

**Progress Update report December 2020: Action Plan (2018) to support the implementation of
The Concordat to Support the Career Development of Researchers
University of Bristol
HREIR 10-year renewal**

Action plan 2018						Update 2020		
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.								
Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Action status	Progress update	Result/ outcome	
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	<p>The 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.</p> <p>Early Career research staff are specifically mentioned in the new University Strategy including in the "Our staff and ways of working section".</p> <p>Activity is reported on regularly through internal updates to various committees.</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	<p>Use of University role profiles makes researcher role requirements clear.</p> <p>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: http://www.bristol.ac.uk/jobs/diversity.html</p> <p>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.</p> <p>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 http://www.bristol.ac.uk/jobs/relocation-support/</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

		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 panellists have had a reminder of the training and updated their skills and knowledge	Resourcing Manager	Dec-20	no longer applicable. new action in forward facing action plan	The recruitment training has been under review with a new Head of Resourcing in post. Recruitment refresher sessions were continued across the University, however these will be delivered differently in the future, using a modular and blended learning approach. A modular and blended approach is currently developed and detailed monitoring of engagement will be enabled through the LMS. The University's online recruitment system has also been updated and will support more effective recruitment practices.	As an outcome of the review into recruitment and recruitment panel training it was decided that existing content and training offer were outdated and needed rewriting. The updated guidance and training will be made available (see forward facing action plan) in 2021. Recruitment panel training will be delivered through the new LMS and new actions have been included in the new action plan.
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Fixed term contracts policy http://www.bristol.ac.uk/hr/ftc-index/ftc-policy/ goes significantly further than the legislation requires in a number of important respects. This includes fixed-term funding not being used as a reason to use a fixed-term contract. The majority of our research staff are therefore employed on open-ended contracts.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	Clear guidance on recruitment which follows these principles: www.bristol.ac.uk/hr/resourcing/ It is mandatory for all staff who sit on interview panels to undergo a half-day training programme which is offered centrally and as refreshers in individual schools. Gender diversity is promoted on all selection panels.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
1.5	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	The University's Academic Career Pathways and grading scale ensures this. There is now a totally transparent pay and grading system for all academic staff (inc researchers) and the role profiles and job titles were reviewed and updated in 2015: https://www.bristol.ac.uk/hr/grading/academic/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
B: RECOGNITION AND VALUE								
Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.						Update 2020		
	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Action status	Progress update	Result/ outcome
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems	Researchers on fixed-term contracts are not discriminated against in access to career development activities. There is no evidence to suggest that this is a barrier to career development at the University. However, the new fixed-term contract (FTC) policy position (see 1.3) will gradually remove most research staff from FTCs.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

2.2	<p>Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</p>	<p>Fixed term contracts policy http://www.bristol.ac.uk/hr/ftc-index/ftc-policy/ goes significantly further than the legislation requires in a number of important respects. This includes fixed-term funding not being used as a reason to use a fixed-term contract. The majority of our research staff are therefore employed on open-ended contracts.</p>	No additional actions identified.*	n/a	n/a	n/a	As of December 2020, out of a total of 1,500 research staff, 1,205 (80%) were employed on an open-ended contract.	The percentage of 80% on open-ended contracts (2020) compares to 27% nationally in 2017. The percentage of staff on open-ended contracts does not vary significantly when looking at gender or ethnicity. There is however a difference across faculties, so we will continue to monitor (see forward facing action plan) and explore local actions.
	<p>Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams.</p> <p>Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	The University delivers a suite of Leadership and management programmes and courses for academics at various levels of their career.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
2.3		Leadership is a core strand of the University's CREATE (Cultivating Research and Teaching Excellence) scheme which is mandatory for all new lecturers. Research Supervision is also a core session which all must attend.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
		All those who act as reviewers in the University's Staff Review (SR&D) process must first receive training.	Continue to monitor whether all reviewers on the MyReview system have been trained. Success measure is 100% of reviewers on the system have been trained.	Simon Swales, Acting Head of Academic Staff Development	Ongoing			
			<p>Ascertain how effective the staff review process is by:</p> <ol style="list-style-type: none"> 1. Surveying all school managers to find out how they structure the review process and how effective they feel it is locally. 2. Having analysed any themes that emerge, pilot appropriate improvement initiatives. 3. After 6 months ask school managers again how effective they think the review process is. <p>Success measure is that after appropriate improvements 80% of school managers that we have worked with feel staff review is effective within their schools.</p>	Simon Swales, Acting Head of Academic Staff Development	Jul-19	No longer applicable. New action in forward facing action plan.	Staff review is a key part of how the University supports all staff and so it is a priority to ensure that high quality staff review conversations are enabled. Over the past two years consultations were held with Heads of Schools, PIs and reviewees to help improve the process and the support we provide.	<p>It was decided that the existing online staff review tool was no longer fit for purpose and so will be replaced with a new system as part of our new learning management system (LMS) from early 2021. The consultation also highlighted that many PIs are already supporting their teams well and taking their responsibilities very seriously.</p> <p>Following on from this consultation, we developed a pilot session on PIs being an effective people manager and are planning to roll this out further over the next two years, aiming to establish effective practices across the University, supported by the new staff review system (new actions included in forward facing action plan)</p>

2.4	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. Bridging funding is at the discretion of the Dean of each faculty.	No additional actions identified.*	n/a	n/a	n/a	N/A	N/A	
2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	<p>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/movement/</p> <p>Academic Staff Development will represent research staff interests within the review of Academic Career Pathways and grading structures (Including Progression and Promotion) in consultation with the Research Staff Working Party.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 1. Representing how research staff will use the new promotion framework, ensuring that any criteria staff are assessed against for promotion accurately reflects what research staff do. 2. Conduct consultation with research staff asking them to review the new criteria and assess themselves against the level they are currently working at and the next level up. 	<p>Review the Academic Career Pathways and Progression and Promotion procedures.</p> <p>Academic Staff Development will represent research staff interests within the review of Academic Career Pathways and grading structures (Including Progression and Promotion) in consultation with the Research Staff Working Party.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 1. Representing how research staff will use the new promotion framework, ensuring that any criteria staff are assessed against for promotion accurately reflects what research staff do. 2. Conduct consultation with research staff asking them to review the new criteria and assess themselves against the level they are currently working at and the next level up. 	<p>Judith Squires, Deputy Vice-Chancellor</p> <p>Simon Swales, Acting Head of Academic Staff Development</p>	<p>Aug-19</p> <p>Dec-19</p>	<p>progressing to plan</p>	<p>The Academic Career pathways and Progression and Promotion procedures were reviewed in 2017 and resulted in the Academic Promotions Framework which describes the full extent of academic contributions that we value and recognise. The new framework comprises of 15 criteria divided into four categories: Research, Education, Engagement & Impact and Leadership & Citizenship. All are essential to the University and are 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 pathways, and individual focus groups with Academic staff across all levels and faculties have been convened to inform the mapping of individual criteria against the promotions framework. The work is part of a new Academic Career Development programme overseen by a programme board of academic staff from across the University and career pathways (including the previous co-Chair of the Research Reps), and chaired by the Deputy Vice-Chancellor.</p>	<p>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 2107 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.</p> <p>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.</p>	
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	<p>See 2.5</p> <p>There is a new University strategy which references early career researchers and incorporates a section on "Our staff and ways of working".</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a	
C: SUPPORT AND CAREER DEVELOPMENT						Update 2020			
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.					Action status	Progress update	Result/ outcome
Clause	Evidence for current compliance	Actions	Lead(s)	Timescale			
3.1 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.	Role profiles now enable research staff to clearly identify themselves as part of a complete academic community at the University of Bristol.	See 1.5	n/a	n/a	n/a	n/a	n/a
	Staff Review and Development process facilitates career development discussions between research staff and their managers.	See 2.3			ongoing	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."	Bristol Clear is now widely recognised and we have been able to build on our initial success: 84% of CROS respondents stated they were aware of the Bristol Clear Research Staff Hub website, compared to 45% in the previous CROS survey. Over the last two years, 700 individuals engaged with Bristol Clear through over more than 1700 bookings on workshops. In the CROS 2018 survey, 86% of respondents recognised Bristol Clear and 80% were familiar with the Bristol Clear Mentoring scheme. The remit of the Bristol Clear team is to provide skills and career support for academic staff with a research focus at the University. The team works closely with the Research Staff Working Party to strategically develop researcher development at the University.
	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.	Launch new development programme of events targeted at those with a personal fellowship to include a welcome event, topic-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.	Research Staff Development Officer	Jul-19	completed	Feedback from fellows indicated a need for networking and collaboration opportunities across the University. Based on this feedback three events were held in 2019 (197 Fellows were invited): a welcome event in January (47 participants), a symposium in June (34 participants) and a networking event in July (31 participants).	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.
	The Vice Chancellor's Fellowship scheme was launched in 2017 and each cohort is provided with tailored development and 1:1 coaching support: www.bristol.ac.uk/vc-fellows/	No additional actions identified.*	n/a	n/a	ongoing	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.	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.
A wide variety of career paths is open to researchers,	Academic Career Pathways set out how it is possible to move between academic roles: https://www.bristol.ac.uk/hr/grading/academic/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

3.2	and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	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/academic/researchstaffhub/alternatives/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
		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	n/a	n/a	n/a	n/a	n/a
		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/academic/researchstaffhub/alternatives/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
		We place an emphasis on transferable skills in RS training provision: http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
		Career coaching and 1:1 Careers guidance appointments are available to all research staff: www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rs-coaching/ http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rsappointments/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter	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 wide advertising of the sessions.	We decided to not continue these drop-in career afternoons in 2019/20 but to continue and expand the offer of pre-bookable research staff 1:1 career appointments, which continue to be popular. In 2018-19, 83 research staff attended a 1:1 appointment (94% of respondents rated the session as valuable) and in 2019-20 we saw over 80 staff (91% of respondents rated the session as valuable). Research Staff also have priority access to professional career coaching through the University's Coaching service. During 2018/19 and 2019/20, 65 research staff attended coaching appointments. Furthermore, additional themed career-focused workshops and online resources were added to our offer, which have been received positively (evidenced through fully booked workshops, positive feedback sheets and individual responses.)
3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of 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	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

3.5	<p>Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>Staff Review and Development process facilitates career development discussions between research staff and their managers.</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
		<p>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. http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/workshops/</p>	<p>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.</p>	<p>Research Staff Development Officer</p>	<p>Aug-19</p>	<p>completed</p>	<p>The Bristol Clear communication strategy now includes a regular blog (https://bristolclear.blogs.bristol.ac.uk/). The career pages of Bristol Clear were restructured and expanded so they now include extensive resources on planning careers within and outside of academia. (http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/developing-career/). All of Bristol Clear workshops are mapped the RDF.</p>	<p>Bristol Clear is now widely recognised: 84% of CROS respondents stated they were aware of the Bristol Clear Research Staff Hub website, compared to 45% in the previous CROS survey. The Bristol Clear blog offers takes a specific focus on academic writing and on developing writing practice, partly informed by personal reflections. Enhanced through monthly writing retreats we have been able to expand our support of academic writing. The Bristol Clear webpages now offer extensive standalone career resources, which can also be used in connection with 1:1 career appointments in order to offer continued support. Our Researcher Road Map (http://www.bristol.ac.uk/media-library/sites/staffdevelopment/documents/rs-hub/2020.20.21%20Researcher%20Road%20Map.pdf) sets out what support is available for Research Staff and shows a mapping of our workshops against the RDF and career development stages. bristol Clear's communication strategy also involves a weekly email bulletin (65% of CROS respondents stated that they read the weekly bulletin).</p>
		<p>Promotion and progression criteria clearly explained on HR website: https://www.bristol.ac.uk/hr/grading/academic/</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
3.6	<p>Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>All new research staff are invited to the main University Staff Welcome Fair: https://www.bristol.ac.uk/staffdevelopment/professional-services/new-staff-resources/getting-started/staff-welcome-fair/</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
		<p>We have comprehensive new staff information pages: https://www.bristol.ac.uk/staffdevelopment/new-staff/ We also have information for international staff: https://www.bristol.ac.uk/jobs/relocation-support/</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
		<p>Induction to the local work environment and role takes place within departments and teams.</p>	<p>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.</p>	<p>Research Staff Development Officer</p>	<p>Apr-20</p>	<p>Completed and continuing in the future</p>	<p>Three local faculty-specific events were held in February/ March 2020, followed by online events in June, November and December 2020. These events provided participants with career and development support information, and offered opportunities for strategic career-planning.</p>	<p>All participants who provided feedback found the events useful. Detailed feedback provided during the earlier events informed programme changes for later events. Over 100 participants were booked onto the events, and regular induction events will be delivered in the future.</p>

		<p>Academic Staff Development provides lists of all new research staff in each school to RS reps every month to enable them to make contact.</p> <p>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.</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
3.7	<p>Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and 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.</p>	<p>Role profiles articulate skills and responsibilities needed at different stages of researcher career pathway: http://www.bristol.ac.uk/hr/grading/academic/</p> <p>There is a clear policy to support research staff who teach with associated essential development sessions: http://www.bristol.ac.uk/academic-quality/facultyadvice/policy/</p>	<p>Work with Research Staff Working Party to monitor the implementation of this policy. To do this we will start by:</p> <ol style="list-style-type: none"> 1. Surveying every School Manager to ascertain whether there have been local processes put in place to support the implementation of the policy. 2. Surveying research staff to discover what opportunities they have to get involved in teaching activities and if they have been supported to attend the training. 3. Analysing the two perspectives and identifying any themes. 4. Identify actions to bridge any gaps, especially between managers and staff expectations. 	Simon Swales, Acting Head of Academic Staff Development	01/12/2019	Completed New action identified for forward facing action plan	<p>All research staff are offered training and development opportunities to support their teaching practice, including Starting to Teach, Beyond Starting to Teach, Teaching Bites and Teaching@Bristol. The CREATE (Cultivating Research and Teaching Excellence) continuing professional development scheme also offers training for research staff, and all research staff who applied with sufficient teaching time were given spaces. Teaching allocations are managed through the Workload model and its Principles. Due to the changed system it would no longer be appropriate to interview school managers, however, we will be following up with HR Business Partners to assess the implementation of the policy with the new workload principles. Research Staff Reps collected data about access to teaching opportunities across the University. The data showed that opportunities varied greatly across schools, and that local access to support and training was perceived as inconsistent.</p>	<p>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 get involved with teaching). The total number of research staff engaged with CREATE 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. 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.)</p>
3.8	<p>Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.</p>	<p>Access to career development activities is open to all research staff, detailed on ASD website and advertised via regular e-mails and Twitter.</p> <p>Bristol Clear has launched a mentoring scheme in 2018 and 1:1 careers coaching and guidance is available to all research staff: https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/mentoring/#d.en.395510</p> <p>https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/rsap/pointments/</p>	<p>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.</p>	Claire Wrixon, Research Staff Development Manager	Review in July 2019	Completed and continuing in the future	<p>The Bristol Clear Mentoring scheme is now in its fifth round. A further new initiative linked to the Bristol Clear Mentoring scheme includes Academic Journeys events (attended by over 240 participants to date), which is a series of events that focus on our academic staff at the University of Bristol and their real-life stories about the people who have helped, influenced and inspired them along the way.</p>	<p>Over 130 matches have been made to date. 100% of mentors and mentees would recommend the scheme, which includes an introductory skills session, and all matched pairs meet at least once over a 3-month period. To date, four cohort intakes have been completed, and the fifth cohort was matched in early October. In total 138 mentoring pairs were made, with capacity slowly expanding (Round 1: 9 pairs, round 2: 19 pairs, round 3: 38 pairs, round 4: 21 pairs (coincided with start of the Pandemic), round 5: 51 matches). During round 1 and 2 there was also 1 mentoring circle, ie one mentor with 3-4 mentees. We are also offering peer-to-peer mentoring sessions which 68 participants to date with 100% positive feedback</p>
3.9	<p>Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that 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</p>	<p>Staff Review and Development process facilitates career development discussions between research staff and their managers.</p>	See 2.3	n/a	n/a	see 2.3	see 2.3	see 2.3

	wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.	All reviewers must attend training before reviewing staff. The training includes raising awareness of development and career opportunities open to research staff.						
3.11	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.	Staff Review and Development process via online MyReview system facilitates career development discussions between research staff and their managers. Monitored by Staff survey and CROS shows good feedback around impact from RS. Information about career development is communicated to all Research staff via dedicated website and regular e-mails.	See 2.3	n/a	n/a	see 2.3	see 2.3	see 2.3
3.11	Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.	All research staff have access to training on topics relevant to academic practice including: <ul style="list-style-type: none">- teaching and learning (accredited)- people management- grant writing all designed to prepare RS for academic practice.	See 3.7	n/a	n/a	see 3.7	see 3.7	see 3.7
3.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	See 3.11 and 3.7	n/a	n/a	n/a	see 3.7	see 3.7	see 3.7
3.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	The University's Research staff reps committee and Research staff working party offers significant involvement in University policy making. Reps are encouraged to attend appropriate departmental staff meetings.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
3.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Bristol Clear has launched a mentoring scheme in 2018: https://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/mentoring/#d.en.395510	See 3.8	n/a	n/a	see 3.8	see 3.8	see 3.8

D: RESEARCHERS' RESPONSIBILITIES

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

Update 2020

	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Action status	Progress update	Result/ outcome
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	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/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	Research 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.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge	<p>University Research governance and integrity policy lays out these responsibilities: http://www.bris.ac.uk/red/support/governan</p> <p>Webpages on research integrity: http://www.bristol.ac.uk/red/research-governance/researchintegrity.html and new training sessions have recently been developed (for both researchers and research team leaders).</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	Role profiles and academic career pathways make this clear.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.	This is very much the ethos of our provision. We provide information and opportunities via website, e-mail etc. but the emphasis is on RS to take the initiative.	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
5.6	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.	<p>Staff Review and Development process facilitates career development discussions between research staff and their managers.</p> <p>We run development sessions on 'Getting the most out of your Staff Review' to help research staff to take ownership of the process too.</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
E: DIVERSITY AND EQUALITY						Update 2020		
Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.								
	Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Action status	Progress update	Result/ outcome
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	<p>E&D is embedded in the culture and committee structure of the University and the principles are upheld in all our policies.</p> <p>E&D team develops and monitors policy and practice across the University within the context of the legislation.</p> <p>All relevant policies and action plans are in place and the impact of new policies on different equality groups is monitored.</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
		This legal requirement is policy at the University.	No additional actions identified.*					
		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.						

6.2	<p>As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p>	<p>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.</p>		n/a	n/a	n/a	n/a	n/a
6.3	<p>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.</p>	<p>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.</p> <p>The career pathways of women in academic roles (incl. research roles) are monitored and reported on annually as part of our E&D Annual Monitoring Report Each Faculty now has an Equality Committee that explores</p> <p>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/racs/index.html</p> <p>See 3.8.</p> <p>University SWAN network set up for Schools to share practice (via meetings, Yammer and email discussions). The network attends an annual event with other SWAN leads from the Universities of GW4 to hear presentations, ask questions and learn from others experiences.</p> <p>Athena SWAN newsletter: http://www.bris.ac.uk/equalityanddiversity/act/protected/gender/swancharter/athenaswannewsletter_html</p> <p>The newsletter was replaced with the Yammer and Twitter account where we can provide real time news and updates.</p> <p>The EDI team has established a framework for outreach activity under our Women in STEMM initiative. See https://www.bristol.ac.uk/biochemistry/public/news/2017/women-in-stemm-day-2017.html and</p> <p>HerStories (http://www.bristol.ac.uk/equalityanddiversity/act/protected/gender/events_html) talks were launched in 2016.</p> <p>Ada Lovelace day:</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

		<p>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.</p> <p>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/</p> <p>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</p>						
6.4	<p>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.</p>	<p>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.</p> <p>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/</p> <p>We have a Parents' and Carers' Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/</p> <p>We have a Parents' and Carers' Network: https://www.bristol.ac.uk/inclusion/support-and-guidance/staff-networks/parents-and-carers-network/</p> <p>The introduction of Academic Career pathways and role profiles ensure that career progression is based on role and competence rather than "time served".</p> <p>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</p> <p>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/</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a
6.5	<p>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</p>	<p>The University has a comprehensive flexible working policy: http://www.bris.ac.uk/personnel/policies/flexwork.html</p>	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a

6.6	<p>Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	<p>The process in place is that the individual department concerned should talk to the funder directly. If the funder will not support the leave, HR become involved and the University will cover the period of leave.</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
6.7	<p>Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>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 E&D website: https://www.bristol.ac.uk/inclusion/governance-and-reporting/</p>	<p>Our University Strategy 2016-23 sets a target to increase the proportion of female professors to 33% by 2022-2023 and we are also committed to eliminating the gender pay gap in the professoriate (+/-3%) by 2023.</p>	<p>Judith Squires, Deputy Vice-Chancellor</p>	<p>Dec-23</p>	<p>progressing</p>	<p>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.</p>	<p>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 (6.7% 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 too 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.</p>
		<p>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/</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
		<p>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/inclusion/training/unconscious-bias/</p>	<p>No additional actions identified.*</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
		<p>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.</p>	<p>Initiatives to achieve this include:</p> <ol style="list-style-type: none"> 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. 	<p>Simon Swales, Acting Head of Academic Staff Development</p>	<p>Jul-19</p>	<p>see 6.7 above, 2.5, 1.2</p>	<p>see 6.7 above, 2.5, 1.2</p>	<p>see 6.7 above, 2.5, 1.2</p>

			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.						
6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups	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/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a	
6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	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/	No additional actions identified.*	n/a	n/a	n/a	n/a	n/a	
6.1	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). The School of Physics holds a Practitioner level Juno award.	Bring together a University Self-Assessment Team to write an application for a Silver Institutional Award. All STEM schools will have applied for an award. Actively encourage non-STEM schools to engage with the Charter. Success measure is that every school has submitted an application.	Tracy Brunnock, EDI Manager	Aug-20	delayed and continuing	The Equality and Diversity team continues to lead the University's work on an application for a silver award.	On advice on Advance HE the application date for the institutional Silver Award has been postponed because of the pandemic.	
				Vikki Layton, Equality and Diversity Officer	Apr-19	completed	All STEM schools applied for an award, and two non-STEMM Schools applied.	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.	
				Vikki Layton, Equality and Diversity Officer	Apr-22	progressing			
E: Implementation and Review							Update 2020		
Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.									
Clause	Evidence for current compliance	Actions	Lead(s)	Timescale	Action status	Progress update	Result/ outcome		

7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	The University'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.	Ongoing monitoring.	Prof. Nishan Canagarajah, Pro Vice-Chancellor (Research)	Ongoing but review Dec 2020.	continuing	With the launch of the new Concordat we changed from the Implementation Group to form the 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 have 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.
7.2	The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate 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 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 outside and within the HE sector).	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	Carry out CROS 2019 survey and publish report and incorporate resulting actions into Concordat action plan.	Mike Gulliver, Research Staff Development Manager	Dec-19	completed	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 (UoB) 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/rs-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 Principle Investigators. (also see 7.1)
			Use 2018 Staff Survey results to inform Bristol Clear strategy.	Research Staff Development Officer	Apr-19	completed	The 2018 survey results directly informed the University's People Plan.	6 specific people commitments for 2019/20. For more details view Bristol's People Plan: http://www.bristol.ac.uk/media-library/sites/hr/documents/policy/PeoplePlan2019-2022.pdf . As a result of the People Plan, Research Staff Reps now have access to school committees.
7.3	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.	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.	The University continues to share practice in this area with other Universities, including						

7.4	<p>The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</p>	<p>through attendance and involvement in Vitae events.</p> <p>The University is a partner in the GW4 alliance with Bath, Cardiff and Exeter universities. The Developing People strand of GW4 activity is looking at how we can coordinate programmes across the institutions for added value.</p> <p>We have offered places on a number of our programmes to local universities.</p> <p>Apart from through GW4, Academic Staff Development have run several joint events with other institutions, for example:</p> <ul style="list-style-type: none"> • SouthWest Crucible with UWE and University of Bath (2013 and 2014). RENKEI Researcher Development School with Newcastle and Kyoto Universities (2013): http://www.renkei-researcher-schools.org/ 	n/a	n/a	n/a	n/a	n/a	n/a
7.5	<p>Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on 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 sources³ and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>CROS data provides some of this data.</p>	n/a	n/a	n/a	n/a	n/a	n/a