

## BANGOR UNIVERSITY - CONCORDAT ACTION PLAN 2014 – 2016

	Aim	Progress from 2012 -2014	Action identified for 2014-2016	Resp.	Date	Progress 2014- 2016
<b>PRINCIPLE 1: RECRUITMENT AND SELECTION</b>						
i	Ensure that recruitment process is effective and panels are fully trained in order to recruit excellent staff within an open and transparent process	As part of introduction of an electronic recruitment system the system now includes: <ul style="list-style-type: none"> <li>A questionnaire to ask staff regarding their opinion of their experience of the recruitment and induction process.</li> <li>A new Recruitment Guide has been produced for all staff involved in recruitment.</li> </ul>	<ol style="list-style-type: none"> <li>Ensure all Chairs of recruitment panels have attended the appropriate training by July 2015.</li> <li>Use the recruitment survey that is sent to all new staff to establish if improvements to the process can be improved for researchers by comparing their level of satisfaction with the process to other staff groups. Take action if specific issues are reported.</li> </ol>	HR	Achieved	<ol style="list-style-type: none"> <li>30 academic Chairs of Panels have attended this course to date and as from September 2016 all Chairs of recruitment panels must have attended the workshop before taking part in a recruitment panel.</li> <li>Survey results are regularly reviewed and feedback has been positive.</li> </ol>
ii	To develop the probation process to ensure improved monitoring between the related Departments and Colleges	Established a project team to develop an improved probation system which was undertaken.	Examine possibility of developing an electronic system to further enhance this process. This will potentially follow on from developments to other IT systems.	HR	Completed in part	An assessment was undertaken to determine the feasibility of an electronic system. However, it was felt at present that the paper-based system is effective and a specific group in HR now review all probation reports.
<b>PRINCIPLE 2: RECOGNITION AND VALUE</b>						
i	Ensure all research staff are included in the University's Performance Development Review Scheme to provide feedback regarding progress and address	<ul style="list-style-type: none"> <li>Bangor CROS results demonstrated that 73% of staff had received a PDR in the last two years.</li> <li>Training is held for managers and staff who are new to the process.</li> </ul>	<ol style="list-style-type: none"> <li>Introduce an electronic PDR process for all academic staff to ensure efficient and effective PDR system to support staff.</li> <li>Work with the Colleges to ensure effective implementation of the above system and ensure all</li> </ol>	HR	Completed in part - See Action Point in 16-20 Action Plan – Principle 2, Point 1	<ol style="list-style-type: none"> <li>The electronic form has been devised, but needs further time to allow for development into an integrated University system.</li> <li>The following has been developed during 14-16: <ul style="list-style-type: none"> <li>Improvements to the academic PDR form.</li> </ul> </li> </ol>

	their career development		<p>research managers receive further PDR training to effectively introduce the electronic system.</p> <p>3. Include the RDF in the review process to identify skills and knowledge gaps. Provide training regarding the RDF in the training noted above to ensure all understand the Framework.</p> <p>4. Provide a guidance document to staff in PDR training regarding how the RDF can best support development.</p>			<ul style="list-style-type: none"> <li>Supporting guidelines for reviewers and reviewee.</li> <li>Improvements to the PDR training.</li> <li>PDR completion rates across the University is now 74%.</li> </ul> <p>3.and 4.Discussion about the RDF in review training for academic has been introduced.</p>
ii	Provide clear and equitable academic promotion criteria and process	New senior academic promotion criteria and process introduced.	PVCs Research and Teaching and Learning and Director of HR to hold a session on the criteria and process for academic staff on an annual basis to ensure all understand the process and criteria.	HR	Achieved	
iii	Ensure the University's Fixed Term Contract Policy addresses the needs of researchers as far as possible	<ul style="list-style-type: none"> <li>HR reviewed the Fixed Term Contract Policy to ensure that current actions and policy addresses the needs of staff on fixed term contracts.</li> <li>In terms of redeployment HR have introduced a longer lead time before the end of funding periods</li> </ul>	Continue to review these processes to ensure they are effective. Process currently implemented in HR.	HR	Achieved	Regular review of the impact of the University's Fixed Term Policy is undertaken.

PRINCIPLE 3 AND 4: SUPPORT AND CAREER DEVELOPMENT						
i	Provide planned and structured process for academic development that provides a career development route for all academic roles	<ul style="list-style-type: none"> <li>In the CROS survey 61% of staff noted that they have a clear development plan.</li> <li>Aberystwyth-Bangor CPD Framework for Academic Development to support teaching and the support of learning has been developed, agreed and implemented across both institutions. This will support researchers with teaching responsibilities and provide them with a teaching qualification which will support their overall career development.</li> <li>Developed Code of Practice for Graduate Teaching Assistants.</li> </ul>	<ol style="list-style-type: none"> <li>Create an academic career development guide for staff to ensure that they are aware of the University's expectations and the support available to them.</li> <li>Fully implement the Aberystwyth- Bangor CPD (T&amp;L) Framework. The Aber-Bangor CPD (T&amp;L) Framework will be submitted to HEA for accreditation at the end of May. An implementation plan will be discussed at the CPD (T&amp;L) Steering Group in May.</li> <li>Develop a researcher development website to ensure central location and ease of access for all related issues.</li> <li>Lengthen the notice period of advertising courses so that staff can arrange time to attend.</li> <li>Develop options for webinars and online training to expand the range of training provided by the University.</li> </ol>	<p>HR/ RDCG</p> <p>CELT HR/ REO</p> <p>HR</p> <p>HR</p> <p>HR</p>	<ol style="list-style-type: none"> <li>Completed in part - See Action Point in 16-20 Action Plan – Principle 3&amp;4 – Action Point 1</li> <li>Achieved</li> <li>Achieved</li> <li>Achieved</li> <li>Will not be progressed</li> </ol>	<ol style="list-style-type: none"> <li>When the current developments to the University progression and promotion criteria are completed a definitive draft will be circulated. Will be going to consultation September 2016.</li> <li>HEA accreditation was approved and the new process is encouraging researcher to undertake teaching accreditation to further support them in their careers.</li> <li>Due to other priorities this was not developed during this period and will be developed as part of wider researcher development but not as a specific action point.</li> </ol>

ii	Ensure effective induction for all research staff	<ul style="list-style-type: none"> <li>HR monitors staff who have attended the University Induction to maximise the number of staff who attend which includes researchers with permanent and fixed term contracts.</li> <li>The CROS survey noted that 53% of staff found the University induction useful.</li> <li>Annual induction for research staff arranged by REO.</li> </ul>	<ol style="list-style-type: none"> <li>As part of a University-wide review of induction particular attention will be given to enhancing local induction and addressing the needs of researchers on fixed term contracts.</li> <li>Highlight professional development opportunities and encourage input into the current provision at the researcher induction programme.</li> <li>Develop an induction pack for researchers.</li> </ol>	<p>HR/ REO</p> <p>REO</p> <p>REO/ HR</p>	<p>1.Achieved</p> <p>2.Achieved</p> <p>9/16</p>	<p>1. Induction in the University was reviewed during the last two years and staff development and the support for researchers in highlighted at induction events.</p> <p>2. Academic and research induction has now been introduced for relevant staff.</p> <p>Will now be available from September 2016.</p>
iii	Provide a comprehensive career development programme for all researchers	<ul style="list-style-type: none"> <li>Established Researcher Development Programme for staff which is linked to the RDF.</li> <li>Encouraged female staff to attend the Springboard Programme.</li> <li>Increase in numbers of post-graduate students undertaking EDRP programme now up to 1000 participants each year.</li> </ul>	<ol style="list-style-type: none"> <li>Further enhance the Researcher Development programme for staff and further integrate the RDF.</li> <li>Work with Aberystwyth University to maximise resources and expertise.</li> <li>Encourage early career staff to attend the Springboard programme. Aim to attract 4 participants in the next cohorts.</li> <li>Examine how best to link ERDP provision with research staff provision through the RDCG.</li> </ol>	<p>HR/ REO/ RDCG</p> <p>HR</p> <p>HR/ REO/ RDCG</p>	<p>1. Achieved</p> <p>2. Achieved</p> <p>3. Achieved</p> <p>4. Achieved</p>	<p>1-2. A Researcher Development Programme has been formulated but next year's programme will be developed in consultation with the Colleges to identify more specific development needs. Also, an agreement regarding knowledge-based presentations will be agreed with Aberystwyth.</p> <p>3. Although we have not attracted as many participants to the Springboard Programme the University has run a programme of workshops for women academics of which 31 women have participated to date.</p> <p>4. Staff are able to attend relevant courses on the ERDP Programme.</p>

iv	Ensure support for researchers through effective coaching and mentoring	<ul style="list-style-type: none"> <li>Developed Coaching and Mentoring Policy and process for the University.</li> <li>Female research staff have been encouraged to engage with the Women's University's Mentoring Scheme through annual presentations.</li> </ul>	<ol style="list-style-type: none"> <li>Hold pilot mentoring process for early career researchers in an academic school.</li> <li>Develop mentoring and coaching pilot scheme for all University early career researchers.</li> <li>Confirm process and expand as on-going process to all researchers.</li> </ol>	HR	<ol style="list-style-type: none"> <li>Achieved</li> <li>Completed in part See Action Point in 16-20 Action Plan – Principles 3&amp;4 – Action Point 3</li> </ol>	<ol style="list-style-type: none"> <li>The pilot has been held and much was learnt from that process.</li> <li>Much work has also been undertaken in rolling-out coaching and mentoring and a 'Coaching for Managers' is now available. Coaching and mentoring will be examined in the next Action Plan to develop a University-wide approach.</li> </ol>
v	Provide career advice and support for research staff	Courses to provide career advice are included as part of the Researcher Development Programme.	As part of the evaluation of the Coaching and Mentoring process particularly review the usefulness of mentoring to research staff in terms of career planning.	HR	Completed in part - see Action Point in 16-20 Action Plan – Principles 3&4 – Action Point 3	Due to progress in other areas of the University this will be included as part of the University-wide mentoring scheme.
vi	Ensure that research managers have the skills and confidence to effectively lead and manage research teams	<ul style="list-style-type: none"> <li>Researchers actively encouraged to apply for a place on the Welsh Crucible Programme. A number of staff participate each year.</li> <li>Number of senior researcher managers attended the Senior Research Leader's Programme for the St David's Day Group institutions in 2013.</li> <li>All managers (including PI's) are invited to attend the University's Effective Manager Programme.</li> </ul>	<ol style="list-style-type: none"> <li>Increase the number of staff attending the Welsh Crucible Programme.</li> <li>Introduce an 'Introduction to Management' course for all new and existing managers to ensure that they are aware of their responsibilities as line-managers and relevant institutional policies and support available to them. This will include all research managers.</li> </ol>	<p>KESS</p> <p>HR</p> <p>HR</p>	<ol style="list-style-type: none"> <li>Annually reviewed</li> <li>Achieved</li> <li>Achieved</li> </ol>	<ol style="list-style-type: none"> <li>In terms of the Welsh Crucible Bangor has consistently been approximately 25% of the total Welsh cohort.</li> <li>The 'Introduction to Management' has been well received and 4 workshops have been held to date.</li> </ol>

			3. Hold 'Managing Change' workshops for managers. 4. Develop Project Management and Change Management web site for staff.	HR	4.Achieved	
vii	Ensure training and development through the medium of Welsh for BU staff and Coleg Cenedlaethol staff	Support the Coleg Cenedlaethol through provision of workshops on their researcher and early researcher development programme.	Integrate University researcher development provision with Coleg Cenedlaethol to support Welsh language training for staff.	HR	Achieved	These workshops are highlighted on the Researcher Development website and many Bangor staff contribute to the Coleg Cenedlaethol's provision in this area.
<b>PRINCIPLE 5: RESEARCHERS' RESPONSIBILITIES</b>						
i	The University's expectations are clearly communicated and that researchers are aware of their responsibilities	<ul style="list-style-type: none"> <li>Staff responsibilities as researchers and members of staff are addressed during recruitment, induction and the performance development review.</li> <li>HR developed an 'Essential Information' site with an outline of key policies for staff.</li> <li>In the CROS survey 93% of research staff noted that they take ownership of their career development and 61% have a career development plan.</li> </ul>	Further communicate information regarding UK sector initiative to Colleges e.g. the Concordat, RCUK Pathways to Impact, Euraxess etc to staff and particularly to research managers to ensure that all are aware of these initiatives.	HR/REO	Achieved	These are highlighted on the Researcher Development website and for the four year consultation process the RDCG undertook efforts to communicate the University's activities to address the principles of the Concordat and examine ideas that were suggested in these meetings.
ii	Improve consultation with research staff	Informal networks within the Colleges.	Expand this network through marketing and information on new researcher development website. Monitor this development with the RDCG to explore how communication can be maximised.	RDCG	Completed	There is now a researcher development website and the RDCG consult on how to maximise communication with the Colleges.
<b>PRINCIPLE 6: DIVERSITY AND EQUALITY</b>						
i	Ensure that diversity and equality is	<ul style="list-style-type: none"> <li>In the CROS survey 81% of staff agreed strongly / agreed that the</li> </ul>	1. Reapply for an Athena SWAN University award.	HR	1.Achieved	

	<p>promoted in all aspects of the recruitment and career management of researchers in the University</p>	<p>University is committed to equality and diversity</p> <ul style="list-style-type: none"> <li>• Bangor University achieved a Bronze Athena SWAN award in 2012.</li> <li>• Developed a Strategic Equality Plan to address the requirements of the Public Sector Duties (Wales).</li> <li>• All research staff are required to undertake equality training.</li> <li>• All research managers are required to attend the 'Equality for Managers' course.</li> <li>• An electronic exit form has been introduced to enable staff to give their views anonymously regarding the University when they leave.</li> <li>• University has encouraged female researchers to participate in the WUMS scheme.</li> <li>• Reviewed its Dignity at Work and Study Policy.</li> </ul>	<ol style="list-style-type: none"> <li>2. All science-based Colleges to apply for Athena SWAN awards.</li> <li>3. Strategic Equality Plan will be reviewed through extensive consultation with staff (including research staff) and a new plan will be developed.</li> <li>4. Monitor the numbers of research staff who complete the equality training course and take appropriate action to ensure completion.</li> <li>5. Review outputs from the exit form to identify potential issues for research staff in the University.</li> <li>6. Communicate the new Dignity at Work and Study Policy.</li> </ol>	<p>Colleges</p> <p>HR/EDTG</p> <p>HR</p> <p>HR</p> <p>HR</p>	<ol style="list-style-type: none"> <li>2. On-going</li> <li>3. Achieved</li> <li>4. Monitor every July</li> <li>5. Monitor every three months</li> <li>6. Achieved</li> </ol>	<p>2. The Schools of Psychology and the School of Sport Health and Exercise Science have achieved Athena SWAN Departmental Bronze awards.</p>
ii	<p>Take account of the personal circumstances of groups of researchers and to ensure that researchers are fully supported in their roles.</p>	<p>Following the University –wide Staff Survey the University has:</p> <ul style="list-style-type: none"> <li>• Established a draft workload policy and principles for academic staff.</li> <li>• Has developed an extensive programme of talks, courses, one to one coaching and a mindfulness programme for all staff regarding managing work pressure and wellbeing (the 'Be</li> </ul>	<ol style="list-style-type: none"> <li>1. Update the University's Family Friendly Policies and communicate to staff.</li> <li>2. Communicate the University's new workload policy and guidelines to researchers.</li> <li>3. Further encourage research staff to take advantage of the 'Be Your Best Programme'. Identify through the</li> </ol>		<ol style="list-style-type: none"> <li>1. Achieved</li> <li>2. Achieved in part - See Action Point in 16-20 Action Plan – Principle 5 – Action Point 4</li> </ol>	<p>2. A workload policy and principles has been formulated but will need to go to further consultation.</p>

		Your Best' Programme). All research staff are invited to attend.	Researcher Development Group if more can be done to support researchers in this area		3. Achieved	
<b>PRINCIPLE 7: IMPLEMENTATION AND REVIEW</b>						
<b>i</b>	Implement and monitor progress of the Concordat Action Plan with relevant stakeholders	The CROS and PIRLS survey were held in the University in 2013 and all academic staff were invited to respond. Through focus groups a qualitative study was also undertaken with early career staff, established researchers and PIs. The report from the survey's focus groups and recommendations were agreed by the RDCG, the RSTG and the HRTG. Relevant equality related issues are discussed by the EDTG. The recommendations have been incorporated into this action plan.	<ol style="list-style-type: none"> <li>1. The RDCG to continue to monitor and report on progress to the action plan and compare results and progress in the next CROS and PIRLS surveys and report to HRTG, EDTG and RSTG.</li> <li>2. Review and expand the membership of the current Researcher Development and Concordat Group to include broader representation of grades and Colleges.</li> </ol>	HR/REO  RDCG	1. Achieved  2. Achieved	
<b>ii</b>	Monitor the success of the current action plan against the results of the next CROS / PIRLS surveys	The CROS and PIRLS surveys and focus groups have been particularly useful in identifying levels of progress in the University and key action points for the future.	<p>Key success measures for the next plan will identified through improvements to responses in the next CROS / PIRLS surveys in the areas above that are included in the surveys.</p> <p>Other broad measurements of success that will be used will include the PRES survey and achievement of Athena SWAN awards.</p>	HR/RDCG	Achieved	



## **Glossary of Terms**

Aber-Bangor CPD Group – a group established to develop the joint CPD plan in both Aberystwyth and Bangor Universities

CELT – Centre for Enhanced Learning and Teaching

Coleg Cenedlaethol – Welsh Language HE College

EDTG – Equality and Diversity Task Group

ERDP – Early Researcher Development Programme

HR – Human Resources

KESS – Knowledge Economy and Skills Scholarships

PRES – Postgraduate Research Experience Survey RDCG – Researcher Development and Concordat Group

RDF – Research Development Framework

REO – Research and Enterprise Office

RDCG – Researcher Development and Research Concordat Group

RSTG – Research Strategy Task Group

WUMS – Women in Universities Mentoring Scheme