London School of Hygiene & Tropical Medicine gap analysis and action plan to support the implementation of the Concordat to Support the Career Development of Researchers

LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

Institutional context

School Background

The London School of Hygiene & Tropical Medicine (LSHTM) was founded in 1899. Today, the School is renowned for its research, postgraduate studies and continuing education in public and global health. The School's mission is to "improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice."

Currently, research at LSHTM is focused within three Faculties (Epidemiology and Population Health (EPH), Public Health and Policy (PHP) and Infectious and Tropical Diseases (ITD)) and two MRC Units – MRC Unit The Gambia at LSHTM and MRC/UVRI & LSHTM Uganda Research Unit. Within the School structure there are 14 interdisciplinary Centres which bring together research expertise from across the institution to further work towards the School's mission.

LSHTM has 1,630 staff working in over 100 countries and 62% of staff are academic. 70% of academic staff are employed on a fixed-term contract. As a research-intensive organisation, all academic staff (Research Assistant, Research Fellow, Assistant Professor, Associate Professor and Professor) are engaged in research and within the School's nomenclature, the terms academic staff and researchers are used interchangeably. In practice, the School considers Research Assistants and Research Fellows as Early Career Researchers (ECR); Assistant Professors as Mid-Career Researchers; Associate Professors and Professors as Research Leaders. The School's research headcount as of August 2019 was 462 Research Degree (RD) students, 90 Research Assistants, 359 Research Fellows, 240 Assistant Professors, 145 Associate Professors and 179 Professors.

Researchers are represented at all levels on decision making committees. The School's Council is the governing body of LSHTM and has overall responsibility for its operational and strategic management. Council includes elected staff members – three members of research staff and one member of professional services staff. The Committee structure can be found here. Of the fifteen sub-committees of Council, ten have research staff representation, including Finance & Development Committee, People Committee, Research Governance Committee, Research Ethics Committee, and Senate. In addition, the Deans of Faculty and Heads of Unit (senior research leaders) are members of the Senior Leadership Team (SLT), which has overall responsibility for setting the strategic direction of the School.

Gap analysis and action plan

This paper presents the School's current compliance against the principles of the Concordat to Support the Career Development of Researchers and the actions identified for improving LSHTM research staff development and build on the exceptional support provided at the School.

Benchmarking current policies and procedures against the Concordat (Table 1) and establishing the action plan (Table 2) was undertaken between June and October 2019 by the Strategic Research Office (SRO) and the Talent and Educational Development (TED) team. From the gap analysis, an action plan was developed to build on existing support available to the School's researchers. The process involved seeking the views of research staff, research leaders and key stakeholders from across LSHTM. This was carried out through face-to-face meetings, email requests for information and desk research. Research staff at the School were invited to provide input and feedback. LSHTM participated in Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey (PIRLS) both in 2017 and 2019, the results of which have been used to inform the gap analysis and action plan, along with the LSHTM staff surveys run in 2015, 2017 and 2019. The MRC Units were transferred to LSHTM on 1st February 2018. It is anticipated that the actions identified as part of this process will be relevant to staff in the MRC Units, and there is an overarching action to investigate how to ensure harmonious integration of staff at the MRC Units within the School and the action plan to implement the Concordat to Support the Career Development of Researchers.

The SRO and TED will have overall responsibility for taking the action plan forward and progress will be reviewed every quarter, by the Concordat Monitoring Group (CMG). The CMG will include members from TED, SRO, Human Resources (HR) and the Research Staff Forum. Engagement with research staff is essential for the delivery of the action plan and for measuring successes. The Research Staff Forum will include representatives from Research Assistant to Professor grades, and will be essential in developing effective communication with researchers at LSHTM to inform career development, support requirements and possible improvements. Representatives from the forum will feedback discussions to the CMG for action. An annual monitoring report will be tabled at the autumn meeting of the People Committee, which has strategic oversight of, and reviews LSHTM's strategies, plans and objectives in relation to people-related matters (including, but not limited to, staff morale and engagement, wellbeing, culture, equality, diversity and inclusion, staff appraisal and training and development), as well as presented to Council and SLT. Within the CMG, the Head of Strategic Research and the Head of Talent and Educational Development will report to the Deputy Director & Provost and the Chief Operating Officer following each quarterly CMG meeting. There will be engagement with the School's Equality, Diversity and Inclusion (EDI) Committee and the Athena SWAN self-assessment teams from the Faculties to ensure alignment of activities where appropriate. Staff surveys, CROS, PIRLS and Postgraduate Research Experience Survey (PRES) data will be used to inform actions and monitor progress.

The CMG will be responsible for:

1. Meeting once a quarter to monitor progress and deliver on actions.
2. Advising on the implementation of the principles of the Concordat to Support the Career Development of Researchers and for revising the action plan against the updated Concordat 2019 and on an ongoing basis.
3. Reviewing and monitoring the action plan to ensure milestones are achieved.
4. Maintaining communication with researchers at the School and ensuring staff surveys, CROS, PIRLS and PRES are used to inform the action plan.
5. Reporting findings to Council, Senior Leadership Team and the People Committee.
6. Promoting the Concordat and the HR Excellence in Research initiative to staff across the School.

Contact

For any queries please contact strategic_research@lshtm.ac.uk.

Glossary:

CMG: Concordat Monitoring Group

CPD: Continuing Professional Development

CROS: Careers in Research Online Survey

ECR: Early Career Researcher

EDI: Equality Diversity and Inclusion

EPH: Epidemiology and Population Health

FTC: Fixed Term Contracts

HERA: Higher Education Role Analysis

HR: Human Resources

ISSF: Institutional Strategic Support Fund

ITD: Infectious and Tropical Diseases

LSHTM: London School of Hygiene & Tropical Medicine

PCP: Personal Circumstances Panel

PDR: Performance Development Review

PDP: Personal Development Planning

PHP: Public Health and Policy

PGCILT: Postgraduate Certificate in Learning and Teaching

PIRLS: Principal Investigators and Research Leaders Survey

PRES: Postgraduate Research Experience Survey

RD: Research Degree

RDF: Researcher Development Framework

RGC: Research Governance Committee

RGIO: Research Governance and Integrity Office

REF: Research Excellence Framework

SLT: Senior Leadership Team

SRO: Strategic Research Office

TED: Talent and Educational Development

TSP: Transferable Skills Programme

UKVI: UK Visa and Immigration

Table 1: Current policies and procedure and progress against the Concordat to Support the Career Development of Researchers

Concordat criteria	Current policies and procedures	Action
PRINCIPLE 1 Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.		
1.1. All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.	LSHTM's Mission is to "improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice." In order to achieve this, one of the key aims in the School Strategy 2017-2022 is "to recruit, develop and retain outstanding and diverse researchers and educators who produce excellent science and can influence the public and global health agenda, providing equal opportunity for progression." The School's Recruitment and Selection Procedures aim to ensure new staff are selected via a fair and transparent recruitment process. Up-to-date role descriptions are required for all jobs and include information about the School, the department and, in the case of research posts, their research team. The Recruitment and Selection Procedures document is publicly available on the website. All LSHTM jobs are advertised on the School's recruitment website and on www.jobs.ac.uk with the option of other relevant websites, depending on the nature of the role. The exemption to this policy are openings due to a named researcher on a grant or for a fixed term contract for an internal candidate, in this case the jobs are only advertised internally. All jobs are advertised for redeployment for one week before being advertised externally to encourage internal redeployment and retain researchers. The Redeployment policy and procedure can be found on the LSHTM website.	1.1.a-b 2.1 2.2
1.2. Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	Please refer to sections 1.1 and 6. The School has implemented recruitment processes and procedures to ensure that recruitment is fair and transparent. Recruitment processes are regularly tested through internal and external audits (42 HR audits in 2018). UK Visa and Immigration (UKVI) and funders audited the processes in 2019, and the School passed. 100% of jobs advertised have an up-to-date job description and person specification. Job description templates have been created for all academic roles – from Research Assistant to Professor. The purpose of these templates is to provide a standard framework for academic jobs across the School, taking into account the expectations required for each academic grade. LSHTM's e-recruitment system (StoneFish) uses the key competencies identified in each person specification to formulate specific areas of questioning on the application form, ensuring all requirements and skills are clearly identified. The Recruitment and Selection Procedures provide recruiting managers with information on how to write job descriptions and specifications. In addition, the HR Operations team offers advice and guidance to managers on drafting job advertisements, job descriptions and person specifications. The HR Operations team ensures that all members of interview panels have received recruitment and selection training. A new HR system is due to be	1.1.a 1.2.a-d 6.1.a 6.1.b 6.1.d

implemented in 2021 which will enable a link to be made between HR data and training data and simplify the monitoring of those attending the relevant training.

One of the key objectives in the School's Strategy (2017-2022) is to "foster a thriving and inclusive staff and student community"; this is underpinned by the Equality & Diversity Strategy 2016-2019 which sets out the School's vision "to embrace and value the diversity of the staff and student population and embed equality and diversity activities as an essential element in enhancing the School's contribution to the improvement of health worldwide." From the 2017-18 equality report data, LSHTM has a higher BME population of academic staff (20.3% BME, 79.7% white) than academic staff across the sector (15.0% BME, 85.0% white – from Advance HE, Equality in higher education: staff statistical report 2018). The table below shows the academic recruitment data by gender and ethnic group from 2017-18:

Gender	**Applications**	**Shortlisting**	**Appointed**
Female	55.7%	59%	62.8%
Male	44.3%	41%	37.2%
Ethnic group	**Applications**	**Shortlisting**	**Appointed**
BME	61.4%	43.9%	30.8%
White	38.6%	56.1%	69.2%

Based on the School's Athena SWAN application, and reflecting concern about the above data, action is currently being undertaken to identify and address imbalances in recruitment. This includes conducting intersectionality analysis of recruitment data by gender, nationality and ethnic origin to identify if the imbalance is specific to any particular grade, which will form the basis of recommendations for implementation by the HR Director.

1.3. Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.

The School's Fixed Term Contracts Policy was revised and updated in December 2016 and is in line with current Fixed term contract (FTC) legislation. The policy is available on the website and states that fixed term contracts should only be used "for transparent and objective reasons, where there is a genuine fixed term need." The policy lists a set of circumstances where a fixed-term appointment may be used, including expertise to support a project or time limited funding. This ensures that where an employee is recruited to a fixed-term role, they are entitled to equitable terms and conditions, the same as staff on permanent contracts. 70% of research staff at the School are on FTCs, this is due to time-limited grant funding or for specific research projects. FTC levels by gender are monitored as part of the School's and Faculties' Athena SWAN awards. The breakdown of Academics on FTCs by gender show that 74% of female academics are on FTCs and 64% of male academics are on FTCs. The gap primarily reflects the large proportion of women among Research Assistants, Research Fellows and Assistant Professors, which are the grades at which FTCs are concentrated.

Advice is available from the HR Partner team to managers regarding reviewing FTCs within their teams. This advice and guidance is usually delivered 1:1 or via face-to-face briefing sessions. It is proposed to make this information more accessible by developing online provision through seminars and screencasts. All employees whose contract is

1.3.a-b

	coming to an end are offered the opportunity to be placed onto the School's redeployment register. See section 2.2 and 2.4 for further detail on help and information provided to support staff on FTCs.	
1.4. To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.	LSHTM's Recruitment and Selection Procedures provide guidance on the composition of shortlisting and recruitment panels, stating that both must be made up of at least one male and one female member of staff. The requirements for Academic Panel Compositions are available on the intranet and specify who needs to be included for each academic grade. For example, when recruiting an Assistant Professor, the panel is chaired by the Dean of Faculty or Head of Department, and includes a Senior Academic from outside the home Faculty and one from within the home Faculty. HR Operations monitors the panel compositions and in the event of any proposed all-female/all-male interview panel, requests that the interview manager identify an alternative member. On occasion, this is not possible due to availability and expertise concerns, but currently 95% of recruitment panels meet the male/female requirements. All staff taking part in interviews must have attended the School's Recruitment and Selection Skills workshop and this is checked by the HR Operations team. This training is offered via face-to-face sessions. In 2017-18, 50 members of staff attended the training and in 2018-19, 67 staff members attended. If circumstances prevent a prospective panel member from attending the scheduled training, the panel member will be substituted out of the panel until the training has been undertaken. Unconscious Bias, Disability Confident and EDI training is compulsory for all new staff within their first 6 months and staff undertake refresher training every 3 years. Line managers are expected to inform, identify and encourage their staff members to undertake mandatory training, including refresher training, by providing time and the guidance required. Since making such training mandatory in February 2019, there have been 154 new starters of which 46% have completed their week one training and 20% their 6 months training. These preliminary numbers are low. To increase completion rates, TED will provide support and information to enable managers to ensure their new staff complete the mandatory training. Mandatory training completion is required for completion of the probationary period and to apply for promotion. Discussions on training are expected at the annual Performance Development Review (PDR) meeting. The TED team monitors training compliance and reports this to the People Committee (a sub-committee of Council which has strategic oversight of, and reviews LSHTM's strategies, plans and objectives in relation to people-related matters) and Management Board. 86% of respondents to the 2019 staff survey feel the School acts fairly in regard to recruitment, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. With regard to promotions, the terms of reference for promotions committees state that membership should reflect a gender balance and allows for flexibility to co-opt members to achieve this. At the start of every promotions committee, the Chair gives a briefing on unconscious bias, alerting members to the potential for bias to arise when making a decision. Unsuccessful applicants receive written feedback in their outcome letter and are encouraged to	1.4.a-d

	seek further in-depth feedback from their Head of Department (or other relevant academic present at the review meeting). Recruitment interview candidates who request feedback are asked to contact the HR Operations team who then liaise with the chair of the interview panel and prepare written feedback.	
1.5. The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	The School uses HERA (Higher Education Role Analysis) to evaluate posts, with the aim of ensuring jobs are graded fairly to ensure equal pay for work of equal value. Academic posts, up to and including Associate Professor, fall within the School's pay framework i.e. Research Assistant (grade 5), Research Fellow (grade 6), Assistant Professor (grade 7), and Associate Professor (grade 8). The School has used HERA to establish the grades for academic roles to ensure consistency, and job description templates have been developed for each level of academic staff. These are available to staff on the intranet pages. Researchers are entitled to in-scale incremental salary progression and are eligible to be considered for promotion. Professors are on a separate scale with bands from C to A.	1.5 2.5.a-b
PRINCIPLE 2 Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.		
2.1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.	As a research-intensive institution, all academic staff are required to undertake research. 70% of the School's academic staff are employed on FTCs. All members of staff (regardless of length of contract or working patterns) are afforded equal treatment in terms of access to benefits and training and development; terms and conditions reflect this and are monitored by HR Operations. Data from training places filled in 2018-19 indicate that academics with FTCs attend more training courses than permanent staff. For example, 112 FTC staff and 23 permanent staff attended training in the Leadership & Management Development category, 95 FTC staff and 13 permanent staff attended training in the Professional Development category, and 99 FTC staff and 34 permanent staff attended training in the Learning and Teaching category. Nonetheless, results from the 2019 staff survey shown in the table below indicate that staff on FTCs are slightly less likely to feel they are given the same opportunities to develop or progress their careers and a smaller percentage compared to permanent staff believe that the School demonstrates commitment to equality and opportunity for all its staff. Dialogue through ECR network and through the Research Staff Survey will enable the School to better address staff concerns.	2.1 2.2

2019 Staff survey results	**Full-time permanent**	**Part-time permanent**	**Full-time FTCs staff**	**Part-time FTCs staff**
Feel the School acts fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation in regard to recruitment	87%	91%	86%	86%

Believe the School demonstrates commitment to equality of opportunity for all of its staff	76%	80%	71%	70%	
Feel that they are given the same opportunities to develop as other staff	77%	78%	74%	71%	
Feel that they are given the same opportunity to progress their career as other staff	68%	68%	66%	57%	

In 2018, the Director's Awards were launched to recognise deserving staff at LSHTM, including at the MRC Units. They are open to all academic and professional services staff across every department, discipline and grade, based in the UK and overseas. The awards have different categories, thus ensuring recognition of all staff. The categories range from Outstanding contribution to LSHTM, Outstanding team and Early Career Researcher, Innovation, Excellence in developing students as researchers, Excellence for learning, teaching, assessment or the wider student experience, and Public Engagement.

For LSHTM's Research Excellence Framework (REF) submission in 2021, opportunities have been created for ECRs to apply to be included in the submission. This has been outlined in the School's Code of Practice for REF 2021 and has been approved by Research England.

2.2. Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	From the free-text comments in the CROS survey and the School's staff surveys, there is evidence that some academic staff are concerned about the job security associated with FTC working. The School will establish a formal Research Staff Forum to ensure effective two way communication between School management and this staff group to discuss policies and suggest improvements. In 2019, the School established a process for academic staff to apply for a without-duration contract and this is considered with reference to the School's policy on the management of fixed-term contracts. Since the process started there have been 8 applications for a without duration contract of which 6 were successful, leading to a 75% success rate. Research managers ensure as much warning as possible is given where the FTC appointment will not be extended, in order to allow every opportunity to seek alternative employment within or outside the School. All employees whose contract is coming to an end are offered the opportunity to be placed onto the School's redeployment register. When an FTC staff member's contract is coming to an end within the next four months, their line manager receives email alerts detailing the next steps that need to be taken. A minimum of three months before the contract is due to end the line-manager holds a redundancy consultation meeting with the staff member and the subsequent paperwork is submitted to HR. Once a member of staff is placed on the Redeployment Register, they are notified by e-mail of all applicable vacancies that match the job family and grade. In 2018, 15 staff members were successfully redeployed and 27 were redeployed in 2019. The School's policy on FTCs is reviewed and monitored regularly, to ensure compliance with legislation.	1.3.a 2.2

2.3. Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.	Clear performance expectations have been established for all academic staff, from Research Assistant to Professor. Performance expectations fall under four categories – Knowledge Generation; Education; Internal Contributions; External Contributions. For example, under Internal Contributions, Associate Professors are expected to demonstrate contributing as a mentor to help develop and motivate colleagues, and in Knowledge Generation, they are expected to lead and manage teams and support the career development of research team members. In addition, academic staff applying for promotion to the next grade are expected to have engaged in a PDR themselves and to have completed all the PDRs for those who report to them. Records from MyView show that in the 2016-17 academic year, 26% of staff engaged in PDR and this number increased to 61% for 2017-18. Preliminary results show that for 2019, PDR completion rates are over 70%. PDRs are a valuable opportunity to reflect on performance, potential and development needs. These expectations for academic staff are available on the School's intranet, included in all job descriptions, and all new academic staff are issued with a copy. LSHTM provides an in-house programme of management and leadership development, which is available to all members of staff. In addition, the Essential Skills for Line Managers training is compulsory for all new staff with responsibility for managing or supervising staff to complete within their first six months of employment. Three sessions were run in 2019 with 32 spaces filled, 16 of which were academic staff. This is currently delivered face-to-face, and as a webinar. Recording of this training is available on Moodle. The School provides Leadership and Management training for staff at all levels, including a two-day workshop, Management on the Horizon, for more junior staff. For staff in management roles, it is also compulsory to engage in leadership and management CPD opportunities. EDI and Unconscious Bias training is compulsory for all new staff within their first six months and all staff are expected to attend EDI refresher training every three years. Since its launch in February 2019, 18 staff members attended the EDI refresher training. Completion rates are monitored by the TED team and are reported to the People Committee and Management Board. From the 2019 staff survey, 84% of people who took part in a Leadership programme run or paid for by the School found it useful for their role.	1.3.b 1.4.d 4.1
2.4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how	Members of staff employed on fixed term funding for more than 5 years are entitled to six months "underwriting", which aims to bridge any gaps between one source of funding ending and another starting. All staff on underwriting are placed on the redeployment register. See section 2.2 about redeployment procedure and process for applying for a without duration contract. The School has established an internal funding scheme using the School's Wellcome-funded Institutional Strategic Support Fund (ISSF). ISSF Fellowships aim to support the career progression of researchers at the mid-career transition. This funding supports four fellowships for up to 18 months with a place on LSHTM's Pathway to Academic Leadership Programme. During this time, the fellows are expected to develop and submit applications for external	2.4.a-b

their policies, guidance and funding can be enhanced to help employers to achieve this objective.	fellowship funding. The SRO meets with the fellows on a regular basis to provide support. This scheme currently runs every two years. LSHTM's SRO offers bespoke support to identify appropriate and realistic funding opportunities for staff at all stages of their career. The SRO undertakes active "horizon scanning" for research funding opportunities, highlights relevant funders and schemes during funder showcases and 1:1 meetings with staff, and provides support at all stages of the funding application process. In addition, the SRO, TED team and Careers Service provide advice and support to staff to explore career options outside academia. Staff survey 2019 results indicated that 91% of respondents are satisfied with the support provided by the SRO and 90% of respondents are satisfied with the support provided by TED.	
2.5. Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	The School operates automatic annual increments for all academic staff below the level of Professor. Where a member of staff has reached the top of the pay scale, they can apply for contribution points based on excellent performance. This is an annual process for which clear criteria are set. The same annual process also considers and approves awards of accelerated increments and bonuses for academic staff who have demonstrated excellent performance. Accelerated increments are awarded for sustained exceptional performance beyond what is normally expected, or bonuses for exceptional performance on a one-off project. All documents relating to promotion and reward are available to all staff on the intranet and the process is reviewed annually. The School has an Equal Pay Policy which outlines our commitment to the principle of equal pay for work of equal value. This policy will be revised to ensure it reflects current legislation and best practice. A formal equal pay audit was carried out in 2008. An equal pay audit has been scheduled to take place in 2020. Further analyses of pay and gender have been undertaken as part of the School's work on Athena SWAN. The gender pay gap in 2019 was 18.3% and of the staff captured at the time 62% were female with the highest percentages of women at the more junior and middle grades. The gap primarily reflects the larger proportion of women among Research Assistant and Research Fellows and the larger proportion of male professors. However, within individual academic grades, the mean salaries for men and women are close, for example in 2017 the gender pay gap was -£247 at the Assistant Professor grade and £10 for the Band C Professor grade. The School is in the process of addressing the gender pay gap and increasing women in leadership positions. Some improvements have already been observed with the number of female Associate Professors now exceeding the number of males at that grade, and there are equal numbers of male and female Professors at band C. Further work on equal pay is planned for the medium term. The School's gender pay gap can be found here.	2.5.a-b
2.6. Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively	See sections 2.3 and 2.5. LSHTM has clear performance expectations of all academic staff, which sets out the progression route from Research Assistant to Professor. There is no quota set for promotion to senior grades, which is purely on merit. Promotions rounds are run annually and the process is reviewed and revised each year. Template job descriptions for academic roles have been produced to ensure that the academic expectations are reflected in all roles.	1.4.b 5.6

communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	The policy and procedure for Promotions was changed in 2016-17. During the revision of the promotion process, the criteria was moved away from a rigid point system to a more flexible portfolio approach emphasising quality over quantity of contributions in four areas of work (research, education and internal and external contributions). Information sessions regarding academic promotions are held before each promotion round and information about changes and procedures are available on the School intranet. Expectations around outputs were reviewed and detailed for each grade and the promotion process includes a CV review by senior staff against the criteria for academic promotion. This is a review of CVs of all academic staff at all levels (usually annually) and feedback is given on readiness for promotion and areas for development. Guidance notes are available to improve understanding and transparency of how personal circumstances are taken into consideration during the promotions process. Personal circumstances forms are reviewed by the HR Director and the Deputy Director & Provost and if the circumstances disclosed would impact on the application, this is declared to the committee. Unsuccessful applicants receive written feedback in their outcome letter and are encouraged to seek further in-depth feedback from their Head of Department (or other relevant academic present at the review meeting). 66% of respondents to the 2019 staff survey feel the School acts fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation in regard to career progression/promotion. Two of the School's major funders – the MRC and The Wellcome Trust – both have established career frameworks. The SRO regularly provide advice and guidance to ECRs using these frameworks as a point of reference. Individual departments and faculties within the School regularly run research related events. These are advertised across the School in a weekly e-bulletin and are open to all staff. Events are also run by the School's 14 interdisciplinary Centres, which include staff from across Faculties/ departments with similar research interests. Examples of such events include the Centre for Statistical Methodology's Early Career Researcher Showcase, which is run every year and enables researchers to present and discuss their research, followed by networking.	
PRINCIPLE 3 Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.		
3.1. It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions).	All research staff, including research leaders, have access to the in-house programme of staff development. In 2018-19, TED ran 219 sessions with 2732 places filled. This includes specific workshops relating to research skills, management & leadership development, teaching skills, health, safety & wellbeing, languages, and core skills development. This programme is accessible via the intranet and includes both face-to-face and virtual learning provisions. In 2018-19, 34% of TED sessions were offered virtually and in 2019-20, 43% of sessions organised by TED will be offered virtually. There is a separate section devoted to Researcher Development on the TED webpages. The School also has access to stream learning through the Scott Bradbury Watch & Go videos that illustrate how to get the best from managing people, communicating with colleagues, working with your boss and developing yourself. These videos are clear and accessible from anywhere, and free to access by all LSHTM staff members. Staff and students at the School also have access to LinkedIn Learning, an on-demand video learning solution. LinkedIn Learning offers over	3.1.a-d 5.6

This requires that they provide career development which is comparable to, and competitive with, other employment sectors.	13,000 short, online courses to help learn business, software, technology, and creative skills to achieve professional goals. The TED team provides additional sources of funding for staff wishing to undertake relevant development not provided in-house. This includes specialist skills funding (up to £150 per person) and a career development loan, which is an interest free loan available through payroll and repayable in monthly instalments. 80% of respondents to CROS 2019 feel they have been treated fairly in relation to access to training and development opportunities. 82% feel that they are supported to engage in personal and career development and 90% say they are encouraged to take ownership of personal and career development.	
3.2. A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	LSHTM supports its research staff to develop their skills so that these can effectively be deployed both within and outside the academic environment. For research staff exploring options outside academia, the TED team has run careers symposia for early and mid-career researchers in 2017 and 2019. In 2017, this showcased the careers of six speakers from outside academia who shared their experience of moving from academic research to their current role. Over 40 researchers attended this event and the feedback was overwhelmingly positive. A recording and transcript of the conference is available on the intranet. The second careers session was run in 2019 successfully. Three presenters from outside of academia discussed their careers and there were 40 attendees. It is planned to make this a regular feature in the TED programme. The TED team works closely with the School's careers advisors, who, although primarily providing a service for students, also provide advice and guidance to researchers. External careers events, the majority of which are free to attend (e.g. Nature Careers Expo), are advertised through TED e-bulletin and faculty newsletters. In 2019, Academic Career Development Bite-size sessions were launched, including determining career options available, and how to market oneself on paper and in person for jobs in or beyond academia. These sessions are scheduled to run annually. It is recognised that there is a gap in the provision of career advice and support for research staff. From the CROS 2019, only 50% of respondents agree they are supported and encouraged to have a clear career development plan. This need for better career support for staff will be addressed through an action to introduce additional career development support for researchers as part of the TED programme. The SRO run regular Funder Showcases with a broad spectrum of funders to advertise funding opportunities and all presentation material is accessible from their pages on the intranet. The team also run an annual Fellows' Showcase, where current fellowship holders talk about their experience of applying for and holding a fellowship. From leavers form data, the School monitors next destination of researchers. Since January 2017, 130 academic staff leavers moved to another Higher Education Provider or research institute, while 56 moved to the voluntary, private or public sector. These results indicate that staff at the School are prepared for moves in a wide range of sectors.	3.2.a-b 3.4.a 5.6

3.3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.	As mentioned above, the School's TED programme is open to all members of staff and includes a wide-range of development activities. The programme includes short workshops and longer, more in-depth development initiatives e.g. the Pathway to Academic Leadership Programme, Future Female Leaders Programme, Management in Practice Programme, and the Postgraduate Certificate in Learning & Teaching. The School is able to support eight women each year to attend the Leadership Foundation for Higher Education women-only leadership Aurora Programme. The School also supports attendance to the Calibre leadership programme for staff with disabilities. The TED team also provides training on transferable skills such as Time and Self-Management, Presentation Skills, Building Your Personal Effectiveness, Media Training, Writing Skills and a range of courses on working with technology. The PDR process requires discussions to explore support and development of career aspirations of the reviewees. 61% of respondents from the 2019 staff survey agreed that they agreed a personal development plan as part of the PDR process, compared to 47% in 2015. The PHP Faculty is working with TED to pilot a Development Programme for Professors and Associate Professors to encourage reflection on current leadership approaches and develop future leadership practice. The pilot aims to recruit 10 researchers and is based on 360 degree appraisal. Each participant will be given a development plan with up to £500 to spend on personal development related to the feedback. The Doctoral College was launched in September 2018 to support and strengthen research degree activities across the School. It provides a focal point for doctoral training and ECR development. Through the Doctoral College, LSHTM is piloting a new Doctoral Transferable Skills Programme (TSP) run by the TED team which is a programme of skills training for PhD students; sessions in this programme are also open to ECRs. The Doctoral Transferable Skills Programme includes three blocks of short professional development courses designed to enhance the students' research and transferable skills as well as building relationships within cohorts. Taking these courses will help them acquire skills listed in Vitae's Researcher Development Framework (RDF). This framework is endorsed by UK Research Councils and valued by employers. With regard to lifelong learning, the School runs a broad TED programme, outlined in the sections above, which includes a Wellbeing Week every December, where staff are encouraged to engage in activities not directly related to their work. Research staff are encouraged to take part in initiatives to develop their transferable skills e.g. mentoring a school-age student on the Young Scientist programme. The School also has a Volunteering Policy which allows staff to take up to two days leave per year to spend on voluntary activities in the community, thus developing skills and gaining experience from outside an academic setting. LSHTM offers free Massive Open Online Courses through FutureLearn that include articles, videos, discussion tasks and quizzes as well as free online courses on the School's Open Study platform (Moodle).	3.3.a-b 3.5.b
3.4. All employers will wish to review how their staff can access professional, independent advice on career management in general,	See point 3.2 for career support available to researchers. In partnership with St George's, University of London, the School has established the London Intercollegiate Doctoral Training Partnership. An element of this training programme includes a three month placement in a different	3.4.a-c 5.6

particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	university, in industry or in the field. This encourages a broader perspective on careers within and outside of academia. One of LSHTM's Strategic Research Officers is planning to develop a similar placement scheme for research staff. Additional development opportunities include the opportunity for up to two PhD students to attend editorial meetings at the Lancet each week, developing both writing and editing skills and highlighting career opportunities beyond academia.	
3.5. Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.	See sections 1.4 and 3.2 above. In addition, the School supports researchers to take up training and development opportunities provided by their funders e.g. Wellcome Leadership Development Programme, and NIHR leadership Support and Development Programme. The School runs an in-house Mentoring Programme which is open to all staff. The scheme was evaluated in Spring 2017 and the feedback from participants was positive. The majority of respondents to the evaluation say their reason for undertaking mentoring was related to career development and management. A working group was established in 2018 to discuss the mentoring scheme and determine the needs of the School's staff. The scheme was subsequently revised and re-launched in December 2018. Following the relaunch the working group meet yearly to discuss the scheme and any improvements needed. From the 2019 staff survey, 81% of respondents are aware of the re-launched mentoring programme and 15% of these have used the School's mentoring scheme. There are 3 rounds of applications per year to be a mentee or a mentor. From the first two rounds in 2019, 70% of mentee applications received were from research staff and 70% of mentees that applied were matched to a mentor. Since the re-launch there have been 229 applications for a mentor and 156 volunteer mentors. The School's mentoring scheme is well subscribed but requires action to increase the number of senior mentors to improve matches. The mentoring scheme includes training via Successful Mentoring Briefing Sessions and Case Studies. Through mentoring, the School contributes to a culture of personal and professional growth, an increase in communication and co-operation across departments and faculties, and more engaged, supported, and motivated staff. Whilst 90% of CROS 2019 respondents said they take ownership of their personal career development, only 5.5% of respondents say they use the Vitae RDF to support their CPD activity. To address this, the Vitae RDF planner will be promoted and piloted with ECRs at the School.	1.4.b 3.4.a 3.5.a-b
3.6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that	All new staff are invited to attend staff induction days, run throughout the year, this gives participants an opportunity to meet and network with other new members of staff. The induction provision was reviewed in 2018 across the School taking into account feedback from researchers and the low take up of the induction process. The results led to the development of intranet pages for new staff and a revised induction day. The induction day provides an introduction to the School and the different Faculties along with talks from professional services. Also included are visits, for example of the labs, insectaries, and the library. In order to make staff induction day talks accessible and available to all regardless of location, recordings can be found on the intranet. Every other induction day, following the talks and visits, there is also a Central Services Marketplace which includes stalls from a range of services from	1.4.d 3.6.a-b 5.5 6.3

research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	Communications & Engagement, Finance, IT Services, SRO and Union Representatives. This serves as a good introduction to new staff of the support available at the School. Since February 2018, 193 staff have attended a Staff Induction Day with 95% of respondents to the evaluation agreeing they found the training effective. All new staff are required to receive a local induction appropriate to their role and it is the responsibility of the recruiting manager to ensure that this takes place. Guidance and checklists on induction and orientation are available on the TED intranet pages. A welcome email is sent to all new staff upon starting with links to all relevant information and links to an induction checklist and to the induction area for new joiners. This new page includes a virtual tour video of the School, information about the School and Faculties, policies, maps to the buildings and other useful links. In February 2019, the School established a list of mandatory training for all new staff (a) during their first week (such as Data Protection after GDPR, and Anti-Bribery Essentials) and (b) during their first six months (such as Equality and Diversity Essentials, Disability Confident, and Challenging Unconscious Bias).	
3.7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	The broader TED programme offers a number of research specific skills training, including Knowledge Commercialisation, Managing your Research Project, Writing Quality Papers, Preparing a Research Bid, Writing Grant Proposals, Producing Data Management Plans, Research Governance & Ethics. It is planned to map the TED and TSP programme onto the RDF. Academic expectations for each grade are available on the intranet and detail what researchers are expected to do at each grade. For example Research Fellows are expected to contribute to management of small research grants or elements of larger grants, including management of data collection and relationships with collaborators. Staff development opportunities are available to support researchers to deliver on these expectations. Fellowship holders are responsible for managing their own budget and the TED programme includes training on managing and monitoring budgets to support them with this. Mentoring at LSHTM is about staff supporting and guiding each other and the scheme is open to all staff at all grades and career stages, with mentors drawn from across the School from a diverse range of backgrounds and experience. Anyone at the School can be a mentor. There are also opportunities for ECRs to supervise MSc students' projects.	3.1.b 3.2.b 3.5.b
3.8. Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of	This point is addressed in sections 3.1, 3.2, 3.5 and 3.7.	3.1.b-d 3.2.b 3.4a 4.1

researchers. All researchers should be familiar with such provisions and arrangements.		
3.9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.	The majority of research leaders acknowledge that an important element of their role is to provide careers advice to ECRs (92% of PIRLS 2017 and 95% of PIRLS 2019 respondents said that providing careers advice on careers in academia is very important to being an effective research leader). Academics participate in mock interview panels for fellowship applicants as part of their internal contribution to the School. It is an expectation that all academic staff engage in CPD and this is reflected in the expectations for academic staff i.e. for Research Assistant "(engagement in)…appropriate courses and other development activities, referenced to RDF". Research staff at all levels also have the opportunity to volunteer to become a mentor. This is recognised as an internal citizenship activity in the academic promotions criteria and credit given accordingly. It is also viewed as an effective way of developing listening, questioning and feedback skills. 73% of CROS 2017 and 81.6% of CROS 2019 respondents said they are encouraged to engage in personal and career development. The TED team offers courses for writing papers and communicating with a wider audience such as Quality Papers, Writing Skills, and Introduction to Public Engagement.	3.1.b 3.2.b 3.5.b 5.5
PRINCIPLE 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.		
4.1. Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a	PDR is the School's appraisal scheme and all members of staff are expected to engage in PDR on an annual basis. PDR involves a review of the previous 12 months, including whether the objectives set have been met, a review of development undertaken and planning forthcoming objectives and development activities. As part of the PDR, staff are encouraged to discuss and agree development opportunities with their line manager. The PDR form is online, hosted on MyView, an online system attached to the HR Information System. Overseas staff can use paper forms that HR can upload into the system when the PDR is complete. The TED team offers training for both reviewers and reviewees as a face-to-face workshop or online training. Records from MyView show that in 2016-17 academic year, 26% of staff engaged in PDR and this number increased to 61% for 2017-18. Preliminary results show that for 2019, PDR completion rates are over 70%. The School aims to maintain good engagement of staff with the PDR scheme through increased communications and by having a mandatory requirement for managers of researchers to have completed PDRs for their staff when applying for promotion.	3.1.c 3.4a 3.5.a-b 4.1

regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	All Professors are required to provide the Senior Staff Advisory Group (SSAG) with a review of their achievements and activities in the last 12 months, benchmarked against the relevant Academic Expectations, and proposed objectives for the following year. This process takes the place of the online PDR and includes a face-to-face meeting between the Professor and their line manager. This process is mandatory and 100% of Professors undergo a review through SSAG. In the very few cases where the review is not submitted, the individual is assessed as below expectations and required to meet the Faculty Dean. 74% of respondents to CROS 2017 and 80% of respondents to CROS 2019 say they have had a PDR over the previous two years. From the respondents that did not have a PDR, 40.9% said it was because they had only recently been appointed, but 36.4% said they had not been invited to do so. From the 2019 staff survey, 84% of respondents indicated they had a PDR in the last 12 months. Although PDR rates are increasing, all staff are entitled and expected to have an annual PDR, therefore further investigation is required to understand why some respondents have not been invited to have a PDR and increased communications should ensure line managers conduct PDRs for all their staff. Line managers that haven't completed their PDR are actively targeted by HR Partners to ensure they are conducting and logging PDR meetings with their staff.	
4.2. Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	As explained in section 3.1 and 3.3, the TED programme is open to all members of staff, with a number of activities directly relating to academic practice, including the Pathway to Academic Leadership Programme. This is a new programme for Research Fellows and Assistant Professors, launched in Summer 2017, with 18 participants taking part in the programme each year, and the fourth cohort will participate in Spring 2020. This programme enables participants to have a clearer understanding of what it means to be a leader in an academic environment. Through speakers, case study discussions, action learning, group activities and peer networking, participants have the opportunity to reflect on the different components of academic leadership roles and the core skills needed. These components include Models of Leadership in an Academic Context, A Leader's Role and Responsibilities, Developing a Sustainable Plan for Working in Academic Leadership, and Resilience and Getting Support. 92% in 2017 and 83% in 2018 of respondents to the evaluation survey felt that taking part in the programme has enabled them to develop confidence in their leadership style. The TED team plan the annual programme of development opportunities (including the TSP for Doctoral Degree students) around the RDF and are working to map all provision onto the framework.	3.1.b 3.2.b 3.5.b
4.3. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	The TED team includes three academic staff with responsibility for pedagogic development and support. The team deliver the School's Postgraduate Certificate in Learning & Teaching (PGCILT) – a two module programme. All academic staff are expected to contribute to teaching as part of their workload distribution and achieving Module 1 of the PGCILT is an essential requirement for promotion to Associate Professor. The TED team provides training and support for teaching such as Setting Effective Exam Questions, Introduction to Marking and Feedback and Planning your Teaching Session.	3.1.b

4.4. Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.	Researchers are represented at all levels on decision making committees. The School's Council includes elected staff members – three members of research staff and one member of professional services staff. The Committee structure can be found here. Of the fifteen sub-committees of Council, ten have research staff representation, including Finance & Development Committee, People Committee, Research Governance Committee, Research Ethics Committee, and Senate. In addition, the Deans of Faculty and Heads of Unit (senior research leaders) are members of SLT, which has overall responsibility for setting the strategic direction of the School. Researchers have the opportunity to attend department and faculty meetings and 61% of respondents to CROS 2017 and 54.2% of respondents to CROS 2019 say they have opportunities to participate in decision making processes.	4.4 7.1.c
4.5. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.	See section 3.5. The School runs an in-house Mentoring Programme which is open to all staff. Through mentoring, the School contributes to a culture of personal and professional growth, an increase in communication and co-operation across departments and faculties, and more engaged, supported, and motivated staff. From the 2019 staff survey, 81% of respondents are aware of the re-launched mentoring programme and 15% of these have used the School's mentoring scheme. There are 3 rounds of applications per year to be a mentee or a mentor. From the first two rounds in 2019, 70% of mentee applications received were from research staff and 70% of mentees that applied were matched to a mentor. Since the re-launch there have been 229 applications for a mentor and 156 volunteer mentors.	3.5.a
PRINCIPLE 5 Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.		
5.1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	This is addressed in sections 1.1, 1.2, 2.3, 3.1, 3.2, 3.3 and 4.2.	
5.2. Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	Innovation and engagement is included as one of the five pillars of the School's strategy for 2017-2022. Since 2018, LSHTM has enhanced its ability to deliver this priority through the formation of a new Innovation Committee, consisting of Knowledge Exchange champions from each of the three Faculties and chaired by the Chief Operating Officer, to invigorate the innovation and translational ecosystem. This committee is supported by the SRO which provides bespoke support for academics to navigate the funding landscape and develop tailored training for researchers. During 2018-19 over 70 researchers were engaged in specific knowledge exchange and innovation activities including: • Knowledge commercialisation training workshops twice per year • Funder showcases on translational research opportunities	3.2.a-b 5.2.a-b

	• Training and funding opportunities from knowledge exchange (Bloomsbury SET Connecting Capabilities Fund) and translational research (Wellcome Institutional Translational Partnership Award) initiatives. • Inspirational Innovation Seminar series • Dragons' Den style pitch to panel funding competition LSHTM researchers have substantial links with non-academic users and beneficiaries around the world, including organisations such as the WHO, World Bank, GAVI Alliance and Médecins Sans Frontières. ECRs have a unique opportunity to learn from more senior colleagues through internal seminars and 1:1 advice.	
5.3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	The School's Research Governance and Integrity Office (RGIO) aims to "support and promote high quality research, with the development and implementation of best practice for all research conducted by staff and students at LSHTM." The team provide governance and ethics training as part of the TED programme and the TSP for RD students. The office also sends out a newsletter three times a year, alerting research staff to important legislative updates and best practice advice. Work on the School's research governance resources is consistently on-going. The Research Governance Committee (RGC) works with the RGIO to promote best practice and encourage consistency, with particular responsibility for research governance matters across the School, ensuring the School continues to comply with relevant regulatory requirements. The RGIO is responsible for ensuring that all research is conducted to the highest standards in accordance with all relevant legislation (in the UK and in the countries where the research takes place), standards of good practice, professional frameworks; these are all embedded within the Good Research Practice Policy. This policy conforms to the Concordat to Support Research Integrity, as well as guidance produced by the UK Research Integrity Office. The RGIO are also in the final stages of developing online ethics training specific to research conducted by LSHTM staff and students. Standard Operating Procedures and templates are available to help researchers develop high-quality protocols that comply with the current regulatory framework.	5.6
5.4. Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.	This is addressed in sections 3.1, 3.2, 3.3, and 3.4.	3.1.b 3.2.a-b 3.4.a-c 3.5.b
5.5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to	The School's PDR process includes a mandatory discussion on career development and the PDR process is referred to in Section 4.1. All academic staff are invited to take part in an annual CV review. This takes place within Faculties and individuals are given feedback on their readiness for academic promotion. 90% of respondents from CROS 2019 said they take ownership of their career development.	3.1.b 3.5.b 4.1 5.5

further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.		
5.6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	As part of the PDR process, researchers discuss their career development with their line managers. The feedback from both CROS and PIRLS 2017 and 2019 indicated that the knowledge of external initiatives e.g. Concordat on Open Research Data is weak. Establishing a Research Staff Forum will be instrumental in improving communication with research staff. Through implementing the Concordat, the School will actively promote external initiatives through pages on the intranet and on the Induction virtual space. Knowledge of external initiatives will be measured at CROS and PIRLS 2021 with an aim of an increase of 20%.	2.2 3.4.a 3.5.a-b 5.6
PRINCIPLE 6 Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.		
6.1. The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes	One of the key objectives in the School's Strategy (2017-2022) is to "foster a thriving and inclusive staff and student community." This is underpinned by our Equality & Diversity Strategy 2016-2019 which sets out our vision "to embrace and value the diversity of the staff and student population and embed equality and diversity activities as an essential element in enhancing the School's contribution to the improvement of health worldwide." The School has achieved an institutional Athena SWAN bronze award. Of the three academic Faculties, two (ITD and EPH) hold a bronze award and one (PHP) has a silver award.	1.2.c 1.4.b 2.2 6.1.a-e

and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.	The School is a Disability Confident Employer. This demonstrates the School operates inclusive and accessible recruitment, offers interviews to disabled people who meet the essential criteria for a role, provides reasonable adjustments, and supports existing employees. As a Committed Employer the School offers work shadowing experiences within the School for disabled people and will continue work to becoming a Level 3 Disability Confident Leader. The School is a Stonewall diversity champion, celebrating the fact the School is committed to working to support lesbian, gay, bisexual and transgender staff. Several staff in HR and Student Counselling teams have attended the Stonewall Conference in recent years. There is an LGBT and Friends Network which is open to all staff and students. LSHTM monitors the diversity of the research workforce as part of a profile report that highlights key elements of the School's activities in support of equality and diversity during the academic year, as well as staff and student data across the nine protected characteristics. These reports are available on the LSHTM website on the Equality and Diversity and Inclusion page. After each promotion round, the School creates a report outlining promotion data comparing gender and ethnicity success rates. This document is available on the intranet and circulated in the School and Faculty newsletters. With regards to Wellbeing, in 2017 the School achieved the London Healthy Workplace Charter Award, which demonstrates our commitment to promoting health & wellbeing at work. The School also signed the Time to Change Pledge (October 2017), which recognises our action plan to end mental health discrimination in the workplace. The TED team run an annual Wellbeing Week in collaboration with other Bloomsbury colleges. The School also has a Mental Health Network of staff volunteer Mental Health Champions, who provide support, signpost to further information and help spread the word about mental health wellbeing in the School. The School recently launched a network of trained Mental Health First Aiders as part of the Time to Change initiative. There are 57 trained Mental Health First Aiders available to respond to any mental health concerns and are able to direct to further sources of support. The School provides free and confidential counselling to all members of staff through the University of Westminster's 'Only Connect' counselling service. For staff based overseas, Only Connect can provide free and confidential counselling through Skype or over the telephone. The Health and Safety team increased Occupational Health support in 2019 due to high demand. There are also other wellbeing initiatives at the School such as walking and running groups, book club, staff and student yoga, choir, and healthy eating schemes. The figures in the table below indicate that a small percentage of respondents feel the School is not committed to equality & diversity and there may be individuals who are feeling discriminated against in their post. It is planned that engagement with the Research Staff Forum will enable issues to be raised and reported through the appropriate channels for action. An increased awareness and communication of wellbeing actions at the School is needed to promote a healthy work environment. There will also be an Introduction to Wellbeing/Resilience training course available for managers and staff in 2020.	

<table>
<tr>
<td></td>
<td>
<table>
<tr><th></th><th>Staff survey 2019</th><th>CROS 2017</th><th>CROS 2019</th><th>PIRLS 2017</th><th>PIRLS 2019</th></tr>
<tr><td>Respondents agree that the School promotes better health and wellbeing at work</td><td>61%</td><td>41%</td><td>46%</td><td>50%</td><td>53%</td></tr>
<tr><td>Respondents believe the institution is committed to equality and diversity</td><td>73%</td><td>81%</td><td>68%</td><td>85%</td><td>82%</td></tr>
<tr><td>Respondents have not felt discriminated against in their post</td><td>89%</td><td>89%</td><td>87%</td><td>84%</td><td>79%</td></tr>
</table>
The School has many policies in place to protect all research staff such as the Bullying and Harassment Policy, the Gender Reassignment and Trans Equality Policy, and the Disability Policy.
</td>
<td></td>
</tr>
<tr>
<td>6.2. As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</td>
<td>This is addressed in sections 1.1, 1.2 and 6.1.</td>
<td>1.1.b
1.2.b+c
6.1.b</td>
</tr>
<tr>
<td>6.3. It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</td>
<td>See section 6.1.

The School is sensitive to the potential for some policies and processes to potentially result in indirect discrimination. As a result, all new policies are subject to an equality impact assessment and any proposed new initiatives endorsed by SLT and/or Management Board are required to state whether the proposal may adversely affect any specific groups of staff.</td>
<td>6.1.a-e
6.3</td>
</tr>
<tr>
<td>6.4. Employers should ensure that the working conditions for researchers provide the flexibility</td>
<td>The School’s family friendly policies cover - Carers Leave, Compassionate Leave, Maternity and Adoption Leave, Paternity Pay and Leave, Parental Leave, Shared Parental Leave and Flexible Working Arrangements. Any member of</td>
<td>6.4.a-c</td>
</tr>
</table>

necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.	staff with 26 weeks continuous service may apply for flexible working under the School's policy and it is at the line manager's discretion as to whether the request is granted. The School's maternity policy offers occupational maternity pay to staff with more than 12 weeks' service by their expected due date and statutory maternity pay for those with less than 12 weeks' service. For staff on a fixed term contract undertaking research, the PI on the grant and the Research Operations Office liaise with the funding body regarding maternity pay. Where the funding body refuses to make provision for maternity pay, the School will meet the cost. Provisions are made for staff in cases where their FTC comes to an end whilst on maternity leave. The School developed a Family Leave Toolkit that provides guidance and useful information to those taking or returning from Family Leave and their line managers. Its main purpose is to provide support through the process as well as highlighting all the important things to consider. The School is in the process of launching a buddy system to help new parents settle back into the workplace following a period of Maternity, Paternity, Adoption or Shared Parental Leave. All HR policies are reviewed regularly and involve Union consultation to ensure they reflect current legislation and best practice and staff views are taken into account.	
6.5. It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	The School recognises that flexible working arrangements may assist staff to combine the demands of employment with those of family or other personal commitments and responsibilities. Flexible working arrangements may include number of hours worked, the times at which hours are worked, and provision for home-working. The School is committed to considering and agreeing requests for flexible working wherever reasonably possible. Staff wishing to apply for flexible working arrangements discuss their proposals with their Line Manager in the first instance. The member of staff completes the Flexible Working Arrangements Form and send this to their Line Manager and any other individual(s) involved in their line management. The Line Manager should arrange to meet with the member of staff within 28 days of the receipt of the application. The meeting provides an opportunity to explore the desired working pattern, and to discuss how best it might be accommodated. It also provides an opportunity to consider other alternative working patterns should there be problems in accommodating the proposal outlined in the application. Requests for flexible working arrangements require the approval of the Line Manager and Dean of Faculty.	
6.7. Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment	This has been addressed in sections 1.1, 1.2 and 1.4.	1.1.a 1.2.b+c 1.4.b+c

and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.		
6.8. Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.	The School's family friendly policies are outlined in 6.4. With regard to academic promotions, an individual's personal circumstances are taken into account. Applicants are asked to confidentially disclose any circumstances which may have adversely affected their academic output. These are then reported confidentially to the relevant promotions panel. In 2018, the School commissioned In2People to review how an academics personal circumstances (i.e. circumstances that could have reasonably resulted in reduced output during the relevant period) are considered by the Personal Circumstances Panel (PCP) during the promotions process. There is concern amongst some academics and staff about how the PCP make their decisions about an individual's special/personal circumstances, as evidenced by the staff survey and the free text from CROS surveys, and a perception the process may inadvertently disadvantage women, in particular those who have been on family related leave from the workplace during the relevant period. The School's data do not suggest this to be the case, and in fact data suggests that staff who submit a Personal Circumstances form are promoted at a higher rate than those who don't. Of the 26 applicants who agreed that the auditor could see their forms, 19 were approved for promotion. Thus a success rate of 73%, which compares favourably to the overall 2018 School success rate for women of 61%. Using the more specific 'mothers' criteria i.e. maternity related circumstances, the success rate rises to 81% (13 of 16 applications). The review is available on the intranet and outlines a range of measures to improve how personal circumstances are considered during the promotion process, such as including an EDI or Athena SWAN representative on the panel. The Deputy Director & Provost and the Director of HR will take forward actions to update the promotions documents and policies to reflect the recommendations from the In2People report.	1.4.b
6.9. All managers of research should ensure that measures exist at every institution through which	The results from the staff pulse survey 2017 and the staff survey 2019 indicated 9% of respondents reporting they have been subjected to bullying or harassment while working for the School in the last 12 months in both surveys, identifying this as an area for improvement. In January 2018, the School implemented an Anti-Bullying & Harassment	6.9

discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	Policy, which includes sources of support for staff and students including named Advisors available for confidential guidance and support. The School's position is that "the School is committed to providing an inclusive education, research and working environment free from bullying and harassment, ensuring all staff and students are treated and treat others with respect, consideration, courtesy and dignity at all times. The School has a legal duty to provide a safe environment for all School members. Bullying and harassment are unlawful and will not be tolerated by the School." To address the staff survey results, a Report and Support Tool will be implemented at the School which allows reporting of a range of incidents/behaviours experienced. This tool will offer contact with an advisor and allows anonymous reporting. Through this tool, the School can monitor frequency and nature of issues.	
6.10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.	The School has achieved an institutional Athena SWAN bronze award. Of the three academic Faculties, two (ITD and EPH) hold a bronze award and one (PHP) has a silver award. See Section 6.1 for other schemes the School supports.	6.1.a+d
PRINCIPLE 7 The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.		
7.1. The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	The School is committed to ensuring its HR policies, procedures and practices reflect the principles of the Concordat and will continue to oversee the HR Excellence in Research action plan through the People Committee, Council and SLT. A group to monitor the progress made against the action plan will be set up called the Concordat Monitoring Group with members from TED, SRO, HR and members of the Research Staff Forum. They will meet once a quarter to monitor the implementation of the action plan. Findings and progress will be reported by the Deputy Director & Provost. The School ran the CROS and PIRLS surveys for the first time in 2017. The response rate for the CROS 2017 survey was 24% and for the PIRLS survey 18%. The School ran the CROS and PIRLS surveys again in 2019. The response rate was 17% for the CROS 2019 survey and 13% for the PIRLS 2019. Feedback from both surveys has been useful in providing a steer as to the development needs of both groups, but an increased response rate is desirable to obtain a more accurate picture.	2.2 7.1.a-c
7.2. The signatories agree: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including	The School has developed a 4 year action plan through the HR Excellence in Research Award application process. The School will continue to use CROS, PIRLS, PRES, and staff surveys with an increased effort to improve response rates through communications and promotion in newsletters and on the intranet.	7.1.b+c

the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress. **b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.** **c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.** **d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).** **e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).**		
7.4. The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for	LSHTM is committed to further implementing and promoting the Concordat, through the HR Excellence in Research Award application process. The School will keep up to date with sector changes through engagement with Vitae (attending relevant events), and attending meetings of the London Research Developers Network (FoRESt Group), Universities UK special interest meetings and London Higher Education events.	5.6 7.5.a

transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.		
7.5. Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.	See section 6.1. The effectiveness of the School's EDI strategy is also monitored through the People Committee. The School will continue to encourage staff to complete EDI data on HR records to ensure meaningful data analysis. This data is mandatory and there is a 100% completion rate.	7.5.a-b

Table 2: Action plan

Concordat principle	Action	Completion	Responsibility	Success measures
1 6	**1.1.a.** Review the School's Recruitment & Selection Policy and Procedure annually, ensuring it accurately reflects current legislation and best practice thinking.	Q4 2021	HR Operations	Reviews completed. Updated policy and procedure is accessible by all staff and available on the external website.
1 6	**1.1.b.** Periodically review the processes, procedures and policies in place to ensure that there is appropriate training for all staff involved in recruitment. Review training available and requirements for members of recruitment panels. Investigate improving the training to ensure it is efficient and increase staff compliance.	Q4 2021	HR Operations/TED	Reviews completed. Increase number of staff involved in recruitment completing training, which includes Challenging Unconscious Bias, Equality & Diversity Essentials, Disability Confident and Recruitment and Selection Skills to 80% by 2021. Feedback from trainings to monitor relevance.
1	**1.2.a.** Review the job description templates and ensure they are updated regularly and used when recruiting to reflect the changes in expectations for academic roles.	Q4 2021	Deputy Director & Provost/HR Operations	Job description templates are representative of the requirements for each role and available on the intranet to all staff. 100% of new recruits have a job description.
1 6	**1.2.b.** Review that all recruitment is done in accordance with the School's policies and procedures with a view of it being efficient and transparent.	Q4 2021	HR Operations	Annual reviews completed.
1 6	**1.2.c.** Update job advertisements to include an EDI statement and a statement on the School's commitment to EDI in order to encourage applicants from under-represented groups.	Q3 2021	HR Operations	Statement about the School's commitment to EDI added to job advertisements. Effect measured through 5% increase in awareness of the School's commitment to EDI (from 73% to 78%) at the next staff survey 2021.
1	**1.2.d.** New HR system selected and implemented at the School. Link HR information with training data. Monitor rates of compliance for Recruitment and Selection Skills by interview panel members.	Q3 2022	HR Operations/TED	New system linking HR information with training data implemented. Monitor rates of panel members completing the Recruitment and Selection skills training. 70% in 2021-22 and 80% in 2022-23.
1 2	**1.3.a.** Review and revise current FTC Policy and Procedure to ensure compliance with legislation. Ensure staff on FTCs are aware of the type of contracts they are employed on and what support is available to them.	Q4 2020	HR Partners	Policy and procedure updated and readily available to staff. All information available on the intranet and circulated to new and existing staff on FTCs. Awareness monitored through the ECR network and Research Staff Forum.
1 2	**1.3.b.** Develop and launch virtual screen-cast on Managing FTCs, as part of the School's Good Management Practice	Q2 2022	TED	Training developed on Moodle and promoted to line managers. Completion rates monitored (aim for 50%

	guides for managers. Obtain feedback, adapt training as required and monitor engagement of the training by staff.			completion rate by line managers by Spring 2021 and 60% by Spring 2022)
1	**1.4.a.** Monitor and review the Recruitment & Selection training available to ensure equitable access for all staff regardless of their location.	Q3 2022	TED	All staff have access to recruitment training. 100% of interview panel members to have received training.
1 2 3 6	**1.4.b.** Review promotion policy and procedures annually to ensure the School's framework is clear about promotion. Review promotion processes against national standards to check for areas of improvement for equality of opportunity for all staff. Continue to promote CV review to staff. Annual training and information session available prior to the promotion application round to clarify the process and to help individuals prepare applications. Monitor unsuccessful applications to determine if there are commonalities. Monitor the number of successful applicants who attend the information session and CV review.	Q4 2021	HR	Expectations for promotions readily available for all staff on the intranet. Feedback obtained from promotion procedure and through dialogue with the Research Staff Survey. Any concerns identified to feed into action plan.
1 6	**1.4.c.** Produce an EDI briefing with information on unconscious bias based on what is currently used for promotions to be read by the Chair to the panel before all interviews.	Q4 2020	HR Operations	Paper produced and 100% of interview panel chairs to use before interviews.
1 3	**1.4.d.** Increase completion rates of new mandatory training. TED to provide support and information to enable managers to ensure their new staff complete the mandatory training. Increase communication to new starters and managers about mandatory training.	Q4 2020	TED	20% increase in completion rates (from 46% for week 1 and 20% for 6 months).
1	**1.5.** Review HERA procedure taking into account feedback following the 2017 review and subsequent roll out.	Q3 2021	HR	Feedback collected and procedure updated.
2 1	**2.1.** Set up an ECR network. Network mailing list created with dedicated intranet space. Organise first networking event with an introduction on the Concordat to Support the Career Development of Researchers, the RDF planner and discuss what type of events researchers would find useful. Obtain feedback on usefulness of the network and the support it provides.	Q1 2021	TED/SRO	ECR network established. Meetings run every other month to start. Two ECRs per faculty and Units to serve as representatives and organisers. ECR network embedded within the School.

2 1 5 6 7	**2.2.** Establish a Research Staff Forum to ensure effective communication between School management and research staff. Group will include representation from all research grades. Determine how to best include Units' research staff within the forum.	Q1 2021	HR/TED/SRO	The Forum with members representing 3 of the following (1 per faculty): RD students, Research Assistants, Research Fellows, Assistant Professors, Associate Professors and Professors established. Group will enable communication with research staff to inform career development and support required. Meetings to be held quarterly. Representatives from the forum feedback discussions to the CMG for action.
2	**2.4.a.** Ensure staff are aware and encouraged to participate in the redeployment process. Line managers to meet with staff coming to the end of their contract to discuss options and redeployment.	Q2 2021	HR	Increased awareness of redeployment options by staff to be measured through communications with the Research Staff Forum and the ECR network.
2	**2.4.b.** Monitor success rates of applications the SRO supported and staff engagement with the office. Feedback obtained after each mock interview to monitor support given and obtain insight of funders' interview processes.	Q4 2020	SRO	Success rates for fellowship applications are usually around 10-20%. Fellowship and personal award applications supported by the SRO have a goal success rate set at 40%. This will be monitored yearly. At least 100 researchers engaged per year.
2 1	**2.5.a.** Revise the School's Equal Pay Policy to ensure it reflects current legislation and best practice.	Q4 2020	HR	Policy reviewed and updated. Information available on LSHTM's website.
2 1	**2.5.b.** Undertake an investigation on whether a formal School-wide Equal Pay Audit is required.	Q3 2020	HR	Investigation completed. Audit on Equal Pay undertaken if required.
3	**3.1.a.** Ensure responses and recommendations from CROS/PIRLS surveys are reported.	Q3 2021	TED/SRO	Outcomes and recommendations reported to SLT and to Research Staff Forum. Summaries available on intranet.
3 4 5	**3.1.b.** Review current training programmes across the School ensuring they are suitable. Existing training will be mapped to Vitae's RDF to identify any gaps in training requirements. Ensure all training offered is readily available on the intranet and promoted to staff.	Q2 2021	TED	Review and mapping of training available undertaken and gaps identified. Engagement with training available to researchers monitored. Data used to inform priorities for the TED programme to support career development for research staff.
3 4	**3.1.c.** Create a guide for ECRs with important information available on the intranet. Create and distribute a newsletter once a term with funding opportunities and training for ECRs. Obtain feedback on relevance of information available.	Q3 2020	SRO	Guide created for researchers on FTCs on how to navigate their careers in coordination with the ECR network and the Research Staff Forum. Newsletter circulated quarterly.

3	**3.1.d.** Review training available and requirements for overseas staff. Ensure virtual training are available and easy to find. If gaps are identified ensure online courses are available.	Q2 2021	TED	Review of training available for overseas staff completed, in collaboration with the Overseas Staff Forum to identify any gaps. Feedback from the Overseas Staff Forum.
3 5	**3.2.a.** Establish the careers event as a feature of the TED programme to be run every other year. Obtain feedback on the event to review what type of careers researchers would prefer to have included.	Q3 2023	TED/SRO	Careers event to have been run twice successfully, in 2021 and 2023. Monitor attendance with at least 40 researchers present per event.
3 4 5	**3.2.b.** Introduce additional career development support for researchers as part of the TED Programme. From CROS 2019 67% of respondents said they would like to undertake training in Research Impact, 57% in Interdisciplinary Research, 54% in Communication and Dissemination, 54% in Knowledge exchange. Querying with the Research Staff Forum and using CROS results along with the staff survey determine what support is needed.	Q4 2021	TED	Pilot completed and feedback obtained. Run as a part of the TED programme with engagement from researchers monitored through feedback and attendance.
3	**3.3.a.** Undertake a full scale review of the TSP in consultation with Research Degree students, ensuring provision meets their skills development needs.	Q2 2021	Doctoral College/TED	Launch of the revised programme in 2020-21 academic year. Feedback obtained from students. Good satisfaction rates maintained (80%).
3	**3.3.b.** Monitor the number of staff registered each year on the following programmes: - Pathway to academic Leadership Programme - Future Female Leaders Programme - Management in Practice Programme - Postgraduate Certificate in Learning & Teaching Feedback reviewed annually and programmes altered as necessary.	Q1 2021	TED/SRO	Places available are filled. From applications received popularity of courses tracked and decision made about further training needs. From feedback ensure at least 80% of participants found the training useful each year.
3 4 5	**3.4.a.** Review careers support and advice service available to researchers.	Q2 2021	TED/SRO	Review completed, if required, expand and promote careers services available for researchers. Data on number of researchers using the Careers Services and the support provided obtained.
3 5	**3.4.b.** Develop placement opportunities for staff and Research Degree students across sectors outside academia. Placement opportunities offered to staff when available.	Q4 2022	SRO	Aim for 2 placements in 2021 and build to 5 in 2022. Feedback on scheme obtained from staff.

	Monitor placement and number of staff engaging with the scheme.			
3 5	**3.4.c.** Lancet arrangement continued and maintained.	Q1 2023	SRO	15-20 students per term are sent to Lancet and this is to be maintained and monitored in the future. Feedback collated from students.
3 4 5	**3.5.a.** Revise and review Mentoring scheme annually using feedback from mentors and mentees. Aim to increase number and spread of mentors thus reducing time taken to match mentees with mentors.	Q4 2021	TED	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks. Scheme revised.
3 4 5	**3.5.b.** Pilot the use of the Vitae RDF planner with group of 15 ECRs. Promote the planner to all research staff at the School.	Q3 2022	TED/SRO	Feedback obtained from 15 ECRs. RDF planner promoted on the intranet and used by staff at the School.
3	**3.6.a.** Review on-boarding information for new staff and using feedback from staff develop revised information resource.	Q2 2021	TED	Feedback from new starters on induction process. Resources updated as needed.
3	**3.6.b.** Carry out a review of the Induction Day programme, ensuring it includes relevant information for new staff. Promote induction to line managers. Consider introducing more induction days, such as every two months due to demand and to reduce waiting time after new staff have started.	Q3 2021	TED	Induction day reviewed. Monitor feedback of Induction from new starters. From feedback maintain 95% of respondents having found the day useful.
4 3 5	**4.1.** Investigate why some staff are not having a PDR. Determine any issues with the PDR system or staff not engaging with the process and logging into Myview. Work with HR partners to increase engagement by line managers and staff.	Q3 2021	HR Partners	Using MyView PDR completion rates, increase to 80% by 2021. Maintained staff survey responses for PDR completion at over 80%.
4	**4.4.** Review representation of staff and students at the School's Committees. Identify committees that could benefit from additional staff representation. Periodic review to be undertaken going forward.	Q4 2020	Governance	Review completed. Changes made to representation when applicable. Explanation given when no changes were made. Monitor responses from CROS 2021 about opportunities to participate in decision making processes.
5	**5.2.a.** Increase the number of researchers engaged in knowledge exchange and innovation activities.	Q4 2021	SRO	Increase the number of researchers engaged in knowledge exchange and innovation to 100 per year by 2021.

5	**5.2.b.** Evaluate the Knowledge Commercialisation workshops, ensuring the needs of target audience were met. Further training to be developed from translational and knowledge exchange partnerships.	Q1 2022	SRO/TED	Number of people on course evaluated and feedback obtained. Further training developed as required.
5 3	**5.5.** Develop a policy for and implement giving staff protected time to go on training and monitor uptake.	Q3 2020	Research Staff Forum, Deputy Director & Provost and Chief Operating Officer	10 days protected time guaranteed for staff at the School to go to training and development activities. Monitored through CROS/PIRLS and staff survey.
5 2 3 7	**5.6.** Increase awareness of UK initiatives relevant to research staff, through TED and SRO newsletters, Research Staff Forum, induction and intranet.	Q3 2021	TED/SRO	Initiatives promoted on the intranet, in TED/SRO e-bulletins and to the Research Staff Forum and at Induction days. Awareness of initiatives increased by 20% at the CROS/PIRLS 2021.
6 1	**6.1.a.** Maintain School's Athena SWAN Awards.	Q1 2022	Athena SWAN Working Groups	Awards held by the school maintained.
6 1	**6.1.b.** Re-establish the EDI team within the School to deliver the School's EDI strategy.	Q4 2020	Deputy Director & Provost and Secretary & Registrar	EDI manager recruited and team strengthened. Updated EDI strategy completed, based on feedback from surveys.
6	**6.1.c.** Set up Wellbeing group looking at overarching wellbeing of staff and students. Identify issues and needs using staff and student surveys. Submit paper to SLT detailing all types of services available. Update wellbeing initiatives.	Q4 2021	Health & Safety	Feedback through surveys and Research Staff Forum. Increase response rate to the question "I feel the School promotes good health and wellbeing at work" from 61% to 70% at the next staff survey.
6 1	**6.1.d.** Decision made on signing up to the Race Equality Charter and apply for the Race Equality Charter Bronze Award.	Q3 2022	EDI team	Decision made. If applicable, the School to join the Race Equality Charter and prepare a submission for the Race Equality Charter Bronze Award.
6	**6.1.e.** Support staff attendance to StellarHE programme.	Q4 2020	TED	StellarHE leadership training programme promoted on the intranet and in newsletters. Support staff to attend programme annually.
6 3	**6.3.** Ensure that all staff networks are advertised to new and current staff.	Q4 2020	EDI team	All information published on the intranet with details on how to join and the support provided.
6	**6.4.a.** HR policies to be revised regularly.	Q4 2021	HR	All HR policies up-to-date/reviewed.

6	**6.4.b.** Monitor the engagement of the family leave toolkit.	Q3 2021	HR	Ensure awareness of flexible working available (monitor through the staff survey (66% aware of flexible working in 2019, increase by 10% at next survey). Feedback from staff obtained.
6	**6.4.c.** Launch and monitor uptake of The School's buddying system in place to help new parents settle back into the workplace following a period of Maternity, Paternity, Adoption or Shared Parental Leave. Investigate whether further promotion of the scheme is necessary.	Q4 2021	HR	Buddy system launched and uptake monitored.
6	**6.9.** Establish training needs and run further training on anti-bullying & harassment, including training for Advisors. Investigate implementing Active Bystander course.	Q2 2021	TED/EDI	Training needs evaluated. New trainings established and run. Feedback obtained from participants and attendance rates monitored.
7	**7.1.a.** Investigate how to best integrate and include the MRC Units within the Concordat.	Q4 2023	CMG/ Deputy Director & Provost	Talks undertaken with key staff at the MRC Units to determine action plan needed to integrate the Units within the Concordat.
7	**7.1.b.** Achieve an improved response rate to CROS and PIRLS 2021 through improved communication and additional promotion. Increase awareness of these surveys.	Q2 2021	TED/SRO	Both surveys to run in Spring 2021. Increase response rates to both surveys by at least 10% giving a more representative understanding of the needs of the staff at the School.
7 4	**7.1.c.** The Concordat Monitoring Group to meet quarterly to discuss and review the progress against the action plan. Maintain engagement with staff. Update the action plan accordingly.	Q4 2021	TED/SRO/HR	Evaluate development and success of actions through quarterly meetings. Report to Council, Senior Leadership Team and the People Committee annually. Action plan updated and 2 year review process.
7	**7.5.a.** Ensure attendance at external meetings and feedback to Research Staff Forum.	Q4 2021	CMG	Feedback to Research Staff Forum and/or fed into development of policy/practice-monitored at CMG meeting.
7	**7.5.b.** Continued monitoring of research staff through: PRES, CROS and PIRLS, Staff survey, Research Staff Forum, and ECR network.	Q4 2021	CMG	Feedback and issues monitored to impact on the action plan.