University of Brighton – compliance with the Research Concordat and actions planned.

This action plan has been developed over a two year period following consultation with a wide-variety of stakeholders including both research staff and research managers from across the institution. In addition to consideration by Committees, results from the CROS and University staff survey were reflected upon and a focus group of researchers from all disciplines was convened over a year-long period to consider how the University might best engage with the Concordat and to undertake a gap analysis from the perspective of those on the ground. The introduction of personal research plans has also enabled feedback on development issues by those who manage research staff to be fed into the process.

This plan has been approved for publication by the Research Strategy Committee and the Deans Group. The ownership of the strategic intent of this action plan lies with the Pro-Vice-Chancellor (Research) and is overseen by the Research Strategy Committee. The RSC will receive an annual update on this action plan from the Staff Development Group, which is chaired by the Dean of the Faculty with the majority of contract researchers, and has an operational oversight. The SDG will also report twice a year to the University Management Group who will monitor ongoing issues. As evidenced in point C13, the institution will ensure that representation from research staff on formal committees and the staff development group will ensure that the implementation of the concordat action plan is considered formally by those it primarily affects.

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

Concordat clause	Evidence of compliance	Actions Planned	Timescale	Undertaking action	Body with oversight of action
1. All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	The University's Corporate Plan states that '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 (aim 4). The University aims to ensure that recruitment information and job descriptions/profiles make this explicit.	Refine recruitment materials to include details of research	Continual review	All Deans and Heads of School Personnel Department	Senior Management Team Pro-Vice-Chancellor (Research)

	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. Information is in public domain, for example research details on website				
2. Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	The University's Equality and Diversity policy http://staffcentral.brighton.ac.uk/xpedio/groups/public/documents/staffcentral/doc009220.pdf Recruitment and selection procedures and practices http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc002606.pdf All advertisements for vacant posts are signed off by a Head of School and are scrutinised by a member of the Personnel Department.	Review recruitment and selection procedures to ensure that this is explicit	Continual review	All Deans and Heads of School Personnel Department	Senior Management Team
3. Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	The University seeks to have a stable population of researchers and the local agreement on use of fixed term contracts restricts these to objective and justifiable reasons. The 2009 CROS survey shows that 42% of Brighton staff have a permanent contract compared with 18% average for the sector and that a higher number were redeployed to avoid redundancy.	The University will keep under review the proportion of research staff appointed on fixed-term contracts.	Review on an annual basis	Personnel Department	Senior Management Team
4. To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression	The University has an established Equality and Diversity policy http://staffcentral.brighton.ac.uk/xpedio/g	Equality and diversity training for managers in included in the	Ongoing	Personnel Department to deliver training	Senior Management Team

panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	roups/public/documents/staffcentral/doc009220.pdf and clearly defined recruitment and selection procedures and practices http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc002606.pdf In 2011 the university began roll-out of equality and diversity training aimed at all staff. Equality and diversity training is also provided as part of the management development programme and the development programme for first line managers and supervisors. It is expected practice that all unsuccessful interviewees will be contacted by telephone with constructive feedback. Feedback is given to those not shortlisted on request.	Management Development Programme, equality and diversity training will be rolled-out for all staff. Training for all staff involved in recruitment panels will be provided.	March 2011 – July 2012, then ongoing. Ongoing as part of management development programmes	All Deans and Heads of School, Principal Investigators and members of interview panels to ensure that policies and procedures are adhered to.	
5. The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	Jobs are graded according to a match against agreed role profiles. http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc010701.pdf The role profiles were reviewed in 2010 and were found to be appropriate. A salary assessment for new starters is undertaken by the Personnel Department to ensure that starting salary reflects qualifications and experience.	N/A	Fully trained grading panels meet as required	Personnel Department	Senior Management Team

B: Recognition and Value
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.

Concordat clause	Evidence of compliance	Actions planned	Timescale	Undertaking	Body with

				action	oversight of action
1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.	All research staff have equal terms and conditions regardless of the duration of the contract. This includes, for example, participation in the SDR process and all internal university grant schemes (outlined in E4 below).	N/A	Ongoing	Deans and Heads of School Principal Investigators Personnel Department	Senior Management Team
2. Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	A locally agreed guide to employing staff on fixed term contracts is in place and includes an agreed list of reasons for issuing fixed term contracts. The JNCHES guidance is included in this. Numbers of and use of fixed term contracts are monitored by the Personnel department. Staff on fixed term contracts enjoy the same benefits, terms and conditions of service as permanent staff.	N/A	Monitoring ongoing	Personnel Department	Senior Management Team
3.Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how	A revised and strengthened Staff Development Review Scheme was agreed in 2009 and all managers (academic, research and support staff) have received training in the scheme. Training has also been offered to reviewees in order to help them to get the most from their SDR. http://staffcentral.brighton.ac.uk/staffdevelopment/sdr.php?textsize=1&background=1 It is becoming increasingly common practice for research staff to have	The institution will reflect further on how it can assess and reward the performance of research managers	Ongoing	Personnel Department Principal Investigators Deans and Heads of School	Senior Management Team Staff Development Group

research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	individual research plans which outline aims and goals specific to research. This might take place at the same time as a more generic staff development review or as a separate discussion with someone with responsibility for research management. Equality and diversity training and briefing is available to all staff				
4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.	The Guide to employing fixed term staff includes redeployment procedures and Personnel Department ensures that redeployment options are sought where funding ceases. http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc002741.pdf Bridging funds are made available where possible and appropriate. Vacancies are advertised in three phases: a) to those coming towards the end of contracts that are not to be renewed; b) to internal applicants only; and c) external advert. This optimises the opportunity for redeployment of those on fixed-term contracts. All staff on the University re-deployment register since January 2011 have been found suitable employment.	The University adopts an approach of continually reviewing the status of staff who are potential re-deployees.	Ongoing	Deans and Heads of School Personnel Department	Senior Management Team
5. Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	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.	N/A		Personnel Department	Senior Management Team
6. Researchers need to be offered	An annual process for consideration of		Ongoing.	Panels	Senior

			Panels meet regularly	considering promotions; Personnel Department	Management Team
opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	applications for academic promotion/regrading has been in place since 2007. http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc010674.pdf Locally agreed role profiles set out progression requirements at leach level and guidance has been agreed on evidence to be considered by promotion and review Panels. This is published on the Personnel website. http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc010701.pdf				

C: Support and Career Development

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

Concordat clause	Evidence of compliance	Actions planned	Timescale	Undertaking action	Body with oversight of action
1.It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.	The University of Brighton supports researchers in their career development through personal meetings and a variety of training outlined below. It is expected that local line managers conduct a training needs analysis of individual staff.	Review current career development provision Review of Terms of Reference of the Staff Development Group in the light of the Concordat	Autumn 2012 Autumn 2012	Deans, Heads of School, Principal Investigators, Staff engaged in Doctoral Training Staff Development Group	Staff Development Group
2. A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that	The University is supportive of a broad range of career paths with examples of previous postholders moving into industry, the NHS and into policy	Review of content of career development provision.	Autumn 2012	Deans, Heads of School, Principal Investigators	University Management Group Research Strategy

this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	environments as well as to other HEIs. This is assisted by the University's well-established links with industry and partnerships with other sectors. The University has also, 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 14), has had 10 post-docs since 2001 become permanent members of academic staff (four of whom are now members of the Professoriate).	Analysis of career progression of post-docs, either internally or when they leave the institution.		Staff Development Group to conduct review	Committee
3.Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	All members of staff have an annual SDR which enables staff to reflect on their careers. The University holds an annual conference (called The Future's Bright) 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 up and establishing teams and working with users. Participants are also given the opportunity to present their own research grant ideas to senior academics in a 'Dragon's Den' session. http://staffcentral.brighton.ac.uk/vru/new/home/fb2011.html The University's Centre for Learning and Teaching offers a range of workshops on teaching and learning issues for those considering an academic career and also	Review of existing training provision and audit against the Researcher Development Statement	Autumn 2012	Staff Development Group Doctoral College Board	University Management Group

	writing and supervision workshops. http://www.brighton.ac.uk/clt/clt-courses/ Researchers are also given the opportunity to support teaching through laboratory supervision, tutorial support or lectures. This is conducted in such a way as to utilise and develop their skills without distracting them from their core work. Further particulars for research posts specify that the proportion of full-time staff (pro-rata for part-time) involved in contributing to teaching and learning should not exceed six hours a week. The University supports those members of staff who do not have PhDs to undertake doctoral study. These staff engage in the research student training programme.				
4. All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	The responsibility for conducting Staff Development Reviews lies with Heads of School and Principal Investigators	The University will review how it provides career support for research staff and will consider whether this can be done in a more systematic way.	Autumn 2012	Staff Development Group Research Strategy Committee	Senior Management Team
5. Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.	An annual process for consideration of applications for academic promotion/regarding 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. This is published on the Personnel website. http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc010674.pdf	A review of the SDR process and its impact will be conducted	Ongoing Spring 2012	Personnel Department	University Management Group

	The annual SDR process enables reflection on career progression.				
6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	Guidance on induction and a template checklist is contained in the staff handbook. Policies and procedures are published on the website and intranet. A termly induction day is made available to all new staff. http://www.brighton.ac.uk/personnel/staff-development-and-training.html The 2009 CROS survey showed that 83% had participated in formal induction review. A review of the induction and development of research staff conducted by the Research Strategy Committee in 2007/8 found that 'all Schools reported that new researchers have an initial induction meeting with either the Head of School or Head of Research. In some Schools, this is followed up by further review meetings some weeks or months later. Professional development is encouraged on an annual basis through the SDR process. All managers responsible for SDRs received training during 2010/11. Principal Investigators and other line managers are responsible for the development of their staff		Ongoing	Principal Investigators, Heads of School, Deans	Personnel Department/Senior Management Team
7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and	The 2009 CROS survey showed positive results on developmental activities such as managing a budget (55%) and planning and managing projects (73%)	Recommendation to go to the Senior Management Team that there is a review of current role profiles	Autumn 2011	Head of Research Office	Senior Management Team Staff Development

practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.		against Researcher Development Statement			Group Research Strategy Committee
8. Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	A review of mentoring provided for new staff conducted by the Research Strategy Committee in 2007/8 showed that 'several Schools have schemes whereby new staff are allocated a more experienced researcher to support them or act as a mentor. In other Schools, a more informal approach is adopted whereby researchers in similar areas are encouraged to meet each other to discuss their roles.	Consider implementing a University-wide mentor scheme	Autumn 2012	Deans and Heads of School	Research Strategy Committee Staff Development Group
9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.	The 2009 CROS survey showed positive results on developmental activities such as collaboration outside the UK (62%), working as part of a cross-disciplinary team (60%), managing a budget (55%) and planning and managing projects (73%) A wide range of developmental activity is offered across the university on an ongoing basis, for example: an MA in Learning & Development, Writing for Academic Publication, Course Development, PG Student Learning and Supervisory Practices; Getting started with Endnote and Citation searching using Google Scholar; Legal and Commercial Perspectives of Planning and Managing Research Projects and Project and Budget Management. As well as the sessions mentioned in C3 above, the University's Future's Bright conference for ECRs also offers sessions on, for example:	Review of the take-up of development activity	October 2012	Principal Investigators Heads of School	Staff Development Group Deans

	networking with your peers, technology to facilitate and disseminate research, the reviewers perspective, how your grant application is assessed and working with industry. http://staffcentral.brighton.ac.uk/vru/new/home/fb2011.html http://www.brighton.ac.uk/clt/clt-courses/				
10. Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	The University has recently implemented a new SDR scheme which was accompanied by an extensive training programme for all reviewers and reviewees. It is therefore expected that the 2009 CROS survey result which showed that 51% had participated in the SDR scheme will have risen significantly. Advice on career development and planning is available from specialist Careers Counsellors, managers, SDR reviewers and mentors.	Review of the implementation of the SDR scheme to ascertain coverage across the University	2011/12	Personnel Department	Staff Development Group
11. Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	The Centre for Learning and Teaching (CLT) supports the professional development of academic and research staff across the University including various courses designed to prepare colleagues for academic practice such as 'Teaching in HE' and 'Supervising student projects' http://www.brighton.ac.uk/clt/clt-courses/ As well as offering these short courses, the CLT also offers an HEA-accredited Postgraduate Certificate in Learning and Teaching in Higher Education, to facilitate recognition by other employing organisations.		Ongoing	Centre for Learning and Teaching Heads of School, Principal Investigators	Staff Development Group Senior Management Team

12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	The Centre for Learning and Teaching offer accredited courses as outlined above	Calculate numbers of CRS involved in teaching in order to form a judgement about the availability of opportunity for staff	Autumn 2012	Personnel Department	Deans Staff Development Group
13. Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.	There is currently some representation on local committees, in particular the School with the largest number of CRS (Pharmacy and Biomolecular Sciences).	Conduct a review of CRS specifically represented on School and Faculty Committees Add CRS to Research Strategy Committee membership and to the Staff Development Group	2012	Research Office	Research Strategy Committee Staff Development Group
14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	Local arrangements for monitoring exist.	Consider the implementation of a University-wide mentoring scheme	Autumn 2012	Heads of School, Deans	Research Strategy Committee Staff Development Group

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

Concordat clause	Evidence of compliance	Actions planned	Timescale	Undertaking action	Body with oversight of action
1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	The University's SDR process requires self-reflection on career development. This is then discussed at the SDR meeting and result in the formulation of career development action plans. Training for reviewees was completed in 2010/11.			Individual ownership	
2. Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the	Engagement with users of research is key to the University's research strategy and it supports its researchers to engage with them and to transfer knowledge in a muti-disciplinary approach.	Review take-up of training		Individual ownership	Heads of School, Research Office, EASE, KTP office

benefit of their employing organisation, as well as the wider society and economy as a whole.	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) employed in EASE but 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 University also runs a successful portfolio of Knowledge Transfer Partnerships (KTPs) through which developed knowledge is used to support and enhance external organisations, including those in the commercial and voluntary sectors. Since 1 January 2010, 23 new KTP projects have started and there are currently 19 live projects. However, the TSB have announced a reduction in the national KTP portfolio, estimating live projects will reduce on a national basis from circa 1,000 projects currently to circa 600 projects by 2012/13. Clearly this will have an adverse effect on the volume of projects which can benefit from using KTP as a mechanism for enabling the impact of research, however the university is developing similar models for those cases which cannot be funded through this route. These will need to be fully funded by external partners, reducing its attractiveness and excluding many from				

	benefitting for the university's knowledge base. The Research Office runs a regular post-award workshop series which includes a workshop on Impact and Dissemination. The Future's Bright conference for ECRs also includes sessions on conferences: presenting to your peers, working with users and disseminating your work to the public. 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				
3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	Researchers are strongly encouraged to publish their work whenever possible and to do this is such as way as to maximise impact. The University revised its Code of Good Practice in Research in 2011. http://staffcentral.brighton.ac.uk/xpedio/groups/public/documents/staffcentral/doc001431.pdf The University also has a three-tier ethics and governance review system in place. As part of this system, advice is available to researchers within Schools on the identification of any ethical issues and the process for ensuring that these have been addressed. This is outlined in the Guidance			Individual ownership	Research Ethics and Governance Committee Research Strategy Committee Heads of School Principal Investigators

	on Good Practice in Research Ethics and Governance http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc007528.pdf				
4. Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	Role profiles have been developed which clearly articulate the skills and achievement necessary for each level. Discussion of such requirements form part of the SDR and mentoring processes. http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc010701.pdf		Ongoing	Individual Ownership	Heads of School, Research Leaders
5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.	The University's SDR process enables staff to reflect in a structured way on their career and to identify training needs and opportunities for development. Training for both reviewers and reviewees took place in 2010/11.\n\nThe University's Conference Support Fund, open to all whatever career stage or whether fixed-term or permanent enables staff to attend conferences.	Consider using the Researcher Development Statement more comprehensively to enable training needs analysis.\n\nAdditional promotion of the Researcher Development Statement\n\nConsider the inclusion of training for research managers in the Research Office post award workshop series.		Individual Ownership	Staff Development Group\n\n\n\nResearch Office\n\n\n\nPersonnel Department
6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such	Discussion of development activities should take place in annual Staff Development Reviews	Additional promotion of the Researchers Development Framework in order to enable self-analysis of training needs		Individual ownership	Research Office/Staff Development Group

activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.					

E: Diversity and equality

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

Concordat clause	Evidence of compliance/actions planned		Timescale	Undertaking action	Body with oversight of action
1. The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	The University's Equality and Diversity policy is published on website http://staffcentral.brighton.ac.uk/xpedio/groups/public/documents/staffcentral/doc009220.pdf together with Single Equality Scheme, outcomes of impact assessments and monitoring of staff data and progress by race, gender, disability, age including by staff category and contract type. 2009 all Staff Survey showed that 96% of staff believed the university respects equally people of different ethnicities and nationalities, gender, age, sexual orientation and religions. The university is currently reviewing its approaches to mainstreaming and embedding equality and diversity across the institution, taking into account the requirements of the new (2011) Equality Duty which forms part of the Equality Act 2010.		Ongoing Approaches are expected to be agreed ready for implementation during the 2011/12 academic year (and ongoing thereafter)	All managers	Governing Body, Senior Management Team, Personnel Department, Student Services
2. As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The	Published data show that 58% of research staff are women, 8.5% are from Black or ethnic minority communities and that the age profile is younger than that for			Heads of School, Deans	Personnel Department

Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	lecturing staff across the university. There is no evidence of under-representation of any group compared with the university staff as a whole.				
3. It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	The university has signed up to the Athena SWAN Charter for the advancement and promotion of the careers of women in SET.	Equalities training. Future consideration of the universities equality objectives and Equalities Actions plans will include this element	April 2011 Ongoing	Heads of School Deans Principal investigators	Personnel Department
4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.	Flexible working and work-life balance policies at the university are published on the website and are available to all staff equally irrespective of contract status or staff category. 40% of all posts at the university are part time. http://www.brighton.ac.uk/personnel/well-being-and-work-life-balance.html All internal grant schemes such as the sabbatical scheme, the annual poster competition, the Conference Support Fund and the Research Challenges scheme are available to staff on fixed-term and part-time contracts. http://staffcentral.brighton.ac.uk/vru/ResearchInitiatives.shtm			Heads of School Deans Principal Investigators Research Office	Personnel Department
5. It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot	Flexible working and work-life balance policies at the university are well developed and well used by staff. No evidence exists of any refusal of a flexible working request by research staff.				Heads of School Personnel Department

be done differently.					
6. Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	The University implements guidance given by the Research Councils and monitors internal policies for internally funded research appointments			Heads of School	Personnel Department
7. Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.	Representation rates of different groups of staff at different levels are analysed and published annually on the Equality and Diversity website at http://www.brighton.ac.uk/equality/facts-figures.php?type As outlined in the Recruitment and Selection process, recruitment and selection panels are a gender mix.			Heads of School Deans	Personnel Department
8. Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-	See response to point 5 above.			Heads of School Deans Principal Investigators	Personnel Department

term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.					
9. All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	Personnel policies Harassment Policy http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc000826.pdf			Heads of School Deans Principal Investigators	Personnel Department
10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	The university has signed up to the Athena SWAN Charter for the advancement and promotion of the careers of women in SET.			Faculty of Science and Engineering	

F: Implementation and review

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Concordat clause	Evidence of compliance	Actions planned	Timescale	Undertaking action	Body with oversight of action
1. The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.		The University will review progress against this action plan twice a year		Staff Development Group	University Management Group
2. The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the		The University will participate in the next CROS survey.		Personnel Department	Senior Management Team Staff Development Group

funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report. d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS). e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).					Research Strategy Committee
3. The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.					
4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider	The University is an active member of the Vitae SE Hub	Participate fully in VITAE events and in the promotion of VITAE activities. Use the Research Development Statement and website		Research Office	Personnel Department Staff Development Group

aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.		of good practice to review internal provision			
5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.	Data are published on the equality and diversity website and comply with current requirements. The published data include information about representation rates of research staff at different grades, for gender, ethnicity, disability and age. A review of the data that is gathered and published will be carried out once the specific duties of the new public sector Equality Duty are known (expected later in 2011)	Sharing of good practice			

Glossary of Committees and Groups

Senior Management Team – Vice-Chancellor, Deputy-Vice-Chancellor, Pro-Vice-Chancellor (Research), Pro-Vice-Chancellor (Business and Marketing), Registrar and Secretary, Director of Finance.

Management Group – SMT plus Deans, Director of Personnel and some other Heads of Department

Staff Development Group – Reports into the Management Group and includes: Deputy Vice-Chancellor, A Dean (Chair), A Head of School, A Head of a Central Department, Director of Personnel, Union Representative, Head of Centre for Learning and Teaching, Personnel Manager (Development and Diversity). Has responsibility for developing staff development strategy, reviewing activity and disseminating good practice.

University of Brighton – compliance with the Research Concordat and actions planned.

Research Strategy Committee, a committee of the Academic Board with representation from across the institution both from academic departments and central services, includes all Deans and has a remit to consider research issues across the institution.