# Contextualising Narrative

Birkbeck College is one of the smallest constituent Colleges within the University of London and is a world-class research and teaching institution specialising in evening higher education for non-traditional students.

Birkbeck is applying the *Concordat*’s broad definition of researchers to the Award process – ‘postgraduate [PhD] students, research-only employees on short-term projects, part-time staff, lecturers and professors with a range of duties including research’ - to ensure that it implements improvements to the environment of all those undertaking research, and to support excellence in research holistically. Our headcount at October 2016 when the gap analysis began was ca: 450 academic staff (Lecturer A to Professor); 125 research grade staff (Research Assistants, Postdoctoral Researchers, Research Fellows, and Senior Research Fellows); and 725 PhD students.

Institutional responsibility for Research sits with the Pro-Vice Master (Research) supported by the Head of Research Strategy Support. The Pro-Vice Master (Research) chairs the College’s Research Committee which is supported by five working groups and sub committees: The Research Strategy Group, the Research Support Group, The Research Student Sub Committee, the Open Access Working Group, and the Public Engagement and Research Impact Sub Committee. The Pro-Vice Master Research is also the Director of our Graduate Research School. Research Committee reports directly to our Academic Board, and through Academic Board to our Governing body.

The Research Students Sub Committee and the Research Strategy Group (both Chaired by the Pro-Vice Master (Research) and the Research Support Group (Chaired by the Head of Research Strategy Support and comprising representatives of each professional service with a role in supporting researchers e.g. HR, the library, the Careers Service etc.) will be the primary working groups charged with implementing the action plan.

Birkbeck’s HR department is responsible for our strategies relating to people development and will assume much of the overall responsibility for delivery of this action plan. The HR department reports through the HR Strategy and Policy Committee (comprising the Vice Master (Chair), the College Secretary, the Director of HR, the five Executive Deans (or their nominees), a Director of Professional Services, Deputy College Secretary (Operations), the Pro-Vice Master (Research), the Pro-Vice Master (Education), an Independent Governor, the Deputy Director of HR, the Head of HR Business Partnering, and the Head of Learning and Organisational Development) to our Finance and General Purposes Committee and through that committee to our Governing body.

The whole process will be overseen by an Academic Advisory Board to ensure that the needs of researchers remain at the heart of the process and who will report to the College formally once per year via the HR Strategy and Policy Committee. The Terms of Reference for this group is appended (appendix I).

This governance structure for the Award both embeds it within our current structures and processes and includes mechanisms to access all Schools and relevant Professional Service departments, as shown in appendix II.

## Appendix 1: Academic Advisory Board – HR excellence in Research Award Terms of Reference

The Academic Advisory Board has been established to support the College’s development and implementation of the Action Plan which is part of its HR Excellence in Research Award submission, and to provide advice on any arising matters from the HR Excellence in Research Award work that would benefit from academic advice.

Once the Action Plan has been submitted the Academic Advisory Board will move on to assume oversight of its implementation and delivery.

The Academic Advisory Board normally meets termly.

In pursuit of its objectives the Academic Advisory Board will:

1. identify actions and success measures and demonstrate how these will be taken forward
2. identify mechanisms to ensure that the action plan is delivered
3. identify accountability for progressing actions to individuals, roles, or committees
4. provide specific deadlines for actions to be completed
5. make clear the role and input of researchers and research staff in the development and implementation of the various actions (where appropriate)
6. ensure a version of the action plan is publicly available and accessible to any international researcher considering research at the College
7. ensure that the implementation of the action plan remains ‘on track’ according to the terms defined in points i-vi above.

**Membership**

A spectrum of researchers drawn from across the College’s research community.

Agreed: 6 February 2017

Review Date: 1 October 2017

**Appendix II – Governance Structure**

**Graphical user interface, text, application

Description automatically generated**

## Gap Analysis: current progress towards the implementation of the *Concordat to Support the Career Development of Researchers* as at 31 August 2017

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref** | **Concordat criteria** | **Current State of Play (policy and practice)** | **Complete or**  **ongoing?** | **Reference to HRER Action Plan** |
| **1.1** | **All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.** | Birkbeck’s [Research Strategy](http://www.bbk.ac.uk/research/) articulates this point under the subheadings Inspiring research comes from empowered researchers, Everyone contributes and Future researchers matter.  The College’s [Recruitment and Selection Policy](https://www.bbk.ac.uk/professional-services/human-resources/recruitment-and-selection-policy) provides a framework for those involved in recruitment and selection to recruit the best person for the vacancy, based on the requirements of the post, underpinned by fairness and promoting good practice, including equality and diversity. | **Ongoing** | **Table 1 (all actions)** |
| **1.2** | **Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.** | The [Recruitment and Selection Policy](https://www.bbk.ac.uk/professional-services/human-resources/recruitment-and-selection-policy) applies to all vacancies and all parts of the Recruitment and Selection process within the College.  We have updated our job advertisements to highlight and encourage applicants from under-represented groups. All adverts close with an equality and diversity statement: *‘Birkbeck welcomes applicants from all sections of the community. The College is committed to improving the gender and cultural diversity of its workforce, holding an Athena SWAN award and membership of WISE, operating the Disability Confident and Mindful Employer schemes, is a Stonewall Diversity Champion and is working towards the Race Equality Charter Mark.’* Our charter mark logos appear on our website.  There is also a further section on the job description outlining the College’s commitment to equality and diversity:  ‘*The College is committed to providing the highest quality academic and working environment where all staff, students, visitors and contractors are welcomed, respected and treated in a fair, consistent and non-discriminatory manner. The College is proud of its diversity and welcomes applications from all sections of the community. No one will be treated unfairly because of their sex, race, disability, sexual orientation, age, religion or belief, carer status, political belief, pregnancy/maternity, social class, gender identity or marital/civil partnership.*  *Birkbeck is a member of the ‘positive about disability’ Disability Confident scheme and guarantees to interview all candidates who meet the minimum essential criteria for the post. Birkbeck is a member of the Equality Challenge Unit, holds a Bronze level Athena SWAN award, a Mindful Employers Charter signatory and subscribes to Stonewall’s Diversity Champions.’*  The College and Departmental Athena SWAN Self-Assessment Teams undertake recruitment monitoring and explore gender diversity.  Birkbeck uses generic academic role profiles for academic grades Lecturer A, Lecturer B, Senior Lecturer/ Reader and Professor and four generic research grade role profiles for Research levels 1-4 (grades 6-9), all of which have been subject to Hay job evaluation. There are 4 Research levels (RES 1-4) and we only recruit to RES 1 & 2. The Job Descriptions are generic but have some clear splits e.g. a RES 1 (grade 6 – Research Assistant) does not require the holder to have a PhD but a RES 2 does (postdoctoral researcher).  It is good practice to hold such policies under periodic review and over 2017 (and independently of the HR Excellence in Research Award gap analysis process) the College has launched a new People Strategy, [Building Success Together](https://www.bbk.ac.uk/professional-services/human-resources/people-strategy), This Strategy relates to all staff in the College not just those undertaking research and will be implemented alongside the HR Excellence in Research Award Action Plan.  The use of Job Evaluation underpins the College’s commitment to equal pay for work of equal value; it is concerned with the demands of the job, such as the skills, qualifications, knowledge and understanding, experience and the responsibility required to carry out the job (See our [Job Evaluation Policy](https://www.bbk.ac.uk/professional-services/human-resources/job-evaluation-policy)).  See **Principle 6 (below)** for policy and practice relating to Equality and Diversity. | **Ongoing** | **1.2, 1.3, 1.4, 8.2** |
| **1.3** | **Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.** | Current policy is in line with Fixed-term contract legislation – see [the Fixed-Term Contracts Policy](https://www.bbk.ac.uk/professional-services/human-resources/fixed-term-contracts-policy-and-guidance). Each appointment (or extension) is reviewed to ensure that usage can be justified. Increased numbers of fixed-term contracts (FTCs) are being appointed to as ‘buy out’ for academics with research grants and greater numbers of FTC staff being used to provide maternity cover for academic staff. FTC levels by gender are being monitored as part of Athena SWAN, as part of College and Departmental submissions. Levels of FTCs across the College are monitored and reported on in our annual Workforce Planning Metrics, at College and School levels.  The majority of research staff category roles are fixed term. This is predominantly as they are grant funded or focussed on completion of a particular piece of research.  The [Staffing Approval process](http://www7.bbk.ac.uk/staffapproval/) requires that a fixed-term reason is given, if the post is requested on a fixed-term basis. | **Ongoing** | **1.1, 2.3, 2.4, 2.5, 2.6** |
| **1.4** | **To assure fairness, consistency and the best assessment of the candidates’ potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.** | The [Recruitment and Selection Policy](https://www.bbk.ac.uk/professional-services/human-resources/recruitment-and-selection-policy) states that ‘Members of selection panels will aim to reflect the diversity of the College population (e.g. contain at least one member of each sex).’ Recruitment panels are reflective from a Gender perspective. Progression panels have a larger assessment group so are more diverse. Recruitment training is required for anyone participating in a recruitment panel; there is a general course and a course for academics. Members of recruitment and promotion panels are also asked to do unconscious bias training. It is possible to change the frequency of the training and, if required, the training is delivered on an ad hoc basis, as long as there are sufficient numbers.  Following approval by the HR Strategy and Policy Committee, the College is currently in the process of developing a new suite of flexible recruitment training (including online equality and diversity essentials and online unconscious bias training) to better meet the needs of staff.    The College’s appointment and promotion of Professors and Readers is in accordance with [University of London regulations](http://www.london.ac.uk/governance.html), which include specifying Panel compositions which include internal and external experts in the field.  In the majority of cases, recruitment and selection feedback is only provided to shortlisted applicants. For [academic promotion](https://www.bbk.ac.uk/professional-services/human-resources/academic-progression-and-panels), if a member of staff’s application is unsuccessful, they are invited to meet the Chair of the Review Panel, or nominee, to obtain feedback. | **Ongoing** | **1.2, 1.4** |
| **1.5** | **The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.** | Birkbeck’s implementation of the National Framework Agreement includes academic staff and research staff, as part of Phase 1, which was agreed in December 2006.  **See 1.2** for further information regarding job evaluation arrangements for academic staff category and research staff category roles.  Professorial salaries are reviewed by the College Remuneration Committee on an annual basis.  There is a suite of policies and procedures for awarding additional pay, for a range of reasons:  [Market Pay Supplements](https://birkbeckuol.sharepoint.com/sites/ps-cn-hr/SitePages/market-supplement-policy-and-procedure.aspx)  [Acting up and higher level duties](https://www.bbk.ac.uk/professional-services/human-resources/acting-up-and-higher-level-duties-policy)  [Increments](https://www.bbk.ac.uk/professional-services/human-resources/salary-increments-and-pensions) | **Ongoing** | **3.2, 3.4, 3.6, 3.7, 3.8, 3.10, 3.11** |
| **2.1** | **Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems** | The College’s commitment to equality and diversity is articulated through its institutional [equality and diversity statement](http://www.bbk.ac.uk/about-us/equality/statement).  Our researchers are employed on academic terms and conditions (Statutes) or research terms and conditions, that are made up of comparable core employment rights, regardless of their contractual status (fixed-term or open-ended). The College’s employment frameworks for researchers, such as learning and development opportunities, academic development through the Centre For Transformative Practice in Learning and Teaching, [progression and reward schemes](https://www.bbk.ac.uk/professional-services/human-resources), benefits, and review schemes ([Academic Review](https://www.bbk.ac.uk/professional-services/human-resources/academic-review) for academic staff or [Progress and Development Reviews (PDR)](https://www.bbk.ac.uk/professional-services/human-resources/pdr-for-professional-and-support-staff-and-research-staff) for staff in the Research staff category) apply to all researchers, regardless of contractual status.  The Equalities Committee has a membership drawn from across the College. The Committee’s Terms of Reference includes as a central aim the requirement to promote equality and diversity across the College and to monitor College policy and practice on equal opportunities and diversity.  The [Fixed-Term Contract Policy](https://www.bbk.ac.uk/professional-services/human-resources/fixed-term-contracts-policy-and-guidance) articulates the College’s commitment to ensuring that staff on fixed-term contracts are not treated less favourably than a comparable open-ended employee in respect of contractual terms and conditions nor to be subject to any other detriment on the grounds of their employment status as a fixed-term member of staff.  All new staff offered the opportunity to attend Corporate Induction, which includes an introduction to equality and diversity.  Within one School, a HR briefing is delivered to all new line managers for staff in the 'Research' staff category to make them aware of the various policies and procedures that apply and to ensure that the basics of the legal context are understood, including equality issues. | **Ongoing** | **3.9** |
| **2.2** | **Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.** | Birkbeck is committed to complying with the Principles and terms laid down in the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts. **See 2.1.**  Contract researchers are generally employed on specific projects and their employment concludes with the ending of those projects which can often be within a 4 year Fixed-Term timeframe (see [Fixed-Term contracts policy](https://www.bbk.ac.uk/professional-services/human-resources/fixed-term-contracts-policy-and-guidance)). FTC reports are produced by HR Operations and regularly shared with managers and Heads of Department (Assistant Deans). Where research contracts (of staff within the research staff category) are extended it is typically to provide a small amount of work for the Researcher, for instance, where a Principal Investigator (PI) is able to assign small amounts of research-related employment, such as transcription, or in the form of teaching work to cover for the absence of colleagues on Academic contracts **(also see 2.4, below)**.  Occasionally, Researchers do get continuously engaged on a separate research project that takes their employment beyond 4 years. This tends to be the case in certain academic areas, for instance, where there are high volumes of externally funded research projects (external grants) concentrated in an area, which provides more opportunities for redeployment, or in areas where there is greater flexibility within a discipline. | **Ongoing** | **1.1, 2.3, 2.4, 2.5, 2.6, 2.7** |
| **2.3** | **Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers’ performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.** | Birkbeck offers a range of learning and development courses. Some are targeted at researchers, for instance, in relation to academic review, academic leadership, time management and recruitment and selection. Academic development is offered through the Centre For Transformative Practice in Learning and Teaching.  Researchers undertake annual reviews: [Academic Review](https://www.bbk.ac.uk/professional-services/human-resources/academic-review) (for academic staff) or [Progress and Development Reviews (PDR)](https://www.bbk.ac.uk/professional-services/human-resources/pdr-for-professional-and-support-staff-and-research-staff) (for staff in the Research staff category). Both schemes include career goals and development planning. The new Academic Review Scheme was launched in 2016 which provides a formal mechanism for recognition of achievements and staff are specifically prompted to discuss career development, aspirations, and promotion. 85% of academic staff participated in academic review in 2016. The Research Staff PDR Scheme was updated in 2014 and PDRs are required with an enhanced focus on career guidance and advice on fellowships. The overall participation for staff in the research staff category in PDR in 2015 was 94%, which is a significant increase compared with 58% from 2014.  The College’s commitment to mentoring for researchers is articulated in the [Research Strategy](http://www.bbk.ac.uk/research/) in the sections: researchers need support and guidance, as well as in the sections Leadership matters and Future researchers matter.  Research mentoring is available to all staff who conduct research, which may include informal or formal peer mentoring networks. Academics of all levels of seniority, but perhaps especially when they are early on in their career, will almost always benefit from opportunities for discussion about their research with colleagues whose task it is to help them develop their work to its best possible level. This type of mentoring support is made available to everyone, as well as being a routine element in the provision that the College makes for new entrants.  The College is committed to supporting the development of staff with people management and leadership responsibilities. The Learning and Organisational Development Unit takes a lead role in management development, for example by undertaking needs analysis, developing strategies and delivering learning activities. Schools and Professional Services' departments also have budgets to support specific management development needs not met centrally. We offer a range of development activities informed by factors such as the College Strategy, College-wide projects, feedback from managers and the development of a longer-term strategy to build management and leadership capability across the College. We also carry out training needs analyses.  All staff should have an annual PDR or Academic Review.  Our [People Strategy](https://www.bbk.ac.uk/professional-services/human-resources/birkbeck-people-strategy) provides an institutional framework to support these activities.  Managers' performance is assessed through PDR / Academic Review. | **Ongoing** | **2.2, 3.2, 3.4, 3.5, 3.8, 3.11, 4.3, 5.1, Table 7 (all actions)** |
| **2.4** | **Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.** | The College’s [Redeployment Policy](https://www.bbk.ac.uk/professional-services/human-resources/redeployment-policy-and-procedure) applies to all staff eligible for redeployment, including researchers. Our [Fixed-Term Contracts Policy](https://www.bbk.ac.uk/professional-services/human-resources/fixed-term-contracts-policy-and-guidance) requires line managers to consider alternative employment opportunities for staff towards the expiry of a FTC.  No formal 'bridging' policy arrangements exist but bespoke local arrangements have been applied in some academic departments, for short gaps, to support continuity.  In most Schools and departments, the model is not to have Researchers on open-ended contracts as the work is not there to support this. In some areas, internal redeployment is not considered to be the best possible career outcome for individuals. In some areas it is more likely that a staff member who was first employed in the Research staff category would be continuously next engaged to cover the leave of a colleague from the Academic staff category thus giving the opportunity for wider development through teaching and administration.  Support for bridging funding between contracts is devolved to School level, at the discretion of the relevant Executive Dean and is utilised most in those academic areas with high levels of broadly similar research projects that require generalist research expertise needed within/across the discipline. It is general College practice to look to support staff on short or fixed term contracts to apply for grants where this is permitted by the relevant funder, ether via the ‘named researcher’ route or as the grant holder as appropriate. The Research Grants and Contracts Office support all staff equally, irrespective of their contractual status. Where possible, internal funding calls are also open all staff irrespective of contractual status. | **Ongoing** | **1.1, 2.3, 2.4, 2.5, 2.6, 2.7** |
| **2.5** | **Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework** | **See 1.2 and 1.5.**  As part of Birkbeck’s commitment to monitor and review pay outcomes for its employees, since the successful implementation of the National Pay Framework Agreement in March 2007 three equal pay audits were undertaken in 2009, 2013 and 2016, which included analysis of race, disability, sexual orientation, as well as gender pay. Birkbeck supports the principle of equal pay for work of equal value and commits to operating a pay system that is transparent, based on objective criteria, free from bias and which rewards staff in line with the College commitment to equality and diversity. Further examination is being carried out on the initial equal pay review carried out in 2016 through a newly formed equal pay task and finish group. The task of this group is to examine systematic gaps found in pay between protected characteristic groups and then provide recommendations to the Human Resources Strategy and Policy Committee to ensure that actions are put in place to decrease any gaps found.  Our [People Strategy](https://www.bbk.ac.uk/professional-services/human-resources/birkbeck-people-strategy) provides an institutional framework to support these activities. | **Ongoing** | **Table 3 (all actions)** |
| **2.6** | **Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.** | The College has standing progression and reward procedures for researchers: Annual review panels consider applications for re-grading, Discretionary Increments, Accelerated Increments and other forms of reward including (for academic staff) conferment/change of title (i.e. Senior Lecturer, Reader or Professor**)** – see [**grading review or for a contribution related pay award**](https://www.bbk.ac.uk/professional-services/human-resources/academic-progression-and-panels).  All staff are notified annually at the start of the process with information about the procedure and deadlines for applications. The process and deadlines are also publicised on the [website](https://www.bbk.ac.uk/professional-services/human-resources/academic-progression-and-panels) which is normally available throughout the year. A Positive Review mechanism (owned by the Executive Deans) has been built into the academic procedures to allow for those individuals who have not applied on their own initiative, who are considered to be ready for promotion to be encouraged to apply.  Academic promotion applications and success rates (at College level) are monitored and reported annually to the HR Strategy and Policy Committee and the Equalities Committee, including equality analysis. Our Athena SWAN College and Departmental Self-Assessment Teams also review academic promotions by gender. Personal Circumstances forms were introduced in 2014 within academic promotion panels and applicants were encouraged to complete these confidential forms when applying for promotions. Here, absences due to family leave, disability and other impacts on career development were taken into account and allowances were made on the quantity of outputs. We reported within our Athena SWAN submission that these forms had made a difference to the outcomes of promotions processes and women using them had a good rate of success in their applications. These forms are now an integral part of our academic promotions process. Staff are offered informal, confidential advice about their careers through their Executive Dean, Assistant Dean or HR. Academic staff can also apply for [Accelerated or Discretionary Increments](https://www.bbk.ac.uk/professional-services/human-resources/discretionary-and-accelerated-increments-for-academic-staff). Schools take pro-active steps to identify academics and researchers who may be appropriate for promotion/re-grading.  All academics have an annual research review interview with an appropriate senior researcher, which includes identifying career support and development from a research perspective.  The College proactively supports career development for staff from under-represented groups, including the Aurora and StellarHE programmes.  The Future Researchers Matter section of the Research Strategy articulates the College’s commitment to advancing the prospects of more junior researchers as a major way in which it sustains and renews its research community; PhD students are regarded as vital contributors to this community.  **See 2.3** regarding career development opportunities. | **Ongoing** | **Table 3 (all actions)** |
| **3.1** | |  | | --- | | **It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.** | | The Learning and Organisational Development Unit (**see 2.3**) provides a programme of training and development which is available to all staff. This is reviewed annually and new programmes are developed in response to staff needs. | **Ongoing** | **Table 7 (all actions), 8.2** |
| **3.2** | |  | | --- | | **A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. Organisations will wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.** | | Whilst the [Careers and Employability Service](http://www.bbk.ac.uk/student-services/careers-service) website is mainly targeted to students and graduates as the core audience, the service welcomes (and regularly receives) enquiries from staff.  The College’s programme of learning and developmentis available to all staff. Where appropriate, individual coaching and management support and development, provide researchers with opportunities to develop their career in different ways **(see 2.3).**  **See 2.6** for opportunities for progression.  Some departments regularly invite alumni from different sectors to speak to PhD students and contract research staff. | **Ongoing** | **3.1, 3.8, 3.11, 7.4, 7.8, 7.12, 7.25, 7.27, 7.28, 8.7** |
| **3.3** | |  | | --- | | **Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter** | | **See 2.3** regarding the learning and development provision led by the Learning and Organisational Development Unit (LOD) and **see 4.11** for information about the learning and support opportunities offered by the Centre for Transformative Practice in Learning and Teaching. The Centre supports staff to become Fellows of the Higher Education Academy through either direct application, or through the Postgraduate Certificate in Education: Higher Education. The review processes also provide a formal opportunity to discuss career development. **See 2.3.**  No LOD courses are specifically targeted towards the needs of early career researchers, these are generic courses. | **Ongoing** | **3.3, 4.1, 4.2, 4.3, 6.1, 6.3, Table 7 (all)** |
| **3.4** | |  | | --- | | **All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors** | | The College is committed to mentoring for researchers, as articulated in the Research Strategy – **see 2.3.**  Whilst the [Careers and Employability Service](http://www.bbk.ac.uk/student-services/careers-service) website is mainly targeted to students and graduates as the core audience, the service welcomes (and regularly receives) enquiries from staff.  **See 2.3** regarding the College’s commitment to mentoring for researchers. | **Ongoing** | **3.1** |
| **3.5** | |  | | --- | | **Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies** | | As highlighted above, learning and development opportunities are open to researchers **(see 2.3 and 3.2). See 3.4** for information about the College’s Careers and Employability Service.  Researchers are automatically informed of the procedure and deadlines for applications for progression and promotion each year **(see 2.6).**  **See 2.6** for opportunities for progression and reward procedures for researchers. | **Ongoing** | **3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11** |
| **3.6** | |  | | --- | | **Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development** | | The Learning and Organisational Development Unit guides on [staff induction](https://www.bbk.ac.uk/professional-services/human-resources/welcome-and-induction), including providing a staff induction checklist, and leading the Corporate Induction, which gives a broad induction to the College. Line managers are expected to encourage their staff to attend.  The responsibility for local induction, including objective setting (work and learning & development) and nominating an induction buddy) lies with the Line Manager and is devolved to Schools who provide the local context introduction to relevant research policies and procedures currently sits here. | **Ongoing** | **Tables 4 and 5 (all actions)** |
| **3.7** | |  | | --- | | **Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students** | | Where possible, we look to give inexperienced researchers some budgetary responsibility, access to teaching and demonstrating, experience of supervision, and mentorship as a matter of course. All staff receive appraisals – the [Academic Review](https://www.bbk.ac.uk/professional-services/human-resources/academic-review) for academic staff, the [Progress and Development Reviews (PDR)](https://www.bbk.ac.uk/professional-services/human-resources/pdr-for-professional-and-support-staff-and-research-staff) for contract research staff and the annual [training needs analysis process](http://www.bbk.ac.uk/research/bgrs/training-and-careers) for PhD students. **See 2.3 and 4.10.** | **Ongoing** | **7.8** |
| **3.8** | |  | | --- | | **Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.** | | The College is committed to mentoring for researchers and offers a range of mentoring programmes for researchers **- see 2.3**. | **Ongoing** | **2.1, 3.8** |
| **3.9** | |  | | --- | | **Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.** | | **See 2.3, 3.1-3.8, 4.10, 4.11.**  The Learning and Organisational Development Unit offers a range of people management events that Assistant Deans/Reviewers/Principal Investigators can access, in addition to other courses and events run locally and centrally by other areas of the College. | **Ongoing** | **3.8** |
| **4.10** | **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 introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career** | All researchers should have an annual appraisal: [Academic Reviews](https://www.bbk.ac.uk/professional-services/human-resources/academic-review) (for academic staff) or [Progress and Development Reviews (PDR)](https://www.bbk.ac.uk/professional-services/human-resources/pdr-for-professional-and-support-staff-and-research-staff) (for staff in the Research staff category), both of which include career goals and development planning. All PhD students should undertake an annual [training needs analysis process](http://www.bbk.ac.uk/research/bgrs/training-and-careers). 85% of academic staff participated in 2016. The overall participation for staff in the research staff category in PDR in 2015 was 94%, which is a significant increase compared with 58% from 2014. **See 2.3.**  The PDR asks researchers to briefly describe their career goals for the next 3 years, with appropriate milestones, and appropriate career development opportunities, and a development plan is set for the coming year.  The Academic Review meeting is an opportunity to raise career development, aspirations, promotion and potential support, including the identification of activities to support career development, such as attendance at events/conferences/seminars, participation in mentoring, HEA memberships, and activities to broaden their networks.  The College is committed to mentoring for researchers – **see 2.3** – and there are other institutional career development programmes which are open to researchers – **see 2.6**. | **Ongoing** | **3.8** |
| **4.11** | **Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another** | The Centre for Transformative Practice in Learning and Teaching offers three programmes which have been designed to offer professional learning and support in the area of teaching and learning for colleagues. These programmes have been developed to work at three levels: non-accredited (Fundamentals); post-graduate level 6 (Graduate Certificate in Teaching and Supporting Learning) and level 7 (the Post-Graduate Certificate in Education, Higher Education). Fundamentals can be accessed by staff in the Research staff category, as teaching hours are not required. The Grad Cert can be accessed by PhD students, if teaching a certain number of hours. The Centre’s non-accredited CPD opportunities (seminars and workshops) provide opportunities to reflect about teaching for any PhD students or Researchers – those who are interested in the topic then can come along.  Demonstrating opportunities are limited to researchers with suitable training in the appropriate discipline.  The Centre supports staff to become Fellows of the Higher Education Academy. **See 3.3.** | **Ongoing** | **7.11** |
| **4.12** | **Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided** | **See 4.11.** | **Ongoing** | **7.11** |
| **4.13** | **Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.** | Currently the College does not have a formalised approach to this and it has been left to individual areas (Schools and Departments, the College secretariat etc.) to consider this question and bring the relevant people into their committee structures without any formal reporting mechanisms or oversight. Whilst we have no evidence that any groups are being systematically excluded in any area, this has been identified as an area in need of review and monitoring through our gap analysis process. | **Ongoing** | **3.9** |
| **4.14** | **Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement** | The College is committed to mentoring for researchers – **see 2.3** – and there are other institutional career development programmes which are open to researchers – **see 2.6**. | **Ongoing** | **Table 5 (all actions)** |
| **5.1** | **Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers** | Birkbeck uses generic academic role profiles and generic research grade role profiles which articulate the capabilities that researchers should develop at each career stage – **see 1.2**.  This is formally articulated in our [Research Strategy](http://www.bbk.ac.uk/research/), especially in the sections entitled “Good research is critical research, Good research is ethical research, and Good research takes time and sustained attention”.All our researchers are expected to comply with our [Research Integrity Code of Practice](https://www.bbk.ac.uk/downloads/about-us/research-integrity-code-of-practice.pdf), which is formally reviewed every two years to ensure it remains current. | **Ongoing** | **Table 3 (all actions)** |
| **5.2** | **Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.** | This is formally articulated in our [Research Strategy](http://www.bbk.ac.uk/research/), especially in the sections entitled “Research Matters”. Each School has an impact officer to support researchers with maximising the wider benefit from their research, the College employs a Public Engagement Officer to support researcher to engage outside academia and there is a team in our Development and Alumni Office who focus on building links between our research and businesses. | **Ongoing** | **3.11** |
| **5.3** | **Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.** | All information regarding our relevant policies and procedures about the conduct of research can be accessed on our [Research integrity](https://www.bbk.ac.uk/about-us/governance/research-integrity) pages. The [Research Integrity Code of Practice](https://www.bbk.ac.uk/downloads/about-us/research-integrity-code-of-practice.pdf) is our core research governance document and all our other policies flow from that. | **Ongoing** | **3.3, 4.1** |
| **5.4** | **Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.** | The College’s programme of training and development **(see 1.4, 2.3, 3.1-3.9, 4.10, 4.11)** is available to all staff. Where appropriate, individual coaching and management support and development provide researchers with opportunities to develop their career in different ways. | **Ongoing** | **Table 3 (all actions)** |
| **5.5** | **Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices.**  **Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.** | The College’s review schemes for researchers include career goals and development planning – **see 4.10.** All PhD students should undertake an annual [training needs analysis process](http://www.bbk.ac.uk/research/bgrs/training-and-careers).  Most of this [provision](http://www.bbk.ac.uk/research/bgrs/training-and-careers) currently targeted to PhD students, an area which needs attention.  The College has progression and reward procedures for researchers **(see 2.6)** and offers a range of learning and development courses and mentoring for researchers – **see 2.3, 3.1-3.9, 4.10, 4.11.** | **Ongoing** | **3.8** |
| **5.6** | **Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.** | The College’s review schemes for researchers include career goals and development planning – **see 4.10.**  The College is committed to mentoring for researchers – **see 2.3** – and there are other institutional career development programmes which are open to researchers – **see 2.6** | **Ongoing** | **3.8** |
| **6.1** | |  | | --- | | **The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression** | | The College complies with the [public sector equality duties](http://www.bbk.ac.uk/about-us/equality/law) through its Equality Objectives, Equality and Diversity Information report, and undertaking equality analyses. The College is also a member of the Equality Challenge Unit (ECU). Our Equality and Diversity Statement covers all staff.  The College’s People Strategy, [Building Success Together](https://www.bbk.ac.uk/professional-services/human-resources/birkbeck-people-strategy) (**see 1.2**). provides an institutional framework to support these activities.    The College holds one institutional and two departmental Athena SWAN bronze awards, is a member of WISE, operates the Disability Confident scheme (at Disability Confident Employer Level 2) and Mindful Employer scheme, and is a Stonewall Diversity Champion.  We undertake equal pay audits – **see 2.5**.  We undertake an annual Staff Survey which includes questions relating to Equality and Diversity and dignity at work.  The equalities agenda is taken forward by the Equalities and Disability Committees, who report directly to the College Governors.  In 2017 the College concludeda Strategic Equalities Review, reviewing Equality and Diversity activities and governance arrangements. Outcomes included: new Strategic Equality Objectives, the establishment of dedicated Assistant Deans for Equalities (and equivalent posts for Professional Services), and a new governance structure for equalities, including a new Equality and Diversity Committee. Work is on-going to fully implement all the recommended changes.  Equality and Diversity is monitored and reported in our annual Workforce Planning Metrics, at College and School levels. | **Ongoing** | **1.2, 8.3** |
| **6.2** | |  | | --- | | **As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds** | | Institutional practice is to ensure that Equality & Diversity (E&D) information is included on our recruitment pages and that our E&D benchmarking and E&D participation is profiled/highlighted. This includes the charter marks listed under **6.1.**  Recruitment training for those involved in recruitment processes which includes information on E&D commitments and guidance on managing and overseeing this process, including unconscious bias (UB). See **1.1, 1.2 and 1.4.**  The Equalities Committee's responsibilities include the development and implementation of the College’s Equality Objectives and other related policies.  See our [Equality and Diversity pages](http://www.bbk.ac.uk/about-us/equality/) for more information about the College’s commitment to equality and diversity. | **Ongoing** | **Table 1 (all actions), 8.3** |
| **6.3** | |  | | --- | | **It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.** | | The equalities agenda is taken forward by the Equalities and Disability Committees, who report directly to the College’s Governors. **See 6.2** for more information.  Currently the College does not have a formalised approach to researcher representation at staff meetings, on working groups and on committees and it has been left to individual areas (Schools and Departments, the College secretariat etc.) to consider this question and bring the relevant people into their committee structures without any formal reporting mechanisms or oversight. Whilst we have no evidence that any groups are being systematically excluded in any area, this has been identified as an area in need of review and monitoring through our gap analysis process.  The College has a suite of policies which include addressing the needs of different groups, such as:  [Redeployment Policy](https://www.bbk.ac.uk/professional-services/human-resources/redeployment-policy-and-procedure)  [Flexible Working Policy](https://www.bbk.ac.uk/professional-services/human-resources/flexible-working-policy-and-guidance)  Study Assistance Scheme for Staff, which offers substantial contribution to part-time credit-bearing Birkbeck courses and modules (with the exception of Masters by Research in Science and PhDs)  [Leave of absence procedure for academic staff](https://www.bbk.ac.uk/professional-services/human-resources/leave-of-absence-procedure-for-academic-staff)  [Family Leave Policy](https://www.bbk.ac.uk/professional-services/human-resources/family-leave-policy)  [Recruitment and Selection policy](https://www.bbk.ac.uk/professional-services/human-resources/recruitment-and-selection-policy)  [Equality and Diversity Statement](http://www.bbk.ac.uk/about-us/equality/)  A suite of learning and development courses  [Code of Practice on Disability in Employment](https://www.bbk.ac.uk/professional-services/human-resources/staff-disability-code-of-practice)  [‘Birkbeck Principles of Dignity at Work and Study’](https://www.bbk.ac.uk/professional-services/human-resources/dignity-at-work-and-study-principles)  A parent/carers network has been created, that provides information and support to all staff members that sign up.  The College has an equality analysis process to help ensure our policies/practices/decisions are not only fair, bur meet staff and/or student needs, without inadvertently discriminating against any protected group. Within the Athena SWAN institutional action plan (2016-2019), it is planned to refresh the equality analysis process, and offer training. | **Ongoing** | **Table 1 (all actions)** |
| **6.4** | |  | | --- | | **Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career** | | The College operates a formal [Flexible Working Policy](https://www.bbk.ac.uk/professional-services/human-resources/flexible-working-policy-and-guidance). The College's [Family Leave Policy](https://www.bbk.ac.uk/professional-services/human-resources/family-leave-policy) covers the full suite of family friendly leave, and a [Leave for Family Emergencies Policy](https://www.bbk.ac.uk/professional-services/human-resources/family-leave-policy) sits alongside. The College participates in a nursery scheme (Birkbeck's Evening Nursery).  Personal circumstances forms are now used in all reward/promotion panels, so that academic staff can outline any gaps in their career that have affected their outputs or research, such as absences due to sickness and/or disability and any other issues that might affect staff from protected characteristic groups.  The College has a wide variety of good examples of adopting flexible working patterns. We have an enabling culture in this area; based on the Staff Survey 2016 results, 50% of staff have had Flexible Working in the last 2 years, of which 80% have had informal arrangements, showing our strong cultural position of offering Flexible Working.  97% of staff value the benefit of Flexible Working at Birkbeck (Staff Survey 2016). Academic staff have the autonomy to work flexibly and some remote working is common. Attendance is required for specific events such as teaching and student supervision and formal meetings. | **Ongoing** | **3.10** |
| **6.5** | |  | | --- | | **It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.** | | **See 6.4.** | **Ongoing** | **3.10** |
| **6.6** | |  | | --- | | **Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.** | | The College has an [Institutional Strategic Support Fund award from the Wellcome Trust](http://www.bbk.ac.uk/research/issf) of £1.5m over five years from 1 October 2016, which is being matched by College funds, to enable us to develop our public engagement activities. The College uses this to provide a mechanism to allow individuals to apply for a period of intense research to researchers who are returning from a period of e.g. parental leave. Staff and PhD researchers can apply for ISSF funding for a range of public engagement activities within the remit of the Wellcome Trust. | **N/A** | **N/A** |
| **6.7** | |  |  | | --- | --- | | |  | | --- | | **Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is ‘representative’ will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below** | | | The College’s [Recruitment and Selection Policy](https://www.bbk.ac.uk/professional-services/human-resources/recruitment-and-selection-policy) provides a framework for those involved in recruitment and selection to recruit the best person for the vacancy, based on the requirements of the post, underpinned by fairness and promoting good practice, including equality and diversity.  The [Recruitment and Selection Policy](https://www.bbk.ac.uk/professional-services/human-resources/recruitment-and-selection-policy) states that “Members of selection panels will aim to reflect the diversity of the College population (e.g. contain at least one member of each sex).” Recruitment panels are reflective from a Gender perspective. Progression panels have a larger assessment group so are more diverse. Recruitment training is mandatory for anyone participating in a recruitment panel **– see 1.4** for further details of the training the College offers.  The College is committed to the ensuring that staff are recruited fairly and free from unlawful discrimination. Individuals involved in recruitment are required to undertake comprehensive Recruitment Training, Equality and Diversity Training and Unconscious Bias Training. The College operates a guaranteed interview scheme for applicants who meet the essential criteria of the person specification but disclose a disability (as defined by the Equality Act 2010).  The Athena SWAN Charter has enabled work in relation to gender equality to be progressed with some degree of success. There has been an increase in the success of female candidates for promotions and 36% of senior committee membership positions are held by women. Within our Athena SWAN action plan there are specific actions to achieve gender equality in career progression, promotion and reward.  We are currently discussing the issue of representation of protected characteristic groups in senior management roles within the equal pay review | **Ongoing** | **Tables 1 and 3 (all actions)** |
| **6.8** | |  | | --- | | **Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.** | | The College has an agreed process for undertaking equality analysis.Equality analysis is within the Athena SWAN institutional action plan (2016-2019) (see 6.3).Personal Circumstances forms were introduced in 2014 within academic promotion panels and applicants were encouraged to complete these confidential forms when applying for promotions. Here, absences due to family leave, disability and other impacts on career development were taken into account and allowances were made on the quantity of outputs. These forms are now an integral part of our academic promotions process.In recognition of our unusual teaching patterns, where at all possible Birkbeck’s Committees meet between 10:30 and 16:00. Our Health and Wellbeing portal, healthmatters, helps our staff look after their health at work and at home.The College supports Flexible Working, both through its Flexible Working Policy and culture – see 6.4.The College provides a reasonable adjustments service to members of staff with disabilities. Support and advice is provided to line managers on providing reasonable adjustments. Local departments and institutions are responsible for making reasonable adjustments for staff. Most reasonable adjustments relate to working patterns or minor equipment costs. In instances where reasonable adjustments have a significant cost associated with them, local departments can access a central fund to help meet these costs. The process for accessing the fund is managed by HR through the HR Strategy and Policy Partner Team. | **Ongoing** | **3.10, 3.12, 7.6, 8.3** |
| **6.9** | |  | | --- | | **All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties** | | The [‘Birkbeck Principles of Dignity at Work and Study’](https://www.bbk.ac.uk/professional-services/human-resources/dignity-at-work-and-study-principles), set out the rights and responsibilities of all staff, students and visitors, as well as articulating the College’s commitment to providing the highest quality academic and work environment where all are welcomed, respected and treated in a consistent and non-discriminatory manner.    The College has a number of trained [Dignity at Work & Study Contacts](https://www.bbk.ac.uk/professional-services/human-resources/dignity-at-work-and-study-principles) who are available to all employees and students to speak to in confidence.  These policies are also disseminated via our [Research Integrity web pages](https://www.bbk.ac.uk/about-us/governance/research-integrity).  The appendix to our [Research Misconduct Procedure](https://www.bbk.ac.uk/downloads/about-us/research-misconduct-procedure.pdf)  lists other relevant policies and provides the link. This includes information about our harassment, victimisation and bullying policies.  The College provides a mediation service, through the University of London Mediation and Investigation Network, as an alternative form of resolving workplace disputes, conflicts and disagreements. | **Ongoing** | **4.1** |
| **6.10** | |  | | --- | | **Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers** | | We are already a member of Athena SWAN (institutionally) and there are currently two departmental Athena SWAN awards in Science, Technology, Engineering, Medicine and Mathematics (STEMM) areas with further submissions planned. We have an active Self-Assessment Team for our Athena SWAN work and it is chaired by the Master. The College is also committed to engaging in the revised Athena SWAN framework which includes arts, humanities, social sciences, business and law (AHSSBL) and we are currently working with one department renewal that is aiming for silver. The College is a member of WISE and operates the Disability Confident scheme (at Disability Confident Employer Level 2) and Mindful Employer scheme, and is a Stonewall Diversity Champion. | **Ongoing** | **8.2, 8.3** |
| **7.1** | **The implementation of the Concordat’s principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.** | The College is seeking to better embed its implementation of the Concordat’s principles through its application for the HR Excellence in Research Award, including participating in the CROS and PIRLS surveys, to enable national benchmarking. We will apply the *Concordat*’s broad definition of researchers to the Award process – ‘postgraduate [PhD] students, research-only employees on short-term projects, part-time staff, lecturers and professors with a range of duties including research’ - to ensure that it implements improvements to the environment of all those undertaking research, and to support excellence in research holistically. This governance structure for the Award both embeds it within our current structures and processes and includes mechanisms to access all Schools and relevant Professional Service departments. | **Ongoing** | **8.7, 8.9, 8.10, 8.12** |
| **7.2** | **The signatories agree:**  **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).** | Through the HR Excellence in Research Award process, a 5-year institutional action plan is being developed. The College runs CROS, PIRLS and PRES to aid national benchmarking. | **Ongoing** | **All tables**  **7.29 (use of survey and monitoring tools)** |
| **7.4** | **The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process.**  **The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.** | The College is committed to further implementing the Concordat, through the HR Excellence in Research Award application process. **See 7.1.**  We participate in the Bloomsbury postgraduate skills network (and similar initiatives for staff around open access week and open data week, for example), and recognise HEA-recognised teaching qualifications.  The College is an institutional member of Vitae, and people from the College represent the HEI at regional meetings, such as the London Regional Network Meetings, as well as being part of the Vitae online community  Research-specific questions were included in our Staff Survey 2016. | **Ongoing** | **7.8, 7.18, 7.28, 7.29, 8.7** |
| **7.5** | **Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers.** | The College has an equality analysis process to help ensure our policies/practices/decisions are not only fair, bur meet staff and/or student needs, without inadvertently discriminating against any protected group.  The College undertook an Equality Impact Assessment as part of the RAE2008 and REF2014 exercises (<http://www.bbk.ac.uk/about-us/equality/law>).  The College has an institutional [Equality and Diversity Information report](http://www.bbk.ac.uk/about-us/equality/) (under Equality Act 2010 duties) which provides information about staff and students and analyses their experience of the institution. The College collects and presents data on gender, ethnicity, disability, sexual orientation, gender identity, religion and belief/non-belief and age.  Benchmarks are available against HEIDI, the London region, and the HE sector. The College’s membership of the ECU includes [data reports that provide statistical information on the higher education sector, staff and students by protected groups](http://www.ecu.ac.uk/guidance-resources/using-data-and-evidence/statistics-report/). These reports draw on data collected nationally by the Higher Education Statistical Agency (HESA). | **Ongoing** | **1.2, 8.3** |