















Section	Sub principle summary	Progress against original action plan (2013-17)	2015-17 actions	
B.2.4				

















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		<p>on the specific career development for researchers, including mentoring arrangements.</p> <p>A new Foundation Programme in Coaching and Mentoring Practice (FPCMP) has been launched to develop internal capability for coaching and mentoring, and the BU Mentor Network is being developed as part of this initiative. Both Programme and Network are open to research staff and will be promoted to them.</p> <p>As part of the Grants Academy scheme we are piloting external mentoring for eight BU academics in 2014-15. This will be reviewed in summer 2015.</p>		
C.3.9	<p><i>Research managers should actively encourage researchers to undertake, plan for and record CPD.</i></p>	<p>3.9 Action (2012) – ITeV1.182 (6/15a) [(I)eeo-6 (T)5o9d2</p>		



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		place and 57% were mentored.	<p>Owner: OD</p> <p><b>Action C.3.9b:</b> Linked to action C.3.2, we will review attendance figures for the Vitae Researcher Development Framework sessions to ensure research staff are attending these.</p> <p>Target date and success measure(s): We are aiming for at least 50 academic/research staff to attend at least one session at the 2015 intensive programme. We will review attendance figures on an annual basis and seek feedback on the training provision via CROS, PIRLS and our annual surveys.</p> <p>Owner: RKEO</p>	<p><b>C.3.9b: COMPLETE:</b> See Actions C.3.2 and D.5.5. The RKEDF was launched in September 2016 (see C3.2 for more detail). RKEO and OD are working together to ensure that staff understand how the pathways within the framework can support their achievement of outputs identified in the Academic Career Matrix as well as how it aligns to the Vitae RDF. The first year programme is available on the OD intranet. Reference to development on offer from the various pathways under the RKEDF have been added to static Research Blog pages, particularly those available within the '<a href="#">research lifecycle</a>', '<a href="#">research toolkit</a>', and '<a href="#">research funder guide</a>'. RKEO and OD are arranging 'Faculty roadshows' to continue the promotion of the framework throughout 2016-17.</p>
<b>PRINCIPLE 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</b>				
C.4.10	<i>Researchers should be empowered by having a 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 have appraisal systems for assessing researchers' performance</i>	The Employee Assistance Programme was launched to all BU staff in 2013.	Complete. This has been	

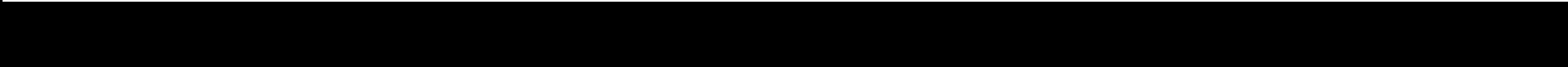


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C.4.13	<i>Researchers should have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</i>	As of January 2013 URKEC has included a research staff representative who has the remit of representing research staff views. Our internal survey of research staff indicated that they felt they had sufficient opportunities to input into Faculty meetings (such as research centre meetings and Faculty Academic Boards) but that they felt this did not extend to University-wide meetings (such as URKEC), policies or procedures.	See Action B.2.1b.  <b>Action C.4.13a:</b> To consider including a research staff representative on all Faculty RKE Committees with a standing agenda item for them to provide feedback from other research staff in the Faculty.  Target date and success measure(s): This will be discussed with the Deans once the new Faculties are established with the aim of changing memberships from autumn 2015  Owner: RCSG and URKEC	<b>C.4.13a: COMPLETE:</b> The terms of reference and membership of the Faculty-based committees were discussed at the URKEC meeting in September 2015. It was agreed that the FRKECs would have a responsibility for ensuring compliance with all national concordats, as well as for this committee and the Faculty Research Degrees Committee to each have a research staff representative included in the voting membership. The Faculty DDRPPs have confirmed this is working and interesting Faculty-level discussions about the implementation of the Concordat are taking place.
			<b>Action C.4.13b:</b> To ensure the research staff representative at URKEC has a standing agenda item to provide feedback from the RSA and on behalf of other research staff across the University.  Target date and success measure(s): This will be added to the URKEC agenda from spring 2015  Owner: URKEC	<b>C.4.13b: COMPLETE:</b> This was actioned in early 2015 and is working well.
C.4.14	<i>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</i>	Mentoring opportunities are available to researchers. See section C.3.8 for further details.	See Action C.3.8a.	
<b>PRINCIPLE 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning</b>				
D.5.1	<i>Researchers are employed to advance knowledge and should exercise and develop increased capacity for</i>	<i>5.1 Action (2012) – The BU Code of Good Practice in Research was last updated in 2006 and needs to be reviewed and updated.</i> The BU Code of Good Practice in Research was significantly revised in 2014 and was	<b>Action D.5.1:</b> To continue to embed the principles of the Concordat to Support Research Integrity and to raise awareness of its	<b>D.5.1: IN PROGRESS:</b> All research staff were emailed about the Concordat to Support Research Integrity in the early part of 2015. Information has also been added to the Research Blog. CROS 15 indicated that 67% of BU research staff are aware of the Concordat (against our target of 50% and up from 28% in CROS 13) (28%









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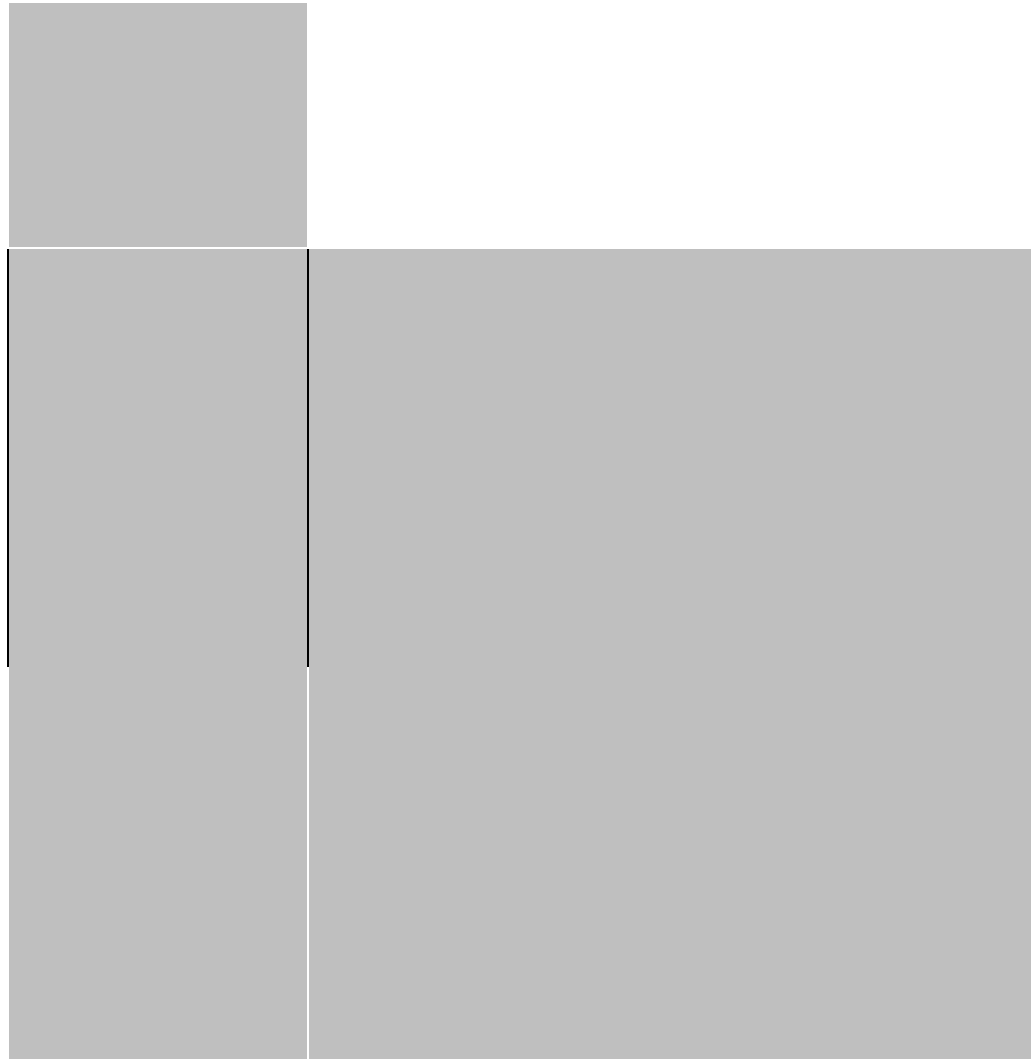
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E.6.3	Address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	<p>6.3 Action (2012) – achieve institutional Athena Swan bronze award and start work with academic Schools towards the Athena Swan silver award. The University is currently working towards an institutional Athena Swan bronze award (anticipated submission in April 2015), with a view to supporting a couple of the Faculties to work towards the Athena Swan silver award over the next few years. The Head of the Graduate School is leading the Athena Swan Steering Group, with support from the E&amp;D Adviser. The second Athena Swan Week took place at BU from 16-19 June 2014.</p> <p>Other activity A Women's Academic Network (WAN) was established and launched in September 2013. The Network has been active in organising a series of events open to staff across the University and delivered by some high-profile external speakers, such as Germaine Greer in 2014. The group is currently exploring the possibility of a women's mentoring scheme.</p> <p>BU submitted proportionally less female researchers than male researchers to REF 2014. This needs to be further understood.</p>	<p>Action E.6.3a: To be awarded a bronze institutional Athena Swan award and to make submissions for at least two silver departmental awards.</p> <p>Target date and success measure(s): To submit to the April 2015 deadline for the institutional bronze award and submit in spring 2018 (2 x silver)</p> <p>Owner: Athena Swan steering group</p>	<p>E.6.3a: COMPLETE: BU signed the new Athena SWAN charter in 2014-15 and achieved the Athena Swan bronze award in October 2015. The new Athena Swan institutional team is meeting regularly and engagement across the University is good. Where appropriate, research staff representatives are members of the Athena Swan Faculty and institutional committees. A short video has been produced which talks about why staff supported the Athena Swan submission at BU (available from: <a href="https://www.youtube.com/watch?v=05ICfkcGEjs&amp;list=PLCAGWsnZKYKXKOQDkw_snpfor3EyQnnsCa&amp;index=2">https://www.youtube.com/watch?v=05ICfkcGEjs&amp;list=PLCAGWsnZKYKXKOQDkw_snpfor3EyQnnsCa&amp;index=2</a>).</p> <p>IN PROGRESS: Six departments/faculties are already working on departmental submissions (FHSS, Dept of Psychology, Dept of Computing, Dept of Life and Environmental Sciences, Media Production Dept, Dept of Sport). Unconscious bias development sessions have been requested for the departments making SWAN submissions.</p> <p>BU has become a member of the ECU – Race Equality Charter, signed in 2015-16.</p>
E.6.4	Ensure the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Working conditions should allow both female and male researchers to combine family and work, children and career. Respond flexibly to	<p>The Flexible Working Policy was updated in 2014 to permit flexible working requests from all staff and for all circumstances.</p> <p>See section E.6.4.</p>	<p>Adviser</p>	<p>E.6.4: COMPLETE:</p>



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	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.		This has been incorporated into action E.6.4.	
E.6.6	Awareness of funding guidelines on provision of additional funding and duration of grant to cover maternity, paternity and adoptive leave.	The University's policies and procedures apply to all staff, including those funded via external grants. In situations where external grant funding does not cover the cost of absence payments (such as maternity leave) then the University bears these costs, in accordance with its relevant policies and procedures.	No further actions for now. This is reviewed as part of the standard review of BU policies and procedures as relevant.	
E.6.7	Transparent equal opportunity policy at recruitment and at all subsequent career stages	6.7 Action (2012) – in response to the Equality Act (2010) it is planned that the existing Equality Schemes will be merged into one single scheme and action plan by winter 2012. <ul style="list-style-type: none"> <li>x In response to the Equality Act (2010) the existing Equality Schemes were merged into one single scheme and action plan (<a href="http://www.bournemouth.ac.uk/facilitiesandresources/diversity/ddeg.html">http://www.bournemouth.ac.uk/facilitiesandresources/diversity/ddeg.html</a>). This action plan was refreshed in summer 2014 and disseminated as part of the DDE annual report 2013-14.</li> </ul>	No further actions for now. This has been incorporated into actions A.1.2, E.6.1 and E.6.3.	
E.6.8	Account should also be taken of the personal circumstances of groups of researchers, such as those who have responsibility for young children or adult dependants, those for whom English is not a first language, etc. Policies or practices that directly or indirectly disadvantage such groups should be changed.	6.8 Action (2012) – to assess how successful the English language tutoring has been and to put in place a more formalised structure for supporting academics and research for whom English is not a first language so they can be better supported with undertaking their roles and performing at their full ability. <ul style="list-style-type: none"> <li>x Prompted by the Enhancing the Student Experience Programme (ESEP), OD have offered to assess and perform</li> </ul>		






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	<p>sector at the launch of this Concordat.</p> <p>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>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).</p> <p>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).</p>			
F.7.3	<p>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.</p>	<p>We are regularly monitoring the changing requirements of the signatory funders to ensure we are aware of their expectations and requirements.</p>	<p>Action F.7.3: To continue to monitor the expectations of signatory funders in relation to the implementation of the Concordat.</p> <p>Target date and success measure(s): This is an ongoing action that forms part of the role of the Funding Development Team in RKEO.</p> <p>Owner: RKEO</p>	<p>F.7.3: IN PROGRESS: This is being monitored. The principles of the Concordat were presented to RKEO in April 2015 as a means of raising awareness. The Funding Development Team in particular are ensuring it is mentioned as appropriate in funding applications.</p>
F.7.4	<p>The signatories recognise the value of innovation in practices and of sharing</p>	<p>7.4 Action (2012) – for more staff to engage and actively participate with Vitae, particularly the regional South West and Wales Hub. To further liaise with Vitae and</p>	<p>Action F.7.4: To continue to engage with Vitae and to share good practice</p>	<p>F.7.4: IN PROGRESS: RKEO staff have presented at or attended a number of Vitae events. Staff in the Graduate School have renewed their engagement with the Vitae and the Wales and South West Hub.</p>

