

HREiR Action plan template (December 2020)

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	University of Bristol	Audience	#	Comments
Cohort number:	2	Research staff	Y	The University of Bristol employs approximately 1,500 staff on research only contracts. These are employed as Pathway 2 staff.
Date of submission:	Dec-20	Postgraduate researchers	N	
		Research and teaching staff	Y	Research and Teaching staff are employed on permanent academic contracts as Pathway 1 staff. Principle Investigators are generally members of these group, therefore interventions aimed at managers of research staff will be aimed at them.
		Teaching-only staff	N	
		Technicians	N	
		Clinicians	N	
		Professional support staff	Y	Professional support staff may be a target audience in those cases when they are line managers of research staff.
		Other (please provide numbers and details):		

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Old Concordat principle and clause
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	Environment 1 - Appointment of Research Staff Concordat Champions: Faculty Research Directors will work with Heads of Schools to appoint academic staff (employed on a permanent academic contract) as Research Staff Concordat Champions to work alongside the Research Staff Reps. The Champions may be School Research Director, and will be members of the School's Research Committee (or equivalent) and will be a key contact for the Research Staff Rep; they will play a key role in helping to raise awareness of the Concordat and our collective role in supporting careers of research staff. For example, the Champion role will include working with fellow Pls and HR to support and facilitate changes to how we conduct research and support careers of researchers. Champions and Reps may also work together with Heads of Schools and others, such as Equality, Diversity and Inclusion managers, to establish further ways to address the local research culture. The work of the Champions may align with criteria LC-1 and LC-4 of the Academic Promotions Framework, for example if they are taking on a supportive role for researchers in their area and they are creating a more positive working environment then this would align with LC-4, if they influence and change how research is conducted then that this would align with LC-1. Champions may choose to focus on just one or two aspects in their local schools initially, and careful consideration should be given to workload implications.	Each school has a nominated Research Staff Champion, and if more than one then each with specific areas of remit CEDARS survey will confirm that at least 90% of relevant staff are aware of the Concordat.	July 2021 Dec 2021	Heads of School Research Staff Development Officer		New
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Environment 2 - Bespoke training at faculty level: Bristol Clear will offer a bespoke workshop at each faculty, as and when identified by Champions, Research Staff Reps and School Managers to meet their needs. The session will aim to engage researchers, Pls and managers of researchers to achieve a sense of ownership of relevant actions to implement the concordat.	A training session has been delivered at each faculty and event evaluations show that at least 90% of participants rated the session effective.	July 2021 Dec 2021	Research Staff Development Officer		P2.1 P6.8
ECI3	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	Environment 3 - Raise awareness of wellbeing sessions and support: We will raise awareness of support for wellbeing with research staff. Environment 4 - Extension of workload model to Research Associate level: The University agreed a Workload Agreement with the Joint Trade Unions for all Academic Staff including Senior Research Associates (Grade J) and Fellows (Grade K) in 2019, which is linked to the Academic Workload Allocation Principles. We will extend this to include Research Associates (Grade I), which is the first/entry level for academic research staff at the University. This will be monitored locally through HR teams and the Research Staff Champions.	At least 90% of CEDARS respondents will be aware of Wellbeing support offered by the University Survey shows workload allocation principles applied to Research Associates.	Dec 2021 Dec 2021	Research Staff Development Officer Heads of HR Business Partnering		P6.9
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Environment 5 - Athena Swan Award: The University will continue to work towards achieving an institutional Athena Swan Silver Award (for which the application has been delayed due to Covid-19), and will continue to support individual schools through their Equality, Diversity and Inclusion (EDI) Committees to either achieve bronze awards, or progress to silver award. Environment 6 - Race Equality Charter: As a member of the Race Equality Charter (REC) the University is committed to improving the representation, progression and success of our Black, Asian and Minority Ethnic staff and students. This will require a comprehensive evaluation of race equality across the institution, developing appropriate actions in response. We will need to demonstrate that we have a solid foundation for eliminating racial inequalities and for developing an inclusive culture that values all staff and students. We will work with EDI committees to monitor progress and to identify further action required	University applied for institutional Silver Award. All schools applied for bronze awards. University data shows progress made for representation, progression and success.	July 2022 July 2022	Equality, Diversity and Inclusion Manager		P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<i>No further actions identified</i>	n/a	n/a	n/a		P6.1
ECI6	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	Environment 7 - Continued monitoring of Research Reps access to School committees (or equivalent): We will continue to monitor access of Research Reps to school committees. Environment 8 - Exit interview/ questionnaire: Promoted at local level through existing processes, e.g. by school managers and/or Research Staff Champions, for an increase in participation in exit interviews for research staff. This will allow us to create a fuller picture of destinations of our research staff and identify any emerging patterns, and it will provide us with information about their experiences as research staff at Bristol. This could include recording destinations of staff and inviting them to join the Alumni community.	100% access to school committees for Research Reps 50% of research staff participated in exit interviews.	Dec 2022 Jul 2022	Research Staff Development Officer Head of School/ School Managers		P6.10 P7.5
Funders must:							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding	n/a	n/a	n/a	n/a		P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and	n/a	n/a	n/a	n/a		New

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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	n/a	n/a	n/a	n/a				P6.6
Managers of researchers must:									
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	All new members of staff who manage staff will complete mandatory training on equality, diversity and inclusion.	Data captured on the University's LMS will show 100% of compliance for new staff within 6 months of starting their role	Dec 2021	Head of Resourcing				New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	*no further actions identified	n/a	n/a	n/a				New
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	* no further actions identified	n/a	n/a	n/a				P6.9
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	* no further actions identified	n/a	n/a	n/a				New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Research Staff Champions appointed at every school will be members of the School Committee (together with Research Staff Reps). They will also be members of the Research Staff Champion Network which will report to the Research Staff Working Party. (linked to Environment 1)	Research Staff Champion active at each school.	Dec 2021	Heads of Schools				New
Researchers must:									
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	Research Staff Reps actively supporting peers at school level.	At least one Rep per School	Dec 2021	Co-Chairs of Research Staff Reps				New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	*No further actions identified	n/a	n/a	n/a				P5.3
ECR3	Take positive action towards maintaining their wellbeing and mental health	Researchers are aware of offers for Wellbeing support (linked to Environment 3)	CEDARS shows that Research Staff are aware of available support and LMS shows participation by Research staff in Wellbeing offers.	July 2022	Research Staff				New
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	*No further actions identified	n/a	n/a	n/a				P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Research Staff Reps active at each school with access to school committees (linked to Environment 7)	Research Staff Reps at each school. Confirmed access to Committees. Active working relationship with Research Staff Champions	Dec 2021	Co-Chairs of Research Staff Reps				P3.13
Employment									
Institutions must:									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Employment 1 - Deliver updated recruitment panel training: The University undertook a review of the existing recruitment panel training and refresher session and will design and deliver updated sessions. This should include training on providing meaningful feedback to candidates.	At least 80% of new recruitment panel members will have completed the recruitment training	Dec 2021	Head of Resourcing				P1.2 P6.2 P6.7

EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Employment 2 - Rollout of Bristol Clear Induction/ Orientation days: We will continue to roll out induction events which we piloted in 2020 to target postdocs within 12-18 months post PhD (but open to all research staff) to facilitate effective approaches to career planning.	At least 80% of participants rate the sessions as effective. Participants from all faculties.	Review Dec 2021	Research Staff Development Officer			P3.6
EI3	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	Employment 3 - Continuation of working towards the elimination of the gender pay gap (GPG): University success measures are: to reduce this to a maximum of +/-3% by 2023; and to increase the % of female professors to at least 33% by 2023. The work is being carried as part of the Academic Career Development Programme, which is also aligned with our UCU Collective Agreement to address the GPG. One of the biggest drivers is achieving parity between those on full-time and part-time careers. Given that part-time workers constitute a significant proportion of the academic workforce, that these are disproportionately women, that posts are concentrated on pathways 2 (predominantly research roles) and 3 (predominantly teaching roles), and that the evidence shows that these staff progress more slowly than their full-time colleagues. Work is therefore needed to fully understand the issues at a school level and what should change. For example, specific measures could include tracking full-time and part-time careers to ensure parity Employment 4 - Implementation of the Academic Promotions Framework: We will continue to implement the Academic Promotions Framework across all levels of Academic Staff by August 2021. The main interest for pathway 2 researchers will be with the change to the progression procedure to Promotion to Lecturer/Research Fellow and Senior Lecturer/Senior Research Fellow. The overall aim of the framework is to provide clear and transparent criteria for progression and promotion across all pathways. It applies to those roles that have a contractual requirement for them to move to a higher role profile, which is decided locally. The main benefits are that these changes will ensure that we reward and recognise the full range of contributions and achievements that are valued by our institution. We will be measuring success by tracking applications and analysing which criteria are being used and being rewarded.	GPG reduced to +/-3% Increased percentage of female professors: 33% Applications submitted demonstrate that promotions will be awarded against a wide range of criteria.	Dec 2023 Dec 2023 Dec 2021	Head of Academic Staff Development Head of Academic Staff Development			P2.6 P6.3 P6.4 P6.7
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Employment 5 - Pilot of a support programme for managers of researchers: We will pilot a support programme for PIs and managers of researchers, focussing on people-management responsibilities and their role in supporting the career development of researchers. This will include a practical handbook, and targeted workshops to support staff in their role and with their responsibilities. see: Supporting PIs with Staff Review conversations: See Careers 4	CEDARS survey and focus group feedback will show that the majority of researchers feel supported to strategically develop their career.	Dec 2021	Research Staff Development Officer			P2.3
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	See Environment 4 - Extension of workload model to Research Associate level See Employment 4 - Implementation of the Academic Promotions Framework See Careers 4 - Supporting PIs with Staff Review conversations	see Environment 4 see Employment 4 see Careers 4	see Environment 4 see Employment 4 see Careers 4	see Environment 4 see Employment 4 see Careers 4			P2.6 P6.3 P6.4
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	Employment 6 - Continuous monitoring of the percentage of research staff employed on open-ended contracts. The University will continue to monitor the percentage of research staff employed on open-ended contracts and we will monitor how fixed-term contracts are being used and what impact the different contracts have on individual careers Employment 7 - Exploring bridging funding for researchers and a process for transferring to core funding: Following the evaluation of a local pilot scheme in one faculty, we will further explore bridging funding and a new process for movement to a core-funded contract as appropriate for local contexts.	At least 80% Research Staff are employed on open-ended contracts Analyses will identify positive impact on research career trajectories.	July 2022 Dec 2021	Head of HR Operations Head of Academic Staff Development			P1.3 P2.1 P2.2
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	<i>*no further actions identified</i>	n/a	n/a	n/a			P3.1
Funders must:								
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding	n/a	n/a	n/a	n/a			P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment.	n/a	n/a	n/a	n/a			New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	n/a	n/a	n/a	n/a			P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all	n/a	n/a	n/a	n/a			New
Managers of researchers must:								
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Managers of Researchers will take up the development opportunity for managers of researchers (linked to Employment 5)	Managers from across all faculties participated in development opportunities At least 90% of participants feel more confident in supporting researchers and their careers	Dec 2021 July 2022	Research Staff Development Officer			P2.3
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	<i>*no further actions identified</i>	n/a	n/a	n/a			P2.2

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EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Promotion Panel members will apply the new promotions framework as described in Employment 4	Applications for promotion of researchers will be made against the new promotions framework and decisions are transparent and consistent.	Dec 2021	HR Business Partners			P6.3
EM4	Actively engage in regular constructive performance management with their researchers	Managers of Researchers will undertake a formal development review at least once a year with the researchers they manage (linked to Careers 4)	Data captured on the LMS will demonstrate at least 90% compliance	Dec 2021	Heads of School			P2.3
EM5	Engage with opportunities to contribute to relevant policy development within their institution	Research Staff Champions appointed at every school. They will also be members of the Research Staff Champion Network which will report to the Research Staff Working Party. (linked to Environment 1)	Research Staff Champions members of school committees. Research Staff Champions working together with Research Staff Reps.	Dec 2021	Heads of Schools			New
Researchers must:								
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	*no further actions identified	n/a	n/a	n/a			New
ER2	Understand their reporting obligations and responsibilities	*no further actions identified	n/a	n/a	n/a			New
ER3	Positively engage with performance management discussions and reviews with their managers	Research staff participate in a formal development review conversation with their manager at least once a year (linked to Careers 4)	Data captured on the LMS will demonstrate at least 90% compliance	Dec 2021	Heads of Schools			P5.6
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Researchers participate in local induction events and other development opportunities organised by Clear (linked to Employment 2) and there is at least one Research Staff Rep per school.	LMS data evidences uptake of development offers of at least 700 participants per academic year. At least one Rep per school	July 2022 July 2021	Research Staff Development Officer Co-Chairs of Research Staff Reps			P5.2
Professional and Career Development Institutions must:								
PCD11	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	Careers 1 - Career development and choices initiative: Launch a "Career choices" initiative to promote activities and discussions around active career development, supported by workshops and talks. This initiative will emphasise the commitment by the University to enable research staff to spend at least 10 days per year on wider development activities Careers 2 - Expand and promote access to alumni contacts for Research Staff: Expand University-wide engagement with Bristol alumni through career seminars, mentoring, sharing existing good practice, etc. to provide enhanced career guidance beyond academia. Careers 3 - Development of a Research Staff Writing Centre: Building on the success of our monthly Writers' Retreats for Research Staff, we will expand our offer to support a regular, effective, academic writing practice	CEDARS survey will show awareness of different careers and engagement with development opportunities. LMS will provide data at least 50% of Research Staff engaged with workshops and talks throughout the year. CEDARS survey will show that research staff spend at least 10 days per year on development. At least 80% of participants of career seminars will state the seminar was effective. At least 10 mentors will be recruited through Alumni to join the Bristol Clear Mentoring scheme. At least 90% of evaluations show that Writing Retreat was effective. At least 50 new participants have been attracted throughout the academic year.	July 2022 July 2022 July 2021	Research Staff Development Officer Research Staff Development Officer Research Staff Development Officer			P3.1 P3.3 P5.5
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Careers 4 - Supporting PIs with Staff Review conversations: The University will implement a new Staff Review and Development system, with a focus on supporting academics to undertake meaningful staff review conversations which support researchers with developing their careers. We will test out different approaches to supporting PIs to facilitate strategic career development planning.	CEDARS survey data shows that at least 80% of staff felt they had meaningful staff review conversations during the last 12 months. Local data collected through Research Staff Reps and Champions shows that managers of researchers understand their role in supporting research careers.	Dec 2021	Head of Academic Staff Development			P3.10
PCD13	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Careers 5 - Extension of the Bristol Clear Mentoring programme: Bristol Clear will extend the Mentoring programme to include non-academic mentors recruited as volunteers through the University's Development and Alumni Relations' Office, and extend the associated Academic Journeys event to include speakers who pursued careers outside of academia	We will measure success by numbers of successful matches made between external mentors and research staff mentees (at least 10) and by reviewing their post-programme evaluations.	Dec 2021	Research Staff Development Officer			P3.1

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PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<p>Careers 6 - Continuation of developing the offer by Bristol Clear: Informed by CEDARS, the staff survey, information from Research Staff Reps and Research Champions, we will continue to develop our opportunities to ensure quality and breadth of opportunities.</p> <p>Careers 7 - Modular development programme for experienced ECRs, focusing on being an effective researcher and cultivating good practice as academics from the start of their career.</p> <p>Careers 8 - Supporting research staff who teach: Research Staff will have access through the revised CREATE programme to work towards a PGCert for Teaching in Higher Education, and have access to targeted development opportunities offered through Bristol's Institute for Learning and Teaching (BILT). In addition, targeted refresher and skills sessions will be offered in the academic year 2020/2021.</p> <p>Careers 9 - Support supervision activities by Research staff through training and formally recognise contributions and workload. Opportunities to (co-)supervise will be offered as development opportunities for research staff, without creating unreasonable workload pressures for the researcher. The University allows research staff to co-supervise under the rules set out in section 5 of the Regulations and Code of Practice for Research Degree Programmes (http://www.bristol.ac.uk/academic-quality/pg/procode/section5/). Research staff undertaking supervision activities will be supported locally as appropriate (for example, through their PI or other academic staff) which will also ensure a high-quality experience for the supervisee. Allocation of supervision will be managed locally.</p> <p>- also see: Careers 1 - Career development and choices initiative</p>	<p>We will measure success by comparing data collected through regular surveys such as CEDARS and the staff survey to evidence that our support offer is relevant.</p> <p>Modules linked to career development stages identified and scoped.</p> <p>Pilot programme delivered to cohort of research staff</p> <p>Data collected by Reps will show that Research Staff who teach and supervise feel supported in their role.</p> <p>Participant numbers show engagement by research staff who teach and evaluations of workshops show that at least 90% rated the workshop as effective.</p> <p>Supervision activities by Research staff recorded through workload model.</p> <p>Data collected by Reps and Champions show all Research staff who supervise feel supported.</p> <p>LMS/ Participant data shows participation of Research Staff in Supervision Development opportunities.</p>	<p>Jul 2022</p> <p>Dec 2021</p> <p>July 2022</p> <p>Jul 2022</p> <p>Jul 2022</p> <p>July 2022</p> <p>Dec 2021</p> <p>Dec 2021</p>	<p>Research Staff Development Officer</p> <p>Research Staff Development Officer</p> <p>BILT</p> <p>Associate Professor in Learning and Teaching</p> <p>HR Business Partner</p>			<p>P3.11</p> <p>P3.14</p>
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	see Careers 5 - Extension of the Bristol Clear Mentoring programme	see Careers 5	see Careers 5	see Careers 5			<p>P3.2</p> <p>P3.4</p>
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Careers 10 - Implementation of a new learning management system: We will implement a new learning management system (LMS) across the University. The new LMS will co-ordinate staff learning and development content, activities and opportunities in one user-friendly location, it will host the new staff review and development tool, and it will allow staff to record their development activities (i.e. the system can be used to evidence compliance with essential training requirements). This will allow more effective monitoring of engagement with development activities by researchers and their managers.	Data collected through LMS will allow more effective monitoring of engagement with development activities by researchers and their managers. Data will show full compliance with essential training requirements, including recruitment and selection training.	Jul-22	Head of Professional Services Staff Development			New
Funders must:								
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							<p>P3.7</p> <p>P3.9</p>
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes							New
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							New
Managers of researchers must:								
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See EM4	See EM4	See EM4	See EM4			P2.3
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	Managers of Researchers continue to contribute to initiatives such as Bristol Clear Mentoring and Academic Journeys (see Careers 5)	See PCDI-3	See PCDI-3	See PCDI-3			<p>P3.4</p> <p>P3.8</p> <p>P5.5</p>

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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	Support the University with its commitment to enabling researchers to spend at least 10 days per annum on their professional development.	CEDARS survey shows that at least 90% of staff are aware that the University supports 10 days development time.	Dec 2021	Research Staff Development Officer			New
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	Principle Investigators and managers of researchers actively support research staff to develop their research identity.	CEDARS survey shows that at least 75% of Researchers feel supported by their managers to develop their research identity.	July 2022	Heads of Schools			P3.6 P3.9 P5.5
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Managers of Researchers participate in leadership training offered by Academic Staff Development.	LMS data shows uptake of leadership and management training. Feedback shows at least 90% of participants found training opportunities effective	Dec 2021	Managers of Researchers/ PIs			New
Researchers must:								
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	Research staff participate in development opportunities offered through Bristol Clear and Academic Staff Development.	LMS data shows at least 700 participants from Pathway 2 per year	July 2022	Research Staff Development Officer			P5.5
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	Continued engagement with Bristol's Mentoring programme. Continued engagement with Research Staff 1:1 appointments and Professional Career Coaching	At least 50 matches per mentoring round At least 80 Research Staff 1:1 appointments per year, at least 50 Coaching appointments per year	July 2022	Research Staff Development Officer			P3.8
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	Researchers make use of Bristol Clear support and development and review conversations with their managers to maintain an up-to-date career development plan.	CEDARS shows that an increased percentage (46% in last CROS) of researchers have an up-to-date career development plan and feel supported by the University to do so.	July 2022	Managers of Researchers/ PIs			P5.5
PCDR4	Positively engage in career development reviews with their managers	Research staff participate in a formal development review conversation with their manager at least once a year (linked to Careers 4)	Data captured on the LMS will demonstrate at least 90% compliance	Dec 2021	Research Staff Development Officer			P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Researchers engage with career focused workshops and development opportunities, leadership training and research practice workshops offered at the University of Bristol.	LMS will provide evidence of engagement with relevant development offers and will show that 90% of participants providing feedback would rate them as effective.	July 2022	Research Staff Development Officer			P5.5
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	Researchers make use of opportunities offered through the Knowledge Exchange and Commercialisation team at the University.	Participation numbers show increased uptake by Research Staff	July 2022	Research Staff			P5.2

* 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.