



Brunel University is committed to the implementation of the *Concordat to Support the Development of Researchers* (2008). To that end, the University conducted a gap analysis between July and September 2010, preceded by a survey and focus group of research staff undertaken by the Graduate School and Staff Development. The survey and focus group indicated that, despite a number of events at which the Concordat was discussed and distributed, further work is needed to raise its profile and address institutional shortcomings in its full implementation. The gap analysis was presented to the Staff Development Strategy Group in October 2010. The action plan below coordinates effort from a range of stakeholders within the university. This includes the Pro-Vice Chancellor for Research, the Graduate School, Planning and Policy, HR and Staff Development, and the Placement and Careers Centre. Actions will continue to be monitored and reviewed through the *(through the formation of a 'Concordat Working Group')* and the Research and Knowledge-Transfer Committee where appropriate.

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| Recognition and the Importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research. |  |  |  |
| Gap analysis revealed no additional action required.  |  |  |  |

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|     | 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.  |   |   |                        |
| 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.                       | A central compulsory induction process is currently run through Staff Development. The introduction of an additional induction stream, specifically for research staff, will be considered.<br><br>CPD provision is under development with a series of innovative activities planned to highlight its importance. | Graduate School / Staff Development<br><br>HR / Staff Development / Heads of School | September 2011 onwards |
| 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.   | Workshops to promote Researcher Development Framework (RDF) alongside opportunities for personal / professional development to be added as regular skills workshops. Mentoring of research students by research staff to be developed (several already engaged in advising other researchers and students).       | Graduate School / Staff Development   | September 2011 onwards |
| 3.8 | Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.   | Examples of current good practice within the university to be further evaluated. A university-wide mentoring scheme for research staff to be developed.   | Graduate School / Staff Development / Deputy Heads of Research Group                | September 2011 2012/13 |
| 3.9 | 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. | As 5.6  |   |                        |

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| 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> | <p>Training for appraisers is currently provided.</p> <p>The formal appraisal system for academic staff will be rolled out to ensure coverage of all research staff, with training available as required.</p> <p>One-to-one coaching available for researchers to discuss development and career aspirations through staff development / Graduate School.</p> | <p>Staff Development / HR / Graduate School</p>                | <p>September 2011 onwards</p> |
| 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>   | <p>As 5.6</p>   |  |                               |
| 4.12 | <p>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>  | <p>Several research staff currently engaged in teaching / demonstrating where this is of interested.</p> <p>Academic Practice (within Staff Development) and Graduate School to provide further training opportunities in teaching skills. On-line training in these areas is also currently under review.</p>  | <p>Staff Development (Academic Practice) / Graduate School</p> | <p>2012 onwards</p>           |
| 4.13 | <p>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>  | <p>Greater involvement / representation of research staff at University Committee level is currently being explored through the Staff Development Strategy Group.</p>   | <p>Staff Development Strategy Group</p>                        | <p>June December 2011</p>     |

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|  |  | Formal mentoring system to be recognised and supported for research staff throughout the University. | Deputy Heads of Research Group | going |
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D: Researchers' Responsibilities

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

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| 5.5 | <p>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 development courses and events.</p> | <p>Principal Investigators to be encouraged by School Heads to attend training on managing research staff (as 2.3)</p>   | <p>Staff Development / Graduate School</p>                   | <p>2011 onwards</p>             |
| 5.6 | <p>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.</p>  | <p>Training for Researchers on PDP and CPD. Raise awareness of electronic resources to support record keeping. Review of PDP to be encouraged as part of systematic appraisal.</p> | <p>Staff Development / Graduate School / E-Learning Team</p> | <p>Current activity 2013/14</p> |

Diversity

