

# London South Bank University

## EU HR Excellence in Research Award

### Implementation Review - August 2020

To support the implementation of the Concordat to Support the Career development of Researchers

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HR EXCELLENCE IN RESEARCH



## Glossary of Main Abbreviations and Acronyms

ACI	School of Arts & Creative Industries
APS	School of Applied Sciences
AURA	Annual University Research Audit
BEA	School of Built Environment & Architecture
BUS	School of Business
CPD	Continuing Professional Development
CRIT	Centre for Research Informed Teaching
CRS	Central Research Support (now the Research Office)
CRSD	Central Research Support Department
DAW	Dignity at Work
EDI	Equality, Diversity and Inclusion
ENG	School of Engineering
HSC	School of Health and Social Care
ICT	Information, Communication, Technology
LDA	London Doctoral Academy
LLR	Library and Learning Resources
LSS	School of Law & Social Sciences
LSBU	London South Bank University

## Status

A	Actioned
O	Ongoing
P	Part-Achieved

OSDT	Organisational and Staff Development Team (now split into three units: PO-BS, PO-HR, PO-OD)
PO-BS	People and Organisation, Business Services
PO-HR	People and Organisation, Human Resources
PO-OD	People and Organisation, Organisational Development
PSG	Professional Service Group
PWG	Professoriate Working Group
RBoS	Research Board of Study
RO	Research Office (formerly Central Research Support)
RCG	Research Concordat Group (now Researcher Development Group)
RCUK	Research Councils UK
RDG	Researcher Development Group (formerly Research Concordat Group)
RDF	Researcher Development Framework
REI	Research, Enterprise & Innovation
SME	Small and Medium Size Enterprises
SRHE	Society for Research into Higher Education
TNA	Training Needs Analysis
UREC	University Research Ethics Committee
URC	University Research Committee

## Action Plan 2018-22

### Relative to Concordat Principles

<b>RECRUITMENT AND SELECTION</b>			
<b>PRINCIPLE 1</b>			
<b>Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research</b>			
<b>Clause</b>	<b>ACTION</b>	<b>LEAD</b>	<b>TIMEFRAME</b>
1.1; 1.2; 1.3	Annual Review of Human Resources policies including Recruitment and Selection Policy and update where appropriate. This is carried out on an annual basis.	PO-HR	January 2019, 2020, 2021, 2022
	<p><b>Progress update 2020</b></p> <p>There is a policy schedule inventory which is delegated between 4 HR Business Partners and 2 HR Advisors. This policy schedule includes the recruitment and selection policy. The ownership of these policies is to ensure continuous review to include new legislation and implementation of best practice. We are also in the process of appointing a HR Policy and Casework Manager. The role will be responsible for a holistic review of HR Policy and working with HR Business Partners and recognised trade unions to ensure appropriate policy is implemented. The recruitment to this role is currently on hold due to the Covid-19 crisis. Jan2019 – the development of the LSBU Group (revision to be made across all policies) 2020 – Covid-19</p>		<b>A, O</b>
1.1, 1.2, 5.1	Review of the procedures relating to the recruitment of staff, confirming that research is a significant part of the recruitment process, and is given at least equal weighting as teaching,	PO-HR	Sept. 2020

	in line with Open, Transparent and Merit-Based recruitment principles. As of January 2018, the policy is in place.		
	<p><b>Progress update 2020</b> We have appointed a new Recruitment Partner who brings a wealth of experience and has reviewed all of our recruitment processes to ensure we operate within best practice recruitment procedures. LSBU has an academic framework, which is used in academic appointments and a template questionnaire is used to support this. The academic framework includes research, teaching and learning and administrative management. The questionnaire is scored with equal rating to each criteria using a 0-3 rating scale. This delivered on the action plan in our original submission.</p>		<b>A</b>
1.3	Review to identify where the granting of permanent contracts to researchers with more than PO-HR two-years-service has been achieved, subject to contract and funding.	PO-HR	Sept. 2019
	<p><b>Progress update 2020</b> We undertake an annual review of fixed term contracts over 2 years and discuss with the line manager if permanent recruitment is appropriate. Any research posts that are 2 years and over have redundancy costs factored into the full economic costing. When research posts are due to end, individuals are invited to have a meeting with their line manager to discuss options under consultation to end the post and they are added to our redeployment pool in order for them to have a priority for any vacancies. All posts 2 years and over are paid redundancy when the contract ends. This review and implementation took place in 2019.</p>		<b>A</b>
<p><b>RECOGNITION AND VALUE</b></p> <p><b>PRINCIPLE 2</b> <b>Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.</b></p>			
2.1	Review of the university's Annual University Research Audit (AURA) in order to harvest more specific data relating to contract researchers and their role in the Research Centres. Review to identify their specific needs, recognise their contributions, and identify specific training needs, leading to identification of support in the Research Centres. AURA 2018 to include: (1) specific question to identify training needs; and, (2) a question relating to mentoring and researcher development support, both identified to researcher development stage (i.e. ECR/ Established Researcher). Analysis of this to feed back into planning 2019/20 and ongoing, contributing to 10% uptake in training engagement, through targeted delivery.	CRS	December 2018
	<p><b>Progress update 2020</b> AURA 2018 was updated in order to harvest the specific information relating to career development. Training and mentoring needs were gathered from all Schools/Research centres and this was used to validate and modify the training provision for all staff: 20% requiring bid development and post-award training; 23% publications and impact training; 20% grant writing; and, 8% PGR supervision, and the remainder development in personal effectiveness.</p>		<b>A</b>

	These data fed into the launch of the Researcher Development handbook, with training pathways for Introduction to Research (for ECR and new to research); Research Output and Impact; Bids and Grants and Research Supervision. These In addition, a fifth pathway, Personal Effectiveness, is delivered through OD., and the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ).		
2.3	Review of the online system for annual appraisal and work plans. This system allows for more extensive data mining of training needs for researchers to inform the training provision made by PO-OD. Target to have identified clear set of training needs of researchers and delivery of appropriate training, target to have a completion rate of 95%. This is to be developed further, and used to inform future training in the period 2018-20.	PO-OD	January 2019 January 2020
	<b>Progress update 2020</b> The completion rate for appraisals for the 2018-19 period was 84.6% - not meeting the 95% target was due to turnover in key position and we aim to increase this in the following year. The OD team has conducted a review of My RoadMap, our online appraisal system (this has taken place in 2019), not only for LSBU but also for the wider LSBU Group. Due to lack of financial resources and ICT Development resources, we will implement phased changes, based on strategic priorities.		<b>P</b>
2.3	Review of training needs analysis following the Appraisal outcomes. Comparison of data to see developing trends in order to ensure training is fit for purpose, with a target of increasing identifiable training needs by 10% year-on-year.	PO-OD	Ongoing, January 2019, January 2020
	<b>Progress update 2020</b> Training Needs Analysis was conducted for 2018-19 and 2019-20. The OD Team has provided the data to the Research Office who have used in in the development of the training provision. TNA identified: 26% requiring research skills development; 17% publications and impact training; 11% grant writing; and, 7% PGR supervision, and the remainder development in personal effectiveness. Training provided met the needs as specified, with identified training in grant bidding, research publications and impact with a participation of between 5-15 individuals; and OD provision in the development of personal effectiveness skills.		<b>A</b>
2.3	Further Rollout of a programme of The Leadership Academy at LSBU, to develop the skill set of all leaders in the organisation including research managers. This programme to help deliver on the means of supporting research leadership and the support of research staff. Target to increase participation by 10% overall.	PO-OD	Ongoing, January 2019, January 2020
	<b>Progress update 2020</b> The Leadership Academy offers a wide range of leadership and management development sessions for all staff including researchers. This has been recently enhanced to include online classroom training. Researchers also have access to a range of learning videos via LinkedIn Learning. Personalised support is available to all staff via		<b>A, O</b>

	our coaching offer. A Heads of Division programme has also been launched focussing on academic leadership – cohort 1 has been completed. This has met the target set.		
2.4	Review of procedures relating of the termination of facilities, email, access, etc, to contract researchers who have completed their contracts, but are waiting on the outcome of new bids. Outcome to determine the feasibility of this action. Retention of email access privileges to be examined and reviewed by RDG with ICT.	RDG, ICT	January 2020
	<b>Progress update 2020</b> This is ongoing. The challenge is a procedural one relating to the termination of contracts, and therefore access to university facilities. Progress has been made in the recognition that access to e-mail for a period post-contract would be beneficial to the contract holder and university (in developing further links, creating opportunities for completion of research outputs, etc), but this is an ongoing negotiation.		<b>O</b>
2.5	Survey of researcher entitlements: review to ensure that regularising changes have been implemented and are being enacted. Survey to target Contract and Early Career Researchers to identify that these researchers are in receipt of entitlements, and to harvest opinion of them, with a target of minimum of 30% engagement.	RDG/URC	January 2019
	<b>Progress update 2020</b> Review of researcher entitlements was carried out by the RDG in January 2020 who determined that the entitlements had been regularised and delivered as stated. However, survey of researchers was suspended due to the Covid-19 crisis and a survey will therefore be carried out in the next review cycle.		<b>P</b>
2.6	Development of research training pathways, to include senior researchers. This to involve the development of leaders of the newly introduced Research Centres and Groups. Target to develop four pathways comprising at least six courses in 2018. In addition, the formulation of the Research Centres and Groups provides a means of providing development support and training. This to be updated in line with ongoing research, 2018-22. Success identified by implementation of courses and course structure.	CRS, REI	November 2018
	<b>Progress update 2020</b> The training pathways were introduced in 2019, comprising four specific areas as specified: Introduction to Research (for ECR and new to research); Research Output and Impact (7 courses); Bids and Grants (7 courses) and Research Supervision (6 courses) (pathways with courses identified for all levels of experience, from ECR to Leading Researcher). In addition, a fifth pathway, Personal Effectiveness, is delivered through OD (11 courses). This fed into the launch of the Researcher Development handbook, and the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ).		<b>A</b>
2.6	Creation of a Professoriate with a chairperson and representative membership in order to act as the intellectual heart of the university and to be the intellectual leaders, guiding research and innovation. Professoriate to act on the support of researchers and research principles,	PWG, CRS	December 2018

	and to provide Inaugural Lectures and other outreach. Success identified by the formal establishment of the Professoriate and development of programme, with a target of four outreach lectures a year.		
	<p><b>Progress update 2020</b></p> <p>The Professoriate was launched and is led by a Chair and Vice-Chair, and a group that represents the wider community, refreshed every two years. The webpages are: <a href="https://www.lsbu.ac.uk/research/the-professoriate">https://www.lsbu.ac.uk/research/the-professoriate</a>. Professoriate meetings have identified key areas for discussion and development, and particularly mentoring of research staff and development of interdisciplinarity. Since the launch of the Professoriate, activities have developed through the hosting of eight core meeting discussions, a social occasion which will become an annual event for all Professors' allowing for the exchange of ideas. Inaugural Lectures were launched in 2019 and to date three have been held, with the ongoing programme of delivery interrupted by the Covid-19 emergency.</p>		<b>A</b>
<p><b>SUPPORT AND CAREER DEVELOPMENT</b></p> <p><b>PRINCIPLE 3</b>  <b>Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</b></p>			
3.1; 3.8	LSBU to continue to participate in Outside Insight work shadowing scheme ( <a href="http://www.heioutsideinsight.co.uk/">http://www.heioutsideinsight.co.uk/</a> ). Success to be measured by the number of participants (maximum 8) and the feedback from participants and action plans. LSBU will continue to participate in the scheme.	PO-OD	January 2019
	<p><b>Progress update 2020</b></p> <p>We have continued the Outside Insight programme, with excellent feedback from those who participated, for example: "I did my shadowing at SOAS back in 2018. I found the visit really enlightening, the host was warm and informative. Most of my objectives were met and it gave me a better appreciation for how our team is resourced and huge amount of development we offer to colleagues and teams across the institution".</p> <p>Participation: January 2018, 10; November 2019, 5; LSBU is due to advertise the current cycle for 2020.</p>		<b>A</b>
3.3, 3.11	Development of training strands to assist researcher agility. Embedding contract researchers into Centre and Groups in order to build their resilience and to support their development. Success to measure participation of Contract and Early Career researchers, identified in the annual AURA, increased by 20%.	CRS	September 2018, September 2019, ongoing
	<p><b>Progress update 2020</b></p> <p>AURA (the Annual University Research Audit) was redesigned to harvest information from Contract Researchers/ECR and this was fed back into the system in order to inform the training provision. Centres are charged with mentoring of all researchers, including contract researchers, and this mentoring role is central to their activity. Engagement is monitored through annual Centre Reviews which indicates the importance of researcher development. There is a slight increase in the participation of contract and ECR researchers in the process,</p>		<b>A, O</b>

	achieving 29% of those who are identified as having this career stage taking part in AURA. This remains an ongoing task to further promote the audit process, with a review targeted for the next cycle.		
3.3	Further development and review of the Research and Enterprise events calendar improving visibility and uptake. Through collaboration with other departments including Library Learning Resources, Marketing and Communications and Organisation & Development. Success to see increase in participation of courses by 20%, with a concentration on Early Career and Contract Researchers.	CRS	October 2018, September 2019 and ongoing
	<b>Progress update 2020</b> The Research Events Calendar was further extended and developed, such that: 1, there was clearer mapping to the Vitae RDF, so that the four domains are identifiable; 2, clearer indication of appropriate courses for development stage (ECR, Established Researcher, Leading Researcher); 3, development of a fully online and fully bookable events calendar, available on both the staff and PGR student intranet portals, and externally facing website ( <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ). The courses had a participation of between 5-15 individuals. After review by the RDG, it was agreed that the courses would shift from central to local delivery in order to increase uptake and guarantee participation.		<b>A, O</b>
3.3, 3.6, 3.11	Development of integrated training programme for all researchers, based on RDF principles, involving the creation of research training pathways in Grant and Bid Writing, Writing and Impact, Research Supervision and Personal Effectiveness. Success measured through the production and publication of an integrated programme, with the delivery of four new training pathways, and with participation rates of 10 individuals minimum per course.	CRS, REI	September 2018, September 2019 and ongoing
	<b>Progress update 2020</b> The training pathways were introduced in 2019, comprising four specific areas: Introduction to Research (for ECR and new to research); Research Output and Impact; Bids and Grants and Research Supervision (pathways with courses identified for all levels of experience, from ECR to Leading Researcher). In addition, a fifth pathway, Personal Effectiveness, is delivered through OD. This fed into the launch of the Researcher Development handbook, and the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ). Participation has been between 5-15 individuals per course.		<b>A, O</b>
3.5	Facilitate the introduction of the Central Research Information System (CRIS), in order to support researchers in the fulfilment of their research path. The intention is that CRIS will improve access to information on research data. Success: the delivery of CRIS at an implementation stage.	REI	Under development, full delivery of system by 2020-21
	<b>Progress update 2020</b> The provision of the Central Research Information System (CRIS) has been enacted by the development and extension of the HAPLO Research Manager platform. This was first adopted for PGR documentation and progression in 2016, and its success has been such that further HAPLO modules were developed to support the bid		<b>A, O</b>



	development and audit of research outputs. A further module, HAPLO Bio, will be added in 2020 in order to facilitate CV and profile building, and Researcher Development of all research staff.		
3.6	Development and establishment of Academic and Researcher Induction programmes in order to enhance the engagement of staff and to allow them to develop their potential efficiently. Target to ensure that all new staff (Contract and Early Career new starters) receive Academic Induction and the specific Researcher Induction programmes, twice a year. Success measured by uptake of researchers, achieving a minimum of 40% of new staff attendance on one or other course in their first year.	PO-OD, CRS	
	<b>Progress update 2020</b> Academic Induction has been introduced for all new starters and incorporates the induction of all researchers, introducing them to the principles, training, research infrastructure and other research matters. The integrated training programme includes a module on Introduction to Research which is designed to lead on from this induction and was launched in 2019. Academic Inductions events are held at least twice a year. Attendance rates: 2017/18: 19% of all new academic staff (FT, HPLs, Research and KTP); 2018/19: 14% of all new academic staff (FT, HPLs, Research and KTP); 2019/20: 25% of all new academic staff (FT, HPLs, Research and KTP)		<b>A</b>
3.6, 3.9	Creation of a handbook to support the integrated programme of whole-career training, with recognised pathways and engagement with the other means of effective dissemination. This to increase participation in researcher training incrementally, building researcher confidence Success, publication of book/online resources, and dissemination of same in 2018.	CRS	Initial delivery Sept 2018, roll-out to 2019; review 2019-2020
	<b>Progress update 2020</b> The Researcher Development handbook was published in 2019, and is available in hard copy and online. This gives guidance for researchers at all levels and links training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ).		<b>A</b>
3.7, 4.12	Further integrate researchers from all stages of the research-career cycle into the Research Summer School Programme. This to ensure that researchers are agile and capable of engaging researchers on a wide platform. Success: the increase in researcher engagement by 20%	CRS	July 2018, July 2019
	<b>Progress update 2020</b> The Research Summer School runs each year in early July, and is a combination of training events and conference, with talks, Poster Competition and networking. Staff engagement is encouraged with 15 taking part in 2019. The Summer School for 2020 has been affected by the Covid-19 emergency, with an online exhibition replacing it.		<b>A, O</b>
3.7	Increase of the opportunities for researchers to supervise through enhanced provision of training including Epigeum on-line training. Success: development of a PGR supervision	CRS, CRIT	December 2018, September 2019

	training pathway in 2018 and increased participation of ECR and other researchers by 20% in the following year.		
	<p><b>Progress update 2020</b></p> <p>Involvement in the Epigeum programme is encouraged by the Directors of Postgraduate Research, and engagement is monitored through the Research Board of Study. LSBU is directly engaged in the further development of the Epigeum programme, which is currently under review. A new, in house training pathway were introduced in 2019, is Research Supervision, delivered by experienced supervisors and there to support those starting out in supervision. This is bookable through the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a>).</p>		<b>A, O</b>
3.8	Implementation of a new Sabbatical Scheme based on the sector average, based on single semesters, and measured on REF related outputs/inputs. This is to assist in the support of individual researcher development and consideration of real-world impacts. Success, increase in participation and Sabbaticals by 20%.	CRS	May 2018, May 2019, ongoing
	<p><b>Progress update 2020</b></p> <p>The Research Sabbatical Scheme was re-introduced in 2018, based on the sector-average concept of a single semester sabbatical. This was developed on the basis of application, and was reviewed according to proposed outputs, impacts and development goals. The scheme has been successful, and the number of awardees has doubled in the period from 2018 (4), 2019 (6) to 2020 (8).</p>		<b>A, O</b>
3.9, 4.11	Mapping of OD courses relevant to researchers in order to integrate programmes and increase participation of academics and early career researchers, in order to develop their Continuing Professional Development (CPD). Increase participation in courses by 20%.	PO-OD, CRS	September 2018, then ongoing
	<p><b>Progress update 2020</b></p> <p>The training pathways were introduced in 2019, comprising four specific areas, as described above. A fifth pathway, Personal Effectiveness, with courses mapped on to the Researcher Development Framework (RDF) is delivered through OD. The need for this is supported by the results of the AURA training needs, and on the OD TNA (with 175 respondents). This is given in the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a>). Uptake has been 5-15 per course</p>		<b>A</b>
3.9	To increase visibility of courses and increase level of bookings on courses. Success, an overhaul of the training provision for all Research Staff, overseen by the RDG, and supported by TNA, constructed by OD as part of the annual Appraisal System.	PO-OD, REI	September 2018, August 2019 and ongoing
	<p><b>Progress update 2020</b></p> <p>The training pathways were introduced in 2019, comprising four specific areas: Introduction to Research; Research Output and Impact; Bids and Grants and Research Supervision; and Personal Effectiveness (delivered through OD) are identified in the Researcher Development handbook, and the training calendar for all staff which was added to</p>		<b>A, O</b>

	both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ). Training programmes are monitored through the RDG, and through the Centre Heads and Directors of Research, with effectiveness identified through the Centre Reviews.		
<b>PRINCIPLE 4</b> <b>The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</b>			
4.10	Conduct annual review of Training Needs arising from Appraisal System and respond to the outcomes, in order to match training to courses. Success to deliver on the Training Needs by identifying relevant courses in the REI calendar/PO-OD training provision, increasing training provision by at least 10 courses.	PO-OD, CRS	January 2019, January 2020
	<b>Progress update 2020</b> Training needs are identified and harvested from the annual appraisal system administered by OD. This was successful harvesting 175 respondents, which fed into the development and design of training as described above. The analysis of these data is supplied to CRS by OD and is used to determine the training delivery. This process is outlined in the in the Researcher Development handbook, added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ).		<b>A</b>
4.11	Development of research awareness through bespoke series of School and Research Centres and Groups away days, therefore meeting the needs and requests of Schools and Research Centres. Success measure the increase in the number of away days by 20%.	CRS	January 2019
	<b>Progress update 2020</b> Research Centres are responsible for the further development of research activity and each one provides a bespoke approach to their joint activities. The 15 Research Centres each operate a different approach, sometimes operating within School, sometimes as separate entities. The Research Office has delivered away days and bespoke sessions for all Research Centres as required, with an increase of at least 20% in the run up to the delivery of the Research Excellence Framework (REF) in 2021. This is set to be the preferred mode of delivery of bespoke research training courses to Research Centres and Schools in the new iteration of the Action Plan, moving forwards.		<b>O</b>
4.12	Further Liaison with CRIT to identify routes for teacher training for researchers, in order to enhance researcher skills and progression. Outcome to be the development and publication of policy and procedure.	CRS, CRIT	January 2019
	<b>Progress update 2020</b>		<b>O</b>

	Wider liaison with CRIT has been developed through the Academic Induction events and engagement in the Academic Development Group established in 2019 to deliver on the Induction Programme. This is ongoing and has been interrupted by the Covid-19 crisis.		
4.13	Aim to increase participation and representation of contract researchers in Research Centre management. Participation to be identified in the annual AURA, with success being increased visibility of contract researcher input, with a minimum of 20%	CRS	September 2018, September 2019, ongoing
	<b>Progress update 2020</b> AURA (the Annual University Research Audit) was redesigned to harvest information from Contract Researchers/ECR. Engagement is monitored through annual Centre Reviews which indicates the importance of researcher development. Participation of ECRs and Contract researchers in the AURA process remains positive, with a slight increase overall to 29%. Further work is required to develop this strand, and this will be part of an ongoing development process in 2020-22.		<b>A, O</b>
4.14	Development of bespoke mentoring scheme for Research Centres and Groups, identifying different models in specific Centres that can be used to inform the development of mentoring across Centres. Participation to be identified in the annual AURA. Outcome to be the development and publication of mentoring scheme model, and roll-out to all 15 Centres, with specific emphasis on ECR and Contract Researchers.	CRS	September 2018, September 2019, ongoing
	<b>Progress update 2020</b> The number of Research Centres was reduced to 12 in 2019 to reflect research specialisms, and centre reviews identify that all 12 are engaged in developing research mentoring schemes, or have access to school-specific schemes. Of the 12 Centres, 8 have developed specific mentoring programmes, and one has been highly effective in delivering research outcomes; one scheme ensures that ECRs have two mentors; the other focusses mentoring on the development and honing of research publications. The remaining four Centres and in the process of developing their own schemes, drawing on the experience of the other Centres.		<b>A, O</b>
<b>RESEARCHER'S RESPONSIBILITIES</b>			
<b>PRINCIPLE 5</b> Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.			

5.2	Development of Research and Enterprise Forums to support and develop research staff, enabling networking opportunities and engaging staff in outward-facing activities, and in real-world external projects. Success measure, establishment of forums, with a success measure of four per year, annually.	REI	December 2019, December 2020
	<b>Progress update 2020</b> The REI department was restructured with a defined Research Office in 2019, and this, together with staff changes in the rest of REI has led to some disruption to the development of the Forums. Progress is being made to re-establish these in line with the University's new Corporate Plan, and will be carried forward.		<b>O</b>
5.3	Further development of Research Integrity training workshops as part of the training and development provision of the university, according to Concordat for Research Integrity principles. Success measure: increase in the participation of researchers by 20%	CRS	October 2019
	<b>Progress update 2020</b> The university is compliant with the UK RIO requirements for researcher integrity. Researcher Integrity training workshops are available for all research staff and PGR students, and are identified within training pathways that were introduced in 2019, identified in the Researcher Development handbook, and the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ). Training was delivered twice annually, in both face-to-face and webinar formats, with a net increase in webinar uptake of some 30%.		<b>A, O</b>
5.3, 5.4	Work towards the participation of all researchers in the university's AURA Annual University Research Audit, and promotion of the Open Access principles and use of the Symplectic repository. Success measure: increase in participation by 10% annually.	CRS	December 2018, December 2019
	<b>Progress update 2020</b> Participation in AURA fell slightly from 2018-2019, but the rate in participation by ECRs rose in proportion. The rates across the university reflect different priorities in some Schools, with increased rates in some (e.g. APS) and falls in other (BEA). In the light of this AURA is to undergo a larger scale reorganisation and an AURA working group, led by a senior research academic, is to be set up, with engagement from across research development stages, and will report their findings in the academic year 2020-21, dependent on Covid-19 constraints.		<b>O</b>
5.4	Increase awareness of impact using the Three Minute Research Project approach, and delivery of research at the annual staff conference to increase engagement. Success measure, delivery of Three Minute Research Project session at annual staff conference, with engagement of at least ten ECR/Contract Researchers.	CRS	June 2018, ongoing
	<b>Progress update 2020</b> The 'Three-minute research project' concept was introduced into LSBU's staff conference in 2018, and was successfully run with 12 participants in 2018 and 8 in 2019. This ensured that research projects were outlined for LSBU staff, and provided opportunity for researchers to highlight their projects for a general audience.		<b>A, O</b>

5.4	Continue annual poster competition, with additional training and engagement; promoting the importance of research impact. Success measure, increased participation from research staff by 20%.	CRS	July 2018, July 2019
	<b>Progress update 2020</b> Poster Competition has continued to be a successful component of the Summer School and staff have been encouraged to take part, with an uptake in the poster competition, with staff researcher participation of 29% (2018) and 32% (2019) of the total submissions.		<b>A, O</b>
5.5	Development and promotion of the training pathways, ensuring that all researchers are aware of them. Work with other training providers within the university to ensure engagement. Success measure, the development of a communication plan for all research staff.	CRS/REI/PO-OD	December 2018
	<b>Progress update 2020</b> The training pathways were introduced in 2019, are identified in the Researcher Development handbook, and the training calendar for all staff which was added to both internal (intranet, bookable online) and external (research web pages; <a href="https://www.lsbu.ac.uk/research/researcher-career-development">https://www.lsbu.ac.uk/research/researcher-career-development</a> ). Communications relating to the training is cascaded from the Research Office through the Directors of Research and Enterprise, Research Centre heads, research group meetings and through platforms such as the LSBU intranet, Staff Communications, Yammer and other online media		<b>A</b>
5.6	High-level engagement training and media training is under discussion as part of the future development of the training pathways for all academic and research staff, to be run by Marketing. Success measure, development of course programme with marketing/PO-OD.	CRS/Marketing/PO-OD	September 2019
	<b>Progress update 2020</b> Media training has been provided by the OD Team, with very little uptake across the university, and because of the high cost it had been discontinued. The University has appointed a new Head of Communications and research is now part of the LSBU brand offer. Media training will be developed in the light of this for 2020-21.		<b>O</b>
<p><b>DIVERSITY AND EQUALITY</b></p> <p><b>PRINCIPLE 6</b> Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</p>			

6.1; 2.3	Further development and roll-out of online platform for Unconscious Bias training. Success measured by increase in participation and directly linked to employee record system for accurate reporting.	PO-OD	December 2018
	<b>Progress update 2020</b> LSBU's Unconscious Bias training forms part of our blended learning approach, which incorporates soft and technical EDI skills into the core learning objectives of all staff. Attendance of our mandatory EDI training is captured in a monthly report that is then shared with our business leaders across LSBU. REF decision makers received tailored and internally delivered training on EDI awareness to support inclusive and fair decision-making.		<b>A</b>
6.1; 1.4	To monitor the approved Equality, Diversity and Inclusion (EDI) Key Deliverables Plan. Success: delivery of key objectives	PO-BS	December 2018
	<b>Progress update 2020</b> LSBU's new EDI framework is currently being approved by our senior leadership team and ultimately our Board. This new approach compliments and strengthens our existing EDI steering group and action group governance structure and provides much more rigour in how and when we monitor and report our progress.		<b>O</b>
6.3	Monitor the effectiveness of Dignity at Work Scheme and Speak Up Policy to train up members of LSBU staff to provide support for others in the workplace. Training to include Line Managers of Grade 7 and above. Success identified by measure of uptake and functionality.	PO-BS	July 2019
	<b>Progress update 2020</b> Our current Dignity at Work (DAW) scheme has recently been reviewed and a new framework approach has been adopted. This takes account of a number of inter-dependant work streams across LSBU, including incorporating our response to the recommendations of the EHRC report on bullying and harassment in HE (ethnicity). As part of our Athena Swan submission, for which we have received bronze status, we have committed to increasing the number of trained DAW champions across our Group function. The new approach, which includes improved reporting and accountability, is due to launch in May and DAW champions are currently sharing their insights and thoughts with our EDI and Wellbeing leads, to ensure their experiences are captured and incorporated. Training provided to the DAW champions includes softer skills, such as skilful conversations and managing sensitive conversations along with technical and subject matter skills on specific diversity and inclusion topics. In addition, to safeguard and support our DAW champions, we have ensured that they will receive formal supervision (wellbeing supervision).		<b>A, O</b>
6.10	Submission to Athena SWAN bronze institution status in November 2018 and subsequent award of Athena SWAN bronze institution status to LSBU.	PO-BS	November 2019
	<b>Progress update 2020</b> LSBU were successfully awarded bronze status through our Athena Swan submission. The action plan that accompanies our submission has been shared with our senior leadership team and the themes uplifted as strategic priorities for our EDI agenda and action plan.		<b>A</b>

**IMPLEMENTATION AND REVIEW**

**PRINCIPLE 7**

**The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.**

7.2	To participate in 2019 CROS and PIRLS exercise and PRES. Increase participation rates by at least 10% in comparison to the 2017 exercise.	CRS	2019
	<b>Progress update 2020</b> Participation in CROS and PIRLS in 2019 was hampered by reorganisation of CRS in the period 2018-2020. CRS saw a restructuring which separated out the Research Office from the other research functions (Pre-and Post-Awards) and this was completed in late 2019 early 2020. This has seen the change in leadership and the re-focus of activities of the Research Office in line with the plan for the development of researchers and research capabilities at LSBU. This maps on to some of the other areas identified in the review, and should provide dividends when LSBU engages in the next cycle. Although participation in CROS and PIRLS was not undertaken in the last cycle, drawing upon LSBU Employee Engagement Surveys conducted in recent years, 2018 saw 78% of those surveyed positively responded to their role and environment within LSBU, however, only 42% of those surveyed positively agreed that the learning and development offering assisted in their career development. 2019-20 academic year, the response was 80% and 43% respectively.		<b>O</b>