertising of the sessions.

All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors. See 3.2 and 3.3

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
<th>Timeframe</th>
<th>Description</th>
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<tbody>
<tr>
<td>Training provided on successfully transitioning to alternative careers</td>
<td>Regularly</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>All reviewers for SR&amp;D are required to undertake training</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Career coaching and 1:1 Careers guidance appointments</td>
<td>Available to all research staff</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>We place an emphasis on transferable skills</td>
<td>Transferable skills</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Employers, funders and researchers recognise that researchers need to develop transferable skills</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Monthly drop-in careers afternoons were launched in 2018</td>
<td>Monthly</td>
<td>Dec-19</td>
<td>n/a</td>
</tr>
<tr>
<td>All employers will wish to review how their staff can access professional, independent advice on career management in general</td>
<td>Annual</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Action</strong></td>
<td><strong>No additional actions identified.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td><strong>Staff Review and Development process</strong> facilitates career development discussions between research staff and their managers. Information about career development is communicated to all research staff via dedicated website and regular emails. Development targeted at research staff is mapped to the RDF. <a href="https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/overview/">https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/overview/</a> Restructure and refresh research staff hub website to reflect new Bristol Clear branding and strategy - to include Bristol Clear regular blog and new career resources.</td>
<td><strong>Research Staff Development Officer</strong></td>
<td><strong>Aug-19</strong></td>
<td><strong>completed</strong></td>
</tr>
<tr>
<td><strong>Promotion and progression criteria clearly explained on HR website:</strong> <a href="https://www.bristol.ac.uk/hr/grading/academ">https://www.bristol.ac.uk/hr/grading/academ</a></td>
<td><strong>No additional actions identified.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>All new research staff are invited to the main University Staff Welcome Fair: <a href="https://www.bristol.ac.uk/staffdevelopment/professional-services/new-staff-resources/getting-started/staff-welcome-fair/">https://www.bristol.ac.uk/staffdevelopment/professional-services/new-staff-resources/getting-started/staff-welcome-fair/</a></td>
<td><strong>No additional actions identified.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>We have comprehensive new staff information pages: <a href="https://www.bristol.ac.uk/staffdevelopment/new-staff/">https://www.bristol.ac.uk/staffdevelopment/new-staff/</a></td>
<td><strong>No additional actions identified.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>We also have information for international staff: <a href="https://www.bristol.ac.uk/jobs/relocation-support/">https://www.bristol.ac.uk/jobs/relocation-support/</a></td>
<td><strong>Research Staff Development Officer</strong></td>
<td><strong>Apr-20</strong></td>
<td><strong>Completed and continuing in the future</strong></td>
</tr>
<tr>
<td>Induction to the local work environment and role takes place within departments and teams.</td>
<td><strong>Review engagement of research staff in local induction events in partnership with the reps. Develop a local induction event for research staff in each faculty. Success measure is to run one per faculty over the following year and that 90% of attendees rate them as very or quite effective.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>Information is communicated to all research staff via dedicated website and regular emails. Development targeted at research staff is mapped to the RDF.</td>
<td><strong>Restructure and refresh research staff hub website to reflect new Bristol Clear branding and strategy - to include Bristol Clear regular blog and new career resources.</strong></td>
<td><strong>Research Staff Development Officer</strong></td>
<td><strong>Aug-19</strong></td>
</tr>
<tr>
<td><strong>Promotion and progression criteria clearly explained on HR website:</strong> <a href="https://www.bristol.ac.uk/hr/grading/academ">https://www.bristol.ac.uk/hr/grading/academ</a></td>
<td><strong>No additional actions identified.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>We have comprehensive new staff information pages: <a href="https://www.bristol.ac.uk/staffdevelopment/new-staff/">https://www.bristol.ac.uk/staffdevelopment/new-staff/</a></td>
<td><strong>No additional actions identified.</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
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<tr>
<td>We also have information for international staff: <a href="https://www.bristol.ac.uk/jobs/relocation-support/">https://www.bristol.ac.uk/jobs/relocation-support/</a></td>
<td><strong>Research Staff Development Officer</strong></td>
<td><strong>Apr-20</strong></td>
<td><strong>Completed and continuing in the future</strong></td>
</tr>
</tbody>
</table>
Academic Staff Development provides lists of all new research staff in each school to RS reps every month to enable them to make contact.

People management for academics is a key strategic area for Academic Staff Development and it includes an emphasis on supporting the career development of your staff.

| No additional actions identified.* | n/a | n/a | n/a | n/a |

Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.

| Employees also should provide a specific research career development strategy with roles and responsibilities 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. | Access to career development activities is open to all research staff, detailed on ASD website and advertised via regular e-mails and Twitter. Bristol Clear has launched a mentoring scheme in 2018 and 1:1 careers coaching and guidance is available to all research staff: [http://www.bristol.ac.uk/hr/grading/academics/](http://www.bristol.ac.uk/hr/grading/academics/) [https://www.bristol.ac.uk/staff/development/cademia/researchstaffhub/opportunities/](https://www.bristol.ac.uk/staff/development/cademia/researchstaffhub/opportunities/) [http://www.bristol.ac.uk/academic-quality/facultyadvice/policy/](http://www.bristol.ac.uk/academic-quality/facultyadvice/policy/) | 3.1 | 3.1 |

Promote the new Bristol Clear mentoring scheme and increase engagement gradually by faculty. For the first cohort we will target the School of Computer Science, Electrical and Electronic Engineering, and Engineering Maths (SCEEM) as they currently have the lowest uptake of Staff Review and Development and the School for Policy Studies as the school in SSL with the most ECRs. Success measures are that we have 15 matches per cycle and 100% of participants have attended training and that 100% of pairs met at least once.

| | | Clare Wilson, Research Staff Development Manager | Review in July 2019 | Completed and continuing in the future |

Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience.

| | 3.2 | 3.2 |

Employers also should provide a specific research career development strategy with roles and responsibilities 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.

| | | | 3.3 |

Staff Review and Development process facilitates career development discussions between research staff and their managers.

| See 2.3 | n/a | n/a | see 2.3 |

The total number of research staff engaged with Bristol Clear over the last two academic years has been 68, of which 36 achieved the formal qualification. New support measures for teaching have been identified and are included in the forward facing action plan.

| 134 research staff attended introductory sessions over the past two academic years including nearly 1,000 without a pathway, which are Postgraduate Researchers and implies that a high number of new postdoctoral researchers will have completed teaching training before they got involved with teaching.

The new principles have prompted changes to local practices and workforce planning generally as part of the annual Integrated Planning Process (IPP). It is still too early to say how this will impact on researchers and their teaching, especially in terms of the policy on teaching expectations of research staff.

The data collected by Research Staff Reps has directly informed our action plan going forward (ie extension of workload model and local implementation of best practice for teaching allocation).
All research staff have access to training on topics relevant to academic practice including:
- teaching and learning (accredited)
- people management
- grant writing
All designed to prepare RS for academic practice.

All reviewers must attend training before reviewing staff. The training includes raising awareness of development and career opportunities open to research staff.

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.

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 manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.

Role profiles and University Research governance and integrity policy articulate the responsibilities and expectations of research staff: http://www.bris.ac.uk/red/support/governance/

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 and Enterprise Development office http://www.bris.ac.uk/red/ and Centre for Public Engagement: http://www.bristol.ac.uk/public-engagement/ provide support for the commercialisation of research and its impact on wider society.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Evidence for current compliance</th>
<th>Actions</th>
<th>Timeline</th>
<th>Action status</th>
<th>Progress update</th>
<th>Result/outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.11</td>
<td>See 3.1 and 3.7</td>
<td>n/a</td>
<td>n/a</td>
<td>see 3.7</td>
<td>see 3.7</td>
<td>see 3.7</td>
</tr>
<tr>
<td>3.13</td>
<td>The University’s Research staff reps committee and Research staff working party offers significant involvement in University policy making.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>3.14</td>
<td>Bristol Clear has launched a mentoring scheme in 2018: <a href="https://www.bristol.ac.uk/staffdevelopment/academics/researchstaffhub/opportunities/mentoring/MN-195510">https://www.bristol.ac.uk/staffdevelopment/academics/researchstaffhub/opportunities/mentoring/MN-195510</a></td>
<td>see 3.8</td>
<td>n/a</td>
<td>see 3.8</td>
<td>see 3.8</td>
<td>see 3.8</td>
</tr>
<tr>
<td>3.17</td>
<td>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.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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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.

- Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.
- 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.
### Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Evidence for current compliance</th>
<th>Actions</th>
<th>Lead(s)</th>
<th>Timescale</th>
<th>Action status</th>
<th>Progress update</th>
<th>Result/ outcome</th>
</tr>
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<tbody>
<tr>
<td>5.3</td>
<td>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.</td>
<td>University Research governance and integrity policy lays out these responsibilities: <a href="http://www.bris.ac.uk/red/support/governance">http://www.bris.ac.uk/red/support/governance</a></td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5.4</td>
<td>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.</td>
<td>Webpages on research integrity: <a href="http://www.bristol.ac.uk/red/research-governance/researchintegrity.html">http://www.bristol.ac.uk/red/research-governance/researchintegrity.html</a> and new training sessions have recently been developed (for both researchers and research team leaders).</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5.5</td>
<td>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.</td>
<td>Role profiles and academic career pathways make this clear.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5.6</td>
<td>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</td>
<td>Staff Review and Development process facilitates career development discussions between research staff and their managers.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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**C: DIVERSITY AND EQUALITY**

**Update 2020**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.3</td>
<td>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.</td>
<td>E&amp;D is embedded in the culture and committee structure of the University and the principles are upheld in all our policies.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5.4</td>
<td>All relevant policies and action plans are in place and the impact of new policies on different equality groups is monitored.</td>
<td>E&amp;D team develops and monitors policy and practice across the University within the context of the legislation.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>5.5</td>
<td>Staff Review and Development process facilitates career development discussions between research staff and their managers.</td>
<td>We run development sessions on ‘Getting the most out of your Staff Review’ to help research staff to take ownership of the process too.</td>
<td>No additional actions identified.*</td>
<td>n/a</td>
<td>n/a</td>
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**E&D team develops and monitors policy and practice across the University within the context of the legislation.**

All relevant policies and action plans are in place and the impact of new policies on different equality groups is monitored. No additional actions identified.*

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All staff who sit on interview panels are required to attend recruitment and selection training which includes specific emphasis on E&D and unconscious bias. No additional actions identified.*
In March 2014 the University joined the Stonewall Diversity Champions programme, Britain’s leading employers’ programme for ensuring all lesbian, gay, bi and trans staff are accepted without exception in the workplace. On 24th June 2014 there was a launch event to celebrate the University joining the programme. From July 2016 we have taken part in and sponsored the annual Bristol Pride celebrations and in November 2016 we won Best Employer at the Bristol Pride Awards.

The University’s Returning Carers’ Scheme supports individuals in re-establishing their independent research careers on their return from extended leave for reasons connected to caring (such as maternity or adoption leave): [http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html](http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html)

It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.

The EDI Steering Group was established to drive through activity that will help diversify our staff and student communities and create a more inclusive culture. This Group is chaired by our PVC for Research. The career pathways of women in academic roles (incl. research roles) are monitored and reported on annually as part of our E&O Annual Monitoring Report. Each Faculty now has an Equality Committee that explores The University’s Returning Carers’ Scheme supports individuals in re-establishing their independent research careers on their return from extended leave for reasons connected to caring (such as maternity or adoption leave): [http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html](http://www.bristol.ac.uk/equalityanddiversity/workandfamily/rcs/index.html)

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We have undertaken outreach events for ALD in 2015 (http://www.bristol.ac.uk/news/2015/november/ada-outreach.html) and expanded it to Women in Science and Engineering in 2016.

Bristol Doctoral College hosts a blog by one of our postdoc researchers annually for ALD see https://bdc.bris.ac.uk/tag/ada-lovelace-day/

During 2016 we launched new guidance surrounding trans staff and students and commenced a programme of sessions to raise awareness and increase understanding of issues facing trans staff and students working with GIRES (Gender Identity Research and Education Society) and more recently

We have a Parents’ and Carers’ Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/

The introduction of Academic Career pathways and role profiles ensure that career progression is based on role and competence rather than “time served”.

In October 2017 the University signed the Time to Change pledge as a visible sign of our commitment to mental wellbeing. See www.bristol.ac.uk/news/2017/october/time-to-change.html

We have improved guidance and policy for managers supporting staff with mental health difficulties and introduced the Wellness Action Plan initiative to the University to facilitate conversations around mental health in the workplace. See https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-mental-health-and-wellbeing/

It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently

The University has a comprehensive flexible working policy: http://www.bris.ac.uk/personnel/policies/flex-work.html

No additional actions identified.

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.

See 6.3 and 6.5 for more details on flexible working and initiatives that are available to our staff who may have caring responsibilities.

We have the “Work and Family” web resource that brings together key policy and information parents and carers: www.bristol.ac.uk/inclusion/support-and-guidance/work-and-family/

We have a Parents’ and Carers’ Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/

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No additional actions identified.

6.4

No additional actions identified. *

n/a  n/a  n/a  n/a  n/a  n/a

6.5

No additional actions identified. *

n/a  n/a  n/a  n/a  n/a  n/a
We have a particular focus on supporting the career development of female academic staff, in order to enable women to progress into key leadership positions and to improve the diversity of the workforce, and this includes an ongoing commitment to monitoring the proportion of female senior academic staff within the organisation.

Initiatives to achieve this include:

1. Evaluating the effectiveness of our current flexible working policies by working with our equality and diversity committees within each faculty. In collaboration with them surveying staff to ask their view about the effectiveness of our policies and then developing an action plan to make any necessary improvements.
2. See 1.2 as refresher training in recruitment practice should support more robust appointment practice.
3. See 2.3 as improvements in the staff review process should support women with evaluating their progress and skill gaps.

Simon Seawes, Acting Head of Academic Staff Development

Our University Strategy 2016-23 sets a target to increase the proportion of female professors to 33% by 2023-2024 and we are also committed to eliminating the gender pay gap in the professoriate (+/-5%) by 2023.

With Squires, Deputy Vice-Chancellor

Dec-23 progressing

We have also launched the following programmes:

Flexible Working: The Returning Carers Scheme has successfully supported 49 women back to work and an enhanced package of measures for carers will be ready this academic year. All job adverts also invite candidates to discuss flexible working opportunities such as a job-share or job split.

Career Development: A new Women’s Mentoring Network was launched and a Female Leadership Initiative (FLI) introduced. Both have been hugely successful supporting 121 mentees (46 were academic of which 7 were research staff) and 22 FLI participants (8 were academic of which 2 were research staff) in 2019. For example, 70% of FLI participants fully agree/agree that they feel more confident to apply for a senior role.

We are on track to exceed our targets, with most of the improvement since 2016 happening during the project. As of November 2019, the mean professorial GPG is 5.5%, a reduction of 2.0% since 2018 (2.1% since 2016). 29% of professors are now women, an increase of 3.9% since 2018 (0.7% since 2016). Another important datapoint is that 38% of Associate Professors (the ‘Professor in waiting role’) are women. In addition, there are now 10 women Heads of School (40% compared to 9% back in 2003). Whilst these interventions are target the elimination of the gender pay gap in the professoriate, this also directly influences working conditions and culture for research staff as flexible working, job-share, and mentoring and leadership programmes are open to all academic staff. When looking at research staff/Pathway 2 (P2) data, 23% of women in that category are employed on grade K or above (research fellow/ senior research fellow/ professor), compared to 22.6% of men in that staff category, whilst 40% of women on P2 are employed on the lowest two grades (Research Assistant/ Research Associate), and 50% of men on P2.

Employees should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees.

What is ‘representative’ will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.

No additional actions identified.

Our staff profile is monitored by age, gender, ethnicity, sexual orientation, religion and disability and reported on annually to the HR Committee and to the Board. These reports are published on the S&O website: https://www.bristol.ac.uk/inclusion/governance-and-reporting/

The importance of gender balance on recruitment and selection panels is included in recruitment and selection training and policy: http://www.bris.ac.uk/personnel/recruitment/

No additional actions identified.

We provide briefing sheets on mitigating unconscious bias to recruiting managers at shortlisting and interview stage and have a range of resources available online: https://www.bristol.ac.uk/personnel/recruitment/ unconscious-bias/

No additional actions identified.

We have a particular focus on supporting the career development of female academic staff, in order to enable women to progress into key leadership positions and to improve the diversity of the workforce, and this includes an ongoing commitment to monitoring the proportion of female senior academic staff within the organisation.

Initiatives to achieve this include:

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Simon Seawes, Acting Head of Academic Staff Development

Jul-19

6.7 above, 2.5

6.7 above, 2.5

6.7 above, 2.5, 1.2

6.7 above, 2.5, 1.2

6.7 above, 2.5

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6.7 above, 2.5

6.7 above, 2.5

6.7 above, 2.5, 1.2

6.7 above, 2.5

6.7 above, 2.5
4. See 2.5 as a clearer framework for promotion and what is required to progress should support women to make more informed decisions around applying for promotions and what is required to be successful.

The University is an active member of the Athena SWAN charter. The University holds a Bronze renewal award whilst 14 schools have awards (10 Bronze and 4 Silver).

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.

Reasonable adjustments are made on an individual basis for disabled staff and accessibility is considered when planning any training courses.

The University provides specific advice and guidance for international staff through a website and international advisers.

University policies and practices are subject to 'equality analysis' where relevant to ensure that they do not directly or indirectly discriminate against specific groups. See https://www.bristol.ac.uk/inclusion/governance-and-reporting/equality-analysis/

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.

The Acceptable Behaviour policy provides a framework within which instances of unacceptable behaviour can be addressed and resolved: https://www.bristol.ac.uk/inclusion/support-and-guidance/acceptable-behaviour/ The University has an in-house counselling service and a network of Acceptable Workplace Behaviours advisers https://www.bristol.ac.uk/inclusion/support-and-guidance/acceptable-behaviour/acceptable-workplace-behaviour-advisers/.

All STEMM schools applied for an award, and two non-STEMM Schools applied.

Vikki Layton, Equality and Diversity Officer

Across the university, individual schools currently hold 10 bronze awards and six silver awards. All STEMM schools applied. Out of non-STEMM schools, two applied and achieved Bronze awards and all other non-STEMM schools currently have a target to apply in 2021/22.

Bring together a University Self-Assessment Team to write an application for a Silver Institutional Award.

Tracy Brunnock, EDI Manager

On advice on Advance HE the application date for the institutional Silver Award has been postponed because of the pandemic.

All STEMM schools will have applied for an award.

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The School of Physics holds a Practitioner level award.

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Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.

The University is an active member of the Athena SWAN charter. The University holds a Bronze renewal award whilst 14 schools have awards (10 Bronze and 4 Silver).

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Across the university, individual schools currently hold 10 bronze awards and six silver awards. All STEMM schools applied. Out of non-STEMM schools, two applied and achieved Bronze awards and all other non-STEMM schools currently have a target to apply in 2021/22.

Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.

The University is an active member of the Athena SWAN charter. The University holds a Bronze renewal award whilst 14 schools have awards (10 Bronze and 4 Silver).

Bring together a University Self-Assessment Team to write an application for a Silver Institutional Award.

Tracy Brunnock, EDI Manager

On advice on Advance HE the application date for the institutional Silver Award has been postponed because of the pandemic.

All STEMM schools will have applied for an award.

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The School of Physics holds a Practitioner level award.

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### 7.3. Implementation and Review Process

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’s Concordat Implementation Group consists of the HR director, Deputy HR director, Chair of the Research Staff Working Party, PVC Research (Prof. Nishan Canagarajah) and Head of Academic Staff Development. This group will regularly review progress against the action plan. | Monitoring of Concordat implementation is overseen by the Group mentioned in 7.1 which gathers relevant information from a number of sources including:
- Consultation with the Research Staff Representatives committee and Research Staff Working Party
- CROS survey
- Internal Staff Survey | Ongoing monitoring. | Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research) | Ongoing but review Dec 2020. | continuing | With the launch of the new Concordat and the revised Concordat Governance Group (CGG), the University’s Concordat Implementation Group (CoRSG) will adopt the principles of the revised Concordat Governance Group (CGG).
Chair of the Research Staff Working Party, PVC Research, Chief People Officer, Director of People and Organisational Development, Co-Chairs of Research Staff Reps Committee, PIs and Head of Academic Staff Development (CGG Chair). | The CGG have closely monitored progress made and approved this update report. The CGG, which includes the two Co-Chairs of the Research Staff Reps committee, have co-created the University’s new action plan and will be actively involved in the implementation of it. |

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| 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 share of the costs of supporting implementation and review, including the benchmarking report.

d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and to support the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).

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 inside and outside the HE sector). | The Concordat Governance Group (CGG) oversees the implementation of the action plan and our internal assessment processes, which includes consultation with key stakeholders such as our Research Staff Rep’s Committee and Working Party, and it draws on data from surveys such as CROS and our whole staff survey, as well as data from regular internal monitoring processes. The CGG’s membership comprises of: Chair of the Research Staff Working Party, PVC Research, Chief People Officer, Director of People and Organisational Development, Co-Chairs of Research Staff Rep Committee, PIs and Head of Academic Staff Development (CGG Chair).
In 2019 the University of Bristol (UoS) published the People Plan 2019-2022, which builds on and develops the original ‘Our Staff and Ways of Working’ section of the University Strategy, and was informed by the 2018 Staff Survey. Our Concordat action plan aligns with the University’s People Plan. We carried out CROS and published the report on our website [http://www.bristol.ac.uk/media-library/sites/staffdevelopment/documents/~/media/hub/CROS%20findings%20report%202019.pdf]. | The progress has been monitored by the CGG, which includes representatives for Research and Academic Staff. The forward facing action plan is directly informed by data collated through our Research Staff Reps, the CROS survey and recommendations from both Research Staff and People Investigators. (also see 7.1) |

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| 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. | The University's People Plan. | Ongoing but review Dec 2020. | n/a | n/a | n/a | n/a | n/a | 6 specific people commitments for 2019/20. For more detail view Bristol’s People Plan: [http://www.bristol.ac.uk/media-library/sites/hr/documents/policy/People Plan 2019-2022.pdf]. As a result of the People Plan, Research Staff Reps now have access to school committees. |

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| The signatories recognize the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. | The University continues to share practice in this area with other Universities, including Mike Gulliver, Research Staff Development Manager | Carry out CROS 2019 survey and publish report and incorporate resulting actions into Concordat action plan. | Dec-19 | completed | The 2018 survey results directly informed the University’s People Plan. | 6 specific people commitments for 2019/20. For more detail view Bristol’s People Plan: [http://www.bristol.ac.uk/media-library/sites/hr/documents/policy/People Plan 2019-2022.pdf]. As a result of the People Plan, Research Staff Reps now have access to school committees. | The progress has been monitored by the CGG, which includes representatives for Research and Academic Staff. The forward facing action plan is directly informed by data collated through our Research Staff Reps, the CROS survey and recommendations from both Research Staff and People Investigators. (also see 7.1) |

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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.

Apt from through GW4, Academic Staff Development have run several joint events with other institutions, for example:

- SouthWest Crucible with UWE and University of Bath (2013 and 2014).

Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the coordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.