

Cynllun Gweithredu HREiR Action Plan (2020-2022)



<b>Institution name:</b>	<b>Prifysgol Bangor University</b>	<b>The institutional audience* for this action plan includes:</b>		
<b>Cohort number:</b>	<b>5</b>	<b>Audience</b>	<b>#</b>	<b>Comments</b>
<b>Date of submission:</b>	<b>29-Jul-20</b>	Research staff	517	205 are CRS and 187 are ECRs (Research Council definition)
		Postgraduate researchers	660	These are PhD/MRes students
		Research and teaching staff	929	The 517 staff noted above are included in this figure.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (updated July 2022)	Outcome/ result
<b>Environment and Culture</b>							
<b>Institutions must:</b>							
ECI1	Ensure that all relevant staff are aware of the Concordat	<p>a) Produce an annual report of progress in relation to the Concordat Action Plan for the; Executive Team, Council, Senate and staff and send to relevant staff and include in the Staff Bulletin.</p> <p>b) Every two years hold a survey and focus groups to track progress and identify new ideas to support and develop researchers.</p> <p>c) Create a section regarding the Concordat on the Doctoral School webpages and the Doctoral Supervisors webpages.</p> <p>d) Include information about the Concordat in the School induction process.</p> <p>e) Include a section regarding the Concordat in the 'Bangor Research Manager' workshop.</p> <p>f) Ensure that the link between University / School Athena SWAN Action Plans and the Concordat are highlighted to ensure that staff understand how both seek to support staff in the University.</p>	<p>I. 80% of staff note they are aware of the: Research Concordat (50%, CROS 2019)</p> <p>II. 50% note they are aware of the HR EIR Award (34% CROS, 2019) (CEDARS)</p>	<p>a) May 2021 b) April 2022 c) Dec 2020 d) Dec 2020 e) Dec 2020 f) Ongoing</p>	<p>a) HR b) HR c) DS d) HoS e) HR f) HR(AS&amp;RCM &amp; UASWG)</p>	<p>a) Annual Progress report presented to Council on 23rd July 2021; 2nd annual report to go to Council on 20th September 2022. Updates on Concordat in the Staff Bulletin, e.g. successful HR EIR application 2020 was highlighted. PVC Research &amp; Innovation "Welcome to new Researchers" was published in Bulletin during the pandemic. There was also an update on Concordat/HR EIR 2022 submission in the Staff Bulletin in May 2022.</p> <p>b) BU did not take part in CEDARS 2021; will take part from 2023. Staff survey completed in March 2022 and Concordat Pulse Survey in May 2022.</p> <p>c) Doctoral school webpages under construction. Concordat information regularly presented at PGR inductions which have been introduced in year 2 and year 3 (as well as year 1).</p> <p>d) Introduction to the Concordat is covered in BU Researcher Induction which are delivered twice a year (led by PVC Research &amp; Innovation and Director of IRIS). In addition, a welcome/induction email is sent by ASRCM to new research staff in the first weeks of their employment.</p> <p>e) We decided not to develop the Bangor Research Manager workshop but rather ensure that the Concordat principles are embedded in existing training relevant to those who manage researchers. We have included a section on the Concordat in the Guide to Management and Employment of Researchers (carried over to new Action plan)</p> <p>f) Concordat update given to Athena Swan Group and minutes of RDCG meetings are now circulated to Athena Swan Group. Contract Research Staff representative has sat on the University's Athena Swan Group since 2019, ensuring the voice and concerns of researcher are heard. BU recently set up Athena Swan self-assessment team to work toward Silver submission in Nov 2023; group has strong research representation including Associate PVC Research (REF).  Concordat Survey 2022: 78% of respondents were aware of the Concordat (45% indicating they had heard of it and 33% indicating they had some understanding of it); 41% were aware of HREiR award (28% indicating they had heard of it and 3% indicating they had some understanding of it).</p>	<p>a) completed</p> <p>b) partly completed/carried forward</p> <p>c) carried forward</p> <p>d) completed</p> <p>e) not progressed</p> <p>f) completed</p>
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers	<p>a) A revised version of the 'Bangor Manager' Workshop will be introduced in 2020. A specific version for research managers will be also be developed (Bangor Research Manager) that will be more specific to their requirements. This workshop will provide an overview and update of relevant policies and procedures.</p> <p>b) As part of the Bangor Research Manager workshop a web page with key information for managers and links to relevant policies will be developed.</p> <p>c) Review the Guide to the Management and Employment of Contract Research Staff to ensure guidance regarding policies are up to date and in some cases expanded. This will provide the basis for the Bangor Research Manager workshop.</p> <p>d) Communicate the Strategic Equality Plan to all staff.</p> <p>e) Include relevant updates in the Staff Bulletin.</p>	70% of staff who attend the Bangor Research Manager workshop find it useful. (Programme Evaluation)	<p>a) Dec 2020 b) Dec 2020 c) July 2021 d) Oct 2020 e) Ongoing</p>	<p>a) HR b) HR c) HR d) HR e) HR</p>	<p>a+b) Bangor Manager programme not developed (see above)</p> <p>c) Guide to the Management and Employment of Contract Research Staff further developed (but see above)</p> <p>d) Strategic Equality Plan 2022 communicated with staff via College Equality Committees and University Athena Swan Group.</p> <p>e) Concordat and Equality-related updates regularly communicated via Staff bulletin</p>	<p>a+b) not progressed</p> <p>c) completed</p> <p>d) completed</p> <p>e) completed</p>

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ECI3	<p>Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues</p>	<p><b>WAM</b> a) Introduce the Academic WAM system and provide guidance for research managers regarding managing reasonable workloads and addressing work life balance issues of staff. b) Develop a WAM website to support the project.</p> <p><b>Health and Wellbeing</b> c) Examine the recommendations of the Health and Wellbeing Group and identify where the recommendations can be integrated into the Concordat Action Plan. d) A member of the RDCG will be invited to represent the views of CRS/ECRs and be the Wellbeing Champion for researchers on the Healthy University Group. e) Include information about health and wellbeing support in local induction as well as the University induction</p> <p><b>Dignity at Work and Study Policy</b> f) Review the University's Dignity at Work and Study Policy and consider the Policy in relation to the researcher context and communicate the new policy to researchers. g) Develop a staff guide to equality so that all staff are aware of the equality policy, strategy and all responsibilities to ensure an inclusive and equal University.</p>	<p><b>Health and Wellbeing</b> I. 60% of research staff believe that their institution actively promotes the importance of health and wellbeing amongst staff (35% CROS, 2019) II. 70% of research staff feel that the University is interested in their health and wellbeing (56% Staff Survey, 2020) III. 50% of research staff note that they are not struggling to cope with the volume of their current workloads (31% Prof/Readers, 34% T&amp;R Lecturing staff, Staff Survey 2020) (RO staff 62%) IV. 60% of research staff believe that their institution actively promotes the importance of health and wellbeing amongst staff (35% CROS, 2019)</p> <p><b>Equality and Diversity and Dignity at Work and Study Policy</b> I. 90% of research staff think staff at their institution are treated fairly (CEDARS) II. 85% of research staff believe their institution is committed to equality and diversity (75% CROS, 2019) III. 75% of researchers note they are familiar with their institution's mechanisms to reports incidents of discrimination and bullying and harassment (CEDARS)</p>	<p>a) Sept 2021 b) Sept 2020 c) July 2021 d) Dec 2020 e) July 2021 f) Oct 2020 g) Jan 2021 h) Sept 2020</p>	<p>a) HR b) HR c) RDCG d) RDCG e) HR f) HR g) HR &amp; CEG h) HR</p>	<p>a+b) WAM project started; WAM Project Officer in post. Noted that WAM doesn't apply to externally-funded research-only staff but covers all T&amp;R staff</p> <p>c&amp;e) The Health &amp; Well-Being agenda at BU has been significantly strengthened during the period of this AP. An Associate PVC for HWB was appointed, as well as a HWB Project Manager. Strategic and Operational Groups have academic representation. Furthermore, a network of HWB Champions is being set up. A number of HWB initiatives specially for researchers (funded by HEFCW) were offered in 2021.</p> <p>Staff Survey 2022: 56% of respondents (across all staff groups) believed BU cares about staff's mental health &amp; well-being; 54% of research staff find job moderately/extremely stressful (71% for academic staff)</p> <p>d) ECR members of the RDCG were invited to join the Health &amp; Wellbeing Group but there was no interest in taking on this additional role. While this specific action is not being carried over, there are many HWB-related actions in the new action plan.</p> <p>f+g) Work is ongoing on the review of the "Dignity at work and study" policy. A Report &amp; Support page on HR website has been developed allowing staff to report any incidents of harassment or bullying. This can also be done anonymously.</p> <p>Staff Survey 2022: 65% of respondents indicated they were aware of the current policy; 69% agree that the University is committed to equality of opportunity for all of its staff.</p>	<p>a+b) completed</p> <p>c-e) completed</p> <p>d) not progressed</p> <p>f+g) carried forward</p>
ECI4	<p>Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health</p>	<p>a) Ensure that all research managers have undertaken the: I. On-line equality training II. Unconscious bias training III. Equality for Managers Workshop. b) Review the Recruitment and Selection training to include interviewing skills c) Introduce an on-line workshop for research managers regarding health and wellbeing for researchers</p> <p><b>Health and Wellbeing</b> d) Send information to managers and staff regarding the health and wellbeing support available to them. This is particularly relevant in the current period with staff working from home. This will continue to be supported by the University and in the Colleges through the return to work questionnaire and provision being put in place.</p>	<p>a) I. On-line equality training – 90% of researchers have undertaken the training II. Unconscious bias training – 90% of researchers have undertaken the training III. Equality for Managers Workshop – 90% of research managers have undertaken the training b) Completed c) Completed d) Completed</p>	<p>a) May 2022 b) Dec 2021 c) March 2021 d) Ongoing</p>	<p>a) HR &amp; HoS b) HR c) H&amp;SWG d) HR</p>	<p>a) 64% of current Concordat staff have completed the online Equality &amp; Diversity training; completion is lower for research-only (49%) than T&amp;R staff (76%). 44% have completed the online Unconscious Bias training (same proportion of T&amp;R and research staff have completed it); 56 have completed the Equality for Managers training (50 T&amp;R/ 6 Research-only).</p> <p>b) action not progressed.</p> <p>c) The Health &amp; Well-being agenda has been significantly strengthened (see ECI3). Managers were offered iAct training in 2021. While this specific action is not being carried over, there are many actions designed to support (line) managers in the new action plan</p> <p>Note that we currently do not have a system of identifying Managers of Researchers. This is carried forward to new action plan.</p> <p>d) There was regular communication with staff throughout the pandemic via the Staff Bulletin. "Return to Work" questionnaire sent out in 2020; information and guidance about working from home was developed for the HR website. A number of HEFCW-funded HWB initiatives were offered to support staff during the pandemic. However, feedback from researchers (in particular ECRs/contract research staff) suggested that some didn't feel well supported during home working and that the University communication was focused on student-facing staff.</p>	<p>a) partly completed/ carried forward</p> <p>b) not progressed</p> <p>c) not progressed (but HWB actions ongoing)</p> <p>d) ongoing</p>
ECI5	<p>Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity</p>	<p>a) Review the Code of Practice for the Assurance of Academic Integrity and Quality Assurance and review the Code in light of the draft Professional Behaviours Framework to ensure that behaviours in terms of academic integrity and ethics are included. b) Introduce sessions for staff in relation to the Concordat for Research Integrity. c) Review how best to communicate the DORA principles in the University. d) Ensure that the expectations in relation to academic citizenship in the draft academic promotion criteria is communicated effectively in presentations to staff. e) Ensure that research integrity and professional conduct is included in the 'Bangor Research Manager' workshop and the Research Leadership Programme. f) Expand the Guide to the Management and Employment of Research Staff to include more information about research integrity.</p>	<p>I. 80% of staff note that they are aware of the Concordat to Support Research Integrity, (CEDARS) II. 80% of staff believe that their institution promotes the highest standards of research integrity and conduct, (CEDARS)</p>	<p>a) Dec 2021 b) Dec 2021 c) Jul 2021 d) Dec 2021 e) Dec 2021 f) Dec 2021</p>	<p>a) PCVR/II b) Dir/RIIO c) RIISG d) HR &amp; Dir/RIIO e) HR f) RIIO</p>	<p>a) Associate PVC Research Governance and Research Governance Officer recently appointed. Actions carried forward/developed in the new AP.</p> <p>b) Research Governance Officer is delivering training sessions in relation to the Concordat for Research Integrity. The University has also committed to purchasing the Epigeum Research Integrity and Ethics training package to significantly strengthen and develop this agenda. Research Governance Officer also involved in delivering bi-annual Researcher Induction. Annual Statement on Research Integrity and website have been developed</p> <p>c) Work on adopting "responsible metrics" at BU ongoing</p> <p>d) see EI3</p> <p>e) Bangor Research Manager programme not progressed; workshop on Responsible Research Leadership included in Aberystwyth - Bangor Research Leadership programme 21/22</p> <p>f) this action will be carried forward now the Research Governance Officer is in post.</p>	<p>a) carried forward</p> <p>b) completed</p> <p>c) carried forward</p> <p>d) carried forward</p> <p>e) partly completed</p> <p>f) carried forward</p>

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HR EXCELLENCE IN RESEARCH

EC16	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	<p>a) The SCG and RDCG to consider the results of the biennial Staff Survey that will highlight researchers' responses to monitor progress against specific areas.</p> <p>b) The SCG and RDCG will use the CEDARS to track progress against the KPIs of the Concordat Action Plan.</p> <p>c) To improve overall service to research staff a survey will be held to ask for researchers' opinions regarding key services e.g. RIIO, Finance, HR, Doctoral School and the Library.</p> <p>d) The ECRs on the RDCG are given specific responsibilities in their roles and a requirement to arrange two events per annum in their Colleges to encourage the development of a research culture and the engagement of research staff.</p> <p>e) To develop a dynamic and supportive research environment that encourages the collaboration create a series of quarterly meetings for all researchers to share ideas to develop a dynamic research culture.</p> <p>f) Continue to develop the University-wide ECR Network to identify training requirements and encourage engagement with the broader research environment in the University.</p> <p>g) Hold two events of the ECR Network during July to early September to maintain contact between the researchers and enable them to meet informally.</p>	<p>I. 80% of staff believe that their institution promotes the highest standards of research integrity and conduct (CEDARS)</p> <p>II. 60% feel that the institution appreciates their contributions to institutional policy and decision making (CEDARS)</p> <p>III. 75% Staff feel included within my immediate research environment / research group (CEDARS)</p> <p>IV. 70% feel valued at work (CEDARS)</p> <p>V. 70% feel they have a good level of job satisfaction (CEDARS)</p>	<p>a) May 2021</p> <p>b) May 2021</p> <p>c) May 2022</p> <p>d) Sept 2020</p> <p>e) Dec 2021</p> <p>f) May 2022</p> <p>g) Sept 2021 and ongoing</p>	<p>a) SCG&amp;RDCG</p> <p>b) SCG&amp;RDCG</p> <p>c) AS&amp;RCM</p> <p>d) RDCG</p> <p>e) PVCRII</p> <p>f) RDCG</p> <p>g) RDCGReps</p>	<p>a+b) Staff survey 2022 - the reports produced provide some feedback specific to research-only staff. In order to get Concordat-staff specific feedback we ran a brief Concordat Survey in May 2022. BU will take part in CEDARS from 2023.</p> <p>c) Our Research Support Office (now Integrated Research and Impact Support) has undergone a significant restructure over the last year, as have other central departments and the proposed survey was not conducted. However, IRIS is now working much more closely with researchers to understand what services are most beneficial to them, including hosting monthly IRIS drop-in session designed to give staff a one-to-one opportunity to address any research development queries in relation to funders, applications, finance and costing, working with partners etc.</p> <p>d+f+g) RDCG representatives have taken an active role in organising/running networking and other events on the Researcher Development Programme. The expectation to contribute is now made explicit when asking for Expressions of Interest to join the Group. College representatives join the group for a term of approximately 2 years. ECR representatives were involved in the events organised to mark and celebrate Postdoc appreciation week in 2020 and 2021 (sessions on Fellowship applications, applying for lectureships, Introduction to Concordat etc). Also, researcher HWB initiatives included informal network meeting during homeworking.</p> <p>e) BU's Research Strategy published by PVC Research &amp; Innovation in October 2021. Building and sustaining a supportive and fair research culture is key to our Research strategy. PVC Research &amp; Innovation consulted widely with researchers in each College during the development of the strategy and an open meeting for all staff was held. Engagement and communication with researchers has further been strengthened by appointment of Associate PVCs (APVC REF; APVC Grants; APVC Research Governance - see also EC15).</p>	<p>a+b) ongoing</p> <p>c) not progressed</p> <p>d&amp;f&amp;g) completed</p> <p>e) completed/ ongoing</p>
<b>Funders must:</b>							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies						
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers						
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions						
<b>Managers of researchers must:</b>							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	<p>a) Ensure that all managers have undertaken the Equality for Managers Workshop.</p> <p>b) Ensure that managers who are involved in recruitment attend the recruitment and selection training.</p> <p>c) Ensure that all managers have undertaken the unconscious bias training.</p>	<p>I. See success measures in EC13</p> <p>II. Equality for Managers Workshop – 90% of research managers have undertaken the training</p> <p>III. Recruitment and Selection Workshop – 80% of relevant manager have undertaken the training</p> <p>IV. Unconscious bias training – 90% of managers have undertaken the training</p>	May 2022	Research Managers		
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	<p>a) Ensure that managers receive updates of the Code of Practice for the Assurance of Academic Integrity and Quality Assurance in Research.</p> <p>b) Ensure that managers receive information regarding the Research Ethics Framework.</p> <p>c) Engage with research staff in the development of the Professional Behaviours Framework to ensure that it addresses the ethical behaviours required of researchers</p> <p>d) Research managers will be required attend the sessions regarding the Professional Behaviours Framework.</p> <p>e) Research managers should attend the relevant 'Bangor Research Manager' update workshop.</p> <p>f) Managers will be sent copies of the updated Guide to the Management and Employment of Contract Research Staff.</p>	<p>I. See success measures EC15</p> <p>II. 50% of research managers have attended sessions regarding the PBF</p> <p>III. 60% of research managers have attended the Research Manager Update</p>	May 2022	Research Managers		

**Cynllun Gweithredu HREiR Action Plan (2020-2022)**



HR EXCELLENCE IN RESEARCH

ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	a) All research managers to be sent information regarding the new Health and Wellbeing Strategy to ensure that they are aware of how they should support staff. b) All research managers will be sent an updated version of the Dignity at Work and Study Policy which should be shared with staff.	I. See success measures EC13 II. 70% of staff note that their manager promotes a good work life balance (CEDARS) III 75% Staff feel included within my immediate research environment / research group (CEDARS)	a) July 2021 b) Jan 2021	Research Managers		
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Presentations regarding Employee Support will be provided in each College to ensure that staff are aware of institutional policies and flexible working.	Presentations given in Colleges on an annual basis and managers have encouraged staff to attend.	May 2022	Research Managers		
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Ensure managers respond to consultation through the surveys and encourage staff to engage with University, College and School consultation.	I. Over 50% response rate by researchers to CEDARS and Staff Survey. II. Relevant positions in committees occupied by research active staff and encouraged by manager to participate in relevant events in PDRs and informally	May 2022	Research Managers	Response rate to Concordat Survey 2022: 20%; Staff Survey 2022: 58%.	
<b>Researchers must:</b>							
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	a) Ensure all researchers have completed the mandatory on-line equality training. b) Ensure new staff attend the Researcher Induction or engage with the on-line induction presentations. c) Engage with University / College / School research events and ECR Network. d) Research staff should support the school induction process to ensure that new staff feel supported. e) All staff to be sent a Guide to Equality in Bangor to ensure that they are aware of their responsibilities in relation to supporting an inclusive research environment.	I. See success measures EC13 and EC14 II. 20% increase in research staff attending ECR Network and researcher development events.	a) May 2022 b) March 2021 c) May 2022 d) March 2021 e) March 2021	All researchers		
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	a) Ensure researchers are aware of their contribution to researcher integrity policies through familiarity with relevant policies and attendance of relevant sessions on research ethics / integrity. b) Engage with sessions / on-line guides in relation to the Professional Behaviours Framework.	I. See success measures EC15 II. Ensure 90% of all researchers have completed the mandatory on-line equality training III. Ensure new staff attend the Researcher Induction or engage with the on-line induction presentations IV. Monitor participation levels and aim for 50% researcher participation rates in University events	a) May 2022 b) March 2021 c) May 2022 d) Dec 2021	All researchers		
ECR3	Take positive action towards maintaining their wellbeing and mental health	a) Researchers will be sent information regarding the range of support provided to them in this area. b) Information is sent to researchers to ensure that they are aware of the University and local development events that are provided.	I. See success measures EC14 II. 70% of researchers take positive action to maintain my wellbeing and mental health (CEDARS) III. 80% of researchers have good mental health and emotional health and wellbeing (77% Staff Survey, 2020) IV. 70% of researchers feel they have good physical health and wellbeing (65% Staff Survey, 2020)	Ongoing	All researchers		
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	All Research staff to be sent an updated version of the Dignity at Work and Study Policy to ensure that they are aware of how to report incidents of bullying and harassment	See success measures EC13.	Dec 2020	All researchers		
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	a) Researchers should respond to relevant surveys to ensure that a broad range of views are expressed in the surveys. b) Consider joining, and engaging with relevant committees.	I. Over 50% response rate by researchers to CEDARS and Staff Survey II. Relevant positions in committees occupied by research active staff	a) May 2022 b) Ongoing	All researchers	Response rate to 2022 Concordat Survey was 20%; response rate to Staff Survey was 58%.	
<b>Employment</b>							
<b>Institutions must:</b>							

E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	<p>a) Review recruitment and selection training for researchers to ensure that staff are confident in managing the recruitment and interview process.</p> <p>b) Review best practice in relation to on-line interviews and develop a best practice guide for staff.</p>	90% of research staff believe that their recruitment selection and appointment was fair (CEDARS)	<p>a) Dec 2021</p> <p>b) Dec 2021</p>	<p>a) HR</p> <p>b) HR</p>	<p>a) HR has recently developed a number of guides to supplement the existing Recruitment &amp; Selection Policies and Procedures. There are 3 main 'quick guides' which are now provided at the top of the relevant webpage. These are "Planning for a Successful Appointment"; "Recruitment and Selection - Guidance and Quick Reference Checklist" and "Recruitment &amp; Selection Timescales".</p> <p>Required composition of interview panels varies according to the post being recruited. However, for all panels at least one staff member must have attended Recruitment and Selection training and the Chair must ensure a diversity of representation on Panels (e.g. at least one member of any interview Panel must be a man / woman if there is a majority of one gender.)</p> <p>The Recruitment &amp; Selection training has been updated and offered online since Covid. 89 staff of those included in the Concordat audience have completed Recruitment &amp; Selection training (73 T&amp;R/ 16 Research-only). Action going forward to be able to define Manager of Researchers and ensure they have completed relevant training .</p> <p>b) All interviews were held online during the pandemic; HR officers provided ongoing guidance and sharing of best practice with line managers and HoS throughout.</p> <p>While some interviews are being held in person again now, interviews continue to be offered online for many roles as this is cost-effective and inclusive in particular for candidates from overseas.</p> <p>In a number of recent recruitment rounds for T&amp;R positions, interviews have taken place online and successful candidates have been invited to visit Bangor following the job offer. We continue to reflect on best practice and evaluate the feedback received from candidates.</p> <p>[we have no staff feedback on recruitment, selection and appointments. To be assessed in CEDARS 2023]</p>	<p>a) completed</p> <p>b) completed</p>
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	<p>a) Increase the number of on-line induction presentations particularly for part-time researchers.</p> <p>b) Undertake a review of local induction in the Schools to standardise induction and share best practice across the Schools.</p> <p>c) Discuss with HR Operations the possibility of including information regarding researcher induction in staff contracts.</p>	<p>I. 50% of researchers find the University Welcome induction useful (38% CROS, 2019)</p> <p>II. 70% of researchers find the Researcher Induction useful</p> <p>III. 70% of researchers find the School induction useful (46% CROS, 2019)</p>	<p>a) Dec 2020</p> <p>b) July 2021</p> <p>c) Dec 2020</p>	<p>a) HR</p> <p>b) HR</p> <p>c) HR (AS&amp;RCM)</p>	<p>a) University Induction moved online during the pandemic; now being offered as online module on Blackboard. The online evaluation showed that 94% of those who completed the evaluation felt positive about the format of the material and how it was presented.</p> <p>b) While a full review of local induction was not undertaken, best practice for School inductions is being shared (in particular in CoESE) via Athena Swan action plans. Also, the College of Human Sciences is currently reviewing its Induction Handbook to include information on the Concordat and central support for Researcher Development, as well as the College's/ University's commitment to EDI/Athena Swan.</p> <p>c) Researcher Induction is offered twice a year; currently these are online but we are exploring returning to in-person Researcher Inductions from 22/23. Online evaluations of recent Researcher Induction sessions showed that they were positively evaluated with 72% of those who provided feedback indicating excellent or good overall enjoyment of the session and 100% rating the speakers as good or excellent. 81% of feedback rated the session as useful.</p> <p>All new contract research staff receive welcome email from with information on support, key contacts etc. Action will be carried forward to include signposting to Concordat and Researcher Development in the general University Induction.</p>	<p>a) completed</p> <p>b) partly completed</p> <p>c) partly completed/carried forward</p>
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	<p>a) Following the review of academic promotion criteria hold sessions to communicate the new; policy, guidance and criteria to research staff to ensure that they can develop their academic profiles effectively and plan their career development.</p> <p>b) Evaluate the effectiveness of these sessions.</p> <p>c) Ensure that staff are aware of the importance of good citizenship through undertaking administrative and leadership roles in the academic promotion process.</p> <p>d) Review the research staff opinion regarding the new process following the first round of the new process.</p>	<p>I. 70% of researchers believe that promotion pathways and processes at Bangor are clear (CEDARS)</p> <p>II. 80% of researchers believe that Bangor has fair and inclusive opportunities based on merit for career progression and promotion (CEDARS)</p> <p>III. Grant/funding applications – 60% of research staff agree (50% CROS, 2019)</p> <p>IV. Publication and other research outputs – 75% of research staff (68% CROS 2019)</p> <p>V. Supervising or managing staff – 50% (27% CROS, 2019)</p> <p>VI. Supervising research students – 60% of research staff (40% CROS, 2019)</p> <p>VII. 70% of researchers believe that promotion pathways and processes are clear (CEDARS)</p> <p>VIII. 80% of researchers believe that Bangor has fair and inclusive opportunities based on merit for career progression and promotion (CEDARS).</p>	<p>a) Sept 2021</p> <p>b) Sept 2021</p> <p>c) Sept 2021</p> <p>d) Sept 2021</p>	<p>a) HR</p> <p>b) HR</p> <p>c) HR</p> <p>d) HR</p>	<p>a-d) BU's academic promotion criteria and processes are currently under review and are nearing the final stages of negotiation with UCU. It is hoped that these will be available to staff in the next academic year.</p>	<p>a-d) carried forward</p>

Cynllun Gweithredu HREiR Action Plan (2020-2022)



HR EXCELLENCE IN RESEARCH

EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<p>a) Continue to run and evaluate the Research Leadership Programme. Adapt and develop in response to the feedback.</p> <p>b) Annually run a series of leadership talks for Research Leadership Alumni.</p> <p>c) Work with the participants of the Research Leadership Programme to develop a programme based on the practical elements of managing research projects with the intention of developing a programme to be run annually. This would also be provided on Blackboard.</p> <p>d) Make researchers aware of the 'Women in Leadership' action plan and encourage their engagement with the planned events and activities i.e. women in leadership mentoring.</p>	<p>I. One programme run per academic year with 80% of attendees noting that their overall opinion of the Programme was excellent.</p> <p>II. Annually run 2 leadership talks for Research Leadership Alumni with over 60% finding them useful.</p> <p>III. Programme available on Blackboard.</p>	<p>a) Sept 20 and ongoing</p> <p>b) January 20 and ongoing</p> <p>c) July 2021</p> <p>d) July 2021</p>	<p>a) HR</p> <p>b) HR</p> <p>c) SDT/RIIO</p> <p>d) HR &amp; AS&amp;RCM</p>	<p>a) A joint Aberystwyth-Bangor Research Leadership programme was offered in 21/22. This was done in response to PVCs Research from both Institutions wishing to see more cross-institutional collaboration, particularly around implementation of the Concordat. 12 participants took part from each Institution. The programme was delivered online with contributors from both Institutions as well as external speakers. Evaluation of the programme was very positive with 62.5% of respondents rating the programme overall as "excellent" and a further 25% as "good". In addition to the Research Leadership programme, BU developed a Bangor Manager programme during 21/22 as well as annually funding a number of places on the Advance HE Aurora programme since 2020. A total of 9 have now completed the Aurora programme (3 T&amp;R lecturers/SL).</p> <p>b) Action to be carried forward - involve Research Leadership Alumni and Welsh Crucible alumni in delivery of training and development sessions, in particular supporting ECRs.</p> <p>c) Managing projects was not included RLP 21/22; the programme was aimed at those who already had some research leadership responsibility. "Managing your Research Grant" now offered as a regular session on the IRIS training programme</p> <p>d) Women in Leadership action plan has been integrated in Strategic Equality Plan and Gender Pay Gap action plan. Senior female academics were recruited as Aurora mentors for those taking part in the Advance HE Aurora programme.</p>	<p>a) 21/22 programme completed/ongoing</p> <p>b) carried forward</p> <p>c) not progressed (but now covered in IRIS training programme)</p> <p>d) ongoing</p>
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	<p>a) To ensure all research staff are aware of their responsibilities in relation to the Concordat prepare a statement for Deans / Heads of Schools Pls/Research Managers and a statement for research staff outlining the expectations of the University in relation to the Concordat e.g. the requirement to engage in annual PDRs, professional development etc. This commitment will be reviewed annually in PDRs.</p> <p>b) Ensure all Pls/Research Managers receive training regarding the new ePDR process.</p> <p>c) Ensure developments regarding the new WAM model are communicated to research staff.</p> <p>d) Introduce an award for good PI citizenship to recognise effective research leadership. Profile the winning applications on updated Staff Development Leadership pages.</p>	<p>I. 80% of research staff have participated in PDR in the last two years (73% prof/reader, 61% T&amp;R lecturer, 66% RO staff, Staff Survey 2020)</p> <p>II. 80% of research staff have found it very useful/useful (68% prof/reader, 73% T&amp;R lecturer 66% RO staff, Staff Survey, 2020)</p> <p>III. 60% of research staff agree that their manager promotes a good work life balance (CEDARS)</p> <p>IV. 50% of research staff note that they are not struggling to cope with the volume of their current workloads (31% Prof/Readers, 34% T&amp;R Lecturing staff, Staff Survey 2020)</p> <p>V. See success measures EC11</p>	<p>a) Dec 2020</p> <p>b) July 2021</p> <p>c) July 2021</p> <p>d) May 2022</p>	<p>a) HR (AS&amp;RCM)</p> <p>b) HR</p> <p>c) HR</p> <p>d) HR</p>	<p>a) The Concordat and responsibilities around the Concordat have been communicated to staff and PGRs via updates in Staff Bulletin. College representatives on the RDCG send regular emails in their respective Colleges highlighting their role on the RDCG and BU's commitment to Concordat. The action of preparing a specific statement was not progressed.</p> <p>b) ePDR project not progressed due to the upcoming implementation of a new HR/Payroll (iTrent) system which will incorporate a full review of the entire PDR process.</p> <p>c) A WAM website has been developed that includes guidance on the WAM and training videos. Furthermore, project updates are sent to staff via emails. The WAM project managers has also given demos in Schools (some of these were recorded)</p> <p>d) action not progressed and not being carried forward at this time.</p>	<p>a) partly completed</p> <p>b) carried forward</p> <p>c) completed</p> <p>d) not carried forward</p>
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	<p>a) Take a base line this year of research staff who have fixed term contracts and identify those who have worked for the University for more than four years and are eligible to be transferred to open contracts.</p> <p>b) HR Operations Team to set up an annual process by which research staff on fixed term contracts are reviewed and transferred to open contracts if they are eligible.</p> <p>c) Update the current fixed term contract policy.</p> <p>d) Improve the end of contract process for fixed term contract staff to ensure that decisions can be communicated sooner and support provided to staff if necessary.</p> <p>e) Ensure that staff on fixed term contract have parity of access to induction, training and mentoring</p>	<p>I. For those eligible to be transferred to an open-ended contract (over 4 years service and no justifiable objective to remain fixed term), 100% to be converted to open ended contracts.</p> <p>II. 80% of staff on fixed term contracts feel valued by the University (60% all staff, 70% fixed term staff - Staff Survey)</p> <p>III. 85% of fixed term staff feel that they are given the same opportunities to develop as other staff (68% all staff, 79% fixed term staff, Staff Survey).</p>	<p>a) Dec 2020</p> <p>b) Sept 2020</p> <p>c) Sept 2020</p> <p>d) Dec 2020</p> <p>e) May 2022</p>	<p>a) HR</p> <p>b) HR</p> <p>c) HR</p> <p>d) HR</p> <p>e) HR</p>	<p>a-e) These actions are ongoing. The Anti-Casualisation Group, a joint working group with representation from HR and Campus Unions, was established in early 2020 to look at "casualisation of employment" The overall aim of the group is to reduce the number of staff on fixed-term contracts to provide security of employment. BU's Fixed-term contract policy has also been discussed by the group; it is one of a number of policies that are part of a University's Ordinances exercise.</p> <p>A Bridging support scheme was approved by HR Task Group in June 2022. This scheme aims to encourage the retention of experienced and skilled staff and sustain research teams and expertise; avoid the break in employment and career which might otherwise be faced by research staff; and maximise the opportunity for such staff to produce high-quality outputs and/or research impact at the end of funded contracts/grants.</p> <p>The Deputy Director HR (who is a member of the Anti-Casualisation group) attends RDCG meetings twice a year to provide updates on the work of the group and report on progress regarding the implementation of the new fixed-term contract policy and the Bridging Support Scheme.</p> <p>Staff Survey 2022: 52% of staff on fixed-term contracts report feeling valued [note this is across all fixed-term staff not only research staff on fixed-term contracts].</p>	<p>a-e) ongoing</p>
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	See EC16	See success measures EC16	Ongoing			
<b>Funders must:</b>							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security						

Cynllun Gweithredu HREiR Action Plan (2020-2022)

EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression					
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels					
<b>Managers of researchers must:</b>						
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	a) Managers must engage with the Manager Updates for staff to ensure that they are aware of relevant policies. b) Research managers should be aware of the resources available to them e.g. The Guide to the Management and Employment of Contract Research Staff. c) Ensure in PDRs that managers of researchers are attending relevant workshops and ensure effective induction for new staff	In the CEDARS survey managers note that:  I. 90% are confident in my ability to be inclusive, equitable and transparent in recruitment practices (88% PIRLS, 2019) II. 90% actively support my researchers in working towards their promotion aspirations III. 80% to manage the appraisal process effectively (52% PIRLS,2019) IV. 80% to provide effective feedback to individual researchers V. 80% respond to any issues relating to health and wellbeing	a) May 2022 b) May 2022 c) July 2020	All research managers	BU did not take part in CEDARS 2021. We therefore do not have data on these measures. To be assessed following CEDARS 2023.
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	Managers should be aware of the available support and policies relevant at the contract and post-award stage.	See success measures EC13.	July 2022	All research managers	
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	a) Managers must ensure that they have attended the relevant recruitment and selection workshop to ensure a fair recruitment process for researchers b) Managers should be familiar with the promotion criteria in order to advise researchers regarding career progression and promotion in their team.	See success measures EC15.	Ongoing	All research managers	
EM4	Actively engage in regular constructive performance management with their researchers	a) Ensure with the introduction of the ePDR system that all PIs / research managers attend relevant training to ensure that they hold effective PDRs for staff. b) Heads of Schools/ PIs/Research Managers will discuss the statement of expectations with their reviewees to ensure that the expectations are cascaded to all research staff and ensure that they are engaging with the principles of the Concordat. c) PIs / research managers should be aware of the development opportunities and resources available for staff to develop their skills and knowledge. d) Managers should be aware of the Performance Management Toolkit	I. 100% of research managers have attended ePDR updates II. 100% of research managers have attended ePDR updates III. 100% of research managers have attended ePDR updates IV. See success measures EI5 V. See success measures EC11		All research managers	The ePDR project was not progressed (see EI5).
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See aims in ECM5. Also, managers should encourage their teams to engage in consultation initiatives and policy development.	See success measures ECM5.	Ongoing	All research managers	
<b>Researchers must:</b>						
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	All researchers should be familiar with the relevant policies and the behaviours expected by researchers in the University.	See success measures EI2.	Ongoing	All researchers	
ER2	Understand their reporting obligations and responsibilities	See EM2	See success measures EI2.	Ongoing	All researchers	
ER3	Positively engage with performance management discussions	All researchers should proactively engage with the PDR	See success measures EI5	Ongoing	All researchers	
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	All researcher should engage with the Staff Survey and CEDARS survey.	See success measures ECR5	May-22	All researchers	
<b>Professional and Career Development</b>						
<b>Institutions must:</b>						

Cynllun Gweithredu HREiR Action Plan (2020-2022)

PCD1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	<p>a) Evaluate the Academic Mentoring Scheme and act on any recommendations that arise.</p> <p>b) Review mentoring at School level to ensure that local mentoring is effective.</p> <p>c) Ensure that research staff are aware of the development and mentoring opportunities available to them.</p> <p>d) Develop through consultation with relevant research groups and Colleges a University Policy and Guidance regarding the implementation and the broad range of activity that can be included within 10 days professional development.</p> <p>e) Integrate a monitoring process for CRS and ECRs within the PDR system to ensure they have accessed at least 10 days professional development.</p> <p>f) Examine how to maximise development opportunities provided for ECRs and the Doctoral School.</p> <p>g) Improve reporting of training uptake to Colleges and Schools with the intention of sending three reports per annum reporting on uptake on the range of; development courses available to staff, central mentoring schemes, equality training and leadership training.</p>	<p>I. 90% satisfaction with the Academic Mentoring Scheme in annual evaluation</p> <p>II. 70% satisfaction in annual evaluation of the local evaluation</p> <p>III. 60% of participants agree that the initiative is useful / very useful.</p> <p>Also, in CEDARS</p> <p>In 4 years 80% of ECRs note that they have received 10 or more days spent of training and CPD pro rata, per annum.</p>	<p>a) Sept 2020</p> <p>b) Dec 2020</p> <p>c) Dec 2020</p> <p>d) Sept 2021</p> <p>e) Dec 2021</p> <p>f) July 2021</p> <p>g) Ongoing from Dec 2020</p>	<p>a) HR</p> <p>b) HR &amp; HoS</p> <p>c) AS&amp;RCM &amp; RIIO</p> <p>d) PVCRII</p> <p>e) HR</p> <p>f) Ch – RDCG &amp; DPGR</p> <p>g) HR</p>	<p>a) Academic and Senior Academic Mentoring Schemes launched in 2019; 2022 scheme currently open. A total of 105 mentoring pairs were matched in the first three years of the scheme. Across the 19/20 and 20/21 evaluation, 82% of respondents strongly agreed/agreed that participating in the Academic Mentoring Scheme had an overall positive overall effect on their professional and personal development.</p> <p>b) This action was not progressed. Most Academic Schools assign new staff a mentor but a review of this has not been progressed.</p> <p>c) Training and development opportunities on the Researcher Development Programme are advertised weekly in the Staff Bulletin. Regular emails are sent to all academic and research staff with upcoming sessions via College mailing lists.</p> <p>d) this action is ongoing and will be carried over to the new action plan. Concordat Survey 2022 showed that 28% of T&amp;R respondents and 24% of research-only respondents indicated that they had spent 6-10 or 10+ days on training and other CPD activities in the last 12 months. 67% of both cohorts had spent 1-5 days on CPD.</p> <p>e) ePDR project on hold; to be developed as part of the new iTrent system (see E15)</p> <p>f) regular Doctoral School/HR meetings now take place to look at where we can share development and training opportunities. The online Equality training (mandatory for staff) has been made available to PGRs via Blackboard,</p> <p>g) this action has not been progressed. Will be carried over and progressed when new HR system (iTrent) is implemented,</p>	<p>a) completed</p> <p>b) not progressed</p> <p>c) completed</p> <p>d) ongoing</p> <p>e) carried forward</p> <p>f) completed/ongoing</p> <p>g) carried forward</p>
PCD2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	<p>a) Annually report on PDR completions for researchers.</p> <p>b) Review the quality of reviews following the introduction of the ePDR system in Schools.</p>	<p>I. See success measures E15</p> <p>II. Completed and results fed into on-going PRD development for reviewers</p> <p>III. 70% note that your manager encourages you to engage in personal and career development activities (CEDARS)</p>	<p>a) Oct 2020 &amp; annually</p> <p>b) Dec 2021</p>	<p>a) HRTG &amp; SCG</p> <p>b) HRTG &amp; SCG</p>	<p>a) across all staff, 84% completed a PDR in 2021. The data report does not allow a breakdown by role profile; this action will therefore be carried forward. Concordat Survey 2022: 70% have taken part in a PDR in the last 12 months (T&amp;R 72%; Research-only 67.5%). Only 47.5% of research-only staff respondents rated their PDR as very useful/useful in leading to training or other continuing professional development opportunities</p> <p>b) the ePDR project will be progressed when the new iTrent system is implemented.</p>	<p>a) carried forward</p> <p>b) carried forward</p>
PCD3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	<p>a) Evaluate the Career Development Programme and implement recommendations for the next Programme.</p> <p>b) Examine how to expand career support to researchers.</p> <p>c) Identify Bangor University Alumni who can provide advice regarding different career pathways.</p>	<p>I. 60% of participants note that the Programme is useful / very useful</p> <p>II. CEDARS survey results - that 60% of staff agree that their manager encourages them to consider a wide range of future career options within and beyond academia</p>	<p>a) May 2021</p> <p>b) Dec 2021</p> <p>c) Ongoing</p>	<p>a) RDCG&amp;SCG</p> <p>b) RDCG&amp;SCG</p> <p>c) AS&amp;RCM</p>	<p>a -c) Career Development programme started in early 2020 but was disrupted by lockdown. Two further sessions offered in 2021 (one session on academic careers, one session on careers outside academia). A total of 58 attended (21 research staff, 37 PGRs); the session were well received but no formal evaluation took place. Actions around careers support to be carried over to the new action plan.</p>	<p>a-c) partly completed/ carried forward</p>
PCD4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<p>a) Communicate fellowships that are available for staff and encourage staff to apply for fellowships e.g. UKRI and run a series of workshops to support staff making applications for fellowship and engage with external bodies such as the Learned Society of Wales.</p> <p>b) Award a minimum of two of the research and impact projects from the University's HEFCW GCRF Fund to Principal Investigators (PIs) who are ECRs. ECR eligibility is based on whether the applicant has had a permanent academic post for less than 5 years.</p> <p>c) Continue to encourage staff to engage with the Welsh Crucible.</p> <p>d) Continue to encourage staff to engage with the Research Leadership Programme.</p> <p>e) Review current profile of staff with fellowships in Learned Society of Wales.</p>	<p>I. Complete review current profile of staff with fellowships.</p> <p>II. 60% note that you have time to develop your research identity</p> <p>III. 60% note that you have time to develop your leadership skills</p>	<p>a) May 2022</p> <p>b) July 2021</p> <p>c) Ongoing</p> <p>d) Ongoing</p> <p>e) July 2021</p>	<p>a) DirRIO</p> <p>b) DirRIO</p> <p>c) DSM</p> <p>d) HR</p> <p>e) AS&amp;RCM</p>	<p>a) Following a significant restructure of our research support office during the award period (previously Research, Impact and Innovation Office (RIIO) now Integrated Research and Impact Support (IRIS)), a comprehensive training programme was launched in March 2022. This now includes sessions on MSCA Post-doc Fellowships, ECR Grant opportunities, Charities and Leverhulme Trust Project grants etc. ECRs area also encouraged to engage with the Learned Society of Wales ECR network launched in 2020.</p> <p>b) 3 GCRF were awarded to ECR PIs in 20/21. Note some of these were impacted by Covid. We ran two calls for HEFCW HEIR (Higher Education Investment and Recover) Covid Grant Extension Allocation for ECRs. Extension funds supported 4 individual research projects and a total of 5 ECRs working on these projects. Bridging funds have supported 7 individual research projects and a total of 12 ECRs working on these projects. These include GCRF funded projects affected by the impact of Covid.</p> <p>c) BU has committed to Welsh Crucible for another 3 years; the Welsh Crucible Champion role has moved to Researcher Development HR. The 2022 Welsh Crucible programme has just finished; 4 researchers from Bangor were selected to take part.</p> <p>d) A joint Aberystwyth-Bangor Research Leadership Programme was completed in 21/22 with 12 participants from each institution.</p> <p>e) not progressed</p> <p>BU did not take part in CEDARS 2021, we therefore do not have data on II and III.</p>	<p>a) completed</p> <p>b) completed</p> <p>c) ongoing</p> <p>d) completed</p> <p>e) not progressed</p>



**Cynllun Gweithredu HREiR Action Plan (2020-2022)**



HR EXCELLENCE IN RESEARCH

PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	a) Following the first Career Development Programme for researchers examine how best to share information regarding careers outside HE to researchers. b) In exit surveys collect information regarding next role for researchers to understand career stages of researchers. This will help inform future support for researchers.	Completed and reviewed.	a) Dec 2021 b) July 2021	a) RDCG & SCG b) HR	a) see PCDI3  b) Exit questionnaires are now sent to researchers who leave due to the end of fixed term contract (previously only sent if the reason for leaving was resignation). However, completion rates are very low and data collated only at College level due to small numbers.	a) partly completed/ carried forward  b) completed
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	a) Produce annual training and development report to be distributed to all Colleges / Schools	Completed and reviewed.	a) Oct 2020 & annually	a) HR	a) action to be carried forward; new HR system (iTrent) to be implemented 04/23.	a) carried forward
<b>Funders must:</b>							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit						
<b>Managers of researchers must:</b>							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	a) All managers should hold a PDR with researchers and discuss their short and long term career development as part of this process.	See success measures EI5	Ongoing	All research managers		
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	a) Ensure that managers are aware of the opportunities available in the University and externally and encourage staff to participate in the Careers Development Programme.	CEDARS survey: I. 70% of staff agree that their manager engages them in personal and career development activities II. 60% of staff agree that their manager encourages them to consider a wide range of future career options within and beyond academia	Ongoing	All research managers	BU did not take part in CEDARS 2021. We therefore do not have data on these measures. To be assessed following CEDARS 2023.	
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	a) Identify a wide range of development that researchers can engage with to ensure that researchers undertake a minimum of 10 days development b) Managers to ensure that that part-time researchers can also access training.	See success measures PCDM2	Ongoing	All research managers		
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	a) Identify a wide range of development opportunities that researchers can engage with to ensure that researchers undertake a minimum of 10 days development b) Managers to ensure that that part-time researchers can also access training.	See success measures ECDI5	Ongoing	All research managers		
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	All research managers should engage with leadership training in order to improve their skills as research leaders and be a role model for their teams.	See success measures EM1	Ongoing	All research managers		
<b>Researchers must:</b>							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	Use and engage with the PDR process to reflect on their progress towards their career goals and identify development opportunities to support their career development.	See success measures PCDI1	Ongoing	All researchers		
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	a) All researchers should engage with the University's mentoring programme when appropriate and explore options to develop their skills and knowledge. b) Engage with the Career Development Programme and associated resources.	See success measures PCDM2	Ongoing	All researchers		

**Cynllun Gweithredu HREiR Action Plan (2020-2022)**



PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	a) Keep their professional development plan up to date through the annual PDR. b) Keep their PURE profile up to date	I. 70% of research staff agree that they have a career development plan (53%, CROS, 2019) II. 100% of staff keep their PURE profiles up to date	Ongoing	All researchers	Concordat Survey 2022: 53% agreed they have a career development plan.	
PCDR4	Positively engage in career development reviews with their managers		See success measures EI5	Ongoing	All researchers		
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	All researchers should engage with the wide range of development opportunities available to them	80% of research staff note that they have time to develop their broader leadership skills (CEDARS)	Ongoing	All researchers	BU did not take part in CEDARS 2021. We therefore do not have data on these measures. To be assessed following CEDARS 2023.	
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	All researchers should engage with relevant opportunities and engage with RIIO and their Colleges to develop their knowledge and contributions in these areas.	See success measures PCDI5	Ongoing	All researchers		
	<b>GLOSSARY</b>						
	AS&RCM - Athena SWAN and Research Concordat Manager						
	CEDARS - Culture, Employment and Development in Academic Research Survey						
	Ch-RDCG - Chair Researcher Development & Concordat Group						
	CEG - College Equality Groups						
	CROS - Careers in Research On line survey						
	DDHR(D) - Deputy Director HR (Development)						
	DDHR(O) - Deputy Director HR (Operations)						
	DirHR - Director of HR						
	DPGR - Dean of Postgraduate Research						
	DS - Doctoral School						
	DSM - Doctoral School Manager						
	HRAdmin - HR Administrator						
	HRO(SD) - HR Officer (Staff Development)						
	HRTG - HR Task Group						
	PDR - Performance Development Review						
	PIRLS - Principle Investigators and Research Leaders Survey						
	PO(WAM) - Project Officer WAM						
	PURE - PURE Research Information Management System						
	PVCRIL - PVC Research, Innovation and Impact						
	RDCG - Researcher Development & Concordat Group						
	RDCGRep - Researcher Development & Concordat Group College Representative						
	RDF - Researcher Development Framework						
	RIIO - Research Innovation and Impact Office						
	SCG - Strategic Concordat Group						
	SHRO(Eq) - Senior HR Officer (Equality)						
	UASWG - University Athena SWAN Working Group						
	H&WG - Health & Wellbeing Group						

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