London South Bank University

EU HR Excellence in Research Award

Concordat to Support the Career Development of Researchers

Implementation Four-Year Review – April 2018

London South Bank University gained the HR Excellence in Research Award in 2014 after demonstrating its commitment to improving the working conditions and career development of research staff.

The Award was confirmed in 2016 after a review, and a new action plan was developed

This document provides a two-year review on progress made against the action plan set in 2016.

Glossary of Main Abbreviations and Acronyms

ACI	School of Arts & Creative Industries
APS	School of Applied Sciences
BEA	School of Built Environment & Architecture
BUS	School of Business
CPD	Continuing Professional Development
CRIT	Centre for Research Informed Teaching
CRS	Central Research Support
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
OSDT	Organisational and Staff Development Team (now split into three units: PO-BS, PO-HR, PO-OD)
PGR	Postgraduate Researcher
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
RBoS	Research Board of Study
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

Status

A	Actioned
O	Ongoing
P	Part-Achieved

RECRUITMENT AND SELECTION

PRINCIPLE 1

Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research

Clause	ACTION	LEAD	TIMEFRAME	STATUS
1.1; 1.2; 1.3	Annual Review of Human Resources policies including Recruitment and Selection Policy and update where appropriate.	PO-HR	January 2017; 2018	
	Progress Update 2018 This has been completed. LSBU will be publishing the new Human Resources policies in November 2018, following organisation-wide communication. In the interim, the current policy may be reviewed here: **https://our.lsbu.ac.uk/article/LSBU-and-You/recruitment-and-selection-policy-and-procedure**			**A-O**
1.3	Assessment of the application of the University standard practice of offering permanent contracts to researchers after two years continuous service; identify if and when exceptional cases are made.	PO-HR	April 2018	
	Progress Update 2018 LSBU recognises to commitment to offering permanent contracts for staff who have been in place for two years, subject to funding. LSBU's commitment to this practice is reviewed periodically, and it was embedded into the new workforce planning process by December 2017. **https://our.lsbu.ac.uk/article/LSBU-and-You/recruitment-and-selection-policy-and-procedure**			**A-O**

RECOGNITION AND VALUE

PRINCIPLE 2

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.

Clause	ACTION	LEAD	TIMEFRAME	STATUS
2.1 ; 4.1	New online system for annual appraisal and work plans to be developed and installed. This system will allow 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.	PO-OD	September 2016	
	Progress Update 2018 This has been completed, and provides specific data for as part of a Training Needs Analysis (TNA), which is used to inform the training providers of the requirements. Analysis carried out by PO-OD and delivered February 2018. Top training needs identified in TNA (and PIRLS survey) include personal effectiveness and time-management at 21% of respondents expressing a need, and research funding opportunities at 17.8%. Other popular areas of development included writing for publication and mentoring.			**A**
2.1	Review and consideration of researcher contractual entitlements by University Research Committee in line with support staff contracts. Target, to ensure equal entitlements for researchers.	RCG/URC	December 2016	
	This has been achieved. From 1 August 2017, Researchers' terms and conditions have been harmonised with PSG Staff, increasing their London Weighting and introducing entitlement to long service leave. Staff have been notified, and back pay processed to ensure that this is regularised.			**A**
2.3	Further development of the Key Skills and REI training programme to include training for experienced researchers in relation to awareness of responsibilities in managing researchers. Target for at least 75% of staff with line management responsibilities for researchers to have participated in the training.	CRS	April 2018	
	Progress Update 2018 The Key Skills Training Programme was expanded and relaunched August 2017. This was developed in line with the EU framework for Research Staff development, and was mapped according to the Domains of the Researcher Development Framework. This training programme was formulated to provide an integrated approach to training, and was made compulsory for all PGR students. This was rolled out to all staff with line-management responsibility in one-to-one discussions (January-March 2017), and through participation in School Town Halls and Open meetings. Target met, with all senior staff with leadership responsibilities having been briefed in specific training sessions. In addition, all courses run by REI, LLR and Digital Skills have been added to the programme, providing access to a fully integrated set of training. The training programme was also developed to provide whole-life training for researchers, working with OD to deliver training according to needs identified during the Appraisal system.			**A-O**

		A Research and Enterprise events calendar was developed that mapped all courses according to stage (PGR, Early Stage Researcher, Established Researcher and Leading Researcher), and RDF Domain, and provided the means of all research staff to participate in a range of courses, and specifically in the skills required for research grant bidding, publications and impact. The training offering has more than tripled since 2015 from 21 training opportunities to 96 for academic year 2017-2018.The view was to provide a 'start to finish' approach such as, 'Introduction to Grant Writing', through to advanced courses, 'Enhancing Your Grant Writing Skills'. 2015-16, 21 courses; 2016-17, 28 and; 2017-18 96. Participation rates have risen from 749 (2014-15), 804 (2015-16) to 828 (2016-17). Training was also developed and provided through Academic Induction (run twice a year in 2017), School Town Halls (run regularly) and through the Leadership programme, with 5-6 new modules developed for delivery.			
2.4		Rollout of a programme of The Leadership Academy at LSBU, to develop the skill set of all leaders in the organisation including research managers. The programme is aimed at updating knowledge of leadership best practice and current legislation and includes modules on Core Skills; Self-Management; Strategic and Management & Enterprise and People Management. The first cohort of the programme to be delivered over Spring and Summer 2016 followed by a review of the programme with success based on participation and feedback from participants. Second cohort to be delivered Spring/Summer 2017. Target: for line managers responsible for researchers to have participated in the programme.	PO-OD	September 2017	
		Progress Update 2018 This was completed in 2017. Modules are now run on demand and published in the department cascade meetings, the School Executive Team meetings and the Managers' Forum. New for 2018, 5-6 online leadership modules were developed that are based on responsibility, and which are targeted at staff at grades 8-9 and above. These have been expanded to focus on management development. The Leadership programme is delivered face-to-face to give maximum engagement.			**A-O**
2.6		Development and implementation of 'Your Career Matters Pathway' tailored to the needs of researchers.	PO-OD	December 2017	
		Progress Report 2018 This has been completed**.** The university's Academic Framework was published in October 2015 (http://www1.lsbu.ac.uk/osdt/appraisal/Academic-Framework-2015.pdf). The framework sets out the path and progression route from Lecturer to Professor,			**A**

| | identifying the core activities and the key markers for recognition and achievement. Colleagues are actively encouraged to apply for promotion in the annual promotions round https://our.lsbu.ac.uk/article/LSBU-and-You/academic-career-pathway. | | | |

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Clause	ACTION	LEAD	TIMEFRAME	STATUS
3.1; 3.8	LSBU to participate in Outside Insight work shadowing scheme (http://www.heioutsideinsight.co.uk/). PO-OD to carry out a debriefing with participants following their participation in the programme. Success to be measured by the number of participants (maximum 8) and the feedback from participants and actions plans.	PO-OD	October – December 2016	
	Progress Report 2018 Since entering into the pilot scheme in November 2016, the scheme has grown in the number of internal and external applications from LSBU researchers. This has been achieved. In the June 2017 cycle: 9 internal applications were received, 5 matched and the others were matched in the January cycle; 8 external applications were received. The January 2018 cycle: 8 internal applications were received and matched with other institutions, and 16 external applications were received.			A-O
3.1; 3.8	Completion of review of existing mentoring schemes for researchers within Schools and follow up in line with the rollout of the central mentoring scheme to be introduced in September 2016.	RCG	December 2017	
	Progress Report 2018 A Central Mentoring Scheme has been initiated by OD, and the principle of mentoring has been accepted. Trial mentoring schemes have been developed in two schools: BEA and LSS. These to be examined and used as exemplars for the future. The newly developed Research Centres (2017) (http://www.lsbu.ac.uk/research/centres-groups), have dedicated Mentoring leads to			O

	ensure that mentoring is a key component of their staff development work. The Annual University Research Audit (AURA) for 2017 identified that mentoring is a significant component of the work of the 14 Centres.			
3.1; 3.8 4.5	Formalisation and rollout of central University mentoring scheme that allows for participants to be paired according to the identified learning need. Programme to be launched for the 2016/17 academic year and rolled out over the following year with a view to participation in the scheme by at least 10% of those on research contracts.	PO-OD	April 2018	
	Progress Report 2018 The development of a formal mentoring programme has been initiated, with OD ensuring that senior staff, Deans and Directors of Research and Enterprise (DORE), put themselves forward as mentors, cascading downwards. This scheme provides the foundation to mentoring, with local School/Research Centre mentoring for research staff delivering the individual needs. The Annual University Research Audit (AURA) for 2017 identified mentoring as a significant component of the work of the 14 Centres.			**A-O**
3.3	To review opportunities for researchers to gain experience in the non-academic sector.	CRS	July 2017	
	Progress Report 2018 The review has been carried out. The Knowledge Exchange Institute has been involved in supporting academics via Knowledge Transfer Partnership (KTP) and Knowledge Exchange Voucher (KEV) which provides £4,000 bursaries to postgraduate research students. The voucher supports students to work with an industry or non-profit organisation on a commercial project that is relevant to their studies**.** Engagement with in-house tenant SMEs such as Fund Surfer (crowdfunding awareness, IT and data), Foot Prints Scenery (the arts) and Total Ace (construction). One individual who has directly benefitted from the KEV scheme became a recipient in March 2017. KEV's recipient's research identified untapped energy resources in partnership with London Underground Limited. At present, LSBU have five active KTPs across three disciplines as well as within Research, Enterprise and Innovation.			**A-O**
3.3; 5.2	Creation and development of cross-school networking opportunities for researchers in the form of themed workshops. At least 8 workshops by April 2018.	CRS	April 208	
	Progress Report 2018 This has been achieved, with ten specific workshops delivered. REI has organised a number of sessions during the 2017-18 Semester, and with five networking events			**A**

	delivered to the close of April 2018: Horizon 2020 UKRO, November 2016; Japan Society for Promotion of Science, February 2017; and British Academy Funding Opportunities, March 2017. Research and Enterprise networking forums were held to engage academics from across the university, REI staff and external speakers. Five sessions have been held, Clean Energy (May 2016), The Digital Economy (July 2016), Global Challenges (Nov 2016), Healthy Ageing (Nov 2016), Smart Cities (April 2017). The launch of the London Academy in July 2017 has improved the capability and opportunities to achieve this. Two Research Induction sessions were run in 2016 and 2017 that provided the means of networking, and other networking opportunities were provided by the London Doctoral Academy environment.			
3.6	Review and rewrite of the Research Support Handbook to update procedures and present the information in a more accessible and user-friendly format. Follow up to assess effectiveness through organisation of a focus group with researchers.	CRS	April 2017	
	Progress Report 2018 This has been completed. The REI Compliance and Systems team published *A Guide for Academics*: *Winning and Managing Research and Enterprise Income Generating Projects*, in October 2016, accessible https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-funding. Training events on research funding have been developed and delivered and form part of the new Research and Enterprise Events Calendar, which is available at https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar.			A
3.7	To increase opportunities for researchers to supervise through enhanced provision of training for supervisors including, Epigeum on-line training; a series of face-to face workshops covering elements such as the internal LSBU regulations and the supervisor-student relationship. To increase the number of researchers involved in supervision by at least 15% by April 2018.	CRS	April 2018	
	Progress Report 2018 The number of researchers involved in supervision has increased by 8% on a trajectory to achieve target in 2018-19. Dedicated training schemes have been developed in Health and Social Care and Business Schools/ Epigeum is promoted across all schools. There have been 15 completions to date, which have been ratified at the University Board of Studies (RBoS). Each one counts for one doctoral level supervision achievement. Doctoral training sessions have been developed and are logged on the Research and Enterprise Events Calendar, available at https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar.			A-O

	The University's new PGR Manager system was introduced in February 2017, and rolled out in September. All Supervisors and potential supervisors were trained by the Postgraduate team in the use and application of the system, and in the roles and responsibilities of supervisors.			
3.9	Continue annual poster competition. Increase participation in the poster competition by 10% for 2016 and 2017.	CRS	July 2016; July 2017	
	Progress Report 2018 This has been achieved. The annual poster competition was run as part of the Summer School in 2015, 2016 and 2017. Participation in the 2017 competition showed an increase of 20% on 2015. Poster training sessions were instigated in 2016 and form part of the Research and Enterprise Events Calendar: https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar. One of the posters, that of Omar Abo El-Azayem, was selected for the 'STEM for Britain poster competition' (45 applicants were successful from 800) held at the House of Commons, March 2018.			A
3.9	Further integrate researchers from all stages of the research-career cycle into the Research Summer School Programme for 2016. Increase participation in the Summer School Conference of staff on research contracts by 20% July 2017 compared to 2016.	CRS	July 2017	
	Progress Report 2018 This has been achieved. Staff participation in the Summer School was strong. The Staff research cycle, and the Researcher Development Framework formed the basis for this. Staff engagement from 2016-2017 increased by greater than 50%. Participation is being promoted for all researchers.			A

PRINCIPLE 4

The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

Clause	ACTION	LEAD	TIMEFRAME	STATUS
4.2	Further development and review of the Key Skills and REI training programme to a) move bookings to the central staff development system so that the success of the programme can be better measured via resulting L&D metrics and participation rates. Target to increase participation by at least 20% by Spring 2017.	CRS	April 2017	

Clause	ACTION	LEAD	TIMEFRAME	STATUS
	Progress Report 2018 This has been partially achieved. All courses are advertised on the Research and Enterprise Events Calendar (https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar), with booking through the central OD iTrent system. All courses are available through this route, as well as through direct booking through OD. Participation rates have risen from 749 (2014-15), 804 (2015-16) to 828 (2016-17). This has been tempered by changes in the promotion of courses by OD, though on a trajectory to deliver target in 2018-19			**O-A**
4.3	Liaise with Academic Staff Development Unit to identify routes for teacher training given that this is no longer provided directly at LSBU. Success measured by clear route for training opportunities and the uptake of this by researchers.	CRS	September 2017	
	Progress Report 2018 This has been partially achieved. Positive approaches have been made, with dialogue between REI and CRIT to examine the possibilities for professional development training for teaching. This has taken the form of detailed work with CRIT and OD to further develop opportunities. This requires more development, but the establishment of CRIT demonstrates a commitment to the principle.			**O**

RESEARCHERS' RESPONSIBILITIES

PRINCIPLE 5

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

Clause	ACTION	LEAD	TIMEFRAME	STATUS
5.2	Series of impact and parliament training for researchers to better understand how to communicate policy relevant research results. Initial success measured by participation of researchers and follow up on activity.	CRS	September 2016	
	Progress Report 2018 This has been achieved. Impact training has been rolled out by the Impact Manager in CRS, with training sessions provided for all researchers and academic staff and bespoke training organised and delivered for the schools. Impact training formed part of the Research and Enterprise Events Calendar https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar),			**A**

	and was offered twice a year in 2017-18. In addition, 50% of schools have received bespoke and subject-specific training. The impact of LSBU's research has been made available online at http://www.lsbu.ac.uk/__data/assets/pdf_file/0006/60549/research-enterprise-innovation-impact-brochure-2016-17.pdf			
5.2	To review opportunities for researchers to engage with local non-academic organisations including local SME's.	RCG	July 2017	
	Progress Report 2018 This is ongoing. A series of networking forums was held 2016-17, organised by the Impact Manager to engage academics from across the university, REI staff and external speakers. Five sessions have been held, Clean Energy (May 2016), The Digital Economy (July 2016), Global Challenges (Nov 2016), Healthy Ageing (Nov 2016), Smart Cities (April 2017). These enabled academics and researchers to engage with REI, academics and SMEs. The enterprise engagement day in 2017 involved the REI Entrepreneurs in Residence engaging in the training and development of early career researchers and PGR students. This enabled researchers to consider the roles of SMEs and to identify enterprise opportunities, including KEV vouchers and industrially funded PhDs.			**O-A**
5.6; 4.3	To map training and resources to the RDF Planner tool, continue the roll out of the RDF Planner training sessions with a view to increasing the number of researchers using the Planner by 50% by April 2018.	CRS	April 2018	
	Progress Report 2018 This target has been modified in the light of a change in LSBU's approach to researcher development has been refocussed to ensure that there is a whole life approach to development, from PGR to Professor, with focus on PGR and ECR. The RDF planning wheel is now embedded in all training sessions, and gives a focus to the development of PGR/ECR students and staff. The REI training calendar was updated and amended to take this into account. https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar), The use of the RDF online planning tool has been in part been superseded by the introduction of the University's new PGR Management System, which allows for the setting of research training and development objectives, the formulation of a training plan, and the recording of activities and resources. This is now actively used by all PGRs, supported by a dedicated training handbook 'The Key Skills Development Programme', which was published in 2017.			**O-A**

Clause	ACTION	LEAD	TIMEFRAME	STATUS
	The Research and Enterprise events calendar presents training sessions according to stage and RDF domain, ensuring that all training delivered is both timely and effective https://our.lsbu.ac.uk/article/academic-life/research-and-enterprise-events-calendar). The London Doctoral Academy Key Skills Development Programme (KSDP) was refined and rolled out in August 2017, and is the foundation for the skills training delivered by the LDA. All the LDA sessions are available to ECRs.			
5.6	To undertake a series of rollout sessions with staff in all Schools in relation to the Researcher Development Strategy, what it is, support for researchers at the University and how to access that support. Minimum one rollout session per School by April 2017.	CRS	April 2017	
	Progress Report 2018 This has been achieved.The Research Environment Manager (REM) held a series of sessions with the seven Directors of Research and Enterprise (DoRE), and Directors of Postgraduate Research (DPGR) from all seven Schools of the University in order to gather details and roll out the programme of Researcher Development Sessions. Secondly, the REM and other REI representatives attended school meetings, Town Halls, and Research Away Days for five Schools up to 2017. In order to develop the programme further, the pathways for researcher development will be further enhanced and rolled out in the new academic year 2018-2019.			A

DIVERSITY AND EQUALITY

PRINCIPLE 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

Clause	ACTION	LEAD	TIMEFRAME	STATUS
6.1; 2.3	Development of an online platform for Unconscious Bias training. Since this training is mandatory, success will be measured by participation.	PO-OD	September 2016	
	Progress Report 2018 This has been achieved. Since September 2016 LSBU have developed an online Unconscious Bias training, which is embedded into the mandatory equality, diversity and inclusion training for all staff including research staff. It is noted that 46 participants			A

	successfully completed online Unconscious Bias training. In addition, PO-OD have delivered face-to-face Divisional level unconscious bias training for ACI with additional sessions planned for BUS and BEA schools.			
6.1; 1.4	To make 'live' the approved Action Plan for Equality, Diversity and Inclusion. Target is the subsequent achievement of the designated actions.	PO-BS	November 2016	
	Progress Report 2018 This has been achieved. The EDI action plan, which is monitored and reviewed via the Equality, Diversity and Inclusion Steering group on a quarterly basis, has been deemed by the steering group as 100% complete. All actions have been completed for the 2016 EDI action plan and a subsequent revised Key EDI deliverables plan 2017-2019 has been presented to the EDI steering group and approved for 2017-2019.			A
6.3	Introduction of Dignity at Work Scheme and Speak Up Policy to train up members of LSBU staff to provide support for others in the workplace. Recruitment and training of advisors in two cohorts June and September 2016 and communications plan for informing staff about the policy.	PO-BS	January 2017	
	Progress Report 2018 This has been achieved. The Dignity at Work Scheme Launch event took place in January 2017, whereby over 14 staff were recruited and trained by an external provider for the role of a Dignity at Work Advisor. As part of Institutional wide communication plan, over 100 people attended the DAW launch, including Governors, Executive team members, middle managers and academic services. LSBU have set a DAW Network Scheme, whereby all Advisors meet as least 5/6 times a year. The DAW scheme aims to support staff who feel they are not being treated with dignity, respect and courtesy; advise staff if they feel they are being bullied and harassed; and signpost staff to further support. Key Achievements include: • DAW Launch • 14 DAW advisors recruited and trained • Attendance at various team meetings including local academic Town hall meetings and local professional services team cascade meetings to promote the DAW scheme • Developed a DAW communication plan • Setup of a DAW network meeting • Designed a DAW Logo and Marketing material • Developed DAW policy • Developed a DAW guidance manual for all Advisors			A

	• Created over 7 Communications material for DAW • Created a staff voice audio recording, of staff experiences • Created 14 DAW Advisors profiles on the intranet Since the launch of the Scheme, over 20 cases have been dealt with successfully by the DAW Advisors. The Scheme is still in the process in gaining staff confidence and promotion of the Scheme is ongoing at all School levels, as well as Professional Services monthly staff meetings.			
6.10	Submission to Athena SWAN bronze institution status in November 2016 and subsequent award of Athena SWAN bronze institution status to LSBU. Monthly meetings of working groups from May 2016 to November 2016.	PO-BS	April 2017	
	Progress Report 2018 This is ongoing. The Athena SWAN Self-Assessment Team (SAT), which is integrated in our governance framework continue to progress the Athena SWAN Institutional action plan to ensure we deliver positive outcomes. SAT has already undertaken key activities, such as ensuring diverse candidates in appointments, improving the quality of our data and narrowing the gender pay gap. The Sat Team met monthly from May-November 2016. Please note, LSBU submitted an application for Athena SWAN Bronze Award in November 2016. Unfortunately, on this occasion LSBU were unsuccessful. However, LSBU continue meeting as the ATHENA SWAN SAT team to progress the work on Gender Equality throughout the Institution. LSBU's profile at ECR and Lecturer/Senior Lecturer grades is in line with the national average with approximate parity of male/female staff; at Professor grades, LSBU achieves a 54/46% female/male ratio, which challenges the norm of 24/76% as identified by UKCGE. LSBU is working towards achieving its Athena SWAN institutional Bronze in 2019.			**O**

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.

Clause	ACTION	LEAD	TIMEFRAME	STATUS
7.2	To participate in 2017 CROS and PIRLS exercise and PRES. Increase participation rates by at least 10% in comparison to the 2015 exercise.	CRS	Summer 2017	
	Progress Report 2018 This has been achieved. LSBU participated in the CROS, PIRLS and PRES survey for 2017. The PIRLS survey saw a 100 per cent increase of participation (compared against 2015), with an overall positive feedback and some useful points for development. This is true also of participation in the associated and allied PRES survey, which saw the university increase its position relative to the standards so that it was it the upper two percentiles. Participation in the CROS survey had lower rates, and greater emphasis will be placed on these in 2019. Key highlights PIRLS: The vast majority agreed that LSBU recognised and valued their contributions to academic collaborations (including interdisciplinary and international collaborations), advancing their own research area, establishing collaborations outside HE sector good research conduct (ethics, intellectual property, etc.), research outputs (including publications), and securing research funding. Most of the respondents strongly agreed on the importance of these activities in being a successful PI/research leader. Individual comments dealt with the appraisal procedure. With the new staff appraisal system (iTrent) implemented in 2017, a more transparent and streamlined process will take shape. Key highlights PRES: LSBU's top 3 categories which postgraduate researchers were most satisfied with were Supervision (88%), Research Skills (87%), and Professional Development (84%).			**A-O**