

**Details**

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| <b>Institution name:</b>      | <b>London South Bank University</b>  |
| <b>Cohort number:</b>         |  |
| <b>Date of submission:</b>    | <b>31 October 2025</b>   |
| <b>Institutional context:</b> | <p>London South Bank University (LSBU) is a diverse and enterprising university, part of the wider LSBU Group, with a vision to transform lives, communities, businesses and society through applied education and insight, and a research strategy that addresses real world challenges. LSBU is headed by the Board of Governors, which oversees the University's activities, and the University Executive, implementing the decisions of the Board of Governors. The Academic Board is responsible for academic standards, and oversees the Quality and Standards Committee, University Research and Innovation Committee, the Research Degrees Board and Student Experience Committee. LSBU comprises three Academic Colleges and has an academic staff base of some 210 teaching and research staff and 477 teaching only staff. Currently, there are 38 contract researchers or research-only staff. Research activity is driven by Five Research Centres (and several active Research Groups), which are integral to LSBU's research excellence strategy and work with the College Research and Innovation Committees which are led by the College Associate Deans for Research and Innovation (ADRI). LSBU is committed to the development of all its researchers, from early career to senior leadership, whether with Research only or Teaching and Research contracts, in line with the principles of the EU HR Excellence in Research Award. LSBU's researcher development mission is to create an environment that attracts and fosters the very best research staff, who feel their achievements are equally and fairly valued, rewarded and representative of LSBU's core values, EPIIC (Excellence, Professionalism, Integrity, Inclusivity and Creativity). To oversee this, the University maintains a Researcher Development Group, comprising senior research staff from each School, Early Career and Contract Researcher representatives, and staff from the Research Office and Learning and Organisational Development (L&amp;OD). This Group reports to the University Research and Innovation Committee (URIC) led by the PVC for Research and Innovation and operates the guiding policy and direction for the development of the Concordat and of Researcher Development in general.</p> |

The institutional audience\* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

| <b>Audience (direct beneficiaries of the action plan)</b> | <b>Number of</b> | <b>Comments</b>                                |
|---|------------------|--|
| Research staff  | 34               | iTrent download; Research-only contracts       |
| Postgraduate researchers                                  | 342              | Doctoral College figures                       |
| Research and teaching staff                               | 245              | iTrent download; Teaching & Research contracts |
| Teaching-only staff                                       | 336              | iTrent download                                |
| Technicians   | 44               | iTrent download                                |
| Clinicians  |                  |  |
| Professional support staff                                | 42               | RIS/LDC data                                   |
| Other (provide numbers and details):                      |                  |  |

| Complete for submission  |   |  |   |   |   |   |                     | To be completed only when reporting on action plan |  |   |  |
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|  | Obligation  | Action   | Carried over from previous action plan? | Deadline  | Responsibility                            | The targeted <u>impact</u> of the action (success measure)  | Comments (optional) | Progress update                                    | The actual <u>impact</u> of the action (reporting against the success measure) | Outcome (ongoing/carried forward/no further action) |  |
| <b>Environment and Culture</b>   |   |  |   |   |   |   |                     |  |  |   |  |
| <b>Awareness and engagement</b>  |   |  |   |   |   |   |                     |  |  |   |  |
| The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers. |   |  |   |   |   |   |                     |  |  |   |  |
| EC11   | Ensure all relevant staff are aware of the Concordat.   | Regular meetings (quarterly) of the RDG to ensure that all staff are aware of the Concordat through dissemination and reporting at URIC, to maintain continuity of actions across the University.  | Yes                                     | Jan, Apr Jul, Oct 2025-28                             | CRDG/URIC                                 | Minutes of the RDG and URIC meetings to record actions; awareness of the concordat at college level measured through survey/ADRI, ensuring effective cascade of concordat actions carried through to all levels.                    |                     |  |  |   |  |
| EC12   | Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.                  | EDI works closely with LSBU RIS and College 'EDI Leads' who have dedicated workload time to support local EDI implementation. The EDI team will also lead the REF EDI Group (composed of the EDI Lead and the College EDI representatives) to support EDI in REF2029 processes. Through their actions policies relating to EDI are cascaded to the Academic Colleges and their research staff, as reported annually. | No                                      | Annually 2025-28                                      | Head of EDI/EDI Leads & New REF EDI Group | Activity and impact tracked via REF EDI Group and reporting within the annual EDI Report.   |                     |  |  |   |  |
| EC16   | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices. | Regular Bi-annual engagement with the CEDARS survey to gather detailed information on the health of the research environment, and to capture data on the provision of resources, training and facilities for all colleagues who identify as researchers at LSBU.   | No                                      | 2027 (CEDARS)   | RIS/PVCR&I                                | Increase in the number of researchers taking part in the CEDARS survey from 121 (in 2025) to 140 (in 2027).   |                     |  |  |   |  |
|  |   | Development and pilot of an in-house researcher survey to target specific matters arising in intervening years from 2026.  | No                                      | 2026, 2028 (inhouse survey)                           | RIS/PVCR&I                                | Successful roll-out of pilot survey (2026) leading to a set of focussed researcher development goals for 2026-27, and improvements in researcher conditions, measured by comments in the CEDARS survey. Repeat of process, 2027-28. |                     |  |  |   |  |
|  |   | Systematic capturing of feedback following training sessions and organised events, with pilot follow up calls to assess Return on Investment (ROI).  | No                                      | Annual delivery of training programme                 | RIS                                       | Capture of feedback from at least 80% of all sessions, with achievement of 80% of training rated satisfactory or above; pilot ROI calls for 20% of the participants.  |                     |  |  |   |  |
|  |   | Annual review of the membership of the RDG to ensure all groups representing research at LSBU are engaged. Regular meetings (quarterly) to maintain continuity of actions across the University.   | Yes                                     | Annually, Sept 2025-28                                | CRDG/PVCR&I/URIC/RIS/ECRA                 | Annual review of RDG membership and reporting to URIC, ensuring representation from ECR, Professoriate, ADRI, Research Centres and PSG members responsible for delivery.  |                     |  |  |   |  |
|  |   | Creation of Focus Groups for PGR and ECRs building them into the Doctoral College and reviewing the relevant actions.  | No                                      | Nov. 2025; rollout 2026                               | DCL/PVCR                                  | Formation of at least two focus groups of a minimum of 5 people annually, and reporting on the findings by the DCL and implementation of these findings with the aim of making improvements in researcher support.                  |                     |  |  |   |  |
| ECR1   | Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague,                         | Development of a programme of mentoring support for ECRs, through liaison and close working with the Professoriate, which represents all the full professors at LSBU. Each Professor to be given the opportunity to mentor ECR colleagues.   | No                                      | Instigated in November 2025, annual review from there | ECRA/CProf/ DCL                           | Development programme once finalised to be published on Connect in October 2025. Development of a dedicated Teams site and ECR Moodle pages in 2026; review of the progress reported at RDG/URIC annually.                          |                     |  |  |   |  |

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|   | particularly to newer researchers and students.   | ECR engagement with annual Chancellor PGR Scholarships, leading on the projects within the Five Research Centres.   | No             | Annual, 2025-28  | ECRA/DCL/ PVCR&I                 | Annual reporting with minimum engagement of 80% ECR-led research programmes, thereby building a rich and supportive environment.  |  |  |  |  |
| <b>Wellbeing and mental health</b>  |   |   |                |  |                                  |   |  |  |  |  |
| The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working. |   |   |                |  |                                  |   |  |  |  |  |
| ECI3  | Promote good mental health and wellbeing through the effective management of workloads and people.                  | Review of working of the new workload allocation model introduced in 2025, ensuring that the designated Self-Managed Research Allocation (SMRA) of 175 hours, plus as appropriate agreed Research Accelerator Time (RAT, a possible 50-315 hours) and/or Enterprise and Professional Practice Accelerator Time (EPPAT; a possible 50-200 hours) is made for staff to carry out appropriate levels of research activity. Liaison with the College ADRI and other senior staff, and feedback to ECRs<br><br>Integration of ECRs into the activities of the Doctoral College to support both the PGRs and ECRs   | Yes<br><br>Yes | Annual review<br><br>Pilot project 2025-6  | PVCR&I/ ADRIs<br><br>ECRA/DCL    | Annual reporting of RAT (Research Accelerator Time) and EPPAT (Enterprise and Professional Practice Accelerator Time) workload allocations; support of ECRs through the ADRIs.<br><br>Annual review of ECR activities reported via the DC. Expectation that ECRs will be supported by the DC and benefit from engagement with PGRs. Impact from joint training/seminar sessions, with a target of 80% positive feedback to illustrate the value of the procedure; feedback to URIC/DCL  |  |  |  |  |
| ECI4  | Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.                  | The updated version of the Good Manager programme/managers induction will be scoped and developed in 2026, which will cover having meaningful conversations. All directorates/colleges within the Group will have MHFAs and wellbeing champions   | Yes            | The programme will be reviewed and delivered in 2026, and iterated accordingly due to participant needs  | L&OD                             | Deliver the new Manager Programme by December 2026, while maintaining the existing network of MHFA/Wellbeing Champions throughout the year. Success will be measured through increased manager capability and resilience across teams, demonstrated by at least a 10% improvement in manager confidence scores (from employee survey data) and a reduction in stress-related absence rates compared to the 2025 baseline.   |  |  |  |  |
| ECM3  | Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.       | Development of a Research Staff Career Pathway, providing the possibility for researchers to progress through the grades from Research Associate (Grade 5) to Senior Research Fellow (Grade 8). Options: to continue the academic pathway; to transition on to a Technical Pathway at all grades were appropriate; or to support roles in RIS. Also in development is the idea of higher grades (9-13) leading to a Professorial Fellow.<br><br>LSBU's expansion of Dignity at Work Advisers has been part of a larger Report and Support campaign, including revised policy, posters, e-learning, line manager training and institution-wide and local webinars on staff bullying. | No<br><br>Yes  | Ratification of model at RDG (autumn 2025) and following URIC, leading to role descriptors drafts (Spring 2026) and launch of the scheme for academic year 2026-27.<br><br>Annually, 2025-28 | PVRR&I/ PCL/ HR/CRDG<br><br>L&OD | Ratification of model at RDG (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch and publication of guidance of the scheme for academic year 2026-27. The intention is to improve the job security of researchers and to permit those having the ability and aspirations to proceed in research to do so at LSBU, with continued provision of services.<br><br>The effectiveness of the institutional approach to staff bullying, harassment and sexual harassment, including Dignity at Work Advisers, will be monitored and reviewed and reported on annually for effectiveness. |  |  |  |  |
| ECM4  | Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers. | Flexible working is available to all staff as of 1 April 2025, with the right to request flexible working arrangements from day 1 of their employment. Guidance is available on LSBU's staff intranet, Connect, for all staff to access.  | No             | Annual from 2025-2028  | HR/ADRI                          | Audit level of requests for flexible working from researchers is carried out on an annual basis, identifying the impact and importance of such requests. This to be monitored and reviewed and reported on annually for effectiveness.  |  |  |  |  |

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|   |   | Support of research staff through an annual twin-strand approach of both teaching (overseen by the PVC T&L) and Research (overseen by the PVC&I/RIS) sabbaticals that will support colleagues across the university and ensure that staff on Teaching and Research contracts are supported the delivery of their research goals.  | Yes | Annual scheme, 2025-8, ongoing   | PVCR&I/RIS | Delivery of at least five fully funded research sabbaticals to research staff, with a focus on ECR and mid-stage career researchers, so that they are supported in the delivery of their research goals.  |  |  |  |  |
| ECR3  | Ensure researchers take positive action towards maintaining their wellbeing and mental health.  | Development of a programme of mentoring support for ECRs, to provide guidance in aspects of research practice to support wellbeing and mental health through liaison and close working with the Professoriate. Each Professor to be given the opportunity to mentor ECR colleagues. This is in addition to the mentoring carried out at the College level, led by the College ADRI. | No  | Professoriate survey 2025; delivery of mentoring scheme in 2026 onwards      | CProf/ECRA | Initiation of the scheme following a survey of all Professors (2025) and implementation in concert with the ECR Ambassador. Development of programme guidance to be published on Connect; review of the progress reported at RDG/URIC.  |  |  |  |  |
|   |   | Engagement in courses provided by L&OD to support colleagues on topics such as mental health and financial wellbeing.   | No  | Annual; 2025-28 ongoing  | L&OD       | Number of people attending courses with a minimum of 10, and an audit of overall absence and sickness rates to determine impact.  |  |  |  |  |
| <b>Bullying and harassment</b>  |   |   |     |  |            |   |  |  |  |  |
| The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents. |   |   |     |  |            |   |  |  |  |  |
| ECI3  | Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues. | LSBU Staff Bullying, Harassment and Sexual Harassment Policy is available online and communicated annually to all staff. Online training on the policy is mandated for all staff on joining and refreshed every 2 years: <a href="#">Policies and procedures   London South Bank University</a> and <a href="#">Policies &amp; Reports - Connect</a>                                | No  | Annual review of policy 2025-28<br>2-year refresher mandatory training, 2027 | HEDI       | Awareness of policies measured through completion of training, staff confidence measured in staff survey on an annual basis, with the target of achieving 60% confidence with growth from there.  |  |  |  |  |
| ECM3  | Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.  | A 2-hour Bullying, Harassment and Sexual Harassment training session for line managers to be rolled out annually by the EDI team which upskills on setting the tone, identifying issues, supporting staff, and reporting.   | No  | Annual refresher, 2025-28  | HEDI       | Line manager confidence in the session measured via training uptake and feedback, with a minimum of ten individuals per course each with course satisfaction ratings of 70% and above. Awareness of the issues to be monitored through the annual staff survey, leading to appropriate reporting of issues as they arise. |  |  |  |  |
| ECR4  | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.                                | LSBU's Report and Support Campaign developed in 2024 and includes posters in all toilets and annual communications to all staff that highlights our policy and related trainings, support routes (including trained Dignity at Work Advisers), and signposts to our online reporting portal: <a href="#">Report + Support - Report + Support - London South Bank University</a>     | No  | Annual Review, 2025-2028   | HEDI       | Review of effectiveness of this new initiative through gathering of data on informal and formal reports measured annually via Report and Support, HR, EDI and Dignity at Work Advisers, with a target of an increase of at least 10% in use of the scheme year on year,   |  |  |  |  |
| <b>Equality, diversity and inclusion</b>  |   |   |     |  |            |   |  |  |  |  |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.                |   |   |     |  |            |   |  |  |  |  |
| ECI4 / ECM1   | Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.                                       | All staff are required to undertake UK Equality Legislation and Bullying, Harassment and Sexual Harassment training via our online training portal. Additional sessions are provided for line managers on Bullying, Harassment and Sexual Harassment, and training is being developed on undertaking Equality Impact Assessments (relevant to                                       | Yes | Annually, 2025-2028  | HEDI       | Training completion monitored, and staff confidence measured in staff survey annually, with a target of an increase in staff confidence over the census period, by at least 10% annually.   |  |  |  |  |

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|  |   | any managers planning projects, programmes initiatives or changes).   |     |                                   |                     |   |  |  |  |  |
| ECR2   | Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.                                  | EDI works closely with LSBU RIS and College EDI Leads who have dedicated workload time to support local EDI implementation. The EDI team will also lead the REF EDI Group to support EDI in REF2029 processes.  | No  | Annually, 2025-28                 | HEDI/ CEDIL/REF EDI | Activity and impact tracked via REF EDI Group and reported on in annual EDI Report, and leading to increased recognition/prominence of LSBU's diverse community in REF 2029.  |  |  |  |  |
|  |   | Develop a participatory workshop, in collaboration with lead academics, for all new academic and research staff covering the why and how we must integrate gender and EDI in the pre award process and embed in all the bids we support.  | No  | July 2026 and annually, 2025-2028 | RIS/ CEDIL          | 80% satisfaction feedback rating from attendees, identified in feedback at a rating of 4/5.   |  |  |  |  |
|  |   | Create an online training module hosted on the staff intranet covering the why and how of integrating gender and EDI in grant applications.   | No  | July 2026                         | RIS                 | 80% satisfaction feedback rating from attendees of the online training module hosted on the staff intranet (Connect); leading to increased emphasis and recognition of LSBU's diverse researcher community in grant applications.   |  |  |  |  |
|  |   | Update LSBU's internal research competition forms to include a mandatory section on gender and EDI and develop a light touch peer review process for this section.  | No  | January 2026                      | RIS                 | 100% of internal applications to include some consideration of gender and EDI implications, relative to circumstances and subject matter.   |  |  |  |  |
|  |   | Develop institutional text and host on LSBU research intranet page, along with links to resources on Gender and EDI including links to key funder policies and contact details for designated Gender-EDI Champion.  | No  | January 2026                      | RIS                 | Awareness of resources measured through annual staff survey responses.  |  |  |  |  |
| <b>Research Integrity</b>  |   |   |     |                                   |                     |   |  |  |  |  |
| The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct. |   |   |     |                                   |                     |   |  |  |  |  |
| ECI5 / ECM2  | Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct. | Researcher responsibilities form part of all post-award conversations for researchers, which use a standard checklist that ensures that PIs and Co-Is are aware of their responsibilities in terms of Research Ethics and Integrity including signposting to Code of Practice for Ethics and Integrity, the Safeguarding good scientific Practice and the Investigations of Misconduct documents. | No  | Sept 2025, reviewed annually      | RIS/EIL             | All post award meetings to have this, with 100% engagement and an appropriate uptake of integrity training at least 20% in first year and increasing annually.  |  |  |  |  |
| ECM3   | Ensure managers report and address incidents of poor research integrity.  | Maintenance and review of procedures; publication of contact details of the point of contact for Research Integrity online, on Connect and reporting procedures; these to be part of the training programme led by the Ethics and Integrity Lead.   | Yes | Annual and ongoing, 2025-28       | PVCR&I/EIL          | Production of annual statement and publication online, September of each year.  |  |  |  |  |
| ECR2   | Ensure researchers act in accordance with employer and funder policies related to research integrity.   | Researcher responsibilities form part of all post-award conversations for researchers, which use a stand checklist that ensures that PIs and Co-Is are aware of their responsibilities in terms of Research Ethics. Training with the Integrity lead is advised   | Yes | Sept 2025, reviewed annually      | RIS                 | All post award meetings involve discussion of researcher responsibilities, with 100% engagement and an appropriate uptake of training. This to form part of the annual report provided the misconduct in research procedure has a reporting line onto the Ethics & Integrity lead |  |  |  |  |

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|  |  | and delivered following the meeting.  |                        |  |   |   |  |  |  |
| ECR4   | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.   | Maintenance of the contact details of the Institutional Integrity Contact online and of reporting procedures; these to be part of the training programme and clearly identified for all staff; review of this at URIC.  | Yes                    | Annual, 2025-28  | PVCR&/ EIL  | Production of annual statement and annual publication online at <a href="https://www.lsbu.ac.uk/research/research-excellence">https://www.lsbu.ac.uk/research/research-excellence</a> , autumn of each year.  |  |  |  |
| <b>Policy development</b>  |  |   |                        |  |   |   |  |  |  |
| The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution. |  |   |                        |  |   |   |  |  |  |
| E17  | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making. | <p>Regular meetings (quarterly) of the RDG to ensure that all staff can engage with and report to the URIC to and thereby influence the outcomes of policy development.</p> <p>Review of the CEDARS results and the development of an action plan to answer specific questions identified in CEDARS in intervening years to feed back to URIC and to the College Research and Innovation Committees.</p> <p>Creation of Focus groups to gather input from PGRs and ECRs to influence research development and decision-making. Triangulation of CEDARS survey results with the data obtained from these focus groups to see whether these data are consistent to help contextualise, understand the 'why and how'.</p> <p>Programme of annual PVC R&amp;I drop-in engagement sessions; provides opportunity for all research staff to engage directly with the points raised by the PVC in areas of policy and decision making.</p> | No<br><br>No<br><br>No | <p>Quarterly meetings, 2025-28</p> <p>Bi-annual CEDARS (2027) development of action plan following results (2027-2028)</p> <p>Creation of Focus groups 2025, delivery of group sessions annually 2026-28</p> <p>Three annual sessions, 2025-28</p> | <p>RIS/ CRDG/ PVCR&amp;I</p> <p>RIS/URIC/ ADRI</p> <p>CDC/ ADRI</p> <p>PVCR&amp;I</p> | <p>Minutes of the RDG and URIC meetings to record actions; awareness of the concordat at School level measured through survey/ADRI.</p> <p>Delivery of report of outcomes from CEDARS at URIC once a year as a means of engaging with policy, and development of appropriate action plan, identified in the minutes of the relevant meeting.</p> <p>Creation of Focus groups with biannual meetings and delivery of report on outcomes annually, reported to the PVCR and at URIC.</p> <p>Delivery of three PVC R&amp;L annual sessions with at least ten individuals attending; feedback from attendees at reported at RDG, leading to the adoption of valuable comments to improve researcher development, and an 80% satisfaction rate derived from post session feedback.</p> |  |  |  |

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| ECM5  | Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | College EDI Leads, coordinated by LSBU EDI lead working with the College Research and Innovation Committees and the ADRI to regularly review progress.   | No  | Regular meetings 2025-28                        | HEDI/REF EDI       | Activity and impact tracked via REF EDI Group and reported on in annual EDI Report and URIC.   |  |  |  |  |
|   |  | Programme of annual PVC R&I drop-in engagement sessions; provides opportunity for all research staff to engage directly with the points raised by the PVC in areas of policy and decision making.  | No  | Three annual sessions, 2025-28                  | PVCR&I             | Delivery of three annual sessions with at least ten individuals; course satisfaction at 80% from post session feedback of participants, reported at RDG.   |  |  |  |  |
| EM5   | Engage with opportunities to contribute to relevant policy development within their institution.   | Regular meetings (quarterly) of the RDG to ensure that all staff can engage with and report to the URIC to and thereby influence the outcomes of policy development.   | No  | Quarterly meetings, 2025-28                     | RIS/ CRDG/ PVCR&I  | Minutes of the RDG and URIC meetings to record actions; and through ADRI and College Research & Innovation Committees meeting notes.   |  |  |  |  |
|   |  | Programme of annual PVC R&I drop-in engagement sessions; provides opportunity for all research staff to engage directly with the points raised by the PVC in areas of policy and decision making. Meetings to be promoted through the ONE Research newsletter and LSBU's intranet Connect, and through ADRI's. | No  | Three annual sessions, 2025-28                  | PVCR&I/ RIS/ADRI's | Delivery of three annual sessions with at least ten individuals; course satisfaction at 80% from post session feedback of participants, reported at RDG.   |  |  |  |  |
| ECR5  | Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution. | Further enhancement of the Researcher Development Group as a vehicle for gathering opinion from researchers, feeding into the URIC, dissemination to the College Research and Innovation Committees and through to the PVC Research.   | No  | Annual Review, Sept 2025-28                     | CRDG/ PVCR&I       | Review of the membership of the RDG to ensure that this obligation is met, with a target of having appropriate researcher representation from the 3 Colleges and 5 University Research Centres. This to be subject to annual report to the URIC, to ensure compliance. |  |  |  |  |
| ER4   | Recognise and act on their role as key stakeholders within their institution and the wider academic community.   | Participation in CEDARS exercise (for Research only, T&R and research manager staff) and to cascade the results through the URIC, RDG, Research Centres and College Research and Innovation Meetings; intervening years based on interim survey results with targeted actions.                                 | Yes | Annually in May according to relevant deadlines | PVCR&I/ URIC/ DCL  | Increase the number of researchers engaging in the surveys by 10% with the aim of increasing the significance of the comments; this leading to implementation of actions that will improve the support of research staff.  |  |  |  |  |
| <b>Employment</b>   |  |  |     |   |                    |  |  |  |  |  |
| <b>Recruitment and induction</b>  |  |  |     |   |                    |  |  |  |  |  |
| The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation. |  |  |     |   |                    |  |  |  |  |  |
| E11   | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.                        | LSBU is a signatory of the DORA principles and sets out its approach to appropriate selection criteria of researchers in line with these. As a result, and in line with its stated commitment to DORA, LSBU does not use bibliometrics in the appointment of its staff.  | Yes | Annual review, 2025-28                          | PVCR&I             | Annual review of adherence to DORA principles reported through URIC, any changes to be made to the statement on the LSBU website.  |  |  |  |  |

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|  |   | Development of a Research Staff Career Pathway, providing the possibility for researchers to progress through the grades from Research Associate (Grade 5) to Senior Research Fellow (Grade 8). Options: to continue the academic pathway; to transition on to a Technical Pathway at all grades were appropriate; or to support roles in RIS. Also in development is the idea of higher grades (9-13) leading to a Professorial Fellow. The intention is to improve the security of researchers and to permit those having the ability and aspirations to proceed in research can do this at LSBU, and that this permits opportunity for provision of services for Researchers. | No  | Ratification of model at RDC (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch of the scheme for academic year 2026-27. | PVCR&/ PCL/ HR/CRDC     | Ratification of model at RDC (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch and publication of guidance of the scheme for academic year 2026-27. |  |  |  |
| E12  | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.                               | The new Academic Induction Programme was launched in 2024-25. The sessions are to run twice yearly to be provided to all new starters, supported by resources and induction checklists on LSBU's intranet Connect.   | Yes | Twice yearly, Sept, Jan. 2025-2028   | DCRIT                   | All new starters to receive induction guidance and access to resources in the first 6 months of arrival. Annual evaluation of the success of this new initiative through session feedback.           |  |  |  |
|  |   | RIS to provide annual research induction day to support all researchers plus development of the Connect site and appropriate guidance on an annual basis. Researcher Induction is supported through the Research and Innovation pages of LSBU's intranet, Connect.   | Yes | Annually, First Semester 2025-2028   | RIS                     | Attendance of the majority of new researchers within an annual cycle and positive induction attendee feedback level at 80% satisfaction rate.  |  |  |  |
|  |   | Colleges to carry out their own induction and support to provide bespoke approaches; this will vary in format according to the direction of the College Research and Innovation Committee, and the ADRI, from one-to-one sessions to small group induction.  | No  | As required during the year, on an annual basis  | ADRI's                  | Each new researcher recruited to the Academic Colleges to receive Induction within a month of arrival, recorded in the minutes of the College R & I Committees.                                      |  |  |  |
| <b>Recognition, reward and promotion</b>   |   |  |     |  |                         |  |  |  |  |
| The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression. |   |  |     |  |                         |  |  |  |  |
| E13  | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances. | LSBU's annual Academic Promotions exercise involves Equality Impact Assessments in advance of the exercise to mitigate and address underrepresentation and disadvantage, and Equality Reviews after the exercise to understand the equity of outcomes. For the 2024/25 year, the Head of EDI chaired the annual Personal Circumstances Panel to provide 'time lost' assessments to Academic Promotions Panels for staff who have had disabilities, health conditions, parental leave, caring responsibilities or other personal circumstances affecting their quantity of output.  | Yes | Annually, 2025-2028  | HEDI                    | Monitoring of Staff Circumstances Procedure uptake, with 4 in 2023-24, and 6 in 2024-25. Review of uptake with expected level to be at or increased from the 2025 level.                             |  |  |  |
|  |   | Development of LSBU's new Research and Innovation Portal ( <a href="https://researchportal.lsbu.ac.uk/">https://researchportal.lsbu.ac.uk/</a> ).  | No  | Annual review  | DRIS/ RIS/ PVC R&/ ADRI | Annual audit of research profiles; ensuring that all researchers update their  |  |  |  |

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|   |   | <p>driven by the PURE system provides clear opportunity to develop research profiles, identify achievements in terms of measures of esteem, research awards and publications. There are currently 1506 profiles on the portal.</p> <p>Establishment of the Chancellor's Awards in 2025 provides 106 awards that give fee waivers for PGR students, the majority managed by ECRs.</p> <p>Annual R&amp;I research awards to recognise excellence in to be given annually at the Research &amp; Innovation Conference R&amp;I Awards 2024, with 108 nominations – see article on <a href="#">Connect LSBU Research &amp; Innovation Festival 2024 - Connect</a>.</p> | No  | Annually, Sept-Oct 2025-2028      | DCL/ ADRI/ ECRA    | profiles annually. Target 80% annual refresh/recheck of individual profiles.  |  |  |  |  |  |
|   |   |   | Yes | Annually, May-June 2025-2028      | RIS/ PVC R&I/ ECRA | The target is to get 80% of the Chancellor's awards managed by ECRs, in order to provide a direct means of recognition and development.   |  |  |  |  |  |
|   |   |   |     |                                   |                    | In 2025 there were 108 nominations; expectation is that this will increase at the rate of 10% annually.   |  |  |  |  |  |
| EM3   | Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.  | LSBU is a signatory of the DORA principles and sets out its approach to appropriate selection criteria of researchers in line with these. As a result, and in line with its stated commitment to DORA, LSBU does not use bibliometrics in the appointment of its staff.   | Yes | Annual review 2025-28             | PVCR&I             | Annual restatement of DORA principles reported through URIC and noted in the minutes, any changes to be made to the statement on the LSBU website.  |  |  |  |  |  |
| <b>Responsibilities and reporting</b>   |   |   |     |                                   |                    |   |  |  |  |  |  |
| The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities. |   |   |     |                                   |                    |   |  |  |  |  |  |
| EM2   | Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding. | <p>The updated version of the Good Manager programme/managers induction will be scoped and developed in 2026, which will cover legislative and policy requirements for all participants.</p> <p>Provision of a training programme to support researchers in the requirements of grant funding and its regulatory framework; training in line with the new Researcher Development Framework and developed from the identified needs of researchers.</p>  | No  | 2026 and then annually            | L&OD               | Deliver the new manager development programme by June 2026, with success measured by achieving at least 80% participation among targeted managers and an improvement of 10 percentage points in manager-related scores in the November 2026 bi-annual staff survey. |  |  |  |  |  |
|   |   |   | Yes | 2025 and then delivered annually  | RIS                | Delivery of a new programme of training in line with the RDF, comprising a course of 5 sessions and with a satisfaction rating of 80% measured through participation ratings of 4/5 on feedback records.  |  |  |  |  |  |
| ER1   | Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.                           | <p>Researcher responsibilities form part of all post-award conversations for researchers, which use a stand checklist that ensures that PIs and Co-Is are aware of these responsibilities.</p> <p>Provision of a training programme to support researchers in the requirements of grant funding and its regulatory framework; training in line with the new Researcher Development Framework.</p>   | Yes | All post-award meetings 2025-2028 | RIS                | 100% of funded projects have kick-off meetings with these requirements, supported by meeting records  |  |  |  |  |  |
|   |   |   | Yes | 2025 and then delivered annually  | RIS                | Effective roll-out of programme, and publication on LSBU's Connect intranet pages, with positive satisfaction rating of 80%, measured through participation ratings of 4/5 on feedback records.   |  |  |  |  |  |
| ER2   | Researchers understand their reporting obligations and responsibilities.  | Researcher responsibilities form part of all post-award conversations for researchers, which use a stand checklist that   | No  | All post-award meetings 2025-2028 | RIS                | 100% of funded projects have kick-off meetings with these requirements, supported by meeting records and reported to URIC at appropriate intervals.   |  |  |  |  |  |

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|  |  | ensures that PIs and Co-Is are aware of these responsibilities.  |                |  |                 |  |  |  |  |  |
| <b>People management</b>   |  |  |                |  |                 |  |  |  |  |  |
| The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews. |  |  |                |  |                 |  |  |  |  |  |
| EI4  | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.  | The updated version of the Good Manager programme/managers induction will be scoped and developed in 2026, which will cover these aspects of people management.  | Yes            | Annually, 2026-28  | L&OD            | Deliver the new manager development programme by June 2026, with success measured by achieving at least 80% participation among targeted managers and an improvement of 10 percentage points in manager-related scores in the November 2026 bi-annual staff survey.  |  |  |  |  |
| EI5  | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation. | For all staff, the PDR process is an area where we will continue to focus on improving effectiveness, striving for a deeper level of engagement rather than just compliance. LSBU is building a performance culture that centres around quality check-ins, ensuring that conversations are meaningful and truly contribute to personal and professional development. | Yes            | Annually, 2025-2028  | L&OD            | Deliver a bespoke annual communications campaign between September and October to encourage completion of annual PDRs in the Actus system. The campaign will incorporate gamification techniques (e.g., publishing league tables) to drive engagement, with the goal of achieving at least 85% completion rate. Our goal is to create a space where feedback drives positive change, helping both employees and the organisation thrive.   |  |  |  |  |
| EM1  | Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.  | An updated manager induction programme will be developed from January 2026 for roll out the same year that supports managers to have meaningful engagement.<br><br>Researcher Integrity training; engagement with all research managers with the training provided by the Research Integrity and Ethics lead; reported at the URIC.                                  | Yes<br><br>Yes | Roll-out in Jan. 2026, and then annually<br><br>Annual reporting of training at URIC | L&OD<br><br>EIL | Increased manager capability, measure by confidence before and after, improved score of 5% on staff survey relating to staff in management; annual survey to monitor staff engagement.<br><br>Delivery of a minimum of 5 training events annually with 80% satisfaction rating, measured through participation ratings of 4/5 on feedback records.   |  |  |  |  |
| EM4  | Managers actively engage in regular constructive performance management with their researchers.  | PDRs take place annually (with the option of six-monthly review) and we are moving to a continuous performance review cycle. Managers play a key role in facilitating open, supportive discussions, with outcomes that are understood and agreed by both parties.  | Yes            | Annually 2025-28   | L&OD            | Deliver a bespoke annual communications campaign between September and October to encourage completion of annual PDRs in the Actus system. The campaign will incorporate gamification techniques (e.g., publishing league tables) to drive engagement, with the goal of achieving at least 85% completion rate.  |  |  |  |  |
| ER3  | Researchers positively engage with performance management discussions and reviews with their managers.   | LSBU's Performance Development Reviews (PDRs) provide researchers with the opportunity to set clear objectives, receive constructive feedback, and align their work with college and institutional priorities.   | Yes            | Annually, 2025-2028  | L&OD            | Deliver a bespoke annual communications campaign between September and October to encourage completion of annual PDRs in the Actus system. The campaign will incorporate gamification techniques (e.g., publishing league tables) to drive engagement, with the goal of achieving at least an 85% completion rate. Positive engagement in PDRs helps ensure objectives are meaningful, achievable, and supportive of both career development and wellbeing. Managers play a key role in facilitating open, supportive discussions, with outcomes that are understood and agreed by both parties. |  |  |  |  |
| <b>Job security</b>  |  |  |                |  |                 |  |  |  |  |  |
| The aim of this obligation is to improve the job security of researchers.  |  |  |                |  |                 |  |  |  |  |  |

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| E16   | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.   | Development of a Research Staff Career Pathway, providing the possibility for researchers to progress through the grades from Research Associate (Grade 5) to Senior Research Fellow (Grade 8). Options: to continue the academic pathway; to transition on to a Technical Pathway at all grades were appropriate; or to support roles in RIS. Also in development is the idea of higher grades (9-13) leading to a Professorial Fellow. The intention is to improve the security of researchers and to permit those having the ability and aspirations to proceed in research can at LSBU, permitting opportunity for provision of services for Researchers. | No  | Ratification of model at RDC (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch of the scheme for academic year 2026-27. | PVCR&I/ PCL/ HR/CRDC      | Ratification of model at RDC (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch and publication of guidance of the scheme for academic year 2026-27. |  |  |  |  |
| <b>Professional and Career Development</b>  |  |   |     |  |                           |  |  |  |  |  |
| <b>Championing professional development</b>   |  |   |     |  |                           |  |  |  |  |  |
| The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it. |  |   |     |  |                           |  |  |  |  |  |
| PCD11   | Provide opportunities, structured support, encouragement, and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors. |   |     |  |                           |  |  |  |  |  |
| PCD16   | Monitor, and report on, the engagement of researchers and their managers with professional development activities.   | Regular Bi-annual engagement with the CEDARS survey to gather detailed information on the health of the research environment, and to capture data on the provision of resources, training and facilities for all colleagues who identify as researchers at LSBU. Development and pilot of an in-house researcher survey for intervening years from 2026.  | No  | 2027 (Cedars); 2026, 2028 (inhouse survey)   | RIS/PVCR&I                | Increase in the number of researchers taking part in the CEDARS survey from 121 (in 2025) to 140 (in 2027).  |  |  |  |  |
|   |  | Systematic capturing of feedback following training sessions and organised events, with pilot follow up calls to assess Return on Investment (ROI).   | No  | Annual delivery of training programme  | RIS                       | Capture of feedback from at least 80% of all sessions, with achievement of 80% of training rated satisfactory or above; pilot ROI calls for 20% of the participants.                                 |  |  |  |  |
|   |  | Annual review of the membership of the RDG to ensure all staff are engaged. Regular meetings (quarterly) to maintain continuity of actions across the University  | Yes | Annually, Sept 2025-28   | CRDG/PVCR&I/URIC/RIS/ECRA | Annual review of RDG membership and reporting to URIC, ensuring representation from ECR, Professoriate, ADRIIs, Research Centres and PSG members responsible for delivery.                           |  |  |  |  |
|   |  | Creation of new Focus Groups for PGR and ECRs building them into the Doctoral College and reviewing the relevant actions  | No  | Add  | RIS/PVCR&I                | Formation of at least 2 focus groups annually and reporting on the findings by the DCL, leading to substantive improvements in the Doctoral College offer.   |  |  |  |  |

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| PCDM3   | Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development. |   |     |                           |                     |  |  |  |  |  |
| PCDR1   | Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.  |   |     |                           |                     |  |  |  |  |  |
| <b>Career development reviews</b>   |   |   |     |                           |                     |  |  |  |  |  |
| The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews. |   |   |     |                           |                     |  |  |  |  |  |
| PCDI2   | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.  | Performance Development Reviews (PDRs) provide researchers with the opportunity to set clear objectives, receive constructive feedback, and align their work with college and institutional priorities. Positive engagement in PDRs helps ensure objectives are meaningful, achievable, and supportive of both career development and wellbeing. Managers play a key role in facilitating open, supportive discussions, with outcomes that are understood and agreed by both parties, and are supported through institutional training organised by L&OD. | Yes | Annually, 2025-28         | L&OD                | Training of managers through the institutional training module; training of appropriate managers ensured through one-to-one conversations and achievement of training milestones.  |  |  |  |  |
| PCDI6   | Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.  | Staff are encouraged to have regular one-to-one meetings with their managers. LSBU's formal appraisal process (the Performance and Development Review (PDR) comprises a mid-year and end-of year review and facilitates transparent conversations between individual staff and their manager. The platform for PDRs, Actus, provides reporting to the Learning and Organisational Development team, giving evidence of compliance and data of those who have not yet completed their reviews for targeted interventions                                   | No  | Every six months, 2025-28 | L&OD                | The platform for PDRs, Actus, provides reporting to the Learning and Organisational Development team, giving evidence of compliance and data of those who have not yet completed their reviews for targeted interventions, which is reviewed and fed back to team leads.   |  |  |  |  |
| PCDM1   | Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.  | Performance Development Reviews (PDRs) provide researchers with the opportunity to set clear objectives, receive constructive feedback, and align their work with college and institutional priorities.   | Yes | Annually, 2025-28         | L&OD                | Positive engagement in PDRs helps ensure objectives are meaningful, achievable, and supportive of both career development and wellbeing. Managers play a key role in facilitating open, supportive discussions, with outcomes that are understood and agreed by both parties. The platform for PDRs, Actus, provides reporting to the Learning and Organisational Development team, giving evidence of compliance and data of those who have not yet completed their reviews for targeted interventions, which is reviewed and fed back to team leads; target 80% compliance monitored through team leads. |  |  |  |  |
| PCDR4   | Researchers positively engage in career development reviews with their managers.  | PDRs take place annually (with six-monthly review) and LSBU is moving to a continuous performance review cycle. This  | No  | Annually, 2025-28         | L&OD/PVC R&I/ ADRIs | The platform for PDRs, Actus, provides reporting to the Learning and Organisational Development team, giving evidence of compliance and data of those  |  |  |  |  |

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|   |   | permits researchers to have positive engagement in their career development and identify opportunities to enhance this.  |     |  |                      | who have not yet completed their reviews for targeted interventions, which is reviewed and fed back to team leads.   |  |  |  |
| <b>Career development support and planning</b>  |   |  |     |  |                      |  |  |  |  |
| The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.         |   |  |     |  |                      |  |  |  |  |
| PCDI3   | Ensure that researchers have access to professional advice on career management, across a breadth of careers.   | PDRs take place annually (with six-monthly review) and LSBU is moving to a continuous performance review cycle.  | Yes | Annually, 2025-28  | L&OD                 | The platform for PDRs, Actus, provides reporting to the Learning and Organisational Development team, giving evidence of compliance and data of those who have not yet completed their reviews for targeted interventions, which is reviewed and fed back to team leads. |  |  |  |
|   |   | Development of a Research Staff Career Pathway, providing the possibility for researchers to progress through the grades from Research Associate (Grade 5) to Senior Research Fellow (Grade 8). Options: to continue the academic pathway; to transition on to a Technical Pathway at all grades were appropriate; or to support roles in RIS. Also in development is the idea of higher grades (9-13) leading to a Professorial Fellow. The intention is to improve the security of researchers and to permit those having the ability and aspirations to proceed in research can at LSBU and permitting opportunity for provision of services for Researchers. | No  | Ratification of model at RDC (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch of the scheme for academic year 2026-27. | PVCR&I/ PCL/ HR/CRDC | Ratification of model at RDC (autumn 2025) and following URIC, leading to drafting of role descriptors (Spring 2026) and launch and publication of guidance of the scheme for academic year 2026-27.   |  |  |  |
|   |   | Programme of annual PVC R&I drop-in engagement sessions; provides opportunity for all research staff to engage directly with the PVC R&I and engage in practical discussions relating to research career development. Meetings to be promoted through the ONE Research newsletter and connect and through ADRIs.   | No  | Annual sessions 2025-28  | PVCR&I/RIS/ ADRIs    | Delivery of at least one session relating to career management with at least ten individuals; feedback satisfaction at 80% measured through participation ratings of 4/5 on feedback records.  |  |  |  |
| PCDR3   | Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications. | Development of LSBU's new Research and Innovation Portal ( <a href="https://researchportal.lsbu.ac.uk/">https://researchportal.lsbu.ac.uk/</a> ), driven by the PURE system provides clear opportunity to develop research profiles, identify achievements in terms of measures of esteem, research awards and publications. This is important in maintaining the profile of individuals both within LSBU and whilst planning to move on in a career.  | No  | Annually, 2025-28  | PVCR&I/ ADRIs        | Annual audit of research profiles; ensuring that all researchers update their profiles annually. Target 80% annual refresh/recheck of individual profiles.   |  |  |  |
| <b>Research identity and leadership</b>   |   |  |     |  |                      |  |  |  |  |
| The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities. |   |  |     |  |                      |  |  |  |  |
| PCDI4   | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.   | Provision of a training programme to support researchers in the requirements of grant funding and its regulatory framework; training in line with the new Researcher Development Framework.  | Yes | Annually, 2025-2028  | RIS                  | 5 core workshops and related training materials with feedback satisfaction rating of 80% +, measured through participation ratings of 4/5 on feedback records.   |  |  |  |

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|------------------------|--|---|----|---|--------------|---|--|--|--|--|
|                        |  | <p>Development of LSBU's new Research and Innovation Portal (<a href="https://researchportal.lsbu.ac.uk/">https://researchportal.lsbu.ac.uk/</a>), driven by the PURE system provides clear opportunity to develop research profiles, identify achievements in terms of measures of esteem, research awards, and publications.</p> <p>ECR engagement with annual Chancellor PGR Scholarships, leading on the projects within the Five Research Centres, thereby building a rich and supportive environment.</p> | No | Annually, 2025-28   | PVCR&I/ ADRI | Annual audit of research profiles; ensuring that all researchers update their profiles annually. Target 80% annual refresh/recheck of individual profiles.  |  |  |  |  |
|                        |  |   | No | Introduction in 2025, annually 2026-28                    | DCL/PVCR&I   | Formation of at least 2 focus groups annually and reporting on their findings by the DCL at the RDG and URIC each year.   |  |  |  |  |
| PCDM4                  | Managers identify opportunities and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours. |   |    |   |              |   |  |  |  |  |
| PCDM5                  | Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.   | An updated manager induction programme will be developed from January 2026 for roll out the same year that supports managers to have meaningful engagement with their staff.  | No | January 2026, then annually                               | L&OD         | Delivery of annual management induction programme with satisfaction rating of 75% or above, measured through participation ratings of 3-4/5 on feedback records. Impact of this to be monitored in the annual staff survey which considers satisfaction of staff with their managers. |  |  |  |  |
|                        |  | College ADRI have regular College R&I meetings that have representation from across their colleges that promote positive attitudes to management of researchers.  | No | Quarterly meetings in each of the three colleges, 2025-28 | ADRI/PVCR&I  | Quarterly meetings in each of the three colleges, 2025-28; meeting notes retained and reviewed; reporting to PVCR&I and URIC.   |  |  |  |  |
| PCDR5                  | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills  | Development of LSBU's new Research and Innovation Portal ( <a href="https://researchportal.lsbu.ac.uk/">https://researchportal.lsbu.ac.uk/</a> ), driven by the PURE system provides clear opportunity to develop research profiles, identify achievements in terms of measures of esteem, research awards and publications.  | No | Annually, 2025-28   | PVCR&I/ADRI  | Annual audit of research profiles; ensuring that all researchers update their profiles annually. Target 80% annual refresh/recheck of individual profiles.  |  |  |  |  |
|                        |  | Publication of ONE, the bimonthly Research and Innovation Newsletter through the Research & Innovation Services Website on Connect, identifying research opportunities, and developing profiles.  | No | Six times a year, 2025-2028                               | PVCR&I/RIS   | Publication of the Newsletter on Connect, LSBU's intranet, six times a year, 2025-28.   |  |  |  |  |
|                        |  | LSBU is a member of 'The Conversation', an online research publication written by researchers working with journalists, permitting the pitching and publication of research stories to a wide audience to help build profile. Delivery of four annual training. Courses to support staff.   | No | Four training courses a year, 2025-2028                   | RIS          | Engagement of at least 5 individuals on each of the courses with overall positive feedback; publication of at least 5 articles from researchers each year.  |  |  |  |  |
| <b>Diverse careers</b> |  |   |    |   |              |   |  |  |  |  |

| The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research. |   |  |     |  |                     |   |  |  |  |  |
|--|---|--|-----|--|---------------------|---|--|--|--|--|
| PCDI5  | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. | <p>Delivery of the Springboard Scheme funding scheme for researchers in its three components:</p> <ol style="list-style-type: none"> <li>1. Early Career Researchers may wish to develop skills and experience. Typically, this could be used for: training · buying out time to work on research grants or major publications · developing links with industry/third sector (e.g. through secondments) · pilot studies to develop an idea into a bigger project to attract larger funding.</li> <li>2. Non-SRR researchers without a research background or colleagues who have not had the opportunity to develop their research career may want funds to assist in them in becoming research active. Funds can be used to support engagement in research activities, appropriate external training, mentoring, or coaching, or to receive buy-outs to support research activity.</li> <li>3. Staff returning to research from extended career breaks due to personal or family commitments, ill health, or other circumstances. Funds can be used to resume research activity after a break.</li> </ol> | Yes | Delivery of the annual scheme, 2025-28   | RIS/ECRA/PVCR&I     | Award of at least 8 awards annually; report on progress following to determine success of the scheme.   |  |  |  |  |
| PCDM2  | Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.   | Development of a Shadowing programme to provides colleagues with opportunities to engage in observational learning to support greater understanding of professional and career development opportunities. It provides an opportunity to explore and understand new roles and activities.   | No  | Development of scheme (2025) and roll out to managers 2025-26, leading to first participants 2026-27 | RIS/KET/PVCR&I/ADRI | ADRI to support and monitor uptake of the scheme and to promote its benefits; target to have the scheme reported in the ONE newsletter and in the College meeting notes annually, and through to the URIC. Shadowing opportunities in entrepreneurship and commercialisation support colleagues to gain greater insight into university commercialisation activities enhancing and extending outcomes from research projects and commercialisation training programmes. This will be available to all in research roles at LSBU; managers to be briefed and supported in the roll out of the scheme and supported by the RIS Knowledge Exchange Scheme. |  |  |  |  |
| PCDR2  | Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.      | Development of a Shadowing programme to provides colleagues with opportunities to engage in observational learning to support greater understanding of professional and career development opportunities. It provides an opportunity to explore and understand new roles and activities.   | No  | Development of scheme (2025) and roll out to managers 2025-26, leading to first participants 2026-27 | RIS/KET             | Target to have 5 participants in the scheme (2026-27) building the number from there; reporting back to the RIS management, the RDG and URIC annually. Shadowing opportunities in entrepreneurship and commercialisation support colleagues to gain greater insight into university commercialisation activities enhancing and extending outcomes from research projects and commercialisation training programmes. This will be available to all in research roles at LSBU; managers to be briefed and supported in the roll out of the scheme and supported by the RIs Knowledge Exchange Scheme.   |  |  |  |  |

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| PCDR6 | Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation. | Development of the Business Links Coordination Group, with the purpose to foster external engagement through collaboration across the LSBU Group, organise external facing events, develop strategic partnerships and report on external engagement activity. The group is chaired by the PVC R&I, with members from across the LSBU Group with responsibility to grow external engagement. The External Engagement Forum is run by Relevant Heads and who are responsible for the delivery of relevant event. The Group delivers Discovery Days and Business Connector Events. | Yes | Bimonthly meetings 2025-28 | RIS      | Bimonthly report on external engagement activity, to identify external partnerships that can introduce a partner to the Group, and to identify industries not currently engaging with LSBU. |  |  |  |
|       |  | Expanding Policy internal funding scheme providing an opportunity to develop policy research locally, nationally or internationally.  | Yes | Annually, 2025-28          | RIS/URIC | Evaluation of outcomes identified in post project report, annually, and implementation of the findings, as reported at URIC.  |  |  |  |

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

| Further hyperlinks and supplementary information<br>(more rows can be added) |  |
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| Abbreviations and glossary<br>(more rows can be added) |  |
|--|--|
| ADRI   | Associate Dean, Research & Innovation                            |
| CEDIL  | College EDI Leads  |
| CProf  | Chair of the Professoriate                                       |
| CRDG   | Chair of the Researcher Development Group                        |
| DCL  | Doctoral College Academic Lead                                   |
| DRIS   | Director, Research & Innovation Services                         |
| DCRIT  | Director, Centre for Research Informed Teaching                  |
| DORA   | San Francisco Declaration on Research Assessment                 |
| ECR  | Early Career Researcher  |
| ECRA   | Early Career Researcher Ambassador                               |
| EDI  | Equality, Diversity & Inclusion                                  |
| EIL  | Ethics & Integrity Lead  |
| HEDI   | Head of Equality, Diversity & Inclusion                          |
| HR   | Human Resources  |
| KET  | Knowledge Exchange Team  |
| LDC  | LSBU Doctoral College  |
| L&OD   | Learning & Organisational Development                            |
| PDR  | Performance Development Review                                   |
| PGR  | Postgraduate Researcher  |
| PSG  | Professional Services Group                                      |
| PVCR&I   | Pro-Vice Chancellor, Research & Innovation                       |
| PVCT&L   | Pro-Vice Chancellor Teaching & Learning                          |
| RDF  | Researcher Development Framework                                 |
| REF  | Research Excellence Framework                                    |
| REF EDI  | Inclusive Researcher & REF Equality, Diversity & Inclusion Group |
| R&I  | Research & Innovation  |
| RIS  | Research & Innovation Services                                   |

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|----------------|---|
| <b>SRR</b>     | <b>Significant Responsibility for Research</b>        |
| <b>T&amp;R</b> | <b>Teaching &amp; Research</b>                        |
| <b>URIC</b>    | <b>University Research &amp; Innovation Committee</b> |

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