



University of Brighton

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

2018-2020

Overview

The University of Brighton's strategy 'Practical Wisdom' launched in 2016 and sets out our core values of Inclusivity, Sustainability, Creativity and Partnership. The focus of implementation of the Concordat at the University of Brighton is on fixed-term contract research staff and our Early Career Researchers (ECRs) but, in keeping with our Inclusivity value, we apply the Concordat principles to the whole research community (1100 staff). ECRs are a very diverse group in terms of age and education, due to Brighton's role in professional practice-based education. To ensure the inclusion of views from this diverse group, ECRs are represented within the institution by an ECR Ambassador located in the Research Office and managed by the Pro-Vice-Chancellor (Research and Enterprise). The Ambassador co-ordinates a network of self-identifying ECRs and presents their interests and issues to committees and senior managers. ECRs are formal members of University- and School-level Research and Enterprise committees. Our fixed-term staff numbers are small with only 50 FTE contract research staff employed as at the start of this academic year.

Researcher career development at Brighton is also based on our Partnership core value as it involves reciprocal dialogue between individual researchers and those who manage research. Research at the University of Brighton is led by the Pro-Vice-Chancellor (Research and Enterprise), supported by two Associate Pro-Vice-Chancellors (APVCs). Our five-year Research and Enterprise Strategic Plan was published in 2017 and includes milestones and targets for researcher career development, many of which are relevant to this plan. 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. Although all staff are primarily located in a School, in 2017 the University approved 13 Centres of Research and Enterprise Excellence (COREs) and five cross-institutional themes – The Brighton Futures. The Directors and Leaders of these COREs and Themes will also be expected to play a role, albeit a less formal one, in building partnerships to develop and support individuals who work with them. The University's successful Research Mentoring Framework also ensures individual staff take responsibility for their career development in partnership with research leaders

This Concordat Implementation Plan is a living document, updated and monitored on a regular basis. It has been updated every two years with a new set of actions since its initial development in 2012 and each major reiteration has been the outcome of institutional consultation and review, both by University Committees, managers and supporting departments but, most importantly by the staff concerned through formal meetings and less formal focus groups. The ownership of this plan lies with the Pro-Vice-Chancellor (Research and Enterprise), overseen by the University Research and Enterprise Committee (UREC). 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 UREC, has responsibility for overseeing and reporting on the sustainability and progress of this implementation plan. The CSG, chaired by an APVC and with the PVC (R&E) as a member includes members from the key areas of strategic leadership (Human Resources, the Research Office) as well as representation from research-active staff at all levels including ECRs and from a broad range of disciplines. Terms of reference and membership (revised in October 2017) can be found in Appendix a.

Navigating this Implementation Plan

Each section of this plan begins with the relevant principle from the Concordat to Support the Career Development of Researchers, followed by a quote from a University strategic document. The body of the text then articulates how the University adheres to this principle and outlines actions in the table referring to the relevant section of the Concordat and where appropriate actions from the previous Concordat Implementation Plan (2016 CIP). Policies and resources referred to here are accessible for internal staff from links listed in Appendix b. A glossary of terms and acronyms is in 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

*'To attract, retain and reward staff (at all career stages) ... of the highest quality and impact'
(Strategic Goal 1, Objective 1, Research and Enterprise Strategic Plan 2017-21)*

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 (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 2017 CROS survey showed that during the application process, 94% of respondents were provided with a job description, which is an improvement of 7% on the 2015 survey. The majority of respondents had also been provided with details of desired qualifications (94%) and details of the specialist research skills required by the post holder (71%). (Concordat reference A2);
- ii) Guidance on the use of particular **contract types** including fixed-term contracts and end dates was published. It 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 (Action 3, 2016 CIP). All fixed-term contract requests including direct appointments now go through the Recruitment Authorisation Group, which is chaired by the Deputy Vice-Chancellor, so that they can be challenged where appropriate. (Concordat reference A3).

- iii) To ensure **fairness and consistency** in recruitment, the Recruitment and Selection policy is accompanied by a toolkit that provides best practice guidance on recruitment and selection through blind recruitment (Action 4, 2016 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. Managers are advised to contact all unsuccessful candidates by telephone with constructive feedback. 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 and reviewed Action 1, 2016 CIP). In the 2017 CROS survey, 71% of respondents felt that equality and diversity requirements were met within the University’s recruitment and selection processes. This is a better result than nationally (66%) and an improvement on the last CROS survey in 2015 (67%). In the 2017 PIRLS survey, the majority of respondents also agreed that staff at the University were treated fairly with regard to recruitment and selection (79%) (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 performance measure
1	A1, A4	Ensure the inclusion on interview panels of a panel member representing research for academic positions where there is a significant responsibility to undertake research.	March 2018	Ongoing	Chair of recruitment panels - implementation HR Operations manager - to update guidance	All Deputy Heads of School (Research and Enterprise) reporting confidence in the involvement of research representatives on interview panels
2	A2	New recruitment branding planned to ensure consistency and wider automation improvements of HR process will allow the HR team to	Summer 2018	Launch 2019	HR Operational Manager	Branding launched

		invest more time in giving recruitment assistance and advice.				
3	A2, A4	Implement mandatory Unconscious Bias E-Learning for those on interview panels	July 2017	Summer 2018	Equalities Training and Development Officer	All interview panel members to have undertaken Unconscious Bias training prior to interviewing
4	A4	Update of recruitment toolkit to simplify and streamline guidance and update best practice information available to managers.	January 2018	Summer 2018	HR Operational Manager	Revised guidance available

Key Success Measures

- a) 90% first-time PIs to have undertaken Recruitment and Selection, Unconscious Bias, and Equalities and Diversity training to ensure that those recruiting new research staff are fully conversant with legislation, University process and issues relating to Equality and Diversity.

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

*‘We value the expertise of our staff and the contributions of our students and support them in enhancing their research and enterprise skills’
(Principle 4, Research and Enterprise Strategic Plan 2017-2021)*

- 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 Joint Negotiating Committee for Higher Education Staff (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 50.26 FTE out of 97.11 research staff hold fixed-term contracts) are monitored by Human Resources staff and are annually monitored by the University’s Employment Committee. The guide to employing fixed-term staff includes recently reviewed redeployment procedures (Action 13, 2016 CIP) 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. All new fixed-term contracts are now routinely also

assessed by the Recruitment Authorisation Group. This group is made up of the Deputy Director of Finance, Chief Operating Officer, Head of HR and the Deputy Vice-Chancellor (Concordat reference B2);

- ii) The Human Resources strategy (2015) outlines the University's plans for the development of **Managers of Research Staff**. This has resulted in the development of the University's Leadership Programme (launched May 2017). All Deputy of Heads of School (46) have now participated in it. Over 2017/18, the wider leadership group will also have the opportunity to go through this programme, with a target of 120–140 people completing it. The programme includes aims of exploring 'the collective leadership challenge, the organisational culture and key leadership competencies'. Supporting material for managers of research staff is available through a resource for managers on the Research Office website which includes information on recruitment, the use of fixed-term contracts, the Concordat and the supporting infrastructure (Action 10, 2016 CIP). The University introduced a grant acceptance process in 2015 to ensure a formal acceptance process, as part of which, 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. The termly meeting of Deputy Heads of School (Research and Enterprise) includes the Concordat as a standing agenda item and to date they have explored the outcomes of the 2017 CROS/PIRLS surveys and good practice in staff induction (Actions 12 and 18, 2018 CIP) (Concordat reference B3);
- iii) 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 other applicants. This optimises the opportunity for redeployment of those on fixed-term contracts. From 27 researchers added to the redeployment list since August 2015, 11 have remained employed at the University. A redeployment policy was approved in December 2015 and reviewed in 2016 (Action 13, 2016 CIP) which widened the criteria of people who are eligible to access the redeployment pool (Concordat reference B4);
- iv) 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 (Concordat reference B5). An annual process for consideration of applications for **academic and research staff promotion/regrading** has been in place since 2007. A new Professoriate Framework was agreed in November 2017. 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. Promotion readiness workshops are a core part of the Research and Enterprise Development Programme with sessions on 'Becoming an independent researcher', 'Planning your research career' and 'Preparing for becoming a Professor at the University of Brighton' (Concordat reference B6, C5, D4).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress performance measure
5 (Brought forward from action 8 in 2016-18 CIP)	B3	Roll out new Staff Development Review (SDR) scheme and associated training programme for reviewers.	December 2017. Draft proposal currently under discussion with the Unions.	September 2019	HR Strategic Projects Manager and Leadership and Management Development Manager	Increase PIRLS results on confidence giving appraisals by 10%
6	B3	Develop and run training and workshops on research specific elements of leadership and management including the Concordat, RDF and managing fixed-term staff.	October 2018	Ongoing	Associate Pro-Vice-Chancellor (Research and Enterprise)	30 staff to have attended workshops
7	B3	Adjust the current Workload Allocation Model to allow time to ensure accurate reflection of work undertaken.	October 2017	October 2019	Associate Pro-Vice-Chancellor (Research and Enterprise)	New criteria published
8	B6, E7, E8	Promotion review group to consider the appropriateness of including activities such as impact, knowledge exchange and enterprise as part of the review process and to make recommendations for further action and to ensure that they reflect best practice in relation to Equality and Diversity	September 2017	Summer 2018	Pro-Vice-Chancellor (Education and Student Experience), HR Manager, (Employee Relations)	New promotions criteria published

Key Success Measures

- b) Increase of 10% in CROS and PIRLS results across all recognition and value questions in 2019

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

*'To provide early career researchers and emergent leaders with training and support programmes aimed at broadening skills and experience'
(Strategic Goal 3, Objective 13, Research and Enterprise Strategic Plan 2017-21)*

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 promotes the service through its intranet pages, and the Careers Service is involved in the institutional induction event for staff and the University's annual ECR conference, the *Future's Bright*. A member of Careers Service is a member of the Concordat Steering Group. (Concordat reference C1, C2, C4);
- ii) Researchers from the University have followed 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 (for example, there are 233 non-academic partners named on current research grants). However, the 2017 CROS results continue to show, in line with the national average, that few researchers aspire to have a career outside academia (Concordat reference C2);
- iii) The University offers a wide variety of **training** which since 2016 has been aligned to the Researcher Development Framework. In 2016/7, 382 staff attended at least one workshop in the programme. Co-ordinated by the Research Office, the programme is refreshed on an annual basis and for 2017/18 was relaunched as the Research and Enterprise Development Programme. New workshops this year include an introduction to consultancy, information about Confidentiality Agreements, delivering impact through enterprise, ethical issues around working with vulnerable people and research that involves deception, introduction to research health and safety, attracting and brokering partnerships with businesses and public sector organisations, Innovate UK themes and translating research into commercialisation. We have also, following

feedback, extended the workshop around career planning into two parts in differing disciplines which will utilise the RDF to discuss career planning and goal setting (Concordat reference C3);

- iv) **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. A revised version of this process is scheduled for implementation in 2019 (Concordat reference C5, C10);
- v) The University's **Induction** process (2015) provides a checklist and toolkit for issues to be addressed during the formal induction (Action 10, 2016 CIP). Line managers are responsible for ensuring that staff have a planned career development 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 and, for this academic year, it has been expanded to include a dedicated session on Research and Enterprise. Schools manage a local induction process, which, usually involves meetings with the Deputy Heads of School (Research and Enterprise). Local inductions are undertaken in a variety of ways including School-specific leaflets or checklists and a whole School annual induction day. Work is underway to make this local induction stronger and consistent. The Research Office sends a personalised welcome email to all new staff with a research component in their job role. This email introduces the role and resources of the Research Office and links new staff to a dedicated webpage for ECRs which provides signposting to a set of internal resources including relevant policies, training opportunities, this action plan and information about the research infrastructure (Actions 5 and 16, 2016 CIP). All new staff are also contacted by the Research Development Officer from the Research Office who supports funding applications for their School. (Concordat reference C6);
- vi) The University holds an annual research conference, *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). The University has seen an increase in the number of staff responding positively to the CROS survey who have undertaken **a wide range of academic experiences**. The 2017 CROS survey showed that 100% of respondents had the opportunity to present their work orally at a conference, compared with 84% nationally, an increase of 6% from the 2015 survey. Other findings included: 50% of respondents have managed a budget compared with 42% nationally, an increase of 8% from the 2015 survey and 76% have written a grant/funding proposal, compared to 57% nationally (Concordat reference C7, C9);

vii) The University has a new **research mentoring framework** (September 2017) which is underpinned by research on best practice in the sector. The University currently has 139 individuals mentoring 191 staff. (Action 20, 2016 CIP) (Concordat reference C8, C14);

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 2017) (Key Success Measure C, 2016 CIP). Since they were initiated in 2013 and 2008, £495,735 has been awarded to 53 staff under the Rising Stars Scheme and £2,224,225 to 156 staff under the Sabbatical Scheme respectively. All Schools also provide funding to support career development, these include: money for running seminar series or initiating collaborative activity (Art, Pharmacy and Biomolecular Sciences, Sport and Service Management, Applied Social Sciences); support for grant applications such as teaching release, equipment hire or travel and subsistence for data generation (Education, Applied Social Sciences, Environment and Technology); money for support with output production such as publication fees, transcription costs or proof reading (Art, Business School, Health Sciences, Pharmacy and Biomolecular Sciences, Sport and Service Management, Environment and Technology). The Business School has a system whereby staff can bid for time to conduct research and the School of Environment and Technology have a Returning to Research Fund. Ring-fenced conference funds are distributed to Schools along with their QR allocation. Several Schools ring-fence or prioritise these funds for ECRs (Art, Education, Applied Social Sciences).

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 postgraduate research student body (this is anyone currently pre-conferral), 34 staff members are in receipt of a University fee waiver worth over £75K in 2017/8.

The 2017 CROS survey showed that 75% of respondents were encouraged to engage in personal and career development, an improvement of 7% from the 2015 results (Concordat reference C9);

ix) All researchers with teaching responsibilities who do not have a **teaching qualification** are required to obtain Fellowship of the Higher Education Academy through one of two routes: researchers with less than three years teaching experience are required to obtain HEA Fellowship by completing the Postgraduate Certificate in Learning and Teaching in Higher Education run by the Centre for Learning and Teaching (CLT) or PGCert Transforming Practice for Health Professionals through Education run by the School of Health Sciences. More experienced staff who have been teaching for longer than three years are also required to achieve Fellowship of the HEA if they have not

already done so. This is usually done through the Professional Recognition and Development Scheme. Researchers with very limited teaching responsibilities may instead obtain Associate Fellowship of the Higher Education Academy through the Professional Recognition and Development Scheme or by completing the first module of the PGCert in Learning and Teaching in HE. The CLT also offers workshops on teaching and learning topics such as inclusive practice, dissertation supervision and blended learning. These opportunities are open to all staff at the University of Brighton and can be run in individual Schools on request. The CROS 2017 survey showed that a high proportion of Brighton respondents have been given the opportunity of training in teaching or lecturing – 69% compared to 37% nationally (Concordat reference C11);

- x) **Opportunities for teaching** include laboratory supervision, tutorial support or lectures. In the 2017 CROS survey, 82% of respondents said that they had had the opportunity to teach or lecture compared with 59% nationally and 76% of respondents have had the opportunity to supervise undergraduate or postgraduate research projects, compared with 62% 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 C12);
- xi) ECRs are **represented** by the Early Career Ambassador who sits on the University Research and Enterprise Committee (UREC), the Concordat Steering Group and the Rising Stars Panel. All School Research and Enterprise Committees have an ECR representative as part of the constitution (Concordat reference C13).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress performance measure
9	C1, C2 and C3	Explore use of existing contacts in industry and business to enable secondments and to facilitate exploration of alternative career options and exchanges with ECRs in a more formal way	Spring 2018	Summer 2018	Head of Knowledge Exchange	Workshop featuring industrialists with academic backgrounds (including Entrepreneur in residence subject to successful Royal Society application) and academics with industrial backgrounds At least one Secondment funded per annum from HEIF allocation
10	C3	Introduce a programme of training workshops on engaging	September 2019	Ongoing	Marketing and Communications	20 attendees per annum

		with the media and effective communication			and experienced academic staff	
11(brought forward from 2016 CIP Action 17)	C5	Investigate a mechanism for reporting on internal progression of research staff	2016	January 2020	Head of Human Resources	Progression data for research staff available and monitored
12	C6	Enhance induction at School level in order to promote consistency of experience and to particularly consider the needs of fixed-term and international staff.	November 2017	October 2018	DHoS undertaking induction, RESP providing supporting material	All DHoS to meet with each new member of staff
13	C6, C7 and C8	Review the differing needs of ECRs from professional backgrounds and, if appropriate incorporate those into induction and training	2018	2020	Associate PVC (Research and Enterprise) and Head of the Research Office	Programme in place
14	C7, C9 and C11	Introduce postgraduate research studentship scheme targeted at ECR supervisors with limited previous supervisory experience. Collect data on numbers of ECRs submitting research grant applications and number of ECRs on supervisory panels in order to understand whether there is a need to increase numbers.	July 2018 July 2018 (when Research Information System is implemented)	October 2018 September 2018	Director of the Doctoral College Research Information Officer, Research Office	Programme in place and first teams appointed Reports on current situation presented to UREC and actions proposed if appropriate.
15	C9 and C11	Support and encourage staff (and in particular ECRs) to become members of external Peer Review Panels	Easter 2018	Ongoing	Chair of the Peer Review Panel and Research Policy and Initiatives Officer	10% increase in value given to peer reviewing in CROS

16	C9 and C11	Develop a strategy for communicating outputs published to ensure that their value is celebrated and recognised	June 2018	December 2018	HoS, Research Information Officer, Research Office and M&C	10% increase in CROS recognition and value for publication scores
17	C9, C10 and C11	Increase the understanding of quality levels for outputs by the development of ongoing calibration exercises and training within disciplinary groupings. Introduce self-assessment of outputs.	October 2017 November 2017	Ongoing	Deputy Heads of School (R&E) with APVCs	Correlation between self-assessment and peer assessment Increase in the volume 3 and 4* outputs in REF2020 by 10%
18	C9 and B3	Conduct a training needs analysis for first-time Principal Investigators (PIs) when they win a grant to include budget management, ethics, open access and management of staff and then implement it	Proposal submitted to UREC February 2018 for implementation from Easter 2018	Summer 2018	Post Award Manager	All new PIs to have undergone set of skills training
19 (Brought forward from action 8 in 2016-18 CIP)	C10	Roll out new Staff Development Review (SDR) and associated training programme for those under review (see also Action 5 above)	December 2017 Draft proposal currently under discussion with the Unions.	September 2019	HR Strategic Projects Manager and Leadership and Management Development Manager	30% of staff to have undertaken online training on getting the most from SDRs.
20	C13	Ensure Schools with a critical mass of fixed-term researchers include specific representation for them on School R&E Committees	February 2018	Easter 2018	Deputy Heads of School (Research and Enterprise)	Specific representation on terms of reference in four Schools

21	C13 and D5	All Schools to have developed a suitable mechanism for consulting ECRs	Spring 2018	Spring 2019	Deputy Heads of School (Research and Enterprise) with their ECRs	Publicly available information about how ECRs are consulted in each School.
22	C14	Understand whether mentoring opportunities are being offered and taken up by those on fixed-term contracts in order to ensure that they are participating in mentoring	Mentoring data collection Summer 2018	Recommendations made if appropriate Summer 2018	Research Policy and Initiatives Officer, Deputy Heads of School (Research and Enterprise)	Data on contractual status of mentees available and target of at least 50% of those on fixed-term contracts to be mentored by 2019 if there are fewer than that recorded.

Key Success Measures

- c) At least 90% reporting workshops as useful or very useful

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

'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' (Staff Development Review (SDR) guidance notes for academic staff)

- 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 (Concordat reference D1, D5, D6);
- ii) Some workshops in the Research and Enterprise Development Programme utilise the **Vitae Researcher Development Framework** in facilitating discussions around career development, setting five-year goals and so on. These include three two-part workshops planned for 2017/18, titled 'Planning Your Research Career'. These cover different disciplines and will be led by an Associate Pro-Vice-Chancellor and a research leader from a

relevant school. At our annual ECR Conference, there is also a session on effective use of the RDF-titled 'Getting the most out of the Researcher Development Framework' (Concordat reference D1, D6);

- iii) 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 the 2017 CROS survey, Brighton had a higher proportion of respondents compared to the national average who are engaged in working: across disciplines (55% compared to 53% nationally); with other institutions or outside academia (55% compared to 48%) and with colleagues outside the UK (76% compared with 67%). At Brighton, 40% of respondents had also participated in some form of Knowledge Exchange activity, compared with 37% nationally and 55% of Brighton respondents had collaborated in research with businesses or other non-academic research users, compared to 48% nationally.

In January 2017, the University reorganised its supporting infrastructure for research and knowledge exchange to create a Department of Research, Enterprise and Social Partnerships (RESP). Within this, a new team of Knowledge Exchange Managers, arranged thematically, work with academics to identify opportunities for knowledge exchange and commercialisation to generate impact and income from academic expertise. Support is provided to develop and sustain partnerships with businesses, public and third sector organisations, bid for funding for collaborative R&D and knowledge exchange (including Knowledge Transfer Partnerships), to tender for contracts and negotiate consultancy arrangements. The long-established specialist Knowledge Transfer Partnership (KTP) team within RESP supports the development and management of KTPs to embed knowledge to drive economic growth, predominantly but not exclusively through partnerships with the private sector. Since 1 January 2012, 31 new KTP projects have started and there are currently nine live projects. The Knowledge Exchange team promotes the demonstrable benefits for teaching, research and impact, and runs training workshops on the links between knowledge exchange and impact. In December 2017, an internal fund for proof of concept and innovation seed funding was launched, increasing the opportunities for academics to engage in the enterprise agenda. 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 Green Growth Platform supports businesses to develop and commercialise environmental, low carbon products and services, generating opportunities for academics to engage in research and innovation projects. 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 2016 and 2017, the Research Office delivered several **impact**-focused workshops, including 'Planning for Impact in Project Proposals', 'Engaging for Impact', 'Communicating Impact' and 'Demonstrating and Evidencing Impact'. In 2016 and 2017, 94 staff attended impact-focused workshops.

The Intellectual Property and Commercial Contracts Manager and their team will be running several workshops as part of the Research and Enterprise Development Programme in 2017/18, including 'Introduction to Confidentiality Agreements: What You Need to Know and Why' and 'Research Consultancy and Contracts'. 'Introduction to Confidentiality Agreements' ran in the spring term 2017 and had 22 attendees who gave positive feedback, with 100% of respondents finding the workshop useful or very useful (Concordat reference D2);

- iv) The University's *Policy on Research Integrity* (2016) 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 was carried out to ensure that the University was compliant with the standards set out in the *Concordat to support research integrity* and other relevant external codes of practice and guidance. A new procedure for investigating allegations of research misconduct was produced in 2017, and an annual statement on research integrity is produced by the University each year, outlining the actions that have been undertaken during the year to support and strengthen research integrity. 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);
- v) In CROS 2017, 69% of respondents reported an awareness of Vitae, a 10% increase on 2015 results and 12% more than the national result and 59% of respondents reported awareness of the RDF, 8% more than the national result while 15% of respondents also reported that they use the Vitae RDF to support their continuing CPD activity. This is an increase of 9% from Brighton's 2015 result and 3% greater than the 2017 national result (Concordat reference D6).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress performance measure
23	D2	Operationalise and implement Consultancy Framework	Development started Spring 2017	Implemented by October 2018	Director of Research, Enterprise and Social Partnerships	Framework operational
24	D3	Review Ethics Policy (three years since last review)	April 2018	October 2018	Research Policy Officer (Ethics and Governance)	New policy introduced and implemented

25	D3	Develop and roll out online training for researchers on GDPR compliance	November 2017	April 2018	Head of Data Compliance and Records Management	75% staff to have undertaken training in first year
26	D4, D5 and D6	Increase numbers being mentored	2016	Ongoing	Associate Pro-Vice-Chancellor (Research and Enterprise) and mentoring leads	326 to be undergoing mentoring by 2020
27	D5	Launch new staff web profiles which will be populated by individuals	July 2018	July 2019	Individual researchers with promotion by Marketing and Communications, Research Office and Deputy Heads of School (Research and Enterprise)	90% of research active staff to have a web profile
28	D5 and D6	Induction to incorporate support mechanisms for career development, mentoring opportunities and the importance of participating in SDRs.	November 2017	October 2018	Deputy Heads of School (Research and Enterprise) implementation, Research Office to provide materials	Induction material published
29	D	Centres for Research and Enterprise Excellence (COREs) to actively encourage the development of talented early career researchers	October 2017	October 2019	CORE Directors	35 ECRs to be members of COREs
30		Development of peer support networks for Early Career Researchers	February 2018	February 2019	ECR Ambassador	Two events held per annum

31	D5	To implement a new self-directed professional development approach to PGR supervisor development and registration	March 2018	October 2018	Director of the Doctoral College	20% of current supervisors switching to the new system by October 2019
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Key Success Measures

- d) 326 staff to be mentored by 2020 (target set in the Research and Enterprise Strategic Plan)

E Diversity and Equality

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

“We will develop and celebrate a more diverse staff community. We will achieve external recognition for our commitment to equality and diversity, including through the Athena SWAN, Stonewall and Race Equality charters”. (Practical Wisdom, University Strategy 2016-21, p.14)

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

- i) The University’s **Equality, Diversity and Inclusion Strategic Plan** sets out its commitment to equality of opportunity for all staff, and the responsibilities of staff in relation to this. Included in it are Equality Objectives which set out six overarching aims for equality and the key high-level actions underpinning these, including an action that explicitly refers to equality and diversity in relation to the Concordat (Concordat reference E);
- ii) From the start of the 2017/18 academic year, the university has enhanced its staff **training provision** on equality to help further embed equalities issues in the culture of the institution. All staff are required to complete the University’s ‘Equality and Diversity Essentials’ E-Learning programme. A ‘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, alongside face-to-face equalities training for managers. Both the E-Learning and the face-to-face session form a mandatory part of leadership training programmes for managers and supervisors. Unconscious Bias training was provided for key groups of staff in 2015 and 2016, and a new Unconscious Bias E-Learning package will be introduced in January 2018. In 2014, all Committee Chairs received training on implementing the ‘due regard’ requirements of the Public Sector Equality Duty during decision-making (Action 25, 2016 CIP), and further

training on leading equality and diversity was provided for all members of the University Executive Board in December 2016. Training was provided for Governors on their responsibilities in relation to equality and diversity in September 2017. The University also provides more targeted equality training, for example on LGBT awareness, trans awareness, disability awareness as well as on specific issues such as equality impact assessment (Concordat reference E1);

- iii) Equalities considerations are embedded within the University's **Recruitment and Selection** Interview training and associated materials as detailed in section A (Concordat reference E2);
- iv) The University has gathered, analysed and published **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 (E3);
- v) 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 40% 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 and E8);
- vi) 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. In November 2017, the University began piloting a new requirement for equality impact to be explicitly considered and noted as part of committee papers, which is running alongside other existing equality impact assessment activities. Detailed guidance for committee members has been produced and briefing sessions and training on this are being provided. The pilot includes the Research and Enterprise Committee, and the new requirements are expected to be rolled out to all committees in the 2018/19 academic year (Concordat reference E6);

- vii) Equalities Impact Assessments are carried out annually as part of, and following the yearly **promotion** process. Any issues identified help inform future action planning. The University implements equality and diversity guidance provided by the Research Councils and monitors internal policies for internally-funded research appointments (Concordat reference E7);
- viii) The University has five **staff equality networks** (Disability & Carers, Gender, LGBT, Parents and Race & 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 team and by a University Executive Board-level Champion for each of the five equalities areas covered by the networks (Concordat reference E7);
- ix) The University's **harassment and bullying procedures and guidance** include clear procedures, toolkits and guidance for reporting incidences of harassment and bullying (Concordat reference E9);
- x) The University is a member of a range of organisations and initiatives designed to **promote diversity in research careers**. It has been an institutional Athena SWAN Bronze award holder since 2013, and two of its Schools hold their own departmental Bronze awards. One of those is applied for a Silver award in November 2017, a third school applied for a Bronze award at the same time and all other Schools are actively working towards departmental awards. The University is a member of the Race Equality Charter and is currently working towards its Bronze award application. It is also a Level 2 Disability Confident employer, a member of the Stonewall Diversity Champions programme, a Time to Change signatory and a member of WISE. Additionally, the University engages with the Mathematical Society's Women in Maths initiative (Concordat reference E10).

Action number	Concordat reference	Actions planned	Action initiated	Timescale for completion	Undertaking action	Progress performance measure
32	E1, E3, E7,	Introduce new women's Leadership programme for staff at grades Ac2 or grade 7 or above.	November 2017	Aim for pilot implementation in October 2018	PVC (Research and Enterprise)/Head of School of Applied Social Sciences	12-15 members of the pilot cohort
33	E1, E2, E3, E7	Introduce Unconscious Bias E-Learning, to be made available to all staff and mandatory for	July 2017	Introduce by January 2018	Equalities Training & Development Officer	All staff involved in recruitment, selection and promotions panels

		staff involved in recruitment, selection and promotions panels.				have completed the training before taking their place on the panel.
34	E1, E3, E4, E7. E10	Continue to participate in national charters and initiatives for enhancing equality, for example Athena SWAN, Race Equality Charter, Stonewall Workplace Equality Index and Disability Confident	Ongoing	Institutional Athena SWAN renewal: April 2020. School Athena SWAN submissions: ongoing, as detailed in Athena SWAN submissions timetable (2017 – 2020). Race Equality Charter submission: February 2019. Stonewall submissions: September 2018 and September 2020 (for the 2019 and 2021 Indexes). Disability Confident level 2 renewal – annually in December	Equalities Charters Adviser	Maintain institutional Bronze Athena SWAN award at next renewal (2020) All Schools to achieve Athena SWAN departmental Bronze awards by 2020/21 Achieve institutional Race Equality Charter Bronze award by 2020/21 Achieve Stonewall top 100 position by 2020/21 Maintain Disability Confident level 2 award

35	E1, E3, E4	Enhance equality and diversity staff development offering to address priority equalities areas, as identified through our equalities monitoring, charters work and other research (including CROS and PIRLS)	August 2017	New training and development initiatives on LGBT, disability equality and equality impact review to be introduced by the end of the 2017/18 academic year. Longer-term roll out to be determined following evaluation of these.	Equalities Training and Development Officer	10% improvement in CROS/PIRLS results for the questions ' <i>I believe my institution is committed to Equality and Diversity</i> '; ' <i>I am satisfied with my work/life balance</i> ' and ' <i>My institution promotes better mental health and wellbeing</i> '
36	E9	Undertake a formal review of bullying and harassment cases, including identification of any trends or issues specifically relating to research staff	September 2018	December 2018	HR Manager (Employee Relations)	Review and recommendations in place
37	E	Standalone equalities monitoring report to be drafted, to be used alongside student equalities monitoring report and other relevant information to inform a new, overarching annual report on progress towards our Equalities Objectives	December 2017	Summer 2018	Equality and Diversity Manager	Reports produced

38	E7	Pilot and review enhanced approaches for embedding equality considerations within Committee decision-making processes. (Was action 26 of the last plan)	November 2017	Pilot to begin in 2017/8 academic year Review during 2018/19 academic year	Equality and Diversity Manager	Pilot carried out and reviewed and wider roll out arrangement agreed.
39	E2, E7	Review how and where we advertise our jobs, to ensure that suitable applicants from a diverse range of backgrounds are encouraged to apply	November 2017	By the end of academic year 2017/18	HR Manager (Operations)/Equality and Diversity Manager	Review complete and actions and implementation timescales agreed

Key Success Measures

- e) Achieve the following Equality Kitemarks:
- an Athena SWAN Bronze award by 2020/21 for all academic Schools
 - an institutional Race Equality Charter Bronze award by 2020/21
 - a Stonewall Workplace Equality index top 100 rating by 2020/21

Appendix a - 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 oversee support from Professional Services for research staff including training, induction and career development opportunities to ensure an institutional approach in line with the Research and Enterprise Strategic Plan
3. To support Schools in the implementation of the Concordat, advising on activities and identifying and sharing good practice across the institution
4. To maintain oversight of national and international developments, including requirements for the award of kitemarks and the preparation of submissions for them
5. To carry out benchmarking of institutional progress with the rest of the UK HE sector through involvement in the Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey (PIRLS)
6. To oversee the development of the Concordat Implementation Plan reporting on progress to the University Research and Enterprise Committee and the Diversity and Equality committee.

Constitution and Membership

Constitution	Member 2017-18
Members – All members are appointed for a two-year period	
A Chair appointed by the P-V-C (Research & Enterprise)	Professor Andrew Church
Up to three Deputy Heads of School (Research & Enterprise), ensuring representation across all disciplines	Professor Flis Henwood Dr Brian Jones Dr John Wrighton
Chair of the Professors Group or nominee	Professor Marco Marengo
Up to three Early Career Researchers nominated by Deputy Heads of School (R&E) to ensure ECR representation from across all Colleges	Dr Robin Dunford
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	VACANCY
Ex-Officio members	
Pro-Vice-Chancellor (Research & Enterprise)	Professor Taraneh (Tara) Dean
ECR Ambassador	Dr Aristeia Fotopoulou
Officers	
Head of the Research Office	Ingrid Pugh
Director of Human Resources or nominee	Jo Hird
Head of the Careers Service or nominee	Ian Rossiter
Equality and Diversity Manager	Helen Gray
Head of the CLT or nominee	John Canning
Representative from Marketing and Communications with responsibility for internal communications	Gus Sylvester
Secretariat	Kyra Challen

Appendix b - Links to Documents Referred to within this Implementation Plan

Beepurple - <https://www.brighton.ac.uk/careers/start-your-own-business/index.aspx>

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/>

Community University Partnership Programme - <https://www.brighton.ac.uk/business-services/community-partnerships/index.aspx>

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 - https://staff.brighton.ac.uk/hr/equality/pubdocs/Interim_Equality_Objectives_2016-20.pdf

Equality Objectives Consultation Report
- https://staff.brighton.ac.uk/hr/equality/pubdocs/Objectives_progress_report_dec15.pdf

Equality Impact Assessment Guidance
- <https://staff.brighton.ac.uk/committees/GuidanceDocs/Reviewing%20equality%20impact%20guidance%20FINAL.pdf>

Equality Networks - <https://www.brighton.ac.uk/about-us/your-university/equality/staff-equality-network-groups.aspx#groups>

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
- <https://staff.brighton.ac.uk/ease/ro/Pages/FB2017.aspx>

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
- <https://staff.brighton.ac.uk/hr/equality/pubdocs/Harassment%20and%20Bullying%20Policy.pdf>

Harassment and Bullying Toolkit - https://staff.brighton.ac.uk/hr/aod/docs/Bullying_and_Harassment_Toolkit.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 Exchange and Knowledge Transfer Partnerships - <https://www.brighton.ac.uk/business-services/knowledge-exchange/index.aspx>

New staff resource page - <https://staff.brighton.ac.uk/ease/ro/Pages/New.aspx>

Peer Review Panel Guidance -

<https://staff.brighton.ac.uk/ease/ro/docs/Peer%20Review%20Panel%20Guide%20Oct%202017.pdf>

Professorial Promotions Procedure

<https://staff.brighton.ac.uk/hr/erf/docs/Professorial%20Promotions%20procedure.pdf>

Recruitment and Selection

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

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

Academic Promotion

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

Research and Enterprise Strategic Plan 2017-21 - <https://www.brighton.ac.uk/research-and-enterprise/research-and-enterprise-strategic-plan.aspx>

Research and Enterprise Initiatives - <https://staff.brighton.ac.uk/ease/ro/Pages/Initiatives.aspx>

Research Ethics Policy

- <https://staff.brighton.ac.uk/ease/ro/CREC%20Published%20Documents/Research%20Ethics%20Policy%20v2%20Aug%202016.pdf>

Research Leadership Programme

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

Research Misconduct Procedure

- <https://staff.brighton.ac.uk/ease/ro/CREC%20Published%20Documents/Research%20Misconduct%20Procedure%20Approved%20v1.1%20July%202017.pdf>

Research and Enterprise Development Programme

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

Research Mentoring Framework

- <https://staff.brighton.ac.uk/ease/ro/docs/Research%20Mentoring%20Framework%20Sept%202017.pdf>

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

Resources for Leaders and Managers - <https://staff.brighton.ac.uk/ease/ro/Pages/ResearchLeaders.aspx>

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

Staff Learning and Development - <https://staff.brighton.ac.uk/staffdev/Pages/Staff-development-home.aspx>

Staff Development Review Scheme - <https://staff.brighton.ac.uk/staffdev/Pages/Staff-development-review.aspx>

Statement on Research Integrity

- https://staff.brighton.ac.uk/mac/public_docs/Policies/University%20of%20Brighton%20Statement%20on%20research%20integrity%202015-16%20final.pdf

SDR Guidance Notes for Academic Staff

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

University of Brighton Strategy 2016–2021 - <https://www.brighton.ac.uk/practical-wisdom/index.aspx>

Glossary of Terms and Acronyms

APVC	Associate Pro-Vice-Chancellor
AS	Athena SWAN - Scientific Women's Academic Network
CORE	Centre of Research and Enterprise Excellence
CSG	Concordat Steering Group
CLT	Centre for Learning and Teaching
CPD	Continuing Professional Development
CROS	Careers in Research Online Survey
DHoS	Deputy Head of School
E&D	Equality and Diversity
ECR	Early Career Researcher
GDPR	General Data Protection Regulation
HEA	Higher Education Authority
HEI	Higher Education Institution
HEIF	Higher Education Innovation Funding
JNCHES	Joint Negotiating Committee for Higher Education Staff
KTP	Knowledge Transfer Partnerships
PI	Principal Investigator
PIRLS	Principal Investigators and Research Leaders Survey
PVC	Pro-Vice-Chancellor
RDF	Researcher Development Framework
RDR	Research Development Review
RESP	Research, Enterprise and Social Partnerships
RO	Research Office
R&E	Research & Enterprise
REC	Race Equality Charter
SDR	Staff Development Review

STEM	Science, Technology, Engineering and Mathematics
UCU	University and College Union
UEB	University Executive Board
UREC	University Research and Enterprise Committee
WEI	Workplace Equality Index