

| Details | | The institutional audience* for this action plan includes (complete or delete, as appropriate): | | |
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| Institution name: | Brunel University London | Audience | # | Comments |
| Cohort number: | Four | Research staff / early career researchers (ECRs) | 163 | |
| Date of submission: | 28-Jan-22 | Postgraduate researchers / doctoral researchers (DRs) | 878 | |
| | | Managers of Researchers (MoRs) | 648 | |
| | | Research and teaching staff | tbc | |
| | | Professional support staff | | |
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| Obligation | Action | Success measure (SMART) | Deadline | Responsibility | Progress update (to be completed for submission) | Outcome/ result |
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| Environment and Culture | | | | | | |
| Institutions must: | | | | | | |
| ECI1.1 | Ensure that all relevant staff are aware of the Concordat | Continue and increase Concordat-related engagement with research leaders and MoRs across the University (Institutes and Colleges) to ensure that research staff are a key consideration in strategic and operational decisions. | 1. College research strategy group, chaired by Vice-Deans (Research) meets termly and includes item on concordat for discussion and noted in minutes. 2. Concordat update included in the agendas of the Research and Knowledge Transfer (RKT) and Research Steering Task and Finish Group and noted in minutes. | Feb-22 | Concordat Implementation Group (CIG), College Associate Deans (Research) | Awareness of Concordat requirements and engagement of research leaders across the university will strengthen the structures responsible for supporting research. |
| ECI1.2 | Ensure that all relevant staff are aware of the Concordat | Ensure that concordat specific information is clearly signposted and available to research staff and those that support and manage them. | 1. Central repository of policies and procedures established online by Oct 2022. 2. Specific resources for research staff signposted on dedicated intranet pages. 3. Delivery of Concordat awareness campaigns for different staff groups (research staff, Pls and staff supporting researchers) through meetings and information briefings. 4. Increased awareness of concordat as between CEDARS 2022 and CEDARS 2023 reported outcomes. | Oct-22 | DoGS, Communications team (Comms) | Improved access to information resources through enhanced digital infrastructure |
| ECI2.1 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | Roll out new People Management Programme to include a revision of policies and practices, where required (e.g. capability policy) | People Management Programme rolled out over 12 months. Policies revised and renewed communication strategy in place. | Mar-23 | Associate Director OD, Comms | Researcher voice amplified within strategic level planning across the university leading to increased engagement and ownership of Concordat actions within research community |
| ECI3.1 | Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues | Develop a range of activities for DRs and ECRs (i.e. research staff) to support wellbeing, with linkage to new staff OD / wellbeing strategy (Mental Health and Wellbeing Strategy). 1. Establish a network of researcher-specific mental health first-aiders for peer support 2. Establish a researcher-specific mental health and well-being resource page 3. Increase in reporting of engagement by DRs and ECRs of Brunel's listening and well-being services. | 1. Two cohorts of researchers trained as mental health first aiders (MHFAs) to create a researcher-specific network of 20+ MHFAs by May 2022. 2. Researcher-specific mental health and well-being resource page established by October 22 and signposted through Graduate School. 3. Annual report from Brunel's Wellbeing team disaggregates DR and research staff data from 2023. | 1. May-22 2. Oct-22 3. Jun-23 | DoGS, Student Services / Wellbeing Team | Being Well, Living Well online course available; Training piloted with 9 Researcher MHFAs in Dec-21 Improved researcher engagement and ownership of their own wellbeing and mental health |
| ECI4.1 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health | 1. Establish an EDI Researcher Strategy Group within the Graduate School to address EDI issues specific to researchers by May 2022. 2. Engage in internal discussion groups around EDI within research practice and culture with research staff and managers of research staff 3. Champion recommendations emerging from research council reviews once published including (EPSRC / ESRC / NERC / AHRC) | 1. Terms of reference established for strategy group by May 2022. Group meets once per quarter and outcomes are reported to EDI Managers. 2. Three facilitated discussion groups organised internally to identify issues in EDI by Jan 2023. Identify and support delivery of recommendations from the discussion groups. 3. EDI recommendations discussed at College Research Strategy Committees and RSTFG on publication of reviews and actions agreed | 1. May-22 2. Jan-23 3. According to publication dates | DoGS, EDI Managers, | Included in delivery of EDI strategy by OD |
| ECI5.1 | Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity | 1. Communicate with research staff to ensure they are aware of the Research Integrity Code of Practice and related training. 2. Monitor Research Integrity training take-up by research staff. | 1. Targeted communication to research staff via email and Teams group delivered at start of each academic year from 2022/3. 2. Annual update report on activity to RKT to include research staff engagement data through online Research Integrity course. Establish baseline and set improvement targets for 2023 (tbc). | 1. Sep-22 2. Oct-22 and every 12 months | RKT committee, Vice-Provost (Research) / Concordat Champion | Increased awareness and adherence to Research Integrity Code of Practice |
| ECI5.2 | Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity | Consultation events with MoRs and researchers to generate feedback on the Brunel Research Ethics Online (BREO) platform and its effectiveness as the university's online research ethics application process | College-based consultation events held to capture feedback into a comprehensive review of BREO by Oct 2022. | Oct-22 | University Research Ethics Committee (UREC), College Research Ethics Committees (CREC) College Research Offices | Increased understanding of the strengths and weaknesses of BREO as a platform for ethics applications throughout the university |
| ECI6.1 | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices | Collect baseline survey to enable monitoring of actions and planning about the research environment and culture (through the Culture, Employment and Development in Academic Research Survey (CEDARS)) | CEDARS survey conducted internally across the university with at least 20% overall research staff participation in the survey. | Jul-22 | DoGS | Establishment of baseline CEDARS data as a replacement to existing CROS and PIRLS data |
| ECI6.2 | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices | Increase ECR involvement in outward-facing community / public engagement partnerships. Extend and expand the existing knowledge exchange and civic and public engagement schemes to ECRs. | One ECR-focused event delivered per annum. Annual increase in the number of applications submitted to both internal and external funding sources linked to knowledge exchange and public engagement from 2021 baseline (n = 2). | In line with annual application deadline | Engagement Strategy and Support Unit (External Engagement Manager) | Increased connectivity with community partners and social actors to improve research impact and social engagement |
| Funders must: | | | | | | |
| ECF1 | Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies | Not applicable | | | | |
| ECF2 | Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers | Not applicable | | | | |
| ECF3 | Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions | Not applicable | | | | |
| Managers of researchers must: | | | | | | |
| ECM2.1 | Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct | See ECI5.1 & ECI5.2 | | | | Increased awareness and adherence to Research Code of Practice |
| ECM3.1 | Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity | Engage in mental health and well-being training in order to better support and signpost their direct reports (i.e. research staff). | Year on year increase in Managers of Researchers' participation in mental health and wellbeing training as measured by OD | Dec-22 | Head of Counselling and Wellbeing Team/People and OD Associate Partner/ Graduate School Manager | Improved manager capacity to be able to support and mentor researchers at all stages of their careers |
| ECM4.1 | Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers | 1. Highlight and discuss new, emerging and updated policies with research staff during job chats and annual PDRs. 2. Share information received about institutional policy updates with research staff via regular communication channels. 3. (HR Managers) Attend research staff network meetings at least twice per year to consult and update research staff on updated and emerging policies (e.g. hybrid working, flexible working, carers policies) | 1. Produce and circulate a checklist which includes discussion of relevant institutional policies as a part of research staff annual PDR process in time for 2023 round of PDRs. 2. Communication of policy updates shared with research staff via Teams group channel and email monitored by group owners and reported to CIG. 3. HR-focused update provided within two research staff network meetings per annum. Key research staff ambassadors identified within central HR team as points of contact for research staff for advice on policies. | 1. Nov 23 (annual cycle) 2. According to distribution schedule 3. Sep-22; Feb-23 (annual cycle) | Associate Director OD, Vice-Provost (Research) / Concordat Champion | Flexible working policy is established within the university. Staff networks established across the university for Carers, |
| ECM4.2 | Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers | Review research staff responses to current hybrid working survey to identify any discrepancies in application of policies to research staff | Data from hybrid working survey analysed during Summer 2022. Findings in relation to research staff reported to CIG and EO & HR Committee | Sep-22 | Associate Director OD (analysis), Vice-Provost (Research) / Concordat Champion | Annual report from HR Capacity development of managers to support researchers |
| ECM5.1 | Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution | Participate in the University's culture survey across the university to provide a gap analysis and road map towards a stronger institutional culture. Survey to include disaggregated data in relation to research staff. | Survey agreed and commissioned - circulated during Autumn 2022. Action plan formulated Spring 2023. Reporting to include research staff data and response rate. | May-23 | Associate Director OD, CIG | Mainstreaming of Concordat principles and practices throughout the university's research landscape |
| ECM5.2 | Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution | Encourage and nominate research staff to be involved in university working groups, task & finish groups and committees. | 2020 baseline for number of research staff participating in policy development fora each year identified and reported to RKT. Annual updates provided to RKT for discussion and note thereafter. All noted in minutes. | Oct-23 (annual cycle) | DoGS (encouraging and nominating) Secretary to RKT (annual report and minutes) | Increased researcher voice within the institutional culture, policies and operations |
| Researchers must: | | | | | | |

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| ECR1.1 | Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students | 1.Participate in University-wide supervisory practice working and discussion groups. 2.Participation in UKCGE pilot accreditation for new supervisors. | 1. Number of ECRs participating in supervisory practice working and discussion groups increased by 100% during academic year 2022-23 2. 4 - 6 ECRs participate in UKCGE pilot for associate-level accreditation (Good Supervisory Practice) during academic year 2022-23 | academic year 2022-23 | Co-Chairs of Supervisory practice working group | | Increased researcher voice within the research culture, research policies and institutional operations |
| ECR1.2 | Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students | Engage in opportunities to coach and mentor junior researchers. | Number of research staff participating in coaching and/or mentoring training measured through Inkpath. This is new data from Oct-22 - 5% of workshop places to be occupied by research staff. | Jun-23 | Senior Graduate School Tutor, People and Organisational Development Partner | | Increased leadership capacity of researchers allowing an increased visibility of diverse skillsets and areas of research conducted across the university |
| ECR2.1 | Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion | See ECI5.1 & ECI5.2 | | | | | Highest level of research integrity achieved and maintained throughout the university |
| ECR3 | Take positive action towards maintaining their wellbeing and mental health | See ECI3.1 | | | | | |
| ECR4 | Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct | No additional action required. | | | | | |
| ECR5 | Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution | See ECM5.1 & ECM5.2 | | | | | Interventions to ensure representation of a broad range of researchers on university committees, the engagement of researchers at all stages of their careers in university architecture |
| Employment Institutions must: | | | | | | | |
| EI1.1 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices | Establish Research Staff Recruitment Task and Finish Group (RSRTFG) to improve recruitment and extension of research staff, review and standardise contracts. | RSRTFG established in Dec 2021 with terms of reference. Group meets regularly and completes tasks and recommendations by Sep 2022. | Sep-22 | Research Staff Recruitment Task and Finish Group (RSRTFG), Head of Post Awards | | Recruitment and promotions panels reflect diversity of staff centred around more equitable practices. Greater consistency in research staff contracts and titles. |
| EI1.2 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices | Broaden opportunities for researchers to participate in diverse and inclusive recruitment panels for various levels of appointment. | Increased number of researchers and MoRs attending recruitment training, as monitored through OD staff development records - annual report of data to CIG. | Nov-23 (annual cycle) | Associate Director HR - Organisational Development, Dean of Culture & Inclusion (DCI) | | Increased capacity of researchers and managers of researchers to constructively contribute to recruitment processes throughout the university |
| EI2.1 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position | Improve the induction process for research staff (in consultation with current research staff) by: 1. Identifying gaps in the process and 2. Making recommendations for actions and improvements | 1. Working group with research staff established and gap analysis conducted by Apr 23 2. Recommendations and plan of action reported to CIG and RKT by Jun 23 | Apr-23 Jun-23 | HR, Assistant Director RSDO, DoGS | | Improved researcher induction processes linked to ECI1, ECI3, ECI4, ECI5 |
| EI3.1 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances | Review the researcher career track, in consultation with researchers in order to 1. Harmonise the grades with other career tracks 2. Review promotion requirements for research staff on the Research Fellow grade 3. Review the titles of researchers at different grades | 1 - 3. Review completed by Sep 2022; implementation timelines agreed by Oct 2022 and communicated to research staff before 2022-3 promotions round (Dec 2022). | Dec-22 | Dean of Culture & Inclusion, Vice-Provost (Int) | | Improved awareness and guidance for researcher promotion |
| EI4.1 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent | No additional action identified for the period. | | | | | |
| EI5.1 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation | Ensure that research staff are consulted as part of the development of a new planned university PDR process. | Research staff representation confirmed within PDR working group as part of PDR review process by Nov 2022. | Nov-22 | Assistant Director HR - OD, DoGS | | Improved professional development mechanisms and reporting structures inclusive of researchers |
| EI5.2 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation | Widen university recognition awards to include specific rewards for research staff and MoRs | Options for awards reviewed and considered with at least one new recognition award introduced by end of academic year 2023 | Sep-23 | Concordat Champion, CIG, | | Increased recognition of value and leadership skills across the university |
| EI6.1 | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress | See EI1.1 | | | | | |
| EI7 | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making | Linked to ECM5.2 | | | | | |
| Funders must: | | | | | | | |
| EF1 | Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies | Not applicable | | | | | |
| EF2 | Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security | Not applicable | | | | | |
| EF3 | Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression | Not applicable | | | | | |
| EF4 | Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels | Not applicable | | | | | |
| Managers of researchers must: | | | | | | | |
| EM1 | Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care | Participate in the new People Management programme to be delivered as part of the strategy of Organisational Development (OD). | Attendance on People Management Programme by MoRs monitored and attendance / engagement increases annually. | in accordance with programme delivery cycle | Assistant Director HR - OD, Concordat Champion | | Improved manager capacity to be able to support and mentor researchers at all stages of their careers |
| EM2 | Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding | No additional action identified for the period. | | | | | Support and guidance provided by RSDO on all aspects; induction processes introduce relevant policies and procedures. Linked to ECI2 |
| EM3 | Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers | Linked to EI3.1 | | | | | More equitable recruitment, promotion and retention of researchers across the university - linked to EI1.1 |
| EM4 | Actively engage in regular constructive performance management with their researchers | 1. Participate in performance management training provided by OD and 2. Following launch of revised PDR process (Jul 2023), proactively conduct PDRs with research staff in line with institutional targets for annual PDR cycles and to include consideration of personal development objectives. | 1. OD data shows MoR engagement with performance management training 2. Participation rate for research staff achieves at least 70 percent and is reported by HR to CIG | Nov-23 (annual cycle) | Assistant Director HR - OD, MoRs | | Increased clarity of opportunities for career development, performance and future direction |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution | Linked to ECM5.2 | | | | | |
| Researchers must: | | | | | | | |
| ER1 | Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder | No additional action identified for the period. | | | | | Linked to ECR2.1 |
| ER2 | Understand their reporting obligations and responsibilities | No additional action identified for the period. | | | | | |
| ER3 | Positively engage with performance management discussions and reviews with their managers | Actively participate in performance management discussions with a named reviewer (usually their manager). | Research staff report positive experiences of PDR conversations with direct reports as monitored through annual focus group and round table with staff. | Nov-23 | Research staff reps, DoGS | | Improved two-directional communication between researchers and managers of researchers on performance and expectations |

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| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community | Linked to ECM5.1 | | | | | |
| Professional and Career Development | | | | | | | |
| Institutions must: | | | | | | | |
| PCDI1.1 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors | 1. Promote use of Inkpath system amongst the 50% of research staff not currently using the system 2. Launch and promote 'Take-10' initiative (i.e. broad portfolio of development opportunities) specifically for research staff 3. Encourage and support research staff to spend the minimum allocation of 10 days on professional and career development | 1. Inkpath registrations increase by at least 25% during academic year 2022-23 2. The University's 'Take 10' portfolio is launched and promoted to research staff by Oct-22. Increased participation in development opportunities by research staff in comparison to preceding year recorded in GS annual report. 3. Data collated through the Inkpath app shows year on year increase in engagement by research staff from 2021 baseline. | Apr-22 | (1 & 3) GS Training Administrator, (2) Comms & Managers of Researchers, Directors of Research Institutes | | Portfolio of development opportunities for research staff |
| PCDI1.2 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors | Include requirement for 10 days professional development in all new research staff contracts as part of the planned review of contracts by the RSRTFG scheduled for 22/23. | 10 days professional development explicitly referenced within all new research staff contracts issued after Aug 23 if approved by the review panel. | Aug-23 | HR, EDI team, Concordat Champion | | Formal recognition of researcher professional development as a component of researcher contracts - linked to E16.1 |
| PCDI1.3 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors | Create and signpost a portfolio of development opportunities for research staff to highlight a range of opportunities including coaching, mentoring and shadowing. | Increased quantity of activities logged in Inkpath (lifelong development tool / app); professional development plans (PDPs) recorded within Inkpath and measured as part of an annual tracking report produced by the Graduate School in Autumn term each year and reported to RSTFG annually. | Autumn term each year | Senior GS Tutor, DoGS | | Living portfolio of development opportunities for research staff including a repository of examples and case-studies |
| PCDI1.4 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors | Use Inkpath as a professional development platform to plan development, identify opportunities, manage and record learning outcomes and reflections | Number of research staff actively using Inkpath increases each year from 2021 baseline to at least 70% of cohort by Sept 2024 | Sep-24 | DoGS, Research Staff Network | | Provision of a dedicated lifelong learning record system for researchers |
| PCDI1.5 | Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors | 1. Evaluate the pilot of the Early Career Academic (ECA) Research Training programme delivered between from 2021-22) 2. Expand opportunities to join future cohorts to research staff, where appropriate | 1. Evaluation report provided to RKT committee in Autumn 2022. 2. Pilot opened up to research staff in 2022/23. At least two places earmarked for research staff applicants per programme. | Oct-22 | Vice-Provost (Research) / Concordat Champion, Ass. Director of RSDO | | Increased opportunities for career planning and skill development in the area of academic research |
| PCDI2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers | Support Pls / MoRs to increase their confidence to engage in career development discussions with researchers | Dedicated careers resources signposting a range of researcher careers and expert careers guidance completed and linked to Graduate School webpages by Jun 2023 | Jun-23 | Researcher Careers Consultant (GS/PDC) | | Improved capacity to engage researchers in career development dialogue |
| PCDI3.1 | Ensure that researchers have access to professional advice on career management, across a breadth of careers | Provide networking opportunities for research with industrial, business and community partners and non-academic researcher alumni | Three Researcher Futures events held each year with 25% growth in overall number of attendees by Aug 2023 (2021 series baseline) | Aug-23 | Researcher Careers Consultant (GS/PDC) | | Increased awareness of career options for researcher |
| PCDI3.2 | Ensure that researchers have access to professional advice on career management, across a breadth of careers | Provision of one to one career consultations by dedicated Careers Consultant (Researchers). | Increased uptake of one-to-one career consultations by research staff vs 2021 baseline | Sept-22 (+ annual reporting cycle) | Researcher Careers Consultant | | Increased awareness of career options for researchers |
| PCDI4.1 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills | Deliver leadership and resilience training through cross-university <i>Leadership in Action</i> programme up to 3 times per annum | Bespoke programme delivered three times per annum; training completed by up to 20 researchers per annum. | Dec-22 | DoGS, KCL (programme coordinator) | | Improved leadership capacity within the researcher community |
| PCDI4.2 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills | Revise policy for research consultancy to accommodate research staff requirements / needs, where necessary, and to enhance their ability to be engaged in relevant opportunities | University consultancy policy review to be completed by December 2022 and any approved changes communicated to researchers following presentation to RSTFG. | Jan-23 | Provost, RSDO, Pls | | Increased consultancy opportunities for researchers |
| PCDI5.1 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this | Enable greater cross-sector and inter-sector mobility for researchers (DRs and ECRs) through the development of guidance for researcher internships / placements | Guidance produced for ECRs. Successful awards showcased through intrabrunel and shared with research staff through network meetings. Three case studies developed for different career pathways by Jun 23 | Jun-23 | Researcher Careers Consultant (GS/ PDC) | | Increased awareness of career options for researchers - linked to PCDI3.1 |
| PCDI5.2 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this | Increased research staff exposure to, and training about, research commercialisation and entrepreneurship | Internal stakeholders work together to create targeted training on commercialisation and entrepreneurship available to Research Staff through OD/ Graduate School by Jan 23 | Jan-23 | RSDO, Entrepreneur Hub, researcher careers consultant | | |
| PCDI6 | Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews | Collate and report on research staff user data from Inkpath (lifelong professional development app) to review engagement with professional development activities. | Framework for report identified and format agreed by Sep 2022; regular reporting of outcomes and recommendations to CIG twice a year thereafter | Aug-22 | GS Training Administrator, Senior GS Tutor | | Increased understanding of researcher next destination trajectories |
| Funders must: | | | | | | | |
| PCDF1 | Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning | Not applicable | | | | | |
| PCDF2 | Embed the Concordat Principles and researcher development into research assessment strategies and processes | Not applicable | | | | | |
| PCDF3 | Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit | Not applicable | | | | | |
| PCDM1 | Engage in regular career development discussions with their researchers, including holding a career development review at least annually | Linked to EM4 | | | | | |
| PCDM2 | Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments | Linked to PCDI3.1 | | | | | |
| PCDM3 | Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development | Linked to PCDI1.3 | | | | | |
| PCDM4 | Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours | Linked to PCDI1.1 | | | | | |
| PCDM5 | Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development | Highlight new opportunities for leadership and management training to MoRs, including relevant LinkedIn Learning options and online courses. | Measurable increase in managers of researchers participating in OD leadership programmes each year from a 2022 baseline | Annual report | Assistant Director HR - OD, Concordat Champion | | Improved understanding and contribution to the professional development of researchers beyond project skill needs |
| Researchers must: | | | | | | | |
| PCDR1 | Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year | Linked to PCDI1.4 | | | | | |
| PCDR2.1 | Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments | Attend Researcher Futures series - 3 activities per year | Increased engagement with Researcher Futures series as monitored through Inkpath data reports and included in annual GS report | | Researcher Careers Consultant, DoGS | | Improved understanding of career options and avenues for skills development |
| PCDR2.2 | Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments | Engage with a range of researcher careers development activities, professional associations, alumni and employer networks | Increased engagement of research staff with alumni and employer networks as monitored / recorded by Researcher Careers Consultant and included in annual GS report | Aug 22 (baseline) then Annual report cycle | Researcher Careers Consultant, DoGS | | Improved understanding of career options and avenues for skills development |
| PCDR3 | Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications | Use Inkpath as a professional development platform to plan development, identify opportunities, manage and record learning outcomes and reflections | 1. Measurable increase of research staff using Inkpath each year from a 2021 baseline and recorded in Graduate School annual report each September. 2. Inkpath reporting / output to be reviewed by Graduate School to support research staff' PDR discussions and career development discussions | 1. Sep-22, -23- 24 2. Jan-23 | DoGS, Research Staff, Research Staff Network | | Linked to PCDI1.4 |
| PCDR4 | Positively engage in career development reviews with their managers | Linked to EM4 | | | | | Increased update of opportunities for career development |
| PCDR5 | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills | Research staff to be given priority access to cross-university Leadership in Action programme (run up to 3 times per annum) | 70% places within Leadership in Action programme cohorts awarded to research staff (Feb, Apr, Dec each year) as recorded in GS annual report each September | Sep-22 (annual cycle) | DoGS, Pls / MoRs | | Increased opportunities to participate in Leadership training and development |
| PCDR6 | Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation | 1. Evaluate the pilot of the Early Career Academic (ECA) <i>Research Training programme</i> delivered between from 2021-22 2. Expand opportunities to join future cohorts to research staff, if appropriate 3. Linked to ECI6.2 | 1. Evaluation report provided to RKT committee in Autumn 2022. 2. Pilot opened up to research staff in 2022/23. At least two places earmarked for research staff applicants per programme. | Oct-22 | Vice-Provost (Research) / Concordat Champion, RSDO | | Increased opportunities for career planning and skill development in the area of academic research |

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.