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1 Part 1: Introduction

1.1 Introduction

The Research Excellence Framework (REF) is a system of research assessment in higher education

HEI or other organisation, whether in the UK or overseas, and they first met the definition of an

1.3.2 Units of Assessment (UOA)

All eligible staff employed by University of Chichester with significant responsibility for research, will be organised into submitting unit(s) for return into the relevant units of assessment (UOAs). The University of Chichester may make a request to except from submission a very small unit. The arrangements for this are set out in section 2.7 of this Code.

A submission comprises a complete set of data about staff, outputs, impact and the environment in any of the UOAs in which the University plans to submit. A submission provides evidence to the sub-panel about the activity and achievements of a 'submitted unit'. A submitted unit means the group or groups of staff identified as working primarily within the remit of a UOA and included in a submission. Responsibility for mapping staff into submitted units lies with the University of Chichester. The final decision on UOAs to be submitted will be made

Academic staff contribute to the excellence of the University of Chichester in many ways including teaching, the student experience, and research, and submission of outputs to REF is only one of these. These different contributions and career pathways are all equally important and equally valued at the University. Final decisions relating to inclusion of staff and outputs in the REF2021 submission will not be taken into account in relation to any decisions regarding staff promotion, career progression, extension of contracts or disciplinary procedures at the University of Chichester.

1.6 Principles

We have considered the equality impact assessment of the previous REF exercise in the development of the Code of Practice as outlined in Part 1 of the Code, and equality has been embedded into all relevant elements of the Code and REF processes. This University of Chichester Code of Practice is aligned to the principles of Transparency, Consistency, Accountability, and Inclusivity as per the REF2021 Guidance Documents:

- a. **Transparency:** We aim for transparency across all processes for identification of staff with significant responsibility for research, for determining research independence, and for the selection of outputs. Drafts of the Code of Practice were drawn up and made available in an easily accessible format and publicised to all academic staff across the institution, including
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- c. **Accountability:** Responsibilities have been clearly defined, and individuals, committees and groups that are involved in identifying staff for REF submissions, determining research independence and selection of outputs are identified by name and role and documented in the Code. The Code of Practice also outlines required training for those involved in identification of staff and selection of outputs. Operating criteria and terms of reference for individuals, committees, advisory groups and any other bodies concerned with staff identification and output selection have been made readily available to all individuals and groups concerned and are included as Appendices in the Code.
- d. **Inclusivity:** The Code promotes an inclusive environment, enabling the University to identify all eligible staff with a significant responsibility for research. The Research Excellence Framework Project Team's (REFPT) Equality & Diversity Sub-Group (E&DSG) was established to undertake analysis of individual circumstances and to advise the REFPT as to the level of any reduction in research output that may be relevant, and to undertake other tasks relating to Equality and Diversity as required. The group, together with HR department, will also be responsible for undertaking, maintaining and updating an Equality Impact Assessment (EIA) at all key stages of the process as documented in this Code. The results of these assessments will be used to inform all REF processes to optimise inclusivity and ensure that the processes are not discriminatory. If the results suggest that the processes are

embraces diversity, where equality of opportunity prevails. Engagement with students, staff, the University of Chichester Students' Union (UCSU), recognised staff Trade Unions and other stakeholders, is key to the University meeting its ongoing commitment to being a truly inclusive university which celebrates diversity in all its endeavours from the provision of facilities to its curricula design.

With regards to research, the University's Equality and Diversity Policy states that "All staff and research students should have the same access to research opportunities no matter what their background or characteristics. This may include, and is not limited to, access or funding or support, training or development, promotional opportunities and inclusion in external assessment exercises such as the Research Excellence Framework."

1.7.2.2 Our aims

The EDI Plan in Appendix 1 outlines the University's main aims with regards to Equality and Diversity. The main themes are:

- embed EDI into all aspects of University Life,
- attract, retain, and develop a diverse community of staff and students, and
- support an inclusive campus approach.

1.7.2.3 The Legislative context and responsibilities under the Equality Act 2010

Equality law seeks to protect those individuals that receive unfair treatment based upon irrelevant criteria, because of a particular characteristic or dual characteristics. Such treatment may be deliberate and overt, though it may also be subtle and unwitting, based upon ill-founded ideas and assumptions.

The University seeks to ensure that all individuals are able to maximise their potential and do not face unfair barriers. The protected characteristics identified in equality law are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or b

The University does not tolerate any form of discrimination or abuse by colleagues, students or anyone else connected with the University and its activities. This includes all contractual service

approaches to support staff. The programme is available via the Human Resources page of the Staff Intranet and regular updates are provided via email. Personal support is also available through HR and a telephone counselling service. Depending on the circumstances, a referral to the University's

and other equality and diversity issues, in 2015. The EDAP indicated that they were particularly interested in the following information within the EIAs:

-

1.9.2 Comparison of University's EIA results of the REF 2014 with UK sector

The gender balance of the University's REF 2014 submission was better than the REF submission across the sector. The rates of submission for male and female staff at the University was 23% and 25% respectively (a disparity of 2% in favour of females) compared to the sector result of 67% of men compared with 51% of women, a disparity of 16 percentage points in favour of men).

The pattern of decreasing rates of selection of older women was noted in the UK sector and at the University.

In the UK sector, Black and Asian staff had statistically significant lower selection rates than other ethnicities, and the same pattern was

The aspirational structure of the group is to reflect the age and gender 'make up' of the academic staff population at the University. The group was first chaired by the Head of Research and then by academic colleagues.

Drafts of the University Code of Practice were presented to the Vice-Chancellor's Group (VCG)

of Practice. This Code has therefore been produced as a result of a broad and iterative consultative process, which we consider has resulted in widespread staff 'ownership' of the Code.

This Code of Practice with final agreed processes has also been made available on the Research Moodle and publicised to all academic staff across the University. The final version of the Code of Practice will be published on the University external website.

2 Part 2: Identifying staff with significant responsibility for research

2.1 Policies and procedures

2.1.1 PRDP (Performance Review Development Plan) process for academic staff

processes do not play any role in decisions regarding staff promotion, career progression, extension of contracts or disciplinary procedures at the University of Chichester.

2.2 Identifying staff with Significant Responsibility for Research (SRR)

Upon recommendation from Research England, The University of Chichester has chosen to adopt a career pathways model for identifying staff with a significant responsibility for research (SRR). This process is complementary to other discussions between Heads of Departments/Directors of

Using the criteria in Part 2 of the Code of Practice and form in Appendix 8, Heads of Departments/Directors of Institutes, will identify whether individual members of staff on 'teaching and research' contracts have or do not have a significant responsibility for research on the census date. HOD or Directors of Institutes should complete this form in consultation with the member of staff, and/or their line manager, departmental research leads and/or UOA champions but Heads of Departments/Directors of Institutes make the final decision regarding the process of identification of staff with SRR. Individual members of staff can appeal this decision as outlined in section 2.9.

Heads of Department/Directors of Institute will send the completed form (Appendix 8) with staff names and recommended UOA to the Research Office as soon as possible but no later than **3 August 2020**. For all academic staff, HODs and line managers should also ensure that they complete the necessary PRDP paperwork annually and send to HR, clearly outlining significant responsibilities, whether these are for research or other roles. The Research Office will collate completed forms and the REFPT will work with the HR team to confirm employment details and finalise list of staff. Heads of Departments

should direct to the Research Office for completion of the form. For all academic staff, HODs and line managers should also ensure that they complete the necessary PRDP paperwork annually and send to HR, clearly outlining significant responsibilities, whether these are for research or other roles. The Research Office will collate completed forms and the REFPT will work with the HR team to confirm employment details and finalise list of staff. Heads of Departments

researchers, if they so wish, and underlining the value and the contribution that the individual makes, and can make in the future, to the University's research community, to teaching or to other areas.

2.5 Development of processes

The processes to be followed for identifying staff with SRR (Part 2 of the Code) and determining research independence (Part 3 of the Code) have been consulted on and agreed with staff representative groups including the University and College Union (UCU). Evidence of agreement by UCU staff representatives is available in Appendix 12.

2.6 Connection with the University

All submitted staff on the minimum 0.2 FTE contract must describe their connection to the University of Chichester by means of a 200 word written statement emailed to the Cross-Institutional Lead for Research. This may include, for example, postgraduate research (PGR) student supervision responsibilities or membership of committees or groups. This will also apply to former staff on 0.2 FTE contracts, whose outputs are included.

2.7 Special submission requests

Institutions planning to make a submission to the REF 2021 intending to:

1. make multiple submissions within a unit of assessment;
2. except a small unit from submission;
3. or submit impact case studies requiring security clearance,

must request permission to do so from the REF2021 team, from 11 April 2019, and no later than noon 6 December 2019. At the University of Chichester, HODs wishing to make a request for exception from submission must notify the Research Office in writing by no later than 31 October 2019 (the internal deadline).

2.8 Staff, committees and training

This section outlines the procedures for appointing designated staff, committees and panels responsible for identifying staff with significant responsibility for research (distinguishing between those with advisory and those with decision making roles). Role descriptions for individuals and terms of reference for committees/panels, modes of operation, and record-keeping procedures, as well as information about where these roles/committees/panels fit into the wider institutional management structure are documented in the Code and Appendices.

2.8.1 Committees, Roles and Responsibilities

Following the principle of accountability, the Code of Practice identifies committee structures and roles and responsibilities of staff involved in the identification of staff with significant responsibility for research, determining research independence and selection of outputs.

A schematic of committees' structures and interdependencies and where the committees fit in the University's management framework is included in Figure 1 and is described below.

Membership and Terms of Reference for the REFPT can be found in Appendix 5. Records of meeting discussions and decisions are kept as minutes of the meetings by the clerk of the committee. Confirmed minutes of these meetings are reviewed by members of the Research and Innovation Committee and minutes of the Research and Innovation Committee are reviewed by members of Academic Board.

2.8.1.2 The REFPT Equality and Diversity Sub-Group (E&DSG)

Aligned with the principles of Accountability, Consistency, and Inclusivity, the REFPT E&DSG was established to ensure that the University's REF2021 procedures do not discriminate unlawfully against, or otherwise have the effect of harassing or victimising individuals because of age, disability, gender identity, marriage and civil partnership, race, religion or belief, sex or sexual orientation or because they are pregnant or have recently given birth, and that fixed-term and part-time employees are treated equally with comparable employees on permanent or full-time contracts.

The E&DSG is chaired by an academic member and comprises representatives from the University's Schools, Early Career Researchers, and the Research Office. All members are required to sign confidentiality agreements.

The E&DSG will undertake analyses of procedures that have been identified as problematic and has a decision-making role with respect to approval of procedures in certain circumstances and can make recommendations. If recommendations have been made, the E&DSG will advise the Cross-Institutional Lead.

2.8.1.3 The Vice-Chancellor's group (VCG)

The Vice-Chancellor's group (VCG) consists of the Vice-Chancellor, Deputy Vice-Chancellor, Deputy Vice-Chancellor (Student Experience), the Chief Financial Officer, the Chief Marketing Officer and the Chief Human Resources Officer. The Deputy Vice-Chancellor, who acts as Chair of the Research and Innovation Committee,

2.8.2 Training

2.8.2.1 Performanc

2.10

University's criteria for significant responsibility for research as outlined in Part 2 of this Code of Practice.

3.2 Staff, committees and training

The staff and committees are the same as those outlined in section 2.8. Training required as part of the University's commitment to Equality and Diversity is detailed in the same section.

3.3 Appeals

The process follows that outlined in section 2.9.

3.4 Equality impact assessment

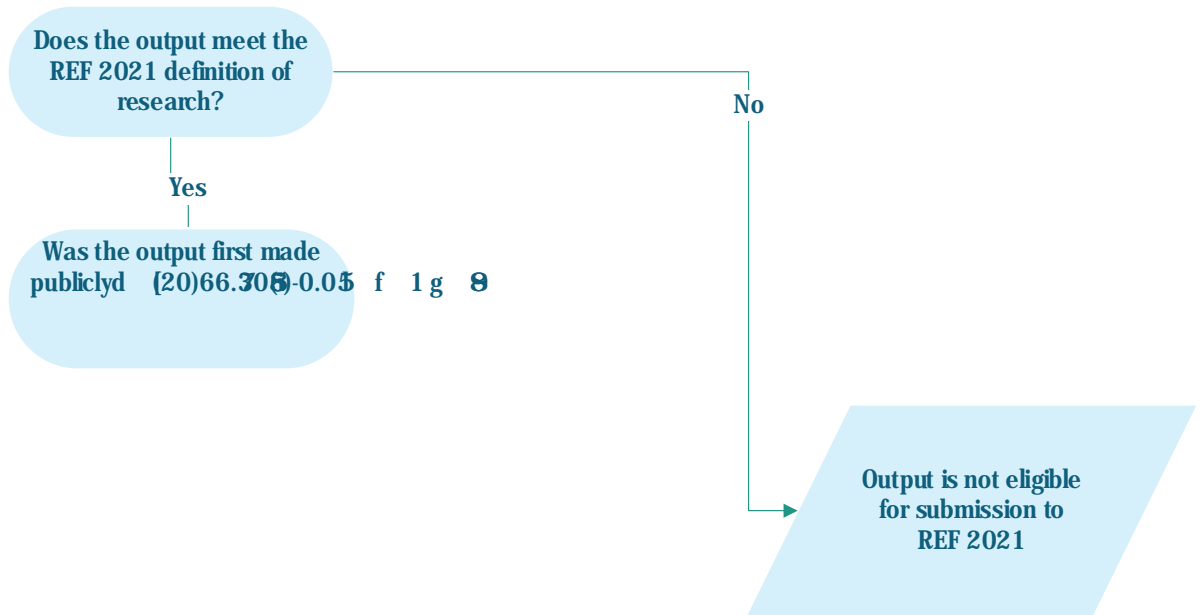
An EIA will be conducted to determine whether the University's processes for identifying staff, and determining research independence

4 Part 4: Selection of outputs

4.1 Output selection for submission to REF2021

The Research Office works closely with the Electronic Resources Librarian, Learning and Information Services and academic staff to maintain and promote open access compliance at the University. Department-specific REF2021 Open Access compliance reports are routinely compiled to monitor compliance at departmental level. The Electronic Resources Librarian, where necessary, meets with Heads of Departments/Directors of Institutes on an ongoing basis to ensure open access compliance and determine if any exceptions⁴ apply (Figure 3). Where special circumstances have impacted on an individual's ability to comply with the open access policy, staff may disclose the special circumstances to the Equality and Diversity Sub-Group (see section 4.4) if they so wish, but this is on a voluntary basis.

⁴ This includes the 'other' exception that may be applicable to outputs that did not meet the Open Access requirements because of the COVID-19 pandemic, as per paragraphs 41-43 of the REF2021 "Guidance on Revisions to REF2021".



4.1.2 Process for selection of outputs

In the self-assessment phase, individuals identified as having SRR and determined to be independent researchers as per Part 2 and 3 of the Code, first select up to 10 of their best outputs and rate them using a score of 1*-4* based on the assessment criteria published in the REF 2021 guidance documents for the relevant panels.

UOA champions are members of the REFPT and will have been nominated by the Head of Department/Director of Institute to perform the internal review. UOA champions will also be responsible for conducting the selection and assessment of output of former staff, including those made redundant, identified as having SRR and determined to have been independent researchers according to the processes described in Parts 2 and 3.

In the internal assessment phase, UOA Champions then review, and if applicable, re-score the outputs within the UOA. In addition to the assessment criteria published in the REF2021 guidance documents for the relevant panels, UOA champions may use citation data and peer review processes to evaluate quality of outputs. The funding bodies encourage HEIs to use research metrics responsibly, adhering to the principles set out in the Metric Tide report.

Each individual has to submit a minimum of 1 output, hence a single output to each individual would be attributed in such a way as to maximise the overall quality profile. The rest of the outputs will be selected based on quality up to the quota required for the submission (i.e. FTE x 2.5), ensuring that no individual has more than 5 outputs, and in such a way as to maximise the overall quality profile.

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2. Final submission (Internal deadline 29 January 2021 for REF submission of 31 March 2021)

The Mock REF exercise was used as an opportunity to apply the draft code and refine it further. An EIA will be conducted afterwards and the same principles apply as previously discussed in section 2.10. The implications of the EIA will be considered when preparing the final submission.

4.3 Staff, committees and training

The staff and committees are the same as those outlined in section 2.8. Training required as part of the University's commitment to Equality and Diversity is detailed in the same section.

4.4 Disclosure of staff circumstances

The E&DSG will take account of staff circumstances which have affected an individual's or UOA's ability to work productively throughout the assessment period. Staff will be invited to disclose voluntarily and in confidence any relevant circumstances that have limited their capacity to contribute to the pool of eligible outputs. The outcome of the disclosure process may mean that:

1. an individual has had such exceptional

These applications will be reviewed by the REFPT Equality and Diversity subgroup (E&DSG). All members of the subgroup will sign confidentiality agreements and undergo mandatory Equality and

Supporting documentation and verifiable evidence may be required for applications but any verification of circumstances will be approached with care and tact and in accordance with the law. As working part-time is taken into account within the calculation for the overall number of outputs required for the unit (which is determined by multiplying the unit's FTE by 2.5) reduction requests on the basis of part-time working hours should only be made exceptionally, for example, where the FTE

Guidance on Submissions (such as an ECR who has only been employed as an eligible staff member for part of the assessment period);

- b) circumstances equivalent to 46 months or more absence from research, where circumstances set out in paragraph 160 of the REF Guidance on Submissions apply (such as mental health issues, caring responsibility, long-term health conditions); or
- c) two or more qualifying periods of family-related leave, as defined in Annex L of the REF2021 'Guidance on Submissions'.

The request should include a description of how the circumstances have affected the staff member's ability to produce an eligible output in the period. The information provided in the request must be based on verifiable evidence but any verification of circumstances will be approached with care and tact and in accordance with the law.

For each member of staff for whom a request to remove the 'minimum of one' requirement is being made, the following information will be provided by the Chair of E&DSG to the Cross-Institutional Lead for Research in order to complete the REF6a form:

- a. output(s) in the process of being produced have been affected by COVID-19 during the assessment period (1 January 2014 to 31 July 2020). This includes effects due to applicable circumstances (such as ill health, caring responsibilities); other personal circumstances related to COVID-

The deadline for University to submit these unit reduction requests and requests for removing the 'minimum of one' requirement to REF 2021 will be 6 March 2020. Where there are changes to the Category A submitted staff employed in the unit after the request has been submitted, the University will be able to amend REF6a/b forms

c) the selection of outputs.

An EIA will be conducted on the final submission of staff and outputs. As per the guidance documents, this final EIA will contain actions taken by the University of Chichester to prevent

5 Part 5: Appendices

5.1 Appendix 1: University of Chichester 2051

The EDI Plan will support the University's strategic objectives as outlined in the University Strategy 2018-25 '*Open for Change*' and the People Strategy 2018-25 '*Working Together – Supporting Each Other*' through advancement of the following three key themes:

Theme 1: Embed EDI into all Aspects of University Life

We will all lead by example; we will raise awareness and promote EDI in a way that informs our culture and practices to recognise the needs of our diverse University community, promoting a culture of respect and removing any form of less favourable treatment or harassment. We will support the needs of our community in their learning and working. We will do this by:

-

5.2 Appendix 2: University of Chichester Equality and Diversity Policy 2018-21

This policy is a formal statement of the University's commitment to equality and fair treatment, and to creating an educational environment where discrimination in all its forms is challenged effectively.

1. Principles and Values

The University supports the spirit as well as the letter of equality law and thus adopts a positive approach rather than simply a compliant one. It is committed to ensuring that access to its provision is consistent with its Equality and Diversity Policy.

The importance and value of equality and diversity is inherent in the University's strategic objectives. The University's Strategy '*Open for change*' highlights the importance of establishing a culture and environment in which staff, students and visitors understand and embrace the principles and practices of equality and diversity. The University's People Strategy '*Working*

3. Responsibilities

The Board of Governors, the Vice-Chancellor's Group (VCG), the Senior Management Team – Heads and Directors of Departments/Institutes - hold direct responsibility for ensuring that equality of opportunity forms part of the ethos of the University and is embedded in its practices and operations.

To support this work, VCG take a pro-active lead in driving the equality agenda forward, monitoring compliance and promoting good practice across the University.

Every manager in the University of Chichester is accountable for the effective implementation of this Policy and associated procedures and for monitoring diversity in their area of responsibility.

Each member of the University community has a responsibility for upholding this Policy and for behaving in ways that are consistent with fair and equal treatment for all. Each person is responsible for their own learning and engagement with equality issues and actions, and has a duty to consider the impact of their actions to ensure that they do not have a detrimental effect on the achievement of equality of opportunity. This includes staff working for contract companies and those involved in collaborative activities with the University of Chichester in whatever form.

Equality and diversity are raised as an agenda item on the following Committees and Groups:

- Board of Governors

- ensure mechanisms are in place to monitor and review the application of the Policy and the implementation of associated procedures and analyse the available data to identify potential barriers or areas where positive action might be required

7. Reporting and Formal Processes

Individuals should feel able to inform an appropriate person within the University, for example in Student Support and Wellbeing, Human Resources (HR Officer or Inclusivity Officer), Students' Union, managers and Heads/Directors of Department/Institute, wherever inappropriately

5.3 Appendix 3: University of Chichester Equality Impact Assessment of REF 2014 submission

The data presented herein has been provided by the University's HR department (November 2013), data for those in the REF submission is based on data submitted to the HEFCE REF Portal. A total of 58 academic staff were submitted to the REF. Data for protected characteristics is based on voluntary disclosure.

Data for individual characteristics is presented and discussed and a smaller subset of characteristics have been considered in combination (e.g. age and gender). Individual characteristics considered in the analysis are:

- Age
- Gender
- Sexual orientation
- Disability
- Ethnic origin
- Religion
- Marital status
- Maternity
- Part-

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Ethnicity

All but one member of staff have disclosed their ethnic origin (Table 1). There is little difference between the characteristics of the academic staff population and the REF population. The predominant reported ethnic origin is White – British (55% of all staff, 53% of staff submitted REF) followed by 'Other White Background' (40% of all staff, 43% of staff submitted to the REF). The next largest group in the staff population as a whole is White – Irish, representing 2% of the staff and REF populations.

Age and gender

Analysis of the combination of Age and Gender reveals that whilst the broad patterns are similar in the male and female populations across the age profile there are some interesting differences for some age brackets (Figure 3). For example there are a greater proportion of younger (<40 yrs) female staff (46%) in the REF population than males in the REF population (30%). Furthermore, the proportion of younger females in the REF is nearly three times the proportion in the whole academic staff population, whilst for younger men the proportions are broadly similar (26% in whole academic staff population and 30% in the REF population).

Figure 3: Combination of Age and Gender balance of staff

Age and ethnicity

Part-time staff

In terms of part-time employment the REF population is fairly similar to the staff population at large in that 23% of all staff are part-time and 20% of part-time staff were submitted to the REF. Looking at it another way, 19% of the REF submission was from part-time staff whilst 23% of all staff are part-time.

Table 2: Overview of part-time/full-time (PT / FT) staff submitted to the REF

	N	%
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Early Career Researchers (ECR)⁵

Other protected characteristics: Religion, Marital status, Matern

Overall discussion

The report does shed new light on the characteristics of the staff population and those who have been identified as undertaking research of an internationally recognised quality within the context of a research environment with critical mass (in REF terms). The different age profile for the REF population and the University academic staff population at large is of particular note. The analysis also raises some questions around the data and how it derives from disclosure by individuals.

Taken in context of the selection procedures, training, associated communication and protocols for appeal, which were approved by the HEFCE REF EDAP group, the differences are likely to be explained, not in those selection procedures, but in the historic aspirations, trajectories and opportunities afforded to different individuals in different areas in the context of an institution with the prime purpose of supporting learning and teaching underpinned by excellent research.

The REF Project Team were keen to use its submission to the REF2014 as further opportunity to propagate the tenets and practices within its Equality Scheme throughout the University. For example, the REF process led to additional bespoke Equality and Diversity training for 12 people including the Vice-Chancellor, the Deputy Vice-Chancellor, Heads of Department in the REF areas and academics in the different REF areas. There were also many opportunities for University wide communication which foregrounded matters of Equality and Diversity.

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1. Categories used in the reporting sy(m)109850 ue 0.51183388etie124 st 0.50492693e st5.8179918(c124)Tj52(

Physical impairment or mobility issues e.g. difficulty using arms or legs

5.4 Appendix 4:

Of those respondents seeking to be considered for the next REF:

- 76% felt that they would have sufficient volume of outputs
- 10% felt that they may have some individual circumstances (other than part-time working or Early Career Researcher status) that might lead to a reduction in the required number of outputs
-

Table 1: Overview of responses by department

Department	Want to be considered for next REF	Do not want to be considered for the next REF	Not sure
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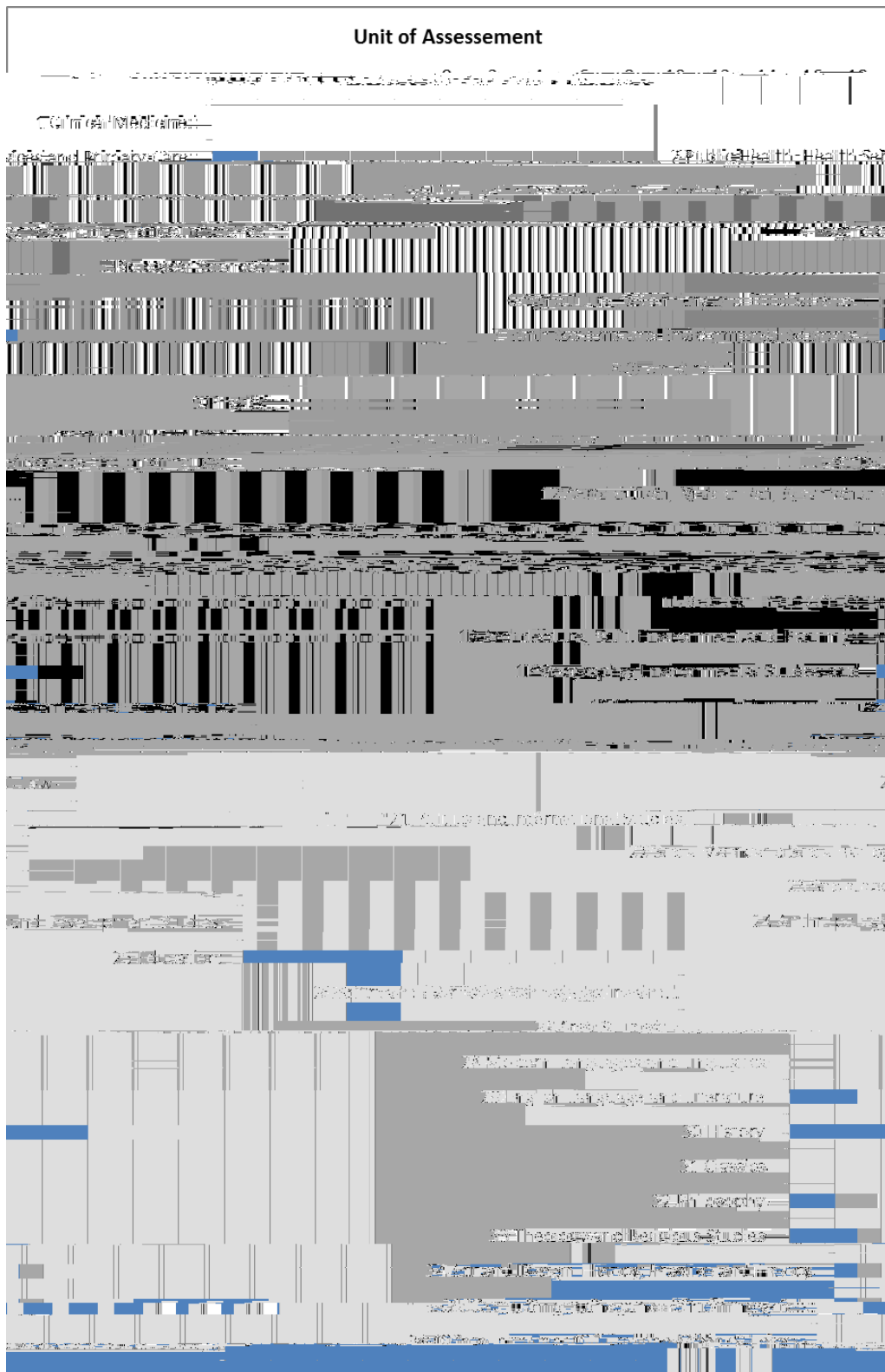


Figure 1: Overview of responses by Unit of Assessment⁸

⁸Respondents were invited to select all UoA's within which they felt their work might fit.

Figure 2: Volume of research outputs

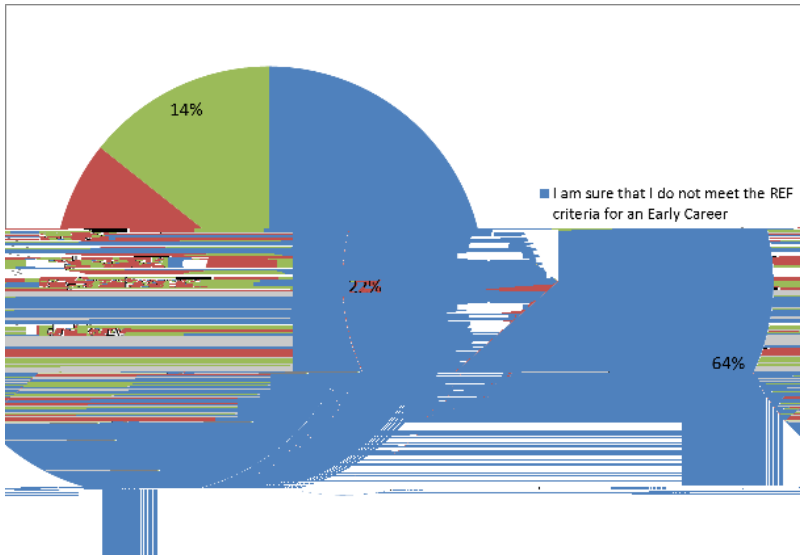


Figure 4: Early Career Researcher status

5.5 Appendix 5: Research Excellence Framework Project Team (REFPT) Membership and Terms of Reference

5.5.1 Membership

Chair (1)	Cross-institutional Lead for Research
Ex-Officio (4)	Electronic Resources Librarian Senior Research Officer Research and Enterprise Finance Officer HR/Professional Development Manager

5.5.2 Terms of Reference

The Research Excellence Framework Project Team (REFPT) is responsible for overseeing the

Table of REFPT members identifying attending and corresponding members

Chair (1)	Dr Antonina Pereira (Cross Institutional Lead for Research)
Ex Officio (4)	Ms Debbie Bogard (Electronic Resources Librarian) Mr Kevin Botto (HR/Professional Development Manager) Ms Alison Davis (Research and Enterprise Finance Officer) Dr Charles Green (Senior Research Officer)

5.6 Appendix 6: REF Project Team Equality and Diversity Subgroup (E&DSG) Terms of Reference and Membership

5.6.1 Constitution

The REF Project Team has established an Equality and Diversity Subgroup.

5.6.2 Membership

Chair: Member of academic staff and Union Representative (Dr Barbara Thompson)

Ex officio: One representative from HR (Kevin Botto)
Inclusivity and Wellbeing Officer (Suzanne Jones)
Senior Research Officer (Dr Charles Green)

Nominated:

Representatives nominated by Heads of Departments/Directors of Institutes* identified for a potential submission to the REF2021:

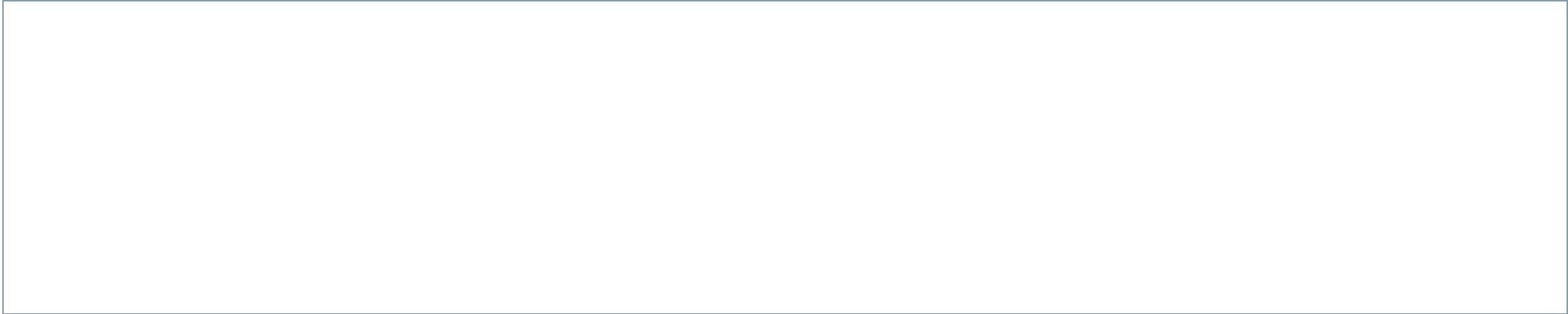
One or more representatives from the 6(otu)0.500047(te)5.81918(s)-(1)5preeuee85(adem)-12(e S)-9.01433p]T

The Equality and Diversity Subgroup Team (E&DSG) is responsible for overseeing the University's

(x)

5.7 Appendix 7: PRDP Form and Guidance

Last PRDP date:		Date of PRDP Meeting:	
Key contributions and achievements over the last year			
<ul style="list-style-type: none">•••••			



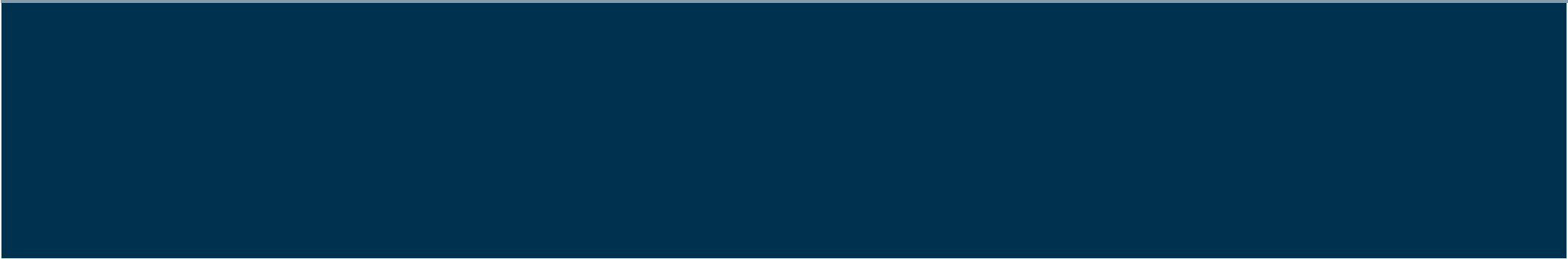
Action Plan

Which strategic theme/ departmental priority is this objective primarily related to?

Agreed targets and objectives for the year ahead

Choose an item.				
Choose an item.				
Choose an item.				
Choose an item.				
Choose an item.				
Choose an item.				
Choose an item.				
Choose an item.				

For academic staff only:





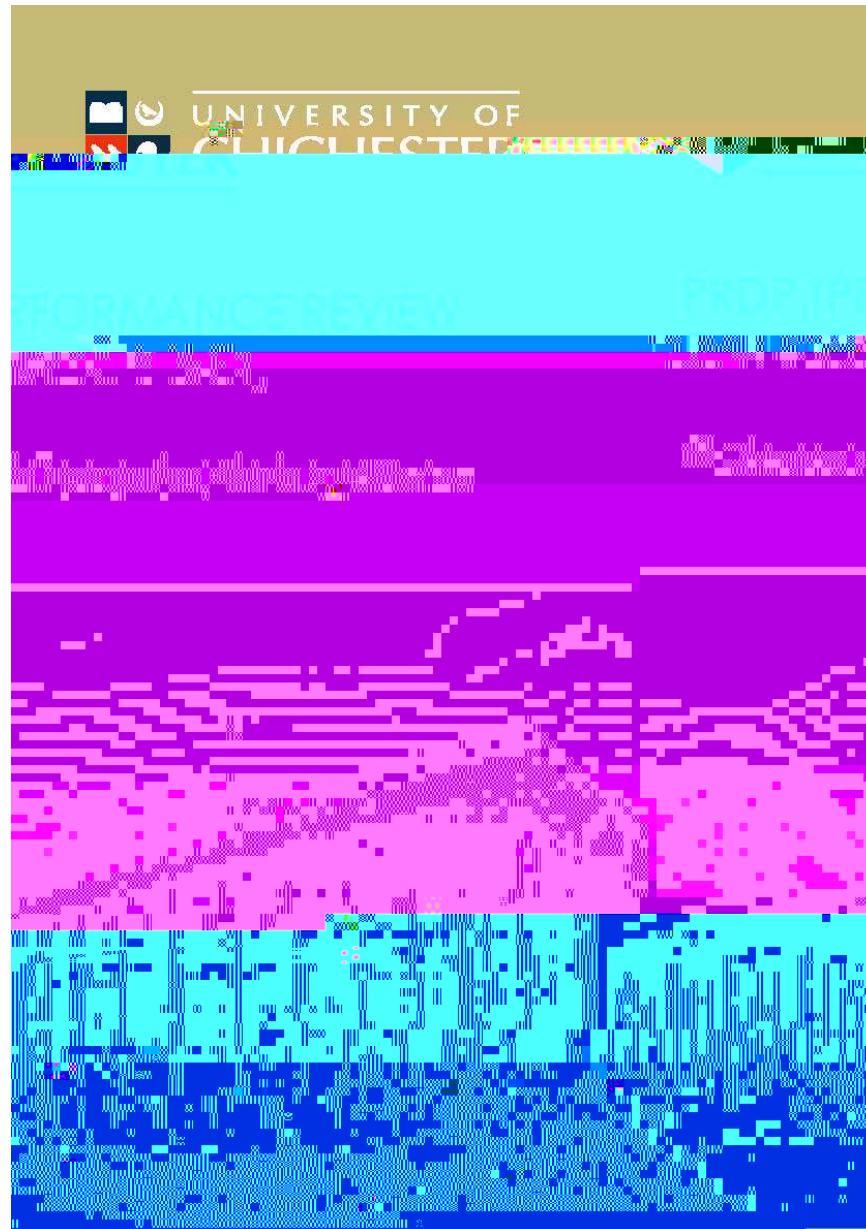
Training and development



If not already undertaken this will include:

- **Data Protection training:** <https://moodle.chi.ac.uk/course/view.php?id=80951#section-2>
- **Safeguarding and Prevent Duty:** Face-to-face sessions are available via HR self-service and/or the Introduction to Prevent online training at <https://www.elearning.prevent.homeoffice.gov.uk> *(Please ensure you forward the certificate onto The Professional Development Team at staffdevelopment@chi.ac.uk to log that you have completed the training)*
- **Equality and Diversity:** <https://moodle.chi.ac.uk/course/view.php?id=82929#section-11>
- **Unconscious Bias training:** <https://moodle.chi.ac.uk/course/view.php?id=82929>

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	[Redacted]	
[Redacted]	[Redacted]	
	[Redacted]	
[Redacted]	[Redacted]	



IN THIS BOOKLET

- What is a PRDP?
- What are the benefits of a PRDP?

WHAT IS A PRDP?

PRDP is the University's performance review process that involves staff, including those in fixed term appointments, who have successfully completed their probationary period (i.e. after a period of at least six months in continuous employment). PRDP is a mandatory and continuous process.

PRDP PRIOR TO THE MEETING

What will the meeting involve?

PRDP meetings will involve the appraiser and appraisee in:

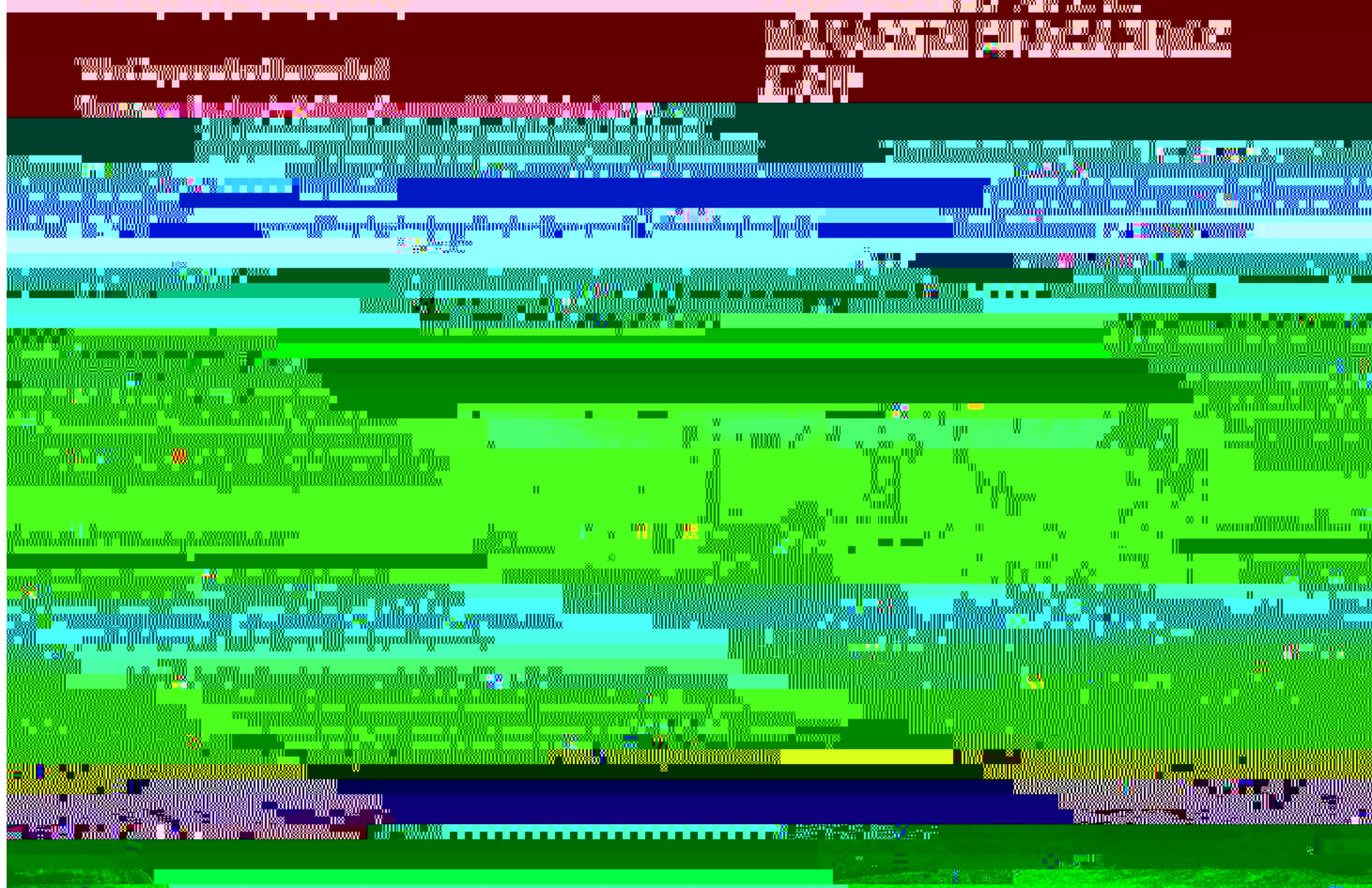
- Agreeing the meeting agenda, including:

Do I need to prepare?

Both parties should prepare for the PRDP meeting by considering points for the appraiser and the appraisee to consider may include:

- How successfully objectives from the last PRDP have been implemented
- Factors that have helped or hindered performance and the achievement of objectives

AFTER THE





What if an employee is absent due to ill health?

If a member of staff is on short-term sickness leave on the scheduled date for a PRDP, the date should be re-arranged for as soon as possible after their return. If a member of staff is

absent for a long period of time it may not be practical to complete the PRDP form and this PRDP guidance booklet are available on the Human Resources page on the Staff Intranet and can be accessed via the link below.

For a long period of time it may not be practical to complete the PRDP form and this PRDP guidance booklet are available on the Human Resources page on the Staff Intranet and can be accessed via the link below.

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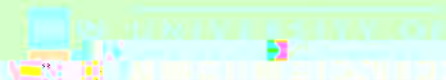
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Nicola Lomax

Professional Development Coordinator

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5.8 Appendix 8: Template for Identification of Staff with SRR: REF 2021

For Completion by Heads of Departments/Directors of Institutes using the Code of Practice

Guidance Notes for Completion:

Heads of Departments (HOD) and Directors of Institutes are asked to use the attached form and University Code of Practice to identify teaching and research staff with a 0.2FTE or greater, who have a significant responsibility for research, provided they meet the definition of independent researcher on the census date.

Output of staff that have left the University can also be included (please just enter Y or N in the column which asks whether or not staff member is employed on census date). If the staff member left the University between 1 January 2014 and census date we may still be able to include their output (see details below) as long as it was generated while employed at the University and the output is open access compliant if it comes under scope of open access requirements (see Figure 3 in Code).

Please refer to the criteria for identifying staff with a significant responsibility for research and for determining research independence outlined in Part 2 and 3 of the University of Chichester's Code of Practice to complete this form. Heads of Department/Directors of Institutes, will identify whether individual members of staff on 'teaching and research' contracts have or do not have a significant responsibility for research on the census date. HOD or Directors of Institutes should complete this form in consultation with the member of staff, and/or their line manager, departmental research leads

Form used for the identification of staff with a significant responsibility for research and determining research independence as per the University of Chichester Code of Practice for REF2021

Department/Institute: _____

Head of Department/Director of Institute: _____

Staff Name	Employed on census date (Y/N) and FTE	Meets ECR definition (Y/N)	Career intermissions or special circumstances (Y/N) ^a	1) Professor or Reader	2) PIs or Co-Is for any externally funded research project or contract or fellowship (include title and year awarded)	3)
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Please add more rows as required

*Please note that the allocations into Units of Assessment are recommendations by HOD to REF Project Team but will need to be reviewed by the REF Project team and approved by VCG.

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5.9 Appendix 9: REF 2021 Appeals Form Template

1. Individual details

Name

5.10 Appendix 10: Declaration of Staff Circumstances Form⁹

Introduction

This document is being sent to all Category A staff whose outputs are eligible for submission to REF2021. As part of the University's commitment to supporting equality and diversity in REF, we

.

Please complete this form and email it to refequality@chi.ac.uk.

Name: Click here to insert text. Click here to insert text.

Department/Institute: Click here to insert text. Click here to insert text.

Do you have a REF-eligible output published between 1 January 2014 and 31 July 2020?

Yes

No

Please complete this form if you have one or more applicable equality-related circumstance (see above) which you are willing to declare. Please provide the requested information in the relevant box(es).

Privacy information

Any information you provide about your health is classed as 'special category data' under Data Protection legislation, and in this context we require your explicit consent to process it.

The Equality and Diversity Subgroup will use the information you provide on this form to make an assessment of any reduction in expected research output that may be relevant to your staff circumstances, and if necessary to provide explanation to the UKRI of the reason for that decision. Once the REF results are published we will securely delete any personal data relating to staff circumstances, although some anonymised information will be retained.

<p>Junior clinical academic who has not gained Certificate of completion of Training by 31 July 2020.</p>	<p>Tick here</p>
<p>Career break or secondment outside of the HE sector.</p> <p><i>Dates and durations in months.</i></p>	<p>Click here to enter dates and durations.</p>
<p>Family-related leave;</p> <ul style="list-style-type: none"> • statutory maternity leave • statutory adoption leave • Additional paternity or adoption leave or shared parental leave lasting for four months or more. <p><i>For each period of leave, state the nature of the leave taken and the dates and durations in months.</i></p>	<p>Click here to enter dates and durations.</p>
<p>Please write up to 200 words to detail the reduction requirements</p>	
<p>Disability (including chronic conditions)</p> <p><i>To include: Nature / name of condition, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i></p>	<p>Click here to enter text.</p>

<p>Constraints relating to family leave that fall outside of standard allowance</p> <p><i>To include: Type of leave taken and brief description of additional constraints, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i></p>	<p>Click here to enter text.</p>
<p>Caring responsibilities</p> <p><i>To include: Nature of responsibility, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i></p>	<p>Click here to enter text.</p>
<p>Gender reassignment</p> <p><i>To include: periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i></p>	<p>Click here to enter text.</p>
<p>Any other exceptional reasons e.g. bereavement.</p> <p><i>To include: brief explanation of reason, periods of absence from work, and periods at work when unable to research productively. Total duration in months.</i></p>	<p>Click here to enter text.</p>

Please confirm, by ticking the box provided, that:

- The above information provided is a true and accurate description of my circumstances as of the date below;
- I understand that the above information will be used for REF purposes only and will be seen by the University of Chichester REF Equality and Diversity Subgroup and the Cross-Institutional Lead for Research for completion of form REF6a/b;
- I understand that it may be necessary to share the information externally with the REF2021 team, the REF2021 Equality and Diversity Advisory Panel, and main panel chairs.

.

5.11 Appendix 11: Request for the removal of the “minimum of one

Other applicable circumstances which can be considered in combination with the effects of COVID-19

-

Applicable only where requests are being made for the removal of the minimum of one requirement

-

[Click here to enter text.](#)

Other Circumstance/s to be considered in combination with the effects of COVID-19

Early Career Researcher (sude:

Time period affected

Mental health condition

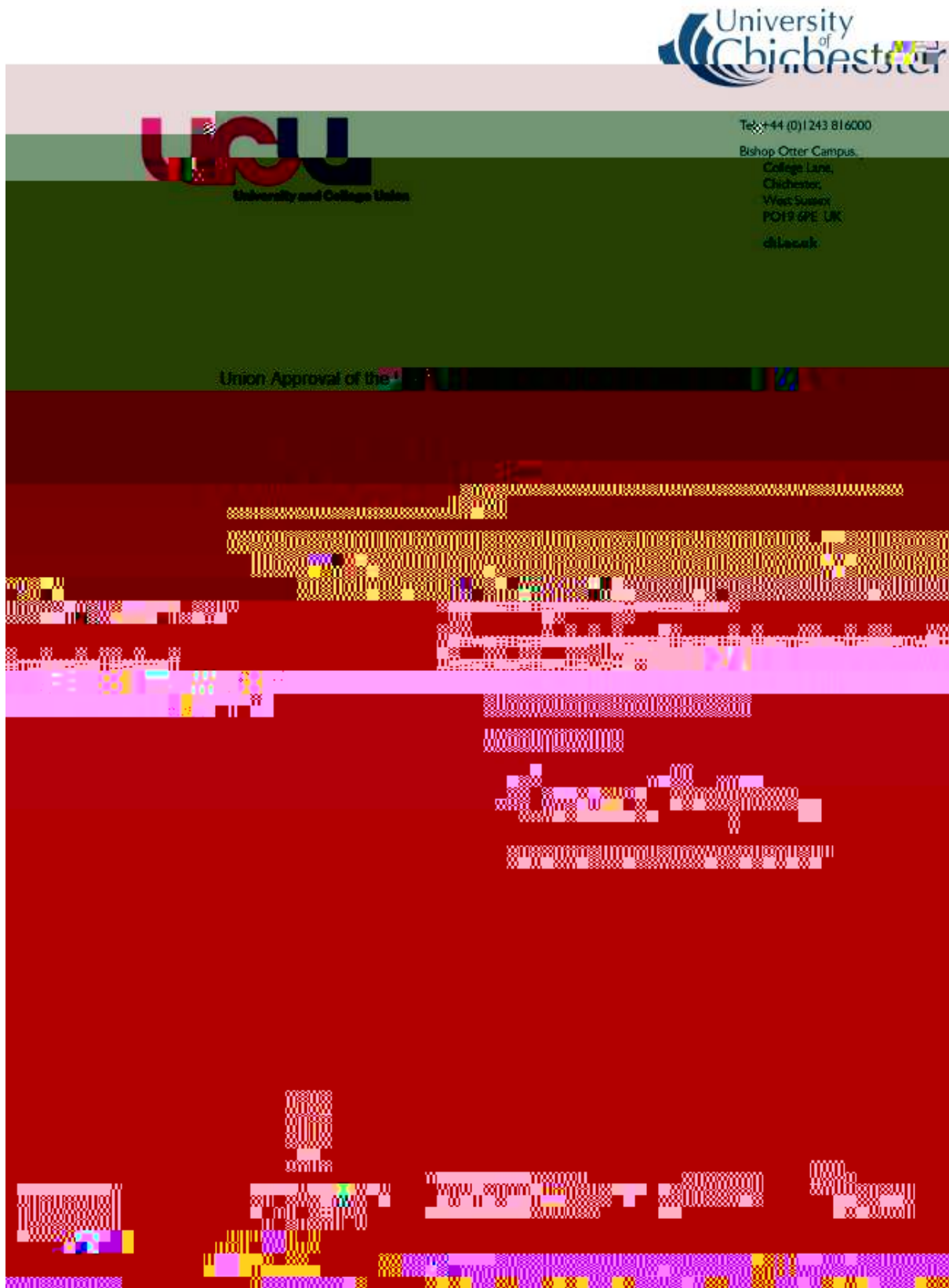
[Click here to enter text.](#)

Ill health or injury

[Click here to enter text.](#)

- I understand that the above information will be used for REF purposes only and will be seen

5.12 Appendix 12: Union Approval of the University of Chichester's Code of Practice for REF2021



5.13 Appendix 13: Letter from the Vice-Chancellor

