Concordat Action Plan 2017-19:
Review of Progress against Actions

This review builds on previous action plans and reviews from 2011 to 2017. Related documentation can be found under 'EU HR Excellence in Research' at: https://www.brunel.ac.uk/research/Our-research/EU-HR-Excellence-in-Research-Award

A: RECRUITMENT AND SELECTION **Principle 1:** Recognition and the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.	
Concordat clause and proposed action	**Success Criteria / Outcome(s)**
A.1.3 *Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.* *Also see* **B.2.2**	We will demonstrate consistent and justifiable use of fixed-term appointments across the University.
Outcomes: A comprehensive review of the distribution and use of fixed-term contracts was conducted by the HR subgroup of the Concordat Implementation Group. This led to reports to two sub-committees of Senate and a proposal to revise all fixed-term contracts. In 2019 the university implemented a policy to ensure that all employees with a series of fixed term contracts of 4 years or more continuous service be converted to open-ended employment contracts. In accordance with the Government proposals outlined in the Good Work Plan, the university discounts breaks in service of less than 4 weeks.	
A.1.4 *To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression 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. Also see **B.2.6** (Aligned to AS action 4.5)	(a) Appointment of Agency and exit interviews conducted. (b) Increase in exit interview completion from 21% to 60% of all leavers by Dec 2019 (to be monitored by HR). (c) Confidential feedback provided to EO & HR Committee, Deans and Directorate on reasons and trends. (d) Improvement actions identified and annual account of data provided in HR and E&D report. (e) Researcher Lifecycle to parallel to Academic Lifecycle drafted.

Although exit interviews are conducted with all staff leaving the University, it has been difficult to capture the next destinations of the researchers that have left or moved into other roles within the University. Therefore, we will strengthen the exit process for research staff, to include exit interviews. We will appoint an external / independent agency to support this activity and (a) Review, discuss and approve subsequent outcomes. (b) Complement external agency with improved leaver processes and follow up post-TIGER implementation. (c) Feedback quantitative and qualitative trends to EO & HR Committee. (d) Request researcher sub-group data from the above and feedback to RCIG to inform further actions if required. (e) Adapt the Academic Lifecycle so that a corresponding Researcher Lifecycle exists for all research staff – to inform recruitment, performance review and promotions.	
Outcomes: (a) to (d) delivered. An external agency was appointed to review and report on exit interviews. However, exit interview completion was less than 60% of all leavers during the review period so the target was not achieved. Reports were provided to EO & HR Committee and strategies considered to improve exit interview and 'next destination' data capture for research staff (new action) (e) The Academic Lifecycle was under review therefore the process of creating a separate Lifecycle for research staff was suspended.	
A.1.5 *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.* A review of researchers' job titles and pay grades suggest inconsistencies in determining pay and grade across different projects. We will (a) Systematically review how pay and grade is determined for researchers recruited to project grants to ensure consistency. (b) Produce a 'Guide on the use of Named Researchers' to assist decisions related to this.	(a) Pay and grades for researchers on project grants reviewed against role requirements. (b) 'Guide on the use of Named Researchers' drafted and circulated for comment. Guide circulated to grant applicants.
Outcomes: As part of the university's strategic review of research, ongoing actions include enhancements to post-award provision within the university (completed September 2019). Both actions will be assumed by a newly created post-award team within the university's Research Support and Development Office (RSDO). Head of Office to deliver on this action area. Clarity on the use of named researchers was introduced along with guidance to ensure recognition of independent researchers within grant proposals. Follow up work will audit practice and identify further actions where necessary.	

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 and proposed action	Success Criteria / Outcome(s)
B.2.2 *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* See A.1.3 above (Aligned to AS action 4.4) We will (a) Actively monitor sector (best) practice in relation to fixed-term contracts (with particular reference to the S10 group). (b) Explore options for reducing fixed-term contracts (FTC) whilst remaining financially sustainable and explore options for converting FTCs to open-ended contracts where possible and where the funding pipeline is strong. (c) Report findings and recommendations to EO & HR Committee	(a) RCIG quarterly monitoring of sector practice evidenced in agendas and meeting notes. (b) Options explored and an appropriate way forward to reduce FTCs has been identified. (c) Report submitted to EO & HR Committee detailing outcome of explorations.
Outcomes: (As A.1.3 above) A comprehensive review of the distribution and use of fixed-term contracts was conducted by the HR subgroup of the Concordat Implementation Group. Findings reported to EO & HR Committee along with a proposal to revise all fixed term contracts, approved in January 2019. The university policy now ensures that all employees with a series of fixed term contracts of 4 years or more continuous service be converted to open-ended employment contracts, discounting breaks in service of less than 4 weeks. We have recorded a month by month increase in staff moved to open-ended contracts as continuous service and extensions to contracts change/increase.	
B.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 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 research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.*	(a) There is better understanding amongst PIs of their responsibilities in relation to the management of research staff as demonstrated by improved staff feedback. (b) Discussion with senior management and HR in relation to performance indicators for research leaders. (c) Checklist enhanced to include specific guidance on research staff management and circulated.

We will (a) Consider different communication options with PIs to clarify researcher management responsibilities (b) Explore adapting the performance checklist for research leaders and PIs to include explicit reference to researcher management expectations. (c) Enhance the PI checklist, to be given out to all PIs on receipt of grant and to include explicit guidance on responsibilities to research staff. (d) Establish a charter to be signed by research staff and their managers in agreement to shared expectations and responsibilities.	(d) An agreed set of expectations and responsibilities is drafted for a new Charter, following consultation with research staff and their managers / PIs.
Outcomes: (a) & (b) A research leaders residential conference in 2018 included feedback from researchers, and focused discussion on the concordat. This was successful in engaging PIs and managers in discussion, and increasing awareness of consultation around the new Concordat. PIRLS was conducted in May 2019 – 94% of respondents strongly agreed / agreed that conducting PDRs with research staff was very important to their role as PIs. This proportion has steadily increased from 2015 and 2017 surveys. A revision of the researcher promotions criteria has strengthened recognition for the support and development of researchers, with a report submitted to the university's Executive Board, and tabled for EO & HR (October 2019). New criteria will be implemented for the next round of promotions in January 2020. The university's Strategic review of research 2018-19 included a focused work strand on doctoral and early career researchers led by the Vice-Provost (Education), Vice-Provost (Student Experience) and Dean of College / Vice-Provost (Clinical, Health and Life Sciences). (c) Preliminary drafts produced, to be finalized and incorporated in training and circulated with support from newly created post-awards team in RSDO. (d) This action will be revised and carried forward and is aligned to the obligations of the new UK Researcher Development Concordat 2019. Consultation will begin in January 2020, taking account of key stakeholders and with support from the University's Institutional Champion (tba).	
B.2.4 *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* We will (a) Review the redeployment process for research staff. (b) Introduce a more structured and active redeployment process for research staff. (c) Create a database of researchers' skills to facilitate better matching of new project requirements to potential internal opportunities.	(a) Redeployment process reviewed. (b) Changes to process proposed and circulated for consultation and approval. (c) Database of skills created and researchers invited to populate with their data (subject to approval after consultation).
Outcomes: (a) & (b) The redeployment process was reviewed alongside a review of fixed-term contracts. No changes to process were identified at that time, with the review highlighting the need to address contracts first. (c) The university's intranet site has is undergoing an update with an update to the student intranet site completed. In preparation, Communications meetings have brought internal stakeholders together to identify required improvements to content and new pages have been designed. Options for positioning a researcher-managed database are under consideration. The pages include specific sections for different audiences and have an online discussion	

group embedded to facilitate expertise-sharing amongst researchers. There is also a dedicated site for Fellowship opportunities, coordinated by a Research Development Officer providing more targeted support for Fellowship applications and 1-2-1 guidance.

B.2.5 *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. (And C.3.5)* We will (a) Continue to consult with research staff on the regular review and update of promotion criteria (b) Complete review of promotions criteria. (c) Introduce appropriate promotions criteria for research staff. (d) Monitor applications from researchers to the promotions panel and corresponding outcomes.	(a) Research staff consulted about promotions criteria. (b) Review completed and proposed changes circulated for consultation. (c) Changes introduced and communicated to research staff. (d) Number and outcome of applications monitored for the review period.

Outcomes: (a) to (d) delivered. Regular staff consultations were instrumental to the co-creation of new criteria for research staff promotions. Re-drafted criteria were submitted to the Executive and EO&HR committees, receiving positive feedback. The new promotions criteria will be applied for the next promotions round (Jan 2020). Workshops to encourage applications to the new round have been organised (Nov & Dec 2019). The university has organised specific Promotions workshops to support applications from under-represented staff groups ahead of each promotions round. For staff attending workshops in 2018/19, there was a 62% success rate compared to a success rate of 49% for those not attending training. A better representation of gender and ethnicity was also perceived, with women found to have a higher success rate than men (69% versus 46%).

B.2.6 *Researchers need to be offered 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. (And C.3.10)* We will (a) Increase participation in PDR / appraisal (b) Communication and engagement of researchers' line managers to ensure all researchers are offered PDR /appraisal	(a) Year on year increase in PDR completion rate across the institution. (b) Increase in percentage of research staff (CROS 2019) invited to complete PDR and completing PDR.

Outcomes: The PDR completion rate varied across the University, averaging 75% for 2017/18. This rate indicates an increase on previous years. At the time of writing this report, the rate for 2018/19 had not been reported (deadline for PDR submissions is end October 2019). Local CROS data suggests better uptake of appraisal amongst research staff but with fewer considering it useful than in 2017 survey (41% - 2019, 56% - 2017). However, the demography of CROS respondents (2019) varied significantly from respondents in 2017, with the majority found to be new to the university and in their first year of post-doctoral work. In contrast, of those that did participate in the PDR process, it was rated as useful / very useful by 70% of respondents for 'reviewing personal progress'.

There are plans to review the PDR process at the university within the next year, and work is currently being undertaken to identify opportunities for improvement. A systems-based integrated training module is due to be implemented within the next academic year which will also support changes to the process.

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.

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

Concordat clause and proposed action	Success Criteria / Outcome(s)
C.3.2 *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 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.* We will (a) Provide better support for supervisors / PIs (those managing researchers) so that they are aware of a breadth of career options for researchers and are better able to signpost them to appropriate resources and expert careers advice. (b) Explore availability of Careers events with employers for researchers and promote to researchers. (c) Create a forum for *careers outside academia* to enable researchers to actively engage with alumni and peer expertise through information sharing events. (d) Appoint dedicated p-t careers advisor with explicit remit for researchers, to contribute to Graduate School's Researcher Development Programme.	(a) Review of current provision to inform clearer signposting to expertise and resources (internally and externally). (b) Current employer events / provision reviewed to determine appropriateness for researchers. (c) Provision expanded to cover career opportunities outside academia and to include talks from alumni and industrial research partners. (d) Requirements reviewed, and if appropriate, a case made to the University for the appointment of a dedicated careers advisor for researchers to support developments and provision in this area.

Outcomes: The Careers Service within the Professional Development Centre are more explicitly involved in supporting researcher careers, and the appointment of a dedicated researcher careers advisor was established jointly with the Graduate School in 2019. This role encompasses the delivery of the actions identified above which will continue to evolve over the next 12 months. Provision includes part-time job fares, and 1-2-1 drop in sessions are delivered to a weekly schedule within our Researcher Development programme. Links with industrial partners have been utilised to inform advice for researchers on non-academic employment options. For example, we have graduated over 100 doctoral researchers through our industrial collaboration with TWI, with over 10% of them successfully transitioned into an international spin-off company (Plant Integrity) and secure post-doctoral roles.

New exchanges of up to 6 months have enhanced the research & innovation training of doctoral researchers. University / industry collaborations have created new internship and work exchange opportunities for researchers, such as our Heathrow collaboration projects.

C.3.3 *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.* We will (a) Increase the number of PGR students linked to industrial partnerships. (b) Enhance the RDP to include an annual career event for researchers bringing together a range of employers, alumni, and stakeholder. (c) Work with PDC (Careers) to promote career development training opportunities and better signpost career development resources. (d) Explore options to co-facilitate a cross-London careers event with input from industrial partners and businesses. **(e)** Continue to build on successes of 3MT training and participation, and the high proportion of research staff involvement in knowledge transfer and public engagement activity reported in CROS 2019.	(a) 40% of all studentships linked to industrial collaborations by 2019. Increase in doctoral and postdoctoral researchers appointed through the University's DTPs. (b) Event held. (c) 4-6 career development workshops for researchers added to the Graduate School's central Researcher Development Programme (RDP) per annum. (d) Options for a cross-London careers event discussed through the London researcher-developer network and plan agreed. (e) 3MT Competition run annually with increased engagement of public as audience members in the competition final.
Outcomes: (b) to (e) delivered. A researcher careers event was held in 2019 by, with plans for an annual event. Opportunities via the London network of universities have also been created (annual Nature Careers event and National Postdoc Conference). In 2019 we ran our annual 3MT competition for the sixth time, and since 2015 have had two researchers compete in the national final (national winner – 2017). Within the university, our judging panel for the 2019 3MT final included the university's Vice-Chancellor (Professor Julia Buckingham) and three Vice-Provosts, highlighting the visible support from the University's executive for the event. 44 researchers participated in college heats, resulting in 18 finalists. 225 people registered to attend the audience, with good representation of people from outside the university.	
C.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 national career development strategies.* See C.3.3(c) above We will	

Continue to support an annual RSA conference and, following feedback from research staff, invite participation from other staff groups interested in research staff matters	
Outcomes: (also see 3.2) a A researcher-led research staff conference was organised in 2017, with a conference integrated into the University's Research institutes' conference in 2018. In 2019, the Graduate School worked to promote and optimise attendance at the 2nd UK Post-doc Conference which was organised by a cross-institutional network of researchers and held at Queen Mary University London in September 2019. Up to 3 researchers are sponsored annually by the university to attend the UKRSA national conference. Research staff are invited to act as judges in the Brunel University Annual Research Poster Conference and opportunities for cross-university networking have been maintained – 4 to 6 collaborative events / workshops were run with other London Universities each year during 2017, 2018 and 2019.	
C.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.* We will (a) Run termly supplementary induction for all staff involved in research. (b) Develop new grant holder training to signpost research leaders to development opportunities. (c) Appoint RS ambassadors within colleges / departments to support information sharing and communication about activities and events.	(a) Termly induction delivered for new 'staff involved in research'. (b) Workshop developed and run twice in review period. (c) At least one RS ambassador per College.
Outcomes: A new supplementary induction was coordinated and trialled in 2018, involving multiple internal stakeholders. However, difficulties with recruitment and timing were experienced. Following consultation, a heightened presence of key central support areas has been introduced to the main university staff induction and better signposting to areas. Guidance notes and documentation are under review to improve information. Review and feedback invited from new fellows, to inform improvements in this area. This work will be enhanced by including information within welcome information packs for new staff. Three Research Staff Champions have been appointed within each college, selected from amongst academic staff, as a touch point for research staff within the college and to facilitate communication and the dissemination of information.	
C.3.10 *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*	(a) Annual increase in PDR completion rate across the institution (b) Increased percentage of research staff (CROS 2019) reporting PDR invitation and completion

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. (And D.5.6) We will (a) Increase participation in PDR / appraisal (b) Improve communication to researchers' line managers to ensure all researchers are offered PDR /appraisal	
Outcomes: See outcomes for B.2.6 100% of respondents to PIRLS (2019) strongly agree / agreed that research staff appraisals are 'very important in being a successful PI/research leader', and the pattern was the same for 'managing staff performance'. Academic PDR is likely to be reviewed within the next year and work is currently being undertaken to review the process. The training module of the CHIME system is due to be implemented within the next academic year and this will also support changes to the PDR process.	
C.3.11 *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.* We will (a) Promote Brunel Educational Excellence Centre (BEEC) provision and encourage research staff to participate in opportunities to develop their skills in academic practice (b) Promote the online course – University and College Teaching – to researchers	(a) Increase in researchers' participation in BEEC AP workshops. (b) Increase in level of engagement with online UCT course (availability of specific outcomes to be determined with assistance from Digital Education (formerly Learning and Technology Team).
Outcomes: (a) To ensure that Brunel is able to meet the challenges of a rapidly changing external higher education environment and the expectations of its students and staff, reviews of supporting units were undertaken during the past academic year. This resulted in a reorganisation of BEEC, such that the constituent parts (Academic Practice: Academic Skills Service; Digital Education; Brunel Language Centre) are now reporting to other service areas of the University, with the anticipated outcome of improved provision. Specifically, Academic Practice was placed within Staff Development to provide a coordinated approach to the professional development of staff at all levels, with the capacity to create a more flexible and individualised approach. All research staff engaged in teaching have the opportunity to undertake the Postgraduate Certificate in Academic Practice (PGCap). (b) The UCT course was reviewed and updated by Epigeum/Oxford University Press during 2018/19 and the decision made not to purchase the updated course. In September 2018, the Brunel Academy for the Transformation of Teaching was established as a forum for staff to develop new pedagogies and share teaching practice. It has hosted regular lunchtime seminars and public lectures and in June 2019 an Academy of Fellows, to which all staff were invited to apply, was created to support its activity. This initiative is led by the University's Vice-Provost (Education).	

C.3.14 *Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.* We will (a) Identify mentorship opportunities and promote opportunities for researcher participation. (b) Engage researchers in mentor training.	(a) More researchers informed about mentorship opportunities and engaged in central programme as mentors or mentees. (b) Mentor training workshop run for researchers.
Outcomes: Increased formal training of coaches and mentors amongst university staff (ILM Level 5 Coaching and Mentoring) has resulted in a central pool of over 20 coaches and mentors within the University. Alongside one-to-one coaching, action learning sets / group coaching have been integrated into the university's leadership programmes. Informal mentoring schemes have been successfully introduced within individual departments across the university, resulting in increased opportunities in some areas. However, the monitoring of numbers engaging in schemes has been difficult to capture, especially with some schemes not formalised. CROS (2019) suggests that coaching and mentoring remain development priorities for respondents, highlighting a need for further coordination of activity in this area. Respondents to CROS 2019 expressed a stronger interest than in previous years in supporting / mentoring other researchers. Researchers act as mentors within the university's mentoring scheme for female PG students in STEM disciplines. Double the proportion of researchers responding to the survey in 2019 reported receiving some form of mentoring in comparison to 2017 (18% in 2017, 35% in 2019).	
D: RESEARCHERS' RESPONSIBILITY **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 and proposed action	**Success Criteria / Outcome(s)**
D.5.2 *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 benefit of their employing organisation, as well as the wider society and economy as a whole.* We will (a) Enhance provision through the RDP to include workshops on entrepreneurship and innovation (b) Liaise with the innovation hub to better promote entrepreneurship resources and training to researchers (c) Conduct pilot study to explore opportunities and barriers to entrepreneurship and innovation amongst BUL researchers in comparison to researchers in developing world contexts	(a) At least 2 workshops per annum added to RDP focused on Entrepreneurship & Innovation (E&I). (b) Peer network for researchers working in global enterprise and innovation established with calendar of meetings (c) Report on pilot study produced and workshop arranged to share findings.

Outcomes: (a) to (c) delivered. Our central Researcher Development Programme coordinates researcher development opportunities from across the University, providing a 'one stop shop' for development activities that include E&I workshops. The programme delivered an average of 110 standalone workshops each year between 2017 and 2019, with 865 attendances on average each year. The engagement of researchers in E&I activity and training remains strong. Researchers at the University have had particular successes over the review period, having won the Santander Universities Entrepreneurship Awards (2018 & 2019) and the Mayor of London's Entrepreneur Competition (two of three awards in 2019).

Overall the University has received more awards from Innovate UK under the Newton Fund than any other UK institution, and in the last year has created four new post-doctoral global research fellowships, fixed term senior appointments that will become permanent, focused on applying research to global problems. A related Global Challenges Visiting Expert Seminar series has been created and has delivered nine expert speaker presentations since January 2019.

A pilot research study, led by the Graduate School, exploring the development of innovation and knowledge transfer skills amongst UK and international researchers, was conducted between 2017 and 2018. Findings have been presented at two national conferences (2018) and will be presented at an international conference in 2020.

D.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 Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate* *(also see actions associated with C.3.10 above)* We will (a) Continue to promote the Vitae RDF planner to research staff and encourage them to record PDP and CPD activities. (b) Maintain integration of the planner within the Brunel Integrated Pathways PhD as a compulsory element of assessment on the course. (c) Continue to conduct annual focus groups with PhD students on their use of the Brunel 3-D Researcher Development Planner and make improvements to the tool as necessary (d) Trial InkPath (a new app-based PDP tool), as a formal part of our ESRC DTP with the Open and Oxford Universities. This will provide comparative data with which to review researchers' engagement with both the Vitae RDF online planner and BUL 3-D Researcher Development Tool.	(a) Increase in number of staff using the RDF online planner; improved awareness amongst staff of how the RDF planner can be integrated into their annual PDRs. (b) RDF planner used by researchers as part of certain modules of the Brunel Integrated Pathways PhD. (c) Annual focus groups on 3-D Researcher Development Tool. (d) Data from InkPath trial shared with DTP members; trial reviewed and costed.

Outcomes: The Vitae RDF is integrated into induction for doctoral researchers and is a compulsory element of our Brunel Integrated PhD programme, where researchers are expected to develop PDPs using the online tool and accompanying resources. In these circumstances, the planner has been positively reviewed.
The online RDF planner is made available to all post-doctoral researchers for PDP activity (doctoral researchers are required to use the Brunel 3-D Development Tool). With under 25 current users within the system, usage of the RDF planner is not as consistent as we would like and there is a need for stronger promotion of the tool.

InkPath App - uptake and usage in other parts of the sector have been reviewed for this App, and the decision made to distribute InkPath to all researchers within the University during this academic year. The Brunel 3-D Development Tool and Vitae RDF planner will be integrated and signposted within the App.
Overall, processes and resources around development planning have been strengthened, with 4 new podcasts and 3 new workshops created in 2019. PDP is a mandatory element of the progression process for our doctoral researchers, and positive results in this area were reflected in PRES 2019.

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 and proposed action	Success Criteria / Outcome(s)
E.6.1 *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* *(And E.6.10)* We will: (a) Continue to engage with Athena SWAN and support its action plan, to ensure awareness and integration of good practice. (b) Continue to support the University's Equality and Diversity Strategy and corresponding action plan. (c) The University will run a reasonable adjustment survey via the Business Disability Forum (of which we are members). Two focus groups will be run, one for staff and one for line managers using the results of the survey. (d) Develop a reasonable adjustment policy and hope to create a central fund for reasonable adjustments.	(a/b) Updates provided to RCIG via E&D Manager or AS Coordinator and included in meeting notes. (c)Reasonable adjustment survey and focus groups run by the Business Disability Forum; qualitative report produced. (d)Development of adjustment policy by the Business Disability Forum.

Outcomes: (a) to (d) completed. (a) We have a joined-up process with Athena SWAN, with 4 members of the Concordat Implementation Group also members of the Athena SWAN Self-Assessment Team. Where appropriate, actions are represented in both the Athena SWAN action plan *and* the Concordat Action Plan. (b) There is consistently positive awareness of the University's EDI policies amongst staff (97% staff in BV 2019), with EDI and cultural awareness forming part of monitored staff compliance training. Thirteen BAME members of staff supported on Advance HE's Diversifying Leadership programme over the last 2 years (a further five are funded for next year). We have invested £81,000 in the Aurora women's development programme, and 32 women attended the programme between 2017 and 2019. We have also delivered the Women in Engineering scholarship scheme with a £1.5M award from HEFCE that funded 40 female PGT students to undertake Engineering MSc programmes. SPRINT – an international development programme for female researchers – was run in 2018 and 2019 (now an annual event); 20 women have completed the programme.

A review of the university's E&D policy is underway, which includes extensive cross-university consultation including a research staff focus group. (c) Over the last 12 months, the university has made additional enhancements as follows:

- March 2019 – a policy to support transgender students was launched, with implementation including training and awareness sessions across.
- An updated Bullying and Harassment Policy and Guidance for students is currently going through university committees.
- A new university wide policy for Sexual Violence and Sexual Harassment for both staff and students was created. (This will be formally launched in March 2020).
- A policy to support Disabled Students will be formally launched in November 2019, as part of Disability History Month.
- Our student pregnancy, maternity, paternity and adoption policy has been updated to reflect recent changes in our corresponding staff policy and now explicitly references doctoral researchers. Policies have been co-created with stakeholders from across the university (students and staff), and are subject to regular impact reviews (6-monthly).
    - Our Disability Policy was updated following a 'reasonable adjustment survey' conducted in 2018. The university now has Disability-Smart award and a Disability Confident Gold award with the Department of Work and Pensions (DWP). BUL is the fourth University to hold this award nationally, and the second in London, and will now act as a champion for Disability Confident within local and business communities.
    - We are submitting to the Stonewall Index for the second time this year, having created a coordinating team across staff and student services, research and HR.

E.6.3 *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.* We will: (a) Develop guidance on the use of named researchers on grant applications and monitor usage. (b) Conduct a focus group with BME researchers to further explore issues raised within local CROS 2017 survey and to better inform specific actions around intersectionality.	(a) New guidance on the use of named researchers on grant applications drafted and approved. (b) Focus group conducted and outcomes reported to RCIG and E&D.

Outcomes: (a) see A.1.5. (b) We were part of the steering group for the first BME Researchers Conference run in 2017 at Kings College London. This is now an annual event, rotating institutions, and ran for the third successive year in 2019 at University of East London. It will be hosted in 2019 by Imperial College London. An analysis of CROS 2017 and 2019 showed that no BME researchers completed the surveys at BUL, and we failed to have a critical mass with which to conduct a focus group. Further exploration of the issues in relation to the pipeline for BME researchers has been integrated into the Graduate School Strategy, and the GS has worked more closely with the university's Success Project and Student Union to consider actions specific to identified issues.

The university has run specific Promotions workshops to support applications from under-represented staff groups. For staff attending workshops, there was a 62% success rate compared to a success rate of 49% for those not attending training. A better representation of gender and ethnicity was also perceived, with women found to have a higher success rate than men (69% versus 46%). Working with the Equality, Diversity & Engagement Analyst, the Graduate School is exploring options for more rigorous data collection to inform equality impact assessments.

E.6.7 *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.* We will: Implement a mechanism of regular collection and analysis by gender and race on University boards and committees (e.g. College Management Boards) (associated AS action 5.31).	Committee membership reviewed and analysed by gender and ethnicity, with data reported to RCIG.
Outcomes: Data analysis of all University committees by gender was conducted. The average % women in committees was 47% (range 25% to 79%). Analysis by ethnicity proved to be more challenging due to name inconsistencies and missing data, with a significant proportion of committee members found not to have declared their ethnicity (also see preceding action).	
F: IMPLEMENTATION **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 and proposed action	**Success Criteria / Outcome(s)**
This action plan will be overseen by the University's (Researcher) Concordat Implementation Group (RCIG), chaired by the Dean of Research and reporting to the Deputy Vice-Chancellor (Research and Innovation).	DVC updated by Dean of Research on RCIG activity. Reports delivered at least once a year to relevant committees, including College Research Strategy Committees and E&D Strategy Committee.
Outcomes: The Concordat Implementation Group meets every 6-8 weeks throughout the year, with working (sub)groups meeting more regularly. Updates are provided to the Vice-Provost (Research) and actions have been integrated into the University's Research Strategy Implementation Group, which meets monthly and is chaired by the Provost.	
We will: Keep abreast of any new recommendations that may emerge following completion of the Concordat Review and integrate new recommendations the outcomes	Updated Concordat circulated to all internal stakeholders Action plans monitored and updated accordingly (by RCIG).

Outcomes: The new Researcher Development Concordat was published on 12 September 2019. The university's Executive Board has agreed that the university will become a signatory of the concordat (Oct 2019). Cross-university announcements were made (via IntraBrunel news announcements and the Vice-chancellors newsletter) about the new concordat. Planned activity is being aligned to the concordat and monitored by the University's Research Strategy Implementation Group (work group 5 – DR and ECR development).	
F.7.1 *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.* We will: Encourage senior staff – Research Directors, College Deans and Vice-Deans – to become more actively involved in review, implementation and planning linked to the Concordat.	Senior staff better informed about Concordat actions and invited to participate in implementation and review of activity in their own areas and report to College / Institute Research Committees.
Outcomes: The university's research strategy implementation group (RSIG) brings senior staff / all stakeholders identified together every month to review progress within key work areas. This includes a work strand dedicated to researcher development and concordat implementation. This area will now be informed and enhanced by new concordat requirements (published 12 September 2019). CROS (2019) highlights improved recognition of various initiatives and concordats, with almost 70% of respondents being aware of the HR Excellence in Research (compared to 42% in 2017).	

All documents relating to the HR Excellence in Research award can be found at: https://www.brunel.ac.uk/research/Our-research/EU-HR-Excellence-in-Research-Award.

GLOSSARY

APEX – Academic Practice and Professional Excellence Framework

AS – Athena SWAN

BEEC – Brunel Educational Excellence Centre

BRAMNET – Brunel Research Administrators and Managers Network

BUL – Brunel University London

CIG – Concordat Implementation Group

CROS – Careers in Research Online Survey

HR – Human Resources

LTT – Learning Technology Team

PDC – Professional Development Centre

PDP – Professional Development Plan

PDR – Performance and Development Review

PIRLS – Principal Investigators and Research leaders Survey

RCIG – (Researcher) Concordat Implementation Group

DoGS – Director of Graduate School

DR – Doctoral researcher

DVC (AA&CE) – Deputy Vice Chancellor (Academic Affairs & Civic Engagement)

DVC (R&I) – Deputy Vice-Chancellor (Research & Innovation)

E&D – Equality and Diversity team

ECR – Early Career Researcher

GCRF – Global Challenge Research Fund

GS – Graduate School

RIs – Research Institutes

RDP – Researcher Development Programme

RSA – Research Staff Association

RSDO – Research Support and Development Office

RSIG – Research Strategy Implementation Group

SD – Staff Development

ULRSD - University Lead for Research Staff Development

VLE – Virtual Learning Environment