



University of Brighton

Implementation Plan for the Concordat to Support the Career Development of Researchers

2016-2018

Overview

Research at the University of Brighton is led by the Pro-Vice-Chancellor (Research), supported by three Directors of Research and Development (DRDs) representing the three Colleges of Life, Health and Physical Sciences, Social Sciences, and Arts and Humanities. Management of staff development is undertaken at School-level by means of an annual Staff Development Review (SDR) and line managers are responsible for overseeing the development of the individuals who report to them. The University has a relatively small number of fixed-term contract research staff (66 out of 126 research staff) and whilst the focus of implementation of the Concordat is on those individuals and our Early Career Researchers (ECRs), we apply the Concordat principles to the whole research community. ECRs are a very diverse group, due to Brighton's role in professional education, in terms of age and education. Early Career Researchers (ECRs) are represented within the institution by an ECR Ambassador located in the Research Office, who co-ordinates a network of self-identifying ECRs and presents their interests and issues to committees and senior managers. The University is currently undergoing significant change: a new Vice-Chancellor started in December 2015, who is overseeing the development of our new Strategic Plan, due for publication in June 2016. In addition, the process for the appointment of a new Pro-Vice-Chancellor (Research) is underway.

This Concordat Implementation Plan is a living document, updated and monitored on a regular basis. The initial version was developed following a period of consultation with a wide variety of stakeholders including both research staff and managers from across the institution. It was modified considerably for the two year review in January 2014 and was updated again in December 2015 for the four-year review, with a new set of actions and key performance indicators. The ownership of this plan lies with the Pro-Vice-Chancellor (Research), overseen by the Research Strategy Committee (RSC). All managers of research staff are responsible for ensuring adherence to the Concordat principles and University policies. The Concordat Steering Group (CSG), a sub-committee of the RSC, has responsibility for overseeing and reporting on progress on this implementation plan. The CSG includes members from the key areas of strategic leadership (Human Resources, the Research Office and the Centres for Research and Development (CRDs). Terms of reference and membership (revised in October 2015) can be found at *appendix a*. This smaller group is enhanced by an annual workshop for Research Leaders and annual site-based meetings, which are open to all staff, to consider the Concordat and its implementation at Brighton.

Navigating this action plan

Each section of this plan begins with the relevant principle from the *Concordat to Support the Career Development of Researchers*, the body of the text then articulates how the University adheres to this principle and outlines actions in the table. CROS and PIRLS survey responses are referred to as evidence although response rates were low despite wide and regular circulation (36 and 60 respectively); therefore they are not representative of the whole research community at Brighton, but are used to make comparisons to the University sector as a whole. References are made to actions from the previous Implementation Plan (UoB CIP) and policies and resources referred to here are accessible from links listed in *appendix b*. A glossary of terms and acronyms is at *appendix c*.

A. Recruitment and selection.

Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research

Adherence to the *Concordat Principle 1* is evidenced by the following:

- i) A key criterion for the appointment and advancement of academic and research staff is their proven or potential ability for contributing high quality research, both for the benefit of the university and for their respective subject areas. A set of **recruitment materials** has been developed specifically for use with research-focused roles (Oct 2012) (Concordat reference A1). All job descriptions identify skills required for posts and are approved for advertisement by a member of the Human Resources Department. The 2015 CROS survey showed that during the application process, respondents were provided with a job description (86%), details of required qualifications (93%), details of specialist research skills (93%) and details of transferable/ personal management skills (73%) required, although not all respondents answered these questions (Concordat reference A2);
- ii) The University approved a new **Recruitment and Selection Policy** in 2014, which states that applicants will be selected on the basis of how closely they match the selection criteria as specified in the job description or role profile. The University's Guide to Employing Fixed-Term Staff states that fixed-term contracts 'should be used in limited situations where a permanent (or indefinite) contract cannot be objectively justified, for example due to funding restrictions, or where the viability of a new course is being tested during its first year' (2.2, p. 4) (Concordat reference A3). The Recruitment and Selection policy is accompanied by a toolkit that provides best practice guidance on recruitment and selection (Action 1, UoB CIP). Recruitment is now conducted using an E-Recruitment system which builds improved objectivity into processes and improves data collection to enable monitoring and analysis of equality characteristics in recruitment and application processes (Action 2, UoB CIP). Managers are advised to contact all unsuccessful candidates by telephone with constructive feedback (Concordat reference A4);
- iii) Since summer 2014, all **recruitment panel members** have been required to undertake an E-Learning module in recruitment and selection that focuses on the principles of competency-based recruitment (Action 3, 2014 CIP). Panels must have a gender balance and at least one member must be external to the department. In line with the sector, 67% of respondents to the 2015 Brighton CROS survey felt that equality and diversity requirements were met within the university's recruitment and selection processes (Concordat reference A4);

- iv) **Levels of pay and grading** for new starters are determined by a salary assessment undertaken by managers in consultation with a member of Human Resources to ensure that starting salary reflects qualifications and experience. Jobs are graded according to a match against agreed role profiles which are underpinned by the Hay methodology (Concordat reference A5).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
1	A2	Evaluation of E-Learning module to determine its effectiveness	Summer 2016	Spring 2017	HR		E-Learning module revised if necessary
2	A2	Research staff recruitment data to be categorised separately from other academic staff in order to enable a standard set of reports to be produced for the Concordat Steering Group	Spring 2016	December 2017	HR		Regular reports on research staff recruitment to be received at each CSG
3	A3	Produce new guidance on the use of particular contract-types including fixed term contracts and end dates	October 2015	2 years	Schools/HR	Consultation undertaken in schools	Guidance published on time
4	A4	Review of new recruitment and selection toolkit and guidance	December 2017	Spring 2018	HR		Review undertaken with plans in place for amendments if required
5	All principles are relevant to this.	Development of a set of resources for staff on fixed-term contracts to be provided at the beginning of their employment which co-ordinates existing materials and signposts to support entitlements and mechanisms	Spring 2016	Spring 2017	RO/HR/Careers/Concordat Steering Group		Materials online and accessed. Evidenced by a hit rate of 60 unique visitors (66 staff on F/T contracts in 2015)

Key Success Measures

- a) 90% of posts to be filled first time and 95% of those offered an appointment take up the post.

B Recognition and value

Concordat Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research

- i) Staff on **fixed-term contracts** have equal terms and conditions and benefits to permanent staff. This includes the University's SDR which applies equally to all staff regardless of contract type (Concordat reference B1). A local collective agreement, negotiated with the Trades Unions, regarding employing staff on fixed-term contracts, which includes the JNCHES guidance, is in place and includes an agreed list of reasons for issuing fixed-term contracts. Numbers and the use of fixed-term contracts (currently 66 out of 126 research staff hold fixed-term contracts) are monitored by Human Resources staff and are annually monitored by the Employment Committee. This proportion (52%) has remained stable. The guide to employing fixed-term staff includes redeployment procedures and the Human Resources Department ensures that redeployment options are sought when funding for fixed term contracts ceases. Bridging funds are made available where possible and appropriate. HR routinely challenges rolling fixed-term contracts with Heads of School as they come up for renewal and a robust justification must be provided for continuing the fixed-term contract (Concordat reference B2);
- ii) The University published a new Human Resources strategy in Spring 2015 (Actions 7 and 8, UoB CIP). It outlines the University's plans for the development of **Managers of Research Staff**: 'we will build management capacity through clarifying and making explicit those individuals who hold management responsibilities within the university and what these responsibilities are' (pg. 5, HR Strategy) (Concordat reference B3);
- iii) **Researcher Development** is managed through the University's SDR process, the current iteration of which was approved through negotiations with the Trades Unions in 2009. All managers receive training in the scheme. The SDR process was reviewed in 2013, and the review identified the underpinning issue of management capacity which is now central to our HR Strategy (see ii) above). Further revision of the SDR scheme was put on hold until the approval of the new HR Strategy developed by the new Head of HR in 2015. A project to revise the SDR scheme is now underway as part of delivering this Strategy. The SDR process has been enhanced in two Schools which have started to pilot a Research Development Review (RDR) Scheme (2015) that considers research aims and goals specific to individuals. The review meetings incorporate the Researcher Development Framework (RDF), and either take place at the same time as a more generic SDR or as a separate discussion with a

staff member responsible for research management. The RDR has been recommended for implementation across the institution by a Working Group which is due to report to the Research Strategy Committee in February 2016 (Concordat reference B3);

- iv) The University's Research **Leadership** programme, now in its third cohort (Action 7, UoB CIP), includes workshops on the responsibilities of research leaders. The University Professors' Advisory Group (UPAG) convened a leadership programme in 2015 facilitated by the Leadership Foundation for 10 Professors. Managers of research staff can also attend any of the management development workshops available for all staff with managerial responsibilities (Concordat reference B3);

- v) The University has a formal process for **redeployment** in order to reduce the risk of redundancy. Vacancies are normally advertised in two discrete phases. Firstly, posts are advertised as open only to those coming towards the end of contracts that are not to be renewed and those who are at risk of redundancy. Only if recruitment is not successful at this stage are vacancies open to external applicants. This optimises the opportunity for redeployment of those on fixed-term contracts. 9 of the 20 researchers who have been added to the redeployment list since February 2014 have remained employed at the University. A new redeployment policy has just been approved (December 2015) which widens the criteria of people who are eligible to access the redeployment pool (Concordat reference B4). The School of Pharmacy and Biomolecular Sciences is piloting a system of underwriting 20% of funding for the post to give staff on fixed-term contracts time for development and writing grants, to assist with securing future contracts and/or to enable them to become independent researchers supported by their own grants;

- vi) A local collective agreement has been in existence since 2006 that details specific agreements relating to research staff with regards to **pay progression** and the implementation of the Framework Agreement. An annual process for consideration of applications for **academic and research staff promotion/regrading** has been in place since 2007. Locally agreed role profiles set out progression requirements at each level and guidance has been agreed on evidence to be considered by promotion and review panels. There are several examples of good practice locally with regards to support for promotion. For example, the School of Applied Social Sciences ran a promotion readiness workshop in Autumn 2015, which it intends to run on an annual basis and the College of Arts and Humanities ran workshops in 2015 on applying for promotion to Reader and Professor (Concordat reference B5, B6, C5, D4).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
6	B2	University management via the Joint Negotiating Committee to review	Agreed at JNC	Summer 2016	University Management		Agreement reached by 2016 and implemented

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
		best practice and management of rolling fixed-term contracts for researchers	December 2015		Board/JNC		by December 2016
7	B3	Standardised role profiles for Assistant Heads (Research) to be introduced	Autumn 2015	Approval by UMB in March 2016 with full implementation by Oct 2017	HR/UMB	Drafts are written	All Assistant Heads (Research) in post in Oct 2017 to have consistent role profiles
8	B3	SDR process to be revised. The new process will include the components of the RDR process. Both reviewers and reviewees to be trained	Review commenced	2019	HR	The SDR review is underway with staff focus groups held in Autumn 2015. The RDR process is to be recommended for university-wide implementation in February 2016. This is expected to be a temporary measure until the development of a new SDR process that will be fully cognisant of the specific requirements of researchers currently included in the RDR.	Heads of School to report that at least 80% of research staff have had either an RDR or SDR annually
9	B3	Collect data on research staff having SDRs each year	Dec 2016	Annually	Concordat Steering Group/Deans		
10	B3	Development of a support	Spring	October 2017	RO/CRDs/HR		Support materials online

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
		programme and materials for managers of research staff which includes a clear articulation of responsibilities	2016				and accessed by 60 'unique users' (68 staff were PIs in 2015)
11	B3	Introduce a revised workload planning model which allocates time for research and the processes for operationalising it.	2014	Spring 2016	HR		Planning model operational for 100% of research staff
12	B3	Ensure that research time within the new workload model can be allocated in blocks, if appropriate, to enable focused attention	Spring 2016	Autumn term 2016	HoS		
13	B4	Review the new redeployment policy to ensure that it appropriately supports the aims and objectives of the University HR Strategy	June 2016	Sept 2016	HR		Policy reviewed and revised if appropriate
14	B6	Consider whether promotions readiness workshops (such as the one outlined in Bvi) above) should be adopted more widely	Spring 2016	Autumn 2016	CSG/Heads of School		Extension of good practice to other Schools
15	B6	Review the academic promotions process from preparedness through to the provision of feedback for applicants	Summer 2016	December 2016	HR		Revised process published and implemented

Key Success Measures

- b) CROS survey results show 5-10% improvement in all 'recognition and value' responses

C Support and Career Development

Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment

Concordat Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

Research careers at Brighton are supported and developed in the following ways:

- i) The University **Careers Service** supports staff as well as students and is seeking to actively engage researchers. The Research Office has already begun to promote the service more effectively, and the Careers Service is now involved in the institutional induction event for staff (Concordat reference C1, C2, C4). The Head of the Careers Service is a member of the Concordat Steering Group. The University is supportive of a broad range of career paths with examples of previous postholders moving into industry, the NHS, NGOs and into public sector organisations as well as to other HEIs. This is assisted by the University's well-established links with industry and partnerships with other sectors. However, both the CROS 2013 and CROS 2015 results, in line with the national average, show that few researchers aspire to have a career outside academia (Concordat reference C2);
- ii) **Promotion and progression** arrangements are described in Bvi) above. The University has, in some instances, encouraged those on technical contracts to move into research or academic careers. The 2015 Brighton CROS survey results still indicate that 57% of respondents feel that they were treated equally compared to other types of staff with regards to promotion and progression. We are therefore exploring ways to ensure that the needs of research staff are fully integrated into, and addressed in, activities that prepare staff for promotion (see action 14 above) (Concordat reference C5, C7, C8);
- iii) The University's **Induction** process (revised January 2015) provides a checklist and toolkit for issues to be addressed during the formal induction (Action 10, UoB CIP). Line managers are responsible for ensuring that staff have a planned programme which includes an introduction to relevant University structures and processes and to appropriate research training and development. A centrally-run induction day is offered each term to all new staff (Concordat reference C6). Schools manage a local induction process, which, in most Schools, involves meetings with the Head of Research. The College of Arts is in the process of developing a three-stage formal induction process that will introduce staff to their research leaders and the work of the CRD;
- iv) The University's SDR process (currently under review) is the vehicle for **identifying development needs** and reflecting on career progression as outlined in Bii) above. Line managers and Heads of School are responsible for encouraging staff to consider future career opportunities both

within, and external to, academia (Concordat reference C2, C3, C5, C8, C9, C10). Individuals are increasingly encouraged through the RDR process to use the RDF as a mechanism for self-assessment of their development needs;

- v) Researchers are encouraged to gain **teaching experience**, training for which is provided by the University's Centre for Learning and Teaching (CLT). All researchers involved in teaching are expected to undertake appropriate module/s from the PGCert HE/MA and pass relevant assessments during their first three years of teaching. Staff who have been teaching for longer than three years have the option to gain a teaching award via the Professional Recognition Development (PRD) Scheme, and to gain an Associate Fellowship or Fellowship of the HEA. Opportunities for teaching include laboratory supervision, tutorial support or lectures. The CROS 2015 survey showed that 49% of respondents had had teaching and lecturing opportunities compared to 33% nationally, with 49% having had the opportunity to supervise research students as part of a supervisory team compared to 44% nationally. Further particulars for research staff posts specify that staff contribution to teaching and learning should not exceed six hours per week in order to ensure that they develop and utilise teaching skills without distraction from core work (Concordat reference C11, C12);

- vi) The University offers a wide variety of **training** which is refreshed on an annual basis, for example, workshops on writing fundable research proposals, working with industrial partners, project and budget management, identifying suitable research funders, writing for publication, EU funding, research ethics and research impact. The Research Office also offers individual meetings with researchers to support them in applying for research funding. In addition the University holds an annual conference, the *Future's Bright*, which is tailored to the professional interests and needs of Early Career Researchers. Researchers can choose from a wide range of sessions covering the skills, competencies and understanding required to be effective researchers (e.g. grant writing, getting published, building and establishing teams and working with users). Local training initiatives reflecting disciplinary differences and local needs, range from research away days (Applied Social Sciences, Environment and Technology), to weekly sessions (Pharmacy and Biomolecular Sciences) and an annual *Research Festival* (College of Arts). The 2015 CROS survey showed that 66% of researchers were encouraged to engage in personal and career development (Concordat reference C1, C3, C7, C9);

- vii) The University offers support for those staff who do not have PhDs to undertake **doctoral study**. This is particularly encouraged in professional areas where staff are less likely to be recruited with a doctorate (e.g. Education, Nursing). These staff engage in the research student training programme. Of the current research student body (this is anyone currently pre-conferral), 45 staff members are in receipt of a University fee waiver (total value of over £100k per annum) and a further three that have a fee waiver as a member of staff at a partner college in 2015 (Concordat reference C11);

- viii) To support the **development of careers in research**, the University offers several peer-reviewed competitive funding schemes. These include the *Rising Stars* scheme, an initiative specifically designed to support those wishing to make a step-change in their research career and which gives priority to those at the start of their career; and the *University Research Sabbatical scheme* (revised 2015) (Action 13, UoB, CIP). Since they were initiated in 2013, £269,320 has been awarded under the *Rising Stars* scheme and £1,912,793 under the *Sabbatical Scheme*. A number of Schools and Colleges also provide funding to support career development (e.g. Arts, Applied Social Sciences, Education, Environment and Technology, Sport and Service Management) and some Schools have start-up funds for Early Career Researchers (eg. Pharmacy and Biomolecular Sciences and Environment and Technology). The Business School has a system whereby staff can bid for time to conduct research. To support researchers with conference attendance, a University-wide *Conference Support Fund* (CSF) pays up to £600 which must be match-funded by the School. £10,000 of the CSF is ring-fenced for Early Career Researchers, and they do not have to provide School match-funding (Concordat reference C3, C9, C10);
- ix) In terms of **academic experience**, the 2015 CROS survey showed that 94% of respondents had the opportunity to present their work orally at a conference (compared to 80% nationally) and 86% had written up their research for publication as first author (compared to 79% nationally). 41% have managed a budget (compared to 37% nationally), 52% have planned and managed a project and 66% have written a grant or funding proposal (compared to 53% nationally) (Concordat reference C7, C9). The School of Environment and Technology offers peer-peer support reviewing manuscripts and the Business School holds academic writing workshops;
- x) ECRs are **represented** by the Early Career Ambassador who sits on the Research Strategy Committee (RSC), the Concordat Steering Group and the Rising Stars Panel. ECRs have specific representation on local Committees (Arts, on the CRD Management Group; Pharmacy and Biomolecular Sciences on the Research Strategy Committee; Sport and Service Management, on research centre committees and the School Research and Graduate Institute Committee; and Environment and Technology, where the Research Strategy Committee has an ECR and a contract researcher on the membership) (Concordat reference C13);
- xi) The University encourages **mentoring** of Early Career Researchers and formal schemes exist in several Schools including Applied Social Science (where 75% of staff have a mentor), Environment and Technology, and Business and Education. The University has approved a research mentoring framework (October 2015) which is underpinned by research on best practice in the sector and internally. CRDs oversee the delivery of the mentoring framework and will deliver appropriate training. Schools will be expected to adopt the framework for implementation from

January 2016. The Research Leadership Programme includes a mandatory internal mentoring process and external shadowing component (Actions 9 and 20, UoB CIP) (Concordat reference C8, C14);

- xii) The Research Leadership Programme has been revised to include two sessions on the **responsibilities of research leaders**, covering researcher development and the Concordat, human resource issues, research ethics and integrity, data management and post-award project management. The University has just introduced a new grant acceptance process to cover the handover from Pre-Award to Post Award. As part of this process, the PI and Head of School are expected to sign off on their responsibilities, including their remit to provide appropriate career support and development for staff employed on the grant (Concordat reference C6, C9, C10).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
16	C1, D	Development of a set of resources for researchers detailing support mechanisms available	Spring 2016	October 2017	CSG/RO/HR/CRDs		Materials online and accessed with a hit rate of 300 per year.
17	C5	Investigate whether the HR system is suitable for reporting on internal progression	Pending	January 2020	HR	Capability of system under investigation	Progression data for research staff available and monitored
18	C5	Clarifying responsibilities of line managers including holding SDRs will form part of the review of management capacity and performance management projects	Spring 2016	2019	HR		Managers are issued with clear information about their responsibilities and accountabilities
19	C7	Identify relationship between training workshops and the RDF to make it easier for staff and their managers to identify support needs	Spring 2016	October 2017	RO/CSG		Workshops linked to RDF online with 500 hits on the web pages per annum
20	C14	Training programme for mentors and mentees	Spring 2016	Ongoing with a review of the programme after one year	CRDs		25 mentors and 40 mentees to have attended training

Key Success measures

- c) Another two cohorts to complete the Research Leadership Programme, 40 researchers to benefit from Rising Stars Awards and 40 staff to benefit from the revised sabbatical scheme;
- d) 200 staff to participate in mentoring under the Research Mentoring Framework.

D Researchers' Responsibilities

Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning

- i) Staff at the University are expected to take responsibility for their **personal career management**. All SDRs begin with a self-assessment undertaken by the reviewee. 'As an academic community, it is expected that staff will wish to use the opportunity the SDR provides to review and reflect upon their own achievements and learning over the previous period under review. This should be based on self-challenge and reflection and may draw on a range of sources of feedback...Staff should be encouraged to discuss and identify their development needs and career aspirations in pursuit of continuous improvement and academic excellence' (SDR guidance notes for academic staff) (Concordat reference D1, D5, D6);
- ii) Engagement with users of research is key to the University's Research Strategy and it supports engagement between researchers and users and the **transfer of knowledge**. In line with the University's ethos of external engagement and the application of research, the 2015 CROS survey shows a higher proportion of respondents compared to the national average who are engaged in working across disciplines, with other institutions or outside of academia: collaboration with colleagues outside of the UK (69% compared to 67%); collaboration in research with businesses or other non-academic research users (58% compared to 44%); work on interdisciplinary research projects (69% compared to 59%); working as part of a cross-disciplinary team (58% compared to 52%); engaging with policymakers and end users (40% compared to 28%); knowledge exchange activities (51% compared to 32%); and participation in public engagement activities (60% compared to 43%).

The University's Department of Economic and Social Engagement (EASE) includes specialists in knowledge transfer and engagement with industry and in contracts and Intellectual Property. Business Development Managers (BDMs) embedded within Schools work closely with research staff at all levels to ensure that research is transferred to the commercial sector. A successful and well-attended programme called BeePurple encourages innovation and entrepreneurial practice among staff and students. The award-winning Community University Partnership Programme facilitates

engagement between the University and community partners enabling researchers to co-design, co-produce and disseminate research with community and voluntary sector groups. The long-established specialist Knowledge Transfer Partnership (KTP) team within EASE supports the development and management of KTPs through which knowledge acquired is used to drive economic growth, predominantly but not exclusively through partnerships with the private sector. Since 1 January 2010, 50 new KTP projects have started and there are currently 13 live projects. The KTP Centre promotes the demonstrable benefits for teaching, research and impact, and runs training workshops on the links between KTPs and impact.

The annual *Future's Bright* conference for ECRs includes sessions on: presenting to your peers, working with users and disseminating your work to the public. In addition to this the Research Office also runs an annual research poster competition and celebration of research event. This is another opportunity for ECRs to prepare their work for presentation and to present to their peers, as well as celebrate their achievements.

Focused impact workshops were delivered in 2015 including a series entitled 'engaging for impact'. This included workshops run by the Parliamentary outreach service, a session on engaging with business and one on engaging with the community. 212 staff attended impact-focused workshops in 2014 and 2015. An Impact Steering Group has been established which will keep a strategic overview of training provision (Action 19, UoB CIP). The Intellectual Property and Commercial Contracts Manager regularly runs three workshops which are available to all staff on: Intellectual Property – Protecting your Research & Reputation; Copyright - Everything You Need To Know; Legal and Commercial Perspectives of Planning & Managing Your Research Projects (Concordat reference D2);

- iii) The University's *Code of Good Practice in Research* (2011) outlines the principles and **professional standards** that researchers are expected to follow, from management and design of research through to publication and dissemination of results. The University subscribes to the UK Research Integrity Office, and in 2015/16 a review of research integrity is being carried out to ensure that the University is compliant with the standards set out in the *Concordat to support research integrity* and other relevant external codes of practice and guidance. The University has a three-tier framework for ethical review that was reviewed and revised in 2014/15 and is set out in the University's Research Ethics Policy (approved by Academic Board in June 2015). The University has also developed Guidance on issues in research ethics, and the Research Office provides advice and training on research ethics and research integrity (Concordat reference D3);
- iv) 66% of respondents to the 2015 CROS survey maintain a **formal record** of their CPD activities. This is an improvement on the 2013 results where only 26% kept a record (Concordat reference D6).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
21	D	Workshops on the use of the RDF for managers and researchers	Spring 2016	Ongoing	RO/CRDs	RDR working group has reviewed the role of the RDF in researcher development and recommends that it is used flexibly.	40 staff to have attended RDF workshops with 50% of respondents to CROS reporting an understanding of the RDF
22	D3	Conduct review of research integrity processes	Spring 2016	Autumn 2016	RO		Review complete and implemented

Key Success measures

- e) Number of responses to CROS survey to be increased to 50 respondents

E Diversity and Equality

Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Adherence to the *Concordat Principle 6* is evidenced by the following:

- i) The University's **Equality and Diversity Policy** sets out its commitment to equality of opportunity for all staff, and the responsibilities of staff in relation to this (Concordat reference E1, E2, E3, E7, E8). This is supported by its published Equality Objectives which set out its five overarching aims for equality and the key high-level actions underpinning these, including an action that explicitly refers to the need to build on the development of equality and diversity in relation to the Concordat. Both the Equality and Diversity Policy and Equality Objectives are currently under review, with the revised documents expected to be finalised and published by early April 2016. Equalities considerations are embedded within the University's recruitment and selection procedures and its promotion regrading procedures, as detailed in section A (Concordat reference A2, A7). The University has well-developed and widely used flexible working and work-life balance policies, which are available to all staff irrespective of contract status or staff category, and 38% of all posts are part-time. All internal grants schemes (see section Cviii) are available to staff on part-time and fixed-term contracts (Concordat reference E4, E5). The University's harassment and bullying procedures and guidance for

staff were reviewed, revised and updated in 2013. These include clear procedures, toolkits and guidance for reporting incidences of harassment and bullying (Concordat reference E9);

- ii) The University gathers, analyses and publishes **equalities monitoring data** annually as part of its Annual Staffing Review. Data are currently published and analysed on age, disability, gender and race in relation to grade, job-type (e.g. research staff, lecturing staff, etc.), recruitment and selection and leavers, and summary data are published in relation to religion or belief and sexual orientation. Data are also gathered and analysed in relation to gender identity, working pattern and contract type, and findings are used to inform future work planning;
- iii) In 2013 the University published a new **Professorial Framework** incorporating an extended pay scale and setting out criteria and expectations in each of the new Professorial Bands 1-4. As a consequence a full review of existing professors was undertaken to assimilate them into the new Framework in order to ensure equality in determining equal pay for work of equal value. A gender equality impact analysis was carried out, and this found that the Framework had a positive impact on gender equality. As a consequence of the review the pay gap between male and female professors fell from 11% to 5%, and representation rates of female professors at the end of the review were 28% compared with a national average at the time of 20.5%. Recommendations for actions for further enhancing gender equality amongst the professoriate were given, and these are currently being implemented (Concordat reference E1, E7);
- iv) The University has a range of processes in place for ensuring that it meets the '**due regard**' requirements of the Public Sector Equality Duty of the Equality Act (2010). These include equality impact assessments and/or equality analysis of major activities or changes (such as restructures, HR policy reviews, etc.), and the inclusion of an equality term within the terms of reference for each University committee requiring committees to pay due regard within their decisions to the need to eliminate unlawful discrimination, to advance equality of opportunity and foster good relations between different people. Equalities Impact Assessments are carried out annually as part of, and following the yearly re-grading/promotion process. In 2014, Committee Chair's received training on implementing the due regard requirements during the decision-making process (Action 25 UoB CIP) (Concordat reference E1, E3, E8). Equalities data for recruitment and selection are analysed annually as part of the Annual Staffing Review, and any issues identified help inform future action planning (Concordat reference E2, E7). The University implements equality and diversity guidance provided by the Research Councils and monitors internal policies for internally-funded research appointments (Concordat reference E6);
- v) To ensure that equalities issues are firmly embedded in the culture of the institution, the University has comprehensive **training provision**. All staff are required to participate in the University's 'Equality and Diversity Essentials' training programme, which is available as either an e-learning programme or a face-to-face training course. A further 'Managing Diversity' e-learning package is available to managers, supervisors and any other

member of staff wishing to develop their equalities and/or management knowledge and skills. Specific equalities training was delivered to all staff involved in REF selection panels, and further targeted equalities training is delivered as required. (Concordat reference E1). Unconscious bias training was provided to senior staff and other key groups of staff in November 2015, and this training is intended to be rolled out across the University over the next few years (Action 26, UoB CIP) (Concordat reference E2, E3). Equalities considerations are embedded within the University's Recruitment and Selection Interview training as detailed in section A (Concordat reference E2);

- vi) The University has five **staff equality networks** (Disability, Gender, LGBT, Parents and Carers and Race and Faith), which provide peer support, raise awareness about equality issues through communications and events (for which a small central budget is available) and feed formally into University activities and policies on equality and diversity via representatives on the Equality and Diversity Committee and other relevant sub-groups of this. The networks are self-run by their members for their members, but are supported by the Equality and Diversity Unit (E2, E3, E4);
- vii) The University is a member of a range of organisations and **initiatives designed to address disincentives and indirect obstacles** for certain groups of staff. It is an Athena SWAN Bronze award holder. Two of its five STEM schools hold departmental Bronze awards, and one of these schools is currently awaiting the outcome of a Silver award application (Action 22, UoB CIP). Its other three STEM schools are working towards applying for their own Athena SWAN awards. The University intends to apply for an institutional Bronze award under the new expanded Athena SWAN process in 2016, and its non-STEM schools will work towards Departmental awards over the next few years. The University is also a member of the Stonewall Diversity Champions programme. Additionally, the University engages with the Mathematical Society's Women in Maths initiative, and participates in the 'Two Ticks' Positive about Disabled People scheme (Concordat reference E2, E4, E10).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
23	E1, E2, E3, E7	Review, revise and communicate institutional Equality and Diversity Policy and Equality Objectives.	July 2015	April 2016; Publication of policy and interim objectives (pending review following development of Institutional Strategic Plan).	Equality and Diversity Unit / working group	Interim Equality Objectives and the Equality, Diversity and Inclusion Policy approved Jan 2016 for publication in April 2016.	Policy and Objectives published.

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
				April 2017: revised Objectives published			
24	E1, E2, E3, E7	Review and update Institutional Equality Strategy, taking into account the new Objectives and Policy, and the new Institutional Strategy.	September 2016 (start date for this work)	April 2017	Equality and Diversity Unit	The Strategy will be updated once the revised Policy and Objectives have been finalised (April 2016), and the new Institutional Strategy published (expected September 2016).	Publication of Equality strategy
25	E1, E2, E3, E4, E5, E7, E8, E10	Continue to participate in initiatives designed to address disincentives and direct obstacles for certain groups, including the expanded Athena SWAN (AS) Charter and the Stonewall Workplace Equality Index (WEI).	2012 (AS) September 2014 (REC) 2014 (WEI)	2020	Equality and Diversity Committee and relevant sub-groups (AS Steering Group, REC self-assessment team, WEI working group)	A detailed timetable from 2015-2020 for institutional and school-level submissions to the various charters/benchmarks has been produced	Maintain institutional Athena SWAN Bronze award (2016). All schools to have applied for Departmental Athena SWAN awards at Bronze level or above by 2020. Achieve WEI benchmark position in the top 150 employers in the 2017 Index, and in the top 100 by 2020
26	E1, E3	Further enhance approaches for embedding equality considerations within decision-making processes, including: introduce a new process and guidance for clearly indicating	2016/2017 academic year (committee process and pro-forma	July 2017	Equality and Diversity Unit		All University Committees to have received and considered the new process. All operational managers to have been sent the proforma and

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
		equality considerations within committee papers; developing a pro-forma and guidance for operational managers; continue to carry out and implement equality impact assessments/equality analysis where appropriate.	for managers). Ongoing (impact assessment/equality analysis.)	Ongoing			guidance
27	E1, E3	Pilot a 'positive action' staff development conference with the specific purpose of supporting the development needs of female staff.	July 2015	March 2016	Head of HR/ Equality and Diversity Manager/ conference working group	A working group has been formed and meets regularly to support the planning for this conference, which will take place in March 2016 and will be based on the 2016 International Women's Day theme of 'Make It Happen'. The conference will be evaluated and, if successful, may be followed by similar initiatives for other groups of staff for whom barriers to progression have been identified.	120 participants at conference
28	E3	Roll out unconscious bias training across the university.	To begin Summer 2016	Tbc – may become a rolling programme	Equality and Diversity Unit		Two sessions run per annum

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date	Progress performance measure
29	E4, E5	Development of guidance notes for carers on relevant policies and support available	September 2015	March 2016	HR		Guidance notes published

Key Success Measures

- f) Maintain CROS results on the University's commitment to Equality and Diversity (86% in 2015 believed that the institution is committed to E&D)

Terms of Reference and membership of Concordat Steering Group

CONCORDAT STEERING GROUP

Reporting to: Research Strategy Committee

Terms of reference

1. To make recommendations on policy and strategic developments that support the implementation of the Concordat for the Career Development of Researchers
2. To support CRDs and Schools in the implementation of the Concordat, advising on action plans and identifying and sharing good practice across the institution
3. To maintain oversight of national and international developments, including requirements for the award of kitemarks and the preparation of submissions for them, and benchmarking institutional progress with the rest of the UK HE sector.
4. To oversee the development of the Concordat Implementation Plan reporting on progress to the Research Strategy Committee.

Constitution and membership

Constitution	Member 2015-2016
Members: all members are appointed for a two year period	
A Director of Research and Development (Chair) appointed by the P-V-C (Research)	Professor Andrew Church
A Dean of College appointed by the Pro-Vice-Chancellor (Research)	Professor David Taylor
Head of School or Assistant Head (Research)from the College of Arts & Humanities nominated by the Dean	Dr John Wrighton
Head of School or Assistant Head (Research)from the College of Social Sciences nominated by the Dean	Professor Flis Henwood
Head of School or Assistant Head (Research)from the College of Life, Health & Physical Sciences nominated by the Dean	Dr Dawn Scott
Chair of the Professors Group or nominee	Professor Elias Stipidis
Two additional Early Career Researchers nominated by the DRDs to ensure ECR representation from across all Colleges	Dr Robin Dunford Dr Luke Fletcher
Up to three members co-opted by the Chair in order to ensure adequate representation from across the institution	Dr Claire Rosten
Representative from UCU	Judith Watson
Ex-Officio members	
Pro-Vice-Chancellor (Research)	Professor David Arnold
ECR Ambassador	Dr Mark Doidge
Officers	
Head of the Research Office	Ingrid Pugh
Director of Human Resources or nominee	Shereen Robinson
Head of the Careers Service or nominee	Sam Rhodes
Equality and Diversity Manager	Helen Tatch
Head of the CLT or nominee	Dr John Canning
Representative from Marketing and Communications with responsibility for internal communications	Tracy Atchison
Secretariat	Kathy Fry

Links to documents referred to within this Implementation Plan

Beepurple - <http://about.brighton.ac.uk/careers/enterprise>

Careers Service - <http://www.brighton.ac.uk/careers/>

Celebration of Research Event/Poster Competition -
<https://www.brighton.ac.uk/research/researcher-development/developing-research-careers/index.aspx>

Centre for Learning and Teaching - <http://www.brighton.ac.uk/clt/>

Code of Good Practice in Research -
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc001431.pdf>

Community University Partnership Programme - <http://about.brighton.ac.uk/cupp/>

Conference Support Fund/Early Career Researcher Conference Support Fund -
<https://www.brighton.ac.uk/research/researcher-development/developing-research-careers/index.aspx>

Early Career Researcher Network - <https://www.brighton.ac.uk/research/researcher-development/early-career-researchers/ecr-network/index.aspx>

Equality and Diversity Policy - https://www.brighton.ac.uk/_pdf/research/equality-and-diversity-policy.pdf

Equality Objectives -
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013646.pdf>

Equality Objectives Consultation Report -
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013647.pdf>

Equality Impact Assessment Guidance -
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc009806.pdf>

Equality Impact Assessment Overview -
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc009807.pdf>

Equality Networks -
<https://staff.brighton.ac.uk/reg/legal/other/Equality%20Networks%20presentation%20for%20EF%20Apr14.pdf>

Flexible Working Policy -
<https://staff.brighton.ac.uk/hr/aod/docs/Flexible%20Working%20Information%20for%20Staff.pdf>

Future's Bright Conference for Early Career Researchers -
<http://staffcentral.brighton.ac.uk/ro/new/home/fbbreaks2013.html>

Guidance on Issues in Research Ethics -

<https://staff.brighton.ac.uk/ease/ro/docs/Guidance%20on%20issues%20in%20research%20ethics.pdf>

Guide to appointing fixed-term staff -

<https://staff.brighton.ac.uk/hr/trans/docs/Employment%20of%20fixed-term%20staff.pdf>

Harassment and Bullying Guidance and Procedure -

<https://staff.brighton.ac.uk/hr/aod/docs/Bullying%20and%20Harassment%20Guidance%20and%20Procedure.pdf>

Harassment and Bullying Policy -

<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013462.pdf>

Harassment and Bullying Toolkit –

<https://staff.brighton.ac.uk/hr/aod/docs/Bullying%20and%20Harassment%20Toolkit.pdf>

Human Resources - <http://www.brighton.ac.uk/humanresources/recruitment-and-staffing.html>

Human Resources Strategy -

<https://staff.brighton.ac.uk/hr/mngmt/docs/Human%20Resource%20Strategy%202015-20.pdf>

Induction Process -

<https://staff.brighton.ac.uk/hr/aod/docs/Induction%20and%20Probation%20Process%20Guidelines%20for%20New%20Starters.pdf>

Knowledge Transfer Partnerships - <http://www.brighton.ac.uk/ccp/ktp/>

Recruitment and Selection Policy -

<https://staff.brighton.ac.uk/hr/trans/policies/Recruitment%20and%20Selection%20Policy.pdf>

Recruitment and Selection Process Timescales -

<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc000269.pdf>

Redeployment Procedure -

<https://staff.brighton.ac.uk/hr/trans/docs/Redeployment%20Procedure.pdf>

Regrading/Promotion Procedure -

<https://staff.brighton.ac.uk/hr/erf/docs/Academic%20Promotion%20Process%20Guidance.pdf>

Research Leadership Programme -

<https://staff.brighton.ac.uk/ease/ro/docs/Research%20Leadership%20Programme%20flyer%202015-16%20final.pdf>

Research Office Workshops - <https://staff.brighton.ac.uk/ease/ro/Pages/Workshops.aspx>

Research Mentoring Framework -

<https://staff.brighton.ac.uk/ease/ro/docs/Research%20mentoring%20framework.pdf>

Research Sabbatical Scheme - <https://www.brighton.ac.uk/research/researcher-development/developing-research-careers/index.aspx>

Rising Stars Scheme - <https://www.brighton.ac.uk/research/researcher-development/developing-research-careers/index.aspx>

Staff Development – <http://staffcentral.brighton.ac.uk/staffdevelopment>

SDR Guidance Notes for Academic Staff -
<http://staff.brighton.ac.uk/hr/aod/docs/SDR%20Guidelines%20Academic%20Staff.pdf>

University of Brighton Strategic Plan -
<https://staff.brighton.ac.uk/about/Documents/Strategic%20Plan/Strategic%20Plan%202012-15.pdf>

Glossary of Terms and Acronyms

AS	Athena SWAN - Scientific Women's Academic Network
BDM	Business Development Managers
CRD	Centre for Research and Development
CSG	Concordat Steering Group
CLT	Centre for Learning and Teaching
CROS	Careers in Online Research Survey
CSF	Conference Support Fund
DRD	Director of Research Development
E&D	Equality and Diversity
EASE	Economic and Social Engagement
ECR	Early Career Researcher
JNCHES	Joint Negotiating Committee for Higher Education Staff
KTP	Knowledge Transfer Partnerships
PIRLS	Principle Investigators and Research Leaders Survey
PRD	Professional Recognition Development
RDF	Researcher Development Framework
RDR	Research Development Review
RO	Research Office
REC	Race Equality Charter
RSC	Research Strategy Committee
SDR	Staff Development Review
STEM	Science, Technology, Engineering and Mathematics
UPAC	University Professors Advisory Committee
WEI	Workplace Equality Index