

**HREiR Action plan for London South Bank University 2022-2025**



**Details**

<b>Institution name:</b>	<b>London South Bank University</b>
<b>Cohort number:</b>	<b>10</b>
<b>Date of submission:</b>	<b>July 2022</b>
<b>Institutional context:</b>	<p>London South Bank University (LSBU) is a diverse and enterprising civic university with a research strategy that addresses real world challenges. LSBU is headed by the Board of Governors, responsible for overseeing the University's activities, and the University Executive, responsible for 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 Committee, the Research board of Study and Student Experience Committee. LSBU comprises six Schools (Arts and Creative Industries, Applied Sciences, Built Environment and Architecture, Business, Engineering, Law and Social Sciences), and the Institute of Health Care and has an academic staff base of some 321 teaching and research staff. Currently, there are 41 contract researchers. Research activity is driven by 12 Research Centres, which underpin LSBU's research excellence strategy and work with Research Groups to enable researchers to cohere around emerging research themes, and to support the development of early career researchers. The Annual University Research Audit (AURA) collects data that ensures that all researcher achievements are recorded and recognised. The University is committed to the development of its researchers, from early stages to senior leadership, 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 Organisational Development (PO-OD). This Group reports to the University Research Committee 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	41	Criteria from the 2020/2021 Staff HESA Return: employed on census date, FTE > 0
Postgraduate researchers	352	This number is taken from the 2020/2021 HESA PGR Return, and is the full number of enrolled students during the last academic year, including all completions. This number is subject to change due to completions, withdrawals and three intakes per year.
Research and teaching staff	321	Criteria from the 2020/2021 Staff HESA Return: employed on census date, FTE > 0
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (provide numbers and details):		

*Complete for submission*

*To be completed only when reporting on action plan*

	Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact 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.	Expansion of the RDG to ensure all staff are engaged. Regular meetings (quarterly) to maintain continuity of actions across the University	No	Jan, Apr Jul, Oct 2023, 2024, 2025	HRO RDG	Minutes of the meetings to record actions; awareness of the concordat at School level measured through AURA responses, with the aim to increase year-on-year by 10%.		<p>The RDG held minuted meetings in 2022 (20 Oct., 1 Dec.), 2023 (27 Apr., 25 May; 29 June; 6 Sept.) which ensured that all staff were aware of the Concordat, and this was cascaded down from the School ADREs.</p> <p>In 2023-24 LSBU underwent a restructure and reappraisal of activities relevant to researcher development, with the appointment of a new PVC Research, and a temporary cessation of the RDG, together with AURA which was also placed on hold as the PVC R&amp;I established a new research strategy. Following a review of actions, the RDG was re-established on 31 Nov. 2024, with regular meetings resumed for 2025 (6 Mar., 10 Jul.). During the period of cessation, the PVC R&amp;I held discussion meetings with a range of cohorts aimed at examining the future of research and researcher development, including PGRs, ECRs, Researchers; ADREs and other interest parties with a total pf 218 individual researchers.</p> <p>Their views were captured and used to inform the development of the strategy, with a total of 24 individual members of staff contributing directly to the development of the Research Strategy and Innovation Strategy 2030 that resulted: (<a href="https://www.lsbu.ac.uk/media/old/pdf/working-papers/PRO-REI-R-and-I-strategy-2030.pdf">https://www.lsbu.ac.uk/media/old/pdf/working-papers/PRO-REI-R-and-I-strategy-2030.pdf</a>)</p>	<p>The cessation of the AURA process means that this measure cannot be applied, though this has been supplanted by a new scheme based around the CEDARS measures.</p> <p>However, the RDG held minuted meetings in 2022 (20 Oct., 1 Dec.), 2023 (27 Apr., 25 May; 29 June; 6 Sept.), which ensured that all staff were aware of the Concordat, and this was cascaded down to all staff from the School ADREs.</p>	Ongoing. The re-establishment of the RDG in November 2024 means that this can be carried forward.
EC12	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	Establishment of the Inclusive Researcher Group (IRG) in 2022 to oversee policies and actions relating to this obligation. The IRG reports directly to the University Research Committee (URC) with overall responsibility for research policy and is informed by the recommendations of the IRG. Action to ensure appropriate reporting of IRG to URC.	No	Annual reporting, May 2022, 2023, 2024, 2025	APVC-R HIRG	Minutes of the URC meetings to record actions pertaining to IRG actions; target to include oversight of these actions at URC leading to standing discussion at each meeting.		<p>The IRG was established in 2022 with the aim of providing an independent body of researchers to consider and monitor conditions and inequalities relating to research at LSBU reporting to both the RDG and the URC. Their main product was a bench-marking report that examined inequalities in the research environment across universities in the UK, carried out by a dedicated Research Assistant. Accordingly, the IRG reported to the URC (now URIC) over the period under review, and further work was considered following the report provided, as noted at the URC.</p> <p>Following the largescale restructuring of the university in 2024, reappraisal of activities relevant to researcher development (2023-24) the work of the IRG is now supplanted by a system of EDI Representatives in each of the three Academic Colleges (following the merger of the seven academic schools) forming the EDI Advisory Group. As of 2025, the Inclusive Researcher Group was officially merged with EDI Advisory Group, reducing complexity and ensuring all research related EDI considerations feed into College Research &amp; Innovation Committees and REF groups.</p>	In line with the actions, the IRG actions reported in the URC/URIC meeting of 9 February 2022. The IRG was suspended in 2024, and now supplanted by EDI Representatives in the Academic Colleges and the creation of an EDI REF group that will carry forward the responsibilities of the former IRG, to be addressed in the action plan for 2025-28.	Completed and supplanted by the new College system of EDI representatives reporting to the EDI lead
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.	Embedding of Annual University Research Audit (AURA) into the Research Development Group and hold regular meetings in order to determine: (1) purpose of AURA (in line with DORA principles); (2) data capture relating to research outputs and impact; (3) relationship to appraisal cycle so that line managers are better able to support and develop staff; and (4) capture of best practice activities relating to mentoring and development of researchers (i.e. ECR/ Established Researcher). AURA outcomes are reported to URC, with cascade through: 1, discussion at RDG; 2, annual review on School forums; 3, discussion at Research centre reviews; 4, dissemination via staff Communication channels via the intranet.  The IRG was established in September 2021 in order to foster a more inclusive and supportive research environment at	Yes  No	Jan, Apr Jul, Oct 2023, 2024, 2025  1&2: Sept-Nov. 2022; 3: Dec 2022-Jan 2023; 4, 2024	APVC-R HRO RDG  HIRG, URC	Annual survey completed with responses from all staff with responsibility for research, with 90% response rate from SRR cohort, and 75% from other T&R colleagues. Reporting at URC, reflected in the minutes  Employment of Research Assistant and Development of		<p>In 2023-24 LSBU underwent a restructure and reappraisal of activities relevant to researcher development with the appointment of a new PVC Research. Following a review of actions, AURA was placed on hold while the PVC Research established a new research strategy, published in 2025 as the LSBU <i>Research and Innovation Strategy 2030</i>. The replacement AURA is now in a development phase, with a new system in line with CEDARS that will capture the quality of the research environment that is in line with the new Research Strategy.</p> <p>To supplement this, and garner views from a range of researchers, a series of research meetings consultation meetings were held with the PVC Research in 202-24 with a range of interest groups, specifically: PGRs, ECRs, Researchers; ADREs and other interest parties with a total pf 218 individual researchers. Their views were captured and used to inform the development of the strategy.</p> <p>A Research Assistant was employed by IRG and their report was delivered to the IRG in February 2022, leading to a range of recommendations that were delivered to the URC. The RA had a contract extension, but left before they could report on further progress.</p>	<p>The cessation of the AURA process means that this measure cannot be applied. The re-establishment of the RDG in November 2024 and means that this target can be carried forward.</p> <p>For 2026, AURA will be relaunched in a way that addresses these issues and aligns with the CEDARS survey such that a fuller idea of the health of the research environment is registered. AURA to be ran in the intervening years between participation in CEDARS.</p> <p>The report identified the following inequalities and proposed the following actions for the URC that formed part of the IRG work plan for 2023-24 until cessation of their work plan: 1, Improvement in intersectionality to improve diversity across all roles; 2, Commit to ringfenced investment for development of networks and targeted EDI work; 3, Invest in rewards and recognition, refocussing institutional schemes and creating new</p>	Ongoing; actions for the period 2025-2028 in establishing a replacement for AURA  Completed: work now carried forward by the new College system of EDI

		LSBU, strengthening the university's research profile, increasing its REF submission and SRR staff target; retaining staff; implementing the EDI strategy; establishing LSBU as a leader for inclusive research practice. The IRG workplan includes: 1, compilation of data on existing inequalities; 2, examination of the state of the field; 3, evaluation of the existing EDI/Research initiatives and their impact on inclusivity; 4, development of pilot studies and implementation of actions				reports for URC, 2022-23, leading to actions to improve the research environment in relation to the findings identified by the research, in 2023-24		The report identified six main areas for actions which were to be considered through the work plan of the IRG. To carry the work though to conclusion a 2023/24 a staff survey was carried out by the IRG in order to consider the impact of the identified inequalities.  Following the largescale restructuring of the university in 2024, reappraisal of activities relevant to researcher development (2023-24) the work of the IRG is now supplanted by a system of EDI Representatives in each of the three Academic Colleges (following the merger of the seven academic schools) forming the EDI Advisory Group. As of 2025, the Inclusive Researcher Group was merged with EDI Advisory Group, reducing complexity and ensuring all research related EDI considerations feed into College Research & Innovation Committees and REF groups.	opportunities; 4, Tackle bullying and harassment through a consistent framework; 5, Improve accessibility for all through training and skills support; and 6, Commit to policy-drive change across the board. These points were raised at the URC and considered therein.	representatives, reporting to the EDI lead
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	Establishment of the Inclusive Researcher Group (IRG) to inform and influence actions and policies relating to researchers; employment of RA to benchmark LSBU research cohort to the sector norms, and support the actions of the group and to build recommendations, to be incorporated into the URC.	No	Sept 2022 to Sept 2023	HIRG URC	Employment of RA for the IRG in September 2022, in order to carry out review and research good practice and applications; these to be enacted as part of policy directions by the URC, 2023-24		A Research Assistant was employed by IRG and their report was delivered to the IRG in February 2022, leading to a range of recommendations that were delivered to the URC. The RA had a contract extension, but left before they could report on further progress.  The report identified six main areas for actions which were to be considered through the work plan of the IRG. To carry the work though to conclusion a 2023/24 a staff survey was carried out by the IRG in order to consider the impact of the identified inequalities.  Following the large-scale restructuring of the university in 2024, reappraisal of activities relevant to researcher development (2023-24) the work of the IRG is now supplanted by a system of EDI Representatives in each of the three Academic Colleges (following the merger of the seven academic schools) forming the EDI Advisory Group. As of 2025, the Inclusive Researcher Group was merged with EDI Advisory Group, reducing complexity and ensuring all research related EDI considerations feed into College Research & Innovation Committees and REF groups.  To supplement this work, the new PVC Research held a range of workshops with researchers in 2023 with a range of interest groups, specifically: PGRs, ECRs, Researchers; ADREs and other interest parties with a total pf 218 individual researchers. Their views were captured and used to inform the development of the strategy.	The RA's report identified the following inequalities and proposed the following actions that formed part of the IRG work plan for 2023-24 until cessation of their work plan: 1, Improvement in intersectionality to improve diversity across all roles; 2, Commit to ringfenced investment for development of networks and targeted EDI work; 3, Invest in rewards and recognition, refocussing institutional schemes and creating new opportunities; 4, Tackle bullying and harassment through a consistent framework; 5, Improve accessibility for all through training and skills support; and 6, Commit to policy-drive change across the board. These points were raised at the URC for February 2022 and considered therein.	Completed; other actions to follow relating to the work of the College EDI representatives
<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 workload model for all staff, ensuring that appropriate allocation is made for staff to carry out appropriate levels of research activity.  Development of Early Career Researcher support strand within the London Doctoral Academy to help develop the careers of Research-only and contract-research staff. Support mechanisms to include bespoke training, network development, mentoring and bidding for research development funds  Increase in the Significant Responsibility for Research (SRR) cohort within LSBU. SRR is currently defined as those with ~20% of the	No  No  Yes	Commence Oct. 2022 - 2023 (start)  Pilot Sept 2022, roll-out in 2023 and further development 2024-25  By June 2025	Provost, APVC-R  APVC-R HRO LDA  Provost, APVC-R ADeans	Establishing a universal workload model applicable to all schools and mapping research hours, leading to consistency of approach, and transparency that applies across LSBU Schools, leading to follow-on actions 2024-25  Development of a cohort of 10 ECRs in the first instance; establishing bespoke training and development with 80% satisfaction  Increase in SRR tagged researcher cohort by 50%		Between October 2022 and November 2023, a Workload Allocation Working Group, led by the Provost and including academics, professional services staff and UCU representatives, developed proposals for a standard approach to, or 'model' for, AWP at LSBU. The findings identified the significance of research in its paragraph 6.2: 'Research and scholarly activities play a vital role in career development of academic staff, as well as in delivering the strategic objectives of the University.  Recruitment of the ECR Ambassador in 2022 permitted the development of a new approach to the support of ECRs, with the advice and support of the LDA. The new ambassador consulted widely within the ECR community and created a training and networking programme that worked with the 'ignite your career' scheme (now 'Springboard'), The programme involved training support for all aspects of the research environment. Though the initial ambassador left in 2023, a new one was appointed who has delivered on bespoke training opportunities, with a training schedule for 2024-25 including 33 training sessions.  The reorganisation of the university, including changes to school structures, re-focus on specific areas of research and teaching capability, and the development of academic colleges has meant a different priority. The University's strategic objectives for 2030 are set out in its <i>Research and innovation Strategy 2030</i> with expectations that this will grow to 350	This report was published on Connect (the intranet; <a href="https://connect.lsbu.ac.uk/page/4562?SearchId=1681998">https://connect.lsbu.ac.uk/page/4562?SearchId=1681998</a> ) and made available for all staff. Research is supported through a workload allowance of 175 hours pro rata for Self-managed Scholarship and Research, with individual allowances for additional R&I activities. The AWP cycle for each academic year starts from March onwards, with indicative workloads for each academic year using the tariffs agreed in the AWP Framework, including that of research.  A standard workload allowance of 175 hours (pro rata) for self-managed research and scholarship will be given to all academic staff on Grades 7-10.' This led to the implementation of the universal workload model that is now in place.  The ECR training schedule for 2024-25 including 33 training sessions. Feedback received from five sessions from 23.9.2024-17.1.2025 gave an overall satisfaction rating of 85%, with none of the sessions dropping below 80%.  SRR entered in REF 2024 was 189. The REF guidance indicates that all staff on Research and Research and Teaching contracts will be eligible for consideration as part of the future REF 2029 exercise.	Completed  Ongoing  Ongoing, with revised objectives in line with the Research Plan

		workload assigned to research activity; this will have the effect of increasing the significance of research within the university, and ensuring colleagues have time to engage with research activity				through assignment of time allocations		<p>the SRR by 2030. The targets set are, however, tempered by changes as part of the planning for REF 2029, which sets out in its advice documents (<a href="https://2029.ref.ac.uk/news/update-to-the-hesa-staff-record/">https://2029.ref.ac.uk/news/update-to-the-hesa-staff-record/</a>) that analysis of HESA returns of staff on Teaching and Research contracts will form the basis for submissions</p> <p>A Research Assistant was employed by IRG and their report was delivered to the IRG in February 2022, leading to a range of recommendations that were delivered to the URC. The RA had a contract extension, but left before they could report on further progress.</p> <p>The report identified six main areas for actions which were to be considered through the work plan of the IRG. To carry the work through to conclusion a 2023/24 a staff survey was carried out by the IRG in order to consider the impact of the identified inequalities.</p> <p>Following the large-scale restructuring of the university in 2024, reappraisal of activities relevant to researcher development (2023-24) the work of the IRG is now supplanted by a system of EDI Representatives in each of the three Academic Colleges (following the merger of the seven academic schools) forming the EDI Advisory Group. As of 2025, the Inclusive Researcher Group was merged with EDI Advisory Group, reducing complexity and ensuring all research related EDI considerations feed into College Research &amp; Innovation Committees and REF groups.</p>		
		Consideration of the barriers to participation in research for communities, particularly in relation to neurodiversity by the IRG.	No	Jan-March 2023, Actions developed 2024, 2025	IRG, URC	Development of actions relating to perceived barriers and recommendation to the URC		<p>The report identified the following inequalities and proposed the following actions that formed part of the IRG work plan for 2023-24 until cessation of their work plan: 1, Improvement in intersectionality to improve diversity across all roles; 2, Commit to ringfenced investment for development of networks and targeted EDI work; 3, Invest in rewards and recognition, refocussing institutional schemes and creating new opportunities; 4, Tackle bullying and harassment through a consistent framework; 5, Improve accessibility for all through training and skills support; and 6, Commit to policy-drive change across the board. These points were raised at the URC for February 2022 and considered therein.</p>	Completed; other actions for 2025-28 relating to the work of the College EDI representatives	
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	Menopause events and training Wellbeing module delivered at Good Managers Programme Launch employee engagement survey with well-being questions Mental Health Awareness Training for Managers (how to support staff and themselves) – July 2022 Menopause Awareness training for staff and managers	No	July 2022, and then annually, 2023-2025	P-OD	Minimum of two courses each year. Evaluation in terms of staff satisfaction and staff engagement scores, achieving Satisfaction 80% + (good excellent)	<p><b>1.Menopause events and training.</b> There were two versions of the menopause awareness training, one for all staff and one for managers, held each year from 2022-24, a minimum of two courses per year. Monthly Menopause cafes were also held, and an example of the invitation is here: <a href="https://www.eventbrite.co.uk/e/lsbu-menopause-monthly-cafe-come-along-to-chat-share-or-simply-listen-tickets-608773577157?msocid=0d203e05cafd6f6728cb2bfacbd6e3d,again">https://www.eventbrite.co.uk/e/lsbu-menopause-monthly-cafe-come-along-to-chat-share-or-simply-listen-tickets-608773577157?msocid=0d203e05cafd6f6728cb2bfacbd6e3d,again</a></p> <p><b>2.Wellbeing module within Good Managers Programme</b> was a session that comprised week two of the 20-week course managers': it had 15 participants, 2021/2022, and 14 participants 2023/2024.</p>	<p>A minimum of two courses were held per year 2022-25, and monthly Menopause cafes were also held. Unfortunately, data regarding satisfaction rating and feedback for these sessions has been lost due to a member of staff leaving the organisation and not handing over their Eventbrite account, so it is difficult to evaluate impact, though it was known they were well received.</p> <p>Satisfaction rating for the programme met the standard of 80%, with another success measure being that the average response to the question 'I foster well-being amongst my staff' rising from an average of 4.6 prior to the course, to 5 (on a scale of 1-5)</p>	Completed	
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Act on recommendations of the Staff Circumstances group set up as part of LSBU's preparations for REF 2021 and continuing. Developing an <b>annual survey</b> , as part of the Annual University Research Audit (AURA), of <b>circumstances/</b> academic well-being. These results to be disseminated to the IRG, and RDG, with recommendations to the URC for action	No	Annual survey Oct 2022, 2023, 2024, 2025	APVC-R, HRO, IRG RDG URC	Delivery of the survey, compilation of the results and discussion at IRG/RDG before development of actions at URC, 2023-24	<p>The findings were of the Staff Circumstance Group were discussed at the URC for 18. 5. 22, which noted the recommendations of the paper, which had been incorporated into a Staff Circumstances action plan.</p> <p>Since 2023/24, LSBU increased its number of <b>Dignity at Work Advisers</b> who are trained volunteers who act as confidential sources of support for staff around bullying, harassment and sexual harassment. Over the past year (2024/25), the number of trained Dignity at Work Advisers has increased from nine to 20 with this group having good diversity across all protected characteristics (most notably gender, ethnicity, disability and sexual orientation) to ensure any member of staff needing an Adviser can speak to someone who shares their background, identity or experience. Advisers receive comprehensive induction and ongoing supervision delivered by the EDI team, have clear role outlines, individually password-protected conversation logging documents, and agreed time set aside with their line managers to undertake the role (one hour a week). An improvement made recently (in addition to staff being able to be allocated a Dignity at Work Adviser by the EDI team) is to have Adviser photos, biographies and contact details on our intranet so staff can identify and approach them for support themselves. This is working well as staff can now choose Advisers with similar characteristics, or in an unconnected area of the business to increase their comfort and confidence in coming forward.</p>	<p>The Committee noted that REF requires universities to confirm that its researchers have had sufficient time to complete their research. LSBU assumes all researchers that have submitted research to REF had adequate time. A workload allocation model was developed by the Provost, such that research is supported through a workload allowance of 175 hours pro rata. This WLM has now been rolled out from 2025 onwards.</p> <p>LSBU's expansion of <b>Dignity at Work Advisers</b> 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, harassment and sexual harassment. Altogether, this campaign has seen:</p> <ul style="list-style-type: none"> <li>a 17-percentage point increase in staff agreement that we are active in tackling bullying, harassment and discrimination (from to 48% in 2023/24, to 61% in 2024/25)</li> <li>an increase in the number of staff reporting concerns via the Report and Support platform (from 17 in the 12 months prior to our new approach being launched, to 13 in the five months since) allowing for early intervention with support from the HR Business Partnering and EDI teams</li> <li>a small increase in the number of bullying, harassment and sexual harassment cases brought directly to our HR Business Partnering team (from three in 2023/24 to four in 2024/25)</li> </ul>	Completed	
		Promotion of Enhance the Feeling Good Working Better programme with more development sessions that help build resilience, understanding and empower staff. Recruitment and training of new Mental Health and Dignity at Work Champions	No	Sept 2022 Increasing advisors by Sept 2023	P-OD EDI	Increased uptake of the Scheme, with minimum of 30 in the first year, rising annually. Increasing number of Mental Health & Dignity at Work advisors increase by 5%. Effectiveness to be correlated with statistics of sick leave associated with reported mental health issues			Ongoing - the current institutional approach to staff bullying, harassment and sexual harassment, including Dignity at Work Advisers, will continue as BAU.	



						for 2024-25, with the aim of increase the MHW outcome and decrease in BH, 10%		the <a href="#">Civil Service</a> ), though further engagement is planned to increase completion rates.  LSBU's employee assistant programme provider, CiC Wellbeing, reports on usage (latest report is 31st May 2025) and share key findings reported through their services. The EAP usage rate is 3%, number of contacts totalling at 66 (54 phone calls, 7 emails, 5 online chat sessions). This provides insights on potential wellbeing training and resources LSBU can offer staff, including Neurodiversity, Building Community for Mental Wellbeing and Recognising opportunities in change. These initiatives show that cross functional collaboration is happening in the university, along with multiple feedback channels including staff pulse survey and wellbeing survey to collect feedback from staff.	CiC Wellbeing, reports on usage (latest report is 31st May 2025): EAP usage rate is 3%, number of contacts totalling at 66 (54 phone calls, 7 emails, 5 online chat sessions). This provides insights on potential wellbeing training and resources we can offer staff, including Neurodiversity, Building Community for Mental Wellbeing and Recognising opportunities in change.	
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	Continuation of the work of the EDI leads and Dignity at work champions ( <a href="https://our.lsbu.ac.uk/article/LSBU-and-You/bullying-and-harassment-support-available">https://our.lsbu.ac.uk/article/LSBU-and-You/bullying-and-harassment-support-available</a> ) Relaunch of intranet pages in 2022 and evaluation of their reach	Yes	Relaunched intranet May 2022, evaluation of effectiveness annually 2023, 2024, 2025	P-OD	Evaluation of the effectiveness of this so that colleagues can use the resources by survey, leading to increase in awareness; monitoring numbers and quality of reports and cross-refer to see if BH reports correlate		LSBU's approach to staff bullying harassment and sexual harassment was significantly revised in 2024/25 to meet the requirements of the Worker Protection Act. The new approach has included: <ul style="list-style-type: none"> <li>a revised Staff Bullying, Harassment and Sexual Harassment Policy</li> <li>a new 45-minute Bullying, Harassment and Sexual Harassment e-learning</li> <li>improvements to our Report and Support platform</li> <li>a joint LSBU and Student Union poster campaign about the platform</li> <li>recruitment, training and promotion of staff Dignity at Work Advisers (see below)</li> <li>updates to our Risk Assessment templates and guidance</li> <li>an all-staff webinar to share the new approach</li> <li>development and roll-out of a two-hour line manager training session which uses case studies co-developed with our Staff Equality Networks</li> </ul>	So far, this work has resulted in: <ul style="list-style-type: none"> <li>a 17-percentage point increase in staff agreement that LSBU is active in tackling bullying, harassment and discrimination (from to 48% in 2023/24, to 61% in 2024/25)</li> <li>an increase in the number of Dignity at Work Advisers (from nine in 2023/24 to 20 in 2024/25) available to act as confidential sources of information and support to staff across the business</li> <li>an increase in the number of staff reporting concerns via the Report and Support platform (from 17 in the 12 months prior to our new approach being launched, to 13 in the five months since) allowing for early intervention with support from the HR Business Partnering and EDI teams</li> <li>a small increase in the number of bullying, harassment and sexual harassment cases brought directly to our HR Business Partnering team (from three in 2023/24 to four in 2024/25)</li> <li>39% completion of our new 45-minute interactive Bullying, Harassment and Sexual Harassment e-learning, with further plans to mandate this as part of PDR</li> <li>positive feedback for our two-hour line manager training, with 100% reporting it was worth their time and 81% agreeing it met their individual learning objectives, with comments describing it as: "highly beneficial"; "really effective and supportive"; "It has reassured me as to what to look out for. It also helped me understand how to support someone who wants to raise an issue, however big or small they feel it is."</li> </ul>	Ongoing – now part of BAU.
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.	Procurement of providers to provide bullying and harassment/dignity at work and active bystander training to be rolled out in June 2023 and reviewed annually	No	June 2023 , annual review 2024, 2025	P-OD	Procurement of providers to provide bullying and harassment/dignity at work and active bystander training; engagement of participants with 80% satisfaction of the training.		This was not completed during the cycle of this action plan, as <b>Active Bystander Training</b> still to be developed as a follow-up/addition to our new approach to staff bullying, harassment and sexual harassment.	As the training was not provided this target was not met, but will form part of the new action plan, and being carried forward.	Carried forward
<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.	EDI training a mandatory requirement of all staff, with EDI included in other training, such as bystander training, development of a training delivery in bullying and harassment.	Yes	Annually 2023, 2024, 2025	P-OD	Rates of compulsory engagement to be 80% with a refresh every two years		<b>Mandatory EDI training</b> carried out by LSBU consists of <b>Bullying Harassment and Sexual Harassment</b> is the only mandatory EDI-related training. LSBU's approach to staff bullying harassment and sexual harassment was significantly revised in 2024/25 to meet the requirements of the Worker Protection Act. The new approach has included: <ul style="list-style-type: none"> <li>a revised Staff Bullying, Harassment and Sexual Harassment Policy</li> <li>a new 45-minute Bullying, Harassment and Sexual Harassment e-learning</li> </ul>	So far, this work has resulted in: <ul style="list-style-type: none"> <li>a 17-percentage point increase in staff agreement that LSBU is active in tackling bullying, harassment and discrimination (from to 48% in 2023/24, to 61% in 2024/25)</li> <li>an increase in the number of staff reporting concerns via the Report and Support platform (from 17 in the 12 months prior to our new approach being launched, to 13 in the five months since) allowing for early intervention with support from the HR Business Partnering and EDI teams</li> <li>a small increase in the number of bullying, harassment and sexual harassment cases brought directly to our HR Business Partnering team (from three in 2023/24 to four in 2024/25)</li> <li>39% completion of our new 45-minute interactive Bullying, Harassment and Sexual Harassment e-learning, with further plans to mandate this as part of PDR</li> </ul>	Ongoing review
		Delivery of the Athena Swan Implementation 5-year plan action: analyse training and appraisal data in year to identify any gender differences	Yes	Annually 2023, 2024, 2024	P-OD HEDI	Feedback and monitoring of training is already being done; online		P-OD has found that here was no gender disparity in appraisal completion through the Athena Swan self-assessment, and therefore there was no requirement as it stands to increase gender diversity participation. This to be kept under review.	Following evaluation, this action was not required, though is kept under review.	Completed

		in uptake and satisfaction to enable more targeted communications and continuous course redevelopment				system will allow easier monitoring by gender and other characteristics, enabling more targeted communications and continuous course redevelopment in order to increase gender diversity participation on courses by 5%					
		Development of an externally-facing webpage to evidence LSBU's compliance with Horizon Europe requirements for an Institutional Gender Equality Plan, serving as a resource hub to identify and signpost measures to support gender equality, and provide a resource for managers and researchers.	No	Under-review, available end of 2022	HPaPA Comms	Establishment of the website and use of this in the construction of bids, identified by the PaPA team		LSBU's <b>Gender Equality Action Plan</b> webpage was established and is available online at <a href="https://www.lsbu.ac.uk/about-us/mission-vision-values/equality-and-diversity/gender-equality-plan">https://www.lsbu.ac.uk/about-us/mission-vision-values/equality-and-diversity/gender-equality-plan</a> . This page sets out LSBU's aims actions and achievements towards gender equality against the Horizon requirements.	The site is externally available on the LSBU website: <a href="https://www.lsbu.ac.uk/about-us/mission-vision-values/equalityand-diversity/gender-equality-plan">https://www.lsbu.ac.uk/about-us/mission-vision-values/equalityand-diversity/gender-equality-plan</a> . showing some key improvements (such as around the increase of women in the professoriate).	Complete	
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	Establishment of EDI leads and EDI Champion roles in each school to ensure that EDI principles and practice are adhered to, and mandatory EDI training is a carried out by all staff, with annual review.	Yes	Annually 2023, 2024, 2025	P-OD	Establishment and maintenance of EDI leads and champions, increasing the number of leads by 10% in each school; at least one researcher in each school to be an EDI champion and annual review of role		Due to significant restructures in Academic schools throughout 2024, our <b>EDI Lead roles</b> were significantly revised to align with the new three-College structure. Following consultation with existing EDI Leads, the role has been made a more strategic, influencing role focussed on mainstreaming EDI into relevant workstreams across the College in collaboration with College SMTs. These roles are a two-way communication route for central LSBU EDI priorities to be implemented locally and local issues/challenges/concerns to be heard centrally. The EDI Lead role is not responsible for ensuring training completion as local managers hold this responsibility. As of March 2025, the work of the IRG has been combined with the EDI Advisory Group to ensure all research related EDI considerations feed into College Research & Innovation Committees and REF groups.	This measure was supplanted by the creation of the EDI lead roles following the creation of the three College structure.	Complete	
		The IRG to examine inequalities in approach and to advise accordingly. The IRG workplan includes: 1, compilation of data on existing inequalities; 2, examination of the state of the field; 3, evaluation of the existing EDI/Research initiatives and their impact on inclusivity; 4, development of pilot studies and implementation of actions	No	Review and recommend; Nov 2022-2023; actions following in 2024-25	HIRG	Employment of Research Assistant and Development of reports for URC, leading to actions to improve the research environment in relation to the findings identified by the research		A Research Assistant was employed by IRG and their report was delivered to the IRG in February 2022, leading to a range of recommendations that were delivered to the URC. The RA had a contract extension, but left before they could report on further progress.  The report identified six main areas for actions which were to be considered through the work plan of the IRG. To carry the work though to conclusion a 2023/24 a staff survey was carried out by the IRG in order to consider the impact of the identified inequalities.  Following the largescale restructuring of the university in 2024, reappraisal of activities relevant to researcher development (2023-24) the work of the IRG is now supplanted by a system of EDI Representatives in each of the three Academic Colleges (following the merger of the seven academic schools) forming the EDI Advisory Group. As of 2025, the Inclusive Researcher Group was merged with EDI Advisory Group, reducing complexity and ensuring all research related EDI considerations feed into College Research & Innovation Committees and REF groups.	The report identified the following inequalities and proposed the following actions that formed part of the IRG work plan for 2023-24 until cessation of their work plan: 1, Improvement in intersectionality to improve diversity across all roles; 2, Commit to ringfenced investment for development of networks and targeted EDI work; 3, Invest in rewards and recognition, refocussing institutional schemes and creating new opportunities; 4, Tackle bullying and harassment through a consistent framework; 5, Improve accessibility for all through training and skills support; and 6, Commit to policy-drive change across the board. These points were raised at the URC and considered therein.	Complete; superseded by the increased importance of the EDI Lead Roles, with actions relating to this on the 2025-28 action plan.	
<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.											
EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Establishment of a new Researcher Integrity Module using the Powerhouse Hub or similar online mode of online delivery. This to include all aspects of Integrity and involve DORA and Open Access principles. This to be promoted to all researchers/research managers	No	October 2023, annual review 2024, 2024	APVC-R HRO SBI LLR	Establishment of online course provision; obligation for all relevant staff with 20% increase in participation year-on-year		The online course was developed that considered: 1, Researcher Integrity; 2, DORA principles and 3, Open Access policies. This was made available through the online training platform and was discussed in the RDG and the URC. The expectation was that ADREs would act as ambassadors for this. However, in 2024 the online training platform was transitioned to a new provider, which meant that the training programme was taken offline.  This online training has been replaced by a series of live, in-person or online training provided Research Ethics and Integrity lead who provides this training for all PGR students twice a year, and for the ECRs and for the ADRI as required.	The course remained in 'beta mode' due to the transition to a new training platform. This has been replaced by a series of live, in-person or online training that is provided Research Ethics and Integrity lead who provides this training for all PGR students twice a year, and for the ECRs and for the ADRI as required.	Complete; new actions relate to the penetration of integrity training	
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 the new intranet and	No	Annual and ongoing; new intranet May	APVC-R HRO	Publication of contact details and reporting procedures online and within the		This is consistent with LSBU ensuring that contact details and reports are available on the website, within one click at <a href="https://www.lsbu.ac.uk/research/research-excellence">https://www.lsbu.ac.uk/research/research-excellence</a> , which has been maintained to ensure the obligations are met.	The target of publication has been achieved with the Ethics and Integrity lead (Dr Rita De Olivera) and statement of compliances for 2022-23 and 2023-24.	Ongoing	

		reporting procedures; these to be part of the training programme		2022, 2023, 2024, 2025		new intranet system; maintenance of the external facing website visibility				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	Inclusion of Researcher Integrity principles and reference to the training requirement in all post-award interviews	No	Sept 2022, reviewed annually	HPaPA	Increased awareness of researchers' responsibilities evidenced by attendance on training sessions, increasing year-on-year by 20%		Researcher responsibilities form part of all post-award conversations, which use a stand checklist that ensures that PIs and Co-Is are aware of their responsibilities in terms of Research Ethics. The re-organisation of Researcher Support, with the creation of the Research and Innovation Services, and changes to the provision of online Integrity training, and the changeover of the named Integrity lead meant that the planned training offer was not online.  This commitment is to be part of the Research Support offer from 2025-28, and will form an action in the next action plan. This follows on from the provision of training by the Research Integrity and Ethics Lead.	There was an increased awareness of Researcher Integrity as this formed part of the PGR training programme from 2022 onwards. The increased uptake expected from the provision of the Integrity training was not achieved in this cycle, but forms part of the action plan for 2025-28, with training provided by the LSBU Integrity and Ethics Lead	Ongoing, with new targets relating to these actions in the 2025-28 Action Plan.
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 URC	No	Annual and ongoing, 2022, 2023, 2024, 2025	APVC-R HRO RDG	Production of annual statement and publication online, September of each year		This was part of the online procedures, and also the training. The annual statements were discussed and ratified at the URC. The target of publication has been achieved with the integrity lead and statement of compliance for 2022-23 and 2023-24, online at <a href="https://www.lsbu.ac.uk/research/research-excellence">https://www.lsbu.ac.uk/research/research-excellence</a>	The target of publication has been achieved with the integrity lead and statements of compliance for 2022-23 and 2023-24.	Ongoing; reporting is an annual requirement
<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.	Establishment of Associate Pro-Vice Chancellor for Research overseeing this area of development.  Review of the institutional Research Strategy; Review of Institutional Research Centre Strategy and Review of PGR is to be carried out in 2022-23 and will examine these matters.  Development of Research Centre and Groups Review framework to determine the effectiveness of Research Centres, identify areas requiring development and to examine the roles of researchers at all levels within them, particularly with respect to effective contributions to policy development in this sphere, and considering whether Effectiveness of Research Centres is to be determined by Outputs, and income, and Environment (collaborations, profile, impact and Researcher development goals). Research Centre Review post-REF 2021	No  No  Yes	2-year post, March 2022-24; potential extension  Strategy Review/PGR Review June-Sept 2022 RC Review Nov-Dec 2022  Sept 2022	Provost, APVC-R  APVC-R  APVC-R RO	APVC-R in post  Acceptance of Review findings and implementation; consideration of these at URC and RDG  Review and overhaul of Research Centre Framework, examining the role of researchers in contributing leading to their greater involvement in defining policy. To be reviewed in line with future Research Centre Reviews.		LSBU took the step to establish a fixed-term Associate PVC for research in 2021-22, to oversee the portfolio of research, researcher development and the Doctoral academy. The success of this post and the recognition of the need for research leadership led to the creation of a new full time PVC Research and Innovation post.  LSBU's <i>Research and innovation Strategy 2030</i> was published in 2023 under the leadership of the PVC for Research and Innovation. The strategy was developed after a number of consultation meetings with a range of staff, ECRs and PGR students in 2023 with a range of interest groups, specifically: PGRs, ECRs, Researchers; ADREs and other interest parties with a total of 218 individual researchers. Their views were captured and used to inform the development of the strategy.  The framework for the Research Centres and Groups was created as part of the Research Strategy published in 2024. Five institutionally supported university research centres were created: <ul style="list-style-type: none"> <li>Health and Wellbeing</li> <li>Digital &amp; Data</li> <li>Bioscience and Bioengineering</li> <li>Energy, materials and Environment</li> <li>Building Future Communities</li> </ul> Together these Research Centres will: <ul style="list-style-type: none"> <li>Demonstrate outstanding leadership in research and innovation.</li> <li>Stimulate distinctive research, innovation and enterprise that benefits our local and global community.</li> <li>Drive interdisciplinary collaboration across LSBU bringing together staff with diverse interests to address LSBU mission-led themes.</li> <li>Build a self-sustaining and enriching environment with sufficient critical mass, capacity and capability for world-leading research, innovation and enterprise.</li> <li>Champion a supportive peer environment for the development of all LSBU staff and PGRs.</li> <li>Accelerate national and international collaborations, and stakeholder relationships, for impactful research, innovation and enterprise outcomes.</li> <li>Act as beacons of research, innovation and enterprise within and beyond LSBU.</li> </ul> Research centres now include ECRs and Contract Researchers in their Steering Groups ensuring that the future direction has representation from all grades.	LSBU appointed Professor Patrick Callaghan to the APVC post in 2021-22, and subsequently Professor Rodney Day was appointed to the post of PVC Research and Innovation in April 2023 ( <a href="https://www.lsbu.ac.uk/about-us/news/professor-rodney-day-joins-lsbu-to-support-and-steer-the-universitys-research-and-innovation-portfolio">https://www.lsbu.ac.uk/about-us/news/professor-rodney-day-joins-lsbu-to-support-and-steer-the-universitys-research-and-innovation-portfolio</a> )  The review findings were accepted and implemented, leading to the publication of the <i>Research and Innovation Strategy 2030</i> online here: <a href="https://www.lsbu.ac.uk/data/assets/pdf_file/0006/403566/PRO-REI-R-and-I-strategy-2030.pdf">https://www.lsbu.ac.uk/data/assets/pdf_file/0006/403566/PRO-REI-R-and-I-strategy-2030.pdf</a>  The research strategy is published online here: <a href="https://www.lsbu.ac.uk/data/assets/pdf_file/0006/403566/PRO-REI-R-and-I-strategy-2030.pdf">https://www.lsbu.ac.uk/data/assets/pdf_file/0006/403566/PRO-REI-R-and-I-strategy-2030.pdf</a>  Participation in the 2025 CEDARS survey showed that 46% of researchers recognised that the institution valued their contribution to research management, leaving the opportunity for improvement in 2025-28.  Research centres now include ECRs and Contract Researchers in their Steering Groups ensuring that the future direction has representation from all grades.	Completed; led to the recruitment of a full time PVC R&I  Completed  Completed, ongoing if review is required

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.									
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	Establishment of the Inclusive Researcher Group to examine these matters and report on their implementation	No	Annual review by IRG, Sept 2022, 2023, 2024	HIRG	Review by IRG and report to URC on progress		<p>A Research Assistant was employed by IRG and their report was delivered to the IRG in February 2022, leading to a range of recommendations that were delivered to the URC. The RA had a contract extension, but left before they could report on further progress.</p> <p>The report identified six main areas for actions which were to be considered through the work plan of the IRG. To carry the work through to conclusion a 2023/24 a staff survey was carried out by the IRG in order to consider the impact of the identified inequalities.</p> <p>Following the largescale restructuring of the university in 2024, reappraisal of activities relevant to researcher development (2023-24) the work of the IRG is now supplanted by a system of EDI Representatives in each of the three Academic Colleges (following the merger of the seven academic schools) forming the EDI Advisory Group. As of 2025, the Inclusive Researcher Group was merged with EDI Advisory Group, reducing complexity and ensuring all research related EDI considerations feed into College Research &amp; Innovation Committees and REF groups.</p>	The report identified the following inequalities and proposed the following actions that formed part of the IRG work plan for 2023-24 until cessation of their work plan: 1, Improvement in intersectionality to improve diversity across all roles; 2, Commit to ringfenced investment for development of networks and targeted EDI work; 3, Invest in rewards and recognition, refocussing institutional schemes and creating new opportunities; 4, Tackle bullying and harassment through a consistent framework; 5, Improve accessibility for all through training and skills support; and 6, Commit to policy-drive change across the board. These points were raised at the URC and considered therein.	Complete; superseded by the increased importance of the EDI Lead Roles, with actions relating to this on the 2025-28 action plan.
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.									
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 PRES and to cascade the results through the URC, RDG, Research Centres and Research Town Halls	Yes	According to relevant deadlines	APVC-R URC HRO	The aim is to increase participation rates amounting to 25% of PGR researcher population (PRES) and engage 60% of total researcher cohort (CEDARS)		<p>LSBU participated in the CEDARS process for 2025, with 121 researchers taking part, of which 89% comprised academic staff, 6% were research only contracts, 11% were postgraduate researchers and the remainder from others identifying as researchers. This the first time that LSBU has taken part in the survey, so benchmarking participation commences at this point. LSBU has committed to engaging with the survey on a regular basis and build participation from there. The benchmarking report is awaited from Vitae, and actions will be built from this report.</p> <p>LSBU participated in the PRES survey in July 2023, achieving an overall 71.8% engagement in the survey from its PGR cohort (4% higher than the national average, with the and overall satisfaction score of 83%, and relevant satisfaction scores of 81% for professional development, 88% for research skills, and 82% for resource provision, as highlighted in the LSBU Group annual review. <a href="https://www.lsbu.ac.uk/media_old/pdf/promotional-literature/LSBU-Group-Annual-Review-2022_23.pdf">https://www.lsbu.ac.uk/media_old/pdf/promotional-literature/LSBU-Group-Annual-Review-2022_23.pdf</a>.</p> <p>LSBU participated in the 2025 PRES and increased its engagement from the PGR cohort, which rose to 74.4%. Analysis of the fuller data set is in progress, and will inform the 2025-28 action plan.</p>	<p>This the first time that LSBU has taken part in the survey, so benchmarking participation commences at this point. LSBU has committed to engaging with the survey on a regular basis and build participation from there. The benchmarking report is awaited from Vitae, and actions will be built from this report.</p> <p>LSBU's participation in the PRES surveys of 2023 and 2025 met the target set (70%+ compared with the target of 60%), and has had a real impact, helping in the development of the new LSBU Doctoral College, with actions to follow in the 2025-28 action plan.</p>	<p>Ongoing, in terms of LSBU's participation</p> <p>Ongoing, in terms of LSBU's participation</p>



								<a href="https://connect.lsbu.ac.uk/Interact/Pages/Section/Default.aspx?Section=3915">https://connect.lsbu.ac.uk/Interact/Pages/Section/Default.aspx?Section=3915</a> , as well as the downloadable ONE research and Innovation newsletter, first introduced in June 2023, with twelve issues to June 2025.	though specific data are not available; these data will be collected as part of the ongoing commitment for 2025-28.	
								<p>Following the re-organisation, the first of a revitalised Research Induction event was held in December 2024: Welcome to Research and Innovation Services - which was to highlight the facilities and provide induction to these, introduce staff and the resources available via the Connect site.</p>	Participation in the 2025 CEDARS survey showed that 68% found the unit level induction useful/very useful.	
<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.										
EI3	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.	For the academic promotions exercise 21/22 LSBU piloted a personal circumstances panel which has fed through into the process for the subsequent academic years. The personal circumstances panel, chaired by the Acting Group Director of EDI, enables an assessment of the impact on the individuals prior to the main promotions panel.	No	Academic year 22/23	P-OD Acting Group Director of EDI	The panel and the promotions process are due to be fully reviewed with improvements and changes being implemented in time for the 22/23 cycle.		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.	Six members of staff utilised the Personal Circumstances Procedure in 2024/25, an encouraging increase from four in 2023/24. Outcomes and success rates are still to be analysed.	Ongoing
		Recognition of named researchers on the LSBU internal HAPLO system, permitting researcher input to applications to be identified and discussed during appraisal	No	Annually, Sept. 23, 24, 25	SBI HoD	Identification in HAPLO leading to use in the appraisal reporting		In 2023-24, as part of the re-organisation of Research Management and support at LSBU the Haplo system was replaced by PURE Research Information Management System which has greater functionality in terms of Researcher profile. Academics are encouraged to maintain their profiles which identify their achievements in all aspects of research.	Superseded by the introduction of PURE, with new actions in the 2025-28 action plan	Completed/ superseded by PURE
		Annual staff awards provide recognition for research: with its Research in Action award (given to an individual or team that makes a innovative research contribution making a real-world difference)	No	Annually, Dec. 2022, 23, 24, 25	P-OD	Annual award; canvassing colleagues for nominations; minimum of 10 nominations annually		<p>The awards were put in abeyance during the reorganisation of the university and its research support services, such that as of 2025, there was no Research in Action award in either the Staff Awards or Education Awards. However, the academic staff awards took place this year at the Learning and Teaching Conference on the 2 July and a list of winners is available here: <a href="https://connect.lsbu.ac.uk/page/4456?SearchId=1660726">https://connect.lsbu.ac.uk/page/4456?SearchId=1660726</a></p> <p>To fulfil this need, the awards were revived in November 2024 at the Research &amp; Innovation Conference R&amp;I Awards 2024, with 108 nominations – see article on Connect <a href="#">LSBU Research &amp; Innovation Festival 2024 - Connect</a></p>	Nominations at the Research and Innovation Conference were: Research Project; Outstanding Researcher; Knowledge Exchange or Business Engagement; Early Career Researcher; Outstanding Impact; Excellence in Technical & professional Support; Equality, Diversity and Inclusivity. There were 108 nominations in all – see article on Connect <a href="#">LSBU Research &amp; Innovation Festival 2024 - Connect</a>	Superseded by the R&I Conference Awards, with new actions for the 2025-28 action plan.
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 in line with these. Annual review of adherence to principles, in relation to the matters of recognition, reward and promotion, ensuring that guidance is available to all managers.	No	Annual review, Sept 2022, 2023, 2024	RDG URC	Review of principles and publication upon the LSBU website; inclusion in recruitment packs and promotion guidance		<p>Completed and incorporated into LSBU's external facing website.</p> <p>LSBU issued its <a href="#">statement on the responsible use of research metrics</a> in 2019 in Annex XIII of its REF 2021 Code of Practice (PDF File 2.109 KB) and is proud, since 2020, to be a signatory of the <a href="#">San Francisco Declaration on Research Assessment</a>.</p>	All research assessment using metrics at LSBU will be informed by the five dimensions articulated in the <a href="#">Metric Tide</a> report - robustness, humility, transparency, diversity and reflexivity. In the evaluation of research, LSBU considers the value and impact of all research outputs (including datasets, software and the products of creative practice) and also, it considers a broad range of measures, including indicators of research impact. DORA principles form part of the Integrity training pack that was developed for all staff.	Completed
<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.	Embedding of the principles of responsible metrics as defined by DORA in the assessment of research quality and development of individuals by managers. This to feed into promotion, appraisals and the further development of researchers; these to be included in the Induction process	Yes	Oct 2023, 2024, 2025	APVC-R RAG RDG URC	Development of a guidance pack for managers and research leaders, incorporated into the induction process, from October 2023 onwards		<p>LSBU issued its <a href="#">statement on the responsible use of research metrics</a> in 2019 in Annex XIII of its REF 2021 Code of Practice (PDF File 2.109 KB) and has been signatory of the <a href="#">San Francisco Declaration on Research Assessment</a>. All research assessment using metrics at LSBU is informed by its five principles.</p> <p>The Connect Research and Innovation Services intranet page provides guidance for all researchers, including support from across all areas of research and researcher development: <a href="https://connect.lsbu.ac.uk/Interact/Pages/Section/Default.aspx?Section=3915">https://connect.lsbu.ac.uk/Interact/Pages/Section/Default.aspx?Section=3915</a></p> <p>Guidance on DORA is due to be added to the pages for the benefit of researchers and research leaders, and will form part of the ongoing actions for 2025-28</p>	The development of online guidance for all research staff (other than that available on the externally facing website at <a href="https://www.lsbu.ac.uk/research/research-excellence">https://www.lsbu.ac.uk/research/research-excellence</a> ) has not yet been completed as part of the Connect Research and Innovation Services intranet page. This will be part of the ongoing actions for 2025-28	Ongoing
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as	Rollout and further development of the bidding and writing training course; provision of online resources through the new Powerhouse hub system.	No	October 2022, review 2023	SBI HPaPA	Effective roll-out of course, with positive satisfaction rating of 80%		<p>Training was evaluated by the Pre- and Post-Awards team in line with user expectation, with the majority of courses being delivered both in person and online, and in line with Vitae's RDF. The rollout of Powerhouse Hub was not continued with. Training was across all aspects of the RDF.</p> <p>1. Most of the training events conducted between 2022 and 24 fall under the categories of A, B, C, and D, which means the training falls under</p>	Development of specific bidding and writing training course forms part of the actions for 2025-28, with a commitment to full feedback recovery. This was not possible in this round as the iTrent system was not geared for feedback.	Ongoing

	well as the requirements of their funder.							each of the subcategories of these domains, domain D, i.e., engagement influence and impact, was the second. 2. While looking at individual calendar years, the percentage of most training events was in B 23% (i.e., personal effectiveness) in the year 2022. The following year, LSBU conducted several training sessions covering almost all domains (i.e., A, B, C, D; 31%). The data reveals a similar picture of training events in 2024. However, LSBU has also provided more training sessions for domains C & D (15%) and D (24%) (i.e., research governance and organisation and engagement influence and impact).		
		Project kick-off meetings to cover funder requirements, and researcher integrity matters	No	In place and reviewed annually	SBI HPaPA	100% of funded projects have kick-off meetings.		The Research and Innovation Services team was created out of the reorganised SBI/RO teams, and while the responsibility for this action continued it was moved within the team. It now forms part of a Post-Award and Project Management that oversees all awards, ensuring a consistency of approach across the research and commercial enterprise. In each case there is a standard checklist that includes Research Ethics. Researcher responsibilities form part of all post-award conversations, which use a stand checklist that ensures that PIs and Co-Is are aware of their responsibilities in terms of Research Ethics. The re-organisation of Researcher Support, with the creation of the Research and Innovation Services, and changes to the provision of online Integrity training, and the changeover of the named Integrity lead meant that the planned training offer was not online.	This commitment is to be part of the Research Support offer from 2025-2028, and will form an action in the next action plan. This follows on from the provision of training by the Research Integrity and Ethics Lead.	Ongoing
ER2	Researchers understand their reporting obligations and 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.	Management development courses The Good Manager Programme, for new managers and new to management, to familiarise in expectations, enhance management skill, plan to do twice a year; annual staff engagement survey carried out to inform future planning	No	April/Sept 2023, 2024, 2025	P-OD	Increase 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		The Good Manager Programme is currently on hold and will be reviewed following the delivery of two new leadership development programmes: Leading Strategic Capability, designed for executive-level leaders, and Leading Through Change, aimed at heads of service and middle managers.  Over the next 12 months, the OD team will continue to work collaboratively with leaders, managers, and teams to develop behaviours that promote inclusion and trust. Once the two leadership programmes have concluded, the Good Manager Programme, will then be reviewed and iterated accordingly. An updated Good Manager Programme will resume by June 2026.  Wording regarding the staff survey is available above.	The two new leadership development programmes: Leading Strategic Capability, designed for executive-level leaders, and Leading Through Change, aimed at heads of service and middle managers.  Programmes have had positive engagement, with 52 out of 82 eligible participants undertaking the Leading Through Change programme, and 30 out of 34 undertaking the Leading Strategic Change programme.  Confidence in line managers was rated at 67% in the 2025 staff survey, though this was not included in the 2023 'pulse survey' so the measure identified in the action plan cannot be compared directly. This will be part of the ongoing actions for 2025-28	Ongoing
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.	Review of the online system for annual appraisal and work plans. This system allows for more extensive data mining of training needs for researchers to inform the training provision made by P-OD. This is to be developed further and used to inform future training in the period 2022-25.	Yes	New appraisal system in development roll-out Sept 2023, 24, 25	P-OD RO	Target to have identified clear set of training needs of researchers and delivery of appropriate training, target to have an appraisal completion rate of 70%.		The Academic Workload Planning (AWP) Framework is being implemented in 2025 to provide a structured, transparent, and consultative approach to workload allocation, and to promote equity, consistency, and staff wellbeing. It ensures workloads are jointly agreed, aligned with institutional expectations, and sensitive to individual circumstances, including career stage and personal needs, while also supporting staff in planning their academic year and maintaining a healthy work-life balance.  The current PDR system was brought in within the last 2 years, and therefore a behaviour change was needed to ensure staff completed their annual reviews.	For all staff, the current completion rate stands at approximately 76%. 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.  We aim to build a performance culture that centres around quality check-ins, ensuring that conversations are meaningful and truly contribute to personal and professional development. Our goal is to create a space where feedback drives positive change, helping both employees and the organisation thrive	Ongoing
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	Leadership and Management training through The Good Manager Programme to ensure managers are fully equipped to manage researchers	No	Roll out 2022, 2023,	P-OD  RO	Increase in participation by 30% and effectiveness measured through feedback		The Good Manager Programme is currently on hold and will be reviewed following the delivery of two new leadership development programmes: Leading Strategic Capability, designed for executive-level leaders, and Leading Through Change, aimed at heads of service and middle managers.	These programmes have had positive engagement, with 52 out of 82 eligible participants undertaking the Leading Through Change programme, and 30 out of 34 undertaking the Leading Strategic Change programme.  Over the next 12 months, the L&OD team will continue to work collaboratively with leaders, managers, and teams to develop behaviours that promote inclusion and trust. Once the two leadership programmes have concluded, the Good Manager Programme, will then be reviewed and iterated accordingly. An updated Good Manager Programme will resume by June 2026.	Ongoing  Ongoing

		Researcher integrity training – provision for staff who hold research management positions. Development of Integrity training for all in research management	No	Online training Jan 2023; annual review 2024, 2025	LLR P-OD	Initiation of the online training (Jan 2023) and roll-out to ensure that managers and research leaders are introduced to the concept, with uptake of 20 individuals in first year, rising year-on-year		The online course was developed that considered: 1, Researcher Integrity; 2, DORA principles and 3, Open Access policies. This was made available through the online training platform and was discussed in the RDG and the UR. The expectation was that ADREs would act as ambassadors for this. However, in 2024 the online training platform was transitioned to a new provider, which meant that the training programme was taken offline.	This has been replaced by a series of live, in-person or online training provided Research Ethics and Integrity lead who provides this training for all PGR students twice a year, and for the ECRs and for the ADREs as required.	
EM4	Managers actively engage in regular constructive performance management with their researchers.	Review of appraisals ensuring that there is a focussed approach to career development. Identification of appropriate appraisal for researchers where managers have a primary teaching role.  Review of Mentoring support, with action to determine best practice with regard to developing a cross-university mentoring approach, looking at a support mechanism for research managers	No  No	Due for 2025 cycle  Review 2022-23, leading to roll-out 2023-24	P-OD  APVC-R HRO	Measure by completion rates 70% and quality of objectives, ID of additional research-based appraiser where necessary  Completion of review leading to implementation of mentoring; publication of mentoring guide in 2023		The Academic Workload Planning (AWP) Framework is being implemented to provide a structured, transparent, and consultative approach to workload allocation, and to promote equity, consistency, and staff wellbeing. It ensures workloads are jointly agreed, aligned with institutional expectations, and sensitive to individual circumstances, including career stage and personal needs, while also supporting staff in planning their academic year and maintaining a healthy work-life balance.  The current PDR system was brought in within the last 2 years, and therefore a behaviour change was needed to ensure staff completed their annual reviews.  LSBU sought to appoint a colleague to carry out a review of mentoring in 2023, in association with OD/RO. The parameters for this project were to: 1. Define the meaning of research mentoring and its significance to LSBU's researchers; 2. Review current approaches to mentoring at LSBU, looking at all levels from the formal institutional scheme through to local initiatives; 3. Carry out a benchmarking study examining research mentoring in other institutions, and comparing them with that at LSBU; 4. Identify best research mentoring practice and its characteristics; and 5. Make recommendations for the development of research mentoring at LSBU. A candidate was selected but the appointee was unable to take up the role due to staffing issues within their School, and this plan was superseded by other priorities  The University supports informal mentoring arrangements and provides guidance for staff and managers on its intranet site, Connect, at <a href="https://connect.lsbu.ac.uk/page/5189?SearchId=1688697">https://connect.lsbu.ac.uk/page/5189?SearchId=1688697</a>	For all staff, the current completion rate stands at approximately 76%. 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. We aim to build a performance culture that centres around quality check-ins, ensuring that conversations are meaningful and truly contribute to personal and professional development. Our goal is to create a space where feedback drives positive change, helping both employees and the organisation thrive  Superseded by a new plan to offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers. In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28.  A new plan to offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers. This is in place, with the College ADREs overseeing this in their respective colleges. In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28.	Ongoing  Completed; replaced by new actions for 2025-28
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Review of appraisals process ensuring that there is a focussed approach to career development  Review of Mentoring support, with action to determine best practice regarding developing a cross-university mentoring approach, looking at a support for researchers, to increase greater engagement in research	No  No	Due for 2025 cycle  Review 2022-23, leading to roll-out 2023-24	P-OD  APVC-R HRO P-OD	Measured by completion rates (70%) and increase in quality of information leading to training provision for researcher development objectives, 2025  Completion of review leading to implementation of appropriate mentoring and measure relating to improved research performance, as identified in appraisal		The Academic Workload Planning (AWP) Framework is being implemented in 2025 to provide a structured, transparent, and consultative approach to workload allocation, and to promote equity, consistency, and staff wellbeing. It ensures workloads are jointly agreed, aligned with institutional expectations, and sensitive to individual circumstances, including career stage and personal needs, while also supporting staff in planning their academic year and maintaining a healthy work-life balance.  The current PDR system was brought in within the last 2 years, and therefore a behaviour change was needed to ensure staff completed their annual reviews.  LSBU sought to appoint a colleague to carry out a review of mentoring in 2023, in association with OD/RO. The parameters for this project were to: 1. Define the meaning of research mentoring and its significance to LSBU's researchers; 2. Review current approaches to mentoring at LSBU, looking at all levels from the formal institutional scheme through to local initiatives; 3. Carry out a benchmarking study examining research mentoring in other institutions, and comparing them with that at LSBU; 4. Identify best research mentoring practice and its characteristics; and 5. Make recommendations for the development of research mentoring at LSBU. A candidate was selected but the appointee was unable to take up the role due to staffing issues within their School, and this plan was superseded by other priorities	For all staff, the current completion rate stands at approximately 76%. 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. We aim to build a performance culture that centres around quality check-ins, ensuring that conversations are meaningful and truly contribute to personal and professional development. Our goal is to create a space where feedback drives positive change, helping both employees and the organisation thrive  Superseded by a new plan to offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers. In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28  A new plan to offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers. This is in place, with the College ADREs overseeing this in their respective colleges. In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28.	Ongoing  Completed; replaced by new actions for 2025-28

									The University supports informal mentoring arrangements and provides guidance for staff and managers on its intranet site, Connect, at <a href="https://connect.lsbu.ac.uk/page/5189?SearchId=1688697">https://connect.lsbu.ac.uk/page/5189?SearchId=1688697</a>		
<b>Job security</b>											
The aim of this obligation is to improve the job security of researchers.											
EI6	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.	Review of roles and employment across the LSBU Group will examine a set of actions in this area, particularly with regard to contract research and ECR roles  Review of procedures relating of the termination of facilities, email, access, etc, to contract researchers who have completed their contracts, but are waiting on the outcome of new bids. Retention of email access privileges to be examined and reviewed by RDG with ICT. Outcome to determine the feasibility of this action.	No  Yes	Due 2023-24; actions 2024-25  2023-24	P-OD  ICT, RDG	Embedding of key actions and principles across LSBU Group, establishment of actions for roll-out 2024-25  Feasibility of the retention of e-mail access to be established, leading to actions in 2025.		LSBU has reviewed its use of fixed term contracts to ensure they are only used when appropriate, but this may include situations where project funding is time-limited or the substantive postholder is due to return to their role (e.g. shared parental leave).  The LSBU Behavioural Framework outlines the university's expectations for how it wants people to work, placing the values of excellence, professionalism, integrity, inclusivity, and creativity at the heart of everything we do. Clear expectations are established for managers (Grades 7-11) to promote the values to their teams.  Work has been carried out with IT to ensure that individuals moving from one fixed-term contract to another maintain continuity of their IT access. The development of the Research Career pathway is under consideration, and this will lead to new actions in the 2025-28 Action plan.	The review has been completed, superseded for Research contract staff through future actions relating to the development of a Research Career Pathway in the 2025-28 Action Plan.  The development of the Research Career pathway is under consideration and this will lead to new actions in the 2025-28 Action plan.	Superseded by new actions in the 2025-28 Action plan  Superseded by new actions in the 2025-28 Action plan	
<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.											
PCDII	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.										
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	Further development of bespoke mentoring scheme for Research Centres and Groups, identifying different models in specific Centres that can be used to inform the development of mentoring across Centres. Participation identified in the annual AURA, and in the Research Centre Reviews, identified as a success measure. Outcome to be the development and publication of mentoring scheme model, and roll-out to all Centres, with specific emphasis on ECR and Contract Researchers, leading to an increase in staff with quality outputs.	Yes  No	in review, rollout by Sept 2023  Annual review, 2022, 23, 24	APVC-R HRO Professoriate  P-OD	Outcome to be the development and publication of mentoring scheme model, and roll-out to all Centres, with specific emphasis on ECR and Contract Researchers, leading to an increase in staff with quality outputs. Mentoring review to be funded with outcomes to be determined  Compliance with compulsory training as is required, meeting compliance		LSBU sought to appoint a colleague to carry out a review of mentoring in 2023, in association with OD/RO. The parameters for this project were to:  1. Define the meaning of research mentoring and its significance to LSBU's researchers; 2. Review current approaches to mentoring at LSBU, looking at all levels from the formal institutional scheme through to local initiatives; 3. Carry out a benchmarking study examining research mentoring in other institutions, and comparing them with that at LSBU; 4. Identify best research mentoring practice and its characteristics; and 5. Make recommendations for the development of research mentoring at LSBU.  A candidate was selected but the appointee was unable to take up the role due to staffing issues within their School, and this plan was superseded by other priorities  The University supports informal mentoring arrangements and provides guidance for staff and managers on its intranet site, Connect, at <a href="https://connect.lsbu.ac.uk/page/5189?SearchId=1688697">https://connect.lsbu.ac.uk/page/5189?SearchId=1688697</a>  Compliance with mandatory training is essential in the following areas for all staff:	Superseded by a new plan to offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers.  The new plan will offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers. This is in place, with the College ADRI overseeing this in their respective colleges. In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28.  In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28  Completion rates are actively monitored. Reports, including any exceptions, are shared with the University Executive and the LSBU Board, with each Head of School/College responsible for completion by their staff, which was achieved at or above the 70% threshold identified.	Ongoing  Completed	

		Improved feedback mechanisms through the iTrent system, particularly with the review of compulsory training modules				targets, increase of compliance modules completed at 70% on each module, increase in feedback form return by 10%		<ul style="list-style-type: none"> <li>- Health &amp; safety;</li> <li>- DSE assessment;</li> <li>- Fire safety</li> <li>- Equality, Diversity and Inclusion;</li> <li>- Data protection;</li> <li>- Freedom of Information;</li> <li>- Cybersecurity</li> <li>- Safeguarding</li> <li>- Working with Prevent duty.</li> </ul> Managers play an important role in supporting and monitoring compliance with mandatory training.	Support is provided through the relevant Connect pages: <a href="https://connect.lsbu.ac.uk/page/2256?SearchId=0">https://connect.lsbu.ac.uk/page/2256?SearchId=0</a>	
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.	Appraisal training following up the appraisal system and process review. Provision of training to ensure appraisers are appropriately experienced / understanding the context of research needs, particularly where their primary focus is teaching and learning	No	2023, 24.	P-OD RO	Delivery of effective training to ensure that appraisal system is fit for purpose and delivering on aspirations increase number by 10% engaging in training; as a result of appraisals, know what needs are		Staff are encouraged to have regular one-to-one meetings with their managers. Our 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. Accurate measurement of training uptake for the appraisal cycle was found not to be achievable, but the PDR process update has ensured appraisers were well equipped to support their staff.	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.	Complete
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	Review of appraisal comments and personal development plans to ensure that career development needs are met	No	2023-24	P-OD	Effective appraisals, with recognised learning needs and development planning recording; identification of additional input where manager is less experienced in research		Work is ongoing across LSBU to ensure that the PDR process is fit for purpose, and an updated approach is forthcoming in September 2025.  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. We aim to build a performance culture that centres around quality check-ins, ensuring that conversations are meaningful and truly contribute to personal and professional development. Our goal is to create a space where feedback drives positive change, helping both employees and the organisation thrive.	Review is ongoing with updated approach due later in 2025. There will be new actions relating to this in the 2025-28 action plan.	Ongoing; new actions proposed for 2025-28 action plan
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	Review of appraisals ensuring that there is a focussed approach to career development. Provision of training to ensure appraisers are appropriately experienced / understanding the context of research needs, particularly where their primary focus is teaching and learning	No	2023-24; build from this 2024-25	P-OD	Monitoring of PDP component of the appraisals to ensure that research focussed actions are met and guided by appraiser; review determined by number of individuals completing the PDP; building from this 10% year on year		Work is ongoing across LSBU to ensure that the PDR (formerly PDP) process is fit for purpose, and an updated approach is forthcoming in September 2025. The 10% target set in this plan is therefore on hold pending review outcomes.  In line with the proposed Research Career Pathway, a set of 'research-specific' objectives are being considered by the PVC R&I and these will be under review for the 2025-28 action plan.	Review is ongoing with updated approach due later in 2025. There will be new actions relating to this in the 2025-28 action plan.	Ongoing, with new actions relating to this in the 2025-28 action plan
PCDR4	Researchers positively engage in career development reviews with their managers.	Review of the training needs analysis following the appraisal and feedback to ensure appraisals are fit for purpose.	No	2023-24	P-OD	Effective appraisals, with recognised learning needs and development planning recording; identification of information to help focus training delivery based on		An organisational training needs analysis was used to inform the procurement of learning and development activities in 2023-24. This led to the introduction of a new procedure as outlined on the institutional Connect site.	LSBU's new appraisal process, the Performance and Development Review (PDR) facilitates transparent performance and development conversations between an individual and their manager. This is supported by a new online system, Actus. PDR conversations identify objectives linked to local roadmap, clarifying expectations and enabling everyone to contribute to the Group Strategy. They create a psychologically safe space for two-way feedback and provide an opportunity to discuss professional development and any individual questions or concerns. Development opportunities are provided through the following procedure: <b>Expertise</b> – formal learning	Completed

						comments, minimum of 20 per exercise			courses, reading, qualifications; <b>Experience</b> – work shadowing colleagues, new opportunities and supported challenges; and <b>Exposure</b> – allocating appropriate tasks and projects, inviting to meetings, introducing to other colleagues Training provided by L-OD and Research and Innovation Services forms part of this process and in designing the appropriate development for research staff at all grades.	
<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.										
PCDR3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Review and further development of mentoring programme to provide support at all levels and targeted towards career development. Review of LSBU's mentoring offer to ensure it is fit for purpose	Yes	2023	P-OD RO	Establishment of the principles, and to see if objectives have been met, with the introduction of targeted approach, engagement of 10 researchers in year 1		LSBU sought to appoint a colleague to carry out a review of mentoring in 2023, in association with OD/RO. The parameters for this project were to: 1. Define the meaning of research mentoring and its significance to LSBU's researchers; 2. Review current approaches to mentoring at LSBU, looking at all levels from the formal institutional scheme through to local initiatives; 3. Carry out a benchmarking study examining research mentoring in other institutions, and comparing them with that at LSBU; 4. Identify best research mentoring practice and its characteristics; and 5. Make recommendations for the development of research mentoring at LSBU.  A candidate was selected but the appointee was unable to take up the role due to staffing issues within their School, and this plan was superseded by other priorities  The University supports informal mentoring arrangements and provides guidance for staff and managers on its intranet site, Connect, at <a href="https://connect.lsbu.ac.uk/page/5189?SearchId=1688697">https://connect.lsbu.ac.uk/page/5189?SearchId=1688697</a>  Though promotions were on hold during the period of reorganisation of 2023-24, the review was constructive, with the round was in place for 2024/25, with promotions available to Senior Lecturer, Associate Professor and Professor. The minimum target set was therefore put on hold for this period.	Superseded by a new plan to offer mentoring through the College Research Centres, with the three ADRI providing a steer at the College level and therefore meeting the needs of the researchers. In addition, a pilot scheme to use the Professoriate to assist in mentoring of ECRs. This will form part of the actions for 2025-28	Ongoing
		Academic promotion process reviewed in May 2022 mentoring for promotion with HR-BP, ready for autumn 2022	No	Autumn 2022	Provost HR-BP	Completion of review and rollout of process, engagement of prospective applicants by minimum 10%			The review was completed. Guidance on the Promotion Criteria and Success Indicators for Associate Professor and Professor Levels was published in March 2023. All necessary information, including guidance documents, application forms, and detailed instructions on how to apply, can be found on <a href="#">Connect</a> .	Completed
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.	Review of research training pathways for all research staff. Creation of an all-inclusive online training programme using the Powerhouse Hub or similar platform to deliver attractive and stimulating content. This will permit and sponsor a portfolio approach.	No	Sept 2022	SBI HRO	Increase in participation of courses by 20%, with a concentration on Early Career and Contract Researchers		Training was organised according to the RDF Framework and was delivered in a bespoke manner in correspondence with the Associate Deans for Research & Enterprise (ADRE) in each school.  The plan from 2022-23 was as follows: Developing and delivering training for staff engaged in research, creating and maintaining pathways to achieving SRR, PGR Supervision, Bidding and Grants and outputs and impact. These pathways were offered to the ADREs for their sponsorship and dissemination. Following a review of research support within LSBU in 2023, the Research Office was disbanded and replaced with Research and Innovation Services (RIS) to provide focussed support, with the PGR training provision being re-allocated to the new LSBU Doctoral Academy. This reorganisation has led to an interruption of the training schedule as originally devised, and a refocus on support as described in the analysis that follows:  1. Most training events conducted between 2022 and 24 fall under the domains A, B, C, and D of the RDF, which means the training falls under each of the subcategories of these domains, domain D, i.e., engagement influence and impact, was the second. This shows that LSBU continues to train its academics and researchers on communication and dissemination, engagement and impact, and working with others. 2. The data representing PGR students' training events between 2022 and 2024 reflects that the university has mostly conducted sessions covering all domains. For example, the training sessions under the domains A, B, C & D and C are all 15%, followed by A, B, C, and D at 13%	The percentage participation in most training events was in RDF Domains B 23% (i.e., personal effectiveness) and D 22% (i.e. Engagement & Impact) in the year 2022. The following year, LSBU conducted several training sessions covering almost all domains (i.e., A, B, C, D; 31%).  These data reveal a similar picture of training events in 2024 with increases in most domains amounting to some 10% of the total, a lower figure than planned, associated with the impact of the reorganisation of the university and the research services. However, LSBU has also provided more training sessions for domains C & D (15%) and D (24%) (i.e., research governance and organisation and engagement influence and impact).	Completed; new actions in this area proposed for 2025-28 action plan

Research identity and leadership									
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.	<p>Increase of the opportunities for researchers to supervise through enhanced provision of training. PGR supervision training embedded in the training programme to be delivered through the Research Centres/Groups and focussed on small group development. Increased participation by LSBU RO staff in the reboot of the Epigeum on-line training.</p> <p>Expansion of the Research Sabbatical Scheme to assist in the support of individual researcher development and consideration of real-world impacts, with the view of increasing the uptake in sabbaticals by researchers. Expansion of the scheme to provide support for diverse researchers, and establishing an ECR focus, through the Sabbatical Review Panel (SRP) group.</p> <p>Development of the Revolutionise your Career scheme to provide opportunity for: 1, ECR/Contract Staff time buy-outs; 2, mid-career staff as a transformative means of transforming career; 3, research staff to engage with external organisations on secondment</p> <p>Increased participation and representation of contract researchers in Research Centres. Participation to be identified in the annual AURA, with success being increased visibility of contract researcher input</p>	<p>Yes</p> <p>No</p> <p>No</p> <p>Yes</p>	<p>Epigeum from August 2022</p> <p>Introduction 2023, annual review</p> <p>Trial Sept 2022-23 Review 2024-25</p> <p>Sept 2022-2023, and then annually</p>	<p>HRO LDA</p> <p>SRP APVC-R HRO URC</p> <p>APVC-R HRO RDG IRG</p> <p>RO APVC-R</p>	<p>Appropriate completion of courses by 10 people in first year and positive feedback received</p> <p>Growth of sabbatical uptake by 10%, monitoring of sabbatical outcomes year on year through annual reports</p> <p>Establishment of scheme and effective uptake; review of success and uptake via final reports; evaluation leading to universal adoption if effective</p> <p>Inclusion in Centre Reviews and annual reporting with participation of at least 15 research-only staff</p>	<p>The revised Epigeum programme saw 22 staff new to PGR supervision (including ECRs) complete the training programme, which was reported at the appropriate Research Board of Study as they arose. Positive feedback on the process was received and reported to the Research Board of Study.</p> <p>From 2016-21, the Research Sabbatical scheme delivered the following outcomes:  -34 individuals have received sabbaticals, 2016-21  -77% of recipients were female (institutional average 51%), and -18% identify as BME (institutional average 26%)  -The period 2016-2019 has resulted in a total of 41 journal articles, 2 books, 18 book chapters, 12 grant applications (5 awarded) and 3 case studies developed. The scheme was run successfully in 2022 and 2023, adding a further 22 successful applicants over the two years.</p> <p>Following the appointment of a full-time PVC R&amp;I and the reorganisation of both the Research Office/Research Support team, together with the creation of a twin-strand approach of both teaching (overseen by the PVC T&amp;L) and Research (overseen by the APVC/PVCR) sabbaticals, the process was put on hold from 2023-24, with the plan to develop the sabbaticals further for 2025 onwards, This will improve the working of the scheme and support colleagues across the university. The scheme was reopened in 2025</p> <p>The transformative pot was formed with a budget of £30,000 per year, permitting up to six successful applications per year, of maximum £5000 each. The reorganisation of the university, including changes to school structures, re-focus on specific areas of research and teaching capability, and the development of academic colleges has meant a different priority. The transformative pot was redirected towards ECRs to support the ECR Ambassador through combining the three strands, and as such the Ignite your Career scheme was renamed the Springboard Scheme in 2023/4. Applications were assessed in a structured manner by a panel of four or five people from a variety of backgrounds and disciplines, both academic and professional services. The panel met to discuss their scores and to reach consensus. Unsuccessful applicants were provided with constructive developmental feedback.</p> <p>Following the reorganisation of the institution into three academic colleges, and the introduction of a new R&amp;I Strategy, the Research Centres have been reshaped to support fewer, larger, cross-institutional and interdisciplinary University Research Centres that have sufficient scale, national and international reach and reputation, and broad-based subject expertise to be competitive in the national and international funding landscape, as highlighted in the <i>Research and Innovation Strategy 2030</i>.</p>	<p>Epigeum contributed to the development of 22 staff new to supervising, part of a cohort of 55 new supervisors overall in the period under consideration.</p> <p>The Sabbatical Scheme was reopened in 2025, with six successful applicants from three academic schools. 86% of the successful applicants were female, with 43% of applicants identifying as BME. This is a successful relaunch of the scheme and it allows for growth in the subsequent years.</p> <p>The scheme was successful in delivering the following awards were made: 2022/23 - 8 awards (27 applicants); 2023/24 - 7 awards (35 applicants); 2024- 25, 6 awards (14 applicants) made to ECR staff enabling them to carry out the following research activities:</p> <ul style="list-style-type: none"> <li>• Creation of a foundational research environment to commence research activities</li> <li>• Exploratory research on the biomechanics of insect wings to inspire the design of engineering structures;</li> <li>• Purchase of specialist equipment;</li> <li>• Conference attendance for network development and dissemination of research results;</li> <li>• Research assistant support; and</li> <li>• Stakeholder events to inform subsequent grant applications</li> </ul> <p>Feedback from applicants has been positive: <i>The Springboard Fund is an excellent and vital initiative for ECRs at LSBU, and I am very grateful for the opportunity it provided. The Springboard Fund has offered a valuable opportunity to initiate innovative and inclusive research.</i></p> <p>The strategy was developed after a number of consultation meetings with a range of staff, ECRs and PGR students in 2023 with a range of interest groups, specifically: PGRs, ECRs, Researchers; ADREs and other interest parties with a total of 218 individual researchers taking part in 5 sessions. Their views were captured and used to inform the development of the strategy.</p> <p>The new Centres are in the formational stage, but all include Contract Researchers, and ECRs in their management and development forums.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Completed, ongoing</p> <p>Completed</p>

		Implementation of an Impact Plan for all researchers, promoting the value and importance of impactful research by engagement with LSBU's Strategic Plan to create 'Real World Impact'. This to be delivered through the creation of an impact group and the opportunity to engage with impact, leading to the delivery of an impact plan for all researchers with tangible benefits, incentivising the collection and recording of research impacts	Yes	Pilot 2023, embedded 2024-25	R/O	Delivery of an impact plan for all researchers, incentivising the collection and recording of research Impacts, 2023		The impact plan was formulated and determined that focus of building impact capacity should pivot away from a single training course as currently delivered, with the focus being the development of capacity and the creation of more targeted assistance with the development of impact (including stakeholder engagement) and also impact evaluation. Four training sessions were developed to deliver this approach. The reorganisation of the university into three colleges in 2025 each with its respective Research and Innovation Committees has also led to the appointment of a dedicated Impact Coordinator in the central Research and Innovation Services team, with Impact and Engagement Coordinators embedded in each of the three colleges.	The plan was delivered and led to the reorganisation of impact support for all research staff, with the delivery of four targeted training sessions from 2024 onwards that have delivered on the aim of building capacity in terms of impact support, further bolstered by the appointment of an impact officer, and the creation of the College Impact and Engagement Coordinators. Feedback on the training sessions is very positive, attaining 4/5 or 5/5 in post-event evaluation.	Completed with ongoing actions
		Increase awareness of impact using the Three Minute Research Project approach, and delivery of research at the annual staff conference to increase engagement, leading to delivery of Three Minute Research Project session at annual staff conference, with increased engagement of ECR/Contract Researchers. This is now under review, with the potential for implementation 2022-2023, with the opening of the new London Road Hub building and incorporation in a new research congress	Yes	2023, then annually 2024-25	R/O	Establishment of Research Congress (2023), engagement of at least ten ECR/Contract Researchers.		This was not carried out in 2023 due to the reorganisation of the Researcher support team, and the wider reorganisation of the university. During this time, the Annual Staff Conference was also redeveloped as the Group Teaching and Learning Conference (2024), with different aims.  However, the first Research and Innovation Festival (replacing the Research Congress) was held in 2024, intended to showcase the research activities of the university.	Establishment of the annual Research and Innovation Festival in 2024 met this aim. The Festival chose to highlight research and innovation success at LSBU through 70 submissions to its 'Images of Success', with 15 showcased posters being developed to show the breadth and depth of LSBU research. This replaced the 3-minute research project in an innovative manner. The institution of the Images of Success section proved very successful.	Completed; new actions in this area for 2025-28
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.	Development of media and social media training for all research staff, to be run by Communications Team, and in development of the LSBU Brand as a Research university, in line with its Real-World Impact strategic goals  Success measure, development of course programme with Communications Team.	Yes	2023, annual review 2024, 25	Comms	Development of course and effective evaluation to ensure satisfaction levels and positive feedback at 80% satisfaction		Due to staffing challenges and capacity within the central Comms team, training was carried out by the Research Support team, as part of a programme of activities designed in line with the RDF training programme. In 2023 LSBU conducted several training sessions covering almost all domains (i.e., A, B, C, D; 31%) including Impact and Engagement. The data reveals a similar picture of training events in 2024, with LSBU has also provided more training sessions for domains C & D (15%) and D (24%) (i.e., research governance and organisation and engagement influence and impact).  To support media engagement, the university joined 'The Conversation in 2023, which led to the growth of LSBU-authored articles. Four sessions a year were led on writing for The Conversation for LSBU colleagues in the years 2023-24 and 2024-25 attracting 40 registrations in 2024	Specific feedback was not collected due to a transition from standard feedback sheets to JISC survey. However, the overall opinion was that it was positive for the participants.  Four sessions a year were led on writing for The Conversation, which has provided 16 articles in 2024-25, with 480,000 views, with one article garnering some 190,000 views alone, comprising: 2023: 12 articles, 150,596 reads – top countries UK, US, India, Ireland, Australia, Canada 2024: 8 articles, 163, 311 reads – top countries UK, US, Australia, Ireland, Canada, New Zealand 2025 to date: 17 articles, 464,616 reads – top countries US, UK, France, Brazil, Canada, Australia	Completed, with focus on new actions for 2025-28
		Representative from the Comms team invited to the kick-off meetings for new research projects raise the profile of researchers and the research team and their work, encouraging opportunities for further external engagement and development of researchers' external profile	No	Ongoing, set up 2022, annual review 2023, 24, 25	Comms HPaPA	Increase in the number of press attention for research and researchers, growing incrementally each year by 10%		This was instigated such that a member of the LSBU Comms Team, and a representative of the Research and Innovation Comms Team attended Post-Award meetings in order to assist in the development of communications for the award team, the individual researchers and the research itself, driving impact traffic and gaining greater recognition for researchers. Following the 2024 reorganisation, this has been simplified to attendance by the R&I Comms representative, using a dedicated proforma to assist in driving targeted interest.	All post-award meetings were attended by a Comms expert and the proforma questionnaire assists in developing press attention, with research-related stories representing 40% of the news on the LSBU website <a href="https://www.lsbu.ac.uk/about-us/news">https://www.lsbu.ac.uk/about-us/news</a>	Completed; ongoing
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Further Rollout of a programme of The Leadership Academy at LSBU, to develop the skill set of all leaders in the organisation including research managers. This programme to help deliver on the means of supporting research leadership and the support of research staff.	Yes	2023	P-OD	Increase participation in the Leadership Academy by 10% overall		Previous training programmes targeted new managers via the Good Manager Programme, aiming to generate a community for new managers and opportunities to develop key knowledge and skills, including support for mental health and wellbeing.  A new learning offer is being delivered with expert consultancies Roffey Park Institute and Shepherd's Associates. The two programmes are called Leading Strategic Capability, for executive level leaders, and Leading Through Change for heads of service and middle managers, respectively.	Superseded by new offer, with new actions in 2025-28. The new learning offer is being delivered with expert consultancies Roffey Park Institute and Shepherd's Associates. The two programmes are called Leading Strategic Capability, for executive level leaders, and Leading Through Change for heads of service and middle managers, respectively.	Superseded by new offer, with new actions in 2025-28
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Development of Research and Enterprise Forums in line with KEF to support and develop research staff, enabling networking opportunities and engaging staff in outward-facing activities, and in real-world external projects.	Yes	Four times a year, from 2023	SBI RO	Successful delivery and feedback to demonstrate effectiveness		Commencing in 2022, the Head of Knowledge Exchange and Innovation (SBI), together with an outside KTP expert, runs a series of workshops to create school KTP mentors. These workshops include: • consultancy and entrepreneurship skills (sales techniques, buyer behaviour, negotiation, etc). • Ongoing workshops, training and information sessions are ongoing in the following KEF areas:	All courses were successfully delivered with positive feedback on their value, with the majority finding them useful or very useful.  This has led to the Commercial Engagement Manager is developing further courses that will come onstream in 2025-26. She also supports academics on the commercialisation aspect and business case for any grant awards which require a commercial output.	Ongoing, with further development in 2025-28

								<ul style="list-style-type: none"> <li>KTP workshops which include some of the above.</li> <li>IP and Commercialisation workshops.</li> <li>CPD and short courses.</li> </ul>		
		Use of the Professoriate as a means of mentoring and advice; re-establishment of the Professoriate and review of approaches in guiding the university's leadership	No	September 2022	Professoriate	Completion of the Professoriate terms of reference and consideration of its role in supporting research leaders		With the reorganisation of the university in the period 2023-25, the work of the Professoriate was put on hold. This work has now resumed, and this action will be delivered for the action plan 2025-28, which will instigate a pilot Professoriate mentoring scheme for ECRs, working with the ECR Ambassador to deliver career and other mentoring to ECR colleagues.	The Professoriate Terms of Reference are under review and nearing completion for October-November 2025, with a workplan to be presented in the 2025-28 action plan.	Ongoing, with continuing actions for 2025-28
<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.	Establishment of programme to allow researchers to be seconded to industry and third sector, this will be piloted in 2022 and intended to continue in 2023-24	No	Pilot 2022, Establish 2023, 2024	RO	Participation of at least three individuals with positive feedback each year from 2023		<p>The reorganisation of the university, including changes to school structures, re-focus on specific areas of research and teaching capability, and the development of academic colleges has meant a different priority. The transformative pot to be used to support this activity was redirected towards ECRs and as part of the Springboard Scheme in 2023/4. The Springboard scheme had three components:</p> <ol style="list-style-type: none"> <li>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>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 in order to support research activity.</li> <li>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>	<p>The Springboard scheme was successful in delivering the following awards were made: 2022/23 - 8 awards (27 applicants); 2023/24 - 7 awards (35 applicants); 2024- 25, 6 awards (14 applicants) made to ECR staff enabling them to carry out the following research activities:</p> <ul style="list-style-type: none"> <li>Creation of a foundational research environment to commence research activities</li> <li>Exploratory research on the biomechanics of insect wings to inspire the design of engineering structures;</li> <li>Purchase of specialist equipment;</li> <li>Conference attendance for network development and dissemination of research results;</li> <li>Research assistant support; and</li> <li>Stakeholder events to inform subsequent grant applications</li> </ul> <p>To support further engagement with industry, the ECR Ambassador is developing training courses that will come onstream in 2025-26. She also supports academics on the commercialisation aspect and business case for any grant awards which require a commercial output.</p>	Complete: new actions for 2025-28
		Continued participation of LSBU to continue to participate in Outside Insight work shadowing scheme ( <a href="http://www.heioutsideinsight.co.uk/">http://www.heioutsideinsight.co.uk/</a> ). LSBU will continue to participate in the scheme.	Yes	Annually, Oct 2022, 2023, 2025	P-OD	Increased participation in the programme Success to be measured by the number of participants (maximum 8) and the positive feedback from participants and action plans.		With the reorganisation of the university and particularly of its P-OD team, this was not completed.	Though not completed, this may be an activity for consideration for the future.	Replaced by other priorities.
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.									
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 training strands to assist researcher agility, and engagement with other sectors, including industry, commerce and the health and third sectors; embedding contract researchers into Centre and Groups in order to build their resilience and to support their development.	Yes	Dec 2022 and review annually, 2023-24	DSBI HRO	Development of effective training and delivery to schools and Research centres with positive feedback at 80% satisfaction		Training was organised according to the RDF Framework and was to be delivered in a bespoke manner in correspondence with the Associate Deans for Research & Enterprise (ADRE) in each school. The plan from 2022-23 was as follows: Developing and delivering training for staff engaged in research, creating and maintaining pathways to achieving SRR, PGR Supervision, Bidding and Grants and outputs and impact. These pathways were offered to the ADREs for their sponsorship and dissemination. Following a review of research support within LSBU in 2023, the Research Office was disbanded and replaced with Research and Innovation Services (RIS) to provide focussed support, with the PGR training provision being re-allocated to the new LSBU Doctoral Academy. This reorganisation has led to an interruption of the training schedule as	<p>The percentage of most training events was in B 23% (i.e., personal effectiveness) in the year 2022. The following year, LSBU conducted several training sessions covering almost all domains (i.e., A, B, C, D; 31%). The data reveals a similar picture of training events in 2024. However, LSBU has also provided more training sessions for domains C &amp; D (15%) and D (24%) (i.e., research governance and organisation and engagement influence and impact).</p> <p>The training programme for 2025-2028 will be redeveloped to align the programme with the new Researcher Development Framework announced by Vitae (2024)</p>	Ongoing

								originally devised, and a refocus on support as described in the analysis that follows: 1. Most training events conducted between 2022 and 24 fall under the categories of A, B, C, and D of the RDF, which means the training falls under each of the subcategories of these domains, domain D, i.e., engagement influence and impact, was the second. This shows that LSBU continues to train its academics and researchers on communication and dissemination, engagement and impact, and working with others. 2. The data representing PGR students' training events between 2022 and 2024 reflects that the university has mostly conducted sessions covering all domains. For example, the training sessions under the domains A, B, C & D and C are all 15%, followed by A, B, C, and D at 13%		
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.	Establishment of the External Engagement Forum (EEF) as a community of practice, driving external engagement and resulting in increased transformational relationships of benefit to the university and its researchers.	No	Initiation July 2022, review 2023 and rollout annually	DSBI RO	Design and delivery of driving external engagements, and build skills and attributes; plan for delivery developed in 2022		This was implemented as part of the Business Links Coordination Group, with the planned 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 EEF is run by Relevant Heads and who are responsible for the delivery of relevant events.	The Group was instigated in this format in 2023 and meets bimonthly to 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. The Group delivers Discovery Days and Business Connector Events.	Completed

\* 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 (more rows can be added)	
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Abbreviations and glossary (more rows can be added)	
ADRE	Associate Dean Research & Enterprise
APVCR	Associate Pro Vice Chancellor, Research
AURA	Annual University Research Audit
DORA	San Francisco Declaration on Research Assessment
DSBI	Director, South Bank Innovation
ECR	Early Career Researcher
EDI	Equality, Diversity, Inclusion
HEDI	Head, Equality, Diversity, Inclusion
HIRG	Head, Inclusive Researcher Group
HPaPA	Head, Pre and Post Awards
HRO	Head of the Research Office
IRG	Inclusive Researcher Group
KEF	Knowledge Exchange Framework
KTP	Knowledge Transfer Partnership
LLR	Library & Learning Resources
OD	Organisational Development
PDP	Professional Development Plan
PDR	Performance Development Review
PGR	Postgraduate Researcher
P-OD	People & Organisational Development
PVCR&I	Pro Vice Chancellor, Research & Innovation
RAG	Research Assessment Group
RDF	Researcher Development Framework
RDG	Researcher Development Group
REF	Research Excellence Framework

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<b>SBI</b>	<b>South Bank Innovation</b>
<b>SRP</b>	<b>Sabbatical Review Panel</b>
<b>SRR</b>	<b>Significant Responsibility for Research</b>
<b>UMB</b>	<b>University Management Board</b>
<b>URC</b>	<b>University Research Committee</b>