

Details	
Institution name:	London South Bank University
Cohort number:	10
Date of submission:	July 2022
Institutional context:	<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):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	41	Comprising all colleagues employed on research-only contracts, including Research Fellows and short term research staff. Criteria from the 2020/2021 Staff HESA Return: employed on census date, FTE > 0
Postgraduate researchers	352	Comprising all PGR students engaged on MRes, PhD and Professional Doctorate programmes. 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	Comprising all colleagues on Teaching and Research contracts, involving all those who have research activities as part of their work programme, or all those who would want to commence or recommence their research activities. This includes full time Early Career Researchers (self-identifying, but broadly within 6 years of completing a PhD) Criteria from the 2020/2021 Staff HESA Return: employed on census date, FTE > 0
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (please provide numbers and details):		



Wellbeing and mental health							
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.	<p>Review of workload model for all staff, ensuring that appropriate allocation is made for staff to carry out appropriate levels of research activity.</p> <p>Early Career Researchers (ECR) are identified at LSBU as members of staff embarking on their research career, and usually within six years of completion of their PhD programme, but also permits staff members to self identify as ECRs where they require development. The term does not usually apply to PGR students at LSBU, with the exception of colleagues who are embarking on doctoral study as part of their development. This action is the development of Early Career Researcher support strand within the London Doctoral Academy (LDA) as a significant provider of researcher training, employing Vitae's Researcher Development Framework (RDF) as a means of mapping development. This is a logical use of the expertise of the LDA and a means of creating a community 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</p> <p>Increase in the Significant Responsibility for Research (SRR) cohort within LSBU. SRR is currently defined as those with ~20% of the 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</p> <p>Consideration of the barriers to participation in research for communities, particularly in relation to neurodiversity by the IRG, with consultation with the Disability Network, leading to actions to improve access to and participation in research activities.</p>	<p>No</p> <p>Yes</p> <p>No</p>	<p>Commence Oct. 2022 - 2023 (start)</p> <p>Pilot Sept 2022, roll-out in 2023 and further development 2024-25</p> <p>By June 2025</p> <p>Jan-March 2023, Actions developed 2024, 2025</p>	<p>Provost, APVC-R</p> <p>APVC-R HRO LDA</p> <p>Provost, APVC-R ADeans</p> <p>IRG, URC</p>	<p>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</p> <p>Development of a cohort of 10 ECRs in the first instance; establishing bespoke training and development with 80% satisfaction</p> <p>Increase in SRR tagged researcher cohort by 50% through assignment of time allocations</p> <p>Development of actions relating to overcoming barriers to participation in research and recommendation of these for action to the URC.</p>	
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	<p>Menopause events and training</p> <p>Wellbeing module delivered at Good Managers Programme</p> <p>Launch employee engagement survey with well-being questions</p> <p>Mental Health Awareness Training for Managers (how to support staff and themselves) – July 2022</p> <p>Menopause Awareness training for staff and managers</p>	No	<p>July 2022, and then annually, 2023-2025</p>	P-OD	<p>Minimum of two courses each year. Evaluation in terms of staff satisfaction and staff engagement scores, achieving Satisfaction 80%+ (good excellent)</p>	
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	<p>Act on recommendations of the Staff Circumstances group set up as part of LSBU's preparations for REF 2021 and continuing. Developing an annual survey, as part of the Annual University Research Audit (AUJA), of circumstances/ academic well-being. These results to be disseminated to the IRG, and RDG, with recommendations to the URC for action</p> <p>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</p>	<p>No</p> <p>No</p>	<p>Annual survey Oct 2022, 2023, 2024, 2025</p> <p>Sept 2022 Increasing advisors by Sept 2023</p>	<p>APVC-R, HRO, IRG RDG URC</p> <p>P-OD</p>	<p>Delivery of the survey, compilation of the results and discussion at IRG/RDG before development of actions arising from this at URC, 2023-24</p> <p>Increased uptake of the Scheme, with minimum of 30 in the first year, rising annually. Increasing number of Mental Health &amp; Dignity at Work advisors increase by 5%. Effectiveness to be correlated with statistics of sick leave associated with reported mental health issues</p>	
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	<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 and continuation of LSBU's 'Ignite your Career' scheme, initially funded by UKRI, which provides the possibility of buy-outs for time for Early Career Researchers and other funds to enable staff to, (e.g.) finish bids/specific research activities.</p>	<p>Yes</p> <p>No</p>	<p>Increment increase, May 2023, 2024, 2025</p> <p>August 2023, 2024, 2025</p>	<p>APVC-R HRO SRP</p> <p>APVC-R HRO RDG</p>	<p>Expansion of the scheme involving review of procedures and policy (2023) with award of additional Sabbaticals 2024, 2025, leading to 10% increase in the number of sabbaticals given each year</p> <p>Creation of transformative pot leading to first awards to a minimum of five participants in 2023. Following this, a review of effectiveness will be correlated against stated aims in applications as a measure of success</p>	
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	<p>Promotion of the Enhance the Feeling Good, Working Better programme with more development sessions that help build resilience, understanding and empower staff to take positive action.</p>	No	Sep-22	P-OD	<p>Increased uptake of the Scheme, with minimum of 30 in the first year, rising annually.</p>	

Bullying and harassment										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	Implementation of the Behavioural Framework, which represents the behaviours expressed at LSBU, for all staff, which includes expectations that will deliver on this obligation for all staff with the following behaviours: Student/service oriented; Seeing the big picture; Taking ownership; Inclusive working; Outcome focussed; Changing and improving; Leading and communicating. These will all impact on the delivery of research and improve outcomes, with individuals focussing on the main areas that contribute. The annual staff engagement survey from 2022 incorporates specific questions on Mental Health & well-being as well as Bullying and Harassment.	No	Pilot Sept 2022; voluntary rollout Sept 2023; formal Sept 2024-2025	P-OD	Evaluation of the pilot scheme, which will inform the approach to roll out and adoption; evaluation of effectiveness, in improving approaches to bullying and harassment, as identified in answers to annual staff engagement survey.  Analysis of the outcome to capture the data on MHWB and BH; use of these to determine actions for 2024-25, with the aim of increase the MH-W outcome and decrease in BH, 10%				
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 by 20%; monitoring numbers and quality of reports and cross-refer to see if BH reports correlate				
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.				
Equality, diversity and inclusion										
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.  Delivery of the Athena Swan Implementation 5-year plan action: analyse training and appraisal data in year to identify any gender differences in uptake and satisfaction to enable more targeted communications and continuous course redevelopment  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.	Yes  Yes  No	Annually 2023, 2024, 2025  Annually 2023, 2024, 2024  Under-review, available end of 2022	P-OD  P-OD HEDI  HPaPA Comms	Rates of compulsory engagement to be 80% with a refresh every two years  Feedback and monitoring of training is already being done; online 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%  Establishment of the website and use of this in the construction of bids, identified by the PaPA team, with the aim of incorporating it in all major bids.				
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.  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. Incorporation of additional questions in the Annual University Research Audit (AURA) relating to inequalities across the research space	Yes  No	Annually 2023, 2024, 2025  Review and recommend; Nov 2022-2023; actions following in 2024-25	P-OD  HIRG	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  Employment of Research Assistant and Development of reports for URC, leading to actions that will improve the research environment in relation to the findings identified by the research. Annual evaluation of AURA results to quantify improvement in the research environment				

Research Integrity									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.									
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	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			
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 reporting procedures; these to be part of the training programme	No	Annual and ongoing; new intranet May 2022, 2023, 2024, 2025	APVC-R HRO	Publication of contact details and reporting procedures online and within the 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%			
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 in line with Integrity protocols			
Policy development									
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.									
EI7	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, increasing involvement by 10% To be reviewed in line with future Research Centre Reviews.			
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 4 times per year and recorded in the minutes			
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)			

Employment									
Recruitment and induction									
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Employer Brand project which is being conducted currently we are reviewing how we recruit to our vacancies in the following job families: Academic, Support, Researchers and Technicians.	Yes	Dec 2022	P-OD	Completion of review and confirmation of significance.			
		LSBU is a signatory of the DORA principles and sets out its approach to appropriate selection criteria of researchers in line with these. Annual review of adherence to principles	No	Sept 2022, 2023, 2024	P-OD APVC-R HRO	Review of principles and publication upon the LSBU website; inclusion in recruitment packs relative to LSBU's academic framework; principles set out in the online DORA and integrity training session, with 20% participation by researchers increasing year-on-year.			
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Induction for all academic staff joining LSBU, including research component to ensure it is embedded within the academic culture at LSBU, with a focus on ECR and new starters	Yes	Twice yearly (Sept, January), 2022, 2023, 2024	P-OD RO	Running of effective events and Minimum of 50% new starters join induction event Participants expressing satisfaction in their feedback at 80%			
		Establishment of a targeted Research Induction session to ensure that all new-joiners are aware of the facilities and processes. (e.g., data management, EDI). This to mesh effectively with the LSBU Academic induction process.	No	Twice yearly (Sept, January), 2022, 2023, 2024	HRO SBI P-OD	Attendance of all new researchers within an annual cycle and positive attendee feedback at 80% satisfaction rate			
Recognition, reward and promotion									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	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.			
		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 by at least 20% in first instance			
		Annual staff awards provide recognition for research: with its Research in Action award (given to an individual or team that makes an 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			
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			
Responsibilities and reporting									
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			
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	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%			
		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.			
ER2	Researchers understand their reporting obligations and responsibilities.								

People management									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									
E14	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			
E15	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%.			
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	Increase in participation by 30% and effectiveness measured through feedback			
		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	RO 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			
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.	No	Due for 2025 cycle	P-OD	Measure by completion rates 70% and quality of objectives, ID of additional research based appraiser where necessary			
		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	Review 2022-23, leading to roll-out 2023-24	APVC-R HRO	Completion of review leading to implementation of mentoring; publication of mentoring guide in 2023			
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	No	Due for 2025 cycle	P-OD	Measured by completion rates (70%) and increase in quality of information leading to training provision for researcher development objectives, 2025			
		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	Review 2022-23, leading to roll-out 2023-24	APVC-R HRO P-OD	Completion of review leading to implementation of appropriate mentoring and measure relating to improved research performance, as identified in appraisal			
Job security									
The aim of this obligation is to improve the job security of researchers.									
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	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 to 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.			

Professional and Career Development									
Championing professional development									
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.									
PCDI1	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 University Research Audit (AURA) designed to take an annual snapshot of the research activities from university colleagues, gathering information on activities, as well as development needs, 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	In review, rollout by Sept 2023	APVC-R HRO Professoriate	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. This to be measured through analysis of AURA results year-on-year, leading to 10% annual increase in participation.			
		Improved feedback mechanisms through the iTrent system, particularly with the review of compulsory training modules	No	Annual review, 2022, 23, 24	P-OD	Compliance with compulsory training as is required, meeting compliance targets, increase of compliance modules completed at 70% on each module, increase in feedback form return by 10%			
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.								
Career development reviews									
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 appraisal know what needs are			
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			
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.	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			
PCDR4	Researchers positively engage in career development reviews with their managers.	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	Effective appraisals, with recognised learning needs and development planning recording; identification of information to help focus training delivery based on comments, minimum of 20 per exercise			

Career development support and planning									
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.									
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	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, aim to increase by ~20% year-on-year			
		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%			
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			
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.	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.	Yes	Epigeum from August 2022	HRO LDA	Appropriate completion of courses by 10 people in first year and positive feedback received			
		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.	No	Introduction 2023, annual review	SRP APVC-R HRO URC	Growth of sabbatical uptake by 10%, monitoring of sabbatical outcomes year on year through annual reports			
		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	No	Trial Sept 2022-23 Review 2024-25	APVC-R HRO RDG IRG	Establishment of scheme and effective uptake; review of success and uptake via final reports; evaluation leading to universal adoption if effective			
		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	Yes	Sept 2022-2023, and then annually	RO APVC-R	Inclusion in Centre Reviews and annual reporting with participation of at least 15 research-only staff			
		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			
		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.			
		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	
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%			
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			
PCDR5	Researchers to 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 with positive satisfaction rates of 80% to demonstrate effectiveness			
		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			

Diverse careers									
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  Continued participation of LSBU to continue to participate in Outside Insight work shadowing scheme ( <a href="http://www.heioutsidesight.co.uk/">http://www.heioutsidesight.co.uk/</a> ). LSBU will continue to participate in the scheme.	No  Yes	Pilot 2022, Establish 2023, 2024  Annually, Oct 2022, 2023, 2025	RO  P-OD	Participation of at least three individuals with positive feedback each year from 2023  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.			
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			
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			

\* 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)	
ADeans	Associate Deans for Research and Enterprise
APVC-R	Associate Pro Vice-Chancellor for Research
AURA	Annual University Research Audit
Comms	Communications Team
CROS	Careers in Research Online Survey
DORA	San Francisco Declaration on Research Assessment
DSBI	Director of South Bank Innovation
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
HEDI	Head of the Equality, Diversity and Inclusion Team
HIRG	Head of the Inclusive Researcher Group
HoD	Head of Division
HPaPA	Head of the Pre- and Post-Award Team
HRO	Head of the Research Office
HR-VP	Human Resources Vice Principal
IRG	Inclusive Researcher Group
KEF	Knowledge Exchange Framework
LDA	London Doctoral Academy
LLR	Library and Learning Resources
PDP	Personal Development Planning
PCR	Postgraduate Research
PIRLS	Principal Investigators and Research Leaders Survey
P-OD	Organisational Development
PRES	Postgraduate Research Experience Survey
RA	Research Assistant
RAG	Research Assessment Group
RDG	Researcher Development Group
REF	Research Excellence Framework
RO	Research Office
SBI	South Bank Innovation
SRP	Sabbatical Review Panel
SRR	Significant Responsibility for Research
URC	University Research Committee