University of Brighton - Implementation Plan for the Concordat to support the Career Development of Researchers January 2014

This document was produced in January 2014 for submission to the HR Excellence in Research Award. Updates since then have been to 'progress on actions' and not the body of the text. For a more recent document with new actions and evidence see the Implementation Plan dated January 2016

Overview

'The university's approach to the experience of its students and staff is characterised by: recognising that universities are very much in the business of supporting aspirations and nurturing talent. The university is therefore committed to attracting and retaining the best possible mix and highest calibre of students and staff; to enabling them to give their best in an enjoyable, stimulating and appropriately challenging environment; to taking a long-term view of their individual development; and to high expectations of their contribution' (University of Brighton Strategic Plan, aim 4).

Research at the University of Brighton is led by the Pro-Vice-Chancellor (Research), supported by three Directors of Research and Development (DRDs) representing Life, Health and Physical Sciences, the Social Sciences, and the 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. 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 a restructure which will have a major impact on the way that research development is managed and supported. Whilst the full details have not yet been agreed, there will be three new Centres for Research and Development covering the areas represented by the three current DRDs. The restructure is not represented in this document since consultation is still underway on structures, roles and responsibilities. In addition, the University has recently conducted a staff survey, the responses of which are due to be analysed in February 2014. The resulting analysis may well affect the action plans within this document.

This Concordat Implementation Plan is a living document, monitored on a regular basis and updated as appropriate. The initial version was developed over two years following a period of consultation with a wide variety of stakeholders including both research staff and research managers from across the institution. The ownership of the strategic intent behind this action plan lies with the Pro-Vice-Chancellor (Research) and it is overseen by the Research Strategy Committee (RSC). All managers of research staff are responsible for ensuring that the principles outlined in the Concordat and University policies are adhered to. The Concordat Implementation Steering Group (CISG) has responsibility for overseeing and reporting on progress on the implementation of the Concordat. Its terms of reference and membership can be found at *appendix a*. The RSC and the University Management Group receives an annual update on this implementation plan from the CISG.

This plan addresses how the University adheres to the Concordat and outlines actions derived from stakeholders which will drive the agenda forward. The document references specific sections of the *Concordat to support the Career Development of Researchers* which is to be found here http://staffcentral.brighton.ac.uk/ro/Concordat.shtm. All University policies and resources referred to are accessible from web links listed in *appendix b* and a glossary of terms and acronyms is listed 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*

The University of Brighton believes that 'it is essential the process of appointment be fair, systematic, efficient and effective, ensuring equality of opportunity, including compliance with relevant codes of practice' (Recruitment and Selection Policy, point 3). Adherence to the *Concordat Principle 1* is evidenced by the following:

i) **Recruitment materials** A key criteria for the appointment and advancement of academic and research staff is their proven or potential ability for advancing research, both for the benefit of the university and for the subject as a whole. A new set of comprehensive particulars has been developed specifically for use with Researcher recruitment (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 (Concordat reference A2).

ii) The University has an established set of **Recruitment and Selection Procedures**, which articulate that fixed-term posts should only be used where there is an objective and appropriate justification for doing so (Concordat reference A3). Managers are advised to contact all unsuccessful candidates by telephone with constructive feedback (Concordat reference A4). The 2013 CROS survey showed 88.9% of Brighton respondents had a written job description (compared to 86% nationally).

iii) **Recruitment Selection interview training** ensures that panel members are versed in University recruitment procedures and the equality and diversity policy (Concordat reference A4). 87% of respondents to the 2013 Brighton CROS survey felt that equality and diversity requirements were met within the university's recruitment and selection processes.

iv) **Levels of pay and grading** for new starters are determined by a salary assessment undertaken by 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
1	A1, A2, A4	Development of a new and updated recruitment and selection policy and toolkit to enable managers to ensure selection of the best candidate	November 2013	December 2015	Human Resources	Policy approved and implemented, August 2014. Guidance and Toolkit also approved in December 2015.
2	A2, A4	Implementation of the newly procured E-Recruitment system which will build improved objectivity into processes and improve data collection to enable monitoring and analysis of equality characteristics in recruitment and application processes to expose any potential inequality	Summer 2013	Summer 2014	Human Resources	The E-Recruitment system was implemented in Summer 2014. It has minimised intended or unintended bias by anonymising candidates during shortlisting and by enabling a more uniform, systematic assessment of applications against the job description criteria. In addition, equalities data is now more accurate and easier to interrogate in more detail. Further work on developing a set of standardised reports in order to regularly monitor activity in researcher recruitment Is planned.
3	A4	Development of an E-Learning Module for Recruitment and Selection. This will be mandatory for all panel members and will support the principles of competency-based recruitment.	September 2013	Summer 2014	Human Resources	474 staff members have passed the module since its launch in September 2014 when it also became mandatory for all panel members. The E-Recruitment system identifies those who have passed the module so that implementation can be regularly monitored.
4	A1, A2, A5	The University is reviewing the way that it writes and evaluates job descriptions to improve clarity and consistency.	January 2013	Summer 2015	Human Resources	HR is working with the Trades Unions to consider more generic job descriptions. New drafts of these have been prepared and are undergoing amendment. The HR Strategy has a stated aim to further strengthen processes, clarity and consistency in all aspects of the process of attracting, recruiting and retaining researchers.

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

'Key to everything is our investment in our staff' (University of Brighton, Strategic Plan 2012-2015, Chapter 4). Recognising the value of our researchers in our overall strategy is evidenced as follows:

i) Staff on **fixed-term contracts** have equal terms and conditions and benefits to permanent staff. This includes the University's SDR process which applies equally to all staff regardless of contract type (Concordat reference B1). A locally collective agreement 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 circa 53% of all research staff hold fixed-term contracts) are monitored by Human Resources staff and annually by the Finance and Employment Committee (Concordat reference B2). 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 good justification must be provided for continuing the fixed-term contract.

   Vacancies are normally advertised in three phases: a) to those coming towards the end of contracts that are not to be renewed and those who are at risk of redundancy; b) to internal applicants only; and c) external applicants. This optimises the opportunity for redeployment of those on fixed-term contracts. (Concordat reference B4). In a recent survey of Concordat Implementation, a number of Schools listed moving staff from fixed-term to permanent contracts as a key part of their staffing strategy (Applied Social Science, Environment) and the School of Pharmacy and Biomolecular Sciences has a bridging fund to enable continuity of contracts. Over a three year period, only 21 research staff have entered the redeployment pool of whom only 9 eventually left the University completely. The remaining staff either had existing contracts extended, were redeployed or found alternative roles internally;

ii) **Researcher Development** is managed through the University's SDR process, the current iteration of which was approved in 2009. All managers receive training in the scheme and training is also offered to reviewees to help them get the most out their SDR meeting. It is also becoming increasingly common practice for research staff to have individual research plans which outline aims and goals specific to research. The development of these plans might take place at the same time as a more generic staff development review or as a separate discussion for someone with responsibility for research management (Concordat reference B3);

iii) A local collective agreement has been in existence since 2006 which deals with **pay progression** and the implementation of the Framework Agreement. It contains specific agreements about research staff. Professorial bands are now in place. An annual process for consideration of applications for **academic 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. (Concordat reference B5, B6)

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date
5	B1, B3, B5	A new HR Strategy is under development. This will include detail on how staff are recognised, engaged and valued and its implementation will generate discussion about the management and monitoring of performance and appropriate reward structures.	September 2013	Summer 2014	Human Resources	The HR Strategy (2015-2020) was launched in Spring 2015 and has identified four themes: developing high quality leadership and management; developing individual and collective performance; attracting, recruiting and retaining talent; developing staff communications and engagement. A programme of work is underway to address these themes.
6	B2, B4	The University is in the process of an active discussion with regards to management of fixed-term contracts and whether staff should be made automatically permanent after a fixed period of time.	December 2012	-	Management Group/Senior Management Team	Work was undertaken to identify the financial implications and the volume of affected staff. A series of options were presented to the Senior Management Team in both 2013 and 2014. It was decided that it would not be taken forward at that time but remains under active review. Given the relatively small number of fixed-term contract staff (currently 66), it was decided that a series of actions should be taken to address this on a case-by-case basis. Managers are now actively challenged by HR Officers when renewing fixed-term contracts as to why the position cannot now be permanent. An update to the guidance on the appropriate use of all contract-types, including fixed-term contracts, is planned. The School with the largest concentration of researchers on fixed-term contracts (Pharmacy and Biomolecular Sciences) is

						piloting a system of underwriting 20% of the cost of the contract. This will enable time for development and grant writing to assist with securing future contracts and/or to enable staff to become independent researchers supported by their own grants. 8 staff are currently employed on this type of contract.
7	B3	A Research Leadership training programme is under development. This will link to leadership development aspirations outlined in the new HR Strategy.	September 2013	Spring 2014	Professors/ Research Office/Human Resources	The Research Leadership Programme, which includes input from the Leadership Foundation, ran as a pilot in 2014, with 13 researchers with the aim of enhancing the leadership potential of existing and emerging researchers. It ran for a second time in 2014/15 with a cohort of 14 and the third cohort of 13 began in December 2015. The University Professoriate Advisory Group organised a series of regular events on leadership within the University and organised a bespoke Professoriate Leadership Training scheme. Aiming to enhance the professional development of all Professors, the two day workshop encapsulates advanced leadership methodologies and promotes a team approach to peer-to-peer support/mentoring. The scheme was piloted in September 2015 with 12 participants and is scheduled for delivery every six months for the following two years.
8	B and C	The University has conducted a staff survey and consideration of the results will result in further published actions.	September 2013	March 2014	Human Resources	Analysis of the results identified key issues including objective setting and performance reviews, identification of development needs, timely communications, a new redeployment policy and engagement on change. These have fed into the new HR Strategy and are included within its four themes. Issues identified by Research staff were generally shared by all other groups of staff.

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

The headline staffing indicator for the planning period of the University's strategic plan is 'for a positive staff experience of learning, development and support' (University Strategic Plan, Chapter 4)

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. Work has already begun to promote the service more effectively by the Research Office, and the careers service are now involved at the institutional induction event (Concordat reference C1, C2, C4). A member of the Careers Service has been co-opted onto the Concordat Implementation Steering Group. The University is supportive of a broad range of career paths with examples of previous post holders moving into industry, the NHS 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, the CROS 2013 results, in line with the national average show that few researchers aspire to have a career outside of academia (Concordat reference C2);

ii) **Promotion and progression** arrangements are described in Biii) above. The University has, in some instances, encouraged those on technical contracts to move into research or academic careers. The School with the largest concentration of post-doctoral CRS, Pharmacy and Biomolecular Sciences (currently 15), has had 11 post-docs since 2001 become permanent members of academic staff (four of whom are now members of the Professoriate). The 2013 CROS survey showed that 56% of respondents compared to 37% nationally felt that they were treated equally with other types of staff with regards to promotion and progression (Concordat reference C5, C8);

iii) The University's **Induction** process provides a checklist of issues to be addressed during the formal induction. 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 made available each term to all new staff. The 2013 CROS survey showed that 67% of Brighton respondents had participated in a formal induction (Concordat reference C6);

iv) The University's SDR process 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 externally to, academia. In an internal Concordat implementation survey, all Heads of School mentioned the importance of the SDR process in the identification of training and development needs (Concordat reference C2, C3, C8, C9, C10);

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 University of Brighton and of the HEA. Opportunities for teaching include laboratory supervision, tutorial support or lectures. The CROS survey showed that 62% had had teaching and lecturing opportunities. Further particulars for research posts specify that contribution to teaching and learning should not exceed six hours per week in order to ensure that they utilise and develop teaching skills without distraction from core work (Concordat reference C11, C12);

vi) The University offers a wide variety of **training**, 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, and research impact. The Research Office also offer individual meetings for researchers to help them apply 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 eg grant writing, getting published, building and establishing teams and working with users. The *Crossing Disciplines* conference, run for the first time in 2013, was initiated by the ECR Ambassador, and will be offered again in 2014. 69 ECRs attended this research and networking event; 24 of these ECRs presented a paper at this event. The University supports, via a fee waiver, those 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 (eg Education, Nursing). These staff engage in the research student training programme. The 2013 CROS survey showed that 83% of researchers had access to training and development opportunities (Concordat reference C3, C7, C9, C10, C11, C12);

vii) To support **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 Early Career Researchers and the *University Sabbatical scheme*. £73,217 was allocated in the *Rising Stars* scheme and £278,164 in the *Sabbatical scheme* in 2013. A number of Schools and Faculties also have funding available to support career development (eg Arts, Health Professions, Sport and Service Management). To support researchers with conference attendance, a

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, who do not have to provide match-funding (Concordat reference C3, C9, C10). The 2013 CROS survey showed 96% had the opportunity to present their work nationally (compared to 80.5% in the nation survey);

viii) ECRs are **represented** by the Early Career Ambassador who sits on the Research Strategy Committee (RSC) and the Concordat Implementation Steering Group). ECRs have specific representation in local Committees in the three areas where there are a critical mass (Arts, Pharmacy and Biomolecular Sciences and Environment)(Concordat reference C13);

ix) The University encourages **mentoring** of Early Career Researchers and formal schemes exist in several Schools. The ECR Ambassador helps to facilitate informal peer-peer mentoring and also offers individual consultations to ECRs. In the Head of Schools survey, all mentioned some form of local mentoring scheme, some specifically targeted around activities such as proposal writing (e.g. Education) others allocate all new staff a mentor (e.g. Environment) whilst others offer one (e.g. Applied Social Science) (Concordat reference C8, C14)

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date
9	C14	The University is in the process of developing a research mentoring scheme and HR will be developing general best practice guidelines and skills training sessions on mentoring more broadly.	January 2014	Summer 2014	Research Office Human Resources	A mentoring framework was approved by RSC in October 2015 for adoption by all Schools. Human Resources published best practice guidelines on mentoring which are available on staff central.
10	C6	The University's induction process is being revised to include three elements i) a centrally run session; b) checklists for local inductions and c) central information for particular groups of staff.	September 2013	September 2014	Human Resources	The new induction process and toolkit were launched in January 2015. 150 staff per annum attend the centrally run sessions. 55 managers attended a 'Managing Induction and Probation workshop' in 2015. The workshop will become a routine part of HR Management Training.
11	C5, C9, C10	The University's CROS results show an absence of SDRs in some areas. This	December 2013	Staff Survey	Human Resources	The limitations of SDRs identified in the CROS survey was confirmed by approximately half of

		will be correlated to the Staff Survey and identified issues will lead to a review of existing processes.		analysis due Feb 2014		respondents in the staff survey and a review was conducted. The review highlighted a number of underpinning issues which needed to be addressed before any revised scheme could be developed and implemented (e.g. enhancing management capacity and capability). The new HR Director (who started in September 2013) determined that any change to the SDR scheme needed to be in the context of a wider HR strategy (published in 2015) and that the immediate area of focus needed to be the underpinning issue of management capacity and capability identified in the earlier review. The HR Strategy includes a theme of developing individual and collective performance and a new project to review SDRs has been started which is due for completion in 2019. Optional Researcher Development Reviews have been piloted in two Schools and a recommendation for establishing a process for implementation in all Schools is being sent to RSC in February 2016. It is hoped that ultimately these will be incorporated into the new SDR process.
12	C2, C4, C5, C8	Further consideration on how to engage staff with the careers service, to include a workshop at Future's Bright 2014	January 2014	Sept 2014	Careers/ Research Office	There is strengthened sign-posting to the Careers Service from the ECR pages of the RO website. The Careers Service organised a stand at the Future's Bright, ECR Conference. Further work is planned in this area including a pack for staff on fixed-term contracts with information about support available including from the Careers Service.
13	C14	The University is planning a new sabbatical entitlement scheme which, it is hoped will include an opportunity	February 2013	Sept 2014	PVC (Research)/DRDs	Scheme was launched in Autumn 2015. 19 sabbaticals have been awarded in the first round.

		to spend sabbaticals on 'placement' with another organisation.				
14	C3, C9	Review of existing training provision against the RDF	December 2013	Sept 2014	CISG	A review of existing training provision identified good practice in the Arts CRD. It also noted gaps in training on research ethics (currently being implemented now that a new ethics framework has been approved), on Open Access (a series of School and institutional workshops have now taken place with over 200 attendees), and in managing research grants (first workshop run in Autumn 2015 with more planned). The mapping of training workshops to the RDF will be kept under review with the appointment of a new post in the Research Office (Autumn 2015), with responsibility for training and Concordat implementation.
15	C1, C5	The University Strategic Plan has an ambition to implement a university-wide infrastructure for the systematic career development of all researchers	2012	2018	Pro-Vice-Chancellor (Research)	This action is still in progress. Elements of the infrastructure that have been developed include the Professorial Framework (Summer 2014), the Mentoring Framework (October 2015) and the Research Development Review Frameworks (October 2015). Further work to make it more systematic and comprehensive will take place over the next two years.
16	C7	Mapping of job role profiles against Researcher Development Framework	Jan 2014	Summer 2014	HR/Research Office	It was decided that the RDF and the role profiles have different purposes but that encouraging researchers to use the RDF may allow them to meet elements of the role profiles.
17	C11	'All staff will have, or be working towards, a university teaching qualification or institutionally recognised equivalent , with an embedded digital literacy component' (Strategic Plan 2012-15)	2012	2015	Centre for Learning and Teaching	Where feasible, CLT courses contain a digital literacy component. A group of researchers from the School of Pharmacy and Biomolecular Sciences have initiated their own cohort with CLT in order to submit applications for Fellowships or Associate Fellowships to the HEA.

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

The University has committed itself to 'establish a process of personal development planning for all staff with the intention to invest further in support and development with a clear focus on university priorities' (Strategic Plan, Chapter 4).

i) Staff at the University are expected to take responsibility for their **personal career management**, '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). To assist staff with getting maximum benefit from the process, training for reviewees is offered(Concordat reference D1, D5, D6);

ii) Engagement with users of research is key to the University's Research Strategy and it supports researchers' engagement with them and the **transfer of knowledge**. The 2013 CROS survey showed that 64% of respondents engage with policy-makers and end users, compared to 30% nationally and that 52% are recognised within Brighton for their public engagement work.91% of CROS respondents felt that they were given equal representation on websites when compared to other staff (75% nationally).

The 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 voluntary groups.

The long-established specialist KTP team within EASE supports all stages in the development and management of Knowledge Transfer Partnerships (KTPs) through which developed knowledge is used to drive economic growth, predominantly but not exclusively through partnerships with the

private sector. Since 1 January 2010, 44 new KTP projects have started and there are currently 9 live projects. The KTP Centre encourages academic engagement, promoting the demonstrable benefits for teaching, research and impact.

The Research Office runs a regular post-award workshop series which includes a workshop on Impact and Dissemination. Whilst the Brighton CROS results were ahead of the national average (23% versus 14.5%), this is clearly currently not sufficient. The Future's Bright conference for ECRs includes sessions on conferences: 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, which is another opportunity for ECRs to prepare their work for presentation and present to their peers, as well as celebrating their achievements;

The Intellectual Property and Commercial Contracts Manager regularly runs three workshops which are available to all staff 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 has a three-tier ethics and governance review system. As part of this system, advice is available to researchers on the identification of any ethical issues and the process for ensuring that these have been addressed. This is set out in the *Guidance on Good Practice in Research Ethics and Governance* (Concordat reference D3), and a number of additional guidance documents on more specific ethical issues are also available.

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress to date
18	D5, D6	Additional promotion of the Research Development Framework to enable self-analysis of training needs.	2012	Ongoing	Research Office/Human Resources	The framework has been added to the RO internal website. Staff will be encouraged to conduct a self-assessment against the RDF prior to their Research Development Review (RDR) meetings. This is being piloted in two Schools.
19	D6	Review training programme to ensure adequate coverage and engagement with career management, impact and knowledge exchange (CROS survey results)	Dec 2014	Jan 2015	Concordat Implementation Steering Group	Additional impact workshops were delivered including a series entitled 'engaging for impact' which included workshops run by the Parliamentary outreach service, a workshop on

						engaging with business and one on engaging with the community (212 staff attended these sessions in 2014 and 2015). An Impact Steering Group has been established which will maintain a strategic overview of training provision. The KTP Centre has organised workshops for each College to introduce staff to the KTP programme. These were attended by 101 staff over the past two years. The Research Leadership Programme includes workshops on career development.
20	D2	Encouragement of use of external mentors through the new mentoring framework	After mentoring framework has been approved	-	Heads of School	The mentoring framework includes provision for external mentoring and the Research Leadership Programme (RLP) contains a compulsory external shadowing component.

E Diversity and Equality

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

'The university is committed to the fair treatment of all people…regardless of disability, gender, sexual identity, marital status, family or caring responsibilities, race, colour, ethnic origin, sexual orientation, gender identity, age, national origin, nationality, trade union membership and activity, political or religious beliefs, work or study pattern or contractual status' (Equality and Diversity Policy).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. The 2013 CROS survey showed that 91% of respondents feel that Brighton is committed to equality and diversity (86% nationally). (Concordat reference E1, E2, E3). 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 Cvii) 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. The university has a harassment contacts network available to all staff, which provides a confidential information and 'listening ear' service for staff who feel that they may have experienced or witnessed harassment or 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 to age, disability, gender and race in relation to grade, job-type (e.g. research staff, lecturing staff, etc.), recruitment and selection and leavers. The university has recently expanded the monitoring data it gathers for job applicants and existing staff, to include gender reassignment, religion and belief and sexual orientation. A new self-service HR system was introduced in August 2013 and it is expected that this will help enhance both the thoroughness and the quality of equality monitoring data for staff. A new e-recruitment system is currently being piloted which is expected to improve the quality and reliability of recruitment and selection equalities data. (Concordat reference E1, E7).

iii) 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 selection of staff for the Research Excellent Framework, HR policy reviews, etc.), and the inclusion of an equality term within the terms of reference for each university committee which requires committees to pay due regard within their decisions to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between different people (Concordat reference E1, E3, E4, E8). Equalities Impact Assessments are carried out annually as part of, and following the yearly re-grading/promotion process, and an equalities analysis is also on-going as part of the development of the new e-recruitment system. 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 given by the Research Councils and monitors internal policies for internally-funded research appointments (Concordat reference E6).

iv) To ensure that the equalities issues are firmly embedded in the culture of the institution, the University has a comprehensive set of **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. Additional 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). The university is an active participant in a Sussex public sector LGBT mentoring scheme for staff, and arrangements have been made for research staff to be mentored by other researchers on request (Concordat reference E3). Equalities considerations are embedded within the university's Recruitment and Selection Interview training as detailed in section A (Concordat reference E2).

v) 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, and its five STEM schools are currently working towards applying for their own Athena SWAN awards during 2014. It is also a member of the Stonewall Diversity Champions programme, and participated in the Workplace Equality Index for the first time in 2013 (results are expected to be published in January 2014). 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
21	E1, E3	Develop and communicate revised university Equality and Diversity Strategy and Policy, taking into account specific equalities issues that may particularly affect research staff	Nov 2013	Spring 2014 (Strategy) Summer 2014 (Policy)	Equality & Diversity	Strategy and proposals for new structures to manage E&D were approved by SMT in Spring 2014. The policy is currently under review with the aim of publishing a revised policy and supporting documentation. The University's Equality Objectives are being reviewed and revised alongside Policy review and both will be published in April 2016. A revised E&D strategy will follow in the 2016-17 academic year.
22	E10	STEM schools to apply for Athena SWAN departmental Bronze award	April 2013	November 2014	STEM Schools / Athena SWAN Steering Group	All six STEM Schools have applied for at least the Bronze award during the period with successful outcomes known to date for the Medical School and Pharmacy and Biomolecular Sciences. A detailed four year timetable for the submission of all Schools to Athena Swan has been devised and will be overseen by a reconfigured institutional-level Steering Group.

23	E10	Sign up to Equality Challenge Unit's Gender Equality Mark (GEM) and Race Equality Mark (REM) when they are available	2013	2014 (GEM) 2015 (REM)	Equality & Diversity	Expected work for GEM has been merged with the expanded Athena Swan (see action 22). Brighton was selected to be in the 2015 pilot of REM submitted. We were unsuccessful in our application (along with 2/3rds of all applicants).
24	E1, E3	Implement findings/recommendations from REF equality impact assessment	Oct 2013	2014, On-going	HR/Research Office/Heads of School/Equality and Diversity	Actions are being implemented and include many actions listed elsewhere in this plan (e.g. applying for REM and Athena Swan, production of better monitoring data, the E-Learning module, unconscious bias training and the E&D Network Groups). HR Advisors have discussed the outcomes of the EIA with Heads of School. A short progress report is available on request.
25	E1, E3, E8	Design and deliver equalities training for Chairs of committees on implementing the 'due regard' requirements of the Public Sector Equality Duty	Nov 2012	2014	Equality & Diversity	Training for 13 main Committee Chairs, including all SMT members and Deans was provided in September 2014. Cascading the training to sub-committee chairs is under consideration.
26	E1, E2, E3, E8	Set up new staff equality network groups in order to enable staff to network with others from particular groups and to feedback specific issues affecting them at the university.	2013	Summer 2014	Equality and Diversity	Network groups representing Disability Equality (48 members), Gender Equality (28 members), LGBT (46 members), Parents and Carers (36 members) and Race and Faith (14 members) were launched in October/November 2014. All networks have a remit to offer peer-peer support and networking, to help inform University policy on relevant issues and to raise awareness. All of the networks are represented on the E&D Committee and other relevant groups and all groups have been invited to send a representative to the project group supporting the E&D Policy and Objectives review. Activities led by the networks to date include awareness-raising events and institutional communications.

27	E1, E2, E3, E7	Develop and implement proposals for introducing/participating in a positive action staff development scheme for female staff and/or other groups of staff where there is evidence of underrepresentation in senior grades (e.g. Aurora women's development programme).	Sept 2013	Summer 2014	HR/ Dean of Faculty of Science and Engineering / Equality and Diversity	Aurora was piloted in 2015 with two participants and one champion. Feedback suggested that although the programme was useful, the money may be better spent running targeted internal staff development events open to much larger groups of staff. For example, a staff development conference, 'Make it Happen', is taking place in March 2016 to coincide with International Women's Day. The event will specifically support the career development needs of female staff.
28	E3	Develop and introduce unconscious bias training for key groups of staff and/or incorporate information on this within relevant existing training programmes (e.g. recruitment and selection training)	Jan 14	Spring 2014 (training for HR staff) 2014 (other groups)	Deans/ Equality and Diversity	Unconscious bias training is included in the development plan for the HR Department to allow all staff to increase their knowledge in this area. Two sessions of unconscious bias training ran in November 2015, primarily targeted at senior staff. 53 staff attended these. Further training sessions are planned for 2016.

UNIVERSITY OF BRIGHTON

CONCORDAT IMPLEMENTATION PROJECT STEERING GROUP

Reporting to: Research Strategy Committee and the University Management Group

Terms of reference

1. To maintain the university's current compliance to the Concordat for the Career Development of Researchers through its Concordat Implementation Plan.
2. To initiate actions to ensure the university's future and on-going compliance to the Concordat for the Career Development of Researchers through its Concordat Implementation Plan.
3. To amend and update the Concordat Implementation Plan to reflect work toward compliance to the compliance to the Concordat for the Career Development of Researchers.

Constitution and membership

Constitution	**Member 2014-2015**
A Dean of College	Andrew Lloyd
Head of School	Jo Doust
Representative of the Research Office	Ingrid Pugh
Representative from Human Resources	Jo Hird
Lead Researcher	
Three Early Career Researchers	David Lain, Vedrana Velickovic, Jim Burton
ECR Ambassador	Cressida Bowyer
Representative from Careers Service	Christina Keiller
Equality and Diversity Manager	Helen Tatch
Representative from the Centre for Learning and Teaching	John Canning
Secretariat	

Links to documents referred to within this Implementation Plan

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

Celebration of Research Event/Poster Competition **-**
http://staffcentral.brighton.ac.uk/ro/riposter.shtm

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

Conference Support Fund/Early Career Researcher Conference Support Fund -
http://staffcentral.brighton.ac.uk/ro/csf.shtm

Crossing Disciplines - http://staffcentral.brighton.ac.uk/ro/Library/ECR%20programme%202013.pdf

Early Career Researcher Network - http://staffcentral.brighton.ac.uk/ro/new/ecr/News.html

Equality and Diversity Policy -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc009220.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

Flexible Working Policy -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc009313.pdf

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

Guidance on Good Practice in Research Ethics and Governance –
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc007528.pdf

Guide to appointing fixed-term staff -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc002741.pdf

Harassment and Bullying Guidance and Procedure -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc014098.pdf

Harassment and Bullying Policy -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013462.pdf

Harassment and Bullying Toolkit –
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc014099.pdf

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

Induction Process -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc000234.pdf

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

Recruitment and Selection Policy -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc002606.pdf

Recruitment and Selection Process Timescales -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc000269.pdf

Regrading/Promotion Procedure -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc009262.pdf

Research Office Workshops - http://staffcentral.brighton.ac.uk/ro/workshops.shtm

Research Sabbatical Scheme - http://staffcentral.brighton.ac.uk/ro/ResearchSabbatical.shtm

Rising Stars Scheme - http://staffcentral.brighton.ac.uk/ro/risingstars.shtm

Staff Development Policy –
http://staffcentral.brighton.ac.uk/xpedio/groups/Staff_only/documents/staffcentral/doc010517.pdf

SDR Guidance Notes for Academic Staff -
http://staffcentral.brighton.ac.uk/xpedio/groups/Staff_only/documents/staffcentral/doc010518.pdf

University of Brighton Strategic Plan -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc013747.pdf

Work Life Balance Policy -
http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc004213.pdf

Glossary of Committees and Groups

BDM	Business Development Managers
CIPSG	Concordat Implementation Project 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
GEM	Gender Equality Mark
JNCHES	Joint Negotiating Committee for Higher Education Staff
KTP	Knowledge Transfer Partnerships
PRD	Professional Recognition Development
RO	Research Office
REM	Race Equality Mark
RSC	Research Strategy Committee
SDR	Staff Development Review
STEM	Science, Technology, Engineering and Mathematics
SWAN	Scientific Women's Academic Network