

## Appendix 1: Review & Achievement of the Concordat Action Plan 2013 – 2015

✓ Indicates completed actions

CLAUSE		PROPOSED ACTIONS (2013) and indicators of success	LEAD BY	STATUS / PROGRESS
<b>A: Recruitment and Selection</b>				
<b>Principle 1:</b> Recognition and the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.				
The University is committed to the regular review and maintenance of best practice in this area.				
<b>B: Recognition and Value</b>				
<b>Principle 2:</b> 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.				
2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers’ performance in these areas is developed, assessed and rewarded and how effectively this supports good research management.	✓ We will strengthen areas of training that support supervisor and PI development within the Staff Development programme; we already provide supervisors with training on the RDF and will ensure broader coverage and encourage RDF use to inform PDPs and staff development reviews. This training will be delivered within new Colleges and Research Institutes to ensure maximum coverage.  Regular supervisor training provided and relevant	Graduate School  Graduate School / BEEC	Ongoing and regular activity, with further workshops scheduled January 2016  Annually from Aug

		<p>resources, including the RDF, have been better signposted. Colleges have reconfigured research supervisory teams to include <i>researcher development advisors</i>. An information guide for <i>researcher development advisors</i> has been created by the Graduate School to outline responsibilities and highlight available support. New online courses in Doctoral Supervision and Research Leadership Skills implemented.</p> <p>Engaging PIs in development remains a challenge and two additional workshops have been designed (to be delivered between January and April 2016). Further actions to engage and recognise good research staff management can be found in the action plan 2015-17.</p> <ul style="list-style-type: none"> <li>✓ Mechanisms for supporting and recognising good researcher management will be explored through review of the appraisal of principal investigators / senior managers.</li> </ul> <p>A PDR process has been introduced throughout the university for all staff from August 2015. As this is new, there are no outcomes available to comment on in this review; actions in this area have been moved forward into action plan 2015-17.</p> <ul style="list-style-type: none"> <li>✓ Further engagement with PIs and senior managers through workshops /seminars on good management of research staff and related issues.</li> </ul> <p>Regular workshops have been scheduled and are delivered centrally through the Brunel Academic Excellence Centre (BEEC).</p>		<p>to Nov 2015; to be reviewed after first cycle</p> <p>Partially completed / on-going</p> <p>On-going (see action plan 2015-17)</p> <p>Jan – Apr 2016</p>
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay	<ul style="list-style-type: none"> <li>✓ We will appoint a Career Development Champion within the University for</li> </ul>	Deputy Vice-Chancellor (Research)	Completed (Aug 2015)

	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.	Research Staff. Dean of Research appointed as Career Development Champion, also acts as Chair for RCIG.		
<b>C: Support and Career Development</b>				
<b>Principle 3:</b> Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.				
<b>Principle 4:</b> The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.				
3.4	All employers will wish to review how their staff can access professional independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	<ul style="list-style-type: none"> <li>✓ The <i>Ready for Work</i> programme (pilot) will be delivered to which researchers are recruited as group / project facilitators.</li> <li>✓ RSDO Impact Academy to help researchers improve their understanding of how best to work with companies in the automotive sector.</li> <li>✓ The University will reorganise its research portfolio into three major research institutes thereby promoting better opportunities for researcher integration, collaboration and development.</li> </ul> <p>Ready for Work successfully offered to all level one students with researchers involved as facilitators and mentors. An enhanced programme now launching for 2015/16.</p> <p>Impact Academy successfully delivered and model applied at College level within new programmes for early career researchers (ECRs).</p>	<p>Placement and Careers Centre</p> <p>Research Support and Development Office (RSDO)</p> <p>Deputy Vice-Chancellor (Research) / Senior Management</p>	<p>Completed (May 2015)</p> <p>Completed and reviewed (2013/14)</p> <p>Completed (Aug 2014)</p>
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and	New actions in this area (see action plan 2015)		

	national career development strategies.			
3.6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	<p>✓ We will introduce a supplementary induction process, specifically for research staff only, to enhance the current generic induction process which all staff attend and include clearer signposting to support and development resources available to them. We will also develop a specific induction checklist for researchers to increase PI awareness of processes and issues.</p> <p>A research staff resource and information table is provided within University-wide induction event, supported by the Graduate School. New research staff invited for separate induction in the GS; process enhanced in new action plan to occur within 3 months of start of contract.</p> <p>✓ An electronic newsletter and updates on opportunities will be distributed (with mail-list updated termly).</p> <p>E-newsletter distributed by GS at least once per term, providing updates on training opportunities and information.</p>	<p>Graduate School</p> <p>Graduate School</p>	<p>Partially completed – additional resources introduced Jul 2014</p> <p>Process introduced Jul 2015</p> <p>Completed, with improvements identified for future newsletters, maintaining frequency of distribution.</p>
3.7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice 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.	<p>✓ An online portal will be developed to provide a single point of access to the full range of research-related services.</p> <p>Completed but utilisation of the resource was found to be poor. Further development will be considered along with better promotion of resource.</p>	RSDO	Completed and under review
3.8	Employers also should provide a specific research career development strategy for researchers at all stages of their	<p>✓ We will establish a new mentoring</p>	HR / E&D	Completed

	<p>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.</p>	<p>scheme for under-represented groups.</p> <p>Brunel researchers have participated as mentees in mentoring schemes for women (local and national), and for BME participants (regional).</p> <ul style="list-style-type: none"> <li>✓ We will enhance the coaching and mentoring culture within the University and opportunities for researchers to access these; one-to-one coaching along with support for fellowship and grant applications (through the Graduate School and RSDO).</li> <li>✓ The University will provide ILM Level 5 training in Coaching and Mentoring for Leadership, growing a central pool of coaches and mentors.</li> </ul> <p>Two cohorts of internal staff trained to gain ILM Level 5, Coaching and Mentoring in Management between 2013 and 2015 resulting in 14 qualified coaches, including two research staff. Better promotion of coaching and the development of internal programmes are on-going and related actions have been moved to action plan 2015-17.</p>	<p>Staff Development / Graduate School</p> <p>Staff Development / HR</p>	
3.9	<p>Research managers should actively encourage researchers to undertake 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.</p>	<ul style="list-style-type: none"> <li>✓ A Research Impact Academy will be run, linked to EPSRC Impact Acceleration Account (IAA) award.</li> </ul> <p>Programme completed, with evaluation report and feedback. 12 early career researchers (ECRs) and 12 research leaders (social sciences) participated. Successful outcomes included: Development of an internal cohort / network of potential research leaders; clearer research plans for targeted funding, peer review and grant writing training. Over 80% participants reported that the programme helped them to develop the skills to write high quality grant proposals. 100%</p>	RSDO	Completed 2014

		<p>participants were helped by the various events within the programme.</p> <ul style="list-style-type: none"> <li>✓ We will run workshops on widening participation and sandpit activities for researchers.</li> </ul> <p>Further development of this area is needed and related activities are in the new action plan. This takes the form of plans for a cross-institution collaborative programme of workshops to support and enhance research performance (action 3d).</p>	Graduate School / RSDO	
4.10	<p>Researchers should be empowered by having 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.</p>	<ul style="list-style-type: none"> <li>✓ We will appoint a Career Development Champion for research staff to visibly support career development initiatives and activities within the University.</li> </ul>		Completed (Jul 2015)
4.11	<p>Employers will wish to ensure that development 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 duly disadvantaged when moving from one employer to another.</p>	<ul style="list-style-type: none"> <li>✓ We will actively review training provision in academic practice as part of the University's Transformational Change Programme.</li> </ul> <p>New series of workshops and seminars launched to support the development of academic practice for all staff involved in teaching and learning activities. Academic Practice and Professional Excellence Framework (APEX). Research contracts at Brunel actively encourage some involvement in teaching and learning.</p> <ul style="list-style-type: none"> <li>✓ We will establish a revised programme of support for academic practice through which staff can develop their teaching and</li> </ul>	Brunel Education Enhancement Centre (BEEC)	<p>Completed (Jul 2015)</p> <p>From Oct 2015</p>

		<p>learning skills.</p> <p>A new series of four workshops delivered twice (learning and teaching skills) within the Graduate School's Researcher Development Programme. Well attended by staff (82 staff attendances).</p>	Graduate School	Completed (2013/14); further developments 2015 / 16 (as above)
4.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	<p>✓ Online training in 'University and College Teaching' will be available to all staff, including all researchers, and will be integrated into blended learning opportunities in this area.</p> <p>Course available to all staff. The University joined an International Implementation group for the course, which will evaluate outcomes and make course improvements.</p>	Graduate School / BEEC	Completed (Jul 2014)  Apr 2015
4.13	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.	<p>✓ We will launch a new Brunel Research Staff Association.</p> <p>✓ New committees arising as part of the University's Transformational Change Programme will ensure representation of research staff on appropriate committees.</p> <p>✓ We will appoint a member of research staff to University Senate.</p> <p>Three research staff elected and appointed to Senate.</p> <p>Research staff represented on University Athena SWAN committee.</p>	Graduate School  University Senate	Completed Feb 2014  Completed Aug 2015  Completed Jul 2015
4.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	<p>✓ We will evaluate pilot schemes and continue to provide training for mentors and mentees.</p> <p>✓ We will propose a formal mentoring system for research staff within the</p>	HR  Research Institutes	Completed 2015  In progress

		<p>University (also see Principle 6 below).</p> <p>Good participation in the mentoring schemes run (Mentoring scheme for women; Aurora programme) with continuation of these planned.</p> <p>A mentoring programme to be piloted as part of the postdoctoral career development programme.</p>	Research Institutes	Oct 2015 – Oct 2016
<p><b>D: Researchers' Responsibilities</b></p> <p><b>Principle 5:</b> Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.</p>				
5.2	<p>Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.</p>	<p>✓ We will encourage the University's initiatives / partnerships to engage more with research staff through planned events and meetings; research staff will be encouraged to exploit existing expertise / resources within these initiatives.</p> <p>Ninety days per annum of researcher development training have been offered over the review period (Researcher Development Programme – Graduate School) and there have been 247 attendances by research staff on the central Staff Development programme. College and departmental based activities have also been enhanced. Improvements are required for methods of capturing attendance data (for research staff) across University events.</p> <p>✓ We will run regional collaborative training on networking and collaboration for researchers, at least four events per annum (Brunel, QMUL, UEL, UCL).</p> <p>We will continue with informal arrangements to deliver opportunities for researchers from across London to learn and network together.</p>	<p>Graduate School / Professional Development Centre / Research Support and Development Office</p> <p>Graduate School / regional collaborators</p> <p>Graduate School</p>	<p>Ongoing</p> <p>Oct 2015 (Research Institutes inaugural event), Nov 2015 (Collaborative research event), Apr 2016 (BUL RSA conference), June 2016 (Career Development Day for Researchers)</p> <p>4 to 6 workshop per annum 2013 - 2015</p>



		<p>✘ We will develop an internal electronic database of research staff to highlight expertise and support / promote collaboration.</p> <p>This needs further development following changes to the University's website and intranet system and will be revisited following planned redevelopment of the system in January 2016.</p>	Graduate School / RSA / RSDO	After re-launch of University Website (January 2016), by Dec 2016
5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	<p>✓ Deliver integrated training on research integrity and data management; on-line training in Research Integrity will be available to all researchers.</p> <p>Workshops have been delivered and there is online provision for research integrity (RI). Welcome letter for new staff includes signpost to RI course. Training is mandatory for new research students. International implementation group has been joined to better evaluate and implement course outcomes (2015 onwards).</p>	<p>Brunel Research Governance Office / GS / BEEC</p> <p>GS / Governance Legal and Information Office (GILO)</p>	Completed and on-going activity
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	As 3.4, 3.8 and 5.6.		
5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take 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	<p>✓ We will launch and support a Brunel Research Staff Association.</p>	Research Staff / Graduate School	Completed (Feb 2014)

	development courses and events.			
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their PDP and CPD activities, a log of which may be presented to current and future employers as appropriate.	<ul style="list-style-type: none"> <li>✓ We will promote PDP and CPD to researchers through the Researcher Development Programme and raise awareness of electronic resources to support record keeping (e.g. Vitae RDF planner). Active review of PDP will be encouraged as part of performance review and development.</li> <li>✓ We will review the pilot of the Vitae RDF planner.</li> <li>✓ We will explore developing an internal PDA-based PDP tool for researchers.</li> </ul>	Graduate School	<p>Introduction of Brunel 3D researcher development tool complete; On-going activity from Aug 2015</p> <p>Completed Nov 2013</p> <p>Completed July 2014</p>

## E: Diversity and Equality

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

- ✓ The University appointed a senior academic to the position of Equal Opportunities Champion.

Associate Deans for Equality and Diversity have been appointed to each College.

The University has established an Equality and Diversity Strategy (2015 – 2020) with explicit reference to the Concordat (for the career development of researchers).

- ✓ Two University departments plan to submit applications for Silver Athena SWAN awards (Nov 2013).

The Maths Department received an Athena SWAN award and two departments and a college are planning submissions.

- ✓ New mentoring schemes have been developed for (i) Black and Ethnic Minority staff and (ii) Female researchers / academics (2012/13, 2013/14).

- ✓ The University will provide 40 STEM PGT scholarships for women in 2014 through a dedicated programme as a pipeline for building research capacity in this area.

## 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.

- ✓ Regular participation in sector-wide surveys (PRES, CROS, PIRLS), relevant regional and national stakeholder consultations and meetings.

Data from these surveys is reviewed, analysed and shared with relevant committees to inform internal planning. The (Researcher) Concordat Implementation Group evaluates progress against the Concordat strategy using feedback from the surveys and from research staff. The Brunel Research Staff Association, also members of the RCIG, have run two focus groups on the Concordat, and compiled a comprehensive report that has been used to inform the current strategy. A series of regular lunchtime meetings with research staff

have been used to present information to staff and obtain their feedback in areas, including research strategy, induction and career development.

- ✓ Actions and progress relating to the plan will be monitored by the Action Group, chaired by PVC (Research), comprising representation from the Graduate School (lead), HR / Staff Development, RSDO, PCC and local RSA. Progress will be reported to University Council through the Equal Opportunities and Human Resources Committee.

New reporting structures are being identified following the reorganisation of the University. Concordat activity is currently monitored, reviewed and planned by the (Researcher) Concordat Implementation Group. Regular reports are provided to College Research Committees and via the Deputy Vice-Chancellor (Research) to Executive Board.

This action plan is now superseded by the new action plan 2015-17, to which on-going actions have been moved.